

**Partnerships, Practices, and Policies to Support
Clinically Based Teacher Preparation:
Selected Examples**

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Partnerships, Practices, and Policies to Support Clinically Based Teacher Preparation

Assembled in January of 2010, the NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning (BRP) worked throughout most of 2010 to identify ways to make the preparation of teachers more effective. The work culminated in a report that presented guiding principles and recommendations directed to teacher preparation programs, districts, teacher unions, and policy makers and aimed at making teacher education clinically based. The BRP consisted of 30 experts in education research, policy, teaching and learning and leaders in higher education and P-12 schools at the state and local level (NCATE, 2010). After several meetings of the BRP, they agreed upon the following design principles to guide future decision making by teacher educators, teacher preparation programs, and policy makers:

1. Student learning is the focus: P-12 student learning must serve as the focal point for the design and implementation of clinically based teacher preparation, and for the assessment of newly minted teachers and the programs that have prepared them. Candidates need to develop practice that advances student knowledge as defined by the Common Core State Standards, in those subjects for which they have been developed.

2. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way: The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school embedded practice.

3. A candidate's progress and the elements of a preparation program are continuously judged on the basis of data: Candidates' practice must be directly linked to the interstate standards for teachers (InTASC) and Common Core Standards, and evaluation of candidates must be based on students' outcome data, including student artifacts, summative and formative assessments; data from structured observations of candidates' classroom skills by supervising teachers and faculty; and data about the preparation program and consequences of revising it.

4. Programs prepare teachers who expert in content and how to teach it and are also innovators, collaborators and problem solvers: Candidates must develop a base of knowledge, a broad range of effective teaching practices, and the ability to integrate the two to support professional decision-making. To be successful teachers in challenging and changing environments, candidates must learn to use multiple assessment processes to advance learning and inform their practice with data, to differentiate their teaching to match their students' progress. Further, effective teachers are innovators and problem solvers, working with colleagues constantly seeking new and different ways of teaching students who are struggling.

5. Candidates learn in an interactive professional community: Candidates need lots of opportunities for feedback. They must practice in a collaborative culture, expecting rigorous peer review of their practice and their impact on student learning.

6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector: Those who lead the next generation of teachers throughout their preparation and induction must themselves be effective practitioners, skilled in differentiating instruction, proficient in using assessment to monitor learning and provide feedback, persistent searchers for data to guide and adjust practice, and exhibitors of the skills of clinical educators. They should be specially certified, accountable for their candidates' performance and student outcomes, and commensurately rewarded to serve in this crucial role.

7. Specific sites are designated and funded to support embedded clinical preparation: All candidates should have intensive embedded clinical school experiences that are structured, staffed, and financed to support candidate learning and student achievement.

8. Technology applications foster high-impact preparation: State-of-the-art technologies should be employed by preparation programs to promote enhanced productivity, greater efficiencies, and collaboration through learning communities. Technology should also be an important tool to share best practices across partnerships, and to facilitate on-going professional learning.

9. A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation: Effective teacher education requires more robust evidence on teaching effectiveness, best practices, and preparation program performance. A powerful research and development infrastructure – jointly defined by preparation programs, school districts, and practitioners – supports knowledge development, innovation, and continuous improvement. While not every clinically based preparation program will contribute new research knowledge or expand development, each must systematically gather and use data, and become part of a national data network on teacher preparation that can increase understanding of what is occurring and evidence of progress in the field.

10. Strategic partnerships are imperative for powerful clinical preparation: School districts, preparation programs, teacher unions, and state policy makers must form strategic partnerships based on the recognition that none can fully do the job alone, and that each partner's needs can be met better by defining clinically based teacher preparation as common work for which they share responsibility, authority, and accountability covering all aspects of program development and implementation.

What Does Clinically Based Preparation Look Like?

In his briefing paper, “This is Not Your Grandfather’s Student Teaching: Kenji’s Clinically Driven Teacher Education” Kenneth Howey (2010) provides an elaborated vision of what a candidate’s experience might look like if the above design principles were in place. Every preparation program will create a unique experience for their preservice teachers. Kenji’s experience is just one vision of how the BRP design principles can be used to shape a teacher preparation program. It will be up to each preparation program to begin to make decisions based on the design principles and recommendations of the BRP.

Making that vision a reality will take time, hard work, and will require difficult choices. But, as the Panel Report indicates there are many examples of places, practices, and policies that already exist. Included in the Panel report are mentions of exemplary practices from preparation programs, state departments of education, and non-profit foundations. This compendium includes those examples and others to further illustrate ways in which teacher preparation can be transformed to a more clinically based endeavor. The examples were identified as exhibiting promising practices that are aligned with the design principles of the BRP and could be helpful as teacher educators and policy makers begin to make decisions about transforming teacher preparation. This is not an exhaustive list of exemplary practices—it is simply a collection of partnerships, practices, and policies that can make teacher preparation a more clinically based endeavor. For additional discussion of this topic and subsequent examples, refer to the American Association of Colleges for Teacher Education’s [The Clinical Preparation of Teachers: A Policy Brief](#).

