Welcome to the New Generation of Educators Initiative (NGEI) Learning Community Convening April 29, 2019

CSU, Sacramento

WiFi Info
Connect Using eduroam or if you don’t have it:
Name: SacEvent
P/W: 5678Herky
Convening Welcome

Dr. Pia Wong
Associate Dean, Sacramento State

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Foundation Welcome

Macy Parker
Senior Program Officer, S. D. Bechtel, Jr. Foundation

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Preparing a new generation of educators

A dynamic partnership between the California State University and a diverse set of school districts is helping transform teacher preparation.
Transforming teacher preparation

1. Forming deep partnerships between campuses and districts
2. Collaboratively defining prioritized skills
3. Preparing through practice in school sites
4. Creating a culture of feedback for teacher candidates
5. Using data to measure progress toward proficiency and improve
Spend time today recognizing each other
Office of the Chancellor Welcome

Dr. Marquita Grenot-Scheyer
Assistant Vice Chancellor, Educator Preparation and Public School Programs
New Generation of Educators Initiative (NGEI)

NGEI Learning Community
April 29, 2019
Marquita Grenot-Scheyer, Assistant Vice Chancellor,
Educator Preparation and Public School Programs
Transforming Educator Preparation
(Not “Tinkering around the Edges”)
Preparing a New Generation of Educators
Accomplishments & Impact
Scaling and Sustaining the Work….
Scholarship program

Residency Year Scholarship

For equity and excellence in teacher preparation
Getting Started

Christian Michael
Managing Director
ConsultEd Strategists

Julie Hornberger
Operations Coordinator
ConsultEd Strategists
Our Topics Today

1. Partnership and Program Sustainability
2. Measurement & Data Routine Sustainability
3. Faculty-Led Course Reform Sustainability
4. Celebrating the Accomplishments of NGEI
Where you can find everything

April 2019 NGEI Learning Convening Digital Folder
consultedgroup.com/annualconvening

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General Norms

• Active participation
• Be present
• Strictly flexible
• Encourage all ideas and voices
• Celebrate each other
Icebreaker
• Introduce yourself...
• Share your favorite thing about being apart of the NGEI....
• One thing you want to get out of this convening...
Topic Block I
Sustainability and Institutionalization
Framing Presentation: A Framework for Thinking About Sustainability/Institutionalization

Dr. Jonathan Dolle
*Senior Research Associate, WestEd*

Dr. Melissa Eiler White
*Senior Research Associate, WestEd*
Agenda

- **Breakouts [60 min]**
  - NGEI and Fellows share Improvement Journeys (Mini-grant teams attend)
    - Each presentation [7 min.]
    - Clarifying questions [5 min]
    - Group discussion [15 min]

- **Framing Presentation [15 min.]**
  - Framework for sustaining new systems

- **Team discussions of sustainability [15 - 20 min.]**
Breakouts

Group 1 - Placement - (Cottonwood Suite)
NGEI Sites: Stanislaus, Long Beach, Fresno, Channel Islands
Mini-Grant Sites: East Bay, LA, SF State, San Jose State

Group 2 - Prioritized Skills - (Orchard Suite)
NGEI Sites: SLO, Sacramento, Monterey
Mini-Grant Sites: Dominguez Hills, San Bernardino, San Marcos, Cal Poly Pomona

Group 3 - Feedback - (Forest Suite)
NGEI Sites: Chico, Bakersfield, Fullerton
Mini-Grant Sites: Cal State Teach, Humboldt, Northridge, San Diego
NGEI efforts have resulted in changes systems to improve candidate learning experiences

- Partnership with districts
- Prioritized skills integrated in clinical and coursework
- Placements for clinical experiences
- Feedback to candidates
- Use of data for continuous improvement
"I’m glad this is continuing...Let’s keep this moving. I think we have a good system, good people in all the right places. If we can build a structure where all those people go away and we still have the structure, then we’ve done the right thing."

