



2015

**CAEP
Spring
Conference**

Denver, CO

Portrait of an EPP: Weaving Equity Across Programmatic Components

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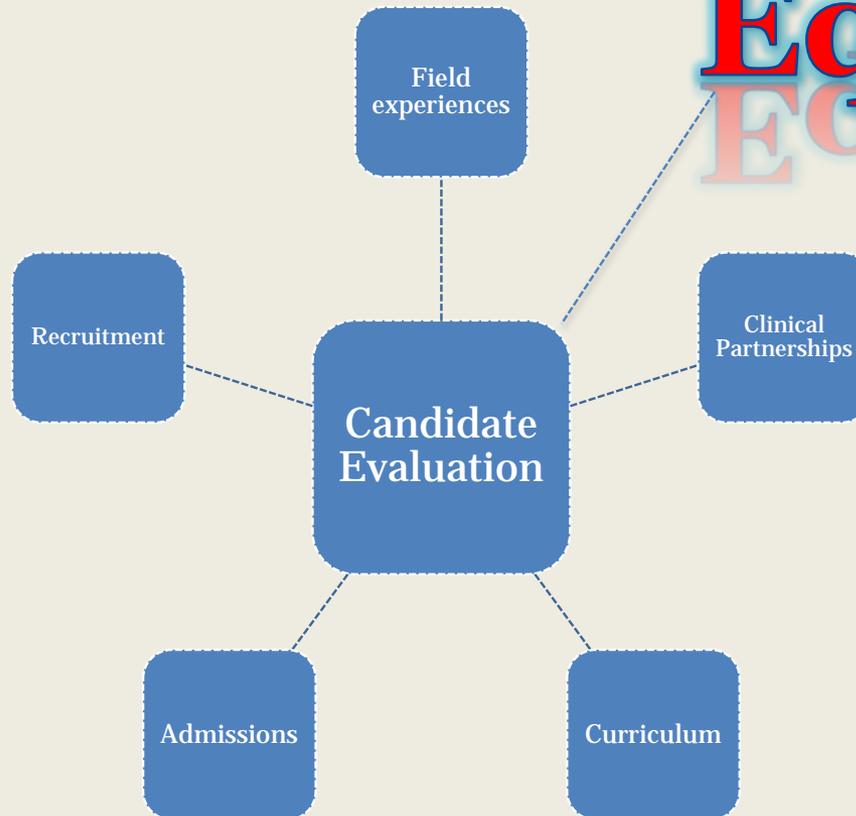
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Session Overview



- Highlight an EPP



Equity
EQUITY

Objective



IWBAT examine the programmatic elements of an EPP focused on equity and set goals related to CAEP accreditation.

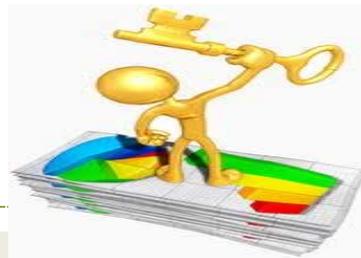


Essential Questions



- How can I weave a focus on equity across the program components of my EPP and satisfy the CAEP Standards?

Key Vocabulary



EPP: Educator Preparation Provider (CAEP Glossary, 2014).

Equity: Ensuring students from diverse racial, ethnic, and cultural groups attain the knowledge, skills, and attitudes needed to function effectively within, and help create and perpetuate, a just, humane, and democratic society (Banks, 1995).

Backward Design: A process used to start with the end in mind – what students are expected to learn and be able to do – and then proceed backward to achieve desired goals (The Glossary of Education Reform, 2013).

Performance Assessment: Product- and behavior-based measurements based on setting designed to emulate real-life contexts or conditions in which specific knowledge and skills are actually applied (CAEP Glossary, 2014).

Embedded Signature Assessments (ESAs) are “campus-specific assignments chosen from standard criteria that track a teacher candidate’s growth over time” (Larsen & Calfee, 2005, p. 151).

