

Clinical Partners Meeting

Fall 2021

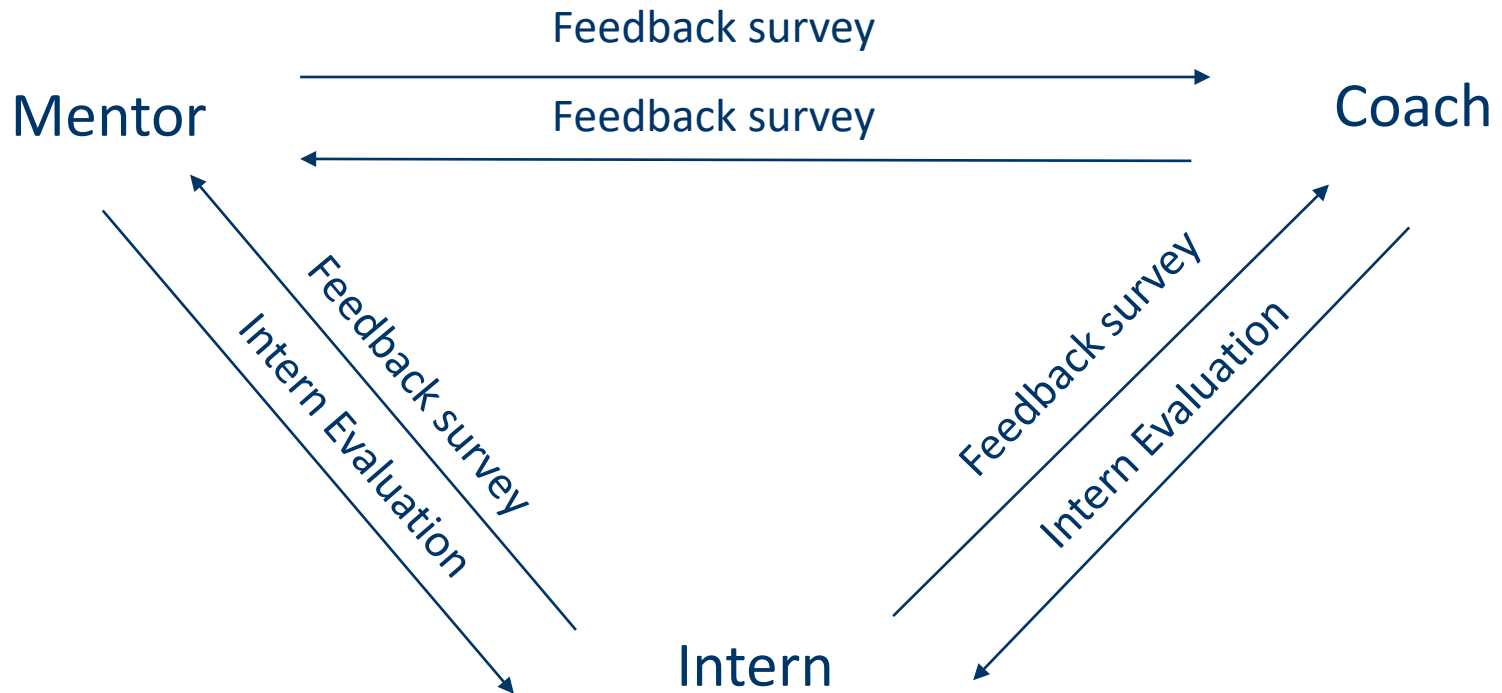
Clinical Educator Evaluations

- **Purpose**
- **Process**
- **Data Discussion**
- **Instrument Feedback**

Evaluation of Mentor Teachers and Clinical Coaches

- **Program evaluation: Mentoring/coaching processes, structure, supports**
- **CAEP accreditation: Evaluation of mentors and coaches (R2.2 Clinical Educators)**

Process



Interns are evaluated 1x in the fall and 2x in the spring (intern sees results)

Mentors/coaches are evaluated at the end of the spring (confidential)

Instrument Revision Spring 2021

- **Based on several sets of guidelines**
 - Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers (VDOE, 2000)
 - Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools (VDOE, 2004)
 - Mentor Practice Standards (New Teacher Center, 2018)
- **Discussion goal: Capture input to refine the surveys to capture high-quality, actionable data**

Table 1: Evaluation of Mentor: Summary Table

Rate the mentor teacher on the following mentoring domains by responding to each statement below: "The mentor teacher..."

