



This sample program inspection report developed by TPI-US includes actual inspection findings from completed inspections of programs outside of Louisiana. The findings have been edited to mask the identity of the program and its location.

Some terminology in this sample report differs from language that will be used in Louisiana onsite review reports because the TPI-US inspection framework has been customized for the Louisiana onsite review process.

Sample Inspection Report - Excerpt

Undergraduate (Elementary, Middle, Secondary) and Alternate (Elementary, Secondary) teacher preparation pathways inspection report

Inspection Dates:

This inspection was carried out by the Teacher Preparation Inspectorate in accordance with the *Teacher Preparation Handbook*

The inspection draws upon evidence from the faculty, program, and schools visited during the inspection. This evidence has enabled inspectors to make judgments against all parts of the inspection framework.

Inspection Judgments

*Key to judgments: Grade 4 is strong; grade 3 is good; grade 2 is needs improvement; grade 1 is inadequate.*¹

Sample University

	Undergraduate	Alternate
Quality of selection for teacher candidates	2	2
Quality of content knowledge and teaching skills	2	2
Quality of clinical placement, feedback, and candidate performance	2	3
Quality of program performance management	1	1

The key strengths of the provider are:

- Partnerships with schools are good, especially with the key partner school district; the partnerships offer continued data sharing opportunities and plans are already in hand to improve teacher placement by the more consistent matching of candidates with quality mentors.
- A good observation and feedback tool is used by all of the undergraduate and Alternate programs; regular training in high quality observation and feedback practices for university supervisors, mentor teachers and candidates, could provide effective feedback to candidates.

¹ As used in this report, *strong*, *good*, *needs improvement*, and *inadequate* make reference to the indicators and criteria for each scoring level in the On-Site Review Framework.

- The Alternate pathway incorporates frequent visits to candidates who are enrolled in the program while teachers of record and this program regularly provides follow-up support to candidates who have demonstrated weaknesses including use of standardized protocols for specific key teaching skills like classroom management, academic feedback and questioning.
- A commitment to sustained improvement from the dean and key leadership is present to potentially implement change with a vision of producing effective teachers.

Key Areas of Improvement include:

- Improving connections to practice in undergraduate coursework: Connections to practice in coursework are not consistently embedded in the teacher candidate coursework to further enhance K-12 student learning. There is a need to strengthen the use of formative assessment, differentiation, academic feedback, and high level questioning across all content areas to ensure candidates consistently demonstrate these skills effectively.
- Improving undergraduate secondary and bilingual coursework: Content does not fully prepare candidates to enhance their learning due to inconsistencies across the coursework. Methods courses are inconsistent in the application of content and limited guided practice opportunities are present. Coursework does not fully prepare candidates to teach bilingual or English Language Learners by providing opportunities to learn and practice strategies used to support bilingual and English Language Learners in the classroom.
- The Alternate curriculum needs improvement because coursework and training does not address specific content pedagogy in a way that is also integrated with key teaching skills, so that all teacher candidates develop the knowledge and skills they need to ensure quality teaching that advances the academic progress of their students.
- Improving Clinical Placements and Feedback to Candidates: The undergraduate program does not currently monitor the quality of school placements or the quality of mentor teachers that candidates are placed with. There are inconsistencies in expectations and in the feedback candidates receive from university supervisors.
- Improving Program Performance Management: The program does not currently take steps to monitor data around the quality of the coursework in both pathways, as well as in candidate fieldwork experiences, or observation and feedback practices to make sure candidates are benefiting from quality coursework or receive actionable, reliable and accurate feedback from classroom observations. Additionally, the program does not have quality assurance systems to examine the effectiveness of the program.

The quality of content knowledge and teaching skills:

Needs Improvement (2)

- The program should strengthen and improve the quality of coursework in content knowledge and teaching methods to good by:
 - Providing candidates in the undergraduate programs with consistent opportunities across methods coursework to acquire strategies and skills to use formative assessment, high level questioning and provide academic feedback to K-12 students. The faculty should teach, model, and provide instruction on how to give good academic feedback to students and how to use higher level questioning for deepening students' understanding and engaging them at higher levels of academic rigor. The program should ensure this is present in all coursework and that candidates are provided opportunities to practice these important teaching skills.

