

**Where**

University of Virginia

**Who**

Dr. Adria Hoffman, Field Placement Coordinator

**What**

Adria Hoffman, PhD, is the field placement coordinator in the Curry School of Education at the University of Virginia (UVA). In this role, she oversees the student teaching experiences of more than 140 K–12 general education and special education interns per year. Dr. Hoffman was concerned that the typical approach to the supervision of observation and coaching enabled candidates to passively receive feedback without engaging them in more rigorous analysis of their instruction. To solve this problem, she collaborated with UVA faculty to modify MyTeachingPartner™, a professional-development system designed to support teachers through video analysis and individualized coaching (e.g., Allen, Pianta, Gregory, Mikami, & Lun, 2011), to create MyTeachingPartner–Preservice (MTPP).

**Purpose**

MTPP allows Dr. Hoffman and her team of two teaching assistants, who serve as supervisors, to provide high-quality, rigorous, and consistent feedback, along with a structure for monitoring how candidates revise their instruction based on the feedback they receive. Dr. Hoffman uses the Classroom Assessment Scoring System™ (CLASS™), an observational instrument developed by UVA researchers, to assess candidates' instructional growth in three domains: emotional support, classroom organization, and instructional support (e.g., Pianta et al., 2012).

**Description**

Hoffman and her colleagues integrate this approach at UVA as part of the process of oversight during student teaching experiences for K–12 general education and special education interns.

Prior to participating in their student teaching experience, the candidates undergo two observation cycles using the MTPP during their last practicum experience. During student teaching, Dr. Hoffman structures the use of the MTPP to focus on one domain at a time, beginning with classroom organization. Gradually, she integrates one domain at a time into the candidates' instructional repertoire, until at the end of their student teaching experience they are designing lessons and demonstrating proficiency within all three domains.

Each candidate participates in six observation cycles, all recorded by video. Two weeks before their student teaching experience, the candidates submit and receive feedback on their lesson plans. Once the lesson has been taught and recorded, the supervisor selects

four or five instructional moments for the candidate to focus on during analysis. The candidate views the relevant video segments and then responds to a prompt called an enacting plan, which is provided by the supervisor. The enacting plan supports the candidate in thinking about what to watch for while analyzing the video. For example, the supervisor might prompt the candidate to consider the following: What do you see yourself doing here that is an indicator of classroom organization? The prompts are designed to support the candidates in focusing their response to their teacher-student interactions.

After the candidates independently examine their instruction and consider the supervisor's prompts, a face-to-face meeting takes place among the supervisor, mentor teacher, and candidate. This conference follows a protocol and concludes with both a summary and an action plan for the candidate and mentor teacher. For example, the action plan might be for the candidate and mentor teacher to watch exemplar videos demonstrating the specific instructional skill or strategy that the candidate is attempting to master, or it might include the recommendation that the candidate gather more research about how to engage in one of the three domains outlined in the CLASS.

Dr. Hoffman and her colleagues have aligned the feedback on instruction that the students receive from the CLASS with Virginia's teacher performance standards. This aligned system of feedback supports the candidates in reaching proficiency by the end of their program. In addition, the use of common language and the delivery of consistent feedback throughout the student teaching experience are highly useful. The coaching feedback provided during each observation cycle, the midterm feedback, and the final observation all make use of the same language and observation system.

### Impact

The research that Dr. Hoffman and her team conducted on MTPP implementation shows a promising relationship between coupling high-quality feedback with video analysis on the preservice teachers' ability to reflect on their instructional practice and to talk about their teaching in productive ways. Teachers who were supported in analysis of their instruction through coaching and feedback were able to talk about the usefulness of their instruction on student learning in more articulate ways.