Resources:
Standard R2
Clinical Partnerships and Practice

February 1, 2024

Based on CAEP Revised Standards for Initial-Licensure Preparation
Adopted by the CAEP Board of Directors December 2020
And CAEP Standards for Advanced-Level Preparation
Adopted by the CAEP Board of Directors, June 2016; Amended June 2021

1140 19th Street, NW Suite 400
Washington, DC 20036
Caepnet.org

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Standard 2

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

CAEP Glossary

Click here to access the CAEP Glossary.

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Notes

Component R2.1 Partnerships for Clinical Preparation

R2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation.

Primary Ideas in R2.1

There are two primary ideas in R2.1 that EPPs need to consider in writing their narratives and providing evidence.

- First the EPP wants to establish that they have robust, ongoing, mutually beneficial partnerships with P12 school and community entities to support candidate clinical preparation.
- Second, that the partnership with P12 school and community stakeholders involves an explicit focus on continuous improvement of candidate preparation policy and practices.

EPPs can choose to do this in a number of ways. There is not a "one-size-fits-all" approach to meeting this expectation. The nature of the partnerships should be varied and dependent on local needs and local context. The work of the EPP is simply to establish what structures and practices are used that align with CAEP R2.1 through the narrative and to provide evidence in support of the narrative.

Memoranda of Understanding (MOU) or Memoranda of Agreement (MOA)

EPPs often provide Memoranda of Understanding (MOU) or Memoranda of Agreement (MOA) outlining the relationship of the EPP with the LEA. MOUs tend to be used for simple common-cause agreements which are not legally binding. MOAs, on the other hand, establish common legal terms that establish a "conditional agreement" where the transfer of funds for services are anticipated.

EPPs using MOU as evidence of partnership need to establish their process for routinely updating the document with school/community partners with an emphasis on how the school/community partners have contributed to the language of the MOU and/or how partners can request modifications to the MOU. It should be clear to the review team how often the MOU is reviewed, how often the MOU is approved, and how records of those partnerships are tracked and maintained. Examples of how the MOU has evolved over time can be useful in establishing the longevity of the partnership as well as the roles, responsibilities, and relationships defined by the partnership.

For CAEP R2.1, the MOU should focus on structures in support of various field and clinical placements. MOUs often include how the EPP works with school partners to identify cooperating teachers for clinical placements. EPPs often also use the MOU to clearly define the roles and responsibilities of various stakeholders. For example, the roles and responsibilities of the mentor/cooperating teacher and the university supervisor.

MOU/MOA Examples from EPPs

Lindenwood University - The EPP establishes legal memorandums of understanding (MOUs) with school districts, outlining the responsibilities of both the EPP and the districts. The MOUs are collaboratively constructed and routinely revised.

Notre Dame of Maryland University - NDMU collaborates with four local school systems to support 14 formal PDS partnerships. Memorandums of Understanding (MOUs) outline expectations, aligned with best practices, standards, and assessment frameworks, ensuring clear roles and responsibilities. NDMU establishes policies, practices, and procedures for PDS partnerships through the Site Coordinator and Liaison Handbook. School-based site coordinators and university liaisons lead PDS implementation and receive training for their responsibilities.

University of Montevallo - The program uses Memorandums of Understanding (MOUs) to document partnerships. These MOUs outline responsibilities and expectations for both clinical placement and EPP involvement.

University of Central Arkansas – UCA uses an MOU which is revised and reviewed annually with P12 partners and tracked by the Office of Candidate Services (OCS) in partnership with the Dean's Office. Partners are asked to give feedback on the standard MOU language each summer when the EPP revises the document and can request modifications for their specific site at any time. Partners e-sign the document each summer with added partners signing when they come into partnership with the EPP.

[UCA MOU with P12 Partners](#)

The examples provided are an excerpt from what they submitted for Standard 2 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

How to Engage Partners

EPP's can create effective and lasting community partnerships by identifying potential partners, setting clear goals, and fostering communication.

The following best practices can help EPP's establish and foster and engage these important partnerships.

- **Identify Partners**
- **Define Clear Objectives**
    - Before reaching out to potential partners, define what you hope to achieve through the partnership.
- **Establish Mutual Benefits**
    - For a partnership to be sustainable, it must be mutually beneficial. Understand what potential partners might gain from the partnership.
- **Communicate Regularly**
    - Ongoing communication is one of the cornerstones of maintaining a successful partnership. Establish a system to share updates and feedback, and determine regular meetings or check-ins.
- **Involve Stakeholders**

- o Involve as many stakeholders as possible in the partnership. The success of the partnership will increase with buy-in from your school community.
- **Develop Formal Agreements**
  - o Developing a Memorandum of Understanding (MOU) or Memoranda of Agreement (MOA) that outlines the responsibilities of each party can provide clarity and prevent misunderstanding.
- **Provide Training**
  - o Partners will need training or professional development to effectively contribute to the educational process, for example, understanding the curriculum or integrating real-world experiences into classroom learning.
- **Celebrate Success**
  - o Acknowledge and celebrate the successes of the partnership. For example, sharing stories through newsletters, social media or local press or holding events to honor the partnership can showcase successful partnerships.
- **Evaluate and Reflect**
  - o Regularly evaluate the partnership to determine whether it is meeting the objectives. Depending on the type of partnership, this might involve collecting data on student outcomes, surveying participants, or holding reflection meetings. Use this information to make necessary adjustments.
- **Plan for Sustainability**
  - o From the outset, consider how the partnership can evolve or be maintained over the long term. For example, developing a succession plan for leadership roles or building strong relationships with multiple contacts within partner organizations. (Adapted from www.nms.org)

What are EPPs doing to establish mutually beneficial partnerships?
EPPs are:
- Designing professional development schools in light of individual school improvement plans, so schools can determine which types of partnership initiatives will support their plans.
- Considering how EPPs are contributing to the mission of each of their partner schools (e.g., providing professional learning opportunities, issuing mentoring stipends, etc.).
- Offering professional learning or guidance on implementation of curriculum or instructional practices.
- Fostering shared responsibility for meeting teacher candidate and school improvement goals, as well as shared responsibility for program plans, goals, clinical experiences, and assessments.
- Engaging school partners in the development of evaluations of clinical supervisors.
- Allowing all partners a voice in determining candidate criteria for entry, field placement, and exit, as well as evaluation of program and candidates.
- Training mentor teachers with faculty members simultaneously to understand candidate expectations, particularly with regard to teacher evaluation measures.
- Offering common professional learning opportunities for candidates and in-service teachers.
- Providing training on the use of EPP key assessments to demonstrate candidates' ability to teach, which also supports expectations of collaborating teachers (as assessed by InTASC, for example).

- Co-training candidates alongside in-service teachers. Those candidates then enter the workforce with the EPP's partners as in-service teachers.
- Extensively examining potential host teachers, using assessments to create profiles of current educators interested in mentoring their candidates. This allows for a "best fit" match of host teacher to candidate. (The St. Cloud studies regarding clinical experiences informed that work. They are based on a medical model, which is highly clinical.)

Ways in which R2.1 intersects with R5.3

There is a process for involving diverse stakeholders in decision-making, program evaluation, and selection and implementation of improvement initiatives that are part of the continuous improvement processes that relates to R5.3 and R2.1. Documentation of stakeholder inputs to specific decisions, evaluations, and/or improvement initiatives should be stored and accessible. Having a larger committee that perhaps has a subcommittee of clinical practice issues (R2.1) but the full stakeholder group reviews data and provides feedback (R5.3) is a stakeholder management best practice.