- Strengthening program coursework in both pathways in differentiation so that all candidates are better prepared to effectively implement differentiation practices to meet the needs of students with different needs and abilities. This includes preparation for ESL and bilingual candidates.
- Giving sustained comprehensive attention to the quality of coursework and training in the alt cert program because the alt cert curriculum for all candidates does not address specific content area pedagogies or domains highly relevant to elementary and secondary students, and those who do participate in this coursework have already completed a year of full time teaching before some of the courses are available to them. As a consequence, candidates in the alt cert pathway are not able to develop the skills to foster student learning and growth. One Saturday per month of general coursework is not sufficient to develop the knowledge and skills teachers need to be successful in the classroom.
- Ensuring that all coursework- in both pathways- has strong connections to practice. The instructional faculty should make connections through the modeling and explicit teaching of desired instructional behaviors such as high level questioning, academic feedback, differentiation, and providing candidates opportunities to practice and receive feedback on their ability to demonstrate good teaching learned in the coursework so that they can consistently exhibit key, successful teaching.

Inspection Findings

1. Undergraduate secondary coursework in core subjects and bilingual education coursework does not fully prepare candidates for effective teaching. Candidates do not have adequate content knowledge in their core subjects to further develop the pedagogy they will need in teaching K-12 students. Methods courses are inconsistent in showing candidates the application of content and limited guided practice opportunities are present. Coursework does not provide multiple opportunities to learn and practice strategies for teaching English Language Learners or bilingual students. Candidates reported they were not adequately prepared in their coursework to teach bilingual or English Language Learners. The program has self- identified this as an area for improvement.
2. Coursework connections to practice in all content areas and in both pathways need improvement. Opportunities to demonstrate course content knowledge and teaching methods are not consistent across reading, classroom management, assessment, differentiation, mathematics, science and social studies. Candidates have limited opportunities to apply their depth of understanding and teaching skills with students in the K-12 classroom. Although there is modeling by faculty and opportunities to practice and discuss strong teaching strategies during coursework, there are limited opportunities to learn how to apply coursework knowledge in candidates' teaching practice. Furthermore, evidence from observations, discussions with candidates and faculty indicate that coursework does not consistently make explicit connections to practice through assignments that anchor candidates' ability to demonstrate methods learned in program coursework and receive feedback on their ability to do so.
3. In the alt cert program, relevant coursework connections to practice need improvement. Candidates do have opportunities to observe teaching in their first summer session as well as other teachers during their own teaching placement, but the counseling and guidance on Saturdays provides candidates' feedback but does not link their teaching to the coursework they receive. There is limited modeling by teaching faculty and limited opportunities to practice and apply key teaching skills within the coursework.
4. Coursework that enables candidates to learn and apply their knowledge of formative assessment to inform instruction, academic feedback, high level questioning and differentiated instruction needs improvement. Academic feedback and high level questioning by faculty to candidates was not consistent in the courses observed. As a result, candidates were equipped with a limited understanding of how to use academic feedback and promote deep learning for K-12 students. Recent

graduates reported that their preparation in these key areas did not sufficiently equip them with the skills to assess, differentiate instruction and use higher order questioning to prompt and progress K-12 student thinking and learning.

5. The Alternate curriculum needs improvement because coursework and training does not address specific content pedagogy and in a way that is also integrated with key teaching skills. There is limited coursework on good assessment practices so that all teacher candidates develop the knowledge and skills they need to ensure quality teaching that advances the academic progress of their students. For example, candidates in the alt cert pathway are not developing the ability to formatively assess learning of students and align their instruction to meet the needs of student results.
6. Coursework in reading needs improvement. There is evidence of Scientifically Based Reading Instruction (SBRI) because the five components of reading are taught throughout coursework. But coursework in reading would be stronger if there were consistent connections to practice on how to teach and assess reading.
7. Other courses such as science, social studies and classroom management are good. Standards based pedagogy and elementary content is presented and modeled for candidates. Within the classroom management course there are opportunities provided to candidates to practice positive ways to manage student behavior and this is consistently modeled for the candidates in the class through role playing and scenarios. However, coursework in all these areas is limited in the amount of opportunities to practice and apply learning in K-12 classrooms.
8. Coursework in mathematics addresses all areas of elementary mathematics content and pedagogy and faculty modeling of conceptual understanding, problem solving and mathematics fluency is present across all mathematical content areas. The coursework is in need of providing consistent opportunities for candidates to practice and demonstrate their ability to teach math to enhance the learning of K-12 students.

