

A photograph of two women in conversation, overlaid with a blue tint. The woman on the left is looking towards the woman on the right, who is seen from the back/side. The background is slightly blurred, suggesting an indoor setting.

On-Site Review and Continuous Improvement

**Louisiana COP Meeting
November 15, 2018**

Essential Questions

- What is the On-Site Review lens with regards to continuous improvement?
- How is continuous improvement reflected in Domain 4 - Program Performance Management?
- How do teams review and evaluate evidence, particularly evidence relating to Domain 4?
- What are some key interconnections across Domains in the On-Site Review Framework?
- What are some implications for your own program?

Agenda

- Context Setting
- Domain 4 Introduction
- Observation Data
- Course Data
- Interconnections Revisited
- Close

Context Setting

Goals of On-Site Review

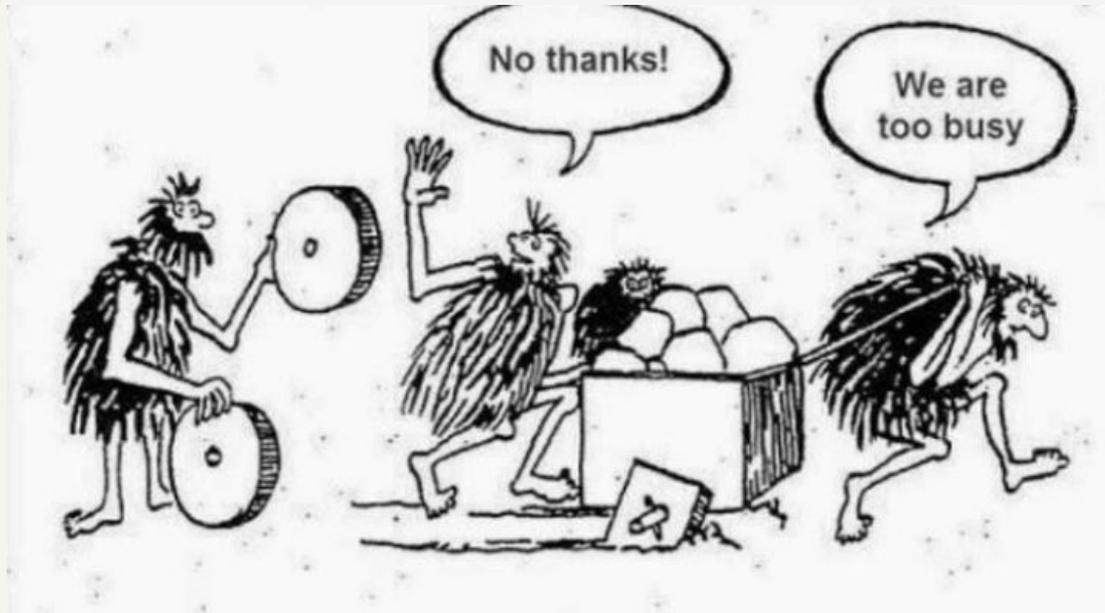
1. Drive programmatic improvement via actionable, meaningful feedback.
2. Increase student learning through improving teacher preparation programs.

“I appreciate that the process now focuses on quality of our graduates rather than compliance because the team does not come to find a mistake we have made but to look at our program as a whole and provide feedback for improvement.”

-Dr. Pam Rentz, Vice President of Academic Affairs, Chipola College

On-Site Review Philosophy

Kaizen



Framework in Action

Triangulation
Typicality

What are the Domains?

-  **Quality of Selection:** How does the program ensure it selects candidates that show potential and/or fit for teaching?
-  **Quality of Content Knowledge & Teaching Methods:** How well does the program ensure candidates acquire content knowledge and key teaching methods through coursework and related experiences?
-  **Quality of Clinical Placement, Feedback and Candidate Performance:** How well does the program ensure candidates receive high quality supervision and feedback, and ensure candidates have a high quality placement and mentor teacher? How well does the program prepare candidates for their teaching responsibilities?
-  **Quality of Program Performance Management:** The extent and process by which program leadership *-at all levels-* utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates.

Domain 4 - Program Performance Management

D4: Quality of Program Performance Management



The extent and process by which program leadership **-at all levels-** utilize data to continually improve the quality of teacher preparation and outcomes for all teacher candidates.

