

# **Bringing Partners to the Table: Putting Principles into Practice**

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This presentation explains the creation of a district partnership structure as part of a full redesign of teacher preparation over the past two years at Central Connecticut State University. It highlights the ways CCSU's process aligns with the CEEDAR Center's guidance document: *Developing Quality Fieldwork Experiences for Teacher Candidates*.

# CCSU's Story...



# Purpose

- Integrate clinical practice purposefully as a foundational element of what it means to be a CCSU teacher education graduate
- Foster practice-based reflective pedagogy and promote transfer of this learning
- Share a commitment to improving P-16 student learning
- Transform teaching and learning by translating research on teaching, learning, and teacher education into practice to bridge the gap between university preparation and expectations that new teachers be 'Learner Ready' on Day 1
- Unify preparation under a common, research-based vision shared by all teacher educators across our university and school district partners
  - Strategically identify key sites for this work

# Vision of the CTEC Partnership Network



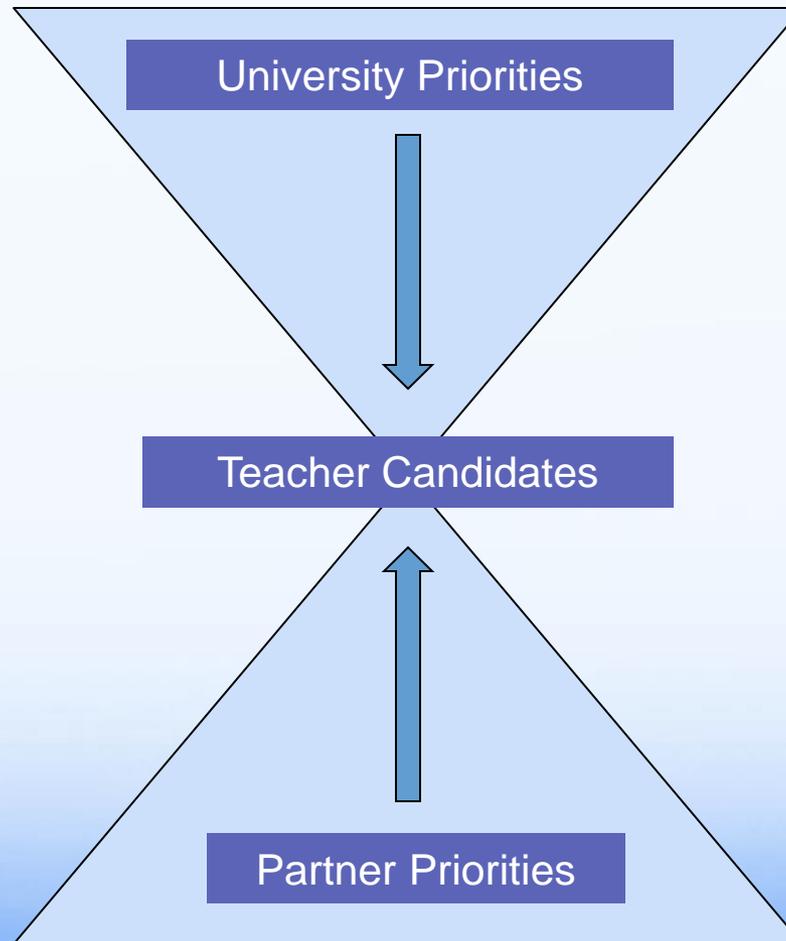
To create and promote an interactive and dynamic professional learning community focused on innovation, reflective practice, and boundary crossing to advance equity among P-16 learners and excellence in teacher preparation.

## Mission

- Improve P-16 student learning
- Improve professional learning for district and university faculty and teacher candidates
- Strengthen pre-service teacher education
- Maintain continuous improvement
- Extend the knowledge base

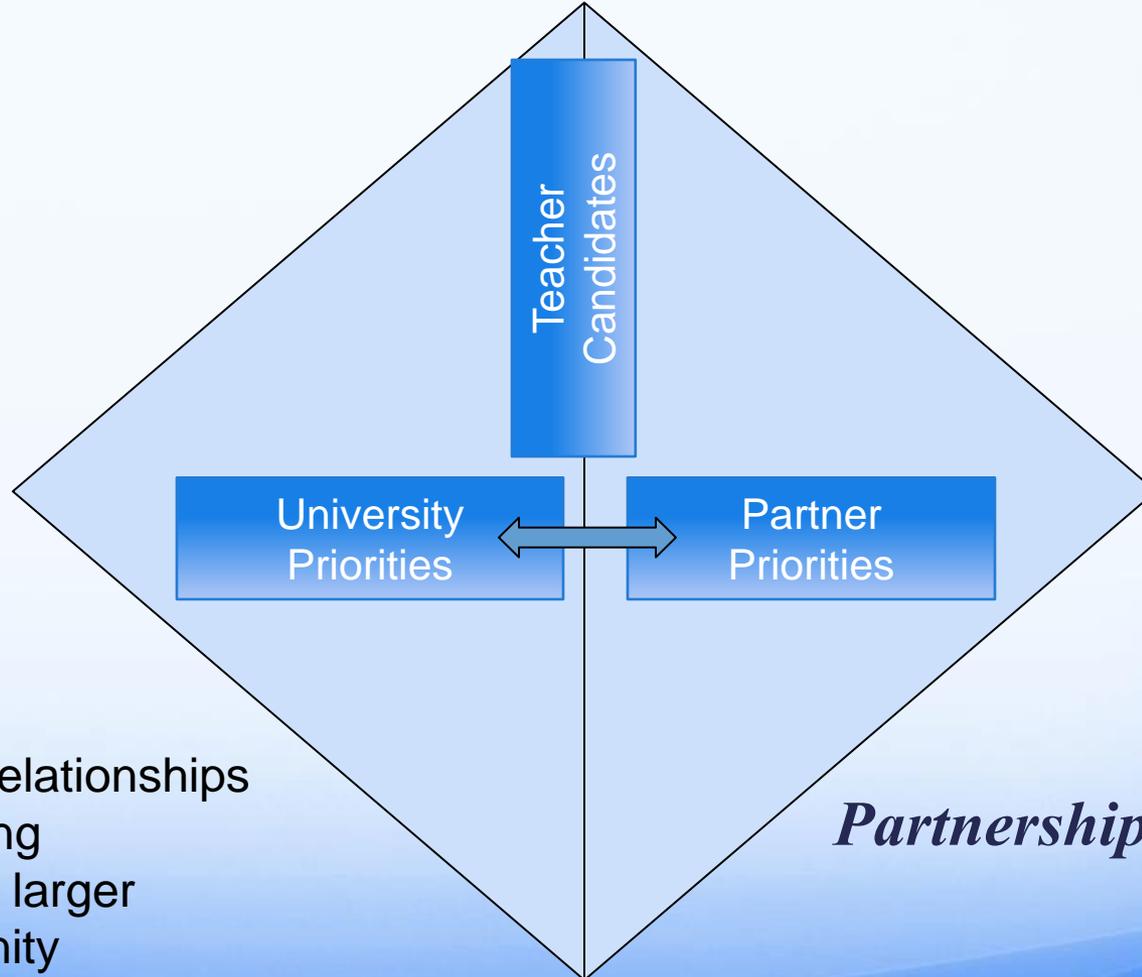


