

AACTE 72nd Annual Meeting

Disrupting Inequities: Educating for Change

Strengthening Clinical Practice through Mutually Beneficial Partnerships



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AGENDA

- Importance of Partnerships
- Overview of TN State Requirements
- Peabody College of Vanderbilt
- University of Memphis
- Challenges
- Questions/Comments/Discussion

Checking In - How would you describe your partnerships with districts?

- Partnership at the mentor teacher level.
- Partnership at the principal/school level.
- Partnership at the district level.



WHY DO WE NEED COHESIVE LEARNING OPPORTUNITIES?

PRACTICE AND THE DEVELOPMENT OF EXPERTISE



The role of practice in improving teaching

- Practice opportunities involving observation and feedback were related to teacher education graduates' value-added scores (Goodson et al., 2019)
- Feedback repeatedly has been shown to improve teachers' performance (Cornelius & Nagro, 2014; Brock & Carter, 2017)
- Coursework combined with coaching was more effective than coursework alone (Neuman & Cunningham, 2009)

AND

- Teacher candidates assigned to effective mentors, determined by value added and observation scores, were more effective on those measures (Ronfeldt, Brockman, & Campbell, 2018)
- Teachers' experience is related to their students' achievement and behavioral outcomes – likely a practice effect (Feng & Sass, 2013)

NOT JUST ANY PRACTICE OPPORTUNITY WILL DO!

- Focus on the critical aspects of effective teaching
- Involve modeling, feedback and analysis
- Occur over time
 - Brownell, Benedict, Leko, Peyton, & Pua, 2019; Forzani, 2014)

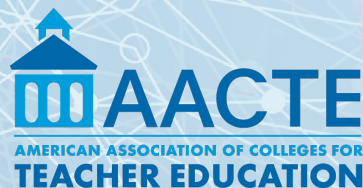
Candidates will benefit . . .

- if there are opportunities to continue practicing, in more complex scenarios, the critical practices they are learning in coursework.

Effective, scaffolded Practice Opportunities

- Depend on mutually beneficial partnerships that benefit schools, teacher candidates, teacher educators, and ultimately k-12 students.

Tennessee Department of Education Policy



Mutually Beneficial partnerships

- Characterized by:
 - Shared focus on critical skills
 - Shared ownership for teacher education across the career continuum
 - Teacher educators and school based mentors who are well versed in instruction, coaching, and providing feedback

TYPES OF PARTNERSHIPS

- Primary Partnerships
- State-Recognized Partnerships

PROMPTS

- **Prompt 1:** Identify the collaboratively-developed **recruitment and selection strategies and goals.**
- **Prompt 2:** Identify collaboratively-developed strategies to **retain high-quality clinical educators, both provider- and school-based,** who demonstrate a positive impact on candidates' development and pre-K–12 student learning and development.

PROMPTS

- **Prompt 3:** Identify mutually-agreed upon **expectations for candidate preparation that** link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes.
- **Prompt 4:** Identify collaboratively-agreed upon **key assessments, transition points, and exit requirements.**
- **Prompt 5:** Identify mutually-agreed upon **design of 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.

VANDERBILT UNIVERSITY



PROMPT 2 – CLINICAL EXPERIENCE

- Create and implement a **common process for preparing clinical mentors and clinical supervisors**. This will include a collaboratively developed **one-day mentor training that all clinical mentors and clinical supervisors must attend**.
- The **roles and responsibilities of clinical mentors will be collaboratively developed**
- **Co-develop an assessment** for clinical mentors and clinical supervisors to be **observed** and to **receive actionable feedback** to improve the way in which they carry out their roles and responsibilities
- **Co-create and implement a process for retaining clinical educators.**


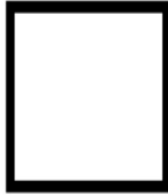
PROMPT 3 – EXPECTATIONS FOR PREPARATION

- Identified the following 6 high leverage practices to **implement in didactic courses and field experiences**: 1) collaborate with professionals; 2) use multiple sources of information to develop a comprehensive understand of a student's strengths and needs; 3) provide positive and constructive feedback to guide students' learning and behavior; 4) provide scaffolded supports; 5) use explicit instruction; and 6) use strategies to promote active student engagement.

ALIGNED HLPS TO OBSERVATION FORM

CLASSROOM OBSERVATION FEEDBACK FORM - 2					
Department of Special Education, Peabody College, Vanderbilt University High Incidence (Interventionist) and Visual Disabilities Programs					
Teacher candidate: _____		Date: _____		Observer: _____	
				Type of observation: Announced <input type="checkbox"/> Unannounced <input type="checkbox"/>	
CANDIDATES BEHAVIORS AND CLASSROOM INSTRUCTION					
Lesson: _____		#of students on task: _____		Time: _____	
		#of students on task: _____		Time: _____	
Grouping		Instructional methods used:			
Individual <input type="checkbox"/>	Textbooks <input type="checkbox"/>	Manipulatives <input type="checkbox"/>	Supplemental materials <input type="checkbox"/>	Technology <input type="checkbox"/>	
Small group <input type="checkbox"/>	Learning centers <input type="checkbox"/>	Study guide <input type="checkbox"/>	Fluency practice <input type="checkbox"/>	Visual aids <input type="checkbox"/>	
Large group <input type="checkbox"/>	Lecture <input type="checkbox"/>	Worksheets <input type="checkbox"/>	Co-teaching <input type="checkbox"/>	Explicit <input type="checkbox"/>	
				Other <input type="checkbox"/>	
Instructional Behaviors (Examples)		Frequency	Missed Opportunities	Notes	
Lesson Delivery	Maintains lesson momentum				
	Circulates				
	Gives specific directions for students to follow				
	Expresses enthusiasm; shows interest				
	Other: _____				
Directives and Questioning	Uses effective questioning skills			Strengths...	
	Asks questions requiring reasoning skills				
	Uses age appropriate language				
	Recognizes students response				
	Probes students for answers/scaffolding				
	Gives specific directive				
	Amplifies answer				
Management	Gives specific academic praise			Things to work on...	
	Other: _____				
	Gains student attention				
	Orients students to academic task/activity				
	Refocuses unrelated talk				
	Consistent with consequence				
	Reminds/Enforces classroom rules				
Gives behavior specific praise					
Plan	Uses surface management techniques				
	Other: _____				