The examples are placed in 3 broad categories; *partnerships and program structures*, *practices for clinically based teacher preparation*, and *policies*. Due to the interdependence of each category, many of the examples could be placed in more than one category. For example, practices for clinically based teacher preparation are difficult to implement without strong partnerships and, even though a preparation program exemplifies a strong partnership, the program could potentially be placed in the “practice” category.

Partnerships and Program Structures

Partnerships and program structures, as the BRP suggests, may be seamless and mutually beneficial agreements among teacher preparation programs, local school districts, teachers unions, and communities. These partnerships can prepare more effective teachers and subsequently improve student achievement. The partnerships share resources while focusing program decisions on improved student learning. This section includes descriptions of a range of partnerships. It also includes examples of programs that, through partnerships, blend the preparation of teachers with induction support.

Academy for Urban School Leadership

The Academy for Urban School Leadership (AUSL) was founded in 2001 by Martin J. Koldyke, a venture capitalist and founder of The Golden Apple Foundation. AUSL is a not-for-profit that partners with Chicago Public Schools (CPS) and university partners

National Louis University and the Erikson Institute to train future teachers in an innovative urban teacher residency (UTR) program.

The UTR program design was borrowed from the medical profession and combines graduate level coursework with classroom practice. AUSL provides emerging teachers with the theory and content of teaching as well as a year-long in-school apprenticeship in which they can practice and hone what they have learned in the classroom alongside an accomplished mentor teacher.

In July and August, residents participate in full-time (40 hours a week) university coursework, before entering the classroom in September. University coursework continues one day per week during the school year. In September, residents are paired with a carefully chosen mentor teacher who guides their practice in a regular CPS classroom four days a week for the entire school year. The UTR redesigned the traditional two-year Masters degrees into an innovative curriculum where practice leads and theory follows. In other words, the residents exposure to and understanding of classroom practice informs their mastery of educational and instructional theory, providing a powerful integration between the year-long teaching residency and the graduate level coursework.

Residents receive a training stipend during the 52-week program and graduate with a Master of Arts in Teaching from National-Louis University or the Erikson Institute in return for a four-year commitment to teach in an AUSL turnaround school. After graduation, they are placed in teams in designated Chicago Public Schools as a part of AUSL's transformation efforts. All graduates receive individualized coaching and mentoring by an AUSL turnaround coach after they graduate. Since the first class (2003), AUSL has trained 368 teachers, 80% of whom continue to teach in CPS classrooms.

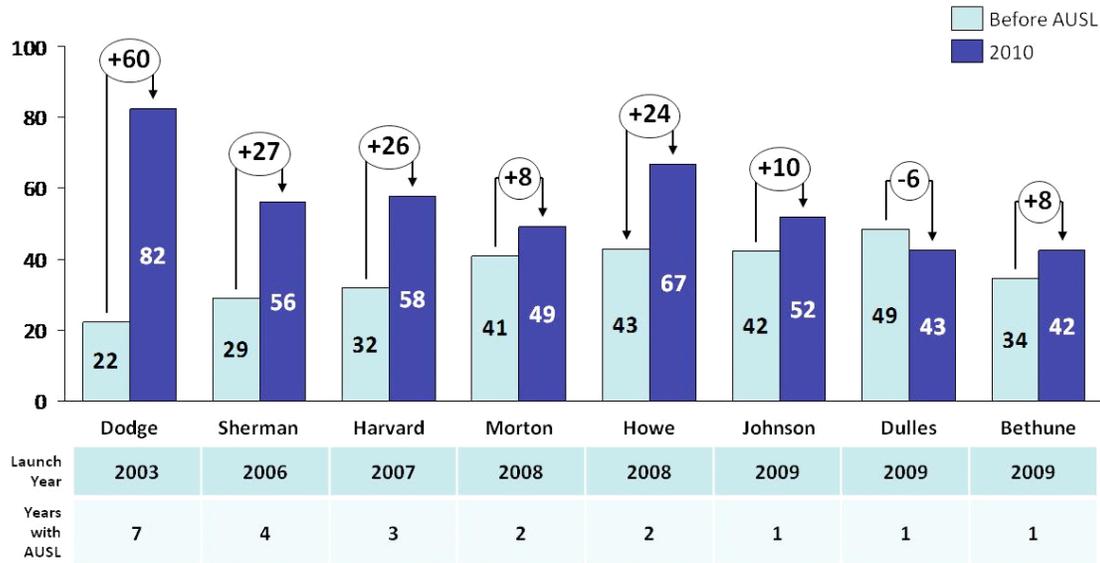
AUSL reported that 2010 Illinois Standards Achievement Test (ISAT) results continue to show that its model of whole school turnaround, built on a foundation of AUSL-trained teachers, works, seven of AUSL's eight turnaround elementary schools improved significantly on the ISAT.

AUSL supports its residents and mentors before, during and after the residency program. In addition to the mentoring described above, residents also receive post-graduate support from turnaround coaches assigned to each AUSL turnaround school. They meet at least weekly with their coach to create goals, prepare lessons, and critique instruction and classroom management. The coaches use a number of tools to guide new teachers, including video observation, performance data, and classroom management techniques (AUSL's "Signature Strategies").

Mentors also receive support from a dedicated coach assigned to each residency-training academy. This coach provides weekly professional development to ensure mentors are comfortable training AUSL's Signature Strategies, performance data tools, and other areas.

