

Purpose of the Self-Assessment

Teacher Preparation Analytics (TPA) is committed to developing and applying high leverage tools and strategies to help achieve world-class teacher preparation and improved student learning. High quality clinical practice lies at the heart of effective teacher preparation. While virtually all educator preparation programs in America have, over the past decade, set about to strengthen clinical practice, as a profession there is little agreement on the scope and sequence of clinical preparation - and the critical role that Educator Preparation Program (EPP) partnerships with P-12 schools play in clinical preparation.

Background to the Self-Assessment

The clinical practice component of a preparation program, which we take to include carefully selected and designed field experiences, whether in university-based or other approaches to teacher preparation, should be well-organized and sequenced opportunities for teacher candidates to observe, reflect on and then practice teaching skills. The clinical practice component can only claim to advance candidates' readiness to teach if there are opportunities for frequent improvement-oriented feedback from trained observers, coupled with opportunities to practice applying that feedback in subsequent practice and to obtain further feedback.

For teacher candidates to become effective novice teachers, program faculty who teach methods courses prior to or simultaneous to clinical practice must know how effectively teacher candidates are able to apply the knowledge and skills learned in those methods courses. Faculty and program administrators must collect and pay careful attention to performance data from candidate practice and observational assessments.

EPP program supervisors and P-12 educators in host classes have to be trained in classroom observation and in how to use quality observation instruments; they must use the results of these observations to give direct, improvement-focused feedback to teacher candidates. The focus of the observation and the feedback should be on student learning as a result of the teaching, not only on their classroom performance as ends in itself. For these steps to occur, the EPPs must give very close attention to the quality of the observations and observer ratings of teacher candidates. If everyone is essentially 'above average' or 'excellent' on all ratings, the data and the meaning of the data essentially loses its believability.

Guiding Principles

1. Teacher preparation should be clinical at its core - integrating academic, pedagogical, and clinical learning that is focused both on what candidates know and on their ability to use what they know appropriately;
2. Quality, as evidenced by the care given to the scope, sequence, and supervision of clinical experiences is far more important than the quantity of time teacher candidates are assigned to clinical and field experiences in school settings.
3. The focus of teacher preparation must be on P-12 student learning – candidates must be able to use what they know to positively effect student outcomes;
4. In order to engage these two principles fully Educator Preparation Programs must work in strategic partnership with P-12 schools, with districts, and the community; and
5. Sustained university (EPP)-school partnerships must be supported by policy and practice at all levels – in the schools, in the districts, and in the universities.

Practice Design Features	Self-Assessment
1. Partnerships with P-12 Schools and Community	U 1 2 3 4*
Institutional and program policies and practices support formal external partnerships as an essential strategy for assessing needs and designing and delivering clinically-based teacher preparation programs.	
2. Recruit High Quality Candidates	
The program has developed practices and procedures to actively recruit support and develop potential teacher candidates who are not only academically capable, but also demonstrate in their clinical and field experiences the passion, persistence, high expectations, and success in working with diverse learners.	
3. Intensive Well-Supervised Clinical Experience	
The program provide teacher candidates with early, sequential and increasingly intensive clinical experience in both laboratory settings and embedded experiences in partnership schools, in which:	
(a) Teacher candidates learn and demonstrate good practice in managing the complexity of teaching subjects to diverse learners;	
(b) Teacher candidates demonstrate growth in teaching proficiencies through cycles of well supervised practice, reflective analysis and feedback over an extended period of time in school settings;	
(c) Clinical educators and coaches are rigorously selected and prepared, are drawn from both higher education and the P-12 sector, and who demonstrate the capacity and courage to be discriminating in evaluating the range of performance and impact of teacher candidates.	
4. Diverse Clinical/Field Placements	
The program provides teacher candidates with early and continuing field placements and guided supervision with master teachers and/or clinical faculty with extensive K-12 experience in partner schools that are experiencing academic success with historically diverse populations, and where candidates learn and demonstrate their comfort and capacity to work in schools and communities with high numbers of minority and at-risk learners.	
5. Professional Communities	
The program ensures that teacher candidates engage in a culture of active professional involvement and collaboration with others, where peer review is an expectation for improving their teaching practices and for learning the ethics and mores of the teaching profession.	
6. Rigorous Accountability & Program Improvement	
The program systematically collects and analyzes both student and program impact data to make informed and rigorous decisions about program improvement; program leaders and faculty, master teachers, and others regularly and honestly review data and use it to exceed compliance purposes, rather to seek relentlessly to improve the program EPP-school partnerships, and candidate impact on P-12 student achievement.	

*** Self-Assessment Key**

This feature is an effectively implemented component in our teacher preparation program:

U = Uncertain

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree