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# Reform Focus at NGEI Partnerships

**Summarizing initial NGEI campus-  
level work to improve teacher  
education**

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# Table of Contents

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Introduction	1
Framework for the Formative Evaluation	2
<b>Conceptual framework</b>	2
<b>The NGEI Key Transformation Elements</b>	3
Key Program Elements across NGEI Comprehensive Grant Sites	5
<b>Improving the pipeline prior to teacher preparation</b>	7
<b>Reform of the teacher preparation program</b>	9
<b>Entry into the teaching profession</b>	17
Summary & Next Steps	18
References	20
Attachment 1. Key Transformation Elements	21

## **Boxes**

<b>Box 1. The Evaluation Team's Work with CTQ</b> .....	4
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## **Exhibits**

<b>Exhibit 1. Conceptual Framework</b> .....	2
<b>Exhibit 2. NGEI Key Transformation Elements in Relation to Conceptual Framework</b> .....	4
<b>Exhibit 3. Areas of NGEI Work on the Teacher Pipeline</b> .....	6
<b>Exhibit 4. Nature of Campus Partnerships</b> .....	10
<b>Exhibit 5. Current Work of Grantees in Relation to Selected Areas of Emphasis in the NGEI Key Transformation Elements</b> .....	12
<b>Exhibit 6. Types of Clinical Reforms within Teacher Preparation among NGEI Comprehensive Sites</b> .....	13

# Introduction

In spring 2014, the California State University (CSU), in partnership with the S. D. Bechtel, Jr. Foundation, launched *Preparing a New Generation of Educators Initiative (NGEI) for California*, a multi-year effort aimed at ensuring that the CSU teacher preparation programs are producing the teachers California K–12 districts will need as they complete their transition to new academic standards. The initiative pivots around evidence-based strategies that foster candidates’ understanding of the new content standards in math, English language arts, and science; deep partnerships and collaboration with K–12 school districts; integration of clinical experiences throughout preparation; and development of shared understandings of the key knowledge, skills, and dispositions that program graduates require to be successful. The overarching goal of the initiative is twofold: to support systems change in the CSU’s teacher preparation programs resulting in graduates who are effective teachers of the new standards (i.e., Common Core State Standards [CCSS], Next Generation Science Standards [NGSS], and English Language Development [ELD] Standards), and to build the capacity of both individual grantees and the CSU system as a whole to collect, analyze, and use data to drive programmatic decision-making.

NGEI campus grants were awarded in early 2015, with eight sites receiving comprehensive awards in January and five sites receiving targeted awards in March. In summer 2015, the Foundation released Key Transformational Elements (see Attachment 1) to grantees that were intended to encapsulate the major features of the reform effort introduced via the NGEI Request for Proposals that was developed by the NGEI Faculty Workgroup.<sup>1</sup>

The purpose of WestEd and SRI’s formative evaluation is to track NGEI implementation and outcomes at the eight campuses that received comprehensive grants. At three points in time during this grant cycle (roughly every 6 months), WestEd and SRI will produce Evaluation Cycle Reports to share what we are learning through the formative evaluation. These reports will synthesize current work across campuses and at the system level, highlight best practices, and provide information on how the initiative as a whole is progressing towards the Key Transformation Elements.

This first report summarizes the initial NGEI campus-level work in terms of the teacher pipeline and the Key Transformation Elements. The report is intended to promote understanding of the areas of emphasis in teacher education reform funded by NGEI across comprehensive grantees and help campuses identify other grantees with which to potentially collaborate in synergistic ways. Additionally, for perspective on other aspects of the NGEI initiative, in Box 1 we provide an update on the work we are doing at the system level to support improvements in data availability and quality.

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<sup>1</sup> An earlier version of this document was released during spring 2015 kickoff meetings at each funded campus.

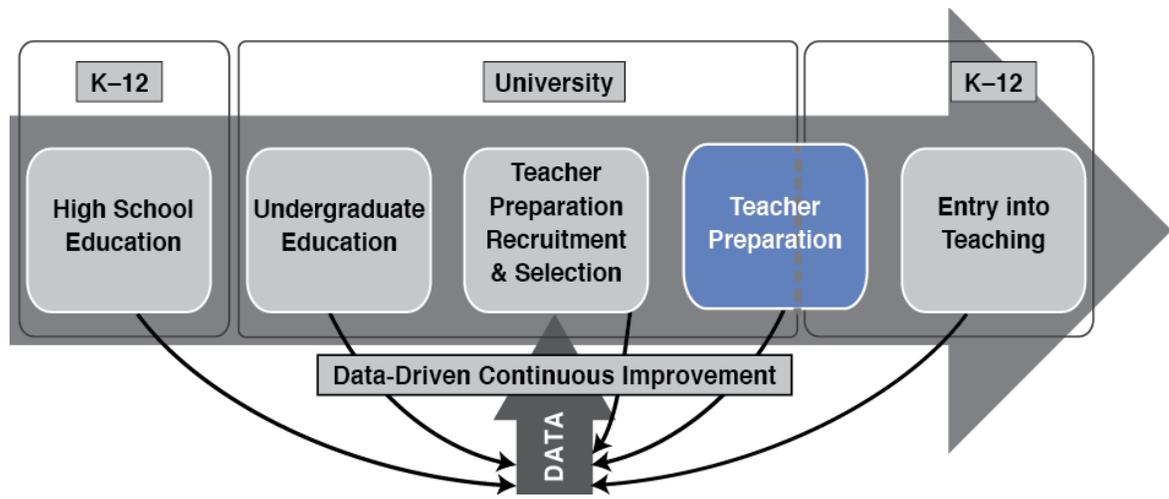
# Framework for the Formative Evaluation

The WestEd/SRI formative evaluation is informed by both a conceptual framework and the NGEI Key Transformation Elements, both of which are schema for thinking about how to better prepare the future teacher workforce to teach to new and more challenging standards.

## Conceptual framework

The first is a conceptual framework, the purpose of which is to draw attention to key aspects of the teacher preparation pipeline as identified by prior research. The framework highlights the path through which individuals travel from high school through entry into the teacher workforce (Exhibit 1).