The following graph shows cumulative performance results for AUSL turnaround elementary schools since AUSL began managing each school:

Percentage of Students Meeting or Exceeding ISAT Standards in AUSL Turnaround Schools



Source: Chicago Public Schools Research, Evaluation and Accountability ISAT Overtime 2001-2010
 Note: Dodge closed 2002-2003 school year, previous scores represent 2001-2002 school year

<http://www.ausl-chicago.org/>

Contact: Michael Whitmore, Director of AUSL’s Teacher Residency Program

Baylor University and Waco Independent School District Professional Development School Partnership

Prospective teachers at Baylor University (BU) participate in an intensive clinical experience in partner schools located in the Waco Independent School District (WISD). To ensure a valuable experience for preservice teachers at BU while supporting student achievement in WISD partner schools, they have established a highly developed governance structure and a shared funding strategy. BU and WISD have created a “PDS Oversight Council”, responsible for providing broad policy and operational leadership for the partnership and a “PDS Coordinating Council”, responsible for practical planning and implementation of the partnership while promoting consistency across partner schools. Each operating council contains administrative leaders of both organizations and meets at least five times per academic year. Each council establishes annual goals pertaining to candidate development, teacher development, student achievement, and school improvement and collect data to assess their goals. Essential to the BU/WISD partnership is their funding strategy, which requires that BU and WISD provide equal financial and human resource support. For example, the total cost of the partnership in the 2009-2010 academic year was \$328,690, excluding indirect personnel costs, and each organization contributing \$164,345. With 55 interns placed in WISD throughout the year, each partner pays approximately \$3,000 per intern. In addition to the 55 interns, there were approximately 100 junior-level “teaching associates” who spent much of their time observing in WISD partner schools.

The University is implementing a longitudinal study to ascertain the impact of teachers prepared by the program on students, based on performance on state assessments, as well as indirect measures. Results from a pilot study shows that Waco students with multiple exposures to Baylor University interns perform better than students that have had no exposure to the teacher candidates in the clinical preparation program.

<http://www.baylor.edu/soe/>

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Boston Teacher Residency

The Boston Teacher Residency (BTR), is one of a number of UTR programs throughout the country. It is a one-year preparation program with a three-year induction period; BTR recruits talented college graduates, career changers, and community members and prepares them to teach in Boston Public Schools. After participating in an intense, two-month summer institute, BTR residents spend a year working under the guidance of an experienced mentor teacher while simultaneously taking graduate-level coursework and attending seminars. During the “residency year”, BTR students receive an \$11,800 stipend and are eligible for health benefits. Upon completion of their first year, BTR residents receive a master’s degree from UMass Boston and a Massachusetts Initial Teacher License. BTR students also receive a \$10,000 loan to cover the cost of the program, which is forgiven after they complete their three-year commitment to BPS. In a recent survey, principals considered 88% of their BTR-prepared teachers at least as effective as other first-year teachers.

<http://www.bostonteacherresidency.org/>

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Cambridge Licensure In-district Program

Cambridge Licensure In-district Program (CLIP) is a collaborative effort of the Cambridge (MA) Public Schools, the Cambridge Teachers Association, the Massachusetts Teachers Association, and the Fitchburg State College. Each partner shares a strong commitment to having a highly qualified teacher in every classroom in the Cambridge Public Schools.

CLIP is an alternate teacher preparation program designed for current Cambridge Public School (CPS) teachers and qualified paraprofessionals. Inherent in the design of CLIP is the belief that professional learning should simultaneously address both new teachers’ needs for growth and competency and the school districts need to fill high-needs areas with locally trained teachers. Experienced CPS educators guide the participants through the professional learning experiences provided in the course of study.

CLIP allows teachers with Preliminary Licenses in a variety of fields at the 5-8 or 8-12 grade levels to earn an Initial License while serving as a “teacher of record”. CLIP is a

Route 3 district-based, Massachusetts Department of Elementary and Secondary Education-approved preparation program for those who have not completed a practicum and related pedagogical study. The participants are able to earn graduate credit through Fitchburg State College.

The program components are a combination of coursework, seminar sessions, pre-practicum and practicum. The program includes observations by trained mentors and guided instruction under the supervision of a program supervisor and a supervising practitioner.

<http://www.cpsd.us/HR/CLIP.cfm>

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Long Beach Seamless Education Partnership

Established in 1994 in response to a struggling local economy and low performing school systems, the Long Beach Seamless Education Partnership is comprised of the Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University at Long Beach (CSULB) with financial support from several local businesses. The overarching goal of the partnership is to provide “world-class education from preschool to graduate school and prepare Long Beach students for successful engagement in the global knowledge economy.” Over the years, the partnership has grown to countless initiatives that have become a defining feature of the community and a model for communities across the nation. In addition to the three leading organizations in the partnership, an additional 46 community organizations and institutions are involved in the regional collaborative.