-- Principal
Actions to Sustain the NGEI Reforms

- Defining Ownership
- Hardwiring the Change
- Training
- Communication
- Measurement
Defining Ownership

- Who will own the new processes?
- Are they currently engaged and onboard with this work?
- Do job descriptions reflect these roles?
Hardwiring the Change

- How will we make it hard to do the wrong thing and easy to do the right thing?
- How will we standardize?
- How can we reduce reliance on human memory?
- What documentation and resources are necessary?
Training

- How will we support individuals in the new “right way”? 
- How we onboard new people to this process? 
- How will we build in ongoing training supports?
Communication

- How will we communicate about this work internally and externally as needed?
- Who will be the messengers?
Measurement

- What measurement needs to be in place to ensure we can monitor the quality and reliability of the process/es?
Team Time

- Identify a system in your program your team has worked to improve through NGEI work
- Discuss and note your progress to date and challenges/still to do using the sustainability worksheet
CSU Educator Preparation and Public School Programs
Sustaining NGEI-work

Dr. Marquita Grenot-Scheyer
Assistant Vice Chancellor, Educator Preparation and Public School Programs
New Generation of Educators Initiative (NGEI):
Sustaining the Work

April 29, 2019
Marquita Grenot-Scheyer, Assistant Vice Chancellor,
Educator Preparation and Public School Programs
Transforming Educator Preparation (Not “Tinkering around the Edges”)
"The How"

Strategy
Continuous Improvement – Systems Thinking

"The What"

Goal
Inclusive Equitable Education

The KTEs
Preparing a New Generation of Educators
Lessons Learned
Accomplishments & Impact
Scaling and Sustaining the Work....
Residency Year Scholarship

For equity and excellence in teacher preparation
Time for Lunch
Topic Block II
Measurement & Data Routine
Sustainability
Framing Presentation: Data Infrastructure & Visualization for Improvement

Dr. Sola Takahashi
Senior Research Associate, WestEd

Dr. Melissa Eiler White Senior Research Associate, WestEd
Hi Sola, Here is a start at the slides for the measurement and data at the convening next week. I have asked Noel and Freddie to drop the system of measures graphics into the remaining slides...we'll need a transition to the activity / conclusion too. Other thoughts?

Melissa White, 4/22/2019
Agenda

- **Framing Presentation (15 min.)**
  - Concept for a “System of Measures” in teacher preparation
  - Data infrastructure needed to support this type of measurement
- **Activity and team time (75 min)**
  - Data simulations for NGEI and NGEI Mini-grant teams
  - IR Fellows in separate breakout
Measures of the System:
Outcome Measures & Process Measures

Outcome measures:
- How is the system performing, overall?
- What are the key results we are striving for?
- Where does variation exist in those results?
Measures of the System:
Outcome Measures & Process Measures
Measures of the System: Outcome Measures & Process Measures

Process measures:
• How are parts of the system performing?
• For whom?
• Where are things breaking down?
• What are the best opportunities to improve our system?
Key Features of Process Measures

- **Illuminate whether specific processes are performing as planned**
  - Can also be examined in relation to outcome measures — when process measures show improvement, are there also improvements in outcome measures?
- **Typically collected and reported in a more timely manner than the data for outcome measures.**
- **Address both the quality and the reliability, or consistency, of organizational processes.**
three primary design principles for process measures:
- A process measure should attend to the perspectives of multiple stakeholders, including the “users” of the process.
- A process measure should capture data regularly — a rule of thumb is to collect data monthly or more frequently, to capture indications of change over time.
- A process measure is something for which data should be relatively easy to capture, or have the potential of being easy to capture after initial development work.

I am beginning to worry that this “priming presentation” is getting too long. Especially with the team discussion, I think this is now probably longer that 15 minutes. Aside from that concern, I appreciate the inclusion of the design principles.
Quality v. Reliability

- **Reliability**
  - Are processes occurring with consistency over time and across individuals?