The EPP documents should provide specific evidence of diverse stakeholder involvement through multiple sources.   Data related to how the EPP and its partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based will be presented in R2.1.   The provider presents evidence that a collaborative process is in place with P-12 partners that is reviewed periodically and involves activities such as:
- Collaborative development, review, or revision of instruments and evaluations.
- Collaborative development, review, or revision of the structure and content of the clinical activities.
- Mutual involvement in ongoing decision-making about partnership structure and operations.
- Agreed upon provisions to ensure diversity of clinical settings.
- Creation of opportunities for candidates to work with diverse P-12 students who have differing needs.
- The EPP provides evidence that the P-12 schools and EPPs have both benefited from the partnership.
- Evidence that most compellingly demonstrates the EPP's case, including what was learned from the evidence and what conclusions and interpretations have been made.

Quality evidence examples and guiding questions for R5.3 are provided below.

- What EPP process is used to involve stakeholders in data-driven decision-making?
- How and when do external partners participate in the EPP's continuous improvement process?
- How are clinical partners (external stakeholders) included in the continuous improvement process?
- In what ways are stakeholders involved in program design?
- In what ways are stakeholders involved in evaluation?
- In what ways are stakeholders involved in continuous improvement?
- Evidence identifies examples of input from stakeholders and uses of that input.
- Evidence that stakeholder groups include members with a variety of roles and responsibilities.
- Key EPP-created assessments have demonstrated validity and reliability, and EPP-created surveys have demonstrated content validity.
- Evidence that most compellingly demonstrates the EPP's case, including what was learned from the evidence and what conclusions and interpretations have been made.

Committees

Many EPPs have established various committees and advisory board structures to support candidate clinical preparation. These committees may operate at an EPP level (e.g., Teacher Education Committee, Executive Advisory Board, Clinical Practices Committee) or they may function at a program level (e.g., program advisory boards). EPPs employing these structures want to clearly describe the committee, its membership, its purpose, how often it meets, and its history. You want to establish that this committee structure has not been created for the purpose of the site visit but is an established and ongoing structure used by the EPP for the purpose of supporting candidate preparation. If the committee has recently been established, describe the EPPs rationale for needing this committee now and why it was formed.

Critical evidence to provide in support of these committees include:

Membership lists with affiliations – often EPPs submit membership lists or attendance

at meetings but it is unknown to reviewers if members are internal or external to the EPP.

Agendas <u>and</u> Minutes – While agenda can be helpful evidence to provide, minutes are usually more helpful to reviewers. EPPs want to indicate who was in attendance at each meeting (and their affiliation), what topics were discussed including what data were used or reviewed (if possible, include the data), what discussion was had, and what outcomes or decisions were rendered.

Committee Examples from EPPs

<u>Frostburg State University</u> - The PDS Office of Clinical Field Experiences Coordinator facilitates PDS Council meetings involving representatives from site coordinators, principals, program coordinators, and supervisors. These meetings foster collaboration, share program information, and discuss initiatives.

<u>Lindenwood University</u> - The EPP engages an advisory council that reviews program data, discusses initiatives, and participates in curriculum changes. Members actively contribute to the validity and reliability of key assessments. Content validity is ensured through established processes.

<u>Mississippi State University</u> - The TEC reviews clinical partnerships and evidence related to field-based clinical experiences. Comprising P-12 teachers, administrators, alumni, College of Arts and Sciences faculty, and EPP faculty, the TEC aids in curricula, requirement, and assessment design. Data from assessments like the Teacher Intern Assessment Instrument (TIAI), exit surveys, disposition results, Praxis Subject test scores, and Teacher Candidate Educational Experience Surveys are shared at TEC meetings, driving program improvement.

<u>Missouri Western State University</u> - The EPP establishes an external advisory board, TEAB, consisting of representatives from diverse school districts. Regular meetings provide a platform for P-12 partners to provide feedback on EPP programs, processes, and candidate preparation. The EPP collaboratively sets agendas and addresses concerns raised during these meetings, fostering continuous improvement. TEAB meetings focus on improving candidate preparation by discussing topics such as program enhancement, strategies, diversity training, and technology integration. Feedback gathered from P-12 partners guides changes to EPP procedures, curriculum, and content. Specific concerns, such as trauma-sensitive teaching, led to curriculum redesign and integration of relevant topics.

Notre Dame of Maryland University - The Coordinating Council, co-chaired by liaisons and site coordinators, involves various stakeholders. Regular meetings discuss goals, school improvement, and address feedback for ongoing improvements. Also, a committee including the PDS coordinator, faculty liaisons, placement coordinator, and director of supervisors gathers stakeholder recommendations and creates a yearly strategic plan for continuous improvement.

University of Montevallo - The EPP involves both internal and external stakeholders in its processes. This engagement occurs through channels like the Teacher Education Committee (TEC), program Advisory Councils.

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Consortiums

EPPs in some locations are involved in larger consortiums that serve as a committee structure bringing together stakeholders from the EPP with school and community partners. While the EPP may not be in charge of this structure, documenting involvement in the consortium can provide evidence of engagement with partners. Evidence in support of these practices should follow recommendations for documenting committee work (see above).

Consortium Examples from EPPs

Florida Atlantic University - In larger districts like Broward and Palm Beach, consortium groups comprising school district personnel, universities, faculty, and EPP staff collaborate to design, deliver, and evaluate clinical placements. These groups meet regularly to enhance district placement plans, share information, and address mutual needs.

Frostburg State University - The PDS network has expanded to include joint communication across western Maryland counties through a P-20 Advisory Council. This council involves administrators, university and community college faculty members, and university administrators, and contributes to discussions on program content and improvement. PDS

partnerships are actively engaged in community outreach and the development of university programs. These partnerships address workforce needs and contribute to program development and evaluation. The network holds regular meetings, shares information, and collaborates on initiatives.

<u>Western Oregon University</u> - In 2008, Western, Willamette University, and Corban University partnered with the Salem-Keizer School District to establish the Salem-Keizer Collaborative. Their mission focused on enhancing teacher education through comprehensive improvements, driven by co-teaching, professional development schools, mentoring, and induction strategies. The Collaborative pioneered a clinical, co-teaching approach to educator preparation, emphasizing collaboration between universities and schools. The Collaborative's commitment to evidence-based practices is demonstrated through data sharing, establishment of data-driven expectations, and the development of modules for mentor teachers and university supervisors. Several rounds of studies were conducted to test the effectiveness of the clinical, co-teaching approach. As the Collaborative evolved, it transformed into the Mid-Valley Education Collaborative (MVEC) in recognition of the need to extend their practices to other districts, cooperating teachers, candidates, and K-12 students. MVEC, comprising various educational institutions and districts, is committed to system change, evidence-based decision-making, data sharing, resource pooling, and an equity-focused approach. MVEC established five sub-committees to address critical areas of educator preparation, including pathways to the profession, placements and clinical experiences, hiring, retention, and professional development, and research and evaluation.

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Clinical Placements

EPPs can describe structures they use to arrange for clinical placements of candidates. Practices around clinical placements are key to understanding how an EPP is framing the ideas of mutual benefit. While EPPs need to partner with schools and community organizations to find appropriate placements for clinical experiences, this practice cannot be one sided with the EPP using the partner for placement but without benefit for the partner considered in the relationship. EPPs should describe policies and practices whereby the partnership with the school or community partner focuses both on what benefits the EPP receives as well what benefits the partner receives. Often these partnerships are also described in the MOU (see above).

