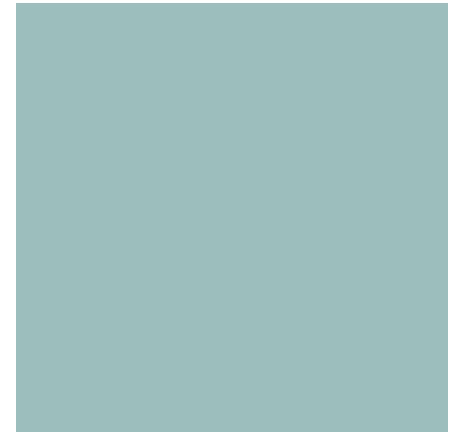




Clinically Rich Teacher Preparation



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Impetus toward Clinically Rich Teacher Preparation

November 2010

NCATE Blue Ribbon Panel releases *Transforming Teacher Education through Clinical Practice*.

Principle 7: "All candidates should have intensive embedded clinical school experiences that are structured, staffed and financed to support candidate learning and student achievement."

2011 & 2012

NYSED awards eleven graduate & two undergrad Clinically Rich Teacher Preparation Pilot Programs (more than \$10 million) to SUNY, CUNY & private colleges as an investment in the growth of clinically rich teacher preparation.

Fall 2012

NY Education Reform Commission's *Putting Students First* lists clinically rich teacher and leader preparation as a major initiative.

2013

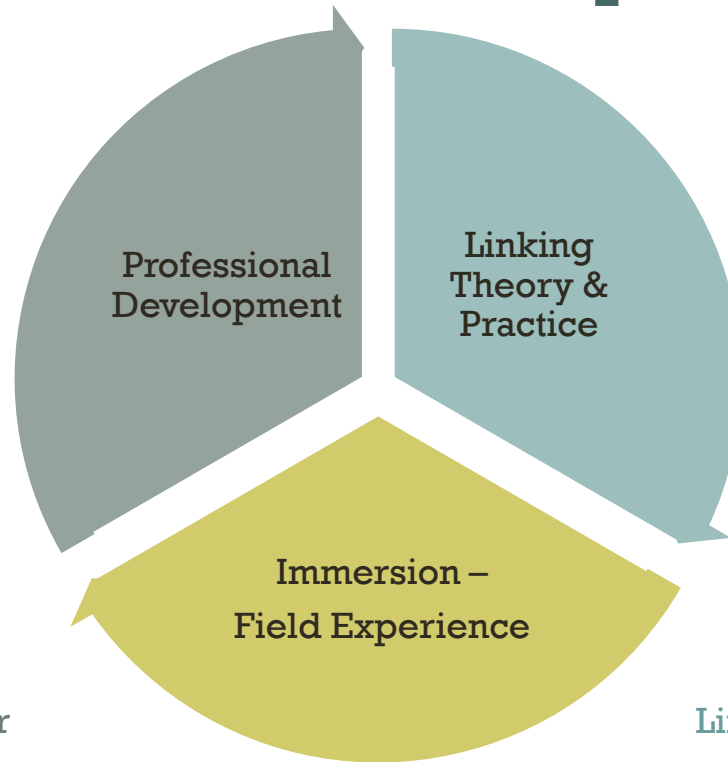
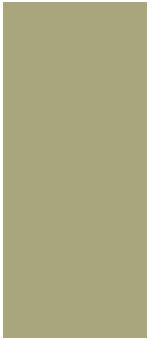
NYSED Commissioner John King and NYS Governor Andrew Cuomo, publicly support clinically rich teacher preparation initiative.

August 2013

CAEP standards approved:
#2: Refers directly to, "clinical experiences of sufficient depth, breadth, diversity, coherence, & duration to ensure candidates demonstrate developing effectiveness & positive impact on all students' learning."