Learning Agenda

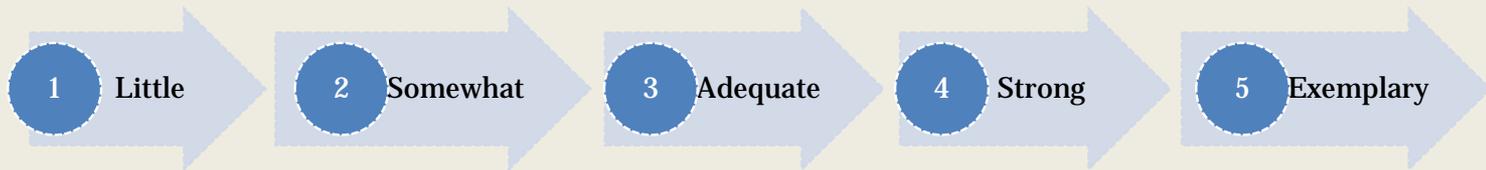


- **Overview:** Session components
- **Exemplar:** Standards 1-4
- **Questions:** Reflect on learning
Apply to own practice
- **Closure:** Establish next steps

Do Now



- Rate your EPP on a scale of 1-5:
Focus on issues of equity across programmatic components





- **CAEP Standards**
 - **Standard 1:** Content & Pedagogical Knowledge
 - **Standard 2:** Clinical Partnerships & Practice
 - **Standard 3:** Candidate Quality, Recruitment, and Selectivity
 - **Standard 4:** Program Impact
 - **Standard 5:** Provider Quality, Continuous Improvement, and Capacity

CAEP Standard 1



○ Standard 1: Content & Pedagogical Knowledge

- ✦ 1.1 Demonstrate 10 InTASC Standards at the appropriate level(s)
- ✦ 1.2 Use research and evidence to understand profession, measure students' progress and own professional practice.
- ✦ 1.3 Apply content and pedagogical knowledge in response to standards as reflected in outcome assessments
- ✦ 1.4 Demonstrate skills and commitment to college-and career-ready standards
- ✦ 1.5 Model and apply technology standards to learning experiences



Standard 1

Content and Pedagogical Knowledge

*The provider ensures that candidates develop a deep **understanding** of the critical **concepts** and principles of their discipline and, by completion, are able to **use** discipline-specific **practices** flexibly to advance the learning of all students toward attainment of **college- and career-readiness** standards.*





Standard 1

- 1.1 Demonstrate 10 InTASC Standards at the appropriate level(s)
- 1.3 Apply content and pedagogical knowledge in response to standards as reflected in outcome assessments

Mission & Vision Statement



- The **mission** of the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP) is to provide an intensive, integrated, and transformational experience that supports the development of dispositions, knowledge, and skills for equitable and effective teaching.
- Our **vision** is that equitable and effective teachers engage, plan, teach, and lead to promote the growth and development of *all* learners.

Personal Mission/Vision



I went to school with all my treasures, including my Spanish language, Mexican culture, *familia* (family), and ways of knowing. I abandoned my treasures at the classroom door in exchange for English and the U.S. culture; consequently, my assimilation into U.S. society was agonizing. One of my earliest memories is of wishing away my dark skin; I wanted desperately to be White, and I abhorred being *la morena*, the dark-skinned girl. I came to associate whiteness with success and brownness with failure. I was overwhelmed with feelings of shame over the most essential elements of my humanness. As a result, my experience in the U.S. educational system was marked by endless struggles to preserve my humanity.

Salazar, M. (2013). A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. *Review of Research in Education*, 37, pp. 121-148.

Developing Quality Assessments: Start with the End in Mind



- **Big Ideas**
 - Programmatic and personal mission & vision

- **Claim**
 - TEP candidates and completers are equitable and effective teachers that facilitate the growth and development of all learners.