# Traditional Paradigm



adapted from Drew, 2012 based on *Blue Ribbon Panel* recommendations, 2010

# Turning Teacher Education “Upside Down”

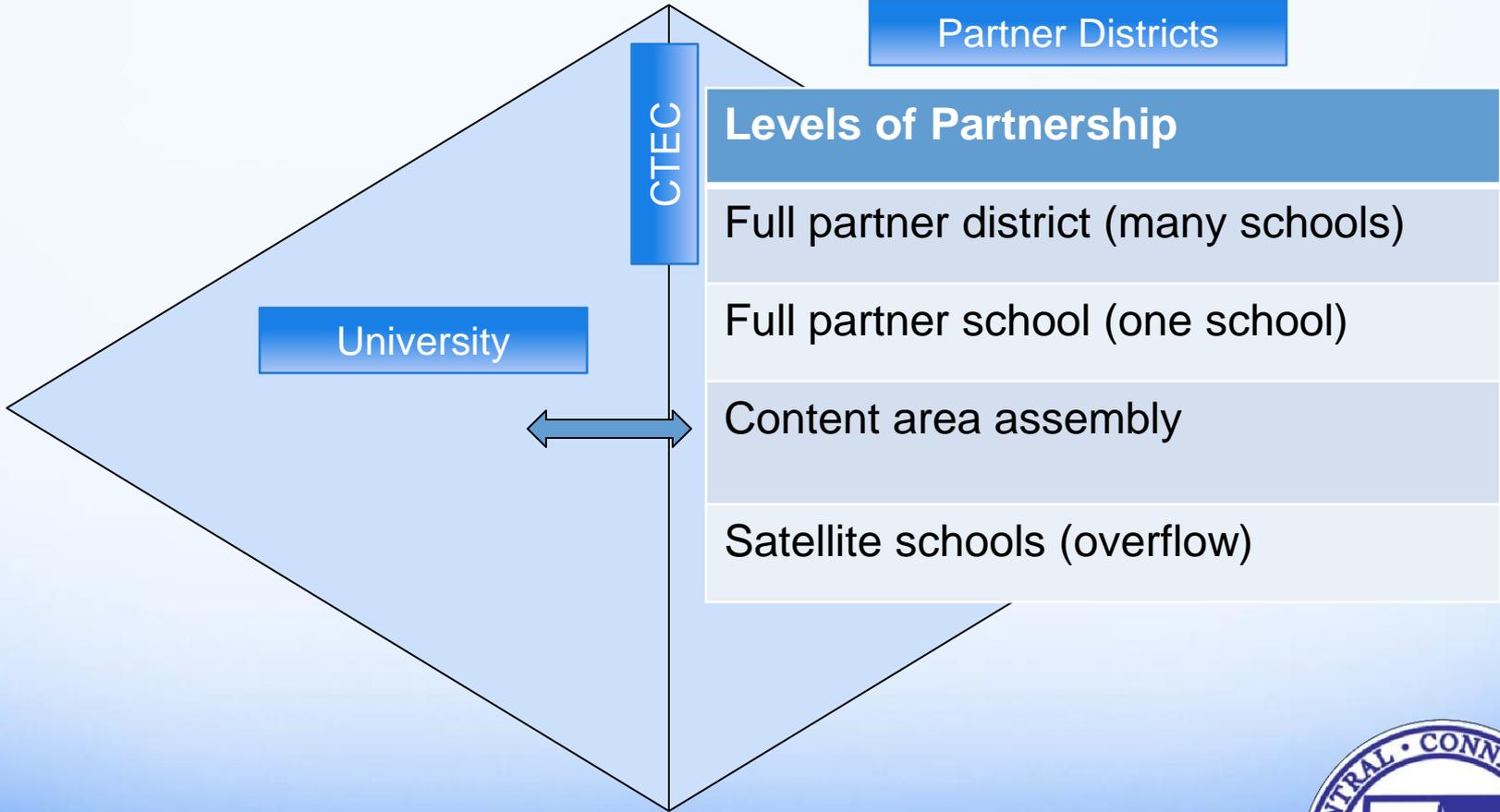


*Partnership Model*

- Interdependent relationships
- Boundary crossing
- Membership in a larger learning community