ALIGNED TO TEAM – INSTRUCTION RUBRIC

Questioning 	<ul style="list-style-type: none">• Teacher questions are varied and high quality, providing a balanced mix of question types:<ul style="list-style-type: none">◦ knowledge and comprehension,◦ application and analysis, and◦ creation and evaluation.• Questions require students to regularly cite evidence throughout lesson.• Questions are consistently purposeful and coherent.• A high frequency of questions is asked.• Questions are consistently sequenced with attention to the instructional goals.• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).• Wait time (3-5 seconds) is consistently provided.• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.• Students generate questions that lead to further inquiry and self-directed learning.• Questions regularly assess and advance student understanding.• When text is involved, majority of questions are text-based.	Academic Feedback 	<ul style="list-style-type: none">• Oral and written feedback is consistently academically focused, frequent, high quality and references expectations.• Feedback is frequently given during guided practice and homework review.• The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.• Feedback from students is regularly used to monitor and adjust instruction.• Teacher engages students in giving specific and high-quality feedback to one another.
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Office of Teacher Education | memphis.edu/tep

Residency Survey for PIM Selection

Name: _____

Licensure Area: PreK-3 K-6/SPED Middle/Secondary Art PE Music »ESL

List your top three grade preferences (or subject areas if you are getting your license in middle grades). If you are getting licensed in Art, PE, or Music, write the subject on the 1st choice line.

First Choice: Second Choice: Third Choice:

Describe your personality (assertive/reserved, energetic/quiet, flexible/structured, leader/follower, etc.). Briefly describe.

What three words describe your teaching strengths?

1. 2. 3.

What is an area you would like to improve in regard to teaching?

What are you looking for in a PIM?

What three things are you passionate about? Why?

1.
2.
3.

Areas of interest/hobbies:

What is one thing you believe would make your residency experience complete at your school?

What is one thing you want the principal to know about you to help place you with a PIM?

Personality

Teaching
Strengths

Area for
improvement

Quality
of a
PIM

Passion
for
Teaching

Successful
Residency

Important
information for
PIM selection

MENTORING WORKSHOP



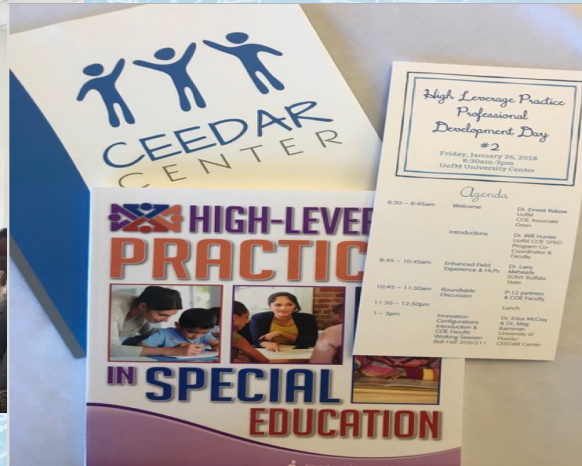
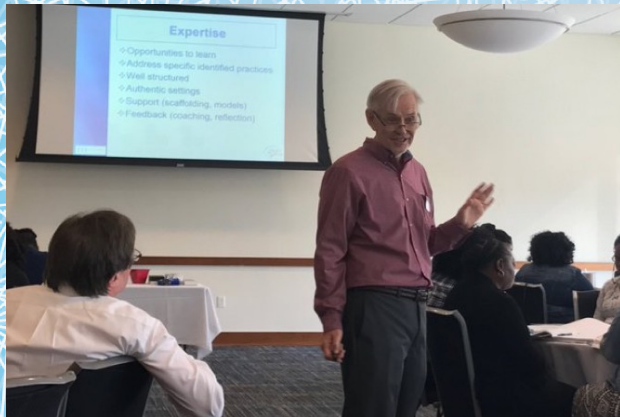
Welcome to the
Co-Teaching
Workshop!

MAKE
THINGS
HAPPEN

- ✓ What is Co-Teaching?
- ✓ Why Co-Teach?
- ✓ Strategies
- ✓ Who does what?
- ✓ Communication
- ✓ Looking Ahead

<https://theglobalcareeracademy.com/60-the-inspiration-youll-ever-need-to-get-motivated/>

HIGH LEVERAGE PRACTICES PD & SYLLABI REVIEW



CHALLENGES

- Turnover in Staff – both EPPs and LEAs
- Time
- Funding
- Philosophies
- Many participants – across many disciplines



QUESTIONS/COMMENTS/DISCUSSION