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# **Guidance Document for EPPs and District Partners for the Design and Implementation of Practice-Based Field Experiences**

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**How to use this document**

This guidance document is designed to assist professionals within educator preparation programs (EPPs) and within local education agencies (LEAs) who are involved in teacher preparation to develop a common vocabulary and an informed method of planning fieldwork experiences for teacher candidates.

This guidance document will provide principles and field experience strategies for university faculty and school-based educators to use to plan an aligned, carefully sequenced, practice-based preparation program in which all the partners have defined roles, responsibilities, and meaningful contributions in developing the next generation of teachers.

**Principles followed in the development of this guide**

1. Teacher preparation is a shared responsibility between school administrators, practicing teachers, and faculty within preparation programs.
2. Collaboration among professionals in the field and professionals within preparation programs at IHEs will improve preparation experiences and benefit teacher candidates.
3. Practice-based preparation will improve teacher candidates' readiness to address the needs of diverse learners from the first day of their teaching careers.
4. Practice experiences should occur throughout a preparation program, from beginning coursework to culminating student teaching.
5. Practice experiences should be scaffolded carefully and thoughtfully to facilitate the development of confidence and success in pre-service teachers' addressing varied student needs.
6. Practice experiences should be designed based on research on effectiveness and impact.

We want to encourage those involved in designing and delivering teacher preparation to follow the tenets of:

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- **Evidence-based instructional practice (EBP)** (i.e., determining what teacher candidates should learn in a preparation program should be based on valid research); and
- **Practice-based preparation** (i.e., ensuring that teachers candidates have substantive opportunities to engage and enact in schools and with students certain key teaching practices by the time they begin their careers as teachers).

Teacher candidates need many opportunities to practice key aspects of teaching while learning about high quality teaching throughout an educator preparation program (EPP).

The culminating experience that is typically required is called student teaching, is located at the end of the program, and is often the only practice activity in which there has been an investment in identifying learner outcomes with an aligned evaluation system. **However, student teaching is not the focus of this guidance document. Instead, given a commitment to increased quality practice opportunities throughout teacher preparation, we are focusing on structured fieldwork experiences that will occur prior to the culminating student teaching experience, to ensure that EPPs scaffold these opportunities from admission to student teaching, focusing on the critical outcomes and strategies for practice that lead the teacher-candidate to be ready not only for student teaching but for day one of teaching.**

#### **Role of practice in coursework, in structured field experiences, in student teaching**

Practice is essential to improving and mastering specific techniques for all performance-based professions. Medicine, plumbing, cosmetology, and the law are examples of professions, like teaching, that require demonstrated performance skills as a component of obtaining a license to practice. Certainly in education, recommendations proliferate on increasing the opportunities for teacher candidates to develop their craft through improved, scaffolded, and extended practice opportunities (Ball, Sleep, Boerst, & Bass, 2009; Leko, Brownell, Sindelar, & Kiely, 2015; NCATE, 2010). However, research demonstrates that the way practice opportunities are designed **matter** in developing skilled practitioners. “Deliberate practice” is the term often used to differentiate better practice opportunities from other, less effective practice. Based on research from psychology, neuroscience, sports, and other disciplines where the study of excellence in performance is central, deliberate practice is defined as carefully sequenced and calibrated practice that builds on one’s current knowledge and skill in conjunction with performance feedback (Ericsson, 2014, Ericsson, Krampe, & Tesch-Romer, 1993). Given the limited time teacher candidates spend in preparation programs, utilizing available opportunities in carefully calibrated pedagogical knowledge acquisition activities aligned with pedagogical application practice is critical. Therefore, it is important to understand what types of practice work best at different stages of teacher preparation and at different points in a program.

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**Evidence-based Practice Strategies**

Research demonstrates that certain practice strategies are most effective within the contexts of different teacher preparation activities. What follows is a brief delineation of evidence-based practice strategies that are most applicable for:

- learning “*how to teach something or someone*” within courses,
- learning “*how to teach something or someone*” within structured field experiences, and
- practicing “*how to teach something or someone*” within the more immersive student teaching experience.