Clinically Rich Teacher Preparation



Professional Development for Mentor Teachers, Teacher Candidates, Supervisors & Faculty

- Mentoring / co-teaching
- APPR / edTPA
- Common Core Standards
- Effective teaching strategies
- Data-based decision making
- Collaborative problem solving

Immersion – Field Experience

- Concentrated, continuous time in the school
- Co-teaching models in which preparation, delivery, and assessment are shared
- Extensive supervision by mentors, supervisors, professors
- Gradual transition to independent teaching

Linking Theory & Practice

- Coursework occurs concurrently with field placement
- Methods classes informed by school experiences (pedagogy and content pedagogy)
- Field experience supported by coursework
- Methods-related classes (special education, English language learners, diversity, literacy)



Immersion

Key Differences between Clinically Rich & Traditional Teacher Preparation Programs

	Clinically Rich Teacher Preparation	Traditional Teacher Preparation
a.	Two 15-week student teaching experiences	Two 7-week student teaching experiences
b.	Gradual transition to teaching	Hurried transition to teaching
c.	Extensive mentoring & modeling before teaching	Little mentoring & modeling before teaching
d.	Observation → co-teaching → teaching independently	Little observation → teaching independently
e.	Co-planning & co-delivery of instructional content	Planning & delivery done mostly by student teachers
f.	Supported & supervised by college professors	Limited support or supervision
g.	Experience of close to a whole school year	Fragmented experience



Linking Educational Theory & Practice

Key Differences between Clinically Rich & Traditional Teacher Preparation Programs

	Clinically Rich Teacher Preparation	Traditional Teacher Preparation
a.	Take courses concurrently with the immersion experience	Take courses before the student teaching experience
b.	Extensive interactions between mentor teachers & Education professors	Limited interactions
c.	Make it possible to support & monitor students as they go through immersion	Student teachers are mostly on their own as they go through student teaching
d.	Make it possible to link theory with practice	Theory is presented before practice



Professional Development

Key Differences between Clinically Rich & Traditional Teacher Preparation Programs

	Clinically Rich Teacher Preparation	Traditional Teacher Preparation
a.	Mentors, candidates, supervisors & faculty participate in regular, ongoing PD	Mentors may participate in district or building mandated PD
b.	Mentor teachers know program goals, structure and requirements	Mentor teachers have limited knowledge of program goals, structure and requirements
c.	Mentors participate when supervisor gives observation feedback on mentor and candidate co-teaching	Mentor, supervisor, candidate communication is limited
d.	PD topics directly informed by what is actually happening in mentor/candidate classrooms	PD topics developed by district or school leaders
e.	Professional development provides ample opportunity to reflect on teaching and student achievement with candidates and professors over extended time period	Mentors and candidates may have little time to reflect during 7-week placement



Clinically Rich Models

Undergraduate and Graduate



TESOL Education

Bachelor of Science



Fall Junior Year	Spring Junior Year	Fall Senior Year	Spring Senior Year
<ul style="list-style-type: none">• Block I• EDU Coursework (7 credits)• A&S Coursework	<ul style="list-style-type: none">• Block II• EDU Coursework (10 credits)• A&S Coursework	<ul style="list-style-type: none">• Block III• EDU Coursework (7 credits)• 15-week Full Time School Placement• 7-week practicum / 7-week student teaching (8 credits)	<ul style="list-style-type: none">• Block IV• EDU Coursework (6 credits)• 15-week Full Time School Placement• 7-week practicum / 7-week student teaching (7 credits)

- Two full-time, full semester immersion experiences
- Education courses run concurrently with immersion experiences
- Concurrent monthly professional development & school visits
- Each candidate spends a full semester each in an elementary classroom & a full semester in a secondary classroom in the Syracuse City School District

+ Childhood Education

Master of Science

Summer I	Fall	Spring	Summer II
<ul style="list-style-type: none">• EDU Coursework (12 credits)	<ul style="list-style-type: none">• Methods (4 credits)• 7-week field placement: 2-5 days a week / 7-week student teaching: full time (6 credits)	<ul style="list-style-type: none">• Methods & Literacy (7 credits)• 7-week field placement: 2-5 days a week / 7-week student teaching: full time (6 credits)	<ul style="list-style-type: none">• EDU Coursework (9 credits)

- Candidates transition from part-time to full-time in schools during semester
- Candidates have a primary (1-3) experience one semester and an intermediate (4-6) another semester
- Partnered with Syracuse City School District Elementary Schools
- Courses taught on-site where possible
- Faculty receive assigned time for ongoing school visits



Math, Science or TESOL with SWD (7-12)

