



**Group Session II:**  
**Rethinking Educator Preparation  
and Clinical-Based Practice**

1:15 PM – 2:15 PM

# Rethinking Educator Preparation and Clinical-Based Practice

## Speakers



**Tamara Azar**

Chief External Relations Officer, National  
Council for Teacher Residencies



**Hannah Dietsch**

Assistant Superintendent,  
Louisiana Department of Education



NATIONAL CENTER FOR  
**TEACHER  
 RESIDENCIES**

## Residencies and Clinical-based Models of Teacher Preparation

October 23, 2017

# RESIDENCIES AND CLINICAL PREPARATION MODELS

## Agenda

- Overview of NCTR
- Clinically Oriented Teacher Preparation and Key Model Components
- Residency/Clinical Preparation Movement
- Current Landscape, ESSA
- State Policy Levers

# OVERVIEW OF NCTR: LINES OF WORK



**01**

## **Strategic Consulting**

Building new teacher residencies/ clinical preparation models



**02**

## **Network**

Scaling existing high quality programs



**03**

## **External Relations**

Advancing a movement to reform teacher prep

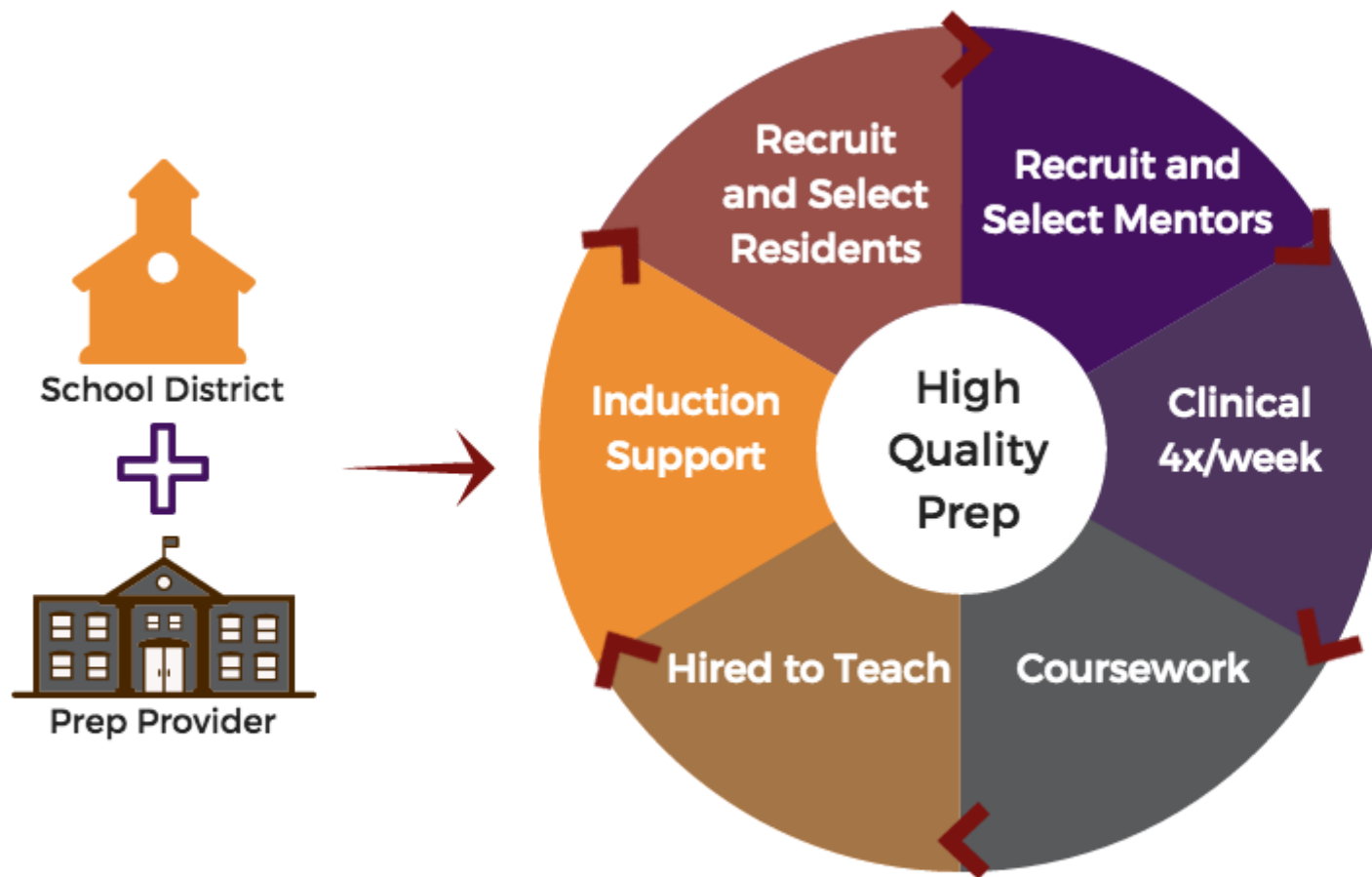


**04**

## **Research & Evaluation**

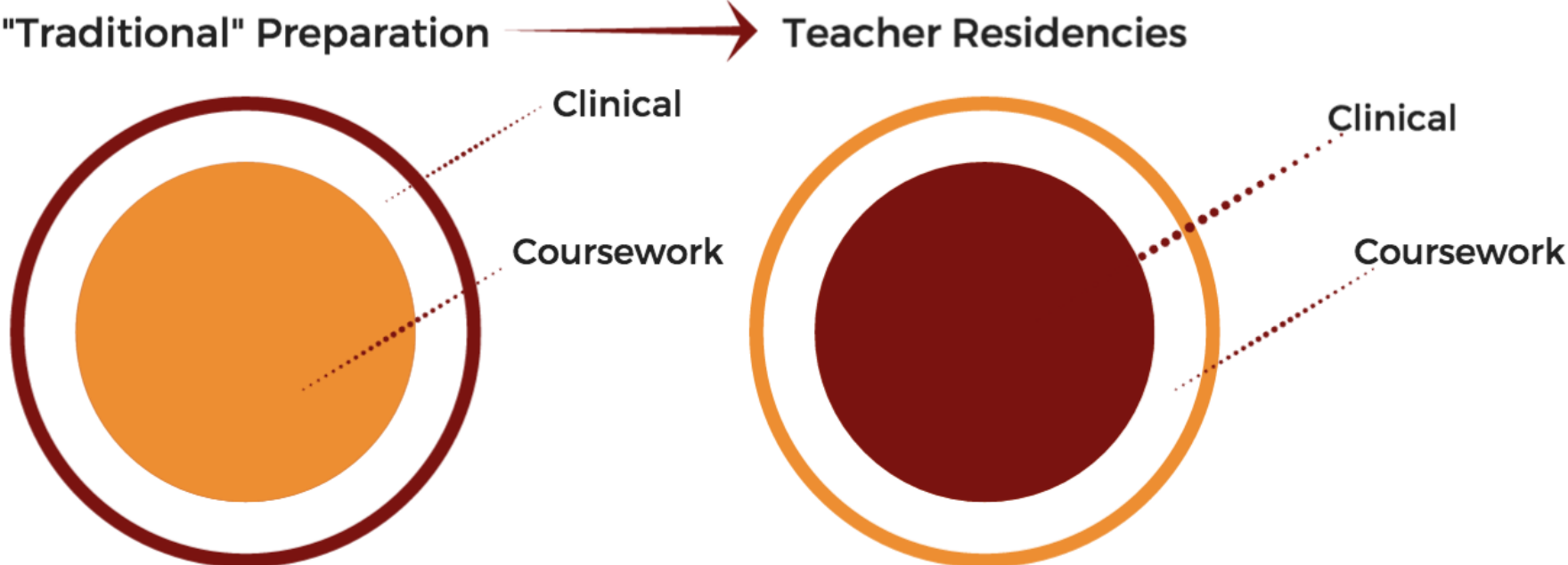
Getting to proof point