These three learning contexts represent the most frequent learning opportunities found in initial teacher preparation experiences.

**Table 1: Evidence-based Practice Strategies\***

Evidence-based Strategies	Coursework	Fieldwork	Student Teaching
<b>Case-study instruction</b> – Use instructional case studies that exemplify a unique teaching/learning scenario in a particular context.	X		
<b>Microteaching</b> – Plan a learning activity and practice it with peers.	X		
<b>Virtual simulations</b> – Use digital simulations that utilize avatars to “practice” on.	X		
<b>University constructed teaching environments</b> – Practice in teaching/learning settings constructed by the preparation program faculty.	X	X	
<b>Field experiences aligned to coursework</b> – Guided observations or mini-practice situations in the field tied to a particular learning objective from courses. See Sample Observation Guide in Appendix C.1.	X	X	
<b>Video analysis</b> – Novice teacher or experienced teacher practice captured on video for use in critical dialogue about observed teaching/learning events. See sample Video Analysis Guide in Appendix C.2.		X	

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<p><b>Tutoring</b> – Candidate teaches a K-12 student in a one-on-one dyad to develop and practice a particular set of skills across a series of lessons. See sample Tutoring Guide in Appendix C.3.</p>		X	
<p><b>Lesson study</b> – Collaborative team of teacher candidates work together to analyze data, plan a lesson, each teach the lesson, and debrief about outcomes of the lesson design and implementation. See Lesson Study Guide in Appendix C.4.</p>		X	
<p><b>Coaching</b> – Observation and feedback provided to a novice by a “coach” (someone with specific <i>expertise</i> in whatever is being learned, or by a <i>peer</i> learning similar skills). See sample Observation/Coaching Guide for School-Based Practitioners in Appendix C.5.</p>		X	X
<p><b>Action/practitioner research</b> – Analysis of a teaching/learning sequence through the collection and analysis of baseline data and intervention data to understand cause and effect relationships.</p>		X	X
<p><b>Deliberate practice</b> in specified, controlled (<b>simplified</b>) classroom contexts with feedback – Instructional responsibility that is limited to maximize learning and feedback for the teacher candidate without extraneous events complicating the experience</p>			X
<p><b>Deliberate practice</b> in unconstrained (<b>complex</b>) classroom contexts with feedback –Teacher candidate assumes all instructional responsibility to understand the complexity of student learning in groups, while addressing individual needs, over time, in various classroom and curricular arenas.</p>			X

(\*See the CEEDAR and GTL practice guide *Learning to Teach: Practice-Based Preparation in Teacher Education, 2016* for more information on evidence-based practice strategies and the research supporting their inclusion above.)

## **Shared Responsibility and Partnership between EPP Faculty and School Based Educators**

We believe that shared and informed planning and decision-making among preparation faculty and supervisors from EPPs and mentors/cooperating teachers from public schools about teacher preparation experiences will benefit teacher candidates. The Council for Accreditation of Educator Preparation (CAEP) Standard 2 states the following expectations for EPP and LEA partnerships on clinical experiences:

2.3 The provider [Educator Preparation Program] works with [School-Based] partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

One resource available for facilitating EPP self-assessment or faculty dialogue about the design clinical experiences is the [TPA Model for Assessing Clinical Teacher Preparation](#) (see references). This tool may point to gaps in the clinical experiences that could focus the planning and reform of clinical experiences across programs and with LEA partners.

An outcome of shared planning between preparation faculty and school based educators and school leaders is to ensure that pedagogical knowledge acquisition focused on in courses in EPPs will be tightly linked to application in LEA classrooms and with students.

EPPs vary depending on age of intended students (elementary or secondary), discipline (content or specialization), and level of license (initial, advanced, specialized). Also, educator preparation programs are structured differently depending on undergraduate or graduate education contexts. Regardless, all educator preparation programs move along a sequence from beginning, to middle, and end of the program leading to acquisition and demonstration of the competencies that a teacher candidate needs before being recommended for certification or licensure.