**Exhibit 1. Conceptual Framework**



Potential levers for improving teachers' abilities to teach to challenging new standards exist throughout the pipeline. Efforts in high school could help broaden interest in the teaching profession; changes in undergraduate experiences could affect the number of undergraduates interested in entering the teaching profession, the extent of their experience with youth and school settings, as well as the depth of relevant subject matter knowledge; reform of recruitment and selection processes could affect the pool of teacher candidates; changes to teacher preparation coursework and fieldwork could impact the knowledge and skills novice teachers bring with them into the profession; and induction programs could help novice teachers transition into the profession, improving teacher effectiveness and retention. Central to the NGEI vision is that teacher preparation coursework and fieldwork exist in a space that spans the boundaries between universities and the K-12 system, which is shown in the graphic by the placement of teacher

preparation straddling University and K–12 in the pipeline. Finally, the framework shows that at all points along the pipeline, data could inform strategic decisions about which areas are most important to focus on locally as well as whether attempts at change appear to be leading to desired outcomes.

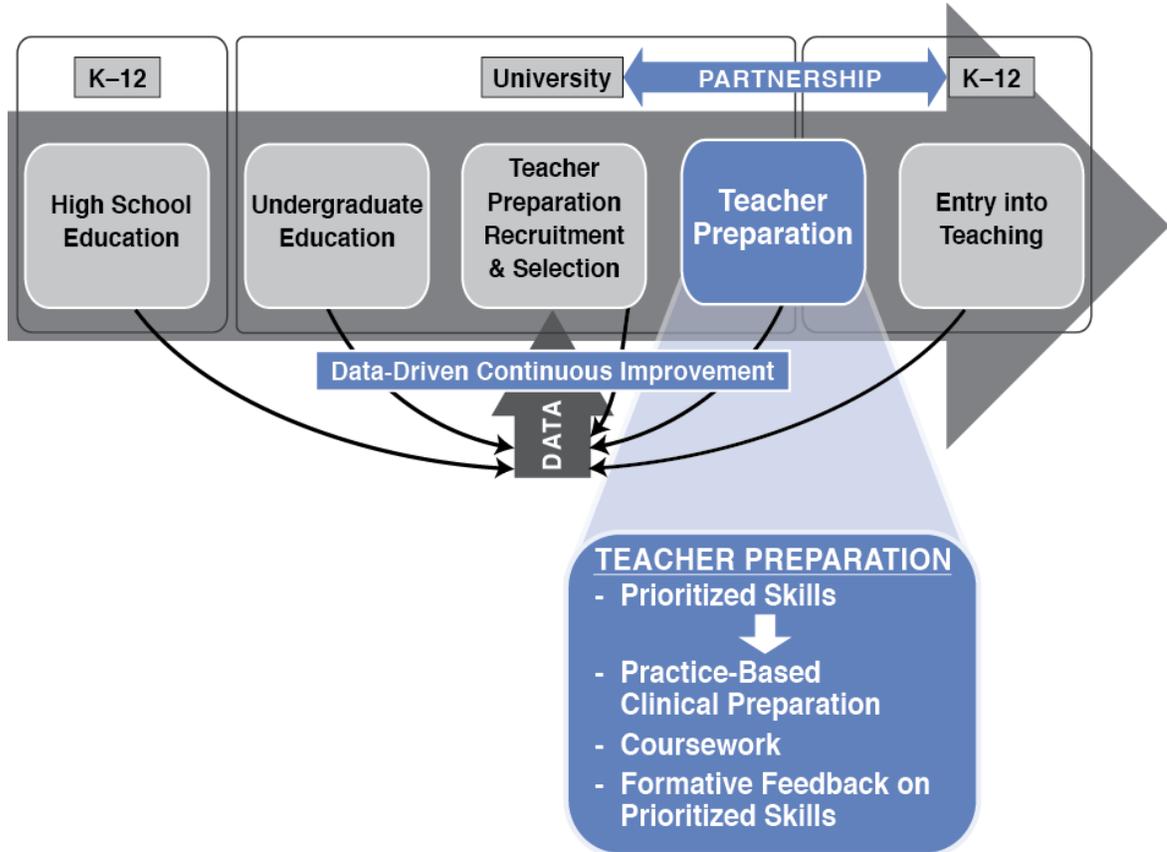
## The NGEI Key Transformation Elements

The Foundation and Faculty Work Group focused particularly on the *teacher preparation program* aspect of the pipeline in designing NGEI and crafting the NGEI Key Transformation Elements. The transformation elements emphasize:

1. **Partnership**—Reform of the **teacher preparation program** based on data about local needs
2. **Prioritized Skills**—Identification of the desired characteristics of graduates that would prepare them to teach to challenging standards in their local context
3. **Practice-Based Clinical Preparation**—Reform of clinical experiences
4. **Formative Feedback on Prioritized Skills**—Structured opportunities for candidates to receive feedback from faculty and cooperating teachers
5. **Data-Driven Continuous Improvement**—Collection of data on candidate and completer progress toward mastery of knowledge and skills and use of the data to support continuous improvement

While the Key Transformation Elements highlight key reforms centered around the teacher preparation program aspect of the pipeline, NGEI comprehensive campuses chose to work on a broader set of issues affecting the local teacher pipeline that are critical to attaining the goal of better preparing teachers to teach to new standards in their region. Exhibit 2 shows how the conceptual framework fits together with the NGEI Key Transformation Elements.

Exhibit 2. NGEI Key Transformation Elements in Relation to Conceptual Framework



The remainder of this report uses NGEI evaluation data to describe the NGEI comprehensive grants in light of both the conceptual framework and selected NGEI Transformation Elements.

## Box 1. The Evaluation Team's Work with CTQ

The WestEd/SRI evaluation team is providing technical assistance to support the Center for Teaching Quality (CTQ) in building the capacity of the CSU system and grantees to use data independently to support continuous improvement. This work is aimed at improving the accessibility and quality of extant data sources to inform the NGEI work and systemwide and campus continuous improvement. This support centers on two primary efforts:

**Building a longitudinal data system** that will integrate and link data from multiple sources both inside and outside CSU. The vision for the CTQ data warehouse and reporting system is to:

- integrate existing data from disparate sources and structure the data in a way that will be conducive to informing improvements in teacher preparation throughout the CSU system;
- enhance the long-term capacity within the CSU for assessing the quality and effectiveness of its teacher preparation programs (including NGEI); and
- facilitate systemwide and campus data usage that can seed ongoing improvements in program quality.