Elements of Domain 4/PPM

- Quality of Data
- Internal Quality Control Gates and Intervention Plans
- Quality Monitoring
- Monitoring Coursework-Clinical Connections
- Quality Assurance and Improvement Planning

D4 Framework Language

Indicator 4.1: Program Performance Management

Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate
Quality of Data	Program collects and uses multiple sources of high-quality internally and externally validated data to monitor ongoing performance.	Program collects and uses multiple sources of information , most of which are high quality data, to monitor ongoing performance.	Program collects and uses few sources of high quality information , relying on data of inconsistent quality to monitor ongoing performance.	Sources of information collected and used for program monitoring are not high quality data .
Quality monitoring (data sources could include: program improvement plans, candidate completion rates, feedback surveys, internal reviews, faculty study groups, faculty/peer observations)	Program leadership regularly and systematically monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. This includes regular examination of observation and feedback instruments and practices as well as regular training for mentor teachers	Program leadership usually monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. This includes review of observation and feedback instruments and practices as well as regular training for mentor teachers.	Program leadership inconsistently monitors overall quality of coursework, clinical experiences, and the observation and feedback system employed to support development of teacher candidates. Examination of observation and feedback instruments and practices is not regular nor is training for mentor teachers.	The program does not take steps to monitor the quality of coursework, candidate fieldwork clinical experiences, and/or the program's observation and feedback practices. Mentor teacher do not receive at least annual training to ensure consistency of approach in giving feedback to teacher candidates.

Indicator 4.1: Program Performance Management

Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate
<p>Internal quality control gates (or checkpoints) and intervention plans</p>	<p>Program leadership monitors candidate performance through internal performance checkpoints/gateways and utilizes data to ensure that all candidates exceed high standards of performance before moving into the next phase of their teacher preparation (e.g., into one-year residency, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</p>	<p>Program leadership monitors candidate performance through internal performance checkpoints/gateways and utilizes data to ensure that all candidates meet high standards of performance before moving into the next phase of their teacher preparation (e.g., into one-year residency, being recommended for licensure). The program has formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</p>	<p>Program leadership inconsistently monitors candidate performance and inconsistently utilizes data to ensure that candidates meet standards of performance before moving into the next phase of their teacher preparation (e.g., into one-year residency, being recommended for licensure), and/or the program inconsistently uses formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</p>	<p>The program does not monitor candidate performance through formal internal performance checkpoints/gateways and/or the expected standards are unclear. The program does not use formal interventions (including a counseling out process) for teacher candidates who do not meet program performance standards.</p>

Indicator 4.1: Program Performance Management

Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate
Quality assurance and improvement planning	The program has and regularly uses rigorous and well-embedded quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these processes are the basis for improvement planning and action steps.	The program has and usually makes use of good quality assurance systems informed by high quality data about cohorts or groups of candidates and completers to sustain high-quality outcomes, and these are the basis for improvement planning and action steps.	The program inconsistently makes use of quality assurance systems, and these quality assurance insurance systems need improvement to be used effectively in improvement planning and action steps.	Quality assurance systems are not used to examine the effectiveness of the program and secure further improvements in outcomes for individuals and groups of teacher candidates and completers.
Coursework-clinical connections	Program leaders systematically monitor the quality of coursework and teaching to ensure there are strong connections between program coursework and the clinical components of the program including shared information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.	Program leaders monitor the quality of coursework and teaching to ensure there are good connections between program coursework and the clinical components of the program including shared information between the faculty who teach courses and those who supervise candidate clinical performance so that course instructors understand how well candidates are able to implement what they learn.	Program leaders inconsistently monitor the quality of coursework and teaching to ensure good coursework-clinical connections and/or inconsistently monitor how well information is shared between the faculty who teach courses and those who supervise candidate clinical performance.	Program leaders do not monitor the quality of coursework and teaching to ensure good coursework-clinical connections.

Interconnections and Program Performance Management

Engine or Caboose?



Domain 4 and Triangulation

- D4 judgments driven by what teams find in the other domains
- **Program Performance Management (PPM) is not a silo**
- When PPM is strong, teams often find strengths throughout the program
- When teams are reporting important areas for improvement in D1, D2, or D3, this means that D4 (PPM) is very likely to need improvement.

