



COLLABORATIVE CLINICAL TEACHER & SUPERVISOR TRAINING

Florida's Atlantic University's (FAU) education department has enlisted the collaboration of two national experts – Learning Sciences International (LSI) and the New Teacher Center (NTC) – to provide their university supervisors and clinical educators (K-12 cooperating teachers) with extensive training and support to ensure they provide candidates with quality feedback.

After implementing this training, FAU has seen growth in observation data and accuracy and has received positive reviews from all involved. For example, 93% of clinical educators report that their own teaching practice has improved because of their professional learning, and 85% of teachers who previously served in their role indicate that the program is significantly better.

All university supervisors and clinical educators attend a rigorous 6.5 day initial training which sets the foundation for accurate observations and strong coaching.

The initial 3.5 days of training focuses on the Marzano observation/evaluation tool. LSI leads participants in an in-depth examination of each Marzano domain and its elements to better understand what each element looks like in practice. This portion of the training also helps observers to make a significant shift towards student-centered observations in which observers ask, "To what extent does each teacher action result in the desired student outcomes?" Multiple opportunities to apply and learn through video observations ensure participants practice and receive immediate feedback from LSI experts.

The second 3 days of training build capacity in coaching practices and protocols. NTC supports participants in learning how to best provide targeted and specific feedback which is grounded in the framework elements and tied to outcomes. This training is dedicated to the human element involved in mentoring novice teachers. For example, one portion specifically focuses on coaching strategies and language to use with candidates who are struggling.

Training continues via ongoing, in-field support through a variety of structures which further strengthen inter-rater reliability and the quality of coaching:

Inter-rater reliability "walk-throughs": LSI co-observes candidates alongside their university supervisor, clinical educator, and even sometimes faculty members so that they can all discuss what they saw, how they rated it, and then receive feedback from the LSI observer.

On-site coaching: NTC observes post-observation conferences in order to provide feedback to university supervisors and clinical educators on how to further refine coaching practices.

Leveraging the role of a district representative: This individual also conducts walk-throughs and supports

communication between clinical educators and the program. The representative also helps the program keep an attuned pulse on any clinical educator's concerns or questions.

Additional video evaluations: While each candidate will videotape him/herself teaching at least once, the program asks candidates who are struggling to provide additional videos for further feedback. Further, if there are any supervisors that are struggling in their role as a coach, they also record their observation debriefs in order to get feedback.

FAU further ensures all observers provide candidates with focused and coherent feedback by using the same tools and frameworks. Students greatly benefit from an enhanced focus and coherence, while candidates and program leaders, alike, benefit from immediate access to standardized data. Two key tools include NTC's Collaborative Assessment Log and LSI's online iObservation Marzano tool. Remaining Questions: While FAU has noted improvements in inter-rater reliability, the data continues to suggest that some observers score candidates highly from the beginning of the semester. They are providing further ongoing PD to specifically target this trend. FAU also noted that the improved monitoring and visibility in their partner schools, which is a hallmark of their new process, depends on maintaining strong partnerships and continuous communication with their partners. Finally, they are exploring a two-fold strategy to sustain this work beyond an initial grant that helped fund their partnerships with LSI and NTC: they are working with districts to hold the Marzano training and also ensuring that FAU faculty and supervisors receive training on the NTC coaching model with the intent to follow a "train the trainer" model where highly skilled faculty/staff can provide subsequent support.

For More Information:

Contact FAU Department of Teaching & Learning,
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THE ABILITY TO PUT COOPERATING TEACHERS, FACULTY, AND UNIVERSITY SUPERVISORS INTO ONE ROOM, AND AROUND THE SAME TABLE, HAS MADE A HUGE IMPACT ON OUR PROGRAM. WHEN ALL PLAYERS HEAR THE SAME LANGUAGE AND LEARN TOGETHER, THEY CAN HOLD EACH OTHER ACCOUNTABLE AND THE STUDENT REAP THE REWARD OF COLLABORATION!

**- TRACI CATTO
 DIRECTOR OF CLINICAL EXPERIENCES
 COLLEGE OF EDUCATION**