Using the construct of beginning, middle, and end, we recommend that educator preparation program designers think about:

- Beginning practice experiences might be more constrained (smaller or more focused) and guided (carefully scaffolded), and connected to knowledge development activities that occur in classes joined with, or separate from, practice sites.

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- Middle program practice experiences will broaden and deepen teacher candidate expertise building on program focus and increase in complexity.
- Late in program practice experiences should continue to provide the candidate structure, guidance, and feedback, but increase the complexity of teaching experiences to include the myriad and overlapping responsibilities and decisions an in-service teacher encounters in a typical day or week (e.g., managing groups of students, addressing differing student needs individually and simultaneously, transitions, communication and collaboration responsibilities, etc.).

At all stages, partnership and collaboration between the EPP faculty and practicing educators in planning, executing, and evaluating the quality of the experiences is recommended.

Planning Field Experiences:

- Constitute a planning team made up of program faculty and LEA partner representatives (experienced teachers and administrators from districts where field experiences will occur).
- Think about national, state and local teaching standards to be met.
- Explore data about state educator needs, past graduates' performance, etc.
- Identify organizing beliefs that will become the context in which the program is situated and to which all clinical experiences will be linked (e.g., inclusive education, culturally responsive education, urban education, etc.).
- Clarify program unifying high leverage instructional practices that will be emphasized throughout the program.
- Define the evidence-based practices that will inform methods class content across varied domains of instruction (e.g., literacy, mathematics, behavior management, etc.).
- Consider the flow of experiences candidates will experience to assist them in developing desired dispositions, knowledge, and skills to become a confident and effective beginning teacher.

Implementing and Evaluating Field Experiences:

- Ensure that there is ongoing dialogue between and among candidates, EPP faculty, and school-based educators on evolving understanding of teaching ALL students effectively.
- Provide teacher candidates the criteria and assessment tools that will be used to evaluate their growth across the full range of field experiences (e.g., observations, analysis of lessons and teaching-their practice and others, etc.) so that all understand the expected growth trajectory of candidates.
- Develop strategies and tools for providing feedback to candidates, and communicate and delineate roles and responsibilities of the fieldwork supervisor and host teacher in providing feedback to the teacher candidate.
- Evaluate whether experiences were appropriately sequenced, spaced and repeating, provided sufficient practice with time for candidates to reflect with feedback, and practice again.

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**Table 2: Example Sequence, Roles & Responsibilities in Providing Practice-Based Experiences**

<b>Beginning Experiences:</b> Ensure appropriate scaffolding of the practice based opportunities and field experience strategies across semesters or courses to ensure both knowledge and skill development as candidates begin their preparation experience.			
<b>Beginning of Program Experiences</b>	<b>Practice-Based Experience Strategy</b>	<b>Roles and Responsibilities of Partners</b>	
		EPP faculty	School Based Educators
	<b>Case studies</b>	<ul style="list-style-type: none"> <li>Instructors develop realistic case studies with problems of practice embedded within full and rich characterizations of children, their families, and communities</li> </ul>	<ul style="list-style-type: none"> <li>Review case studies and verify the accuracy of the scenarios</li> </ul>
	<b>Guided observation</b>	<ul style="list-style-type: none"> <li>Develop observation expectations and guide in collaboration with LEA partner</li> <li>Agree of feedback strategy and construct a collaborative structure to provide it to candidate</li> </ul>	<ul style="list-style-type: none"> <li>Develop observation expectations and guide in collaboration with EPP partner</li> <li>Provide appropriate context and model</li> <li>Agree on feedback strategy and schedule to provide candidate</li> </ul>
	<b>Case studies Micro teaching</b>	<ul style="list-style-type: none"> <li>Instructors develop realistic case studies with problems of practice embedded within full and rich characterizations of children, their families, and communities</li> <li>Develop evidence-based micro teaching experiences tied to course content</li> </ul>	N/A
	<b>Tutoring experience</b>	<ul style="list-style-type: none"> <li>Identify instructional evidence-based and high-leverage practices candidates will utilize in tutoring linked to student needs.</li> <li>Develop tutoring partners to improve feedback structure.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers assist in setting up tutoring groups, identify student instructional needs, and appropriate evidence-based practices.</li> <li>Teachers provide feedback to candidate tutoring teams with faculty partner.</li> </ul>

