



### QUALITY MONITORING OF COURSEWORK CLINICAL CONNECTIONS TO PRACTICE

Urban Teachers systematically monitors coursework quality and coursework-clinical connections. The program cultivates a responsive feedback model wherein program coaches and instructors routinely observe candidate effectiveness. These observation data, along with other high-quality, external sources, yield a rich portrait of individual and program performance. Candidates also benefit from the program's Clinically-Based Learning Theory, which provides an intentional scaffold that eases candidates' internalization of key knowledge and skills.

Five key themes support Urban Teachers' monitoring of coursework quality and clinical connections:

#### **STAGE ONE: ALIGNMENT OF INSTRUCTION AND IMPLEMENTATION**

Most program coaches are also graduate coursework instructors. This ensures that there is a taut alignment between the research and evidence-based pedagogical practices addressed in coursework and the actual implementation of those practices in the classroom with K-12 students.

#### **STAGE TWO: ROUTINE INSTITUTES AND JOB-EMBEDDED DEVELOPMENT**

Three times each year, the program's Curriculum and Professional Development team fosters conversations about candidate effectiveness. These conversations continue throughout the year and yield rich information across the network.

#### **STAGE THREE: SCOPE AND SEQUENCE ADJUSTMENTS**

When necessary, the program revises scope and sequence documents to address candidates' strengths and weaknesses. These adjustments seek to gradually build teaching skills over time while allowing adequate preparation for key assessments.

#### **STAGE FOUR: EXTENSIVE DATA TRIANGULATION**

Urban Teachers integrates multiple data sources to inform cycles of improvement, including course surveys, focus groups, curriculum reviews, team meetings, TPR results, and data from student learning using Northwest Evaluation Association (NWEA) and Measure of Academic Progress (MAP) results.

#### **STAGE FIVE: COMMON PROTOCOLS OF CORE PRACTICES**

Urban Teachers grounds clinical practices in shared protocols. These protocols—including lesson planning and internalization, rehearsals, faculty articulation, modeling lessons, and reflection—ensure consistent practice for program staff.

After examining program performance, Urban Teachers recently saw an opportunity to increase investment from program faculty and participants. Through collaborative inquiry and self-examination, the program was able to revise multiple protocols and practices. Urban Teachers' Clinically-Based Learning Theory was the impetus for these updates and exists in a six-part cycle.

**Experience it.** Learners begin by engaging in an immersive experience as an observer-learner. During this stage of the work, learners visualize and observe specific strategies enacted by program staff.

**Name it.** After experiencing a strategy, participants scrutinize it by naming, describing, and deconstructing the technique. The participant may complete this phase independently or with the support of program faculty.

**Believe it.** Next, participants must be able to articulate the purpose and intended outcome of the strategy. Most importantly, they should be able to articulate how this strategy increases student engagement and achievement.

**Plan and rehearse it.** With sufficient understanding in place, participants have the experience of planning and rehearsing the strategy. This may be in the context of coursework or real-time rehearsal in a coaching context. At this stage, ownership shifts to participants.

**Do it.** Participants now have the opportunity to practice the strategy with K-12 students. As participants enact instruction within their clinical setting, they benefit from prior rehearsal and constructive feedback.

**Reflect on it.** The cycle is repeatedly punctuated by encouraging participants to evaluate their effectiveness and reflect on student learning. Throughout this phase, participants integrate student data to support their reflections and guide future performance.

**Remaining Questions:** There are ongoing opportunities to improve the quality of feedback that candidates receive. Ultimately, improving the quality of feedback should lead to sharper, more effective practice. Similarly, program staff is currently analyzing models of effective practice to gauge their alignment with culturally relevant pedagogy. Participants encounter coaching and coursework designed to support this mindset, but there are more opportunities to learn how a culturally relevant mindset can be cultivated outside of specific programmatic activities.

For More Information:

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**IF WE IMPROVE THE QUALITY OF TEACHING & LEARNING IMPLEMENTED BY OUR FACULTY, THEN OUR PARTICIPANTS WILL ENACT EFFECTIVE TEACHER PRACTICES & MOVES, AND AS A RESULT OUR K-12 STUDENTS WILL RECEIVE EFFECTIVE INSTRUCTION.**

**- URBAN TEACHERS**