- **Quality**
  - To what extent did the process happen according to quality characteristics?
Remainder of slides from system of measures graphics
Melissa White, 4/22/2019

https://wested.ent.box.com/notes/437529361184
Melissa White, 4/22/2019
Design Features of Process Measures

- Attend to the perspectives of *multiple stakeholders*, including the “users” of the process.
- *Regular data collection* to capture indications of change over time.
- Data should be relatively *easy to capture*--or have the potential of being easy to capture after initial development work.
**Overall Aim**

Completers who are prepared to enact prioritized skills, take jobs in California public schools, and remain in teaching over time

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<tr>
<th>Key Transformational Elements (KTEs)</th>
<th>Process Measures and Criteria</th>
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<td>Partnership with Districts</td>
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<td>Practice-Based Clinical Preparation</td>
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<td>Formative Feedback on Prioritized Skills</td>
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<td>Partnership with Districts</td>
<td><strong>Quality:</strong> How effective are partnership meetings and decision-making processes? To what extent do partners coordinate and share ownership over essential processes, such as mentor teacher selection and support, candidate placement, and candidate support and feedback? <strong>Reliability:</strong> How often do district and campus partners meet?</td>
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<td><strong>Prioritized Skills</strong></td>
<td><strong>Quality</strong>: How much have candidates developed in prioritized skills during the year? <strong>Reliability</strong>: Are candidates learning about prioritized skills in courses? Do candidates then receive feedback on those prioritized skills in their clinical placements?</td>
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| **Practice-Based Clinical Preparation** | **Quality:** To what degree does the mentor teacher execute that role with high quality? To what degree is the placement site high-quality?  
**Reliability:** Is the process for identifying and matching mentors with candidates happening as planned? |
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| **Formative Feedback on Prioritized Skills** | **Quality:** Is the written and oral feedback specific, timely, and actionable? Are observation ratings valid and calibrated?  
**Reliability:** What is the frequency and timeliness with which candidates receive feedback? |
Team Conversation

1. What are some measures that you are currently using to assess key processes in your TPP?
2. What are some measures that you do not yet have in place but would like to develop?
3. What are some related barriers?
Sola - did you have questions prompts you wanted to include here? I can’t remember!!!
Melissa White, 4/25/2019

+stakaha@wested.org
_Reassigned to you_
Melissa White, 4/26/2019

I thought these questions, which are in the fellows breakout slides, could go here. And then the fellows could have a conversation about the system of measures across teams.
Sola Takahashi, 4/26/2019
Data Infrastructure

Data infrastructure has three components:

1. **Roles** - The people who are part of data infrastructure.
2. **Tools** - The paper surveys, recordings, computers, storage devices, and other physical objects that are part of data infrastructure.
3. **Processes** - The activities, procedures, and practices that are part of data infrastructure.
From Data to Useful Information

<table>
<thead>
<tr>
<th>Gather</th>
<th>Analyze</th>
<th>Use</th>
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<tbody>
<tr>
<td><strong>From out-there-in-the-world</strong></td>
<td><strong>From a spreadsheet of data</strong></td>
<td><strong>From a display of data</strong></td>
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<td>→ To a spreadsheet of data</td>
<td>→ To a display of data</td>
<td>→ To actionable next steps</td>
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<td>• How are the data collected?</td>
<td>• Do the data need to be processed to be analyzable?</td>
<td>• Who is making sense of the data?</td>
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<td>• How and where are the data entered?</td>
<td>• What is the metric that captures what you care about?</td>
<td>• In what context, with whom?</td>
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<td>• How should the data be displayed? Is it a graph? A summary statistic?</td>
<td>• What is the structure of the conversation?</td>
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Lorem

Lorem
Improvement Research Fellows → Breakout Session
Data for Organizational Learning: A Simulation
From Data to Useful Information

**Gather**

*From out-there-in-the-world → To a spreadsheet of data*
- How are the data collected?
- How and where are the data entered?

**Analyze**

*From a spreadsheet of data → To a display of data*
- Do the data need to be processed to be analyzable?
- What is the metric that captures what you care about?
- How should the data be displayed? Is it a graph? A summary statistic?

**Use**

*From a display of data to → To actionable next steps*
- Who is making sense of the data?
- In what context, with whom?
- What is the structure of the conversation?
From Data to Useful Information

Gather

From out-there-in-the-world → To a spreadsheet of data

- How are the data collected?
- How and where are the data entered?

Analyze

From a spreadsheet of data → To a display of data

- Do the data need to be processed to be analyzable?
- What is the metric that captures what you care about?
- How should the data be displayed? Is it a graph? A summary statistic?

Use

From a display of data to → To actionable next steps

- Who is making sense of the data?
- In what context, with whom?
- What is the structure of the conversation?