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**Mid-Program Experiences:** Plan knowledge development and field experiences to build on prior knowledge developed earlier in the program and increase complexity in experiences.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP faculty	School Based Educators
<b>Mid-Program Experiences</b>	<b>Micro-teaching</b>  <b>Virtual experience (TeachLive) in managing class and individual behavior</b>	<ul style="list-style-type: none"> <li>Develop evidence-based micro-teaching experiences tied to course content.</li> <li>Work with virtual simulators on classroom and individual behavior management scenarios.</li> </ul>	N/A
	<b>Tutoring experience</b>	<ul style="list-style-type: none"> <li>Identify instructional evidence-based and high-leverage practices candidates will utilize in tutoring linked to student needs.</li> <li>Develop tutoring partners to improve feedback structure.</li> </ul>	<ul style="list-style-type: none"> <li>Assist in setting up tutoring groups, identify student instructional needs, and appropriate evidence-based practices.</li> <li>Provide feedback to candidate tutoring teams with faculty partner.</li> </ul>
	<b>Lesson study</b>	<ul style="list-style-type: none"> <li>Faculty facilitate teams of candidates who work collaboratively to: (1) analyze student data, standards and curriculum; (2) plan a lesson based on the analysis; (3) implement instruction with assigned students; (4) analyze impact of instruction on student learning; and (5) debrief and discuss subsequent instruction.</li> </ul>	<ul style="list-style-type: none"> <li>May or may not be involved in facilitating lesson study.</li> </ul>
	<b>Practicum or Full immersion teaching experience</b>	<ul style="list-style-type: none"> <li>Instructional coaching strategy utilized, or</li> <li>Focused feedback strategies used tied to teaching performance rubric</li> </ul>	<ul style="list-style-type: none"> <li>Shared instructional coaching strategy utilized, or</li> <li>Shared and focused feedback strategies tied to teaching performance rubric are used in coordination with EPP supervisor</li> </ul>

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<b>End of program experiences:</b> Plan field experiences, practica, and student teaching that allows candidates to experience the full complexity of teaching diverse students representing varied communities and needs.			
<b>End of Program Experiences</b>	<b>Practice-Based Experience Strategy</b>	<b>Roles and Responsibilities of Partners</b>	
		EPP faculty	School Based Educators
	<b>Lesson study</b>	<ul style="list-style-type: none"> <li>Faculty facilitate teams of candidates who work collaboratively to: (1) analyze student data, standards and curriculum; (2) plan a lesson based on the analysis; (3) implement instruction with assigned students; (4) analyze impact of instruction on student learning; and (5) debrief and discuss subsequent instruction.</li> </ul>	<ul style="list-style-type: none"> <li>May or may not be involved in facilitating lesson study.</li> </ul>
	<b>Practicum or Full immersion teaching experience</b>	<ul style="list-style-type: none"> <li>Instructional coaching strategy utilized, or</li> <li>Focused feedback strategies used tied to teaching performance rubric</li> </ul>	<ul style="list-style-type: none"> <li>Shared instructional coaching strategy utilized, or</li> <li>Shared and focused feedback strategies tied to teaching performance rubric are used in coordination with EPP supervisor</li> </ul>
<b>Student Teaching / Culminating experience</b>			

**Planning tools for charting field experiences with EPP faculty**

As part of the development of this guidance document, a field experience planning template (see Figure 1 below) was created and “piloted” with two EPPs. The blank field experience planning template, and the two examples are provided in Appendix B. The purpose of the planning document an EPP and their LEA partners create is twofold:

1. To map the field experiences for a particular program in which candidates will participate, where it falls within the program and course sequence, and what the roles and responsibilities for school based educators and faculty supervisors will be.