Clinical Placement Examples from EPPs

Florida Atlantic University - The EPP has cultivated strong and collaborative partnerships with local school districts. These partnerships are evidenced by the involvement of school-based faculty as clinical educators, the participation of both college and school personnel in placement committees, and the utilization of clinical placement survey data for program improvement decisions.

Lindenwood University - EPP and P-12 representatives collaborate to assign credentialed host teachers for these experiences.

Mississippi State University - Clinical experiences are co-constructed with P-12 partners for TCs' development. EPP faculty and P-12 partners share responsibility for TC preparation and collaborate to select classroom mentor teachers (CMTs) ensuring a positive impact on TCs and P-12 students.

North Carolina A&T State University - As the need for more qualified P-12 clinical educators increases, the EPP engages in ongoing collaborations with district partners to explore new processes for building a pool of high-quality clinical educators. One of our most successful efforts is the Virtual Clinical Educator Soiree, attended by 7 teachers in November 2020. The soiree` is a joint recruitment effort with district partners to identify new potential P-12 clinical educators. For continuing school partnerships, principals are contacted about additional teachers who expressed an interest in the upcoming academic year.

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Curriculum and Assessment Development

EPPs may describe structures they use to develop or revise curriculum, handbooks, and/or EPP Created-Assessments. While this work may occur through standing committee structures (see above), EPPs may also employ structures like specialized working groups where EPP and P12 faculty work together to revise coursework, revise program structures, and/or develop or revise assessments. Evidence in support of these practices should follow recommendations for documenting committee work (see above).

Curriculum and Assessment Development Examples from EPPs

<u>Oklahoma State University</u> - Mentor teachers from partner districts contribute to the design and refinement of assessment instruments. The Clinical Practice Evaluation instrument was revised based on mentor feedback to make it more concise and relevant.

<u>Williams Baptist University</u> - A diverse learner project rubric is used to assess candidate performance in diverse classroom settings. Community partners, such as Newport Elementary School and the NEA Education Cooperative, co-construct and implement clinical experiences that align with this rubric.

<u>Williams Baptist University</u> - The EPP collaborates with partners to co-construct program elements that enhance candidate proficiency in the Science of Reading. Partners share responsibility for continuous improvement, ensuring candidates are well-prepared in this critical area.

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Candidate Involvement in School Support Systems.

Clinical practices for candidates often occur in the classroom spaces with candidates working with classroom teachers. Alternatively, EPPs may work with school and community partners to create support services for students beyond the confines of the school day. In these instances, candidates may be involved in creating and implementing specialized programs, tutoring students, providing homework assistance, offering after school programming, exam proctoring, etc.

Candidate Involvement in School Support Systems Examples from EPPs

<u>Williams Baptist University</u> – In a long-standing partnership with Integrity First Bank, bank employees and teacher candidates collaborate to teach second-grade students about saving money.

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Involvement at Gates or Transition Points

EPPs may involve partners with evaluating candidates at program gates or transition points. In this work, school and community partners may be involved in activities like reviewing / scoring candidate portfolios or conducting interviews of candidates as they move to the next level of the program (e.g., entry to the program, moving into clinical internship, program exit). This work is often supported by a validated rubric that partners co-construct and/or are trained to use.

Involvement at Gates or Transition Points Examples from EPPs

<u>Frostburg State University</u> - Candidates complete Exit Interviews that showcase evidence of meeting program standards and reflect on growth as teacher educators. These interviews are scored by a team, including faculty, clinical educators, and clinical faculty supervisors. Candidates share electronic portfolios with artifacts from field experiences and EdTPA artifacts.

<u>Missouri Western State University</u> - The EPP collaborates closely with P-12 partners to prepare, support, and evaluate candidates during field experiences. Cooperating teachers complete standardized MEES evaluation rubric training for inter-rater reliability. University supervisors and cooperating teachers independently evaluate candidates, engaging in midterm and final evaluations using the MEES tool.

University of Central Arkansas – Mentor teachers are asked to evaluate candidates on a validated disposition rubric that was co-constructed by a working group of P12 and EPP faculty. Mentors receive a guidance and a link to an online rubric asking feedback on candidates' disposition and readiness to move forward in their program.

[EPP Disposition Rubric](#)

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Direct Feedback from Schools

While at a lower level of engagement than the structures described above, feedback loops with partners (often involving surveys) can provide an EPP with quite a lot of good information. Data collection from schools via interviews, focus groups, and/or surveys can allow for input from P-12 school partners and candidates in support of EPP practices. Of course, data gathered through these processes should be discussed within appropriate EPP committees before finalizing recommendations and taking action. The review of data and action taken as a result of these conversations should be documented in committee agendas/minutes.

Feedback from schools can be a routine structure used by the EPP (e.g., per semester, annually) or used just once if the EPP is exploring a particular problem of practice. For example, an EPP may use a focus group with partners to determine if the preparation curricula are aligned with district needs. Or an EPP may use a survey to establish the validity of a new or revised EPP-created assessment. Or an EPP may interview partners to determine if they feel the EPP is serving them well and what partners might recommend the EPP consider adding or changing in its practices.

Notably, any survey used by the EPP should meet the CAEP Criteria for Evaluation of EPP-Created Surveys (see Workbook). This means the EPP needs to document the construction of the survey as well as any steps taken to align the survey to CAEP's evaluative criteria.

Direct Feedback From Schools Examples from EPPs

<u>Mississippi State University</u> - OCFBI's director conducts summer visits to partner schools, collecting feedback on TCs and recent graduates. This information informs changes to support continuous improvement in teacher education programs.

<u>Notre Dame of Maryland University</u> - Various stakeholders, including mentors, supervisors, and interns, provide feedback through surveys. These data inform quarterly meetings, guiding improvements in mentor support, intern training, and program resources.

<u>University of Montevallo</u> - The EPP involves both internal and external stakeholders in its processes. This engagement occurs through completion of feedback surveys to allow input from university faculty, P-12 school partners, and candidate representatives.

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Professional Development / Training

EPPs often describe offering professional development to partners based on identified need. Providing evidence of offering PD to school partners does provide evidence of supporting P12 partners and addresses that idea of "mutual benefit" and increasing collaboration, connection, and awareness. However, it is often less clear how this practice allows the EPP to focus on partnerships that support candidate preparation.

Professional Development / Training Examples from EPPs

<u>East Carolina University</u> - ECU offers professional development opportunities to LCSN partners, such as grants for simulation services and participation in programs focusing on social-emotional learning and teacher development.

[Grant Application and Partnership Teach at ECU](#)

Elon University – EPP Executive Directors for Diversity, Equity, and Inclusion actively engage with local districts and state efforts to enhance diversity in education.

Missouri Western State University - Faculty at MWSU offer professional development to completers, in-service teachers, and community members. Examples include an early childhood faculty expert offering professional development and coaching for early childhood teachers through a state-wide early childhood curriculum called Project Construct and a science education faculty who brings teacher candidates to Science City, an award winning science and technology educational center in Kansas City, to lead educational science events for the community.

SUNY Buffalo State - A recent example of a co-constructed clinical partnership was at Tapestry Charter School where the math specialist conducted ""Tuesday Tech Sessions"" for candidates in EDU 316, Teaching Elementary Math. Additionally, the principal conducted professional development sessions for candidates on topics related to family collaboration, assessment, and remote teaching strategies.

University of Montevallo - The program provides professional development to partners based on their needs. This includes diversity training and workshops tailored to specific districts. This approach enhances collaboration and addresses shared objectives.