- **Performance-based Assessment**
 - Framework for Equitable & Effective Teaching (FEET)
 - ✦ 4 Dimensions: Engage, Plan, Teach, Lead
 - ✦ 20 competencies & 66 indicators
 - ✦ Rubrics and clinical observation tool

- **Embedded Signature Assessments**
 - ✦ Aligned to standards

Dimension	Competency	Indicator	
ENGAGE Engage students in an inclusive and supportive learning community. [I 1, 2, 3; CoQS 2, CAEP 1.1, 1.4, NBPTS 1, 3]	Establish respectful and productive relationships with students and families. [I 2; CoQS 2, CAEP 1.1, 1.4, NBTS 1]	LC.1	Demonstrates interest, value, and respect for students' family members, home culture, and community. [I2g, I2h, I2k, I2m, Co QS 2b, CoQS 2c, CAEP 1.1, 1.4, NBPTS 1]
		LC.2	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students.
		LC.3	Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).
		LC.4	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.
	1.2 Use equitable classroom management strategies.	LC.5	Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability.
		LC.6	Uses predictable transition strategies effectively to maximize time on task.
		LC.7	Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning.
		LC.8	Monitors challenging student behavior and promptly redirects inappropriate behaviors and enforces consequences.
		LC.9	Incorporates student voice and choice, and shared decision-making.
	1.3 Engage students by making content engaging.	LC.10	Uses a variety of active engagement strategies (e.g, interactive technology, manipulatives, realia, total participation techniques), monitors student participation, and makes adjustments to maximize student engagement.
		LC.11	Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.
		LC.12	Engage students in joyful learning that includes discovery, application, and/or collaboration.

Item

Tag to InTASC, Co QTS, CAEP, NBPTS

Dimension	<p style="text-align: center;">ENGAGE Engage students in an inclusive and supportive learning community</p>			
Competency	Unsatisfactory Indicators (1)	Developing Indicators (2)	Proficient Indicators (3)	Advanced Indicators (4)
<p>1.1 Establish respectful and productive relationships with students and families.</p>  <p style="font-size: 2em; color: red; text-align: center; margin-top: 10px;">Item</p>	<ul style="list-style-type: none"> • Dismisses students' culture and community through deficit language or lack of acknowledgement. • Demonstrates apathetic or negative interactions with students and/or families. • Interactions among peers reflect bullying, disrespect, and/or bias. • Communicates negative beliefs of students' ability to learn. • Models poor communication skills. 	<ul style="list-style-type: none"> • Demonstrates respect in interactions with students. • Engages in interactions with students that are formal and/or distant. • Communicates belief in the capacity of all students to learn. • Models effective skills in listening, clarifying, and mediating. • Poses questions to students and parents/ families about their interests and needs. 	<ul style="list-style-type: none"> • Demonstrates interest, value, and respect for students' home culture and community. • Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students. • Communicates belief in capacity of all learners to achieve at high levels (e.g. college readiness, high expectations). • Models and promotes effective communication including active listening, clarifying, and mediating. • Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. 	<ul style="list-style-type: none"> • Solicits information about students and family interests and values and provides positive reinforcement about important values in student success. • Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students. • Engages students in articulating their own beliefs in their capacity to achieve at high levels. • Holds self and students accountable for the use of active listening, clarifying, mediating, and advocating for self and others. • Engages students, parents/families in identifying school, home, and community resources that may support student learning.