Clinical placement, feedback and candidate performance (Undergraduate): Needs Improvement (2)

Clinical placement, feedback and candidate performance (Alternate): Good (3)

- The provider should strengthen the quality of clinical placement, feedback, and candidate performance by:
 - Taking steps to ensure all undergraduate candidates are consistently placed with mentor teachers who demonstrate high quality teaching performance standards, have clear guidelines from the program as to how to provide effective mentoring for candidates and receive regular and updated training of programmatic expectations. There should be clearly articulated criteria for the selection of the mentor teachers. This should apply to both the early field placements for coursework and for student teaching. The early field experiences should be monitored for quality and consistency of program expectations with regard to assignments completed in the field, candidate's' role in the K-12 classroom and the type of feedback candidates receive from the university and the mentor teacher during the placement
 - Improving the quality and consistency of the oral and written feedback provided to candidates in the undergraduate program by university supervisors. The program should provide consistent and ongoing training for supervisors and mentor teachers in effective feedback strategies that focus more clearly on the strengths and weaknesses in instructional practices that have the greatest impact on student outcomes. Oral and written feedback should be provided to candidates in early phases of the program. In post observation conferences during student teaching, high quality and accurate feedback should be provided to candidates that helps them identify key improvement

steps that build upon previous development steps, and that link their teaching to student learning and academic outcomes. Candidates should also receive training on the Observation and Evaluation Rubric performance expectations so that they have a clear understanding of the rubric and how to apply the indicators in their teaching to promote their ability to become proficient and effective educators.

- While the alt cert program provides regular follow-up supports to candidates who have demonstrated weaknesses, in order to be strong the program should examine whether those follow-up supports have resulted in improved performance.

Inspection Findings

1. Clinical placement timing and length in both pathways are good. Candidates are placed in the field for one full school year at the beginning of the term and this enables candidates to experience setting up an effective learning environment in the classroom. However, the selection of placement schools for the undergraduate programs needs improvement. Evidence from district Human Resource departments state the program does not provide clear criteria to guide district staff in making school placements of candidates with highly effective mentors. Candidates in the undergraduate program inconsistently have diverse experiences in a variety of high achieving or improving schools.
2. The undergraduate program's clinical placement policies and practices are inadequate. The criteria for the selection of mentor teachers in the undergraduate program is not articulated by program leadership. Confirmation from university supervisors, graduates, and current candidates state that mentor teachers do not always support the growth and development of the candidates. Mentor teachers in the undergraduate program do not use and are not trained on the expectations of the observation and feedback tool used. As a result, there are inconsistencies in expectations and feedback given to candidates between the mentor teacher and university supervisor.
3. The observation and feedback tool used to assess candidate performance in both pathways for student teaching observations is good. The program currently uses nine indicators from Teacher Observation and Evaluation rubric. The rubric focuses on both teacher quality and student outcomes in instructional practices and the learning environment created for students by the candidates. Initial training for all supervisors in the use of the rubric took place in January, 2016. However, there has been no additional professional development provided to supervisors on using the rubric to provide high-quality feedback based on student outcomes to candidates or any further training from program leaders to ensure consistency and inter-rater reliability for scoring. Additionally, candidates in the undergraduate program confirm that they do not have a clear understanding of the performance expectations due to their limited training on the indicators from the rubric. Alternate candidates have received district training as well as explicit training on the rubric indicators as evident by their Saturday sessions.
4. The quality of oral and written feedback to undergraduate candidates is inconsistent in identifying accurate ratings on the rubric, key areas for improvement and action steps for improvement. There is wide variability in the quality and accuracy of supervisors' written feedback reviewed, in the rating scores candidates received, and in the steps for improvement for future teaching events. The feedback did not consistently build upon previous improvement steps to progress student learning or have a strong focus on K-12 student outcomes as a result of the teaching observed. This adversely impacts on candidate performance and improvement over time and in turn inhibits the academic learning and progress of the students they teach.
5. Alternate candidates do receive individualized coaching that is good. The Alternate pathway incorporates frequent visits to their candidates who are enrolled in the program while teachers of record and regularly provide follow-up support to candidates who have demonstrated weaknesses including standardized protocols for specific key teaching skills like classroom management,

academic feedback and questioning. The quality of the written and oral feedback is consistent and candidates report this feedback is key in shaping their teaching from week to week.