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Induction Support for Novice Teachers

EPPs may create structures to support novice teachers in induction as part of their efforts to document completer effectiveness and completer impact on student learning. These programs support completers' transition into full-time teaching as EPP faculty continue to support completers as they enter the field through various structures (e.g., book studies, co-teaching, graduate coursework). Induction support supports the EPP in understanding the needs of the field as EPP faculty connect with P12 faculty and administration in this work.

Induction Support for Novice Teachers Examples from EPPs

<u>Mississippi State University</u> - Feedback from the TEC drives action. An example involves collaboration with Mississippi school districts for case studies on completers' use of the Teacher Growth Rubric (TGR). Data showed that completers were effectively applying professional knowledge, skills, and dispositions. The EPP Director's summer visits to partner schools gather feedback, enabling continuous improvement.

<u>University of Montevallo</u> - The EPP assures school partners that completers are ready to teach through the Beginning Teacher Quality Assurance Program. This involves ongoing support and assistance if any concerns arise during the first year of teaching. The program supports completers' transition into full-time teaching through initiatives like book studies and self-care support. These offerings ensure that graduates are well-prepared for their roles in collaboration with school partners.

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Funded Special Programs

EPPs have been proactive in creating grant-funded special programs in support of initial and advanced program candidates.

Funded Special Programs Examples from EPPs

<u>East Carolina University</u> - Partnership Teach is a degree-completion program enabling candidates from partnering NC community colleges to transfer to ECU for online coursework and internship. Partnership Teach maintains affiliation agreements with community college partners and satellite offices, annually enrolling 85 to 110 students.

[Partnership Teach at ECU](#)

Elon University - The Alamance-Burlington School System Honors Institute involves community members, faculty, and staff to engage high school students in civic engagement. Collegiate Start at Elon enables local high school students to earn college credit through dual-enrollment academic programs. The Village Project partners with K-5 Title I schools to address struggling readers' needs, integrating teacher candidates' support.

Lindenwood University – The LindenTeach Internship program showcases the mutually beneficial LindenTeach Internship partnership. Teacher candidates substitute teach in their first semester and undergo observation and evaluation by both district teachers and university faculty. This partnership allows for merging theory with practice and provides an integrated teaching experience. The LindenTeach program expands to partner with multiple school districts, leading to enhanced collaborations and an integrated co-teaching model. Districts participate in the selection and approval of candidates, providing flexibility for intervention or removal as needed.

Lindenwood University - A partnership with St. Louis Public Schools supports teacher aides in their certification journey. The EPP works with the district to assist candidates through their programs, providing tuition payment, salary continuity, and guaranteed placements.

Oklahoma State University - To combat the teacher shortage in Oklahoma, the EPP introduced a process for Early Release from Clinical Practice, allowing districts to hire interns who have completed a minimum of 12 weeks of internship.

SUNY Buffalo State - The structured relationship model (i.e., Kennedy, 2016) is the cornerstone of Buffalo State's approach to PDS whereby collaboration amongst all stakeholders leads to carefully structured, mentored, and coordinated field experiences along with ongoing professional education to practicing professionals. Buffalo State's PDS spends 97% of their budget to support school/agency partnership agreements, mini-grants, conferences, and travel to national PDS conferences for students, partners, and faculty.

SUNY Buffalo State - Undergraduate student researchers worked with Early Childhood, Childhood, and Special Education faculty to identify evidence-based online modules on the topic of family engagement. A pilot study was conducted where candidates enrolled in one Early Childhood course used the online modules to increase their knowledge of parent/caregiver interaction strategies and then participated in a study comparing three different methods of simulating parent-teacher exchanges: peer to peer role playing, parent actor role playing, live virtual simulator with parent live avatars (via TeachLivE).

University of Montevallo - The Montevallo Educator's Partnership supports educators and school leaders from participating school systems in pursuing graduate degrees or certificates. This collaboration enhances both teacher development and the overall partnership.

University of Montevallo – The Gear Up Jefferson County program supports the collaboration of five school districts as part of the GEAR-UP initiative, aiming to improve access and outcomes for historically marginalized students.

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Notes

Component R2.2 Clinical Educators

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R2.2 Clinical Educators

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Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

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Focus on R2.2

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CAEP R2.2 focuses on the faculty who directly support candidates in their clinical experience, including both school-based mentors and university-based supervisors. There are three important factors EPPs need to consider when writing to this component.

- First, EPPs should have established, shared, transparent protocols for selecting school- or community-based mentor/cooperating teachers and selecting university supervisors. Customarily, school- and community-based partners most often provide direct guidance in selection of site-based mentors. EPPs should consider how partners may provide feedback in the selection of university supervisors or in establishing criteria for selection of university supervisors. Additionally, EPPs must consider how to demonstrate that partner and EPP faculty selected to support candidates have both 1) a positive impact on the candidates' development and 2) a positive impact on P-12 student learning and development.

- Second, all faculty working in support of the candidate need support in understanding their role and responsibilities to the candidate. The EPP should describe structures in place to ensure partner mentors and EPP supervisors have a clear understanding of their work as well as how to receive support when needed to successfully support the candidate.

- Third, all faculty working in support of the candidate should be evaluated in doing their work to ensure candidates are receiving a high-level of support and a positive experience. Evaluations should focus on faculty performance in support of the candidate and of one another. Evaluation structures should not be one-sided. Partners should have the opportunity to evaluate EPP faculty and vice versa (e.g., how well do mentors feel

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supported by supervisors, do mentors feel supervisors provided quality support, do mentors feel the EPP provided appropriate support, do supervisors feel mentors were prepared and provided quality support to the candidate). EPPs can also seek feedback from P12 and EPP faculty on the quality of assignments, quality of support, structures of field experience.

Established Selection Criteria and Protocols

Many EPPs have established selection criteria for both P12 and EPP faculty that they communicate to school- and community-based partners. Most often this is communicated via an MOU (see R2.1 above). Ideally, selection criteria have been co-constructed and routinely reviewed/revised with partners via an established committee structure (see R2.1 above).

Selection criteria for P12 and EPP clinical faculty should include criteria of selected educators' abilities to have 1) a positive impact on the candidates' development and 2) a positive impact on P-12 student learning and development. These selection criteria might include verification of faculty evaluation scores, teaching effectiveness evaluations, or value-added data. While P12 school and community partners may be reticent to share educators' data with EPPs, EPPs can ask for assurance that selected educators meet minimum benchmarks for selection. For example, if a teacher evaluation rubric is used in the partnership site, EPPs can ask that educators selected to serve as mentor teachers meet a minimum score on that rubric before being considered for selection. Conversely, the criteria used to select university faculty for clinical supervision should also be made transparent to the partners.

The EPP should also describe their workflow for selecting mentors in partnership with the school/district/community stakeholder. EPPs may consider describing who initiates the process, who is involved, and how mentors and supervisors are selected.

The EPP should not access or review personnel files. The school principal or a district representative should review eligibility and provide the EPP with a list of eligible mentors. This way the EPP is not privy to why stakeholders are not eligible but receives a list of those willing and eligible to serve.

Established Selection Criteria and Protocols Examples from EPPs

Bethel University (IN) - The Director of Student Teaching, Fieldwork Coordinator, and P-12 administrators collaborate to select clinical educators (CTs) who align with qualification criteria. The EPP identifies potential placement districts and secures placements through principals or appropriate personnel. CTs and university supervisors (USs) are chosen based on years of experience, qualifications, and evaluations as "Effective" or "Highly Effective" teachers. CTs are preferred to have a Master's degree and at least five years of experience.

Spelman College - The EPP collaborates with partner school districts to identify placements. School principals co-select clinical educators who model professional dispositions, have desired teaching experience, and demonstrate positive impact on P-12 learners. Clinical educators must meet certification qualifications and desired years of teaching experience. Furthermore, clinical educators must demonstrate impact on P-12 learners as evidenced by satisfactory ratings on district-level evaluations and recommendations by the school administrator.

University of Central Arkansas – The EPP MOU establishes criteria for selection of Mentor Teachers and University Supervisors and outlines the roles and responsibilities of both. Mentor teachers must be fully licensed in their subject area with a minimum of three years of teaching experience overall and one year in their current building. They must be fully trained in the Arkansas observation rubric (TESS) and have received an overall proficient rating on their latest TESS performance review. Mentors must also demonstrate positive student impact as evidenced by standardized assessment scores (e.g., ACT Aspire, NWEA MAP, etc.). For areas outside of the tested subjects, administrators must provide assurance that the Mentor has demonstrated positive impact on student learning. Finally, administrators must provide assurance that selected mentors demonstrate best practices in serving diverse student populations. In turn, the EPP shares criteria used to select University Supervisors including current licensure area(s) and established teaching experience in the field. The Office for Candidate Services (OCS) shares this language to the district every time placements are requested with the Director of OCS working directly with identified district personnel to select and match mentors with candidates, tracking all data in Airtable.

University of Hartford - The EPP collaborates closely with local school districts in Connecticut to co-construct the selection and placement process for clinical experiences. Partnerships are based on careful matching of certification level and prior experiences. Criteria for selecting mentor teachers are co-created with partners, with a focus on their ability to be supportive and effective mentors. The department leadership and district facilitators ensure compliance with program and state requirements. Candidates apply for culminating clinical placements. Applications are co-constructed to ensure alignment with program requirements and a positive impact on P-12 learners. Academic advisors and district facilitators review and approve applications.

University of Virginia - Mentor teachers are selected based on criteria including a license in the candidate's endorsement area, at least three years of teaching experience, teaching quality, collaboration skills, and reflection. Clinical coaches, including retired administrators, current teachers, and doctoral students, undergo a qualification verification process. Through systematic evaluation and collaboration with stakeholders, EHD ensures clinical educators have a positive impact on candidate preparation and, ultimately, P-12 student learning and development.

Virginia Wesleyan University - Partnerships with K-12 schools involve close collaboration to hand-pick master teachers for optimal candidate experiences. Cooperating teachers for practicum are selected collaboratively with partner school administrators, leveraging program knowledge and individual candidate needs. For student teaching, cooperating teachers are chosen based on set criteria and experience.

Western Oregon University - Western and partner districts establish values and agreements for co-selecting, preparing, and supporting clinical educators through training modules and meetings. These agreements are outlined in Memorandums of Understanding (MOUs) and comply with state regulations.

Wright State University - Candidates are placed with Cooperating Teachers (CTs) based on licensure requirements. CTs are selected by experienced teachers meeting specific criteria, including full licensure, successful teaching experience, and administrator recommendation. University Supervisors (USs) are selected through interviews and must have a teaching license, mentorship skills, at least 10 years of experience, and a Master's degree in education.

The examples provided are an excerpt from what they submitted for Standard 2 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

Preparation and Support

EPPs should fully describe their processes and structures in support of clinical educators. These support structures can vary widely and should be dependent on local contexts. In writing to this competency, most EPPs describe structures developed in support of P12 clinical educators and structures developed in support of university supervisors to ensure that all clinical faculty are prepared for the role and responsibilities articulated by the EPP. EPPs can describe who is responsible for ensuring this work is done, how preparation content is developed and modified, how data are tracked ensuring clinical educators have access to this content to provide a measure of quality assurance, how new clinical educators are

onboarded, and how clinical educators who experience struggles are supported to improve their practice or manage specific, unanticipated situations.

Preparation and Support Examples from EPPs

Bethel University (IN) – Cooperating Teachers and University Supervisors attend orientations to review policies and training updates. Candidate assessments are done using the Candidate Preservice Assessment of Student Teaching (CPAST) rubric, promoting shared understanding of professional expectations.

Spelman College - Clinical educators receive training, including video-format field experience training and electronic resources. One-on-one training at the senior level covers roles, responsibilities, evaluation methods, and goal setting. Clinical educators evaluate candidates using rubrics.

University of Hartford - The EPP conducts orientation events to connect clinical educators and share information. School principals, team leaders, and cooperating teachers participate, fostering a supportive network. Clinical educators receive training through handbooks, resources, workshops, and videos. Regular review ensures alignment with changing processes and requirements.

Virginia Wesleyan University - Training for both cooperating teachers and university supervisors includes expectations, roles, responsibilities, and evaluation forms. Cooperating teachers receive training recordings and asynchronous options for accessibility. Regular check-ins and support mechanisms are in place for both groups. The program is adaptable in response to feedback and changing needs.

Western Oregon University - The Office of Clinical Practices and Licensure provides training and support to clinical educators. Clinical supervisors receive orientation and regular training on topics like feedback, evaluation, and assessment. Website resources aid fidelity in clinical practices and partnerships. University supervisors support PK-12 cooperating teachers by providing training, supporting software usage, engaging in co-evaluation processes, and advocating for candidate accountability. A protocol for candidate monitoring is established. The Clinical Placement Office offers additional resources and training, such as co-teaching practices and clinical assessments. Cooperating teachers and university supervisors collaborate using CPAST protocols to provide targeted feedback and assist candidates in setting midterm goals for focused experiences in clinical settings. PK-12 educators and university educators co-evaluate candidates using consensus forms. High agreement rates in evaluation scores are observed.

Clinical satisfaction data show positive feedback from PK-12 clinical faculty and educators, indicating adequate support and mutual benefit.

Wright State University - CTs receive training through workshops, videos, and co-teaching training to enhance their role as mentors. Supervisors act as liaisons and guides, maintaining regular communication with candidates and CTs. They attend training sessions, review roles, and provide ongoing support. The EPP has intervention levels to guide candidate development and address concerns. Site Concern Meetings and OPFE Concern Conferences are used to address issues and set improvement goals. Removal policies are established for extreme cases.

The examples provided are an excerpt from what they submitted for Standard 2 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

Evaluation Data and Feedback

EPPs often describe their processes for evaluating clinical educators. Many EPPs request that school-based mentors and administrators, university supervisors, and candidates evaluate and provide feedback on the support received from one another in the relationship. This may take varied forms (e.g., an exit interview, rubric, survey). EPPs engaging in these practices should provide the tools used to collect these data including how these tools were constructed and validated to align with CAEP Criteria for Evaluation of EPP-Created Assessments and Surveys. The EPP should also describe how the data are collected and reviewed. Three cycles of data with analysis should be provided with concrete examples of action taken as a result of review of data.

Evaluation Data and Feedback Examples from EPPs

Bethel University (IN) - Cooperating Teachers and University Supervisors are evaluated by candidates and themselves each semester. Survey results reflect positive experiences for both candidates and educators.

University of Central Arkansas – Candidates evaluate Mentor Teachers and University Supervisors. Mentor Teachers and University Supervisors evaluate one another. All evaluation rubrics are aligned allowing for triangulation of data. The Office of Candidate Services (OCS) reviews data each semester and tracks data over time using AirTable to maintain and safeguard all data. Mentor Teachers receiving negative evaluations are carefully monitored by OCS with additional support provided by the University Supervisor. Ongoing negative evaluations of a Mentor Teacher results in removal of the mentor from the selection pool. Supervisors receiving negative evaluations are counseled by their department chair and carefully monitored with the Director of Assessment and the chair providing additional support. Ongoing negative evaluations of a Supervising Teacher results in re-assignment of the Supervisor to other roles within the EPP.