INTASC
Level 1

INTASC
Levels 2-3

Field Evaluation Fall 2014-2015

Apprentice:	Supervisor:	Date:	Grade/Content:
Dimension	Competency and Indicators	Feedback and Evidence	Score (1-4)
ENGAGE Learning Community	1.1 Establish respectful and productive relationships with students and families. <ul style="list-style-type: none"> • Demonstrates interest, value, and respect for students' family members, home culture, and community. • Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students. • Communicates belief in capacity of all learners to achieve at high levels (e.g. college readiness, high expectations). • Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. 	Respect for culture and community <ul style="list-style-type: none"> • Rapport <ul style="list-style-type: none"> • Communication with Students/Families <ul style="list-style-type: none"> • 	
	1.2 Use equitable classroom management strategies. <ul style="list-style-type: none"> • Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability. • Uses predictable transition strategies effectively to maximize time on task. • Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning. • Monitors challenging student behavior and promptly redirects inappropriate behaviors and enforces consequences. • Incorporates student voice and choice, and shared decision-making. 	Management strategies <ul style="list-style-type: none"> • Redirection and consequences <ul style="list-style-type: none"> • Transitions <ul style="list-style-type: none"> • Materials and Resources <ul style="list-style-type: none"> • 	
	1.3 Actively engage students in learning. <ul style="list-style-type: none"> • Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques), monitors student participation, and makes adjustments to maximize student engagement. • Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal. • Engage students in joyful learning that includes discovery, application, and/or collaboration. 	Active engagement <ul style="list-style-type: none"> • Multiple learning styles <ul style="list-style-type: none"> • Joyful <ul style="list-style-type: none"> • 	

Clinical Experience
Observation Instrument



<p>Focus on student achievement:</p> <p>What learning objective(s) did you target? Did your students master the objective(s)? How do you know?</p>	<p>Objective:</p> <p>Student progress toward objective:</p>			
<p>Strengths:</p> <p>What are your areas of strength?</p>	<p>Apprentice Teacher:</p> <ul style="list-style-type: none"> • 	<p>Supervisor:</p> <ul style="list-style-type: none"> • 		
<p>Areas of growth:</p> <p>What are your areas of growth?</p>	<p>Apprentice Teacher:</p> <ul style="list-style-type: none"> • 	<p>Supervisor:</p> <ul style="list-style-type: none"> • 		
<p>Interventions to next level of development:</p> <p>What do you need to develop your skills to the next level?</p>	<p>•</p>			
<p>Goals:</p> <p>What are 3 goals to improve your instruction and increase student learning and development?</p>	<p>Former Goals and Progress:</p>	<p>New Goals:</p> <ol style="list-style-type: none"> 1. 		
<p>Performance</p>	<p>Unsatisfactory</p>	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>

Clinical Experience Observation Instrument

*One unsatisfactory rating: the apprentice teacher will be placed on **'watch'** status.
 Two unsatisfactory ratings: the apprentice teacher will be placed on **'intervention' status
 ***Three unsatisfactory ratings: the apprentice teacher will be placed on **'probationary'** status

Embedded Signature Assessments



ESAs	Tag to FEET	Tag to IntASC	Tag to CO State Standards	Tag to CAEP	Tag to NBPTS
Fabric of Teaching & Learning Classroom & School Analysis	FEET Dimension 1: Engage	The Learner & Learning Standards 1-3	Quality Teaching Standard 2	Standard 1	Proposition 1
Unit Plan Lesson Plans	FEET Dimension 2: Plan	Content Standards Standards 4-5	Quality Teaching Standard 1	Standard 1	Proposition 2 & 3
Literacy Case Study Data Analysis & Goal Setting	FEET Dimension 3: Teach	Instructional Practice Standards 6-8	Quality Teaching Standard 3	Standard 1	Proposition 3 & 4
Professional Belief Statement Professional Development Plan	FEET Dimension 4: Lead	Professional Responsibility Standards 9-10	Quality Teaching Standards 4 & 5	Standard 1	Proposition 4 & 5

Learning Outcome	Essential Questions	Learning Assessment	Learning Experiences
<p>FEET 1.1 Establish respectful and productive relationships with students and families.</p> <p>FEET 1.3 Make content and language accessible to all learners.</p> <p style="text-align: center;">Skills</p>	<p>What is effective instruction for CLD learners and how is it informed by second language acquisition theory?</p> <p style="text-align: center;">Purpose</p>	<p>I Quilt</p> <p>Community Cultural Wealth Quilt</p> <p>Reflective Analysis</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">  ESA </p>	<p>Read: Yosso Cultural Wealth</p> <p>Discuss: Discussion Board 5 Discussion Board 6</p> <p style="text-align: center;">Knowledge</p>



