



**CTAPP**

Center for Transforming  
Alternative Preparation Pathways



# Technical Assistance Model

The **Center for Transforming Alternative Preparation Pathways (CTAPP)** exists to ensure that all educators have access to a high-quality alternative preparation pathway. We believe that improving the quality of alternative certification programs in the state of Texas will improve academic outcomes for Texas students.

By partnering with Texas-based alternative certification programs (ACPs), CTAPP provides high-quality technical assistance to support the implementation of a rigorous, equitable teacher preparation model aimed at improving the quality of educators in Texas classrooms.

## Mission

In response to the need for more teacher candidates across the state, CTAPP is ready to help transform alternative teacher preparation pathways to be high-quality, sustainable programs operating at scale.

CTAPP provides technical assistance to support educator preparation programs in implementing a quality, sustainable teacher preparation model at scale. These outcomes for this technical assistance include, but are not limited to:



## Overview

**CTAPP's** technical assistance model aims to support the robust implementation of its teacher preparation model established under the belief that we can impact change by partnering with educator preparation programs. This partnership transforms novice teacher preparation and support of novice teacher candidates, creating a pipeline of diverse, high-quality teachers, prepared to serve the communities in which they will teach.

CTAPP commits to providing collaborative technical assistance through the following components outlined in this document.



*Clearly-Agreed Upon Outcomes*



*Individualized Transformation Plans*



*Professional Learning Opportunities*



*Data-Driven Continuous Improvement*



*Collaborative Consulting*

In partnership with educator preparation programs, CTAPP provides support to improve the quality of teacher preparation for alternatively certified novice teachers across the state. In turn, this yields high-quality preparation for the next generation of Texas educators and ensures that pre-Kindergarten through 12<sup>th</sup> grade Texas students receive the equitable education that all students deserve.

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# Clearly Agreed Upon Outcomes

In a PK-12 classroom, all teachers' first lessons revolve around clearly communicating classroom norms and expectations for students. In the world of technical assistance, the same approach helps to foster an understanding of the common goal. In a study on the effectiveness of technical assistance provided within the public health community, Deborah Gibbs finds that clearly defining projects at the outset allows all participants "[to enter] the process with a commitment to the goals and values," (Gibbs et al., 2009). To ensure alignment with our EPP partners, we believe the first component of effective technical assistance is to agree upon the goals and outcomes for transformation.

## Written Roles and Responsibilities

CTAPP commits to articulating the various roles and responsibilities that are crucial to implementing *CTAPP's Teacher Preparation Model*. Additionally, we will define our own

supports and collaboration opportunities for EPP partners. By first agreeing on the intended outcomes for EPP transformation, we believe that all partners will be invested in the long-term growth of the program. Once we solidify goals and outcomes, CTAPP will articulate the roles of pertinent stakeholders both on our team and within the EPP, who will shoulder strategic or tactical items aligned to transformation goals.

**Table #1** outlines and defines the roles across both the EPP and CTAPP and clearly defines common terms, such as Teacher Educator and Novice Teacher. Each EPP will appoint a Transformation Lead to spearhead transformation efforts with CTAPP's Directors and Managers of Programming. Though these represent a sample of possible roles, the purpose is to create clarity of language around decision-makers and responsible individuals.

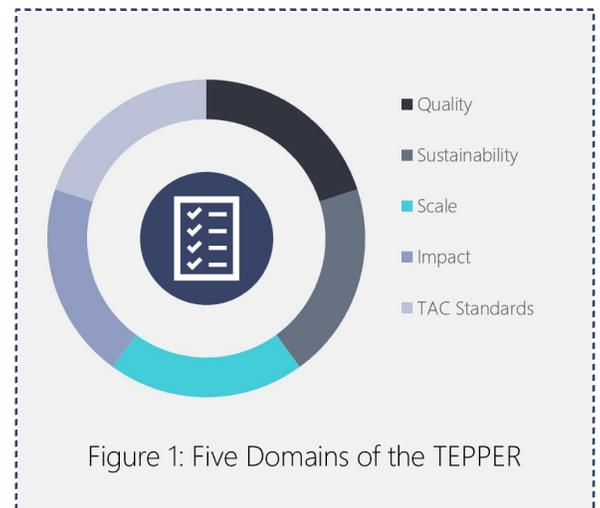
Table #1: Clearly Defining Roles		
Transformation Lead	An EPP-based leader who will lead the charge for transformation within the program; ideally a leader has decision-making power over teacher preparation programming components.	
Manager of Teacher Educators	An EPP-based leader who supports individual Teacher Educators in their craft developing Novice Teachers.	
Teacher Educator	Field supervisor/ instructional coach	An EPP-based teacher educator who either delivers coursework, provides coaching, or supervises field experience.
	Mentor teacher	A campus-based teacher educator who either co-teaches or collaborates with Novice Teachers to support growth.
Novice Teacher	A teacher candidate seeking certification through the EPP, receiving coursework and training and/or field supervision and instructional coaching.	
Manager of Programming	A CTAPP-based leader who supports the transformation efforts within the program; provides technical assistance and guidance to EPP partners.	

