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| Construct | Sub-Construct | Items | Coding |
| Name | Name  | Definition | Name Definition Example (if needed) | Scoring Explanation |
| Quality of written feedback | Specificity | The extent to which the written text explains in detail teaching actions seen by the university supervisor | **General** (written broad statement that does include details on teacher candidate practice) EX - Great work today! **Specific** (written statement with explicit details on teacher candidate practice) EX - Ms. Jones, you did a great job using opportunities to respond to increase student participation in the SRA lesson | General = 0Specific =1 Code each sentence that includes feedback as general or specific and then take the average - if the average number of sentences is more specific than general, code as 1, if the average number of statements is more general than specific, code 0 |
| **Holistic/global** (content of statement included broad category of a practice) EX -great work with your classroom management.**Strategy-based** (content of statement included specific interventions within a category of practice) EX - great work using behavior specific praise in combination with multiple opportunities for student responding’s.  | Global = 0Strategy based =1 Code each sentence that includes feedback as global or strategy-based and then take the average - if the average number of sentences is more strategy-based than global, code as 1, if the average number of statements is more global than strategy-based, code 0 |
| Statement Focus | The extent to which the content of a feedback statement is directed to praise or change the teacher candidates’ practice. | **Positive Statements** (broad written statements that focus on compliments with no additional information) EX – “Great Lesson Today!” | Code each positive sentence as 0 |
| **Affirmative Statements** (specific written statement with the focus of praise on the correct use and implementation of a teaching strategy or intervention) EX – “Teacher candidate had anchor charts for hook, rhetorical strategies/appeals, examples of both using a web and a structured graphic organizer” | Code each affirmative statement as 1 |
| **Corrective/Suggestive Statements** (Specific written statement that give a correction or suggestion to enhance a teacher candidates’ correct use and implementation of a teaching strategy or intervention) EX – “Seemed that students struggled with expectations during independent work, there might be a need for additional scaffolds, directions or guided practice to make sure expectations are explicitly defined” | Code each corrective/suggestive statement as 1 |
| **Combination of statement types within a feedback statement** (Specific written statement that praises and corrects/suggest aspects of a teaching strategy or intervention that were done or not done correctly) EX – “Teacher candidate attempted to use explicit instruction during lesson. The phases of explicit instruction were noticeable (I do, We do, You do) but the content covered did not match students level of understanding” | Code each combo statement as 2 |
| Connection Making | The extent of the written feedback that directs the teacher candidate to a specific item of practice, item to complete, or progress. | **Teacher candidate data** (specific written data that tracked the use of teaching strategies or interventions) EX – “Teacher candidate used behavior specific praise 12 times during the lesson” | If at any point the feedback includes a connection to teacher candidate data (e.g., frequency counts, graphs) code as 1 |
|  | **Outside developmental resources** (an additional item given to the teacher candidate that teaches the overall implementation of an evidence-based strategy) EX – Here is a link to a CAP video on explaining instructional expectation | If at any point the feedback includes a connection to outside developmental resources (e.g., go watch this CAP, go reference IRIS center model) code as 1 |
| **Goal Link** (a specific statement that sets or provides progress of mastery on a goal set between the university supervisor and teacher candidate)  | If at any point the feedback includes a connection to goals set (e.g., pre-conference goals) code as 1 |
| Quality of written feedback process | Interaction | The type of response the teacher candidate is requested to complete during the process of receiving feedback | **Prompt a response** (written direction prompting teacher candidate to demonstrate they received and read the feedback)  | If present at any point code as 1 |
| **Goals Set** (a developed goal that includes a behavior to demonstrate at a designated criterion developed by the teacher candidate and university supervisor)  | If present at any point code as 1 |
| Dosage | The number of times written feedback was given to teacher candidate during the feedback process | **Frequency of feedback** (Number of times written feedback was given to teacher candidate) | No written feedback = 0Intermittent feedback = 1 (only going two times that are required for licensure)Regular feedback = 2 (weekly, bi-weekly, etc. - dependent on context two-week practicum versus semester long internship) |
| Guidance | The type of protocol used by the supervisor to guide their written feedback to teacher candidates | **Used a Feedback Form** (practitioner, researcher, state, or university developed written feedback form designed for coaching or evaluation) | If present at any point code as 1 |
| **Used a checklist** (check box uses of specific components of practice or multiple practices expected during a lesson) |
| **Used a Standardized observation tool** (researched based tool that has validity and reliability data (e.g., Danielson Framework for Teaching) |
| Supplements | The extra resource or information provided to teacher candidate | **Visualization** (visual representation (e.g., Graph) of teacher candidate performance data) | If present at any point code as 1 |
|  | **Teacher Candidate Performance Data** (Improvement of practice or progress data were written into the feedback) | If present at any point code as 1 |
| **Developmental Resources** (Additional research-based items provided to teacher candidate to enhance use of practices) | If present at any point code as 1 |