



## CLINICAL PLACEMENT, FEEDBACK, AND CANDIDATE PERFORMANCE

Site coordinators working with the University of Houston benefit from high-quality training multiple times each year. These trainings ensure that UH teacher candidates receive consistent, reliable feedback about their teaching and enable the program to collate information from separate sites into a single portrait of program performance.

These pieces of training have steadily increased the quantity and quality of conversations between site coordinators and program staff. Such meaningful training, in part, has led to UH's increased ability to use field data to improve program coursework.

The University of Houston ensures its site coordinators receive superior training by emphasizing the following core practices:

### **Bi-Monthly Convenings**

Twice each month, UH program administrators host site coordinators for training sessions. The frequency of training ensures program staff can offer relevant content based on program performance.

### **Differentiated Professional Development Offerings**

Instead of offering the same trainings to all site coordinators, UH ensures that coordinators encounter content based on their unique needs. Regular topics include the development of mentor teacher training, site-based governance meetings, program coursework, pre/post conferencing protocols, and using technology to support instruction and reflection. These differentiated topics ensure site coordinators learn relevant information based on their needs.

### **Inter-rater Norming on Key Instruments**

To establish and maintain the reliability of program feedback, site coordinators practice observing, scripting, and scoring a lesson before delivering feedback to student-teachers. By using a common rubric and attuning site coordinators' judgments, UH encourages consistent, evidence-based scoring of its teaching candidates.

### **Thoughtful Communication & Collaboration**

Due to the fact that site coordinators are incredibly busy, UH works to make communication and scheduling as convenient as possible. Practically, this means UH schedules trainings a semester in advance and communicates dates and attendance expectations within the site coordinator job description. As the program plans session agendas, UH combines information gleaned from site coordinators and data from the field to deliver content that is immediately useful in the field.

**Remaining Questions:** As site coordinators have gained experience and new coordinators have been added, the size and differentiated needs of the group dictated an overhaul of program training. In response, the program now offers virtual meetings and need-based sessions that often see more seasoned site coordinators leading sessions for their peers.

For More Information:

Contact Dr. Amber Thompson, Associate Chair- Teacher Education,  
[amthompson@uh.edu](mailto:amthompson@uh.edu)