## Baseline Readiness Assessments

To determine an EPP's readiness for transformation, all potential EPP partners must participate in a two-part Baseline Readiness Assessment. To assist CTAPP in understanding the context surrounding EPP partners, EPPs must provide attitudinal and outcome data through a Readiness Assessment Application. EPP providers will also participate in a Baseline Readiness Assessment on site.

- **Readiness Assessment Application:** Prior to selection for transformation, all potential EPP providers will submit an application containing attitudinal data, artifacts, and novice teacher outcomes related to the current implementation of its programming, to provide a baseline for EPP performance. These data and artifacts will be considered, along with EPP reflections and desires for transformative change within their educator preparation program. For EPP partners selected for transformation, CTAPP will use each EPP's reflections and individualized priorities to co-create transformation goals/outcomes during the year 1 planning phase.
- **Baseline Readiness Assessment:** Upon completion of the application, all EPP partners will receive an initial site visit for CTAPP to complete a Baseline Readiness Assessment. This assessment will be comprised of two parts: a program review and a self-assessment. Both the program review and the self-assessment will utilize *The Educator Preparation Program Evaluation Rubric (TEPPER)*.

- **Program Review:** CTAPP will gather observational data using the TEPPER as a baseline measure for current program implementation. The program review (**Figure 1**) will assess the same five domains as the self-assessment, and the measures will be used to set appropriately ambitious goals and outcomes for transformation.
- **Self-Assessment:** EPP partners will evaluate their current program implementation on the TEPPER and submit the corresponding artifacts to support their reflections. The self-assessment will gather reflections from current EPP leadership in the five following domains:



# Individualized Transformation Plan

Providing excellent instruction to all students is every educator’s goal. Any experienced educator will agree that to deliver high-quality instruction, teachers must have specialized plans in place to address different student populations. CTAPP’s approach to supporting EPPs and teacher educators is no different. Technical assistance is most effective when tailored to each program’s needs (Gibbs et al., 2016). To achieve this, CTAPP crafts Individualized Transformation Plans (ITP) along with each EPP partner. The ITP is aligned to the clearly agreed-upon goals for transformation, and both CTAPP and the EPP partner share roles and responsibilities in the process. An ITP contains clear milestones and metrics related to each phase of transformation; additionally, the ITP will capture technical assistance milestones and measures to memorialize CTAPP’s support to the EPP partner.

Each EPP partner will participate in quarterly check-ins to collaborate and provide progress updates around the ITP. In the spirit of collaboration, ITP check-ins will consist of the four areas outlined in **Figure 2**.

To prioritize time for collaborative problem-solving during ITP check-ins, relevant progress updates from EPP partner will be populated in advance for all stakeholders to review. Additionally, both progress updates and measures and metrics for transformation will be

shared to show progress from the Baseline Self-Assessment. Newcomer and Caudle note the importance of regularly assessing performance data “to support sharing and learning and to celebrate successes in using data to improve performance,” (Newcomer and Caudle, 2011). This research contrasts the strategy of simply measuring compliance as a means for charting improvement, and Newcomer and Caudle suggest that regular assessments serve to generate momentum, identifying wins and opportunities.

As such, CTAPP is committed to using ITPs and various forms of attitudinal and observational data to support—not solely evaluate—EPP partners. This support takes many forms, chief among the options will be structured, face-to-face and virtual opportunities for professional learning, aligned transformation outcomes and goals.

*ITP Check-Ins are conducted quarterly with CTAPP’s Directors, Managers of Programming, and the Transformation Lead from the EPP partner (additional EPP staff are welcome to join at the discretion of the Transformation Lead).*

*Dates and times for the quarterly ITP Check-Ins will be set in collaboration with EPP staff in order to accommodate the ebb and flow of their usual ongoings and to align with annual reporting timelines.*

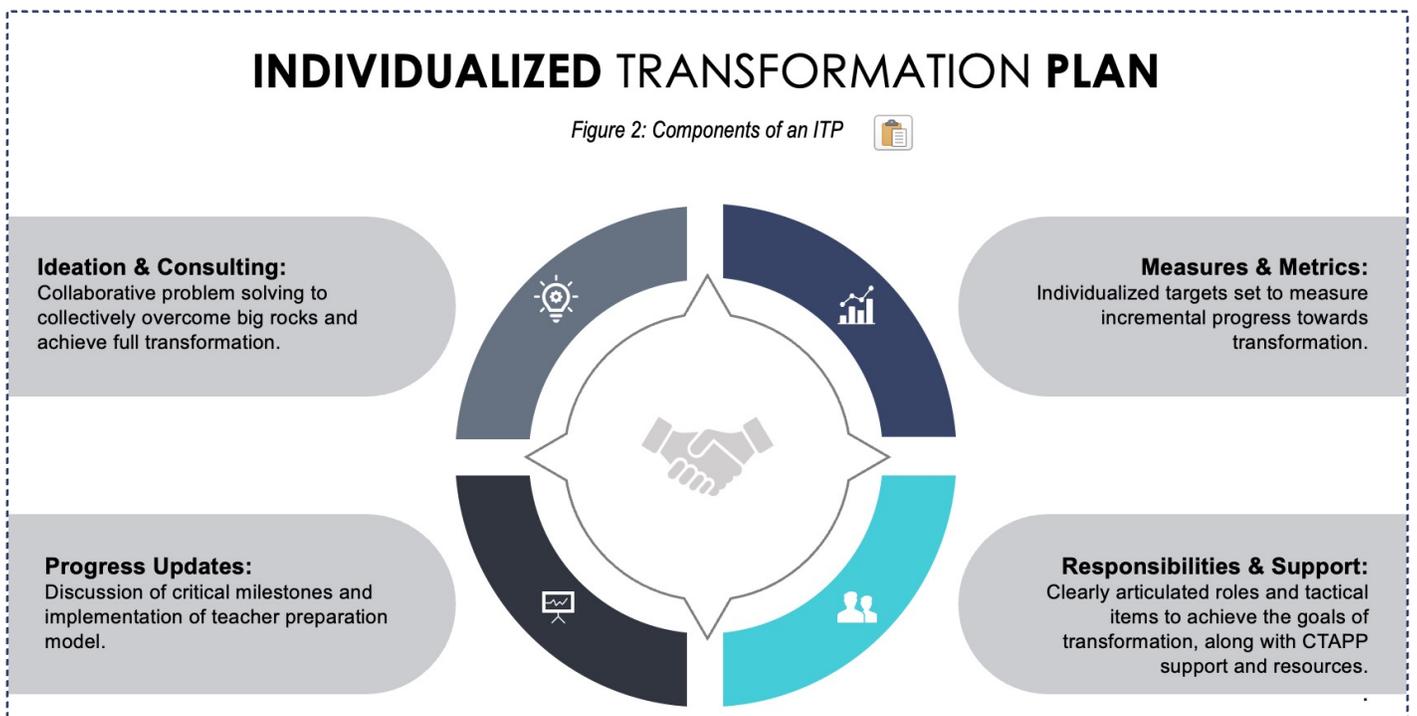
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## INDIVIDUALIZED TRANSFORMATION PLAN

Figure 2: Components of an ITP 



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*Dates and times for the quarterly ITP Check-Ins will be set in collaboration with EPP staff in order to accommodate the ebb and flow of their usual ongoing and to align with annual reporting timelines.*

### **Sample Individualized Transformation Plan Check-In Cadence**



**Q1: October ITP**  
(Goal Review)



**Q2: December ITP**  
(Progress Review)



**Q3: March ITP**  
(Progress Review)



**Q4: June ITP**  
(Annual Review)



**July 1 – Annual Performance Report**

To prioritize time for collaborative problem-solving during ITP check-ins, relevant progress updates from EPP partner will be populated in advance for all stakeholders to review. Additionally, both progress updates and measures and metrics for transformation will be shared to show progress from the Baseline Self-Assessment. Newcomer and Caudle note the importance of regularly assessing performance data “to support sharing and learning and to celebrate successes in using data to improve performance,” (Newcomer and Caudle, 2011). This research contrasts the strategy of simply measuring compliance as a means for charting improvement, and Newcomer and Caudle suggest that regular assessments serve to generate momentum, identifying wins and opportunities.

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ITP Check-Ins directly align to CTAPP’s *Teacher Preparation Model*, CTAPP’s *TEPPER*, and the Outcomes & Indicators. This alignment is intentional—ensuring frequent discussion of EPP progress and streamlining the annual reporting process.

# Professional Learning Opportunities

CTAPP believes in the power of growth, both for novice teachers and teacher educators. A growth mindset creates opportunities for improvement; rather than viewing shortfalls as fixed-ability obstacles, we see them as learning opportunities. Committing to a growth mindset ensures that great novice teachers and teacher educators can be developed. The belief that ability can be increased through “sustained effort” can have a positive impact on cognition and behavior (Jordan and Audia, 2012). According to Jordan and Audia’s research, those embodying a growth mindset respond to feedback “by searching for new strategies to do better in the future.” CTAPP believes this to be a critical disposition of transforming educator teacher preparation programs, and we seek to proactively provide learning opportunities to help EPP leadership and teacher educators improve their craft to accelerate teacher effectiveness and improve academic outcomes for the students they serve.