Item	Evaluation by Student (N = 27)	Evaluation by Coach (N = 23) <i>Items on the survey are rephrased. Ex: Instead of "my development," uses "the intern's development"</i>
1) supported instructional planning (e.g., shared resources, brainstormed ideas)	M = 4.52; SD = 0.92	M = 4.57; SD = 0.82

Table 2: Evaluation of Mentor: Item-by-Item Distribution

Rate the mentor teacher on the following mentoring domains by responding to each statement below: "The mentor teacher..."

Item	Evaluation by Student	Evaluation by Coach
1) supported instructional planning (e.g., shared resources, brainstormed ideas)	Strongly agree: 20 Agree: 3 Neutral: 2 Disagree: 2 Strongly Disagree: -	Strongly agree: 17 Agree: 3 Neutral: 2 Disagree: 1 Strongly Disagree: -

Table 3: Evaluation of Coach: Summary Table

Respond for each statement below: "The clinical coach..."

Item	Evaluation by Student (N = 21)	Evaluation by Mentor (N = 32) <i>Items on the survey are rephrased. Ex: Instead of "my development," uses "the intern's development"</i>
1) was accessible to me on a regular basis	M = 4.52; SD = 0.85	M = 4.75; SD = 0.43

Table 4: Evaluation of Coach: Item-by-Item Distribution

Respond for each statement below: "The clinical coach..."

Item	Evaluation by Student		Evaluation by Mentor	
1) was accessible to me on a regular basis	Strongly agree:	15	Strongly agree:	24
	Agree:	3	Agree:	8
	Neutral:	2	Neutral:	-
	Disagree:	1	Disagree:	-
	Strongly Disagree:	-	Strongly Disagree:	-

Pilot Data Discussion

- **Independent review time (5 minutes – no talking!)**
 - Note: smaller data set than usual (didn't want to send extra reminders during pandemic)
 - Focus on mentor teacher first (blue tables 1 and 2)
- **As you review, consider:**
 - I notice...
 - I'm surprised to see...
 - I believe the data suggest... because...
 - Additional data that would help me are...

Instrument Feedback

- **Which items are helpful**
 - Provide useful information
 - Align with division expectations
 - Reflect high-quality mentoring practices
- **Which items are less helpful**
- **Which items need clarification**
- **What's missing**

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As you review, consider the following:

- I notice...
- I'm surprised to see...
- I believe the data suggest... because...
- Additional data that would help me are...

Table 1: Evaluation of Mentor: Summary Table

Rate the mentor teacher on the following mentoring domains by responding to each statement below: "The mentor teacher..."

Item	Evaluation by Student (N = 27)	Evaluation by Coach (N = 23) <i>Items on the survey are rephrased. Ex: Instead of "my development," uses "the intern's development"</i>
1) supported instructional planning (e.g., shared resources, brainstormed ideas)	M = 4.52; SD = 0.92	M = 4.57; SD = 0.82
2) assisted my development of content and pedagogical knowledge	M = 4.37; SD = 0.87	M = 4.39; SD = 1.05
3) supported my skill development related to working with diverse learners	M = 4.30; SD = 0.94	M = 4.48; SD = 0.97
4) supported my skill development related to the use of data (e.g., collecting, analyzing, and using to inform instruction)	M = 3.74; SD = 1.20	M = 4.26; SD = 0.94
5) helped me understand the local context by engaging me in school functions such as parent conferences, school events, and staff/team/PLC meetings	M = 4.44; SD = 0.63	M = 4.35; SD = 0.96
6) provided specific, actionable feedback on a regular basis	M = 4.00; SD = 1.12	M = 4.35; SD = 1.00
7) engaged in mentoring conversations about teaching practices on a regular basis.	M = 4.33; SD = 1.19	M = 4.52; SD = 0.93
8) provided regularly scheduled learning opportunities for me to develop my knowledge and skills.	M = 4.37; SD = 0.87	M = 4.48; SD = 0.88
9) set expectations aligned with Teacher Education program expectations while recognizing my individual needs	M = 4.48; SD = 0.69	M = 4.52; SD = 0.88
10) acknowledged the value of my suggestions, contributions, and decision-making.	M = 4.67; SD = 0.67	M = 4.61; SD = 0.82

Table 2: Evaluation of Mentor: Item-by-Item Distribution

Rate the mentor teacher on the following mentoring domains by responding to each statement below: "The mentor teacher..."