Scope and Sequence: FEET Competencies and Coursework

ENGAGE

Dimension	Competency	Indicator		Course and Quarter
ENGAGE in an inclusive and supportive learning community.	1.1 Establish respectful and productive relationships with students and families.	LC.1	Demonstrates interest, value, and respect for students' family members, home culture, and community.	Teaching and Learning Environments (Summer)
		LC.2	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students.	
		LC.3	Communicates belief in capacity of all learners to achieve at high levels (e.g. college readiness, high expectations).	
		LC.4	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.	
	1.2 Use equitable classroom management strategies.	LC.5	Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability.	Teaching and Learning Environments (Summer)
		LC.6	Uses predictable transition strategies effectively to maximize time on task.	
		LC.7	Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning.	
		LC.8	Monitors challenging student behavior and promptly redirects inappropriate behaviors and enforces consequences.	
		LC.9	Incorporates student voice and choice, and shared decision-making.	
	1.3	LC.10	Uses a variety of active engagement strategies (e.g. interactive technology, manipulatives, realia, total participation)	

Competencies

Tied to specific courses

Teaching and Learning Course: Syllabus Excerpt

FEET Competencies	Performance Tasks	Points Possible
2.4 Demonstrate deep knowledge of content and student development.	Child Development Note-Catcher	10
	Child Development Case Study	30
1.1 Establish respectful and productive relationships with students and families 1.2 Use equitable classroom management strategies	School and Classroom Analysis <ul style="list-style-type: none"> • Part I: Descriptor of Context • Part II: Description of Classroom • Part III: Culture and Climate 	30 (10 each)

Competencies in Course Syllabus

Embedded Signature Assessment





Standard 1

- 1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

Developing Assessments Aligned to State Standards: College & Career Readiness



- **Colorado Quality Teaching Standards**
 - **Standard 1: Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**
 - ✦ Element A Provide instruction aligned with Colorado P-12 Academic Standards
 - **Standard 6: Teachers take responsibility for student academic growth.**
 - ✦ Element B: Teachers demonstrate high levels of student academic growth and skills necessary for postsecondary and workforce readiness.
- **Colorado P-12 Academic Standards**
 - **Prepared Graduate Competencies**
 - ✦ Content-specific (10 standards aligned to CC, NGSS in process)
 - ✦ Emphasis on 21st century skills: collaboration, critical thinking, reasoning, problem-solving, self-direction, inquiry, relevance, application, democratic and civic participation

Developing Assessments Aligned to State Standards: College & Career Readiness



Engage	Plan	Teach	Lead
1.1 Establish respectful and productive relationships with students and families.	2.2 Design measureable, challenging, and relevant lessons.	3.1 Set context for learning	4.4 Analyze practice for continuous improvement.
1.3 Engage students by making content engaging.	2.2 Design measureable, challenging, and relevant lessons.	3.3 Promote rigorous academic talk.	
	2.4 Demonstrate deep knowledge of content and student development	3.5 Use formal and informal assessment data to monitor student progress toward learning targets.	