CTAPP strives to provide high-quality professional learning activities along with peer-learning opportunities for EPP partners. These learning opportunities will be the cornerstone of total program transformation, providing EPP partners a chance to build knowledge, skill, and relationships with other EPPs. The various forms of professional learning will include both face-to-face and virtual opportunities to develop and fine tune-programming.

## Convenings

To ensure EPP partners are set-up for success, CTAPP hosts convenings to convey critical skills or new knowledge for both EPP leaders and teacher educators. We will convene annually to develop teacher educators as well as to develop EPP leaders. These convenings will provide opportunities for teacher educators to skill-build in the areas of instructional coaching techniques, professional development planning and facilitation, and equitable leadership for developing a diverse cohort of novice teachers. In addition to teacher educators, CTAPP will also provide development to EPP leadership targeting program implementation and fidelity.



## Webinars and Virtual PD

Though CTAPP believes face-to-face interactions purport more meaningful learning opportunities, we acknowledge the convenience and necessity of virtual meetings to connect frequently with EPP partners. Webinars and virtual professional development present an opportunity to engage in smaller-scale, shorter intervals of professional learning that EPP partners can immediately apply within their program. CTAPP will use web-based learning opportunities to connect EPP leaders and teacher educators with experts from around the nation to address the pressing needs for Texas-based alternative certification programs.

Our goal is to bring together providers with experience delivering high-quality, sustainable teacher preparation programming that impacts novice teacher development. Whether the intended outcome is information dissemination, best-practice sharing, or a community of practice discussion, CTAPP believes that engaging with like-minded colleagues around problems of practice and areas for growth fosters a spirit of collaborative learning and program improvement.

Professional development facilitated by CTAPP will be aligned both to the intentional tiering of the Teacher Preparation Model, as well as the individualized needs of the EPP partners. To accomplish this outcome, CTAPP will enlist outside facilitators as needed to help connect EPP partners with relevant experts or peers in the field.

*CTAPP seeks to provide impactful professional development opportunities for EPP leaders and teacher educators alike. For example, CTAPP has partnered with faculty from the University of Washington College of Education's TEDD program to support the implementation of The Learning Cycle within high-quality novice teacher curricula and coursework for curriculum writers and/or instructors.*

## Sample Professional Learning Topics



**Transformation Lead:**  
*Data-Driven Improvement  
Principles of DEI  
Productive Conflict*



**Course Instructors:**  
*Engagement Strategies  
Modeling & Visible Thinking  
The Learning Cycle*



**Field Supervisors:**  
*Aligning & Tiering Feedback  
Campus Collaboration  
Skill vs. Will Drivers*



**Mentor Teachers**  
*Identifying Key Levers  
Evidence-Impact Feedback  
Facilitating Low-Risk Practice*

## Peer Learning Calls

CTAPP believes in the power of learning communities—specifically peer learning. Frequent touchpoints with peers also undergoing the work of transformation provides opportunities to learn from peers, pose questions and solutions, and engage as thought-partners to share best practices. The monthly Peer Learning Calls represent an opportunity for EPP partners to engage in solving problems of practice and grow their knowledge around organizational change. Though Peer Learning Calls will be facilitated by CTAPP, the EPP partners primarily drive discussions and collaboration topics, sharing updates and ideas with their peers for ideation and feedback.

## Learning Tours

As a technical assistance provider, CTAPP strives to present transferrable strategies that EPP partners can implement within their own programming. In many cases, seeing the skills or practices in action increases the likelihood of successful implementation. Whenever possible, CTAPP aims to provide Learning Tours aligned to the implementation of the *Teacher Preparation Model* tenets. These tours present an opportunity for EPP Partners to witness the programmatic components that will propel their programs forward during the transformation process. Learning Tours will prioritize observing transferable skills in authentic settings with Teacher Educators, Novice Teachers, and/or PK-12 students.