Current goals for the new system are to reduce redundancies and allow for the systematic and centralized tracking of:

- candidates' background information, including demographics, financial aid status, and undergraduate campus, major, and GPA;
- enrollment and dropout patterns, including analysis of admissions data;
- credential attainment and areas of certification;
- placement and retention in teaching;
- candidate and completer perceptions of their CSU preparation and teaching skill; and
- supervisor perceptions of CSU completers' performance.

**Improving the reliability and validity of the CTQ surveys** through revisions to the exit survey and the first-year graduate and supervisor surveys. The work includes:

- ensuring surveys provide data relevant to NGEI priorities and evaluation questions;
  - ensuring surveys provide data relevant to CTQ, Deans, and faculty for the purposes of continuous improvement;
  - integrating the new Commission on Teacher Credentialing completer survey with the existing CTQ completer survey;
  - streamlining the supervisor survey to reduce respondent burden and to increase both data quality and survey response rates;
  - using vetted and consistent terminology within and across the surveys;
  - using survey items and scales that reflect research-based best practices; and
  - implementing incentives to increase the response rates of the first-year graduate and supervisor surveys.
- 

## Key Program Elements across NGEI Comprehensive Grant Sites

To describe the foci of each campus' NGEI grant, the WestEd/SRI evaluation team reviewed each campus' NGEI proposal and conducted a site visit to each campus in the spring of 2015. Researchers coded data from these evaluation activities based on campuses' descriptions of grant goals as of spring 2015. As part of fall 2015 data collection, researchers collected information on progress during summer and early fall 2015 and confirmed the descriptions with project directors to ensure that they accurately describe the scope of each proposed grant as of October 2015. In this first Evaluation Cycle Memo, we use these data to describe the NGEI comprehensive grants in light of the conceptual framework and the NGEI Key Transformation Elements that are most prominent in the current work of the grantees.

*Campuses feature multiple planned approaches to improving teacher quality through their NGEI work.*

Exhibit 3 shows which campuses' NGEI work focuses on each aspect of the teacher pipeline. Almost all are working **prior to teacher preparation** and within **teacher**

**preparation.** At this time no NGEI reform work is directly supporting **entry into the teaching profession** for completers of the programs.

**Exhibit 3. Areas of NGEI Work on the Teacher Pipeline**

Reform Focus on Pipeline	CalState TEACH	Channel Islands	Fresno	Fullerton	Long Beach	Northridge (CSUN)	San Luis Obispo	Stanislaus
<i>Prior to Teacher Preparation</i>								
High School Education								✓
Undergraduate Education			✓	✓	✓		✓	✓
Teacher Preparation *Recruitment *Selection		✓	✓					✓
<i>Teacher Preparation</i>								
Teacher Preparation *Coursework *Clinical	✓	✓		✓	✓	✓	✓	✓

*Within teacher preparation the current focus of the work of grantees is most concentrated on the Key Transformation Elements that undertake reform of the program to address local needs.*

The current report focuses on aspects of the Key Transformation Elements related to reform of the teacher preparation program’s coursework and clinical experiences—which are central to most campuses’ plans—and are addressed in parts of Elements 1, 3, and 4. A later Evaluation Cycle Report will emphasize other Key Transformation Elements such as “Prioritized Skills” (Element 2) and “Data-Driven Continuous Improvement” (Element 5).

In interpreting the data presented in this report, it is important to remember that the “ideal” NGEI project would be well-aligned with its context. The communities served by the eight comprehensive campuses differ dramatically. Campuses’ existing teacher preparation programs and complementary reform efforts differ as well. As a result, it would be inappropriate to analyze these data with the assumption that a broader range of activities was somehow better than a more focused approach. Furthermore, these data exclude reform efforts funded from other sources that are occurring on participating campuses, so they do not show the full range of teacher preparation reform on each campus. As a result, these data should only be used to understand the areas of emphasis in teacher education reform funded by NGEI across comprehensive grantees and as a way for campuses to identify other grantees with which to potentially collaborate.

The next three sections describe campuses' work on each part of the teacher preparation pipeline in greater detail, highlighting specific examples and important contextual factors at each campus.

## Improving the pipeline prior to teacher preparation

Research suggests that one promising strategy for improving teaching outcomes is to change who is going into teaching by improving the academic background of candidates (Henry, Bastian, & Smith, 2012; Wayne & Youngs, 2003), increasing their diversity (Gay, 2006), and providing candidates with well-supported clinical experiences (Boyd et al., 2008). In California, because most teacher preparation programs are post-baccalaureate, improving the pool of those who start teacher preparation programs requires collaboration between teacher preparation programs and high schools or undergraduate programs. While the approach of changing the characteristics of those entering the teacher pipeline is outside of the parameters of the NGEI Key Transformation Elements, such a strategy could nonetheless improve campuses' abilities to meet the ultimate goal of ensuring that candidates graduate better prepared to teach to new standards. As we describe below, six of the eight comprehensive grantees are doing at least some NGEI work prior to teacher preparation.

### *Stanislaus is creating and implementing new high school teacher academies and other programs for recruiting high school students into teacher preparation programs.*

Working at the beginning of the teacher pipeline, Stanislaus is initiating a program for high school students that has a pedagogical focus aligned with the partner district's instructional priorities, in preparation for clinical experience opportunities during their undergraduate education and teacher preparation program. One key factor that facilitates collaboration between area high schools and the Stanislaus teacher preparation program is that Stanislaus is the dominant provider of new teachers in their partner districts, so the current teacher workforce has existing strong ties to the campus.