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2. To outline for preparation program faculty the scope and sequence of field experiences to use in communicating with partner school district personnel so that all parties understand the expectations for field experiences, what comes before and after a particular experience, expected candidate outcomes, and how the candidate will be evaluated on those identified outcomes and by whom.

**Figure 1: Clinical Experience Planning Template**

<b>Clinical Experience Planning Template</b>					
<b>SEMESTER 1 of XXX Program (undergraduate or graduate and year)</b>					
<b>Course and Description</b>	<b>Objectives for clinical experience</b>	<b>Field Activities and Strategy Employed</b>	<b>Assessments and Standards to be Met</b>	<b>School Based Educator Responsibilities</b>	<b>Candidate Supervisor Responsibilities</b>

**Considerations for Designing and Implementing Field Experiences**

We propose five critical components to designing and implementing field experiences. These involve the representatives of an EPP and the LEA, and of course candidates:

- EPP administration and committees involved in the clinical experience or curriculum designs and governance.
- Faculty, including full-time, adjunct and clinical experience supervisors.
- LEA educators, including teachers, school leaders and central office administrators.

The following table organizes the design and implementation considerations into five groups:

- design of field experiences across planned programs,
- development of specific field experiences,
- coordination of shared responsibility between the EPP and LEA,
- communication with and between the EPP and LEA, and
- professional learning and calibration of faculty and school-based educators.

Table 3 below provides recommendations and examples of roles and responsibilities of EPP faculty and LEA educators.

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**Table 3: Considerations for Designing and Implementing Field Experiences**

Field Experience Design Consideration	Recommendations	EXAMPLE Roles & Responsibilities for EPP Faculty and School-Based Educators
<b><i>Design and sequence of field experiences within courses and across planned programs</i></b>	<p>Planned program field experiences should:</p> <ul style="list-style-type: none"> <li>Be sequenced within a semester or across semesters to address coordination, alignment, and scaffolding of practice-based outcomes.</li> <li>Be directly linked to course learning objectives and content acquisition.</li> <li>Require teacher candidates to engage in and demonstrate meaningful teaching and “high leverage” skills rather than general awareness and observation of the classroom context.</li> <li>Be “owned and directed” by the program rather than individual faculty who might want to develop unique field experiences tied to his or her class.</li> </ul>	<p><b><i>EPP Faculty:</i></b></p> <ol style="list-style-type: none"> <li>1. Faculty must collaborate to identify practice strategies for each stage of candidate development and first teach, model or apply them in their individual classes and then in respective field experiences. Through collaborative review of the continuum of field experiences, redundancies and gaps can be identified.</li> <li>2. Faculty must communicate with each other and coordinate practice so that the experience of the teacher candidate moving from class to class and among field experiences build candidate knowledge and skills in a logical way to increase competence and confidence (and not overwhelm).</li> <li>3. Faculty need to include practicing educators in developing and/or providing feedback on the continuum of program field experiences to ensure adherence to EBPs and school contexts in which teacher-candidates will practice.</li> </ol> <p><b><i>School-Based Educators:</i></b></p> <p>School-based educators, including school leaders, must be included in EPP program development, particularly field experiences, a critical element of building EPP/LEA partnerships.</p>
<b><i>Development of specific field experiences</i></b>	<p>Practice-based activities included within each field experience should:</p> <ul style="list-style-type: none"> <li>Be defined by national, state and institutional standards and focus on building critical instructional competencies.</li> <li>Define the roles and responsibilities of the school-based educator, EPP supervising faculty, and the candidate.</li> <li>Delineate the formative and summative assessment standards for candidate demonstration of competency.</li> <li>Consider the learning trajectory of the teacher candidate with appropriate, sequenced, feedback strategies</li> </ul>	<p><b><i>EPP Faculty:</i></b></p> <ol style="list-style-type: none"> <li>1. Faculty within and across individual programs should collaborate to design sufficient field experience opportunities that allow candidates to develop and practice the application of knowledge and pedagogical skills from beginning of the program up to student teaching.</li> <li>2. To the extent possible, by time and credit load, faculty should consider using semester-based (as opposed to course-based) field experiences that span the timeframe and within which candidates can demonstrate application of knowledge and skill from multiple course perspectives and outcomes. This economy of scale allows ease of placement and focus for</li> </ol>