Dimension	Competency	Indicator	
ENGAGE Engage students in an inclusive and supportive learning community. [I 1, 2, 3; CoQS 2, CAEP 1.1, 1.4, NBPTS 1, 3]	Establish respectful and productive relationships with students and families. [I 2; CoQS 2, CAEP 1.1, 1.4, NBTS 1]	LC.1	Demonstrates interest, value, and respect for students' family members, home culture, and community. [I2g, I2h, I2k, I2m, Co QS 2b, CoQS 2c, CAEP 1.1, 1.4, NBPTS 1]
		LC.2	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students.
		LC.3	Communicates belief in capacity of all learners to achieve at high levels (e.g. college and career readiness, high expectations).
		LC.4	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. <h1 style="text-align: center; color: red;">Link to CCR</h1>
	1.2 Use equitable classroom management strategies.	LC.5	Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability.
		LC.6	Uses predictable transition strategies effectively to maximize time on task.
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Tag to IntASC	Tag to CO State Standards	Tag to CAEP	Tag to NBPTS	Tag to Item	ESAs
The Learner & Learning Standards 1-3	Quality Teaching Standard 2	Standard 1	Proposition 1	FEET Dimension 1: Engage	Fabric of Teaching & Learning: I & Other Classroom & School Analysis
Content Standards Standards 4-5	Quality Teaching Standard 1	Standard 1	Proposition 2 & 3	FEET Dimension 2: Plan	Unit Plan Lesson Plans
Link to CCR					
Instructional Practice Standards 6-8	Quality Teaching Standard 3	Standard 1	Proposition 3 & 4	FEET Dimension 3: Teach	Literacy Case Studies Data Analysis & Goal Setting
Professional Responsibility Standards 9-10	Quality Teaching Standards 4 & 5	Standard 1	Proposition 4 & 5	FEET Dimension 4: Lead	Professional Belief Statement Professional Development Plan





Standard 2:

Clinical Partnerships & Practice



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



Standard 2: Clinical Partnerships & Practice

2.1 Partnerships for Clinical Preparation



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



Standard 2: Clinical Partnerships & Practice

Overview:

Theory and
Practice
Integration:

Focus on Equity
and Diversity



**FEET
Competencies**

**Equity Focus
in
Coursework**



**Equity Focus
in Fieldwork**



Scope and Sequence: FEET Competencies and Coursework

ENGAGE

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		LC.9	Incorporates student voice and choice, and shared decision-making.	
		LC.10	Uses a variety of active engagement strategies (e.g. interactive technology, manipulatives, realia to	

1.1 Establish respectful and productive relationships with students and families.

Teaching and Learning Course in Summer Quarter

Excerpt from Fall Field Evaluation

Field Evaluation Fall 2014-2015



Apprentice:		Supervisor:	Date:	Grade/Content:
Dimension	Competency and Indicators	Feedback and Evidence		Score (1-4)
ENGAGE Learning Community	1.1 Establish respectful and productive relationships with students and families. <ul style="list-style-type: none"> • Demonstrates interest, value, and respect for students' family members, home culture, and community. • Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students. • Communicates belief in capacity of all learners to achieve at high levels (e.g. college readiness, high expectations). • Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. 	Respect for culture and community <ul style="list-style-type: none"> • Rapport <ul style="list-style-type: none"> • Communication with Students/Families <ul style="list-style-type: none"> • Belief in capacity <ul style="list-style-type: none"> • 		
	1.2 Use equitable classroom management strategies. <ul style="list-style-type: none"> • Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student independence and accountability. • Uses predictable transition strategies effectively to maximize time on task. • Uses classroom resources and space effectively by facilitating access to materials, and creating opportunities for individual and collaborative learning. • Monitors challenging student behavior and promptly redirects inappropriate behaviors and enforces consequences. • Incorporates student voice and choice, and shared decision-making. 	Management strategies <ul style="list-style-type: none"> • Redirection and consequences <ul style="list-style-type: none"> • Transitions <ul style="list-style-type: none"> • Materials and Resources <ul style="list-style-type: none"> • 		
	1.3 Actively engage students in learning. <ul style="list-style-type: none"> • Uses a variety of active engagement strategies (e.g., interactive 	Active engagement <ul style="list-style-type: none"> • 		

**Competency 1.1
evaluated in field**



Standard 2: Clinical Partnerships & Practice

2.1 Partnerships for Clinical Preparation



- How do we select high-quality partner schools while emphasizing equity and diversity?
- We use state and district data to target schools with diverse student populations and high growth in student achievement.



Standard 2: Clinical Partnerships & Practice

2.1 Partnerships for Clinical Preparation



- How are these partnerships mutually beneficial?
- The schools with exceptional student growth share our values regarding educational equity and high expectations for all students.
- These schools are growing rapidly. They rely on our program as a talent pipeline.