### *The reforms of undergraduate education campuses plan to make as part of NGEI are designed to ensure that future teacher candidates develop both the content knowledge and early exposure to teaching that will position them to be interested and prepared to enter a teacher preparation program.*

Five campuses (Fresno, Fullerton, Long Beach, Cal Poly San Luis Obispo [SLO], Stanislaus) are focusing on improving the quality of their pipeline of teacher candidates by reforming undergraduate coursework and providing likely teacher preparation applicants with early fieldwork experiences. In fact, the primary focus of the Fresno NGEI project is revision of its undergraduate liberal studies courses, which provide a pathway for entry into teacher

preparation. Fresno is focusing on undergraduates entering the teaching pathway to ensure that potential teacher candidates have a higher probability of success in qualifying for and completing teacher preparation programs. The decision to make this a focus of the NGEI work was against the backdrop of the recognition that the low passage rates of potential teacher candidates on the California Subject Examination for Teachers (CSET) at CSU Fresno was an obstacle to persistence in the teacher pathway. Fresno's NGEI work is currently reforming the junior- and senior-level undergraduate liberal studies courses in two ways in order to better prepare undergraduates within the teacher pipeline for post-baccalaureate teacher preparation programs: 1) increasing the focus on the new standards via courses and preparation for the CSET via advisement, and 2) incorporating into courses demonstrations of subject matter content instruction in the school classroom. SLO collaborated with their district partner to develop a new undergraduate liberal studies course that provides students with opportunities to learn content using project-based learning. Fullerton, Long Beach, and Stanislaus are also revising or developing courses to be in greater alignment with the CCSS, NGSS, and/or ELD standards for undergraduates in teaching preparation pathways, with the goal of deepening future teachers' knowledge of the content they will be teaching.<sup>2</sup>

Two of these campuses (Fresno and Stanislaus) are inviting K–12 educators in local districts to participate together with faculty in professional development opportunities with the intention of improving existing undergraduate courses. CSU Fresno faculty collaborated with local K–12 teachers in a summer institute to revise course syllabi and coursework and to jointly create instructional materials (such as videos of teaching) for undergraduates to see the CCSS in practice. In addition to inviting K–12 educators to professional development opportunities, Stanislaus is also offering a facilitated lesson study for non-education faculty who teach education undergraduates, creating a professional learning community to focus on the impact of CCSS in other departments.

Fresno, Fullerton, Long Beach, and Stanislaus are also adding early field experiences into the undergraduate coursework of students interested in teaching. For example, these campuses are providing undergraduates in-school opportunities to observe K–12 classrooms; this is designed to both give students a chance to see what real teaching is like and is also a potential recruitment strategy. In addition, Fresno provided a fieldwork opportunity for liberal studies students by hosting what they called a “water fair” on campus attended by partner K–12 teachers and their students. Liberal studies students provided interactive demonstrations of various science concepts, such as a demonstration on the water cycle, at different stations at the fair.

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<sup>2</sup> Course revisions at Fullerton will impact four science and two math courses in which pre-credential candidates enroll. For Long Beach, the reform will include revisions to four undergraduate liberal studies capstone courses. Stanislaus is developing one new math course and one new writing course for undergraduate liberal studies students and requiring these students to complete an additional upper-level math course.

*Three campuses are using a range of informal and formal strategies to create a smoother pipeline from undergraduate to teacher education.*

Fresno and Stanislaus have added formal undergraduate advising components to their NGEI work, as a way to help ensure that pre-credential candidates transition to preparation programs smoothly. Stanislaus is additionally tackling the recruitment portion of the pipeline explicitly, creating new student clubs, marketing materials, and tracking strategies for recruiting undergraduate students to their teacher preparation programs, as well as focusing on improved marketing of the Math and Science Teacher Initiative (MSTI) to undergraduate students in science, technology, engineering, and mathematics (STEM) majors. The goal of Fresno's advisement efforts is to ensure that students take the CSETs earlier in their undergraduate careers. When Fresno has liberal studies students who take the CSET earlier, it can, for example, identify students who may need additional tutoring to ensure they have multiple opportunities to pass the test and increase the odds of qualifying for entry into the teacher preparation program.

Other campuses, to varying degrees, are addressing the readiness of their applicant pool. Of these, the Channel Islands approach is worth highlighting because it is quite extensive. Although not funded through NGEI, Channel Islands uses an admissions process that reportedly helps them identify strong candidates. All applicants to the teacher preparation program must first complete a set of courses (approximately one semester) of prerequisites. Many of the prerequisites can only be fulfilled at the Channel Islands campus. This semester of coursework includes coursework in learning theory and development, teaching diverse learners, and classroom management. Some coursework includes field activities. While these courses are offered to undergraduates at Channel Islands, it is most common for applicants to take the courses post-baccalaureate. Admission to the prerequisite program or completion of the prerequisite program does not guarantee admission into the teacher preparation program. This system allows advisors in the teacher preparation program to get to know candidate dispositions and understand their qualifications for teaching, and offers an opportunity to counsel out any candidates who may not be a good fit for teaching before they ever reach the teacher preparation program.

## Reform of the teacher preparation program

As described above, some campuses are targeting the early phases of the teacher pipeline with their NGEI grants. However, the major focus of campus efforts is on reforms to the teacher preparation program.

*All campuses have K–12 partnerships to support reforms to the teacher preparation programs, though more are with schools than with districts.*

NGEI re-envision the way campuses and local districts will interact to support improved preparation of teachers to teach to new and more challenging standards. Across the Key Transformation Elements, the collaboration between campuses and their district partners is intended to include identification of necessary program reforms (Element 1), identifying the prioritized skills and dispositions needed for successful teaching (Element 2), reforms to clinical work in general (Element 3) and specifically collaboration around feedback for candidates (Element 4), and the use of data to drive continuous improvement (Element 5).

As Exhibit 4 shows, the majority of NGEI campuses have more active engagement with building-level rather than district-level partners as of fall 2015, and most partnership activity is concentrated around reform of clinical work. While many of the CSU campuses have well-established, multi-faceted partnerships which have been in existence for years and even decades, all campuses are planning to expand partnership work over the course of the grant.

