



# Moving to Target in Continuous Improvement Option

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# Agenda

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- I. The New Accreditation Continuum**
- II. Blue Ribbon Panel Report as A Framework**
- III. Moving to Target: Standard 3**
- IV. Moving to Target in Accreditation Decision**
- V. Resources**



# I. The New Accreditation Continuum

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## The New Accreditation Continuum

- Dual mission of **accountability** and **improvement** in educator preparation
- Focus on promising practice and encourage innovation leading **beyond “adequacy” to “target” level performance**
- Synergistic combination of both **formative and summative** processes with defined **milestones** for interactions and clarifications on accreditation processes and performance expectations



## II. Blue Ribbon Panel Report

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### Transforming Teacher Education Through Clinical Practice

#### Design Principles for Clinically Based Preparation

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| 1 | Student learning is the focus.   |
| 2 | Clinical preparation is integrated throughout every facet of teacher education in a dynamic way.                                     |
| 3 | A candidate's progress and the elements of a preparation program are continuously judged on the basis of data.                       |
| 4 | Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators, and problem solvers. |
| 5 | Candidates learn in an interactive professional community.   |



## II. Blue Ribbon Panel Report

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### Transforming Teacher Education Through Clinical Practice

#### Design Principles for Clinically Based Preparation

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| 6  | Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector. |
| 7  | Specific sites are designated and funded to support embedded clinical preparation.  |
| 8  | Technology applications foster high-impact preparation.   |
| 9  | A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation.        |
| 10 | Strategic partnerships are imperative for powerful clinical preparation.  |



## III. Moving to Target: Standard 3

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### Standard 3: Field Experiences and Clinical Practice

*The unit and its school partners **design, implement, and evaluate** field experiences and clinical practice so that teacher candidates and other school professionals **develop** and **demonstrate** the knowledge, skills, and professional dispositions necessary to **help all students learn.***



# Moving to Target: Stories from the Field

## Partnerships and Collaboration

Institutions	Common Characteristics
<ul style="list-style-type: none"><li>University of South Carolina</li><li>University of Kentucky</li><li>Stevenson University</li></ul>	<ul style="list-style-type: none"><li>Strategic Partnerships</li><li>Supportive Governance Structure</li><li>Shared Professional Development</li></ul>



# Moving to Target: Stories from the Field

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## Clinical Experiences as the Center

Institutions	Common Characteristics
<ul style="list-style-type: none"><li>University of South Carolina</li><li>University of Kentucky</li><li>Stevenson University</li></ul>	<ul style="list-style-type: none"><li>Extensive Clinical Experiences</li><li>Broad Engagements</li><li>Reciprocal Learning</li></ul>



# Moving to Target: Stories from the Field

## Data Driven Process

Institutions	Common Characteristics
<ul style="list-style-type: none"><li>University of South Carolina</li></ul>	<ul style="list-style-type: none"><li>Coherent Program of Assessments</li></ul>
<ul style="list-style-type: none"><li>University of Kentucky</li></ul>	<ul style="list-style-type: none"><li>Data Driven Process</li></ul>
<ul style="list-style-type: none"><li>Stevenson University</li></ul>	<ul style="list-style-type: none"><li>Research and Development</li></ul>



# Standard 3a. Collaboration between Unit and School Partners

Unacceptable	Acceptable	Target
<ul style="list-style-type: none"><li>▪ The unit makes <b>decisions</b> about the nature and assignment of field experiences and clinical practice <b>independently of the schools or other agencies hosting them.</b></li><li>▪ The unit's school partners <b>do not participate</b> in the design, delivery, or evaluation of field experiences or clinical practice.</li><li>▪ <b>Decisions</b> about the specific placement of candidates in field experiences and clinical practices are <b>solely the responsibility of the schools.</b></li></ul>	<ul style="list-style-type: none"><li>▪ The <b>unit, its school partners, and other members of the professional community design, deliver, and evaluate</b> field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions.</li><li>▪ The unit and its school partners <b>jointly determine</b> the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.</li><li>▪ The school and unit <b>share expertise to support</b> candidates' learning in field experiences and clinical practice.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Both unit and school-based faculty are involved in designing, implementing, and evaluating</b> the unit's conceptual framework and the school program; they <b>each participate</b> in the unit's and the school partners' professional development activities and instructional programs for candidates and for children.</li><li>▪ The unit and its school partners <b>share expertise and integrate resources</b> to support candidate learning.</li><li>▪ They <b>jointly determine the specific placements</b> of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.</li></ul>

# III. Moving to Target: Standard 3a

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## Element 3a. Collaboration between Unit and School Partners

Possible examples of target-level activities:

- The unit has **professional development schools** in which higher education faculty, school-based faculty, and candidates are **working as colleagues to improve student learning** in the school.
- School-based and higher education faculty **work together to improve professional development** of both sets of faculty.
- University faculty members are switching roles with P-12 school-based faculty on a regular basis to **improve instruction and learning** at both levels.
- School districts and the unit **jointly provide mentoring** for all new teachers in the school district.



