

Scaling and Sustainability on NGEI Campuses July 2018

The Chancellor’s Office team undertook a series of telephone interviews with NGEI project leads in the spring and early summer of 2018 in order to ascertain the projects’ progress in scaling and sustaining their practices, determine which practices should be shared with the broader CSU teacher preparation community, and learn how the Chancellor’s Office can support the campuses as they enter their final year of NGEI funding. The calls were approximately one hour in length and provided the Chancellor’s Office team with valuable insights into the campuses’ efforts and successes in scaling and sustaining transformations that have been achieved as part of the NGEI, as well as the extraordinary commitment of the project leads to do so.

Interview Schedule

Date	Campus	Project Leads
May 11	Fullerton	Mark Ellis, Hallie Yopp Slowik
May 15	Chico	Al Schademan, Mimi Miller
May 15	Stanislaus	Oddmund Myhre
May 15	Cal Poly SLO	Tanya Flushman, Sarah Hegg
May 24	Long Beach	Lisa Isbell, Cara Richards-Tutor
May 24	Sacramento	Pia Wong, Sue Baker
May 24	Channel Islands	Michelle Dean, Manuel Correia
June 4	Bakersfield	Kristina LaGue
June 11	Monterey Bay	Megan Sulsberger, Cathi Draper Rodriguez
June 11	Dominguez Hills	Kamal Hamdan
June 12	Fresno	Lisa Bennett, Cathy Yun

Interview Questions

Four categories of questions were asked during the calls and included those related to local scaling efforts, successes, and plans; activities and successes related to sustaining the work beyond the life of the grant; suggestions for project components that can inform other CSU campuses, both NGEI and non-NGEI; and support required to ensure scaling and sustaining of the project successes. Specifically, the questions were:

Local Scaling

What have you already done to scale your work? What do you plan to do to scale your work? What has been/will be the focus of scaling? (Within a program [e.g., more students/more faculty], across the college [e.g. more programs], additional district partners?) All components? Some components? Which ones?

Sustaining

What are you doing/do you plan to do to sustain transformations you have achieved? All project components? Some? Which ones?

System Scaling

Which components of your project do you think would be useful to share with other CSU campuses, both NGEI and non-NGEI?

Support

How can the Chancellor's Office help with your efforts? What do you want us to know?

Analysis of Responses

Collectively and individually, the campus teams provided remarkable examples and evidence of scaling and sustaining their transformations. Scaling has occurred on every project campus and ranges from full implementation of some or all project components across a program (i.e., 100% of candidates in a program are impacted) to the addition of other credential programs (e.g., education specialist and single subject) to partnering with additional districts.

For example, all multiple subject candidates at CSU Fullerton are now observed using the Mathematics Classroom Observation Protocol for Practices (MCOP2) by clinical coaches trained in using the observation tool and other observation tools modified as a result of NGEI activity; all supervisors have been trained as clinical coaches; observation tools in additional content areas—specifically, science and literacy instruction—are being piloted or are under development; in the single subject program, new supervision models are utilized beyond the FLM and FLGS programs that were the original focus of the project; Placentia-Yorba Linda Unified School District and Orange Unified School District joined as partner districts during Year 2; and program improvement based on regular and frequent analysis of data is the norm across all programs. In addition, materials have been developed that deepen connections between the education specialist program and the multiple and single subject programs.

Cal Poly San Luis Obispo has adopted several project components across all programs, including its observation tool, along with all related training and norming events; co-teaching experiences for all candidates; and course mappings of prioritized skills that will ensure all candidates have opportunities to learn and practice those skills. During this last grant year, Cal Poly will expand its efforts in Lucia Mar Unified School District to include a second local partner district (San Luis Coastal Unified) to ensure sustainability of the developed partnership model in the region.

CSU Long Beach has rolled out its master teacher training program-wide, and all master teachers (not just those at anchor sites) are invited to attend the campus's Summer Institute. The project is adding new districts--beginning Fall 2018, Santa Ana Unified School District, Ocean View School District, Paramount Unified School District, and one site in Los Angeles Unified School District will join as partners. The impact of scaling to additional districts is expected to impact 75% of all multiple subject candidates on the campus. The Long Beach Urban Dual Credential Program is expanding to Little Lake School District and Garden Grove Unified School District.

CSU Sacramento is using its new observation protocol and evaluation tool across the program and has embedded assignments and tasks connected to prioritized skills in all coursework, which is being scaled from courses offered to one cohort in the partner district to all courses in the program next year.