MAT leading to dual certification

Summer I	Fall	Winter	Spring	Summer
<ul style="list-style-type: none">• EDU and SPE Coursework (6 credits)• CBO Internship	<ul style="list-style-type: none">• EDU Courses (6 credits)• 20-week Full Time Content Area Placement• 7-week observation / 7-week student teaching (6 credits)	<ul style="list-style-type: none">• SPE Coursework (3 credits)• Field Placement Continues• Rounds model	<ul style="list-style-type: none">• SPE Courses (6 credits)• 20-week Full Time Spec Ed Placement• 7-week observation / 7-week student teaching (6 credits)	<ul style="list-style-type: none">• SPE Coursework (3 credits)• Field Placement Continues• Rounds model• CBO Internship• Capstone (1 credit)

- Full-time, full semester immersion (7 weeks observing, 7 weeks student teaching)
- Live, synchronous online, & asynchronous online coursework runs concurrent with field placements
- Professional development around mentoring & co-teaching with regular school visits
- Partnered with schools across New York State



Benefits of Clinically Rich Teacher Preparation

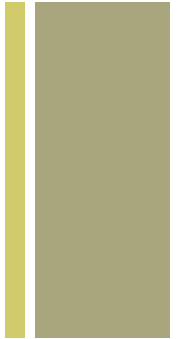
For P-12 Students, Teacher Candidates, Mentor
Teachers & Education Professors



Benefits for P-12 Students

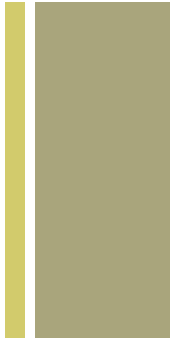
Clinically Rich Teacher Preparation provides

- Higher quality instruction than what traditional teacher preparation can provide
- More individualized instruction and support from two trained adults (mentor teacher and candidate)
- More exposure to latest research-based methods and techniques
- Increased opportunities to learn about college and career ready skills from teacher candidates
- Opportunity to observe and participate in instructional collaboration and co-teaching in action





Benefits for Teacher Candidates



Clinically Rich Teacher Preparation provides

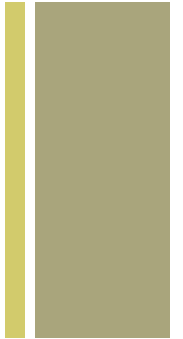
- Focused attention on pedagogical practices, curriculum planning, and other educational issues
- Ongoing support within cohort group, from methods professor, and student teaching supervisor
- Opportunities to learn about co-teaching and mentoring relationship
- Increased opportunity to learn about school policies, activities, routines, culture
- Increased opportunity to learn about and develop relationships with students
- Authentic, long-term opportunity to work with instructional and classroom management strategies
- Opportunity to be socialized to think like a teacher
- Extra time allows for more experimentation and supported trial and error



Benefits for Mentor Teachers

Clinically Rich Teacher Preparation provides

- More time to consider and reflect on their own teaching practice through co-planning and co-teaching
- Opportunities to
 - Articulate their own thinking about teacher preparation
 - Participate in professional development
 - Learn about and practice co-teaching, team-teaching, and/or collaborative teaching
- New strategies of teaching and assessing learning
- Support for using new technology
- The help of a mature, engaged candidate for an extended period of time
- More time to address the needs of individual students, to respond to a crisis, and to prepare materials
- Help in collecting information on student learning, thinking through a problem, finding new resources

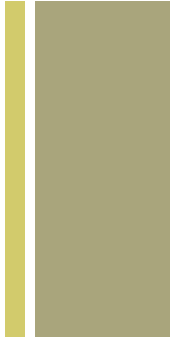




Benefits for College Faculty

Clinically Rich Teacher Preparation provides

- Opportunities to observe and understand the candidate experience in the school
- Opportunities to learn more about teachers' demands as related to content pedagogy, beyond content, and as dictated by school, district and state policies
- Stay current on real world teaching practice
- Link pedagogical theories and strategies to authentic settings

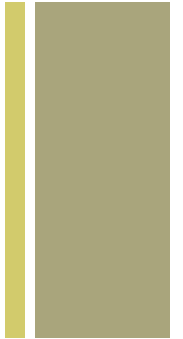




Paradigm Shift:

This is not your grandmother's student teaching.

- New teaching conditions require new ways of thinking about what it means to:
 - be a host teacher
 - be a student teacher
 - operate as a co-teacher
 - participate in a mentoring relationship
 - collect data for instructional decision making
 - be a student teaching supervisor
 - structure methods coursework
 - **focus on P-12 student learning**





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