Essential to the partnership is improving K-12 schools in LBUSD to ensure college and/or career readiness, This is addressed through three distinct initiatives; (1) institutional alignment, (2) student transitions, and (3) teacher development. Through these initiatives, LBUSD has increased the number of students attending and graduating from LBCC and CSULB. The partnership has also found that CSULB teacher graduates are more prepared to address the needs of LBUSD students and, therefore are employed at a higher rate than graduates from other teacher preparation programs. As evidence that the Long Beach Seamless Education Partnership is mutually beneficial to all participants, the Superintendent of LBUSD and the Presidents of LBCC and CSULB have each noted the positive impact on their organizations, with one noting that the collaboration “isn’t breaking our back, and in fact it is making our jobs easier. It’s helping more kids get through the system better.”

<http://www.csulb.edu/president/education-partnership/>

Contact: Robert Tagorda, Office of the Superintendent, RTagorda@lbschools.net

New Leaders for New Schools

New Leaders for New Schools is focused on preparing a new generation of highly-qualified school principals. It relies on an aggressive program of recruitment and a highly selective system of admissions, with only about 7% of applicants accepted, to prepare future school leaders. A centerpiece of its preparation program is a full residency year, including an individualized development plan, coaching from veteran principals on the NLNS staff, weekly meetings, assigned mentor principals, individualized residency placements, emphasis on reflective practice and the completion of a residency project and work portfolio.

<http://www.nlns.org/>

Contact: Jon Schnur, Chief Executive Officer, kwhitebean@nlns.org

Stanford Teacher Education Program

The Stanford Teacher Education Program (STEP) is a collaboration among Stanford University School of Education and schools that are committed to developing as sites for teaching and studying clinical practice by using a professional development school model. Through the Council of Partnership Schools and with the support of the Teachers for a New Era initiative, STEP facilitates professional development opportunities that seek to:

- Strengthen collaboration between university and school faculties to enhance practice and improve student achievement;
- Co-construct the settings and conditions of effective student teaching and new teacher support, including expectations, requirements, and professional development;
- Expand the role of cooperating teachers and school faculties in the teacher education program.

STEP strives to place its student teachers in Partner Schools, and Partner Schools frequently hire STEP graduates. For example, STEP graduates comprise over 80 percent of the faculty of Summit Preparatory, and STEP currently has five student teachers placed there.

The pilot STEP Partner School Induction Program seeks to support new teachers in three Partner Schools (Downtown College Preparatory, East Palo Alto Academy High School, and Summit Preparatory) by increasing the mentoring capacity of the school-based faculties while also strengthening the connections between the teacher education program and the schools. Each of the schools currently participating in the program is a charter, and each seeks to collaborate with Stanford to build an induction program that would be able to meet the particular needs of new teachers working in small schools. The emerging program involves a collaboration between Stanford, the Silicon Valley New Teacher Project, and the New Teacher Center of Santa Cruz to train a cohort of school-based mentors who work within and across Partner School sites to support new teachers and provide instruction that meets the requirements of the California induction standards. Additionally, a cohort of university-based “content mentors”, representing individual

disciplines (English, social sciences, math, science, and foreign language), provides content-specific support for the mentors and new teachers in the schools, a particular need when school-based mentors are matched with new teachers outside of their content area.

Building mentoring capacity in schools enhances Stanford's professional development school relationships by allowing STEP to support its graduates while empowering school faculties to provide their own substantive professional development through activities such as peer coaching. It also allows Partner Schools to share mentoring expertise, deepening their cross-site collaboration and reducing the staffing strains of typical full-release mentor models, which smaller schools could not afford. Finally, this program facilitates the increased involvement of practicing teachers in the teacher education program through opportunities to work with the content mentors and experts from the Silicon Valley New Teacher Project to adapt the New Teacher Center induction curriculum to meet the particular needs of new teachers working in the Partner Schools.

<http://suse-step.stanford.edu/>

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STRIVE

Strive is a community-wide partnership, based in the Cincinnati region, that involves many community organizations in improving the educational outcomes of students. The Strive Partnership serves as a catalyst for working together, across sectors, and along the educational continuum, to drive better results in education, so that every child is prepared for school, supported inside and outside of school, succeeds in school, enrolls in some form of postsecondary education and graduates and enters a career. The Partnership is focused on five priority outcomes: kindergarten readiness, fourth grade reading proficiency, eighth grade math proficiency, high school graduation rates and ACT scores, and postsecondary enrollment and completion.

These five outcomes drive the collective work of the Strive Partnership. To have the greatest possible impact on these goals, Strive builds on existing work in early childhood led by United Way of Greater Cincinnati and focuses its collaborative work around:

- **Teacher and Principal Excellence:** To align efforts in recruitment, preparation, hiring, placement, evaluation and ongoing development to make the region a leader in school and classroom leadership.
- **Linking Community Supports to Student Achievement:** Led by the districts, funders, and providers, this work involves the coordinated approach to leveraging community supports (e.g., mentoring, tutoring, after school programs) more effectively to improve student achievement.
- **Postsecondary Enrollment, Retention, and Completion:** The collective effort of colleges, universities, districts, funders, and providers is applied to leverage local resources and capacity to increase postsecondary enrollment, retention, and completion.