# THE RESIDENCY MODEL



**Prepare and Retain Effective Teachers to Meet District Needs**

# DEFINING RESIDENCY AND CLINICAL FOCUS

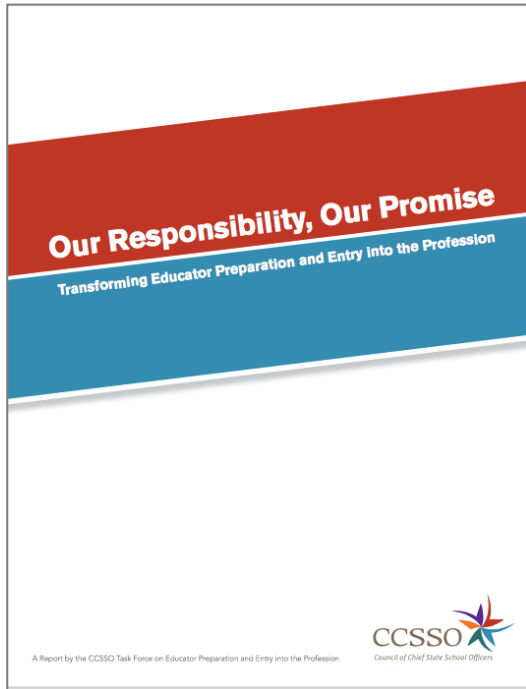


# CURRENT DRIVERS OF CHANGE





# MOMENTUM AROUND TEACHER RESIDENCIES

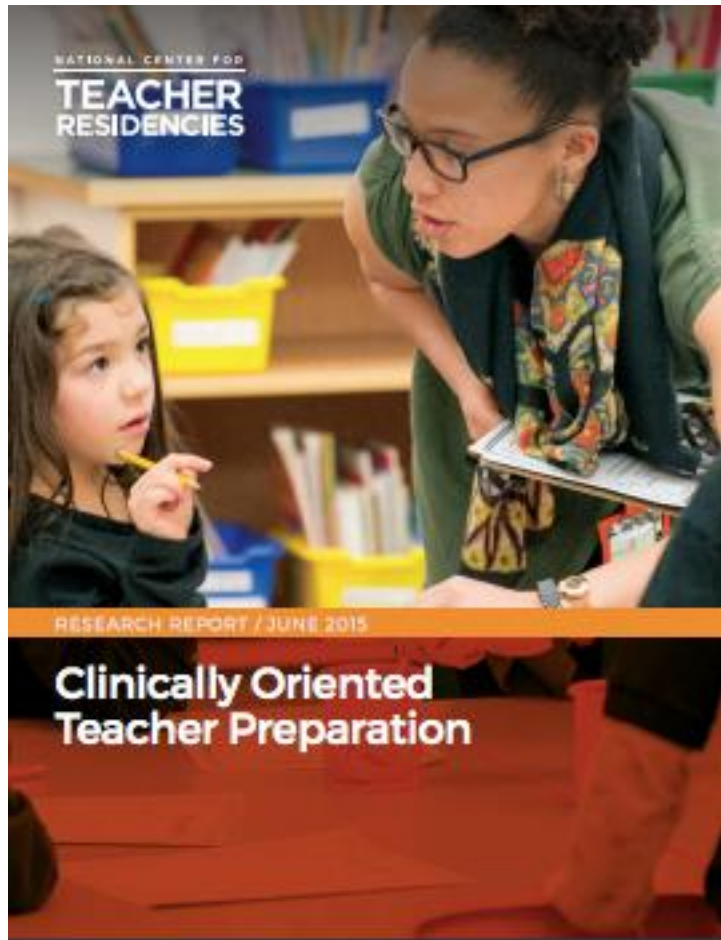


- LICENSURE
- PROGRAM APPROVAL
- DATA COLLECTION, ANALYSIS, AND REPORTING

“States will ... assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, **provide high quality clinical practice throughout a candidate’s preparation that includes experiences with the responsibilities of a school year from beginning to end, and that produce quality candidates capable of positively impacting student achievement.**”

