

Action Planning Worksheet: Educator Preparation Programs (EPPs)

Considerations (Included in brief)	Action Steps	Person(s) Responsible	Resources Needed	Timeline
Assessing program courses and field experiences to identify those that offer practice-based opportunities to learn characterized by the features highlighted earlier. The guidance framework offered in this brief and in the callout box can assist in this process.				
Researching the use of technology (e.g., video platforms, bug-in-ear, virtual simulation) as described in the case studies and determining applicability in and across programs.				
Requiring that all coursework include a practice-based component, particularly in methodology courses and courses that address pedagogy.				

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Strengthening expectations of field experiences through shared training across field experience coordinators, cooperating teachers, district administrators, and teacher candidates so that common expectations of practice are achieved, reinforced, and maintained.				
Strengthening field-based experience observation forms so that the field experience supervisors, cooperating teachers, and candidates have a common understanding of instructional expectations.				
Using the CEEDAR Center's Innovation Configurations to determine which courses and field experiences address evidence-based practices and offer opportunities to practice. Innovation Configurations may be used in combination with the practice-based guidance framework included in the brief to identify where to strengthen both coursework and field experiences to ensure that they provide deliberate opportunities for practicing instructional strategies.				

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Funding and/or incentivizing both cooperating teachers and field experience supervisors so that adequate time is available to properly coach candidates to develop and improve their practice.				
Using in-service teachers as practicum faculty to ensure that training is relevant and practice-based.				