Sample University Appendix

Information about the provider:

- The undergraduate program offers certification in the areas of Elementary (1-5), Middle Level (4-8) and Secondary (6-12) education. The University currently has approximately XXX undergraduate teacher education candidates seeking a major in Education and YYY are in their final two years of reaching certification. Of those, ZZZ are declared as Elementary 1-5 and ZZZ Elementary 1-5 Integrated to Merged. Currently WWW are seeking 4-8 content certification and VVV are working towards 6-12 certification.
- The undergraduate program currently places teacher candidates in over 30 districts in the metropolitan area. Candidates are required to complete 25 observation hours in pre-teaching and 80 hours in developing teaching to facilitate small group or individual instruction prior to student teaching 1 and 2. During student teaching candidates complete a year-long student teaching experience while completing methods coursework.
- Undergraduate program coursework takes place on two university campuses. The candidate degree plans require between 120 - 133 hours of minimum coursework and at least 70 hours must be completed prior to entering the program. The alt cert coursework takes place in school classrooms in cohorts. The minimum grade point average (GPA) required for admission to the undergraduate programs is 2.5, additionally candidates must have passing scores on the STATE Content Test, complete an interview with faculty and complete a writing assessment. Alt cert program candidates must have at least a 22 on the ACT or 1030 on the SAT; they must also answer written interview questions that are scored by faculty on a shared rubric.
- The alt cert program offers certification in Elementary 1-5 (XX candidates enrolled) and Secondary 6-12 Math (YY candidates enrolled), Biology (ZZ candidates enrolled) and Chemistry (TT candidates enrolled).
- The alt cert program courses include those taken during their first summer and in the following fall and spring semesters. During the fall and spring semesters these courses are delivered one Saturday per month. All alt cert candidates must complete the same core classes: EDU 123, EDU 234, EDU 345, EDU 456

Information about the inspection:

- The inspection team observed 17 teacher candidates in eight schools—ten in the undergraduate pathway and seven in the alt cert pathway. These observations took place in schools located in five local communities and schools are identified in Appendix A.
- Inspectors reviewed course syllabi and course documents, handbooks, and survey data about the program, information about admitted teacher candidates, demographic information about the program and its partner districts, the academic performance of placement schools, and teacher candidate observation data.
- Inspectors observed 19 program courses on both university campuses. Appendix A includes a complete list of courses attended.
- Inspection team members conducted interviews with the program and College of Education faculty and professional staff, school principals, classroom mentor teachers, university supervisors, the school district's Human Resource department, and recent graduates.
- The program representatives participated in all formal inspection team meetings, as did the department chair. These leaders along with the associate dean and pilot coordinator attended the final oral debrief where inspection findings and areas for improvement were presented.

Inspection team

NAME, Lead Inspector

NAME, Inspector

NAME, Inspector

NAME, Inspector

NAME, Inspector

Martin Newell, Quality Assurance

Program representatives

NAMES AND TITLES

Program clinical sites and program courses:

The following schools were visited to observe teaching, observe feedback to candidates from university supervisors, and/or to interview school leaders and recent program completers:

1. Washington Middle School, Alabama School District
2. Adams High School, Arkansas School District
3. Jefferson Elementary School, Arizona School District
4. Madison Elementary School, Alaska School District
5. Monroe Elementary School, Michigan School District
6. J.Q. Adams Middle School, Michigan School District
7. Jackson Elementary School, Minnesota School District
8. Van Buren High School, Louisiana School District

Inspectors observed the following courses:

1. EDUC XXXX - Pre/Developing Teaching
2. EDUC YYYY - Kindergarten & Elementary Curriculum and Instruction
3. EDUC ZZZZ - Social Education
4. EDUC BBBB - Literacy Assessment
5. EDUC CCCC - Middle School Math Methods
6. EDUC DDDD - Classroom Management
7. ELED GGGG - Children's Literature
8. ELED HHHH - Elementary Science Methods II
9. ELED RRRR - Mathematics in Elementary Schools II
10. ESED AAAA - Literature in the Secondary Class
11. ESED BBBB - Secondary Science Methods
12. ESED CCCC - Literacy across the content areas
13. ESED DDDD - The Exceptional Adolescent
14. ESED FFFF - Classroom Management
15. ESED GGGG - Educational Psychology
16. EDU 123 - Assessment and Instruction
17. EDU 234 - Classroom Management
18. EDU 345 - Content Methods Cohort
19. EDU 456 - Teaching and Learning Cohort