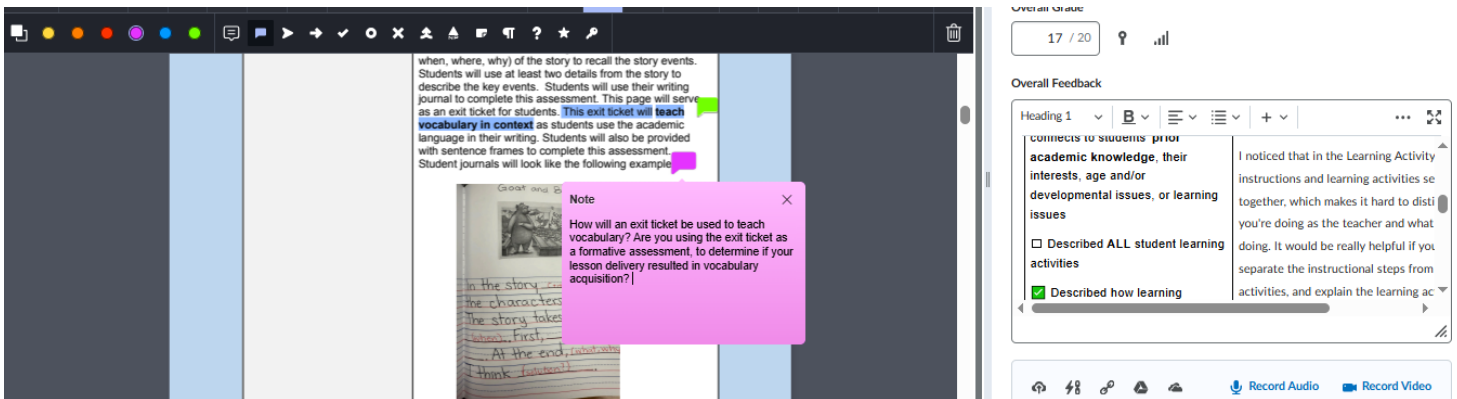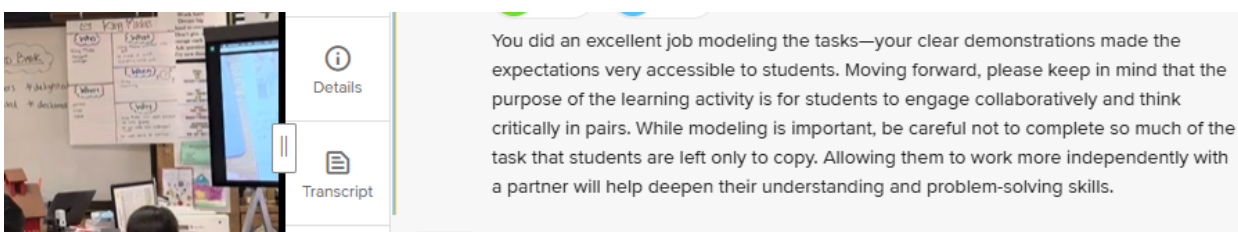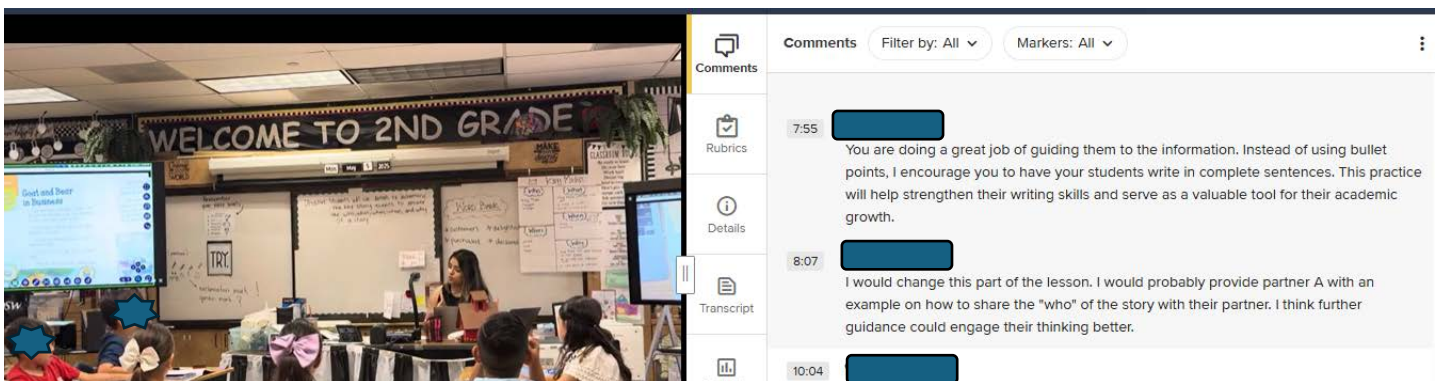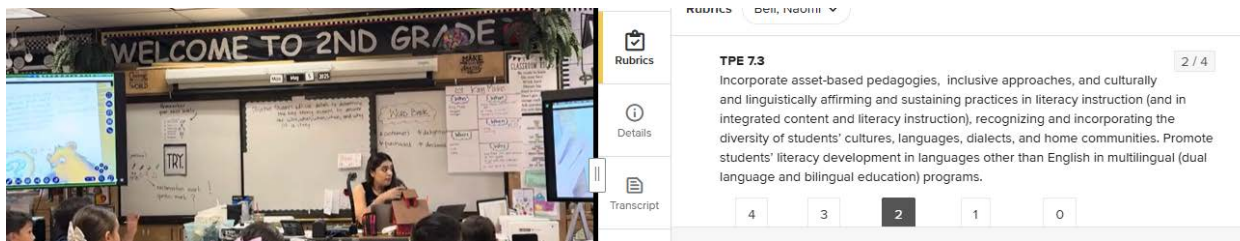**SB488 Examples of Clinical Practice Feedback Tools**