Example of Interconnectedness: D3 and D4

Examples

- Observation and feedback data (D3) connected to the quality of data as well as to monitoring quality (D4)
- Candidate performance (D3) linked to quality control gates and intervention plans (D4)
- Observer training (D3) directly related to the quality of data used by the program (D4)
- Oral and written feedback (D3) connected to quality of program monitoring and improvement planning (D4)

Observation Data

D3 Framework Language

Criteria	Indicator 3.2 – Observation and Feedback			
	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate
Program supervisor and mentor teacher training on observation and evaluation ²²	All program supervisors and mentor teachers receive regular substantive training to measurable standards for reliability on methods and practices of high quality observation and feedback.	All program supervisors and mentor teachers receive regular substantive training on methods and practices of high quality observation and feedback.	Program supervisors and mentor teachers receive minimal training, at least annually , on the observation and/or evaluation instrument.	The program does not provide training on methods and practices of effective observation and feedback to program supervisors and mentor teachers who observe/host teacher candidates.
Quality of written and oral feedback	Accurate written and oral feedback after each required observation has a clear link to evidence of student learning during the observed lesson, strategically builds on previous feedback, and identifies key actionable improvement steps.	Accurate written and oral feedback after each required observation usually has a clear link to evidence of student learning during the observed lesson, builds on previous feedback and identifies most key actionable improvement steps.	Written and oral feedback after each required observation is inconsistent and/or inconsistently builds upon previous feedback, does not link to student learning and/or does not directly identify key actionable improvement areas.	Written and oral feedback after each required observation is inaccurate and/or does not link to student learning and does not identify key actionable areas for improvement.

²² On-site review focuses on training and maintaining inter-rater reliability of all program and district/school observers.

Example Observation Data

Scores: 1=Unsatisfactory 2= Basic 3= Proficient 4= Exemplary

	A									
1	C									
2									Scores: 1=Unsatisfactory 2= Basic	
3										
4			Candidate 1				Candidate 2			
5			Obs #1	Obs #2	Obs #3	Final Obs.	Obs #1	Obs #2	Obs #3	Final Obs.
5		Instructional Design and Lesson Planning								
6	1	Aligns instruction with state-adopted standards	3	3	4	4	3	3	4	4
7	2	Sequences lessons and concepts to ensure coherence and required prior knowledge;	3	3	3	4	3	3	3	4
8		The Learning Environment								
9	3	Manages individual and class behaviors through a well-planned management system	2	3	3	4	2	3	3	4
10	4	Conveys high expectations to all students	3	3	3	4	3	3	3	4
11	5	Respects students' cultural linguistic and family background	4	3	3	4	4	3	3	4
12	6	Adapts the learning environment to accommodate the differing needs and diversity of students	3	3	3	4	3	3	3	4
13		Instructional Delivery and Facilitation								
14	7	Deliver engaging and challenging lessons	3	3	3	3	3	3	3	4
15	8	Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter	3	3	3	4	3	3	3	3
16	9	Identify gaps in students' subject matter knowledge	3	3	3	4	3	3	3	4
17	10	Modify instruction to respond to preconceptions or misconceptions	3	3	3	4	3	3	3	4
18	11	Apply varied instructional strategies and resources	3	3	3	4	3	3	3	4
19	12	Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students	3	3	3	3	3	3	3	3
20		Assessment								
21	13	Uses a variety of assessment tools to monitor student progress, achievement and learning gains	3	4	3	4	3	3	3	3
22	14	Adjusts instruction during the lesson based on formative assessment	3	3	4	4	3	3	3	4

Guiding Questions (Observation Data):

- What do you notice in the data?
- What does it tell you?
- What questions does it raise?
 - Generally? In regards to other domains?