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Field Experience Design Consideration	Recommendations	EXAMPLE Roles & Responsibilities for EPP Faculty and School-Based Educators
	<p>applied and shared with all school-based educators involved with the candidate.</p> <p><i>See Figure 1 Clinical Experience Planning Template.</i></p>	<p>candidates within a semester and a specific school or district setting.</p> <ol style="list-style-type: none"> <li>3. Discuss and come to agreement that the assessment tasks used with candidates and school-based practitioners are:             <ol style="list-style-type: none"> <li>a. directly aligned with course and program objectives;</li> <li>b. measure critical and substantive demonstration of a set of skills that scaffold; and</li> <li>c. build candidate pedagogical knowledge and skills described in program, institutional and national standards.</li> </ol> </li> </ol> <p><b>School-Based Educators:</b></p> <ol style="list-style-type: none"> <li>1. District partners should ensure that they are part of a coordinated planning process with an EPP around candidate placements.</li> <li>2. A teacher or school leader representing the district partner in the EPP design process should take into equal consideration the role of faculty as well as the expectations for the classroom teacher support where the candidate is placed.</li> </ol>
<p><b>Coordination of shared responsibility between EPPs and LEAS</b></p>	<ul style="list-style-type: none"> <li>• Quality, aligned field work requires recognition of a reciprocal, collaborative relationship between educator preparation programs and fieldwork sites, and therefore, among all of the professionals who work within these entities.</li> <li>• Delineate specific responsibilities of a designated IHE field placement entity (or entities, e.g., by department or program) at the IHE, and likewise, at the partner district(s) and identify and confirm yearly specific timelines for field placement practices.</li> <li>• Identify teacher candidate responsibilities relative to expectations of communication, conduct, dress, privacy, etc. and confirm shared expectations.</li> </ul>	<p><b>EPP Faculty:</b></p> <ol style="list-style-type: none"> <li>1. Ensure all necessary parties at the EPP (e.g., curriculum committees, field experience/student teaching coordinating office, professional development school coordinating council, etc.) are informed about required field experiences.</li> <li>2. The EPP must be the point of contact with the identified LEA contact in making placements rather than having candidates make their own placements and contacting the LEA central office, school principal or individual teachers.</li> </ol> <p><b>School-Based Educators:</b></p> <ol style="list-style-type: none"> <li>1. Ensure all necessary parties at the LEA (e.g., student teaching/field experience coordinator, district curriculum directors, school administrators, etc.) are informed about required field experiences.</li> <li>2. A teacher or school leader should understand field experience timeframes, candidate expectations for demonstration of</li> </ol>