Item	Evaluation by Student		Evaluation by Coach	
1) supported instructional planning (e.g., shared resources, brainstormed ideas)	Strongly agree: 20 Agree: 3 Neutral: 2 Disagree: 2 Strongly Disagree: -		Strongly agree: 17 Agree: 3 Neutral: 2 Disagree: 1 Strongly Disagree: -	
2) assisted my development of content and pedagogical knowledge	Strongly agree: 14 Agree: 11 Neutral: 1 Disagree: - Strongly Disagree: 1		Strongly agree: 17 Agree: - Neutral: 4 Disagree: 2 Strongly Disagree: -	
3) supported my skill development related to working with diverse learners	Strongly agree: 15 Agree: 7 Neutral: 3 Disagree: 2 Strongly Disagree: -		Strongly agree: 17 Agree: 2 Neutral: 2 Disagree: 2 Strongly Disagree: -	
4) supported my skill development related to the use of data (e.g., collecting, analyzing, and using to inform instruction)	Strongly agree: 10 Agree: 6 Neutral: 6 Disagree: 4 Strongly Disagree: 1		Strongly agree: 13 Agree: 4 Neutral: 5 Disagree: 1 Strongly Disagree: -	

Item	Evaluation by Student		Evaluation by Coach	
5) helped me understand the local context by engaging me in school functions such as parent conferences, school events, and staff/team/PLC meetings	Strongly agree: 14 Agree: 11 Neutral: 2 Disagree: - Strongly Disagree: -		Strongly agree: 15 Agree: 2 Neutral: 5 Disagree: 1 Strongly Disagree: -	
6) provided specific, actionable feedback on a regular basis	Strongly agree: 11 Agree: 10 Neutral: 2 Disagree: 3 Strongly Disagree: 1		Strongly agree: 15 Agree: 3 Neutral: 3 Disagree: 2 Strongly Disagree: -	
7) engaged in mentoring conversations about teaching practices on a regular basis.	Strongly agree: 18 Agree: 5 Neutral: 1 Disagree: 1 Strongly Disagree: 2		Strongly agree: 17 Agree: 3 Neutral: 1 Disagree: 2 Strongly Disagree: -	
8) provided regularly scheduled learning opportunities for me to develop my knowledge and skills.	Strongly agree: 14 Agree: 11 Neutral: 1 Disagree: - Strongly Disagree: 1		Strongly agree: 16 Agree: 3 Neutral: 3 Disagree: 1 Strongly Disagree: -	

Item	Evaluation by Student		Evaluation by Coach	
9) set expectations aligned with Teacher Education program expectations while recognizing my individual needs	Strongly agree: 16	Agree: 8	Strongly agree: 17	Agree: 2
	Neutral: 3	Disagree: -	Neutral: 3	Disagree: 1
	Strongly Disagree: -		Strongly Disagree: -	
10) acknowledged the value of my suggestions, contributions, and decision-making.	Strongly agree: 21	Agree: 3	Strongly agree: 18	Agree: 2
	Neutral: 3	Disagree: -	Neutral: 2	Disagree: 1
	Strongly Disagree: -		Strongly Disagree: -	

Table 3: Evaluation of Coach: Summary Table
Respond for each statement below: "The clinical coach..."