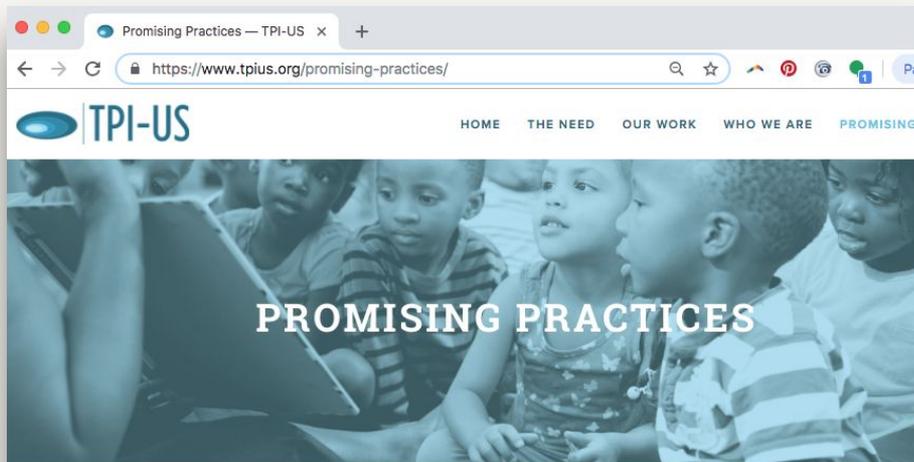
Reflect/Discuss

When you think about your own observer training practices, what areas are stronger or in need of some additional attention?

How does the training impact observation data and your internal program performance management?



Promising Practices



In collaboration with programs across the country, TPI-US has highlighted promising practices for each judgment area of the TPI-US Inspection Framework in order to disseminate information about practices that show the potential to strengthen programs. These practices have been identified through TPI-US inspection and on-site review work and it is our hope that the information on these pages will help other programs around the country eager to learn about high quality teacher preparation.

Click on blue links to see individual promising practices in each judgment area.

More are coming soon!



SELECTION:

(Coming soon!)



CONTENT KNOWLEDGE AND TEACHING METHODS:

[Louisiana Tech University: strategically built elementary literacy training](#)

[Texas Tech University: translating coursework into skills through five core steps](#)



Guiding Questions (Promising Practices):

- How might a program's own continuous improvement lens have influenced the work leading to this promising practice?
- In your program, who would you need to pull into discussions for work like this?

Course Data

Indicator 2.1 Content Knowledge¹¹

Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate
<p>English Language Arts Teacher Content Knowledge and Pedagogy</p> <p>(To include content knowledge, strategies, and application defining learning goals for all learners at various stages of reading and writing development.)</p>	<p>Coursework and training provide comprehensive coverage of scientific research/evidence based reading instruction within the 5 essential components¹² of reading paired with elements of early literacy instruction, consistently enabling ELA teacher candidates to teach students how to read effectively, ensuring that the progress of all students is good or better. These elements, as applicable to the certification grade band (e.g., early childhood, elementary, secondary), include:</p> <ol style="list-style-type: none"> 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: <ul style="list-style-type: none"> ● Phonological processing and phonemic awareness ● Phonics instruction ● Spelling 3. Fluency 4. Comprehension 5. Vocabulary instruction to include morphology 6. Grammar/syntax 7. Written expression 8. Formal/informal assessment practices that inform literacy instruction 9. ELL 10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs. 	<p>Coursework and training address scientific research/evidence based reading instruction within the 5 essential components of reading paired with elements of early literacy instruction, enabling ELA teacher candidates to teach students how to read effectively, enhancing the progress and learning of the students they teach. These elements, as applicable to the certification grade band (e.g., early childhood, elementary, secondary), include:</p> <ol style="list-style-type: none"> 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: <ul style="list-style-type: none"> ● Phonological processing and phonemic awareness ● Phonics instruction ● Spelling 3. Fluency 4. Comprehension 5. Vocabulary instruction to include morphology 6. Grammar/syntax 7. Written expression 8. Formal/informal assessment practices that inform literacy instruction 9. ELL 10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs. 	<p>Coursework and training address some components of scientific research/evidence based reading instruction within the five essential components of reading paired with elements of early literacy instruction and inconsistently enables ELA teacher candidates to progress the learning of the students they teach. These elements, as applicable to the certification grade band (e.g., early childhood, elementary, secondary), include:</p> <ol style="list-style-type: none"> 1. Oral language development 2. Explicit, systematic, and sequential instruction in the areas of: <ul style="list-style-type: none"> ● Phonological processing and phonemic awareness ● Phonics instruction ● Spelling 3. Fluency 4. Comprehension 5. Vocabulary instruction to include morphology 6. Grammar/syntax 7. Written expression 8. Formal/informal assessment practices that inform literacy instruction 9. ELL 10. Learning Differences to include dyslexia and students with learning disabilities as well as other learning needs. 	<p>Coursework and training do not enable ELA teacher candidates to teach literacy including scientifically based reading instruction.</p>