CSU Monterey Bay has scaled its NGEI work from a K-5 focus to a K-12 focus and also is making changes to its educational leadership program to include modules supporting school administrators' understanding of high quality STEM teaching and preparing them for their important roles in coaching. Supervisors in both the elementary and secondary programs are prepared as clinical coaches and will use the STEM-specific rubric tool during observations of math or science lessons.

All multiple subject candidates at CSU Fresno, not just those in the residency partner districts, are impacted by NGEI transformations through course redesign, a revised clinical experience, and NGEI-prepared coaches. At the same time, the project has added a fourth residency partner district, implemented components of the NGEI work with a new partner district, and is exploring strategies for developing additional residency partnerships with small districts.

Likewise, sustaining activities have been robust. Project leads report that College/School of Education Deans have been instrumental in this effort and have sought additional external funding to sustain NGEI transformations, such as through Teacher Quality Partnership grants. Observation and evaluation tools, on all campuses, are deeply embedded in the programs and are expected to be sustained until continuous improvement activities lead team to consider new tools and protocols.

At CSU Chico, the ambitious science teaching reflected in the Triad Model will be sustained through the use of, adaptation of, and reflection on instructional units that were developed by the Triads in course and field experiences as well as through the ongoing activity of trained teacher leaders who are providing professional development at their sites.

CSU Stanislaus reported that sustainability is being achieved, in part, through the ongoing impact of well prepared cooperating teachers and supervisors who work with the campuses' teacher candidates and also through the norms for field placements that have been established. Additionally, the NGEI observation rubric is an integral part of the program and will continued to be used.

CSU Channel Islands described its focus on ongoing collection and analysis of data and its use in improvement as "intensive" and stated that it is now part of the culture in the School of Education and includes the assignment of an administrative support person whose job is data support and analysis. New committees have been established as a result of and related to NGEI work, including an assessment and data committee and a partnership committee. These committees are fundamental to institutionalizing the transformations achieved through NGEI, according to the project leads.

CSU Bakersfield and Bakersfield City School District have established a partnership in which program and candidate support costs are shared by the District. Shifts in roles and responsibilities between and among college and district personnel will promote sustainability as well. Also noted is the importance and usefulness of data, including completer survey data, in sustaining its work.

The team at CSU Dominguez Hills has revised its model of supervision and increased the role of the master teacher, significantly enhancing learning opportunities for candidates through improved

alignment between courses and clinical practice while also ensuring sustainability of new program features due to resulting cost savings.

A review of the responses of the interviewees through the lens of the NGEI five Key Transformation Elements revealed how deeply embedded the KTEs are in scaling and sustaining successful practices.

Key Transformation Element 1: Forming deep partnerships between campuses and districts that begin with a shared vision of effective K-12 instruction and take shape through a cohesive learning experience for candidates that spans pre-service through induction.

Scaling on the campuses involved strengthening existing partnerships and developing new ones. Most campuses reported formally increasing the number of district partners, and others noted the broad impact of the project's activities on placements in non-NGEI districts. For example, Fullerton stated that all teacher candidates and coaches, regardless of district, are prepared to use new tools and new coaching practices. All project teams reported that sustainability efforts included a focus on maintaining and continuing to grow rich partnerships and building a shared understanding of districts' roles in teacher preparation. Bakersfield described its funding model that promotes continuance of the residency programs beyond NGEI funding. In an effort to develop a network of partnerships across Ventura County, Channel Islands conducted focus groups with ten different constituencies across the county. The groups sought to identify two to three prioritized skills necessary for new teachers to be "ready day one" to teach in Ventura County.

Key Transformation Element 2: Collaboratively defining prioritized skills—the attitudes, knowledge, skills and dispositions that are most vital to teacher preparation based on the needs of local students in instruction aligned with Common Core State Standards and Next Generation Science Standards.

Project teams described scale up activities and successes related to prioritized skills in terms of adoption of tasks, activities, and revised syllabi across all sections of courses in their programs. For example, Chico reported that although 39 multiple subject candidates were in Triads, all multiple subject candidates learned to develop and implement units addressing the NGSS with the ambitious science teaching focus of the work of the Triads. Embedding prioritized skills in course syllabi and using the aligned observation tool with all candidates are expected by the campuses to ensure sustainability of the NGEI work related to this KTE. Modules related to prioritized skills developed at Cal Poly San Luis Obispo and resources developed at CSU Monterey Bay will continue to be used across the program, for example, and the rubric adopted at Stanislaus will be sustained.

Key Transformation Element 3: Preparing through practice in school sites—candidates have high-quality opportunities to enact prioritized skills via hands-on instruction in the classroom supported by thoroughly prepared teacher mentors.