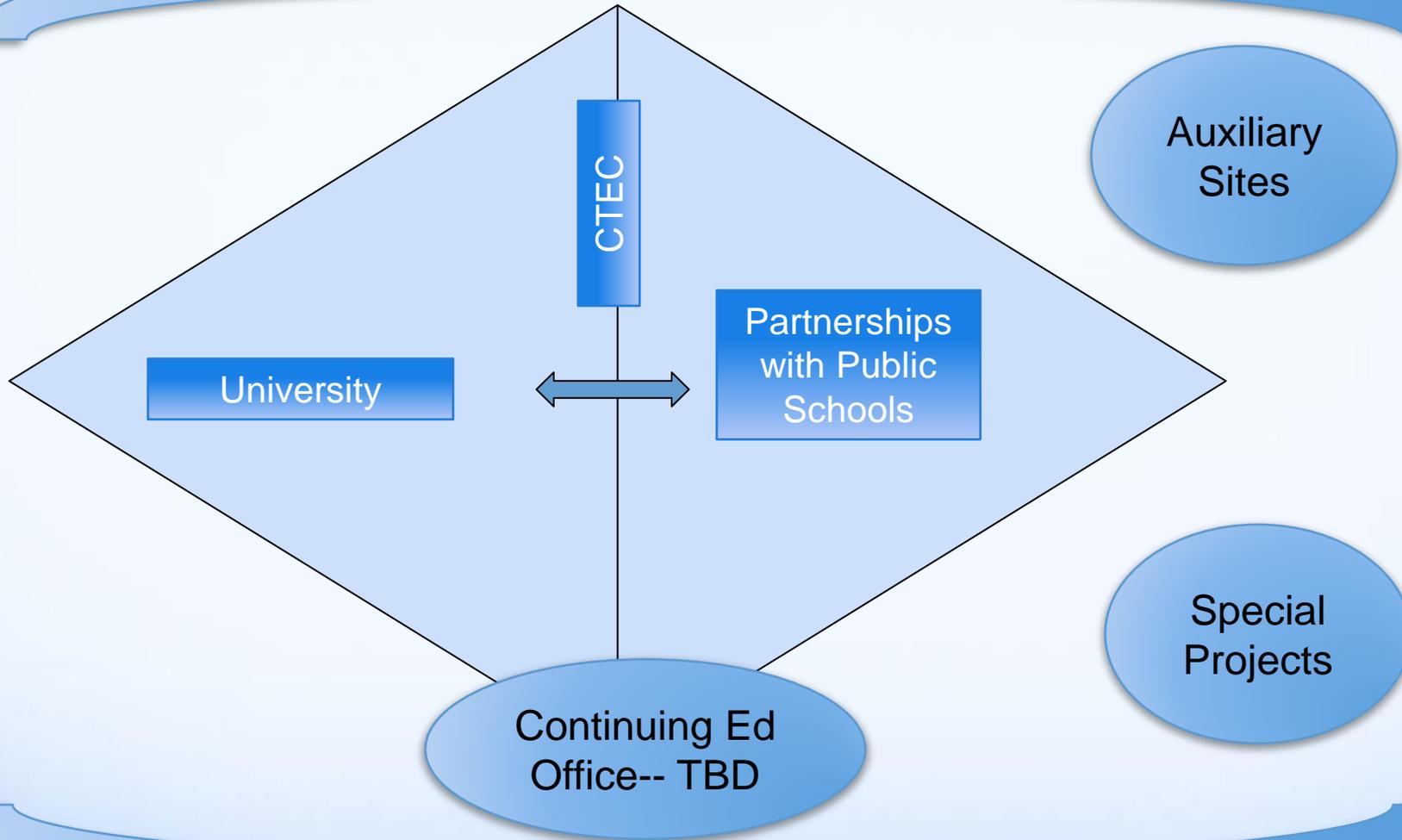
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# CTEC Partnership Model