Item	Evaluation by Student (N = 21)	Evaluation by Mentor (N = 32) <i>Items on the survey are rephrased. Ex: Instead of "my development," uses "the intern's development"</i>
1) was accessible to me on a regular basis	M = 4.52; SD = 0.85	M = 4.75; SD = 0.43
2) made an effort to understand the local context (e.g., school and community culture, climate, and policies)	M = 4.57; SD = 0.66	M = 4.72; SD = 0.57
3) completed all coaching cycles thoughtfully and thoroughly	M = 4.81; SD = 0.50	M = 4.78; SD = 0.41
4) supported my instructional planning through coaching cycles and/or the sharing of additional ideas and resources	M = 4.62; SD = 0.72	M = 4.78; SD = 0.48
5) facilitated triad meetings to create opportunities for feedback and discussion	M = 4.71; SD = 0.63	M = 4.81; SD = 0.39
6) made an effort to engage in joint problem solving with me and with my mentor teacher	M = 4.57; SD = 0.66	M = 4.66; SD = 0.59
7) provided specific, actionable feedback	M = 4.76; SD = 0.53	M = 4.75; SD = 0.43
8) provided feedback that represents current knowledge and research on effective teaching practices	M = 4.76; SD = 0.61	M = 4.72; SD = 0.51
9) set expectations aligned with Teacher Education program expectations while recognizing my individual needs	M = 4.81; SD = 0.59	M = 4.81; SD = 0.39
10) made me feel supported during my clinical experience	M = 4.71; SD = 0.63	M = 4.88; SD = 0.33

Table 4: Evaluation of Coach: Item-by-Item Distribution
Respond for each statement below: "The clinical coach..."

Item	Evaluation by Student		Evaluation by Mentor	
1) was accessible to me on a regular basis	Strongly agree: 15 Agree: 3 Neutral: 2 Disagree: 1 Strongly Disagree: -		Strongly agree: 24 Agree: 8 Neutral: - Disagree: - Strongly Disagree: -	
2) made an effort to understand the local context (e.g., school and community culture, climate, and policies)	Strongly agree: 14 Agree: 5 Neutral: 2 Disagree: - Strongly Disagree: -		Strongly agree: 25 Agree: 5 Neutral: 2 Disagree: - Strongly Disagree: -	
3) completed all coaching cycles thoughtfully and thoroughly	Strongly agree: 18 Agree: 2 Neutral: 1 Disagree: - Strongly Disagree: -		Strongly agree: 25 Agree: 7 Neutral: - Disagree: - Strongly Disagree: -	
4) supported my instructional planning through coaching cycles and/or the sharing of additional ideas and resources	Strongly agree: 15 Agree: 5 Neutral: - Disagree: 1 Strongly Disagree: -		Strongly agree: 26 Agree: 5 Neutral: 1 Disagree: - Strongly Disagree: -	

Item	Evaluation by Student		Evaluation by Mentor	
5) facilitated triad meetings to create opportunities for feedback and discussion	Strongly agree: 17	Agree: 2	Strongly agree: 26	Agree: 6
	Neutral: 2	Disagree: -	Neutral: -	Disagree: -
	Strongly Disagree: -		Strongly Disagree: -	
6) made an effort to engage in joint problem solving with me and with my mentor teacher	Strongly agree: 14	Agree: 5	Strongly agree: 23	Agree: 7
	Neutral: 2	Disagree: -	Neutral: 2	Disagree: -
	Strongly Disagree: -		Strongly Disagree: -	
7) provided specific, actionable feedback	Strongly agree: 17	Agree: 3	Strongly agree: 24	Agree: 8
	Neutral: 1	Disagree: -	Neutral: -	Disagree: -
	Strongly Disagree: -		Strongly Disagree: -	
8) provided feedback that represents current knowledge and research on effective teaching practices	Strongly agree: 18	Agree: 1	Strongly agree: 24	Agree: 7
	Neutral: 2	Disagree: -	Neutral: 1	Disagree: -
	Strongly Disagree: -		Strongly Disagree: -	

Item	Evaluation by Student		Evaluation by Mentor	
9) set expectations aligned with Teacher Education program expectations while recognizing my individual needs	Strongly agree:	19	Strongly agree:	26
	Agree:	-	Agree:	6
	Neutral:	2	Neutral:	-
	Disagree:	-	Disagree:	-
	Strongly Disagree:	-	Strongly Disagree:	-
10) made me feel supported during my clinical experience	Strongly agree:	17	Strongly agree:	28
	Agree:	2	Agree:	4
	Neutral:	2	Neutral:	-
	Disagree:	-	Disagree:	-
	Strongly Disagree:	-	Strongly Disagree:	-

For more information...