**Exhibit 4. Nature of Campus Partnerships**

Campus	Description of Partnership Work
<i>CalStateTEACH</i>	Because CalStateTEACH is an online program with candidates across California, they have elected to work directly with approximately 7 schools in 7 districts across the state. These school sites have been identified as teacher preparation centers where multiple candidates will be placed and both cooperating and non-cooperating teachers will receive professional development. The project director reports that the partnerships are at various stages of development.
<i>Channel Islands</i>	Channel Islands is using existing Professional Development School (PDS) sites and will be adding more at the secondary level in future years. As of now, they are still working to develop those relationships at the secondary level and currently have one middle school on board to begin. They are working with schools to determine if they are promising candidates for PDS sites. Not all schools will become PDS sites and may instead be revised to a less intensive "partnership." Note that partnership is at the school level, not the district.
<i>Fresno</i>	NGEI partnerships stem from Fresno's pre-existing relationships with individual K–12 school teachers through previous work at CSU Fresno (i.e., the NGEI partnership is not at the school or district level). In summer 2015, Fresno faculty collaborated with local K–12 teachers in a summer institute to reform undergraduate liberal studies course syllabi and coursework and to jointly create instructional materials (such as videos of teaching) for undergraduates to see the new standards and pedagogy in practice. Plans are currently underway for partner teachers to provide liberal studies students' fieldwork experiences and opportunities to observe teaching in K–12 classrooms.
<i>Fullerton</i>	CSU Fullerton is working with Fullerton School District (FSD) and Anaheim Union High School District (AUHSD) as planned. Within these districts, CSU Fullerton is working with its partners to develop anchor sites where multiple candidates are placed and clinical coaches provide professional development to cooperating teachers. The districts are responsible for selection of cooperating teachers but these individuals are now identified based on criteria jointly developed by CSU Fullerton and the districts.

Campus	Description of Partnership Work
<b>Long Beach</b>	CSU Long Beach (CSULB) is working closely with Long Beach Unified (LBUSD) as planned. In partnership with the district, CSULB is working toward the development of anchor sites, which will allow for a greater concentration of teacher candidates and cooperating teachers at certain school sites within the district. CSULB plans to develop a network of teachers at each anchor site that can work together and learn from one another. CSULB is currently collaborating with LBUSD to identify the characteristics that make a good cooperating teacher. Eventually, CSULB hopes that having a clear understanding of the cooperating teacher role and mechanisms to identify high-quality cooperating teachers will culminate in the development of a database of potential cooperating teachers through partnership with LBUSD and that the process used to develop the database at LBUSD could be replicated elsewhere. A unique aspect of this partnership is a “buy out” of a district staff person’s time (50%) to work on NGEI clinical reforms. This individual, who works under the title of Program Specialist at LBUSD and as Clinical Supervision Coordinator at CSULB, has an office on campus and is working with CSULB faculty to select master teachers and anchor sites, as well as more generally implement a new clinical approach and supervise candidates.
<b>Northridge</b>	CSU Northridge (CSUN) NGEI leads have decided that it is complicated to attempt to engage in a districtwide partnership with Los Angeles Unified School District given the ongoing churn in district leaders and initiatives. For example, when CSUN submitted the NGEI grant, their original subdistrict administrative partner (LAUSD is composed of multiple subdistricts given its size) was reassigned as the district redrew subdistrict boundaries last spring. The project’s main strategy is to build relationships at the building level with principals and teachers.
<b>San Luis Obispo</b>	Cal Poly San Luis Obispo (SLO) is partnering with Lucia Mar Unified School District to offer a summer Project-Based Learning (PBL) lab school in 2016. Faculty will collaborate with teachers to develop PBL curriculum and content. SLO is also partnering with one district high school, Central Coast New Tech High (NTHS), to develop and co-teach PBL courses in the liberal studies program for undergraduate students and PBL courses with an engineering focus at NTHS for K–12 students. To build capacity around using PBL, SLO will provide multiple professional development opportunities for university faculty, teacher candidates, and cooperating teachers from the partner district.
<b>Stanislaus</b>	Stanislaus is deepening long-standing district partnerships particularly in the neighboring districts of Ceres Unified, Turlock Unified, and Modesto City to extend relationships to more schools within those districts. Stanislaus is working towards creating learning communities at school sites consisting of student teachers, cooperating teachers, university faculty and supervisors, and candidates who are taking methods courses. The faculty at Stanislaus are also considering how to formalize structures so that partnerships do not depend on one or two faculty members. In addition, faculty are working with external partners (like feeder community colleges and high school programs) to provide more consistent training to students before they enroll as candidates in the teacher preparation program.

*In alignment with the NGEI Key Transformation Elements, grantees’ current work focuses on reforms to the teacher preparation programs.*

The NGEI Key Transformation Elements are particularly concentrated around the **teacher preparation** program aspect of the pipeline. The current work of the grantees is largely

focused on reforms to coursework, clinical work, and feedback provided to candidates. Exhibit 5 shows which campuses have started work on each of these topics as of fall 2015.

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**Exhibit 5. Current Work of Grantees in Relation to Selected Areas of Emphasis in the NGEI Key Transformation Elements**

	CalState TEACH	Channel Islands	Fresno	Fullerton	Long Beach	CSUN	SLO	Stanislaus
<i>Reform of Coursework</i>	✓	✓		✓	✓	✓	✓	✓
<i>Reform of Clinical</i>	✓	✓		✓	✓	✓	✓	✓
<i>Reform of Feedback</i>	✓			✓			✓	

\* As a reminder to readers, Fresno has focused its initial NGEI work on reforms to undergraduate pathways into teaching so that candidates are better prepared upon entry into their teacher preparation program. See a description of their work—which includes changes to coursework and embedding early clinical experiences in undergraduate programs—in the prior section on undergraduate programs.

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As Exhibit 5 shows, all campuses are revising coursework and clinical experiences, and most of them are concentrating their reforms on the teacher preparation (as opposed to undergraduate) part of the teacher pipeline. As of fall 2015, fewer campuses were working on reforming the feedback candidates receive.

*Almost all campuses have reported pursuing curricular revisions to their teacher preparation program to varying degrees.<sup>3</sup>*

CSUN is integrating its two major points of focus, Computer Supportive Collaborative Science (CSCS) and Responsive Teacher Cycle (RTC) lesson design into coursework required for the single-subject credential in mathematics and science.<sup>4</sup> Channel Islands and Long Beach both are revising credentialing coursework to better align with the content and skills of the CCSS and NGSS. CalStateTEACH is revising almost all of its curriculum to focus on science, technology, reading, engineering, animation, and mathematics (STREAM). Of the twenty modules in the CalStateTEACH program, nine (i.e., all content pedagogy modules) will be modified to better incorporate STREAM.