Scaling and sustainability of KTE 3 is being achieved through the broad adoption of activities and experiences described by each campus, and are supported by the partner districts through their collaborations in selecting and preparing master teachers for their work with teacher candidates. In Bakersfield, district instructional specialists co-teach a methods course with a university faculty

member and focus on enacting prioritized skills. At Dominguez Hills, “Distinguished Master Teachers” participate in multi-day workshops to ensure they are fully prepared to work with the teacher candidates. CSU Sacramento has used joint training and calibration sessions for all multiple subject faculty and cooperating teachers and supervisors connected to one cohort of candidates to ensure that candidates receive coordinated and sequenced opportunities to practice the prioritized skills, during university courses and in the clinical setting, with an emphasis on the idea that they use the prioritized skills with students *after* they have rehearsed them.

Key Transformation Element 4: Creating a culture of feedback for teacher candidates that is data-driven, specific, and actionable; it features ongoing, coordinated input from CSU faculty, supervisors, and teacher mentors.

The thoughtful selection and extensive preparation of master teachers to use data-driven feedback based on calibrated implementation of adopted rubrics supports both scaling and sustainability on the campuses. All master teachers, including those in non-NGEI partner districts, and all university supervisors are prepared to use the same tool to ensure candidates receive and are supported in their growth based on specific and ongoing feedback. At Cal Poly SLO, the continuous improvement efforts have centered on the research and development of supervisor practice and fidelity. Credential program faculty/staff have developed a year-long professional development series to equip supervisors to provide regular, evidence-based and quality feedback to candidates.

Key Transformation Element 5: Using data to measure progress toward proficiency as well as gaps in prioritized skills; providing timely information to drive continuous improvement for both candidates and institutions delivering educator preparation.

All campus teams described the extensive use of data to measure candidate progress and to inform program improvement. Bakersfield uses data to recruit new partners, Channel Islands established an administrative support role that focuses on data support and analysis and established an assessment and data committee—both actions that promote scaling and sustainability of continuous improvement efforts grounded in data. Fresno developed a new data system and repurposed faculty meetings as data inquiry meetings in which faculty review data from multiple sources and plan for program improvement based on analyses of the data. Project leads across the NGEI commented that data analysis is part of the culture of the programs.

Scaling Across the CSU

Although richly context-based, it is essential that NGEI strategies and successes inform CSU teacher preparation programs across the system. Based on the interviews including recommendations of the project leads, the topics in the table below are emerging as valuable content for webinars, face-to-face meetings, or web-based resources that can support continued growth on all campuses.

Topic	Projects
Funding models	Bakersfield, Dominguez Hills
Targeted teacher recruitment plans that address the needs of local districts	Bakersfield, Sacramento
Developmental rubric for teacher candidates, content specific observation rubrics (math, science, literacy), rubric training	Channel Islands, Fullerton, Sacramento, Monterey Bay
NGSS professional development	Channel Islands, Chico, Sacramento
New coaching roles and responsibilities	Fullerton, Monterey Bay, Dominguez Hills, Fresno
Promoting district commitment to teacher preparation, enhancing district role as partners in teacher preparation, strategies for building deep partnerships with districts, identifying and growing anchor sites	Bakersfield, Fullerton, Long Beach, Sacramento, San Luis Obispo, Dominguez Hills
Master Teacher selection and preparation strategies	Long Beach, Sacramento, Dominguez Hills
Professional development series, training, and norming for university supervisors	San Luis Obispo
Use of videos in reflection and analysis of instruction	Sacramento
Modules related to prioritized skills	San Luis Obispo
Partnership with multiple districts in a rural area	Stanislaus
Institutionalizing focus on continuous improvement	Channel Islands, Fresno

Chancellor's Office Support

Several next steps have been identified for the Chancellor's Office work, including the following:

- Establish and support opportunities for sharing (e.g., develop webinar series, host face-to-face meetings, post resources on CSU NGEI website)
- Identify and prioritize, in collaboration with Steering Committee and based on campus identified interests and needs, high-impact/high-interest topics for sharing next year and beyond and/or for posting on the newly designed CSU NGEI website
- Assist projects in identifying and reaching out to groups external to the CSU with whom to collaborate to continue to build partnerships and understanding of districts' role in teacher preparation (e.g., CSBA, county offices of education, community-based groups)
- Continue to be a resource for external funding opportunities (e.g., TQP grants)
- Support institutionalization of NGEI strategies and KTEs across CSU system through sharing of best practices.