



Democratic Educator Preparation:

The Reciprocal Benefit of
True Collaboration for
Continuous Improvement in
Educator Preparation
Programs and Partner
Schools

Jannah Nerren, Ph.D.
Stephen F. Austin State University
CSOTTE Annual Meeting, October 2016
San Marcos, TX



Reciprocal Benefit:

What helps you helps me too!

- Educator candidates are better prepared when there are strong and effective partnerships between Educator Preparation Programs (EPPs) and partner schools. (Zeichner, K, Payne, K., Brayko, K., 2014)



- Enhanced candidate experience
- Enhanced pk-12 student experience
- Enhanced EPP experience
- Enhanced partner school experienced



Key Words/Phrases for School Partnerships



- Adaptive
- Flexible
- Supportive
- Collaborative
- Enhance
- Communication
- Mutually Agreeable Expectations
- Shared Expertise
- Shared Accountability



A Perennial Dilemma



- “One of the perennial dilemmas of teacher education is how to integrate theoretically based knowledge that has traditionally been taught in university classrooms with the experience-based knowledge that has traditionally been located in the practice of teachers and the realities of classrooms and schools.”
- “...requires a wrenching change from traditional models of teacher education is the importance of extensive and intensely supervised clinical work—tightly integrated with course work—that allows candidates to learn from expert practice in schools that serve diverse students.”

Darling-Hammond, 2006

Essential Questions



- How can educator preparation programs create and sustain reciprocally beneficial relationships with partner schools, shifting to a perception of shared expertise and involvement?
- What are the barriers to creating and sustaining reciprocally beneficial relationships between educator preparation programs and partner schools?
- What are the benefits to all stakeholders of strong collaborations between educator preparation programs and partner schools?
- How can reciprocally beneficial partnerships grow our educator preparation programs?

Q1: How can educator preparation programs create and sustain reciprocally beneficial relationships with partner schools, shifting to a perception of shared expertise and involvement?

Shared Expertise: A Critical Component



- Recognize the expertise of those in the field
- Recognize the distance from the classroom for those with years in higher education
- Recognize the benefits of staying current in the literature & current research
- Recognize the benefit of combining our skill and expertise
- Recognize the power of building on one another's strengths & supplying help in areas of need
- What else?

Q1 (cont.): How can educator preparation programs create and sustain reciprocally beneficial relationships with partner schools, shifting to a perception of shared expertise and involvement?

Shared Expertise as Involvement



- Gradual release of responsibility vs. co-teaching
- Intentional field placements based on school and candidate needs
- Critical planning / reflective calendars
- Collaborative professional development opportunities
- Shared action research
- Educator exploration course electives and organizations
- What else?

Q2: What are the barriers to creating and sustaining reciprocally beneficial relationships between educator preparation programs and partner schools?



- Barriers:
 - Logistical issues
 - Overwhelmed educators
 - Silos
 - Cultural perceptions of expertise
 - What else?
- Not addressing barriers results in:
 - Communication errors
 - Enrollment concerns for EPPs
 - Teacher shortages

Q3: What are the benefits to all stakeholders of strong collaborations between educator preparation programs and partner schools?



- Putting a “value” on candidates in the classroom
- Increased enrollment for IHEs
- Teacher shortfalls specifically addressed
- Professional development for all
- Better prepared candidates
- Additional and fresh support for PK-12 students
- What else?

Q4: How can reciprocally beneficial partnerships grow our educator preparation programs?



- Increased value of preparation
- Enhanced reputation
- More and better field experience = job opportunities for candidates
- “Grow-your own” effect
- Accreditation standards
- What else?

CAEP Expectations of Mutually Beneficial Partnerships: Initial

Standard 2. Clinical Partnerships and Practice

The provider ensures that **effective partnerships** and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.



Council for the
Accreditation of
Educator Preparation

Partnerships for Clinical Preparation



2.1 Partners *co-construct mutually beneficial* P-12 school and community arrangements, including technology-based *collaborations*, for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish *mutually agreeable expectations* for candidate entry, preparation, and exit; *ensure that theory and practice are linked*; maintain coherence across clinical and academic components of preparation; and *share accountability* for candidate outcomes.

Clinical Educators



2.2 Partners *co-select, prepare, evaluate, support, and retain high-quality clinical educators*, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In *collaboration* with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences



2.3 The provider *works with 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.

Accreditation: CAEP Expectations of Mutually Beneficial Partnerships: Advanced

Standard A.2. Preparation Clinical Partnerships and Practice

Component A.2.1

Partners **co-construct** mutually beneficial P-12 school and community arrangements, including technology- based collaborations, for clinical preparation and shared responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

CAEP's Emphasis on Collaboration

Evidence of meeting Standard A2:

- The provider presents evidence that P-12 schools and EPPs have both benefitted from the partnership.
- The provider presents evidence that a collaborative process is in place and is reviewed annually.
- The provider regularly seeks input from P-12 educators with professional responsibilities relevant to the specialty fields for which candidates are being prepared, including developing or refining criteria for entry/exit into clinical experiences.



(CAEPcon, 2016)

(Evidence of meeting Standard 1, cont.)

Providers document a **shared responsibility model** that includes these components:

- **Co-construction** of instruments and evaluations
- Evidence of **co-constructed** clinical experiences
- **Involvement** in on-going decision-making
- **Input** into curriculum development
- **EPP supervisor and/or P-12 educators** provide descriptive feedback to candidates



One IHE's Efforts

- Technology based collaborations:
 - LiveText Field Experience Module
 - Online training materials
 - iPads for Field Supervisors
 - iPads for Student Teachers
- Preferred Partners
- Partners in Educator Preparation Event
- Recognition of Outstanding Cooperating Teacher, Outstanding Field Supervisor, Outstanding Student Teacher
- Expansion of EPP Advisory Committee
- Clinical Practice Field Experience Committee
- High School / IHE Educator Exploration Course
- SFA Project LEAD
- Strategic Field Placement
 - Candidate Questionnaire
 - School Needs Assessment





IF "Plan A"
Didn't work.
The alphabet has
25 more letters!
Stay Cool.

References

- CAEPCon, Fall 2016. Retrieved from: <http://caepnet.org/about/2016-fall-caepcon>
- CAEP Standards for Initial Certification. (2016). Retrieved from: <http://caepnet.org/standards/introduction>
- Darling-Hammond, L. (2006). *Securing the Right to Learn: Policy and Practice for Powerful Teaching and Learning DeWitt Wallace-Reader's Digest Distinguished Lecture*. Stanford: CA. Retrieved from: <http://www.bu.edu/journalofeducation/files/2011/06/BUJOE-189.1+2DarlingHammond.pdf>
- National Council for Accreditation of Teacher Education (NCATE). (2010, November). *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*. Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Retrieved from: <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=7>
- Zeichner, K, Payne, K., Brayko, K. (2014). Democratizing teacher education. *Journal of Teacher Education*. March/April 2015 vol. 66 no. 2 122-135. doi:10.1177/0022487114560908