[Teacher Candidate Evaluation of the Mentor Teacher](#)

University of Virginia - An annual evaluation assesses clinical educators' performance based on mentoring guidelines. Surveys are conducted anonymously, and data are used to review and improve processes and support structures. Themes from evaluations inform program adjustments.

University of Hartford - The clinical experiences are aligned with coursework. Candidates accumulate fieldwork hours progressively, from observation to taking over teaching responsibilities. Cooperating teachers support candidates using the gradual release strategy. If candidates struggle, a professional growth plan is created. Candidates not meeting requirements may be removed from the program.

Virginia Wesleyan - University Supervisors rate their satisfaction of Cooperating Teacher's support and impact on the student teacher. Data from the last three semesters has shown that overall, clinical educators have supported and positively impacted student teacher's success and growth. The overwhelming majority of student teachers are either Satisfied or Extremely satisfied with the University Supervisor (93%) and Cooperating Teacher (89%).

Wright State University - Candidates provide feedback on CTs and Supervisors, with high satisfaction levels reported. Open-ended feedback is analyzed for program improvement. Supervisors receive feedback, and issues are addressed individually. CTs are also surveyed to assess resource usage, role clarity, candidate impact, and satisfaction with supervision. Feedback informs program improvements and training adjustments. We survey our candidates each term, inquiring about their experiences with their CT(s) and their Supervisor. Candidates are asked to rate the clarity of expectations, the support they have been given, the feedback they have received, and provide their overall recommendation using a Strongly Agree to Strongly Disagree Likert scale.

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Notes

Component R2.3 Clinical Experiences

R2.3 Clinical Experiences
The provider works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure candidates demonstrate their developing effectiveness and positive impact on diverse P-12 students' learning and development as presented in Standard R1.

Focus on R2.3
CAEP R2.3 focuses on how the EPP works with partners to structure clinical experience. There are five key ideas that EPPs should attend to in writing the narrative and providing evidence.

- First, the EPP wants to thoroughly describe the clinical experiences candidates move through with as much specificity as possible as well as how the EPP tracks that information to give assurance candidates are having robust clinical experiences. EPPs may wish to consider how they would explain the clinical expectations to prospective candidates as a starting point. Site teams are supporting in understanding EPP clinical expectations when EPPs focus their description on program-level and/or licensure-specific expectations (e.g., what are the requirements for special education candidates compared to physical education candidates). EPPs are guided by language in the handbook describing CAEP expectations for depth, breadth, coherence, and duration as noted below (diversity and technology are included as separate considerations next).
    - Depth – EPPs may explain how clinical experiences are aligned to required coursework or if the EPP requires clinical experiences outside of the candidates' programs of study. The expectations of the clinical experience should be defined including expected outcomes for the experience (e.g., goals, objectives) as well as any required EPP-created assessments completed during the experience. This is a critical space to explain to the site review team how the clinical experiences in a candidate's program of study align to the CAEP R1 expectations including explicit assignments and data assessing candidate knowledge, skills, and disposition.
    - Breadth - EPPs are asked to be intentional about designing clinical experiences that provide candidates with insight into multiple school contexts and settings.

Candidates should be given opportunities to have clinical experiences in multiple school settings (e.g., multiple schools, multiple districts) and at multiple grade levels commensurate with their licensure (e.g., someone seeking a P12 music education license should have experiences at the lower grades (K-4), middle grades (5-8), and upper grades (9-12)). EPPs can variously define grade/age ranges in considering different grade levels (e.g., lower grades might be defined as K-3, P-2, or K-5). What is important is to articulate this in a way that makes it clear to the site review team.

- Coherence - EPPs can explain the scope and sequence of the clinical experience progression as intentionally designed to promote candidate growth and development of their knowledge, skills, and disposition. For example, candidates may have early experiences that only require they 1) observe to collect data and report their findings or 2) interview teachers or students or 3) attend specific events and discuss their impressions (e.g., school board meeting, faculty meeting). However, as they move through their programs, expectations for their engagement increase to include working with individual students, working with small groups, co-teaching, and full control of a class. Many EPPs also describe how candidate progression is monitored and supported, including recourse for when candidates struggle or are unable to meet/complete a clinical expectation.

- Duration – EPPs should describe the time requirements for each required clinical experience. For example, perhaps early experiences only require 10 hours in the semester whereas an early internship or practicum experience may require 1-day per week or 10-hours per week across a 14-week semester.

- Second, EPPs are asked to be intentional about providing candidates with opportunities to work with diverse student populations. The EPP will need to clearly describe how it defines "diversity" and how it tracks candidate experiences with diverse P12 students based on local contexts. Many EPPs provide evidence of where candidates are placed for various clinical experiences and provide percentage data for certain key demographics selected by the EPP. For example, the EPP may track P12 data at schools for students of color, English Language Learners, special education, and/or poverty (e.g., low income, free or reduced lunch status). Although school grades are admittedly problematic for reasons having to do with national history and current politics, some EPPs have provided compelling data about the school "grade" or other state designated rankings providing evidence that candidates have experiences in A/B schools compared to C/D/F schools. Other EPPs may more closely track if candidates are receiving experiences in school contexts aligned with geographic designation (e.g., rural, urban, suburban). Critical here is the EPP clearly defining for themselves and for the site team what it means by P12 "diversity", what data it is tracking relative to candidate clinical experience, and what findings they are drawing from that data and making actionable.

- Third, technology is a critical cross-cutting theme in the CAEP standards. Here EPPs should focus on how candidates are supported in designing and delivering instruction in various modalities (e.g., remote/virtual, hybrid, face-to-face) as well as how candidates are supported in applying technology to enhance instruction for P12 learners. These are

two distinct ideas to make evident in writing the narrative and providing evidence. While many EPPs align their assessments to foundational technology standards (e.g., ISTE) as a good first step, this is not fully sufficient for meeting this competency. EPPs should explain they intentionally support candidates in understanding how technology can be used as a tool to support P12 student learning moving beyond technology for consumption or for completion of low-level tasks (e.g., lower levels of SAMR model). Instead, candidates should be supported in using technology with students to support collaboration and creation and for the completion of high-level engagement (e.g., upper levels of the SAMR model)

- Fourth, the EPP should demonstrate how positive impact on P12 students' learning and development. Many EPPs require candidates complete an assignment or project where they track data against student learning (e.g., EdTPA, TWS, Impact on Student Learning). Other EPPs engage P12 students in providing feedback via student surveys (e.g., Tripod, Panorama, iKnowMyClass, YouthTruth, MyStudentSurvey, K12 Insight)
- Finally, EPPs want to detail how partners are involved in this supporting its work to meet this competency (see R2.1 above).

R2.3 Clinical Experience Examples

Scope and Sequence (e.g., Table, Chart, Map) Examples from EPPs

Florida Atlantic University – The EPP offers detailed program outlines for Elementary, Secondary, and Exceptional Student Education, encompassing a sequence of courses. Teacher candidates progress through a continuum of clinical experiences, starting with early field activities and advancing to structured practicum experiences and student teaching. Early field experiences involve observations, interaction with students, assisting those with challenges, structured classroom observations, and reflection. Practicum experiences provide more hours and intensive clinical learning. The culmination is a full-time, fifteen-week student teaching/internship experience, serving as the capstone. The Office for School Engagement tracks placements through a database and monitoring system to guarantee candidates' exposure to various settings and diverse learners.