Standard 2:
Clinical
Partnerships &
Practice

2.2 Clinical
Educators



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



**Standard 2:
Clinical
Partnerships &
Practice**

**2.2 Clinical
Educators**



- How do we select, support, and retain high-quality Mentors?
- What is the value proposition for Mentors?
- We draw from an existing pool that have successfully supported students.
- We would like to provide more in-depth professional development and training for Mentors.



Standard 2: Clinical Partnerships & Practice

2.2 Clinical Educators



- Anecdotally, we hear from our Mentors that the experience helps them to improve their own practice:
- “It's been wonderful-- inspirational, rejuvenating, mentally stimulating, reflective, etc. He is an absolutely phenomenal young man, and I am looking forward to seeing his successes as a first year teacher.” - Mentor Teacher
- In the process of building data systems to support narratives of success



**Standard 2:
Clinical
Partnerships &
Practice**

**2.2 Clinical
Educators**

- How do high-quality Mentors help us focus on equity and diversity?
- They model cultural competence and provide an environment that allows our Apprentice Teachers to practice and reflect.



Standard 2: Clinical Partnerships & Practice

2.3 Clinical Experiences



The provider works with partners to design clinical experiences of sufficient **depth**, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based **assessments** at key points within the program to **demonstrate** candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive **impact** on the learning and development of all P-12 students.



Standard 2: Clinical Partnerships & Practice

2.3 Clinical Experiences



- **How do we ensure a high-quality fieldwork experience that is focused on equity?**
- **Our fieldwork expectations are aligned to the FEET.**
- **Our Apprentice Teachers are in a diverse field placement for the entire academic year.**
- **Our fieldwork is structured around a gradual release of teaching responsibility.**



Standard 2: Clinical Partnerships & Practice

2.3 Clinical Experiences



- **How does this clinical experience relate to our emphasis on equity and diversity?**
- **A year-long field placement allows Apprentice Teachers to develop meaningful relationships with diverse students and families.**
- **Long-term, sustained teaching allows Apprentice Teachers to measure their impact on student achievement.**



Standard 3

Candidate Quality, Recruitment, and Selectivity



The provider demonstrates that the **quality of candidates** is a continuing and **purposeful** part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in **all phases of the program**. This process is ultimately determined by a program's meeting of Standard 4.



Standard 3

Candidate Quality,
Recruitment, and
Selectivity



Plan for Recruitment of Diverse Candidates
who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of **high-quality** candidates from a broad **range of backgrounds** and **diverse** populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or **local needs** for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.



**Standard 3:
Candidate Quality,
Recruitment, and
Selectivity**

**3.1 Plan for
Recruitment of
Diverse
Candidates who
Meet Employment
Needs**

Access in Mathematics for All (AMA)

- NSF NOYCE Grant
- Partnership with Community College of Aurora
- Develop capacity at the University of Denver to significantly increase the number of diverse and low-income student graduating from DU with a undergraduate degree in mathematics and teaching license in secondary mathematics.
- Development of an infrastructure that provides significant academic and social supports for these future students.



**Standard 3:
Candidate Quality,
Recruitment, and
Selectivity**

**3.1 Plan for
Recruitment of
Diverse Candidates
who Meet
Employment Needs**

Joint Admissions with Denver Teacher Residency Program

- Rigorous program to develop teachers in hard-to-staff areas within the Denver Public School district.
- Recruits locally and locates candidates who are currently in Denver schools, such as Spanish speaking paraprofessionals.
- District recruitment team has connections with local organizations to locate potential teaching candidates.



