

Overview: In the 2017-18 academic year, a team from the SOE began work to revise measures of the Clinical Practice programs with an eye to leveraging existing assessment tools and eliminating redundancy in surveys and data gathering. Through a collaborative process, the team determined key institutional needs for Clinical Practice data, including:

- Broad evaluation of the Cal Poly Clinical Practice program (the Rubric, protocol, feedback, co-teaching, etc.)
- Specific evaluation to provide coaching, support, interventions, or employee evaluations to Clinical Practice University Supervisors
- Program evaluation to inform on-going program assessment and continuous improvement
- Program evaluation to inform faculty and grant research efforts

The team determined to revise existing Clinical Practice survey and evaluation practices in favor of three streamlined measurement tools:

- The Cal Poly Class Climate Survey
- The EdQ Completer Exit Survey (adding Campus Specific questions)
- Quarterly Focus Groups of Program Completers

Each metric will be used to satisfy specific needs of program assessment, employee evaluation, and faculty research:

Cal Poly Class Climate Survey	EdQ Completer Exit Survey (adding Campus Specific questions)	Focus Groups
<ul style="list-style-type: none"> • Scale and open-ended student feedback about Clinical Practice University Supervisors • Individual data will be used by SOE Director to inform WPAF evaluation of Supervisors aligned to CTC criteria • Aggregate data will be used by Clinical Practice team to inform on-going training and support for Supervisors • Aggregate data may be used by faculty to inform grants and research around the Clinical Practice coaching and feedback process • Aggregate data may be used by faculty to support grants and research around trainings and supports for Supervisors 	<ul style="list-style-type: none"> • Scale student feedback about the quality of SOE programs in preparing future teachers • Aggregate data will be used by Clinical Practice team to evaluate the SOE Clinical Practice program: <ul style="list-style-type: none"> ◦ Co-Teaching with Cooperating Teachers ◦ the SOE Observation Rubric and Protocol ◦ Schoolsite Placements ◦ Clinical Practice/ Coursework Alignment • Aggregate data will be used to inform ongoing program assessment, improvement, and research around Clinical Practice 	<ul style="list-style-type: none"> • Nuanced student feedback about the quality of SOE programs in preparing future teachers • Focus Group questions should provide an opportunity for students to articulate the <i>how's</i> and <i>why's</i> of their experiences in the SOE. • Focus Group questions should also support more nuanced research/inquiry topics related to abstract skills of communication, problem-solving, and belonging.

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Clinical Practice Evaluation Plan



Questions for the **Class Climate Survey** were designed with a goal to:

- Inform WPAF evaluation of Supervisors aligned to CTC criteria
- Inform on-going training and support for Supervisors
- Inform grants and research around the Clinical Practice coaching and feedback process

8/13/2018

Class Climate online-survey - Login screen

California Polytechnic State University

INSTRUCTIONS:

From the School of Education: Students should be aware that Clinical Practice University Supervisors will receive all feedback and comments from this questionnaire at the close of the quarter. The low number of Teacher Candidates assigned to each Clinical Practice University Supervisor makes it impossible to guarantee the anonymity and privacy of students responding to this survey. If you have any concerns taking this survey, you may contact the SOE Clinical Practice Coordinator to learn more about the survey and how the results may be used.

From the University: This evaluation form has been developed for you to provide feedback regarding your experience in taught by Instructor . It includes feedback requests from the department/program that offered the course, and concludes with university-wide prompts that are provided for all Cal Poly courses. The data collected in this evaluation is anonymous and may only be identified by the course, section, and term in which it was offered. The evaluation results shall be placed in the instructor's Personnel Action File and will be used during evaluations, appointment and teaching assignment decisions. Thank you for contributing valuable and honest opinions about the instruction you received in this course.

1 Waiver Question

These evaluation responses are requested by the department/program offering .

- 1.1 I understand that due to the low number of Teacher Candidates assigned to each Clinical Practice University Supervisor (i.e., often times enrollments of less than 5 Teacher Candidates), my anonymity is not guaranteed.* ☐ I agree ☐ I disagree

2 Clinical Practice University Supervisor Evaluation

These evaluation responses are requested by the department/program offering .

Please rate your satisfaction with the University Supervisor with respect to the following:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1	Employed effective communication skills (i.e. verbally and in writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2	Employed effective organization skills (i.e. managing time, deadlines, and requirements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3	Acted as an informed facilitator to support me and my Cooperating Teacher in completing Clinical Practice requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4	Conducted formal observations consistent with the SOE Observation Protocol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5	Provided specific and evidence-based feedback using the SOE Observation tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6	Provided timely feedback (through reflective conversations and written observation evaluations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.7	Provided positive feedback that identified strong elements of my teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.8	Provided constructive feedback that included ideas for growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.9	Provided feedback across a range of my teaching practices (ie., planning, classroom management, instruction, assessment, and professionalism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.10	Used effective coaching strategies to help me reflect, set goals, and plan next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.11	Demonstrated current knowledge about the content, standards, and trends in my teaching field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.12	Demonstrated current knowledge about diversity, equity and inclusion practices in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.13	Would you recommend a teacher candidate be placed with this University Supervisor in the next academic year?	<input type="radio"/> Yes	<input type="radio"/> No	<input type="radio"/> Unsure		

2.14 Comments:

3 Summary Evaluation

These university approved evaluation prompts are provided for all Cal Poly courses.