# CLINICALLY ORIENTED TEACHER PREPARATION (COTP)

## Programmatic Shifts



1. Rethinking the nature of the **clinical experience**
2. Reimagining **coursework, pedagogies, and pathways** to program entry
3. Underscoring the importance of authentic **collaboration and partnership**

## CORE ATTRIBUTES OF EFFECTIVE PARTNERSHIPS

### **Underscoring the importance of authentic collaboration and partnership**

- Shared vision, goals, and accountability; develop teachers in service to student, school district(s) needs
- Collaboration based on data, common expectations and impact goals
- Shared plan for evaluation, joint monitoring and action on data about candidate performance
- Commitment to shared resources and systems change

## **Rethinking the nature of the clinical experience**

- Position teacher candidates as co-teachers
- Emphasize candidate performance and accountability, competency-based assessments, use of district or state-aligned evaluation tools
- Increase mentor selectivity and development
- Devise new, clinically based roles of faculty to accommodate programmatic changes

### **Reimagining coursework, pedagogies, and pathways to program entry**

- Redesign coursework to be delivered through and integrated fully with classroom practice
- Use simulations and rehearsals
- Value proposition attracts candidates who otherwise might not consider teaching as a career possibility

## MOMENTUM AROUND TEACHER RESIDENCIES: 2015 POLICY SCAN

NCTR scan of legislation and statutes in 2015 looked for explicit support of **comprehensive teacher residency** programs, and the **core components** of effective clinical-based preparation.

At that time, no state legislature had developed a comprehensive set of policies covering:

- Financial support for teacher residency programs
- Pre-service clinical preparation requirements
- Compensation for teacher residents
- In-service clinical training (induction)
- Requirements and compensation for mentor teachers



## EVERY STUDENT SUCCEEDS ACT

### **Equitable Access**

- Ensure that poor and minority students are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers.

### **Title I, Title III**

- Residencies are a research-based approach to invest in struggling schools; improve education services for English learners.

### **Title II, SEA and LEA, National Activities**

- Establish, improve, or support school-based residency programs for teachers.
- Establish and support evidence-based, high quality educator induction and mentorship programs...for novice educators and mentors.
- Create incentives for effective educators to teach in high-need schools, and ongoing incentives for such educators to remain and grow in such schools.

## Four Areas for Policy Consideration

### ➤ **Partnership and Stakeholder Accountability**

- Create authentic partnerships and facilitate collaboration between and across schools, districts, and IHEs.
- Foster collaboration by defining, convening, incentivizing, enforcing collaboration between these key stakeholders.



## Four Areas for Policy Consideration

### ➤ Recruitment and Selection

- Improve access to effective teachers for high need students and reduce churn in schools by attracting and retaining teachers with a strong value proposition.
- Address equitable access to effective educators by improving preparation to focus on recruiting and selecting high potential candidates from diverse backgrounds.

## Four Areas for Policy Consideration

### ➤ Coaching and Feedback

- Support schools, districts, and EPPs to choose teachers as mentors who have demonstrated impact on student learning and can model effective practice.
- Provide incentives, professional development to improve professional growth opportunities and better working conditions for mentors.

## Four Areas for Policy Consideration

### ➤ **Assessment and Evaluation**

- Ensure teacher certification and program approval promotes programs that graduate effective teachers.
- Align teacher preparation practices to standards for program approval and with requirements for licensure/certification.
- Require preparation programs to use evaluation tools that reflect the expectations of classroom teachers.

THANK YOU!

# QUESTIONS

Tamara Azar, TAZAR@NCTRESIDENCIES.ORG



/NationalCenterForTeacherResidencies



/company/national-center-for-teacher-residencies



@nctresidencies



@nctresidencies