Evidence of the tools faculty use to provide active feedback to candidates includes feedback in the Brightspace LMS platform, on the Lesson Plan, prior to teaching one of the 7 Observations required in the program clinical practice. In this screenshot, the instructor tags specific components of the lesson using "notes" to guide the candidate, and coach the "what" and "why" questions essential to reflecting on lesson plan development. On the right side of the screenshot, a checklist is included to coach the inclusion of every required aspect of the lesson plan, and a running textual commentary to guide practice.

Once the Lesson Plan is approved, the candidate records the lesson delivery and submits the lesson into the GoReact tool. First, the candidate assesses their own performance and offers their perspective of what went well and what changes they would make for the entire recording. Once that step in completed, the instructor adds feedback in the comments, specifically tagged to the timestamp of the lesson. Instructors are trained to offer praise, affirmation, suggestions and questions to ponder; a true feedback/feed-forward model of coaching.

In the GoReact tool, a rubric click opens up specific assessment of the TPEs, in this particular assignment, TPE 7. The candidate can see the rubric scores, and the overall feedback for each aspect of the developmental rubric. The screenshot shows the score for indicator 7.3 was scored as a level 2 , developing.

The entire rubric for this example includes the following level descriptors:

ITL TPE 7 Assessment Rubric S25

Observation Rubric Level Descriptors: 0 / 4

4	3	2	1	0
Integrating	**Applying**	**Developing**	**Emerging**	**Not Observed**
Evidence of clear and consistent integration demonstrating the competency. Candidate's practices include extensive demonstration of appropriate, relevant, accurate, and clear or detailed evidence. The evidence is purposefully connected and reinforced across this TPE reflecting integration at the level of a beginning teacher.	Evidence of clear application demonstrating the competency. Candidate's practices demonstrate appropriate, relevant, or accurate evidence. Evidence is connected across this TPE. Evidence reflects acceptable application of practice for a student teacher or intern.	Partial evidence demonstrating the competency. Candidate's practices demonstrate minimal, limited, cursory, inconsistent, and/or ambiguous evidence. Evidence is connected across this TPE and may be inconsistent. Evidence reflects developing skills in acceptable practices for a student teacher or intern	Very limited, some irrelevant or inconsistently applied evidence demonstrating the competency. Candidate's practices include inappropriate, irrelevant, inaccurate or missing evidence. Evidence is mostly unconnected across the TPE. Emerging practices are not yet acceptable for a student teacher or intern.	Practices not observed or included in lesson plan evidence.

The text box at the end of each TPE is used to provide overall feedback, and guide continuing performance.

TPE markers allow both the instructor and the candidate to tag observation videos with specific evidences of the TPEs they are demonstrating.