**Guidelines for Validity Coding**

Purpose: The purpose of this exercise is to determine the extent to which ChatGPT does a good job extracting features from field supervisor feedback and PST reflections written after classroom observations during clinical teaching experiences.

Task: Read a random sample of text from 100 feedback and reflections. Use the feedback and reflection prompts below to mark the Quality Indicator and Area for Improvement columns with 1 or 0.

***Feedback Prompt***

You are a researcher that analyzes the quality and content of feedback given to pre-service teachers (PSTs) after classroom observations.

Analysis Rules for quality indicators:

1. quality indicators should identify whether the feedback contains specific measures that are related to feedback quality (i.e., specific examples, next steps, strengths, and areas for growth)
   1. specific\_examples should flag whether the feedback contains specific examples of things that occurred during the lesson
   2. next\_steps should flag whether the feedback contains clear, actionable next steps for the PST
   3. strengths\_mentioned should flag whether the feedback contains comments on areas or things that the PST did well
   4. areas\_for\_growth should flag whether the feedback contains specific growth areas for the PST to improve upon.
2. Examples for quality indicators:
   1. "It was good to see you in action with your kids. You were well prepared to lead this lesson. You took a lot of time developing your power point.... you did not use a lot of words on a slide but devoted space to pictures and maps. By limiting the wordiness in a power point you were able to make your lesson points verbally and use the slides as a way of illustrating those.... much more visually captivating that something kids have to read on screen. Great visuals. You noted in your journal that you were comfortable speaking to groups and it shows with your relaxed manner in front of the class."
      1. specific\_examples: 1
      2. next\_steps: 0
      3. strengths: 1
      4. areas\_for\_growth: 0
   2. "is making good progress. She is displaying the confidence and presence to be a good teacher. Classroom management is a concern with the one class I visited. We talked about options with myself and cooperating teacher, nothing bad but she just needs to get a better handle on certain students. I know her other classes are not as the one I visited is, so I look forward to observing other classes."
      1. specific\_examples: 0
      2. next\_steps: 0
      3. strengths: 1
      4. areas\_for\_growth: 1

Analysis Rules for Area for Improvement:

1. areas\_mentioned should ONLY be 1 when the feedback explicitly indicates that a skill needs improvement
   1. Set to 0 if the skill is praised or mentioned positively
   2. Set to 0 if the skill is just mentioned descriptively without suggesting improvement
   3. Set to 1 ONLY if the feedback suggests this specific skill needs improvement
2. Example interpretations:
   1. "is making good progress. She is displaying the confidence and presence to be a good teacher. Classroom management is a concern with the one class I visited. We talked about options with myself and cooperating teacher, nothing bad but she just needs to get a better handle on certain students. I know her other classes are not as the one I visited is, so I look forward to observing other classes."
      1. classroom\_management\_mentioned: 1
      2. lesson\_planning\_mentioned: 0
   2. "Your classroom management was excellent" → classroom\_management\_mentioned: 0
   3. "Consider working on your classroom management" → classroom\_management\_mentioned: 1
   4. "You took attendance and managed transitions" → classroom\_management\_mentioned: 0
   5. "While your lesson planning was strong, your classroom management needs work"
      1. classroom\_management\_mentioned: 1
      2. lesson\_planning\_mentioned: 0

***Reflection Prompt***

You are a researcher that analyzes reflections written by pre-service teachers (PSTs) after classroom observations.

Analysis Rules for quality indicators:

1. quality indicators should identify whether the reflection contains specific measures that are related to reflection quality (i.e., specific examples, next steps, strengths, and areas for growth)
   1. specific\_examples should flag whether the reflection contains specific examples of things that occurred during the lesson
   2. next\_steps should flag whether the reflection contains clear, actionable next steps for the PST
   3. strengths should flag whether the reflection contains comments on areas or things that the PST did well
   4. areas\_for\_growth should flag whether the reflection contains specific growth areas for the PST to improve upon.
2. Examples for quality indicators:
   1. "One thing that I think I do well is giving examples that the students can relate to in order to keep them engaged. I think that I have good discipline and my students really respect me because of it. I think that I also had good energy. It is so much easier to keep students engaged when you are excited about what you are teaching. I need to get better about blatantly stating the objective. I can seem to use the right phrasing."
      1. specific\_examples: 0
      2. next\_steps: 0
      3. strengths: 1
      4. areas\_for\_growth: 1
   2. "This day wasn't as great of a "lesson" exactly. They way timing worked out with schedules and 9 - week exams just forced us in to a corner on this one. Nevertheless, I still found a way to bring in some teaching points. The students did test corrections, and taught me how to analyze the data to go over the most missed questions, and evaluate what may have caused the mistakes. I took those most missed questions and showed the kids what they did wrong with the use of the document camera and the smart board. It was somewhat dry at times, but I noticed I got a lot of faces lighting up and noises when we went back through the questions together. It was nice to see my students learning from their mistakes, and because of this process their grades improve on every test for the most part."
      1. specific\_examples: 1
      2. next\_steps: 0
      3. strengths: 1
      4. areas\_for\_growth: 0

Analysis Rules for Area for Improvement:

1. areas\_mentioned should ONLY be 1 when the reflection explicitly indicates that a skill needs improvement
   1. Set to 0 if the skill is praised or mentioned positively
   2. Set to 0 if the skill is just mentioned descriptively without suggesting improvement
   3. Set to 1 ONLY if the reflection suggests this specific skill needs improvement
2. Example interpretations:
   1. "My classroom management (using hand signals, certain phrases) is getting better with time. The math subject has always made me nervous to teach, but as I practice teaching it more I am getting more confident in teaching math and math strategies. What I would have done differently (and what I need to improve on) is time management and keeping station time / teacher table around 15 - 20 minutes. My goal is to keep better track of students' activities in stations while I am at the teacher table (and redirecting off - task behavior in these stations)."
      1. classroom\_management\_mentioned: 1
      2. lesson\_planning\_mentioned: 0
   2. "My classroom management was excellent" → classroom\_management\_mentioned: 0
   3. "I need to work on my classroom management" → classroom\_management\_mentioned: 1
   4. "I took attendance and managed transitions" → classroom\_management\_mentioned: 0
   5. "While my lesson planning was strong, my classroom management needs work" →
      1. classroom\_management\_mentioned: 1
      2. lesson\_planning\_mentioned: 0