D2 Framework Language

Indicator 2.3 Connections to Practice ¹⁷				
Criteria	4 – Strong	3 – Good	2 – Needs Improvement	1 – Inadequate
Connections to Practice	Program coursework has frequent and strong connections to immediate practice such as: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.	Program coursework frequently includes appropriate and good connections to practice and allow candidates to regularly apply learning . Examples include: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.	Program coursework has inconsistent relevant connections to practice with missed opportunities to include: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.	Program coursework has few OR ineffective connections to practice such as: scenarios, use of videos of classroom teaching, fieldwork assignments, simulations, modeling strong instructional practices, etc.

¹⁷ Candidates receive frequent opportunities to practice teaching methods, observe strong modeling of teaching methods and skills, and are provided with explicit, real world applications of the content knowledge and teaching methods presented in coursework.

Guiding Questions (Course Survey and Observation Notes):

- What do you notice in the data?
- What does it tell you?
- What questions does it raise?
 - Generally? In regards to other domains?
- When you think about the Survey and Course Observation data, what would you anticipate review team members might be looking for in the candidate observation data?

Reflect/Discuss

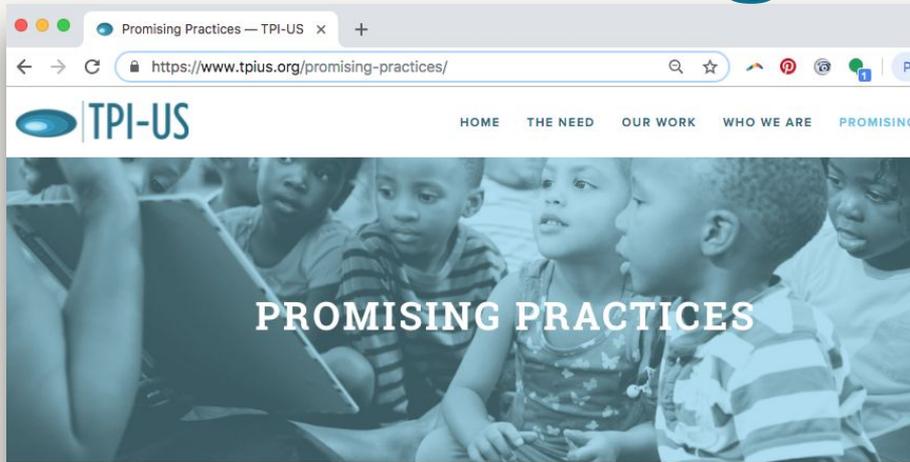
What evidence do you have about the quality of coursework?

How do you see faculty helping candidates making connections?

What areas are stronger or in need of some additional attention?



Promising Practices



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Guiding Questions (Promising Practices):

- How might a program's own continuous improvement lens have influenced the work leading to this promising practice?
- In your program, who would you need to pull into discussions for work like this?

Interconnections Revisited

REVISIT!

Example of Interconnectedness: D3 and D4

Examples

- Observation and feedback data (D3) connected to the quality of data as well as to monitoring quality (D4)
- Candidate performance (D3) linked to quality control gates and intervention plans (D4)
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Interconnectedness: D2 and D4

Examples

- Coursework quality (D2) and monitoring (D4)
- Coursework quality (D2) and improvement planning (D4)
- Clinical connections to practice (D2) and how the program monitors coursework quality and faculty teaching (D4)

Reflect/Discuss

How do you see these interconnections play out with your program(s)?

Where do you see program performance management driving strengths or areas for improvement?





Essential Questions

- What is the On-Site Review lens with regards to continuous improvement?
- How is continuous improvement reflected in Domain 4 - Program Performance Management?
- How do teams review and evaluate evidence, particularly evidence relating to Domain 4?
- What are some key interconnections across Domains in the On-Site Review Framework?
- What are some implications for your own program?

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