Three campuses have explicit plans to provide teacher preparation faculty with professional development as part of NGEI (CalStateTEACH, Channel Islands, and

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<sup>3</sup> The first NGEI Key Transformation Element is about the reform of the teacher preparation program. For purposes of this report, we disentangle reform of clinical practice from changes to other aspects of the teacher preparation program—namely coursework and professional development for faculty—given that the third Element separately addresses clinical reforms.

<sup>4</sup> CSCS shows teachers and teacher candidates how to use technology to pool data and make student thinking visible to support improved instruction. RTC provides a process by which teachers collaboratively share ideas on how to address key problems of practice.

Stanislaus). CalStateTEACH plans to provide their faculty with professional development to revise coursework and support candidates in developing their students' 21st century skills/knowledge and in using technology in instruction. Professional development will be delivered to both cooperating teachers and CalStateTEACH faculty to encourage collaborative and collegial relationships between the two groups. The content of these sessions will be specific to the needs of the school sites, though sites with overlapping needs may receive professional development together. All professional development content will be housed in an online professional development warehouse so that sessions can be revisited as needed. Channel Islands is providing its faculty with both professional development and opportunities for lesson study with practicing K-12 teachers to increase faculty members' understanding and ability to teach content aligned with new sets of standards. Stanislaus is offering new professional development opportunities for its faculty in instruction of standards, 21st century skills, and use of technology in instruction.

Additional campuses are providing professional development for clinical supervisors (who may be faculty), which we discuss in the following section.

*Almost every campus reported reforms targeting candidates' clinical experiences.*

Consistent with the third Key Transformation Element's focus on building and refining opportunities for candidates to gain fluency with the knowledge and practices during their clinical preparation, campuses report a multitude of initiatives that work toward these goals, as summarized in Exhibit 6.

**Exhibit 6. Types of Clinical Reforms within Teacher Preparation among NGEI Comprehensive Sites**

Reform Focus	CalState TEACH	Channel Islands	Fresno	Fullerton	Long Beach	CSUN	SLO	Stanislaus
Early field experiences				✓	✓		✓	✓
Timing or length of the student teaching experience		✓		✓				
Supervisor roles				✓				
Supervisor support, training, professional development	✓	✓			✓			
Cooperating teacher selection	✓			✓	✓			
Cooperating teacher roles		✓		✓	✓	✓		

Reform Focus	CalState TEACH	Channel Islands	Fresno	Fullerton	Long Beach	CSUN	SLO	Stanislaus
Cooperating teacher support, training, professional development	✓	✓		✓	✓	✓	✓	✓
Candidate placement at school sites	✓	✓		✓	✓	✓		✓

\* Again, Fresno has focused its initial NGEI work on reforms to undergraduate pathways into teaching so that candidates are better prepared upon entry into their teacher preparation program. It is implementing the Fresno Urban Teacher Residency under a federal Teacher Quality Grant. This program has features that are comparable to most NGEI Key Elements.

We next discuss each of the types of reform of clinical experiences campuses are undertaking as part of NGEI.

***Some campuses are increasing opportunities for candidates to engage in early field experiences prior to student teaching.***

Four campuses (Fullerton, Long Beach, SLO, and Stanislaus) are working to embed more early field experiences into their preparation programs. At SLO, for instance, teacher candidates will receive hands-on experiences when they participate in a “summer lab school” for middle school students that serves as an early field experience. While this program will launch with only a few candidates in the summer of 2016, SLO plans to expand this collaboration with its district partner in coming years.

***Candidates at two campuses will experience a longer student teaching practicum.***

Other institutions (Channel Islands and Fullerton) are emphasizing changes to the length and intensity of the student teaching practicum.<sup>5</sup> Channel Islands, having observed success at its existing Professional Development School site (an elementary school), is expanding this initiative to additional secondary sites for its single subject credential teacher candidates. This experience will provide a year-long placement and feature an integrated co-teaching model, while on-site collaboration between cooperating teachers and university faculty aims to contribute to a more cohesive, higher-quality student teaching experience. At Fullerton (elementary and special education programs), the NGEI reform includes extending the student teaching experience to a year from approximately five months. Fullerton elected to extend the length of the student teaching experience without modifying the number of hours candidates are in the classroom and the corresponding academic credits for student teaching. This approach was intended to allow

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<sup>5</sup> We define student teaching as a clinical placement in K–12 schools in which candidates practice their teaching skill under the supervision of a cooperating teacher over the course of several weeks or months.

candidates to be involved in the classroom from the beginning of the year to the end of the year without having to change the units required for student teaching.

*One campus will reform the role of the university supervisor to provide more on-site support for student teaching.*

At Fullerton, the role of the university supervisor is being expanded to that of clinical coach, which is intended to increase the involvement of this key stakeholder in the on-site fieldwork portion of the teacher preparation program. In particular, the clinical coach will work with a small number of school sites and the candidates at those sites. The goal is for the clinical coaches to have a stronger presence on their assigned campuses than supervisors have had in the past. The new clinical coaches are dedicated only to this role and do not have responsibilities outside of providing support to the teacher candidates and cooperating teachers at their school sites. They are to be embedded in the school to the same degree that the candidates are and will have regular scheduled visits to observe candidates. In addition to their direct role with candidates, clinical coaches are also expected to assist in creating opportunities for ongoing mentor teacher professional development. The development of the new clinical coach role at Fullerton required writing a new job description.

*The greatest reform emphasis within clinical practice is around the selection of cooperating teachers, support for cooperating teachers, and revision of cooperating teachers' roles.*

Three grantees (CalStateTEACH, Fullerton, and Long Beach) are modifying the cooperating teacher selection process to increase the quality of their cooperating teachers. In the case of Long Beach, representatives from both the district and CSU Long Beach noted weaknesses in the current cooperating teacher selection model such that those who were selected were not always the teachers best equipped to provide mentorship, despite the presence of high-quality teachers in the district. To address this, cooperating teacher selection is shifting from a model in which cooperating teachers were appointed by the district to one in which potential candidates will voluntarily go through a rigorous application process. The application process was jointly developed by the university and the district using information gathered through a broad stakeholder survey asking about the characteristics of high-quality cooperating teachers. Once accepted, the cooperating teachers will participate in intensive professional development to cultivate their skills.