# Data-Driven Continuous Improvement

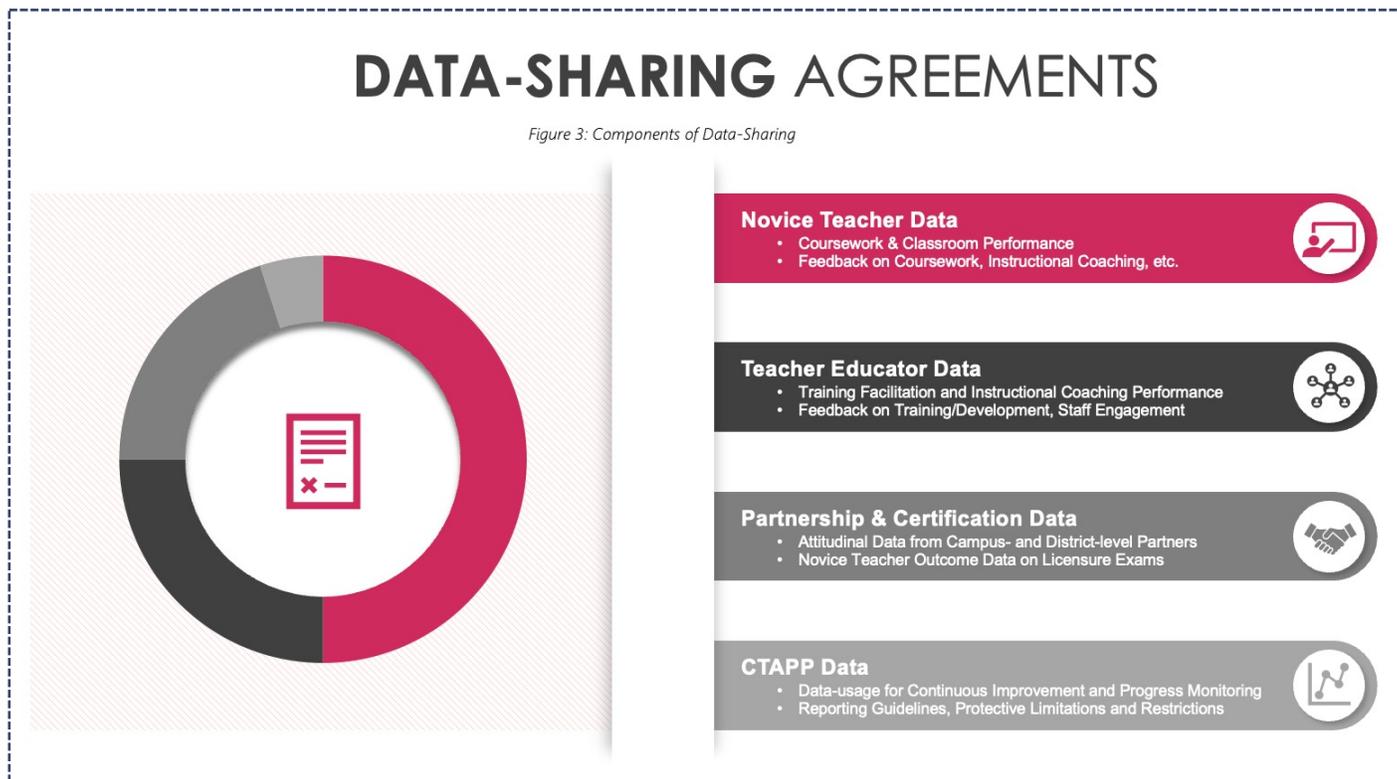
Effective PK-12 classroom teachers routinely analyze available data and adjust instruction accordingly. Given the volume of data available to both PK-12 teachers and teacher educators, analysis can seem unclear or never-ending; to achieve transformative results, EPP partners will complete Data-Sharing Agreements with CTAPP to share pertinent data that will drive decision-making. EPP partners will submit data and artifacts as outlined in the agreement, both at the beginning of transformation (to obtain a baseline) and throughout the transformation process (to measure progress and impact). These data will be the centerpieces for EPP Data Dives to analyze Novice Teacher, Teacher Educator, and overall program performance and impact.

## Data-Sharing Agreements

Data-Sharing Agreements will outline best practices for collecting, analyzing, and protecting data across different levels of the EPP. This will require coordination across different stakeholders to standardize the collection and submission of necessary data and artifacts. Depending on EPP structure, various individuals will be involved in collecting data, ranging from Novice Teacher data to partnership/campus-level data. Though signed Data-Sharing Agreements, EPP partners and CTAPP will codify data reporting frequency, timelines, and limitations/restrictions to protect all stakeholders. EPPs will identify a Data Lead to coordinate these efforts.

## DATA-SHARING AGREEMENTS

Figure 3: Components of Data-Sharing



## Novice Teacher Data

Data-driven decision making propels change at the program level. To assess the primary stakeholders' success—in this case, Novice Teachers—CTAPP and EPP partners will co-examine and co-plan around Novice Teacher (NT) data. To determine a baseline measure for current programming effectiveness, CTAPP will primarily analyze two types of data on currently enrolled Novice Teachers as well as program completers.

### Types of NT Data

**NT Performance Data:** *measures the impact of programming on NT performance—both on EPP coursework<sup>1</sup> and on classroom performance<sup>2</sup>. Over the three-year transformation, CTAPP uses this data as a baseline for measuring program improvement on clearly-articulated outcomes around coursework success, certification completion, and classroom performance.*

**NT Attitudinal Data:** *measures the perceived impact of current programming on NTs in the following areas.*

- (1) Coursework and Training<sup>3</sup>
- (2) Field Supervision and Support<sup>4</sup>
- (3) Certification Components<sup>5</sup>

## Teacher Educator Data

One of the central tenets of CTAPP's *Teacher Preparation Model* is the commitment to highly-effective Teacher Educators (TEs). CTAPP believes in using feedback to fuel growth, and we promote regularly assessing and providing feedback and support to TEs. Though TE performance assessment can be evaluative, its primary purpose is to provide actionable steps for growth and development in the spirit of better preparing NTs.

### Types of TE Data

**TE Performance Data:** *given the TE's position as a major agent of change in teacher preparation, CTAPP measures their performance to identify and increase effectiveness facilitating coursework or training, coaching NTs, and building partnerships<sup>6</sup>. Current program metrics will provide a baseline measure for TE performance, along with a site visit program review using the TEPPER.*

**TE Attitudinal Data:** *assesses opportunities for improvement based upon TE feedback on team-wide training and development, on personalized development from the TE's manager, and on team culture via a staff engagement survey.*

<sup>1</sup> EPP coursework includes novice teacher performance/grades on course modules, course assignments, course application/projects, and any other measures of a novice teacher's ability to transfer and apply coursework skills, pedagogies, and mindsets.

<sup>2</sup> Classroom performance includes novice teacher performance/observational data from walkthroughs, formal observations, and formal evaluations by teacher educators and/or campus leaders.

<sup>3</sup> Coursework and Training defined as overall effectiveness and clarity, as well as NTs' confidence applying skills in a classroom.

<sup>4</sup> Field Supervision assessing the effectiveness of teacher educators' instructional coaching interactions and implementation of Teacher Preparation Model tenets.

<sup>5</sup> Certification Components measures effectiveness of programming in preparing candidates for certification benchmarks (TEXES, edTPA, etc.), clarity of expectations, and effectiveness of support from the program in achieving standard licensure.

<sup>6</sup> Though the Teacher Educator role is multi-faceted, the assessment areas provide opportunities to embrace a growth mindset and to solicit improvement ideas both for and from the Teacher Educators in the field supporting Novice Teachers.

## Partnership & Certification Data

Partnership Collaboration and Management is a foundational tenet of the *CTAPP Teacher Preparation Model*. As a part of high-quality partnerships with other EPPs, districts, and campuses, data collection and analysis drive the decision-making to improve upon current programming. Responding to district partnership needs helps ensure sustainable, mutually-beneficial programming for novice teachers. To strengthen these partnerships, CTAPP examines attitudinal data metrics to drive change.

*District and campus partnerships are a cornerstone of the CTAPP Teacher Preparation Model, and we use partner feedback once per trimester to assess healthy and effective collaboration.*

*Partnership data is also used to set a baseline measure for Teacher Educator performance and partnership satisfaction, as the program continually evolves over the course of the three-year fellowship.*

## Program Impact Data

In conjunction with the discrete data around program quality, CTAPP also examines data around program impact to determine the contribution EPP programming makes towards achieving outcomes and results. Though it may be difficult to pinpoint which actions accounted for a positive impact, robust data collection around the following metrics will allow CTAPP and EPP partners to identify areas where programming has strengthened and where it can still be improved. Impact data includes:

<b>Student Achievement Data</b>	<i>PK-12 student achievement provides a wealth of data for analyzing Novice Teacher impact. This allows EPP partners to determine the impact their programming and Teacher Educators have on novice teachers based on the most important outcome: student learning. In accordance with current EPP-district level partnerships, CTAPP will measure baseline impact of Novice Teachers on student achievement, and in turn, Teacher Educators at EPP partners will incorporate readily available student achievement data into teacher preparation while establishing systems for sustaining student achievement data in the future</i>
<b>Certification Data</b>	<i>State-accountability measures around certification exams are a key element in proving high-quality programming. As a part of the transformation process, EPP partners will set and achieve goals around Novice Teacher certification metrics—including the exams and portfolios which Novice Teacher candidates must complete. EPP partners will report current certification data aligned to present programming in the following areas, including but not limited to: TExES Content Exams, Pedagogy &amp; Professional Responsibilities (PPR) Exams, supplemental exams (BTLTP, ESL, STR, etc.), edTPA portfolio</i>

## Data Dives

Educators have a responsibility to improve their craft for the PK-12 student populations they serve. As we prepare novice educators, we ourselves must intentionally model the practices we wish our teacher candidates to acquire. CTAPP believes in using data to confirm decision-making that will drive the transformation process, empowering programs and teacher educators to improve their support of novice teachers.

Research shows that novice teachers placed in high-poverty schools or districts are more likely to be certified by an alternative route program compared to novice teachers in more affluent districts or schools (Xu, Özek, & Hansen, 2015). Xu et. al assert that the biggest factor in determining teacher effectiveness among novice teachers is ultimately not how they were trained, but by how quickly they improve.