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Field Experience Design Consideration	Recommendations	EXAMPLE Roles & Responsibilities for EPP Faculty and School-Based Educators
		knowledge and skills at key points of the program, the outcomes to be supported, and who the EPP contact is.
<b>Communication with and between EPP and LEA partners and candidates</b>	<ul style="list-style-type: none"> <li>All members of the partnership should be knowledgeable about the entire teacher preparation sequence of courses and clinical experiences. See <i>Figure 1 for Planning Template</i>.</li> <li>Communication structures and strategies in place should be revisited and updated annually based on EPP, LEA and candidate need.</li> <li>All members of the partnership should understand their role in the preparation program, what comes before and after their participation, and what the teacher candidate should accomplish when with that partner.</li> <li>Resources and information about the partnership should be easily accessible in a common site for all (faculty, school-based educators and leaders, and candidates) to access.</li> </ul>	<p><b>EPP Faculty:</b></p> <ol style="list-style-type: none"> <li>Develop and enact a communication plan that includes participation by faculty at the EPP, adjunct instructors for the EPP, teacher candidates, LEA district and building administrators and host practicing teachers.</li> <li>Revisit and improve the communication plan on a yearly basis.</li> <li>Be informed about the program sequence, and their role in providing their particular component of the aligned course/clinical experiences.</li> </ol> <p><b>School-Based Educators:</b>        School leaders and host teachers should participate with the EPP in developing and implementing the communication plan to ensure consistent and accurate information for all parties.</p>
<b>Professional learning and calibration of EPP faculty and LEA educators on assessment standards and feedback</b>	<p>EPP faculty and school-based educators supervising candidates should engage in dialogue and collaborative discussions about various protocol and assessment expectations, including:</p> <ul style="list-style-type: none"> <li>The outcomes for the field experiences as based on teaching and content standards.</li> <li>Candidate formative and summative assessments that will be used to measure competencies.</li> <li>Calibration and application of the rubrics and proficiency levels for the assessment task.</li> <li>Use of assessment data for candidate feedback and, if necessary, remediation.</li> </ul>	<p><b>EPP Faculty:</b></p> <ol style="list-style-type: none"> <li>Provide professional learning opportunities for faculty about practice strategies, feedback strategies, and partnership expectations.</li> <li>Engage in professional dialogue to ensure that there is common understanding and agreement on assessment tasks and performance expectations for the various sections of the same fieldwork experience in the program and across programs.</li> </ol> <p><b>School-Based Educators:</b>        Engage in professional learning or dialogue opportunities about practice strategies, feedback strategies, partnership expectations and assessment of candidate competency.</p>

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## **Final Note**

The faculty and school-based educators who contributed to this document acknowledge that this is not an exhaustive roadmap for developing, implementing and evaluating field experience. Our hope is that this provides a guide for EPP faculty and district partners to work collaboratively to develop quality practice-based training and fieldwork experiences that prepare our future teachers to be successful in student teaching but also to be “learner ready on day one of teaching.”

## **Appendices**

- A. Connecticut “Learner Ready Day 1” Definition**  
[http://www.sde.ct.gov/sde/lib/sde/pdf/epac/ct\\_definition\\_learner\\_ready\\_1-8-2014\\_draft.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/epac/ct_definition_learner_ready_1-8-2014_draft.pdf)
- B. Example Field Experience Planning Templates**
- Central Connecticut State University, MAT Program
  - Southern Connecticut State University, Undergraduate Special Education
- C. Example tools for Field Experience Strategies Discussed in Table 1 and 2**
- C.1. Sample Observation Guide (TBD)
  - C.2. Video Analysis Guide (CCSU)
  - C.3. Tutoring Guide
  - C.4. Lesson Study Guide
  - C.5. Observation/Coaching Guide for School-Based Educators

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**Glossary of terms**

Clinical experiences can occur at each stage of the teacher preparation process. Different terms are used to describe these events, and often, similar events are identified by different vocabulary. For the purposes of this guidance document, terms are defined and those we will use are highlighted with their definitions as used with Connecticut Educator Preparation Programs (EPPs) and P-12 Public Schools.

Term	Definition
<b>All P-12 students[1]</b>	Defined as children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.