**Standard 3:
Candidate Quality,
Recruitment, and
Selectivity**

3.1 The provider demonstrates efforts to know and address community, state, national, regional, or **local needs** for hard-to-staff schools and shortage fields, currently, **STEM, English-language learning, and students with disabilities**

- FEET includes focus on ELL, STEM, and student's with disabilities
- Coursework includes:
 - introductory math course for all candidates
 - elementary and secondary math content pedagogy courses
 - ELL and special needs courses
 - added focus in core courses



Standard 3: Candidate Quality, Recruitment, and Selectivity

Additional Selectivity Factors

3.3 Educator preparation providers **establish** and monitor **attributes and dispositions** beyond academic ability that candidates must demonstrate **at admissions** and during the program.

Candidate Screening Process

Provides for a series of points during which each candidate is screened for Assets-based Mindset and Value for Diversity.

- **Written Response**
- **Teaching Demonstration**
- **Group Discussion**
- **Interview**



**Standard 3:
Candidate Quality,
Recruitment, and
Selectivity**

**Additional Selectivity
Factors**

3.3 Educator preparation providers **establish** and monitor **attributes and dispositions** beyond academic ability that candidates must demonstrate **at admissions** and during the program.

Application: Written Response

How would you feel about teaching in a high needs area? What do you see as opportunities and challenges for you personally and professionally?



Standard 3: Candidate Quality, Recruitment, and Selectivity

Additional Selectivity Factors

3.3 Educator preparation providers **establish** and monitor **attributes and dispositions** beyond academic ability that candidates must demonstrate **at admissions** and during the program.

Teaching Demonstration

- Raters observe for Candidate Dispositions
 - Interactions w/students
 - ✦ Positive rapport
 - ✦ Respectful
 - ✦ Motivating and encouraging
 - ✦ Engaging



Standard 3: Candidate Quality, Recruitment, and Selectivity

Additional Selectivity Factors

3.3 Educator preparation providers **establish** and monitor **attributes and dispositions** beyond academic ability that candidates must demonstrate **at admissions** and during the program.

Group Discussion

- Candidates presented with a scenario.
- School goal is to increase student achievement in writing for all content areas.
- Included in School data
 - 90% free/reduce lunch
 - 80% CLD Learners
- Outcome
 - Identify your team goal for student growth in writing by the end of the year (May benchmarks).
 - Identify three strategies to improve student performance in writing with a rationale for each.



Standard 3: Candidate Quality, Recruitment, and Selectivity

Additional Selectivity Factors

3.3 Educator preparation providers **establish** and monitor **attributes and dispositions** beyond academic ability that candidates must demonstrate **at admissions** and during the program.

Interview

Now imagine that you have completed your Residency year/Student Teaching and are in your own classroom as an official teacher! It is October and you feel that your students are no better off than they were when you first arrived. What would you do?

Key qualities to look for:

- Results-oriented, uses data to use for decision making and to drive student achievement
- Willingness and dedication to teaching diverse learners
- Conveys sense of personal responsibility and accountability for student achievement
- Demonstrates persistence
- Accountability to own practice; reflects on practice for improvement
- Seeks additional resources for support and feedback(mentor, colleagues, administration)
- Uses asset-orientation



Standard 3: Candidate Quality, Recruitment, and Selectivity

3.3 Educator preparation providers establish and **monitor attributes and dispositions** beyond academic ability that candidates must demonstrate at admissions and **during the program.**

- **Dismissal**
 - FEET Framework used to rate students at unsatisfactory levels
 - ✦ Probation
 - ✦ Dismissal



Standard 4: Candidate Quality, Recruitment, and Selectivity

*The provider demonstrates the **impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.***

• Standard 4: Program Impact

○ Claim

- ✦ TEP candidates and completers are equitable and effective teachers that facilitate the growth and development of all learners.

○ Development of data collection instruments

- ✦ Surveys (employer, candidate)
- ✦ Teacher performance data
- ✦ Teacher retention data

Making Connections



- Questions: Reflection on Learning



Closure



- 1 word: What is your takeaway?

Reflection



My 'aha' moment during the session was ...

The goal(s) I will set to improve the focus on equity in my program are ...

I have questions about ...

I need help with ...