Seven campuses (CalStateTEACH, Channel Islands, Fullerton, Long Beach, CSUN, SLO, and Stanislaus) report providing professional development for their cooperating teachers to prepare them to support their teacher candidates appropriately. As an illustration, SLO, recognizing that cooperating teachers may not be experts in their chosen focus area of Project-Based Learning, will be providing professional development for cooperating teachers to learn and practice this type of pedagogy so they may guide teacher candidates

in their learning. Likewise, to ensure that their cooperating teachers can provide high-quality support for teacher candidates on the specific approaches of CSCS and RTC, CSUN has planned to place candidates with cooperating teachers who have participated in CSCS professional development. As a third example, Long Beach will not only provide cooperating teacher training to increase overall quality of their mentoring, but is creating a network of cooperating teachers who can work together to improve their ability to work with candidates. They then plan to use these specially trained cooperating teachers to host early field experiences as well, for greater consistency in clinical experiences.

At Channel Islands, Fullerton, and Long Beach co-teaching models are being adopted that require much more intensive collaboration on the part of the cooperating teacher and teacher candidate. At Channel Islands, “co-teaching” elements will be integrated across all fieldwork and there is an unpaid “residency” option available for single-subject candidates.<sup>6</sup>

### *Campuses are restructuring candidate placement to improve student teaching environments.*

Six grantees (CalStateTEACH, Channel Islands, Fullerton, Long Beach, Northridge, and Stanislaus) are working to cluster their student teachers together in what one grantee calls “anchor sites.” The concentration of candidates at school sites allows the campuses to work more closely and intensively with a smaller number of sites. While the specific goals behind concentrating student teachers at a given site varies across campuses, the overarching rationale is to foster supportive and collaborative school communities for student teaching. The benefits of this approach mentioned by grantees include: providing candidates with peer support at their school sites, providing cooperating teachers with peer support at their school sites, increasing the visibility of university supervisors at the school sites, creating professional development opportunities that are site-specific, providing professional development to all teachers at the school site, and increasing opportunities to offer coursework on site.

### *Three campuses are attending to the assessment of teacher candidate practice by developing or revising their student teaching observation processes.*

Fullerton, for example, is making revisions to their process for the clinical observation learning cycle for the purpose of increasing consistency of quality across credential programs. In particular, this campus is implementing a new evaluation process that relies on a pre-observation meeting, an observation event, and a post-observation meeting and includes a newly developed observation form. While previously the observation practices varied across credentials, this system and corresponding forms are designed to create

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<sup>6</sup> Worth noting for additional context is that, while not recipients of NGEI comprehensive grants for this work, Cal State Bakersfield, Cal State Fresno, Cal State Chico, Cal State Los Angeles, and Cal Poly SLO are all implementing teacher residency programs as part of their federal Teacher Quality Program grants.

more consistency in the feedback provided to candidates. SLO is working to develop an observation tool that is well aligned with the Project-Based Learning approach used at Central Coast New Tech High, with future plans to connect this tool to the Danielson Framework.

CalStateTEACH has a strong baseline in terms of candidate feedback. The campus currently utilizes the Observation Event<sup>®</sup>, which captures instruction through video and uses annotation for feedback. The Observation Event<sup>®</sup> approach allows candidates to record themselves providing instruction. The candidate and the university supervisor both view and annotate the video to capture what went well and areas for improvement. In addition, this system allows for tracking of skills that have been the focus of previous observations in order to ensure there are no gaps in what has been observed. Through NGEI, they are making revisions to the rubric embedded in observation events to align with changes to the Teacher Performance Expectations (TPE) and STREAM vision.

## Entry into the teaching profession

The transition from being a student of teaching to being a full-fledged member of the teaching profession is known to be a challenging point in the teacher pipeline. Research suggests that high-quality induction helps reduce the rates at which novice teachers change schools or leave the profession entirely (Smith & Ingersoll, 2004). California has recognized the importance of induction through the Beginning Teacher Support Program (BTSA). Universities and districts can both play a role in induction (e.g., CSUN offers an induction program); however, no participating campuses currently include induction in their NGEI work.

## Summary & Next Steps

This first analysis of the early NGEI work at comprehensive grant campuses shows that collectively campuses are working across points on the pipeline to address the need for teachers who are better prepared to effectively teach to the new standards. While the bulk of the NGEI reform efforts are targeted at teacher preparation program reform, we see NGEI campuses reaching as far back as high school to cultivate early interest in, and preparedness for, teaching in response to local conditions such as limited candidate pools.

Within teacher preparation, the early NGEI work of campuses is primarily clustered around the reform of the teacher preparation program coursework and clinical work (reflecting the first and third Key Transformation Elements). Partnerships with districts are at various stages of development and, in several cases, are focused primarily at the school level. A few campuses are reforming the formative feedback process for candidates through their NGEI work (Element 4). Work with district partners on the identification of the key skills, knowledge, and dispositions of well-prepared new teachers (Element 2) and work on continuous improvement based on data on candidates and program completers (Element 5) are less prominent in the NGEI work to date.

As campuses clear the hurdle of launching their reforms in the summer and fall and look toward the next phase of NGEI funding, the evaluation (WestEd/SRI) and the facilitation (ConnectEd) teams are poised to provide support to grantees on the Key Transformation Elements that are not yet fully developed across all comprehensive sites, that is:

- Partnerships with K–12 district partners to align programming as much as possible.
- Shared understandings with K–12 district partners about the key knowledge, skills, and dispositions of a well-prepared new teacher that are used to inform teacher preparation program elements.
- Feedback to candidates on their mastery of prioritized skills during preparation.
- Data on candidate progress toward mastery of identified knowledge and practices during their training and after program completion.