Initial District Commitment	Initial University Commitment
Name a school facilitator	Name a university facilitator Where do you see yourself? Role= Supervisor PLUS Job description?
Commit to CTEC Partnership vision and mission	Investigate compensation for districts (tuition?, library privileges, grant participation, research partnerships, professional development)
Establish lines of communication and protocols	Prioritize partner district placements—esp. for shortage areas
Establish patterns of accepting student teachers and field placement candidates based on mutual need	Supervise student teachers—and be “on call” for questions and concerns
Set up steering committee	Investigate NNER benefits
Provide mutual feedback on programs	Determine partnership assessment approaches and sharing venue
Critical mass of TEAM trained teachers	Support FREE TEAM training

# UNIVERSITY & SEPS Partnerships



# CTEC Partnership Model



# Guiding Principles

CEEDAR GUIDANCE DOCUMENT

*Developing Quality Fieldwork Experiences for Teacher Candidates  
(February, 2017)*

## Guiding Principles from *Developing Quality Fieldwork Experiences for Teacher Candidates* (guidance document)

1. Teacher preparation is a shared responsibility among school administrators, practicing teachers, and faculty within EPPs.
2. Collaboration among professionals in the field and professionals within EPPs improves preparation experiences and benefits teacher candidates.
3. Practice-based preparation improves teacher candidates' readiness to address diverse learning needs from the first day of their teaching careers.
4. Practice experiences occur throughout a preparation program, from beginning coursework to culminating student teaching.
5. Practice experiences are scaffolded carefully and thoughtfully to facilitate the development of confidence and success of teacher candidates addressing varied student needs.
6. Practice experiences are designed based on research on effectiveness and impact.
7. EPP and practice experiences are intended to be responsive to varied community and cultural contexts.
8. EPP improvement is iterative and ongoing; regular feedback on practice strategies, partnership agreements and configurations, responsiveness to context, among other equally important considerations depending on the individual program goals, is solicited regularly and used to further improve the preparation programs.



# Carousel Debrief

- Count off by 8 and go to your assigned principle
- Discuss with your group the strengths and challenges related to where your EPP or district is in process of enacting the principle
- Record brief notes on chart paper
- After four minutes (timer will sound), move clockwise to the next principle and repeat the process
- Debrief whole group

## Guiding Principles from *Developing Quality Fieldwork Experiences for Teacher Candidates* (guidance document)

### 1. Shared Responsibility

- Created CTEC structure for district and school personnel to have a shared role in governance
- Consistent placements so we can align placements to the needs of the district

### 2. Collaboration to Improve Programs

- CTEC provides vehicle to get consistent input from district partners; Tri-partite (NNER)
- Example: CCSU high leverage practice work

### 3. Practice-based Preparation

- Learner-Ready Day One
- MAT example: Video Analysis Assignment prior to student teaching

### 4. Intentional Sequencing of Clinical Practice

- Variety of placements so candidates experience breadth of CT public schools
- Four semesters of clinical experience

## Guiding Principles from *Developing Quality Fieldwork Experiences for Teacher Candidates* (guidance document)

5. Scaffolded Clinical Experiences/Assignments	<ul style="list-style-type: none"><li>• Revised student teaching evaluation instrument aligned to CCT Rubric for Effective Teaching and used to provide feedback throughout sequenced experiences</li><li>• UDL lesson planning template used throughout sequenced experiences; feedback moves from general to nuanced and specific throughout sequence of experiences</li></ul>
6. Alignment to Research-based and Evidence-based Practices	<ul style="list-style-type: none"><li>• MAT example: Teacher (EBP) Intervention Research project during internship/student teaching experience</li></ul>
7. Culturally Responsive Pedagogies	<ul style="list-style-type: none"><li>• CTEC Partnership Structure invites all partners to table</li><li>• CTEC District Partners share their community contexts and needs for specific projects and placements</li><li>• Consistent field placements enables districts access to a pipeline of future hires</li></ul>
8. Simultaneous Renewal and Partnership Structure	<ul style="list-style-type: none"><li>• CTEC structure and NNER frameworks</li></ul>

# Questions?

Resources available upon request.