Raw Data → Metrics → Information
Arc of this session

1. Introduction to simulation context and data set
2. Identifying questions for learning
3. Tips for visual displays that support system improvement
4. Create a graph in triads
5. Summation
Triads

- You will work in teams of 3. Identify your triad now.
- Identify at least one person on each team comfortable with basic manipulation of data (e.g. sorting) in Google sheets or Excel.
Simulation:
Improving the Early Career Teacher Feedback Process

Based on a true story...
(with thanks to the Carnegie Foundation, Austin Independent School District, & BTEN)
Cedar Elm Elementary School
- 700 Students
- Pre-K - 5
- 30 regular classroom teachers
- 11 early career teachers

The time: Dec 2017

Your concerns:
- High rate of turnover
- Teaching quality mediocre/ stagnant
- Historically variable observation and feedback process

Your improvement team:
- Principal
- Instructional coach
- Teacher leader
Your Team Wants to Know:

How has your feedback process been working this fall?
Your Dataset for Today...

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72 rows of data
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**Feedback Provider:**
- 4 staff - Principal, AP, and two instructional coaches.
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Early Career Teachers:
- 11 teachers
- Range from first to third years of teaching
Your Dataset for Today...

Date of observation:
- Date when the classroom observation was conducted.
- The data range from Oct 1 to Dec 20 - a 12-week span.

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**Date of conference:**
- Date when the post-observation conference occurred.
Team Discussion

1. Make sure everyone has handout - screenshot of data spreadsheet.
2. Discussion: What can you learn about your observation and feedback process from these data?

Note:
- There is a lot that these data don’t tell you…
- …but focus on what information the data can give you.
Debrief

What can you learn about your observation and feedback process from these data?
Your Team Wonders:

1. **How timely is the feedback?**
   a. You are aiming for the feedback to happen within 2 days of the classroom observation.

2. **How frequent is the feedback?**
   a. Your team believes that, ideally, teachers would be getting feedback on their practice at least once every 2 weeks (14 days).
Visual Displays of Data for Improvement
Common types of data displays in improvement efforts

1. Bar charts
2. Pareto charts (Ordered bar charts)
3. Stacked columns
4. Line graphs/ Run charts (often with time on the x-axis)
5. Small multiples
6. Box-and-whisker plots
Don’t make a graph hard to understand

Source: The New York Times
Percent of Targeted Students Revising Tests

Percent of Students Revising Tests

Request to Retest

T1 (16)  T2 (11)  T3 (23)  T4 (8)  T5 (10)  T6 (19)  T7 (13)  T8 (21)

25%  9%  17%  20%  16%  38%  57%

Keep it simple
Be thoughtful about the ordering of information
Averages can mask variation

See the variation
Don’t clutter graphs
Attend to variation by unit of analysis
Graphs that support improvement...  
...enable individual interpretation

- Don’t make the graph hard to understand
- Keep it simple
- Be thoughtful about the ordering of information
- Averages can mask variation - see the variation
- Don’t clutter graphs
- Make it easy to track individual units of analysis
New Variables in Your Data Set

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<thead>
<tr>
<th>Feedback Provider</th>
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<th>Date of observation</th>
<th>Date of conference</th>
<th>Waiting for conf</th>
<th>Days between conf</th>
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Waiting for conf.:
- The number of days elapsed from the date of the observation to the date of the conference.
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Days between conf.:
- The number of days elapsed from one conference to the next for any given teacher.
- No value for the first conference for any given teacher.
Time to graph!

1. **Access data set from convening website.**
   1. **Download onto your local drive, or make a copy**
2. **Choose one measure to plot in a graph.**
   a. How timely is the feedback?
   b. How frequent is the feedback?
3. **Draw pictures of what you want your graph to look like before working on the graph on the chart paper.**
4. “**Free hand**” the graph - don’t use rulers!
5. **You will post your graph on the wall when done.**
Time to reflect

- What learning does your graph support?
- What were some of the key decisions your team made about the graphs? What informed those decisions?
- What were some of your team’s successes and challenges in doing this work?
- What is an idea about visualizing data to support improvement that you will take with you?
Number of days between conferences, per occurrence, from greatest to least
Number of days between observation and feedback conference, in order from greatest to least number of days between.
Number of days between observation and feedback conference, in chronological order.
Timeliness of Feedback by Feedback Provider: Boxplots