In an analysis of over 14,000 novice teachers, the faster-growth novice teachers, who had accelerated improvement compared to peers, improved their performance by “almost 80% faster than their slower-improving peers,” (Xu, Özek, & Hansen, 2015). Given the responsibility of preparing novice teachers, frequently analyzing multi-level data sets is imperative.

CTAPP seeks to empower EPP partners with data—novice teacher data, teacher educator data, and the transformation data CTAPP provides. Using the robust data sets, EPP partners and CTAPP co-examine various metrics to identify the highest impact actions to propel programming forward. Though data dives create a snapshot to view EPP performance at a point in time, the power of improvement is emphasized throughout the process. CTAPP aspires to help EPP partners make informed decisions about quality of programming and of novice teacher support, consistently seeking strengths to reinforce and opportunities to refine.

## Differentiated Support for EPP Partners

Based on the data and actions generated from Data Dives, CTAPP provides tailored support to EPP partners in the quest for scaled program transformation. Using a combination of impact data and transformation data (e.g. *TEPPER*), CTAPP structures different levels of support in planning, piloting, and scaling the programming enhancements.

Akin to supporting novice teachers, we differentiate levels of support to EPP partners, based on program needs. **Figure 4** below details the various types of Data Dives that CTAPP will support and who the key stakeholders are for each stage to jointly analyze data with EPP partners to continuously improve the quality of programming. CTAPP will differentiate program support based on the outcomes from the various types of Data Dives.

## DATA-DRIVEN DECISION MAKING

Figure 4: Data Dive Structures

	Who provides data?	Who analyzes initially?	Who analyzes next?	FREQUENCY
Novice Teacher Data	EPP Leadership and/or Teacher Educators	EPP Leadership, Managers of Teacher Educators	Managers of Teacher Educators and Teacher Educators	1x/quarter
Teacher Educator Data	EPP Leadership, Managers of Teacher Educators	EPP Leadership, Managers of Teacher Educators	Individual Review by Teacher Educators	1x/trimester
Partnership & Certification Data	EPP Leadership	EPP Leadership, Managers of Teacher Educators	Individual Review by Teacher Educators	1x/trimester
Transformation Data	CTAPP	EPP Leadership	EPP Leadership, Managers of Teacher Educators	1x/quarter

# Collaborative Consulting

Teachers constantly prioritize small-group instruction, as a means of checking-in with different students in class. The collaborative learning at a kidney table in the back of a 1<sup>st</sup> grade classroom is no different than the check-ins novice teachers have with their teacher educators or that teacher educators have with their managers. In all contexts, determining the key lever that will propel the individual child, novice teacher, or teacher educator forward in their improvement journey is the primary objective. Collaborative consulting allows CTAPP to help EPP partners see the dilemmas that populate their practice and develop strategies to understand and tackle each of them.



Working side-by-side in a coaching capacity, CTAPP will guide EPP partners through roadblocks and co-lead transformation efforts. Using structured protocols to examine common problems of practice and address potential missteps, EPP partners and CTAPP will collaboratively plan to pilot, scale and sustain program changes over the course of the three-year transformation process. To promote transparency and proactive partnership, CTAPP touches base with EPP partners on a bi-weekly basis and uses both virtual check-ins and EPP site visits to collaborate around implementing CTAPP's *Teacher Preparation Model*. Additionally, we seek to be responsive to partners' needs; CTAPP is flexible in providing extra support where needed to help EPP's meet goals.

## Collaborative Check-Ins

Collaborative check-ins present an opportunity to problem-solve frequently and proactively on tactical items leading to strategic goals. These opportunities serve to connect EPP leaders with CTAPP to discuss high-impact actions, co-analyze new data, and plan for upcoming milestones. This also serves as the primary one-on-one connection between EPP partners and CTAPP, creating a space to build relationships, share big wins and struggles, and genuinely learn from each other. Monitoring progress towards the EPP partner's goals set forth in the Individualized Transformation Plan will be a recurring collaboration topic.

## EPP Site Visits

CTAPP acknowledges the benefits of seeing programming “up-and-running,” and prioritizes face-to-face site visits with EPP partners whenever possible. Site visits present a unique opportunity to dig into the work together with CTAPP present. These visits create context for CTAPP to support EPP partners, and they allow for building relationships while collaboratively working to improve programming and effectiveness.

Site Visits will take place at a minimum of once per quarter, prior to the EPP partner’s ITP check-in. These quarterly visits will consist of several pieces designed to most accurately pinpoint current program strengths and opportunities for transformation. EPP partners will provide available documents or program data in advance of the visit, so CTAPP may devote appropriate time to review.

During the site visits, CTAPP will collect observational data on the TEPPER to inform progress towards transformation. Much of the observational data hinges around the quality of teacher educators’ coursework instruction and field supervision, allowing CTAPP opportunities to shadow teacher educators in action with novice teachers. At the conclusion of the site visit, CTAPP and the EPP leadership will convene to discuss takeaways, strengths, and areas of refinement.