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<b>Candidate<sup>2</sup></b>	Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, or other school professionals.
<b>Clinical Educators<sup>1</sup></b>	All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.
<b>Clinical Faculty<sup>2</sup></b>	P-12 school personnel and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice.
<b>Clinical Practice<sup>2</sup></b>	Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.
<b>Cohort<sup>[2]</sup></b>	A group of candidates admitted at the same time, e.g., a class entering in a fall semester.
<b>Completer<sup>1</sup></b>	A term to embrace candidates exiting from degree programs and also candidates exiting from other higher education programs or preparation programs conducted by alternative providers that may or may not offer a certificate or degree. Note: In Standard 1, the subjects of components are "candidates." The specific knowledge and skills described will develop over the course of the preparation program and may be assessed at any point, some near admission, others at key transitions such as entry to clinical experiences and still others near candidate exit as preparation is completed.
<b>Cooperating teacher</b>	A cooperating teacher is assigned by the school district in collaboration with the preparing institution to support a <b>student</b> teacher during the student teaching placement. Like mentor teachers, a cooperating teacher is a certified teacher selected by the school district who has completed state-mandated training and has: <ul style="list-style-type: none"> <li>• a provisional or professional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed.</li> </ul> §C.G.S. 10-220a(d)
<b>Dispositions<sup>2</sup></b>	The values, commitments, beliefs and professional ethics that influence behaviors toward students, families, colleagues, and

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	communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.
<b>Diversity<sup>2</sup></b>	Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubrics for those elements.
<b>Ethnicity<sup>2</sup></b>	Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols- -all of which contribute to a sense of distinctiveness among members of the group.
<b>Internship</b>	Generally, an extended school-based clinical practice in which the candidate is assigned to a specific school and possibly a specific classroom as part of a post-baccalaureate and/or graduate teacher preparation program or Masters of Arts in Teaching degree program, under the supervision of clinical faculty. The internship is generally separate and distinct from the student teaching placement. The intern does not hold a valid certificate.
<b>Mentor Teacher</b>	A mentor teacher is assigned by the school district to support a <b><i>beginning</i></b> teacher. A mentor teacher is a certified teacher selected by the school district who has completed state-mandated training and has: <ul style="list-style-type: none"> <li>• a provisional or professional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed.</li> </ul> §C.G.S. Sec. 10-145o
<b>P-12 School Personnel<sup>2</sup></b>	Licensed practitioners in P-12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.
<b>Partner<sup>1</sup></b>	Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.
<b>Partnership<sup>1</sup></b>	Mutually beneficial agreement <sup>1</sup> among various partners in which all

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	participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.
<b>Practicum</b>	A practicum is a required clinical practice experience that typically precedes student teaching in a school district placement in a particular classroom and teacher during which a candidate demonstrate content pedagogical skills through instructional implementation. This can be with a whole class, small group or one-on-one experience with P-12 public school students.
<b>Professional Education Faculty<sup>2</sup></b>	Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit. See adjunct faculty, clinical faculty, full-time faculty, higher education faculty, part-time faculty, and P-12 school personnel.
<b>Professional Standards<sup>2</sup></b>	Standards set by the specialized professional associations (SPAs) and adopted by NCATE for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music).
<b>Program<sup>2</sup></b>	A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in pre-kindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither.
<b>Provider<sup>1</sup></b>	An inclusive term referring to the sponsoring organization for preparation, whether it is an institution of higher education, a district- or state-sponsored program, or an alternative pathway organization.
<b>Resident Educator</b>	Candidates who are enrolled in and completing an alternate route program are placed as a resident educator, under a teacher's contract as a teacher of record, and hold a valid "Resident Educator Certificate" issued by the state. The holder of such certificate must serve at least 10 months full-time for a public school district, during which the candidate is supervised and evaluated by a school district administrator as well as mentored and evaluated by the preparing

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	alternate route program.
<b>Stakeholder<sup>1</sup></b>	Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.
<b>Structured Field Experiences<sup>2</sup></b>	Activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards.
<b>Student Teaching</b>	The culminating full-time, supervised clinical practice experience, typically at the end of a planned program of teacher preparation leading to certification in which a candidate must demonstrate institutional, state and national standards and competencies that lead to the determination of eligibility to complete the preparation program and for recommendation for certification. By state statute, student teachers must be placed with a “cooperating teacher” who has completed state-mandated training to serve in such a role.

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[1] Excerpted from, in part or in whole, from the Council for Accreditation of Educator Preparation (CAEP) Standards (2013).

[2] Excerpted from, in part or in whole, from the National Council For Accreditation of Teacher Education (NCATE) Standards (2000, 2008).