Key to the Partnership's work, from early childhood success to postsecondary degree attainment, is a commitment to coordinated advocacy, funding alignment, and data driven decision-making:

- **Advocacy and Funding Alignment to Support Innovation:** To align advocacy and funding efforts, including setting a "Cradle to Career" policy agenda and coordinating resources to ensure time, talent, and treasure are invested in improved outcomes.
- **Promoting Data Driven Decision-Making:** Working with key partners, the Strive Partnership releases education results, from kindergarten readiness to postsecondary achievement rates, offers high-quality data analysis, and delivers a portfolio of continuous improvement trainings.

<http://www.strivetogether.org/>

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Teacher U

Teacher U is a partnership among Uncommon Schools, KIPP, and Achievement First, three of the highest performing charter school networks in the country, and prepares teachers for them as well as for other New York City district and charter public schools. It is a two-year teacher preparation program leading to a Masters degree from Hunter College. The program has a spiral curriculum and relies heavily on self-videotaping of student teaching for both formative and summative assessment. It ties teacher preparation to student achievement, requiring candidates to show a minimum of twelve months of growth in student achievement during the second year of their program in order to receive a Masters degree. Teachers that illustrate more than twelve months growth graduate with honors, while teachers who demonstrate less, do not receive a degree. Students failing to illustrate student growth have an opportunity to show student progress the following academic year in order to receive their master's degree. Although the 2009-2010 academic year was Teacher U's first year of linking graduation to student achievement, this model is an example of a teacher preparation program with a strong focus on student achievement.

<http://www.teacheru.org/>

Contact: Stephanie Lo, Program Manager, slo@teacheru.org

UCLA Center X

UCLA's Center X Teacher Education Programs offer several pathways that culminate in a M.Ed. and/or initial teacher licensure. One of the more popular programs at Center X is their two-year intensive M.Ed. program in teaching for social justice in urban communities. The first year consists of coursework and student teaching experiences in

partnership schools and culminates with the completion of the Performance Assessment for California Teachers (PACT) to meet the initial licensure requirements for the state. Second-year students assume paid positions at partner school districts and complete an inquiry-based research project that requires examination and reflection of their teaching practices. Upon completion of the research project in their second year, students receive a M.Ed. to go along with the initial teacher license that they obtained after their first year in the program.

<http://centerx.gseis.ucla.edu/>

Contact: Jody Priselac, Executive Director of Center X, priselac@gseis.ucla.edu

University of Florida

Collaboration between school districts and the College of Education at the University of Florida are grounded in an assumption that high-quality, research-based, job-embedded professional development yields improvements in student achievement, teacher practice, school performance, principal leadership, and parental engagement. Much of UF's work is coordinated by the College's Lastinger Center for Learning, an institute dedicated to focusing the interdisciplinary resources of the University on ensuring the education and healthy development of all children, particularly those in urban or high-poverty schools.

The following are examples of collaborations that specifically support the induction of novice teachers:

- Twenty urban or high-poverty elementary schools across Florida are re-cultured as learning communities in order to support the growth and development of teachers at all levels.
- Novices work alongside more experienced teachers, engaging in peer observation/coaching and conducting collaborative teacher inquiry/action research to study their own practices systematically and engage in comprehensive school improvement.
- Many teachers share the results of their action research in presentations to other teachers and district leadership.

To increase routes to the elementary classroom for mid-career professionals and to help meet the urgent statewide need for qualified teachers in challenging and high-poverty schools, the UF and Duval County Public Schools collaboratively developed a new teacher development and support program to provide instruction in pedagogy paired with a classroom-based support for non-education baccalaureate degree holders. This competency-based alternative certification program is unique in that new teachers participate in a year-long paid apprenticeship in a partnering high poverty school as a part of the school district's Transition to Teaching program. In return, the apprentice teachers make a commitment to remain teachers in the school district for at least three years. UF provides coursework and an on-site coach who works not only with novice teachers but also with the entire teacher community. Completers are encouraged to enter the Teacher Leadership for School Improvement (TLSI) program to obtain additional knowledge and

skills as well as on-site induction support. A similar program exists in Alachua County, and UF expects to expand this concept to Miami-Dade and Collier school districts.

Developed in conjunction with partnering school district leadership, the Teacher Leadership for School Improvement (TLSI) program provides teachers from partner schools a job-embedded graduate program that results in a master's or educational specialist degree. Both novice and experienced teachers take coursework through a blended program that combines the best of online technology with face-to-face meetings and on-site facilitation. This job-embedded graduate program specifically helps novice teachers connect theory and practice within their specific school and community contexts while receiving extensive support from on-site UF faculty.

<http://www.coe.ufl.edu/Centers/Lastinger/>

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The Woodrow Wilson National Fellowship Foundation

Upon acceptance of the Fellowship, fellows are required to enroll in one of the 27 approved teacher preparation programs that lead to initial certification and a master's degree. The 27 approved teacher preparation programs were selected for their innovative approach and strong clinical component to their preparation programs. For example, one of the 14 program guidelines states "the teacher education programs are field-based, integrating academic and clinical instruction, with clinical work beginning in the earliest days of the program" (Woodrow Wilson National Fellowship Foundation, 2009). Once enrolled in a teacher preparation program, fellows are expected to be leaders within their preparation program as well as in the schools in which their clinical component takes place. As part of the fellowship agreement, all fellows are required to teach in a secondary school with a high-need student population for a minimum of three years.

<http://www.wwteachingfellowship.org/index.php>

Contact: William Dandridge, Program Officer, Dandridge@woodrow.org

Practices for Clinically Based Teacher Preparation

Practices for clinically based teacher preparation focus on the integration of academic and professional coursework with preservice teachers' clinical experiences to put emphasis on learning to practice. These examples include, but are not limited to, the use of technology, the involvement of arts and science faculty, intense supervision through the use of instructional rounds, and collaboration with community partners.

Boston College

With the help of the Teachers for a New Era (TNE) initiative, Boston College (BC) has been able to actively engage Arts and Sciences (A&S) faculty in the preparation of teachers. One way in which BC has engaged A&S faculty in preparing future teachers in their discipline, has been through "pedagogical labs." Similar to a lab component of an undergraduate-level science course, a pedagogical lab is a one-credit add-on to a traditional three-credit content course. Prospective teachers in a particular content course

can elect to take the additional one-credit course, which meets outside of the scheduled time of the three-credit course. Typically using the same texts as the content course, in a pedagogical lab the A&S faculty discusses ways to teach the specific content in a P-12 school setting. The pedagogical lab also provides an opportunity for A&S faculty to observe his/her students teaching the content in their clinical experience and provide feedback on their instructional strategies and representation of the content.

<http://tne.bc.edu/>

Contact: Jane Carter, Associate Director of TNE at BC, carterja@bc.edu

Clark University

The Hiatt Center for Urban Education, a partnership between Clark University and the Worcester (MA) Public Schools, was designed to “develop exemplary models of urban schooling, teaching and teacher education through local partnership, in order to learn from these models and expand the knowledge base of effective practice through research.” Essential to the work of the Hiatt Center is the team of full-time clinical faculty members at Clark University. Their main responsibility is to teach courses and work one-on-one or in small groups in classrooms and schools without the obligation to conduct research. In addition to working with preservice teachers, these “scholar-practitioners” develop professional relationships with teachers at partner schools and provide professional development for practicing teachers. Clinical faculty members at Clark are essential in facilitating the partnership between the university and the local partner schools.

<http://www.clarku.edu/departments/education/>

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Examination of Student Work

One particular mechanism developed to focus teacher learning on student work is a “tuning protocol” developed out of work by the National School Reform Faculty. The tuning protocol provides an opportunity for teachers to critically analyze student work in an effort to refine their assessment systems while supporting high levels of student achievement. The protocol calls for a teacher to present an example of an assessment, copies of student work, and support materials to a group of “critical friends” (usually 6-10 other educators) for feedback. The protocol requires the presenter to share her assessment and supporting materials for approximately 15 minutes. After the critical friends watch the presentation, they have the opportunity to ask clarifying questions of the presenter. After the presenter responds to the questions, the critical friends analyze the student work samples and create “warm” and “cool” feedback. The friends provide the feedback while the presenter is silent and takes notes. The presenter then has the opportunity to reflect on the feedback to the rest of the group while the facilitator has the

opportunity to intervene to focus or clarify. The facilitator ends the protocol by leading a discussion about the tuning experience.

<http://www.lasw.org/index.html>.

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Hunter College Urban Teacher Residency

The “Defense of Learning” approach helps focus candidates on their responsibility for student learning. For example, all teacher candidates in the New Visions for Public Schools – Hunter College Urban Teacher Residency in New York City must use the inquiry cycle to inform their instruction throughout the semester, and then prepare and defend a presentation at the end of each semester illustrating their impact on student achievement. The presentation includes different forms of data, including samples of student work, videos, and results of various assessments. The presentations provide an opportunity to assess residents’ impact on student learning and ensure that residents’ professional development goals are focused around the needs of their students.

Unsuccessful defenses provide an opportunity for teacher educators to identify specific needs for residents to improve or, in some cases, an opportunity to counsel residents to leave the teacher preparation program. Presentations are given in front of a panel that includes the candidate’s mentor, other residents, non-resident teachers, school administrators, and Hunter College faculty.

<http://www.newvisions.org/>

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INTIME

Integrating New Technologies Into the Methods of Education (INTIME) was designed by faculty at the University of Northern Iowa and teachers at their partner schools. INTIME uses contemporary technology, high quality conceptual models, online streaming videos, case studies and probing questions analysis to help educators learn the skills necessary for improving student learning. Video cases are used throughout prospective teachers’ content methods courses and are available for use by teacher preparation programs across the country.

Teacher educators that want to use one of INTIME’s 550 video vignettes can do so by ordering one of their 30 prepackaged CDs and DVDs or can watch shorter versions on their website at no cost. INTIME also offers the option to purchase customizable CDs and DVDs that contain video vignettes of the educator’s choosing. Along with suggestions on how to use the video vignettes with preservice teachers, INTIME also hosts an on-line discussion forum for faculty and students to critically dialogue about the concepts presented in the video vignettes. INTIME is currently being used in content methods courses at four other Renaissance Universities (Eastern Michigan, Emporia State

University, Longwood College, and Southwest Missouri State) as part of the Preparing Tomorrow's Teachers to Use Technology (PT3) grant initiative. All five of the participating teacher preparation programs have found that the use of INTIME in content methods courses has increased the technology proficiency of the preservice teachers while providing them with examples of quality teaching practices.