In order to measure quality implementation of CTAPP’s *Teacher Preparation Model* and

progress on the Outcomes & Indicators, regular teacher educator shadowing and observation will occur during site visits. **Figure 5** below outlines the components of CTAPP’s regular site visits to EPP partners.



## Side-by-Side Shadowing

During visits to EPPs, CTAPP strives to get “in the weeds” and do the hard work of preparing novice teachers alongside EPP leaders. Each visit will present opportunities to hone-in on a problem of practice related to transformation goals outlined in the ITP. CTAPP will use these opportunities for side-by-side shadowing to understand the complexity of challenges that EPPs face, to craft strategies to overcome obstacles, and to model difficult conversations or compelling rationale.

CTAPP will co-investigate with EPP partners to determine the root cause of obstacles and co-plan actions that will allow all stakeholders to move closer to their respective goals.

The shadowing and coaching components of site visits allow EPP leaders an opportunity to engage a thought partner, a peer/colleague, and an improvement coach all within a single conversation. Given the various levels of metacognition involved in teaching and training novice teachers, shadowing may provide an

opportunity for CTAPP to co-coach novice teachers or teacher educators along EPP leaders, if this is within the current focus area. The purpose for side-by-side shadowing remains simple, even as structures or coaching/feedback loops may become complex: CTAPP partners with EPPs in order to improve programming. We believe that through partnership and collaboration, the challenges that EPPs face can be tackled, dismantled, and overcome.

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## Stay Connected

**The Center for Transforming Alternative Preparation Pathways (CTAPP)** at Dallas College provides its technical assistance services to selected members of its Transformation Fellowship. These fellows receive three-years of transformation support plan, as well as funding to support financial sustainability for the new systems and structures co-created alongside CTAPP. CTAPP aims to disrupt inequities for PK-12 students, specifically those in historically marginalized or underserved low-income communities.

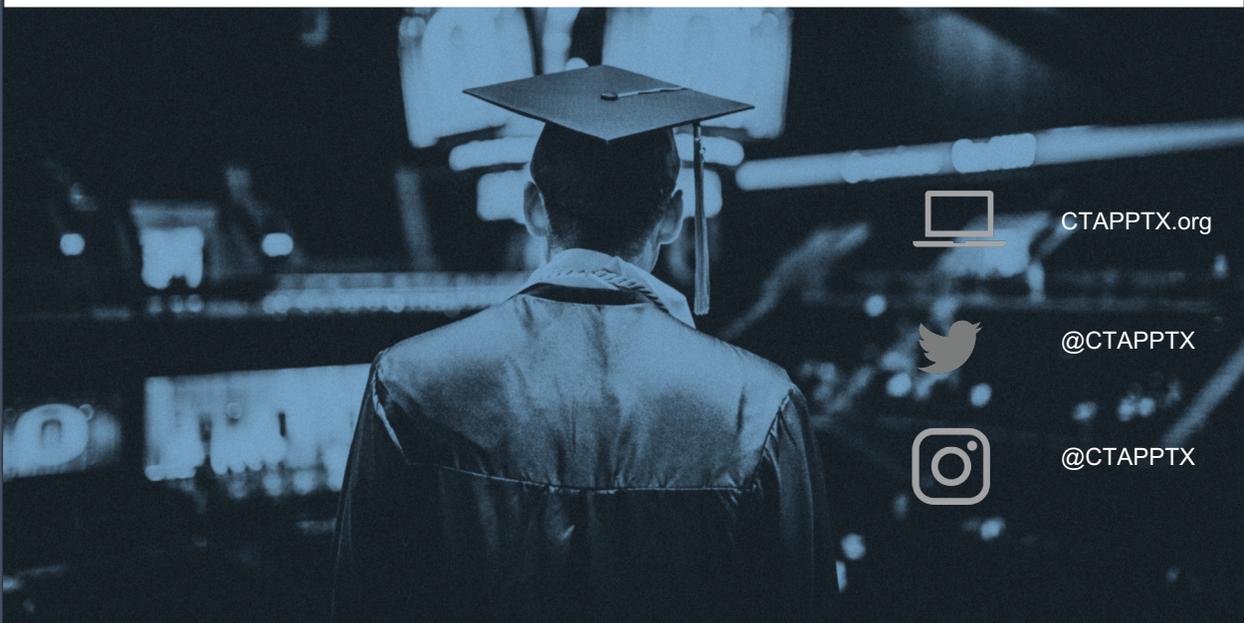
In order to learn more about CTAPP's work, or how you can become involved, please connect with us on one of the following platforms. We look forward to growing our footprint in Texas and to impacting positive outcomes for PK-12 students across the state.



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