		Strongly Agree	Agree	Neither Agree/Disagree	Disagree	Strongly Disagree
3.1	Overall, this instructor was educationally effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2	Overall, this course was educationally effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for filling out the survey for taught by Instructor .

Close Window

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Clinical Practice Evaluation Plan



Campus specific questions for the **EdQ Completer Survey** should solicit student feedback about the effectiveness of core areas of the SOE Clinical Practice program:

- Co-Teaching with Cooperating Teachers
- Schoolsite Placements
- the SOE Observation Rubric and Protocol
- Clinical Practice/ Coursework Alignment

Existing Questions on the EdQ Completer Survey:

26. How often did preparation program faculty or supervisors observe your classroom instruction and provide feedback during your clinical practice? (Once or twice – More than 20 times)

27. My field experiences helped me integrate and apply the major ideas developed through program coursework. (Strongly Disagree – Strongly Agree)

28. My cooperating teachers (select all that apply):

- Frequently observed my teaching and met with me to offer feedback
- Was an excellent educator and a valuable role model
- Modeled effective practices
- Helped me plan and organize curriculum materials
- Offered useful strategies and advice about my teaching
- Helped me reflect on my practice
- Helped me to solve teaching problems
- Was knowledgeable about and able to provide support for field-based assignments

Campus Specific Questions:

Preview Student View: Campus Specific Questions

In your Clinical Practice classroom placement(s), how much opportunity and support did you have to do each of the following? <i>Please think about your school-site experiences in all of your Clinical Practice placements.</i>					
	None	Touched on it briefly	Spent time discussing or doing	Explored in some depth	Extensive opportunity to engage
Connect the strategies and theories from your program coursework to teaching in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice teaching strategies or instructional activities for working with Emergent Bilingual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice teaching strategies or instructional activities to work with students with special needs or accommodations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice teaching strategies or instructional activities for culturally responsive pedagogy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggest and incorporate new ideas, innovative instructional strategies, or alternative approaches to the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your Clinical Practice classroom placement(s), how much opportunity and support did you have to do each of the following? <i>Please think about all of your coteaching experiences in your Clinical Practice placements.</i>					
	None	Touched on it briefly	Spent time discussing or doing	Explored in some depth	Extensive opportunity to engage
Coplan with your cooperating teacher on a weekly basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coinstruct with your cooperating teacher on a weekly basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coassess student learning with your cooperating teacher on a weekly basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in reflective conversations and/or professional development with your cooperating teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you describe the collaboration between you and your cooperating teacher(s)?

How well did the SOE Observation Rubric criteria and observation feedback process support your Clinical Practice experiences?					
	Not at all	Poorly	Adequately	Well	Extremely well
Did you understand the SOE Observation Rubric criteria and feedback process?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the SOE Observation Rubric align to what you learned in your coursework throughout the program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the SOE Observation Rubric help you to reflect on your teaching and identify your areas for growth as a teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you describe your experiences with Clinical Practice and the SOE Observation Rubric?
Please provide any information that might help the SOE to strengthen its Clinical Practice programs.

Questions for the **Quarterly Focus Groups with Program Completers** should solicit more nuanced student feedback about how and why certain aspects of their program experience prepared them to be future teachers (Focus Groups are intended to be approximately 45 minutes with 5-7 students):

1. As you think about your learning and experiences within your credential program: please talk about how prepared you feel to enter the teaching profession as a first-year teacher.
(Points for follow-up: What do you feel most prepared for? What makes you uncomfortable?)
2. Could you please share your thoughts on the connection between the coursework in your credential program and how prepared you feel to be a teacher?
(Points for follow-up: What coursework do you anticipate will be the most helpful to you as a teacher? Was there any coursework that seemed impractical or unhelpful?)
3. Similarly, can you share your thoughts on the connection between your Clinical Practice experiences and how prepared you feel to be a teacher?
(Points for follow-up: What Clinical Practice experiences do you anticipate will be the most helpful to you as a teacher? Did your Clinical Practice experience give you freedom to figure out teaching strategies and styles that work for you?)
4. How prepared do you feel to solve problems or deal with difficult situations as a new teacher? **(Problem-Solving)**
(Points for follow-up: How did you solve problems during your teacher preparation program? What experiences prepared you for solving problems and dealing with difficult situations as a new teacher? What resources do you anticipate you might leverage when dealing with difficult situations?)
5. What experiences in your program helped prepare you to develop professional communication skills? **(Communication)**
(Points for follow-up: Do you feel prepared to communicate with parents, students, minority language speakers, families from diverse cultures and/or backgrounds, resource personnel, school board officials, etc.?)
6. What resources or support communities do you think will be most helpful for you as a new teacher? **(Belonging)** (Points for follow-up: If you already have a job lined up, do you know what kind of supports are available in your new position?)
7. Please review the SOE Vision and Mission for preparing future teachers (copies provided). Based on your experiences in the SOE, and especially in Clinical Practice, how well do you feel your preparation as a teacher satisfied this Vision and Mission? (Points for follow-up: Talk specifically about specific phrases in the SOE Vision and Mission).

School of Education Vision

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society. -- *Approved February 1, 2007*

School of Education Mission

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with education partners: P-12 schools, families, community Schools, universities, and local, state, and national agencies. -- *Approved February 1, 2007; Modified 2016*