<http://www.intime.uni.edu/>

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Montclair State University

With support from the National Network for Educational Renewal (NNER), Montclair State University (MSU) promotes the simultaneous renewal of schools and teacher education through collaboration among the university and local school districts. Essential to this effort is the belief that teacher education is the shared responsibility of education, arts and sciences faculty at the University and public school faculty and leaders. As a result, arts and sciences faculty members are deeply involved in the work of teacher education. They teach content methods courses, share fieldwork supervision with education faculty, serve on teacher education committees and task forces, consult in partner schools, offer Teachers as Scholars seminars for practicing teachers in partner schools, and advise preservice teachers. Decisions regarding admission to teacher education at the undergraduate and graduate level are a joint responsibility of education and arts and sciences faculty members. The Montclair State University Network for Educational Renewal (MSUNER), one of the most mature and productive school-university partnerships in the nation, is the vehicle for collaboration between the University and the schools. Under the leadership of a full-time director, the twenty-seven member districts of the MSUNER pay dues to the partnership, pledge their active participation in teacher preparation, and share decision making with the University about MSUNER `professional development programs, grant opportunities, policies surrounding field experiences and teacher education renewal, and other joint endeavors. Montclair is one of more than 20 settings that are members of the NNER, all working to renew teacher preparation and P-12 schools through a collaboration of schools and higher education institutions.

<http://cehs.montclair.edu/academic/cop/teacher/>

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Pennsylvania State University

Clinical faculty at Pennsylvania State University (PSU) have experience teaching in partner schools and academic preparation to be teacher educators. PSU pays State College Area School District for the use of three experienced teachers to serve as

“Professional Development Associates,” while the remainder of the clinical faculty have terminal degrees or have completed the teacher education modules designed for PSU’s doctoral program to prepare future teacher educators. Clinical faculty responsibilities include, but are not limited to, teaching courses, supervising preservice teachers, conducting research, and serving as university representatives on local school committees.

<http://www.ed.psu.edu/educ/>

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Co-Teaching at Saint Cloud State University

New partnerships are emerging that are helping shift the roles in schools to improve student outcomes. Over the past five years, St. Cloud State University has used a “co-teaching” approach in its teacher preparation program, capitalizing on having two adults in a classroom (a teacher candidates and her mentor teacher) who work together to improve student learning. Using state assessment and Woodcock-Johnson III test data, the University has identified a statistically significant difference in reading and math achievement between students in co-taught classes and students with only one licensed teacher. For example, 75 percent of special education students in a co-taught classroom were proficient on the state assessment compared to 53 percent of special education students not in a co-taught classroom.

<http://www.stcloudstate.edu/coe/>

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TeachME at the University of Central Florida

TeachME™ is an interactive program created by a team at the University of Central Florida. It was designed as a simulation to effectively prepare teachers in the use of various instructional practices in an environment that is both more instructive and less threatening. Using this program, preservice teachers stand in front of a projection screen and interact with five virtual students. Rather than the virtual students being controlled by artificial intelligence, they are controlled real-time by the university’s fine arts students and hired professionals. All of the “interactors” are trained to embody the characteristics of the virtual students that they are controlling. TeachME is an opportunity for prospective teachers to practice instructional strategies under dynamic and uncertain conditions similar to those they will eventually face in a classroom but without the potential to negatively impact student learning. A video clip of the environment can be found at <http://www.msnbc.msn.com/id/21134540/vp/25933932#25933932>

<http://education.ucf.edu/>

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Instructional Rounds at the University of South Carolina

Based on the medical model, instructional rounds in education are supervised classroom observations followed by open discussion (Del Prete, 1997). In 2002, the University of South Carolina (USC) implemented instructional rounds in their teacher education programs in an effort to improve clinical experiences for pre-service teachers and to provide support for induction-year teachers. Instructional rounds at USC consisted of 30-60 observations of master teachers followed by a 30-minute debriefing session and a follow-up questionnaire. Over the past eight years, researchers at USC have conducted a study in seven Professional Development Schools to determine the efficacy of rounds in their teacher education program. 93.6% of preservice teachers found the instructional rounds to be useful pedagogy when used in their teacher preparation program. As a group, the pre-service teachers reported that the instructional rounds were beneficial in observing a diversity of teaching methods, learning about a diverse group of students, and demonstrating concepts learned in their education coursework. Teacher education faculty found the program as an inexpensive way to prepare teachers and to provide professional development opportunities for novice teachers.

<http://www.ed.sc.edu/>

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University of Washington

In an effort to create a hybrid space that links practitioner and academic knowledge, faculty at the University of Washington (UW) have moved content area methods courses into local partner schools and have strategically created opportunities for rigorous peer review of their practice and their impact on student learning (Zeichner, 2010). Opportunities for a critical review of teaching include candidates observing and debriefing with K-12 teachers or university instructors who are working with students using particular teaching practices addressed in the courses, candidates rehearsing alone or in small groups using some of these same practices, debriefing the teaching, and sometimes re-teaching. UW faculty have also provided field experiences in community-based organizations and have sought to draw on the expertise in these organizations in helping them to prepare teachers able to work in culturally responsive ways to meet the learning needs of students in high needs urban schools. By creating new opportunities for rigorous peer-review of teaching, the University of Washington's teacher preparation program brings together "school and university-based teacher educators and practitioner and academic knowledge in new ways to enhance the learning of prospective teachers" (p. 92).