Frostburg State University - Placements encompass diverse settings, such as Title I schools, Head Start classrooms, a Chinese Immersion school, schools with high FARMS (South Penn Elementary School, Allegany County Public Schools 60.3% FARMS), high populations of students with disabilities (Cash Valley Elementary School, Allegany County Public Schools 27.6% SWD), English Language Learners (Butterfly Ridge Elementary School, Frederick County Public Schools, 31.2%

ELL), and urban settings (Baltimore City Public Schools, Gwynns Falls Elementary School, 49.8% FARMS, 5% homeless, 16.5% SWD, and 99% African American).

Notre Dame of Maryland University - The demographics of the PDS network represent the population in the Baltimore Metropolitan Area with varied student populations including diversity in race, culture, and socioeconomic status, in suburban and urban settings. The PDS sites have a wide range of programming including ESOL, gifted and talented, magnet, AP/IB, and special education services. The placement coordinator ensures that each teacher candidate is assigned to two diverse placements based on these demographic varieties. Supervisors and mentors evaluate their interns at the end of the experience by completing perception surveys of each intern's preparedness for initial employment. Recent data collected from supervisors who completed the Supervisor Perceptions of Intern Preparedness Survey (R2.3.10) revealed that supervisors rated the majority of their interns as Well Prepared or Prepared across each of the 10 criteria identified for evaluation.

University of Montevallo - The clinical experiences in the Elementary and Elementary Collaborative programs are structured into four blocks: Foundations, Methods, Pre-Internship, and Internship. These blocks involve progressively deeper engagement, including observation, teaching, and technology integration, with an emphasis on diverse subjects and age-appropriate teaching methods. All clinical experiences prioritize professional ethics, collaboration, reflective practice, and professional evaluation. Similarly, the Secondary Education program consists of three phases. Phase I encompasses 94 hours of clinical experience in different school settings, including lab analyses and co-teaching. Phase II involves 94 hours of teaching, recording, self-evaluation, and peer evaluation, culminating in a 3-day learning segment analysis.

Western Oregon University - Candidates are required to observe 4 additional classrooms in diverse settings relative to their current placement (e.g., subject area, grade level, an ESOL classroom, SpEd classroom, art, PE, etc.). Candidates work with students on individual and small group learning, and formally teach a 3-5-day lesson sequence. Candidates are evaluated using a pre-CPAST (a developmentally truncated form of the final summative CPAST). At the placement level, settings are prioritized with school-level demographics or classroom demographics with high percentages of students with diverse cultural backgrounds, diverse linguistic backgrounds, schools or classrooms with high enrollment of students qualifying for free or reduced lunch, Title 1 schools, or in settings with students receiving special education services. An analysis of diverse placements was conducted at the school level.

Williams Baptist University – The EPP provided a sequence table describing clinical intern transition points and the performance-based assessments with examples. The table was set up so that each of the CAEP expectations was addressed (e.g., duration, breadth). The table of clinical experiences at each transition point shows the course in which the experience occurs, the duration, modality, and diversity categories with links to supporting evidence. The table demonstrates that the WTEP has intentionally designed the progression of field experiences from Early to Mid-Program to Capstone with gradually increasing complexity and connections to specific coursework. The Teacher Candidate transition point includes field experiences in diverse settings, face-to-face, and virtual teaching. The Pre-Clinical transition point includes the Diverse

Learner Project, in which candidates teach in a partner school district that is diverse in three categories, including race, socioeconomic, and student exceptionalities.

[Clinical Experiences at Transition Points](#)

Handbook Examples from EPPs

Bethel University (IN) - Fieldwork expectations and requirements for all courses with a fieldwork component are outlined in the Fieldwork Handbook.

Notre Dame of Maryland University - The Internship Handbook outlines specific policies and procedures for the internship experience, covering standards, professional development materials, starting tools, action research, lesson plans, and assessments. Placements 1 and 2 have matching expectations with candidates following mentors' schedules, progressively assuming responsibilities, and instructing for at least two weeks per placement. Daily feedback is given by mentors using tools from the Mentor Handbook and the PDS Google Site. Formal evaluations are conducted by mentors and supervisors at placement ends, influencing the intern's final grade. During the 100-day internship, university supervisors visit seven times, initiating triad meetings and conducting formal observations with the Classroom Observation Form. Consistent communication between supervisor, mentor, liaison, and coordinator is maintained, with the final visit including a Post-Internship Candidate Interview involving mentor, supervisor, candidate, and administrator.

University of Virginia - The program's clinical experiences are outlined in program handbooks which align with Virginia Board of Education requirements, comprising early clinical experiences and a full-time 10-week culminating experience with 150 hours of direct teaching. The revised structure surpasses these standards, featuring a detailed clinical sequence outlined in handbooks. Early practicum ranges from 30 to 45 hours, while the yearlong internship includes Internship I and Internship II. Internship II, spanning 16 weeks, involves gradually taking over classroom duties, exceeding 150 hours of direct teaching, and engaging in reflection. Assessment points throughout clinical experiences demonstrate candidate development of knowledge, skills, and dispositions linked to P-12 student success. The tracking system matches students' placements with data from the National Center for Education Statistics to provide candidates a demographic profile of their placement schools. The TED office runs annual placement diversity reports to monitor placements to ensure the program is providing a range of experiences to candidates and that placements are representative of the local and state

context. The handbooks also include an overview of the ways in which stakeholders provide feedback and evaluation through weekly debriefs, formal observation cycles, and the internship evaluation.

Williams Baptist University - The Clinical Internship Handbook provides evidence of a clinical internship experience with sufficient depth and breadth. This is evident through intentional program design reflected in internship assessments to ensure candidate readiness and established performance levels. The handbook also highlights the relationship between clinical experiences and coursework at six transition points within the program, starting from observations and progressing to full teaching responsibilities by the Clinical Intern transition point.

The examples provided are an excerpt from what they submitted for Standard 2 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

EPP-Assessments and Data

Oklahoma State University - The Prof. Ed. Diversity Statement details our commitment to preparing educators prepared for and committed to serving diverse learners' needs. This is embedded across our pedagogical coursework, and it is assessed thoroughly through the Field Experience Evaluation (E5), the Clinical Practice Evaluation, and the PPAT, particularly through serving focus student needs on Tasks 2, 3, and 4 as detailed in the PPAT Task Instructions and Rubrics.

University of Hartford - Impact of teacher candidates on student learning across programs is assessed through several assessments, both proprietary and EPP designed assessment (assessments and data provided). Based on these data, the EPP can determine that candidates are able to effectively pre-assess students' prior knowledge, analyze data, and make data-based decisions to design interventions, analyze results to determine their impact of teaching, and reflect on their teaching practice.

University of Montevallo – For both elementary and secondary programs, Phase 3 serves as an internship, requiring 640 hours in a partner school, and edTPA completion is a crucial requirement for all internships.

Virginia Wesleyan University - During the student teaching experience, candidates have a large Impact Study, in which they are required to collect demographic and learning data about the students in their class and design a differentiated unit. As part of the project, they must disaggregate their students' pre and post-assessment scores and address disparities and equity issues in their reflection (1.23).

Western Oregon University - To investigate candidate outcomes aligned with positive PK-12 impact, descriptive statistics were analyzed for rubrics associated with positive student impact (i.e., edTPA rubrics 6: Learning environments, 9: Subject-Specific Pedagogy, rubric 10: Analyzing Teaching Effectiveness, 11: Analysis of Student Learning, 12: Providing Feedback to Guide Learning; CPAST rubrics G: Checking for Understanding and Adjusting Instruction, rubric I: Safe and Respectful Learning Environments, rubric J: Data Guided Instruction, and rubric K: Feedback to Learners). Findings show that, across programs, the mean scores for rubrics associated with student impact are comparable to peers across the state and national comparisons.