Number of days elapsed bw obs & feedback

Feedback Provider

Claire  Edna  Valerie

Maximum Value
Minimum Value
Timeliness of Feedback by Feedback Provider: Boxplots

Number of days elapsed bw obs & feedback

Feedback Provider

Top 25%

Bottom 25%
Timeliness of Feedback by Feedback Provider: Boxplots

Number of days elapsed bw obs & feedback

Feedback Provider

Claire  Edna  JT  Valerie

Middle
50%

0  5  10  15  20  25
Timeliness of Feedback by Feedback Provider: Boxplots

Number of days elapsed between observations and feedback:

- Claire
- Edna
- JT
- Valerie

Feedback Provider

Graph showing the distribution of timeliness of feedback for different providers.
Small Multiples: Conferences for each teacher, over time
Before you leave today...

Look at the posted graphs

- Notice the variety of graphs that were created.
- Notice the different questions they answer, and the different learning they support.
Improvement Research Fellowship Opportunity
Purpose

The purpose of the Improvement Research Fellowship is threefold:

1. **Results.** Fellowship teams will work to improve a specific aspect of their teacher preparation program.
2. **Improvement capacity.** Fellows will deepen their knowledge and use of improvement science.
3. **Knowledge building.** Fellows will grow the body of research on improving teacher preparation.
Proposed Structure

- 12 months, beginning in June of 2019 through May 2020
- Any CSU can apply as a **fellowship team** comprised:
  - Four fellows, including at least 1 district partner
  - Two key leaders, one from the university and one from the district
- **Four teams of four fellows will be selected.**
- Fellows and key leaders receive **travel & conference support**
- Fellows receive a **stipend.**
- Fellowship teams are expected to develop and submit a conference proposal or manuscript by May 31, 2020.
Main Fellowship Topics

- Theory of Improvement
- Measurement for Improvement
- Disciplined Testing
- Leadership & Teamwork
- Network Learning
- Research & Publication
Fellowship Structure -- DATES TENTATIVE

- **Learning Session 1**
  - June 13-14
  - Leaders

- **Learning Session 2**
  - Sept 26-27

- **Learning Session 3**
  - Dec 5-6

- **Learning Session 4**
  - CF Summit
  - April 1-3
  - Leaders

Fellowship Structure

Learning Session 1
June 13-14
Leaders

Action Period 1
Coach

Learning Session 2
Sept 26-27
Coach

Action Period 2

Learning Session 3
Dec 5-6
Coach

Action Period 3

Learning Session 4
CF Summit
April 1-3
Leaders

Action Period 4
Coach

Fellowship Structure

Letter of Interest: Due Friday, May 10

- **Problem Statement (300 words or less)**
  - What problem would your team address through the fellowship?

- **Names & Contact information for Team & Key Leaders**
  - Who are your team members (4)?
  - Who are your key leaders (2)?

- **Do you anticipate any unavoidable conflicts with the fellowship learning session dates?**
  - Specify conflicts for which team members on which dates.
Proposed Timeline & Next Steps

- **May 10, 2019:** SUBMIT Letter of Interest (HANDOUT)
- **Late-May -- TBD:** SUBMIT Formal Fellowship proposal
- **HOLD (TENTATIVE) DATES:**
  - LS1: June 13-14, 2019 (w/ Key Leaders) -- Alameda, CA (Oakland)
  - LS2: September 26-27, 2019 -- TBD
  - LS3: December 5-6, 2019 -- TBD
  - LS4 & Summit: April 1-3, 2020 (w/ Key Leaders) -- San Francisco, CA
Topic Block III
Sustaining Faculty-Led Course Reform
TeachingWorks and TeachingWorks Fellows

Dr. Deborah Loewenberg Ball
*Director, TeachingWorks at University of Michigan*

Amber Willis
*Mathematics Research Specialist, TeachingWorks at University of Michigan*
Cross Team Discussions
Wrap up: Next steps

- Convening Evaluation
- Travel Reimbursement Due Friday, May 17
- Shared Resources - consultedgroup.com/annualconvening
- Appreciation
Closing Thoughts

Macy Parker
Senior Program Officer, S. D. Bechtel, Jr. Foundation
Thank you to CSU, Sacramento!