Specifically, ConnectEd is available to assist with implementation coaching and support for comprehensive campus teams and can support the work with K–12 partners.

In addition to providing ongoing formative evaluation work across the comprehensive grant sites, the WestEd/SRI team can provide technical support for grantees to assist with the development of high-quality data on candidate progress toward mastery of identified knowledge and practices during their training and after program completion. The data inventories that the evaluation team developed for each campus show that there are opportunities to: a) enhance the quality of existing data, b) improve access to those data, and c) develop new data sources targeted toward the measurement of prioritized skills

and knowledge for formative feedback to candidates. In the coming months, the evaluation team will also be seeking opportunities to bridge the system-level work described above in Box 1 with campus efforts to strengthen systems for continuous improvement.

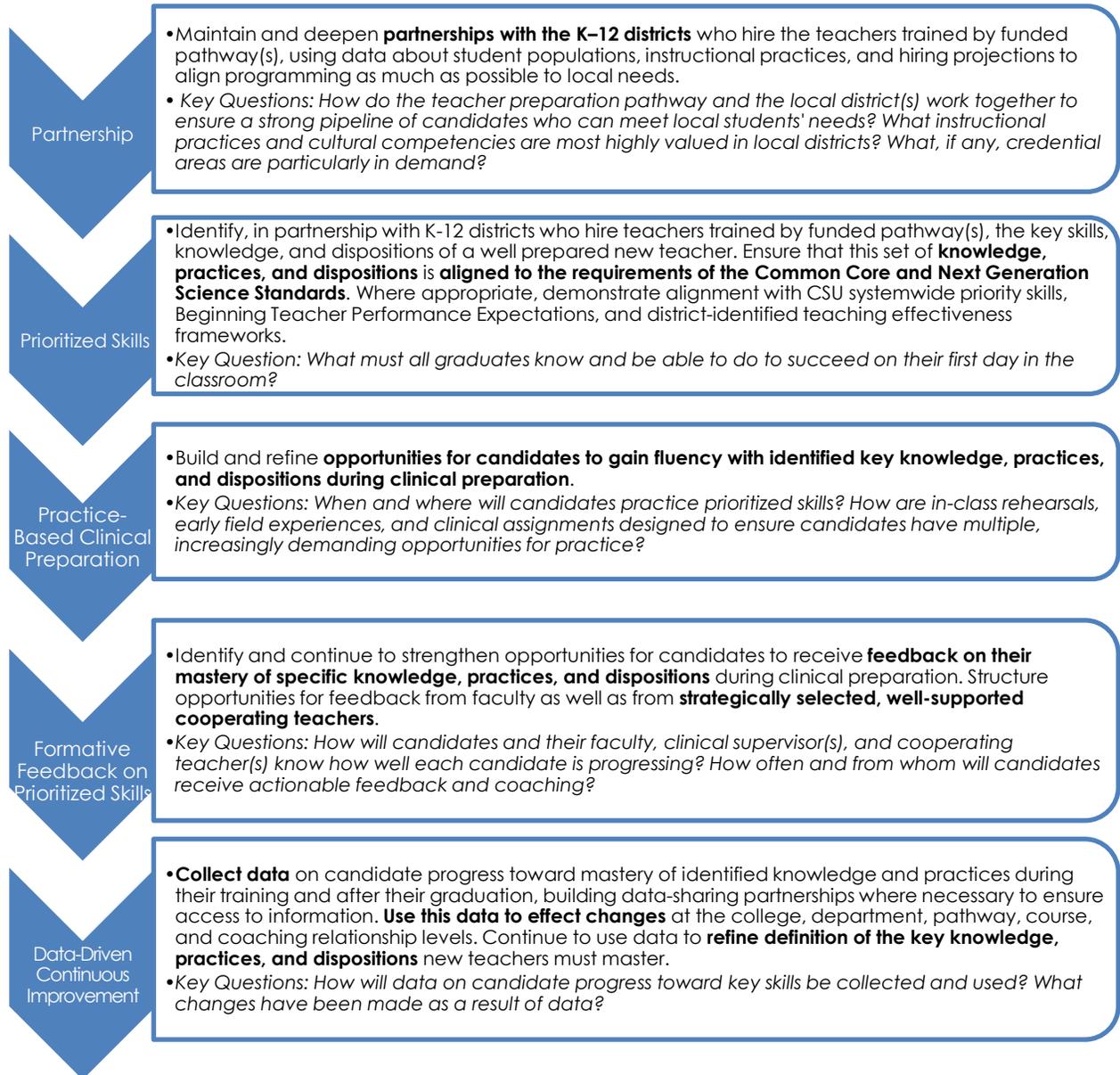
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# Attachment 1. Key Transformation Elements

## California State University “Preparing a New Generation of Educators for California” Initiative

The following key elements are drawn from the Request for Proposals designed by the CSU “Preparing a New Generation of Educators for California” Initiative (NGEI) Faculty Work Group. These elements reflect the continuing commitments of the CSU system, the S. D. Bechtel, Jr. Foundation, and all campus teams who are participating in the NGEI.



### Engage with Initiative Support Providers

- Take full advantage of the opportunities offered by **working with the CTQ and the WestEd and SRI evaluation team** to ensure team has access to the data needed to drive continuous improvement. Show that processes for collecting, analyzing, and using data to make programmatic decisions reflect the best practices that the evaluation team helps to identify.
- **Work with ConsultEd** team to track progress toward short- and long-term milestones, and to make informed changes to activities where needed.

### Engage with Learning Community

- Participate fully, alongside K–12 district partners, in the **NGEI Learning Community**, demonstrating a willingness to share what is working — and what is not — and to work together with other campus teams to advance the goals of the entire system.
- Learning community participation may include in-person convenings, web-based collaboration, and sharing of knowledge, tools, and resources.

NOTE: These elements were shared with NGEI teams through the Initiative RFP, and were also provided in campus “kickoff” meetings with evaluators. They have since been reformatted but are substantively unchanged. Campuses should anticipate that these same Key Transformation Elements will be used to guide future funding decisions. Teams may apply to conduct work in addition to these key elements, but, if so, they should be able to demonstrate that these elements are already present to a high degree of quality in all existing teacher preparation programming.