Williams Baptist University - The EPP described and provided evidence of candidate completion of a Teacher Work Sample as evidence that candidates have a positive impact on student learning.

The examples provided are an excerpt from what they submitted for Standard 2 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

Technology

Al Ain University - The College of Education, Health, and Social Sciences (CoEHSS) acknowledges that candidates' growth is influenced by their continuous use of technology throughout the program. Many candidates bring laptops/tablets to classes and utilize digital tools like blogs, video analysis, and webcasts in Teaching Methods courses and Micro-teaching experiences. MOODLE, MS Teams, and cell phone applications are used by faculty and candidates for teaching and learning. During clinical practice, which included online cycles during the pandemic, lesson planning, implementation, and video analysis were facilitated through technology, fostering enhanced learning experiences. The Practicum portfolio also showcases how both candidates and students utilize technology to enrich learning.

Mississippi State University - The Teacher Intern Assessment Instrument (TIAI) is introduced to teacher candidates (TCs) in Phase II and utilized throughout methods courses and clinical practice. It's employed by Clinical Mentor Teachers (CMTs) and University Supervisors (USs) during teaching internships to evaluate TCs' effectiveness across five domains: Planning and Preparation, Assessment, Instruction, Learning Environment, and Professional Responsibilities. EPP data, ranging from 0 to 3, demonstrates TCs' effectiveness in these domains, with specific indicators aligned with ISTE standards highlighting the integration of technology in clinical experiences. The data are further disaggregated by program areas to show effectiveness in different domains and placements.

Missouri Western State University - Throughout the program and clinical placements, candidates engage in various technology-enhanced learning experiences, backed by surveys and

analysis to ensure technology exposure. The Instructional Media and Technology course emphasizes ISTE standards and the SAMR model for impactful K-12 learning. MEES Standard 6 is evaluated during Junior Experience and Student Teaching, while candidates also adapted to virtual settings during the pandemic, enhancing exposure to technology. Mastery of MEES standards remained a requirement, with flexible evidence based on teaching format.

Presbyterian College - The Technology Evidence Packet (#11) shows the ways candidates utilize technology opportunities in their classes and clinical/field experiences related to the program. The SCTS rubric also gives the EPP feedback on their level of preparedness, the technology in each course, and the technologies available to them for instructional use.

SUNY Buffalo State - Candidates undergo preparation for utilizing instructional technologies in their courses and are assessed on three ISTE-based performance indicators during Transition Points (TP) 2 and 4 by various stakeholders. Self-reporting on an Exit Survey reveals candidates' engagement with technology for teaching or collaboration. Notably, candidates' proficiency in "seeking out and employing innovative ways to use technology to improve and manage student learning" increased significantly from TP 2 to TP 4. Program Improvement Retreats have also facilitated discussions and collaborative activities among faculty to explore effective pedagogical approaches and engagement strategies using technology in instruction and learning.

University of Hartford - The curriculum emphasizes technology integration to cater to diverse student needs. The curriculum's scope and sequence introduce various technologies across key courses, covering hi-tech, mid-tech, and low-tech options. A dedicated course (CT 243, EDT 663, EDH 605) focuses on integrating technology in the classroom, familiarizing candidates with tools like Microsoft Office 365, Google Docs, Smartboard, iPad, coding, and learning management systems. Candidates complete the Apple Teacher and Google Certificate for foundational skills. They showcase technology application through an e-portfolio, which highlights tech use in lesson plans, reflections, and their edTPA portfolio. The program stays current by collaborating with partners to prepare candidates for in-person, remote, and hybrid teaching scenarios.

Western Oregon University - Candidates are also required to focus on technology integration including meeting with the classroom teacher to design a supplemental asynchronous support lesson for a targeted group of learners. Or the candidate can integrate technology into one of the ten lessons taught focusing on instructional accommodations, engagement, or universal design. Candidates are required to reflect on the success of their technology-enhanced efforts with their cooperating teacher and in guided reflections in the student teaching seminar that accompanies the term.

Williams Baptist University - Candidates are required to complete an assignment to design and implement online instruction in the state's Virtual Academy

Wright State University - Candidates utilize GoReact, a cloud-based video feedback tool, to upload videos for Supervisors to provide precise feedback at relevant moments, fostering reflective practice and preparing them for their careers. Assessment of digital tool application occurs in phases 2 and 3 through PreCPAST and CPAST, and Google Classroom modules are integrated into courses to align with local school practices. Nearpod is employed for field

placement orientations, showcasing the use of such technology. Co-requisite program courses parallel field experiences, incorporating technology and diversity-focused assignments. Assignments involve planning and teaching units with technology integration and culturally responsive practices, along with working with English language learners.

Diversity

Bethel University (IN) - In Diversity in the Classroom (EDUC204), candidates learn about topics such as school desegregation, cultural pluralism, and bilingual/multicultural education; this course's ten hours of field observations allow candidates to obtain first-hand, concrete knowledge in these areas. The course Teaching Exceptional Learners (EDUC/ELED308) continues candidates' study of various exceptionalities, including learning disabilities, appropriate classroom instruction, and learning environments. This class requires at least ten field observation hours to help candidates deepen these understandings.

Spelman College - To ensure candidate development and to understand their impact on diverse P-12, the EPP implements valid and reliable key assessments. The EPP faculty, with the assistance of its P-12 partners through the Professional Education Committee, developed instruments to assess the knowledge, skills, and dispositions needed to impact diverse learners. Field experience placements at these schools highlight the EPP's theme of preparing educators for multicultural and international environments and the institutional theme of inculcating intercultural skills. *Due to the COVID-19 pandemic, during the 2020-2021 academic year, candidates did not participate in this experience since the academic year was virtual. However, the EPP implemented SIMSchool, an array of virtual simulations that replicated the classroom environment inclusive of diverse learners.

SUNY Buffalo State - Candidates' reflections and impact on their own awareness of diverse learners and learning differences are evidenced in: IPDS Travel Blogs, student research presentations, TP 4 Exit Surveys, and via Practicum/Student Teaching Evaluation (PSTE) where performance indicators related to candidate dispositions, consideration of learner and learning, as well as ability to plan, instruct and assess diverse learners are evaluated.

Notre Dame of Maryland University - To encourage candidates to consider diversity, equity, and inclusion in lesson planning and implementation, they are required to use a lesson plan format that includes a focus on differentiation of instruction for diverse populations of students. This component ensures that conversations about equity are addressed in each planning and

feedback conversation that interns have with mentors and supervisors. In addition, candidates complete the edTPA which includes an equity component.

Virginia Wesleyan University - Candidates across programs have diverse placements, including Title 1 public schools, TCA (on-campus private K-12 school), and public/accredited private schools for student teaching. Undergraduate programs involve early field experiences like EDUC 266, where candidates design differentiated lessons from observed classes and implement them. EDUC 329's partnership field experience engages candidates in preparing lessons for diverse students, considering disabilities and accommodations. Equity issues are addressed in seminars and debriefing sessions, discussing strategies and professional knowledge for various placements. Student teaching entails an Impact Study, where candidates collect demographic and learning data, design differentiated units, and analyze pre/post-assessment scores to address disparities and equity in reflection.

The examples provided are an excerpt from what they submitted for Standard 2 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

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Notes