<http://education.washington.edu/areas/>

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Policies

Policies are made to support professional and public accountability for teaching and learning with partnerships in mind. Such policies may be made at the institutional, district, state and national level. Some state and national examples are described below.

Tennessee Teacher Quality Initiative

As part of the Tennessee Teacher Quality Initiative (TQI), the Tennessee Board of Regents Teacher Education Redesign was established to provide real-world clinical experiences for all teacher candidates. The Teacher Education Redesign requires consistent, systematic collaboration and communication between Colleges of Education and Local Education Agencies and integrates content coursework with the candidates' clinical experience. In addition to requiring strengthened partnerships, the Teacher Education Redesign increased the clinical experience requirements to a full year residency. The redesign was piloted at three university based preparation programs during the 2008-09 academic year and will be fully implemented at every state approved preparation program by the fall of 2013.

<http://www.tntqi.org/>

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Maryland State Department of Education

The Maryland State Department of Education (MSDE) piloted a set of standards and guidelines during the 2001-02 school year designed to strengthen the partnerships between college and university based teacher preparation programs and the local schools. In addition to creating partnership standards and guidelines, MSDE worked with college and university liaisons, school system representatives, school based principals, and mentor teachers to create a performance-based assessment of partnerships between teacher preparation programs and the local schools. Using this performance assessment, partnerships are evaluated using each partnership standard and are given a rating of "beginning", "developing", or "at standard".

In addition to creating partnership standards, guidelines, and a performance assessment, MSDE requires that all preservice teachers be prepared in a state approved professional development school. MSDE also requires a minimum of 20 weeks of student teaching (AACTE, 2010), which is more than any other state.

<http://cte.jhu.edu/pds/about.cfm>

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Performance Assessment for California Teachers (PACT)

A California law, enacted in 1998, requires all multiple and single subject preliminary credential candidates attending fifth year, intern, or blended teacher preparation programs in the state to pass a Teaching Performance Assessment. This assessment, known as PACT, is designed to give preservice teachers the opportunity to develop, refine and demonstrate their teaching knowledge, skills, and abilities during their teacher preparation. The design of the assessment includes a common assessment that is student-centered and modeled after portfolio assessments such as those developed by the Connecticut Department of Education, InTASC, and the National Board for Professional Teaching Standards. It also includes campus-specific tasks called embedded signature assessments, now being developed, that include child case studies, analyses of student learning, and curriculum/teaching analyses.

Nineteen states now have committed to using a Teacher Performance Assessment instrument patterned after the highly successful California PACT assessment. The purpose of the effort – spearheaded by the American Association of Colleges of Teacher Education, the Council of Chief State School Officers, and Stanford University – is to develop a nationally accessible teacher performance assessment that gives states, districts and teacher preparation programs a common framework for defining and measuring a set of core teaching skills that form a valid and robust vision of teacher competence.

http://www.pactpa.org/_main/hub.php?pageName=Home

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Teacher Quality Partnership Grants

In March of 2010, the U.S. Secretary of Education awarded \$99.8 million for twelve new five year Teacher Quality Partnership grants. The purposes of the Teacher Quality Partnership (TQP) program are to improve student achievement; improve the quality of new prospective teachers by improving the preparation of prospective teachers and enhancing professional development activities for teachers; hold teacher preparation programs at institutions of higher education accountable for preparing highly qualified teachers; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

<http://www2.ed.gov/programs/heatqp/index.html>

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Washington State Performance Based Pedagogy Assessment

The Washington State Performance Based Pedagogy Assessment of Teacher Candidates was developed in 2004 through a partnership between the state education chief's office and the Washington Association of Colleges for Teacher Education. The assessment, which is based on the use of authentic assessment approaches of both candidate and student performance, is used in full-time student teaching internships in P-12 classrooms. The assessment emphasizes what P-12 students are actually doing and learning in

classrooms, with the expectation that students will be engaged in meaningful learning and achieve state standards. By the 2011-12 academic year, this assessment is required to be administered to all preservice teachers enrolled in state-approved teacher preparation programs. By the 2012-13 academic year, all students completing a state approved teacher preparation program are required to have passed the assessment.

The Performance-Based Pedagogy Assessment (PPA) requires the teacher candidate to provide evidence of the ability to meet the WAC Residency standards and to positively impact student learning. Performance-based assessment means the standards must be met through direct observation of teaching and the collection of evidence of student learning during student teaching.

Under the current policies, the PPA must be completed a minimum of two times during student teaching. Prior to each formal observation the teacher candidate will provide a written description of classroom/student characteristics, a written instructional plan, and an instructional plan rationale to the evaluator. The teacher candidate will then teach the lesson and collect evidence of student learning.

<http://www.pesb.wa.gov/educators/assessments/performance-based-pedagogy-assessment-ppa>

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Conclusion

The preceding examples are highlights of the type of work that can help transform teacher preparation into a more clinically based endeavor. They are not the only way the design principles can be implemented—they are illustrative examples of the work already being done in teacher preparation programs throughout the country.

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