## III. Moving to Target: Standard 3b

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### THE MINUTE PAPER

#### Element 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

1. Identify Two Examples of Target-Level Activities
2. Exchange Your Paper/Ideas with a Colleague



### 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

#### Acceptable

- Candidates **meet entry and exit criteria** for clinical practice.
- Field experiences **facilitate candidates' development as professional educators** by providing opportunities for candidates to observe in schools and other agencies, tutor students, participate in education-related community events, interact with families of students, attend school board meetings, and assist teachers or other school professionals prior to clinical practice.
- Both field experiences and clinical practice **reflect the unit's conceptual framework and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and professional dispositions** delineated in standards.
- They allow candidates to **participate as teachers or other professional educators**, as well as learners in the school setting.
- Clinical practice **allows candidates to use information technology** to support teaching and learning.

#### Target

- Field experiences **allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and professional dispositions** in a variety of settings with students and adults.
- Both field experiences and clinical practice **extend the unit's conceptual framework** into practice through modeling by clinical faculty and well designed opportunities to learn through doing.
- During clinical practice, candidate learning **is integrated into the school program and into teaching practice**. Candidates observe and are observed by others.
- They **interact with** teachers, families of students, administrators, college or university supervisors, and other interns about their practice regularly and continually. They **reflect on and can justify their own practice**.

### 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

#### Acceptable

#### Target

- Clinical practice is **sufficiently extensive and intensive** for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.
- Criteria for school faculty are **clear and known** to all of the involved parties.
- School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors.
- Clinical faculty, which includes both higher education and *P-12 school faculty*, use **multiple measures and multiple assessments** to evaluate candidate skills, knowledge, and professional dispositions in relation to professional, state, and institutional standards.
- Clinical faculty provide **regular and continuing support** for student teachers and interns in conventional and distance learning programs through such processes as observation, conferencing, group discussion, email, and the use of other technology.

- Candidates are members of instructional teams in the school and are active participants in professional decisions. They are **involved in a variety of school-based activities** directed at the improvement of teaching and learning, such as collaborative projects with peers, using information technology, and engaging in service learning.
- Candidates in **advanced programs** for teachers participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research.

### 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

#### Acceptable

- Candidates in **advanced programs** for teachers participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning.
- Candidates in programs for **other school professionals participate** in field experiences and clinical practice that require them to engage in structured activities related to the roles for which they are preparing.
- These activities **involve** the analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

#### Target

- Candidates in programs for **other school professionals** participate in field experiences and clinical practice that require them to design, implement, and evaluate projects related to the roles for which they are preparing.
- These projects are **theoretically based, involve the use of research and technology**, and have real world application in the candidates' field placement setting.



## III. Moving to Target: Standard 3b

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### Element 3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Possible examples of target-level activities:

- The **practice** of school-based faculty and supervisors of clinical practice reflects the unit's **conceptual framework**.
- Candidates are **integrated** as equals into the instructional teams at the schools in which they are doing their clinical practice.
- Advanced teaching candidates are involved in **research** projects monitoring student learning in their classrooms and developing systems for using student achievement data to improve student performance.





# III. Moving to Target: Standard 3c

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## THE MINUTE PAPER

### Element 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

1. Identify Two Examples of Target-Level Activities
2. Exchange Your Paper/Ideas with a Colleague



### 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

#### Acceptable

- Candidates **demonstrate mastery** of content areas and pedagogical and professional knowledge before admission to and during clinical practice.
- Assessments used in clinical practice **indicate that candidates meet** professional, state, and institutional standards identified in the unit's conceptual framework and affect student learning.
- **Multiple assessment** strategies are used to evaluate candidates' performance and impact on student learning.
- Candidates and clinical faculty **jointly conduct assessments** of candidate performance throughout clinical practice.
- Both field experiences and clinical practice **allow time for reflection** and include feedback from peers and clinical faculty.
- Candidates and clinical faculty **systematically examine results** related to P-12 learning. They begin a process of continuous assessment, reflection, and action directed at supporting P-12 student learning.
- Candidates collect data on **student learning**, analyze them, reflect on their work, and develop strategies

#### Target

- Candidates **work collaboratively** with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice.
- Field experiences and clinical practice **facilitate candidates' exploration** of their knowledge, skills, and professional dispositions related to all students.
- Candidates **develop and demonstrate proficiencies** that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and schools.



## III. Moving to Target: Standard 3c

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### Element 3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

Possible examples of target-level activities:

- The unit has developed a quality control system that tracks the placements of all candidates in schools with diverse populations and needs, and provides timely feedback to ensure **candidate success** and **student growth** in these settings.
- Assessments of candidate performance in field experiences and clinical practice are continuously tested for **validity and reliability** and are modified jointly by unit and school faculty to ensure positive impact on the learning of all students.



## IV. Moving to Target in Accreditation Decision

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- The Unit Accreditation Board is reviewing and developing further **guidelines on expectations for moving toward the target** level
- Additional information will be available after spring 2012 UAB meeting
- Target level performance will be acknowledged in the **Accreditation Letter**



## V. References and Resources

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- **Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers (2010)**  
<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB10oqPk%3d&tabid=715>
- **Stories from the Field**  
<http://www.ncate.org>
- **National Association for Professional Development Schools**  
<http://napds.org>
- **Kentucky P20 Innovation Lab** <http://p20.education.uky.edu>
- **Kenneth Howey. NCATE State Alliances for Clinical Teacher Preparation: A Framework for Setting Priorities and Building Partnership Prototypes**  
<http://www.ncate.org/LinkClick.aspx?fileticket=g4btD8wCIJw%3d&tabid=715>



# Thank You

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