



TPA Model for Assessing Clinical Teacher Preparation

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 whether they can USE what they know;*
2. *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; and*
3. *Higher education institutions cannot develop programs with the above attributes by themselves – they must work in strategic partnership with P-12 schools, with districts, and the community and these partnerships must be supported by policy and practice at all levels, in the schools and in the universities, to support a shift to clinically-based teacher preparation.*

Practice Design Features	Self-Assessment
1. Partnerships with P-12 Schools and Community	
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 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 and drawn from both higher education and the P-12 sector	
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 partnering schools that are experiencing success with historically diverse populations in successful or improving schools, 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 pattern 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 decisions about program improvement; program leaders and faculty, master teachers, and others regularly review data and use it to improve the program and candidate impact on P-12 student achievement.	