[Clinical Experience Website](#)

Instruments

- [Student evaluation of coach](#)
- [Student evaluation of mentor](#)
- [Mentor evaluation of coach](#)
- [Coach evaluation of mentor](#)

Clinical Partners Meeting: Special Education
October 20, 2021

In attendance: Redacted - included UVA Teacher Education staff, special education faculty, and local special education coordinators

Clinical Educator Evaluation Discussion

[Data](#)

Discussion

- Mean for #4 (supported skill development in use of data) is low and standard deviation is high
 - Our interns struggle with the use of data
 - A lot of support nationally is related to the use of data
 - Consideration: these data were collected during the pandemic – a mix of in-person and virtual – changes the use of data
 - For those of us teaching courses, it would be nice to have information about which screeners and other progress monitoring tools are in place so we can align our courses with what students are seeing in schools
 - We're working on this with our teaching staff; we just added a progress monitoring tool and are working on PD in this area
 - Lack of teacher planning time at the elementary level is reducing teacher's planning opportunities to look and data and coach someone through data use; using formative data to plan tomorrow's lesson requires a lot of time
 - The role of teachers is analyzing data vs. data being provided to teachers by the school/division
 - When we were virtual, we came together more for division-wide PLCs, and the divisions started to come together to make division-wide assessments → benefit of the pandemic was more cross-school collaboration in this and other areas
- There isn't something specific about **writing IEPs**
 - This is a big part of a case manager's job
 - → could create specific questions for sped and other disciplines
 - We still need this for some of our teachers
 - **Progress monitoring** is part of that
 - It's hard for interns to know the various programs that are out there; mentors can support interns in navigating and accessing materials and curricula – **navigating resources are available for interventions and behavior plans**
 - Divisions use different IEP systems; will be helpful to know which ones
- Provided specific, actionable feedback on a regular basis
 - Last year it may have been more difficult in the hybrid/virtual context

- On our end, we should give mentors more guidance on the type of feedback they should/can give; how to provide feedback; help the mentors learn about how to set goals with the candidate
 - We have more and more mentor teachers who are still new to the profession when taking on students; they need some mentor training
 - Would be beneficial for new mentors to have a cohort/support when taking on interns
 - Division and leadership could probably do some work around their mentors and how they support student teachers; develop a community of practice at the division level; could encourage more teachers to want to be mentor teachers
-
- Need an item for all (not just sped): Supporting their understanding of collaboration and supporting students in inclusive settings
 - Novice teachers may feel uncomfortable talking to the general education teacher about working with students in the inclusive setting
 - Possible item for all (not just sped): helped me understand where to get additional support for students (guidance counselors, social works, etc.)
 - Need an item on family engagement
 - #5 is help me understand the local context, but we need specifically teaching teachers how to engage with families in a culturally responsive and meaningful way

Clinical Partners Meeting: Secondary Education
October 21, 2021

In attendance: In attendance: Redacted - included UVA Teacher Education staff, secondary education faculty, local division central office personnel, and local principals

Clinical Educator Evaluation Discussion

[Data](#)

Discussion

- Data and feedback – seem to be the lowest areas
 - We know those are very important
 - The coaches scored higher in those areas than the mentor teachers
 - Those are areas that may not necessarily be a part of a teachers' pedagogical language
 - The distribution – there are a bunch of teachers doing it well, and there are others; there is a range
 - Thinking about support we can provide the teachers in terms of communicating what a mentorship role is like on our end and how we support the work of the mentors
 - I wonder if those were new mentors and/or mentors with other extenuating circumstances that made it difficult for them to focus on the needs of the interns
 - The nature of the schedule – when are you looking at data, analyzing it, are you co-planning, does your intern come at a time when you're doing that? Even if they're there full time, time is limited – we might not have a planning period with the student teacher
 - In fall, this is particularly a problem – not as much of a problem in the spring
 - Feedback: could have indicated they did not LIKE the feedback
- We have a really strong group of mentors
- Common definitions among mentor teachers vs interns
 - The mentors might perceive they have done things the mentor doesn't perceive if the vocabulary are different
- Coaches were highly appreciated – especially by the mentors
 - Could there be a level of collegial respect feeding into the coach/mentor ratings of each other? A lot of the coaches are teachers, admin, etc.
- Increased number of mentoring requests from several universities
 - We're using more of the teaching population
 - Some of our current mentors are not at the level they need to be before taking on a student teacher
 - We have a lot of first-time mentors
 - We have a lot of recent program graduates who have enough years of experience to take on an intern, but they may or may not be developmentally ready to do that
 - Adding on a new responsibility and role could add a layer of difficulty in their growth as a teacher
 - Taking on an intern is a huge professional development opportunity

- You have to articulate why you're making the decisions you're making; be methodical and think through things
- Mentors receive information about program requirements at the end of the first week; it's a whirlwind, and the information comes at a time when a lot of things are happening
 - Ideal: mentor day – consideration: cuts into summer
 - Maybe the first triad meeting is about program meetings, less about the schedule – schedule can be in the second meeting
 - Just like students focus on the CLASS system and a specific dimension for two weeks, the mentor could have focus points for what they focus on as mentors for two weeks – additional touch points
- Mentor teacher support
 - Last year during the pandemic, the students started earlier during the new teacher week
 - that was kind of nice vs. having them the first day with all staff
 - Differentiate supports – veteran mentors may need refreshers – novice mentors may need more about how to work with an adult
 - They may not be at the level to engage in our teacher leadership programming
- There is a bit of a learning curve because our program changed
 - It's still not fully clear what they know and don't know
 - "Here is what they do know and what they can do now" heading into fall and spring
 - The students can take on that responsibility through a video or podcast –podcast would be great so they can listen to it and get to know the student while commuting (don't have to sit and watch a video) – better than looking at paperwork
 - 1-pager with a likert scale – here's my comfort level with X skills
 - They could do a self-assessment prior to recording the podcast
- Same for mentors – what are you feeling comfortable or less comfortable with – link to specific resources for skills
- We'll need to recruit mentors – they are burnt out – we want to continue to develop and grow teachers, but it's hard to get folks to do additional work
 - Visiting the schools to meet people where they are
 - Discuss the benefits of having a student teacher
 - Bring a mentor to talk to prospective mentors to give their experience
 - We need to reiterate to our candidates the importance of boundaries; they can come to us with challenges, stress, etc.
 - The shift to the spring is tough – testing season, SOLs, AP – it's hard to give up control in a spring semester when mentors have to interact with stakeholders about students' success in the course

Clinical Partners Meeting: Elementary
November 4, 2021

In attendance: In attendance: In attendance: Redacted - included UVA Teacher Education staff, elementary education faculty, local division central office personnel, and local mentor teachers

Clinical Educator Evaluation Discussion

[Data](#)

Discussion

- Item 4 is lower, particularly for the students' responses; item focused on the use of data, which we know is tough is complex
- Feedback also lower
 - Giving feedback to adults is similar to giving feedback to children, but there are differences; we can play a role in this on the UVA side, too, and helping mentors prepare to give feedback
- We've done a reboot on the PLCs, so they're working on this; possible new question: **are the students getting experiences where they're meeting with the PLC groups? What did they get out of those meetings?** Hopefully some had an opportunity at the beginning of the year to attend that session
 - Data and feedback are part of this; we hope students are having these opportunities
 - Combination of looking at student data; talking about strategies that are working; developing assessments
 - Problem solving you're doing as a team
- Idea of transfer – if the teachers are learning how to give feedback to P-12 students, does that transfer to being able to give feedback to interns and colleagues?
- Conversations about data looked really different last year than they did this year
 - This year we have new growth assessments we're learning how to analyze and look at as well
- Item 7 – mentoring conversations – just can't do enough of that; it comes up in the elementary undergraduate seminar often; they want to have these ongoing conversations
 - Some mentors and interns were teaching from the same space; that wasn't the case for everyone during the pandemic; the extent of the conversation now
- Additional things we may want to capture
 - Students are raising questions about parent conferences, IEP meetings, etc.; home-school community relationship – great deal of variability in those opportunities across students; would expect to see more in the spring internship in the fall – it's really important that our students have the opportunity to engage in that conversation
 - May not have had many experiences re: parent contact and events of that nature
 - Item 3: specify the diversity that students will have the opportunity for skill development (a "for example")
- Item 8 – not clear what that is; everything is a schedule learning opportunity