CLINICAL DEVELOPMENT OF EDUCATORS FOR SOUTHEASTERN WISCONSIN:

CREATING THE 21ST CENTURY KNOWLEDGE COMMUNITY TOGETHER

Institute of Professional Educator Development
University of Wisconsin-Parkside
http://www.uwp.edu/departments/teacher.preparation/
What IS Community-Based, Participatory Clinical Development?

In the early 1990’s, people in the fields of nursing, public health and education developed a model for working with communities to achieve changes in relationships and behaviors that would lead to highly valued health, wellness, and learning outcomes. The key was to turn the existing model of relationship “inside out, upside down” and set up systems that are based on community culture, values, and needs.

The upside down model is known as community-based, participatory practice, and is highly effective in changing behaviors and achieving desired outcomes. In 2010, the National Council for the Accreditation of Teacher Education’s blue ribbon panel looked at the national need to change teacher preparation and recommended a full-scale adoption of this model. It is characterized by:

- High-quality student learning outcomes--both educators and PK-12 students,
- Professional learning IN community and school settings that results in more effective practice for everyone,
- Practice that is responsive to real needs, real challenges, emerging practices, and evidence of PK-12 student learning,
- Co-created systems and processes, built collaboratively by districts, universities, civic organizations, businesses and families,
- Accountable to the community based on evidence of performance.

What Does This Model Look Like In Practice?

In the fall of 2012, at the University of Wisconsin-Parkside, the Institute of Professional Educator Development (IPED) convened a Clinical Program Work Group. This group adopted the co-teaching model to guide our clinical practice.

This model is based on our vision to design a system of integrated professional development and learning at all stages of an educator’s career. Our strategy is to build life-long learning relationships and support systems for professional learning through the:

- Co-teaching model of clinical educator development that supports on-going professional learning for both teacher candidates and expert practitioners,
- Well-designed, developmentally sequenced field and clinical learning experiences, facilitated and evaluated by expert practitioners,
- Evaluation of professional learning and practice based on the Danielson Group Frameworks for Teaching, and
- Accountability for program success based on both student learning outcomes, and teacher candidate evaluation over time.

What IS the Co-Teaching Model?

Co-teaching in its simplest form occurs when two professional educators work together to design learning experiences for the same group of learners. Systematic co-teaching models are characterized by:

- Clearly defined, but differentiated roles, for each co-teacher in the classroom,
- Common curricular vision for the learning they are co-designing,
- Joint accountability for student learning outcomes.

In the University of Wisconsin-Parkside model, one of the educators is an experienced, adaptive expert; the other is a well-prepared “teacher candidate”. They both participate in an inquiry into best practices for teaching and learning. There are four stages in this model.

**Pre-Professional** – the expert host designs and implements learning. The candidate observes and records evidence of student learning. Both have a sustained dialogue about the learners and the learning experience.

**Developing Expertise** – the expert coach and the candidate co-design specific learning experiences, in which both have well defined teaching roles. Together they collect and analyze evidence of student learning and utilize that information to guide instruction. The expert evaluates very specific aspects of the candidate's performance.
**Demonstrating Expertise** – the expert coach and the candidate co-design specific learning experiences. At this stage the candidate leads in the design of a learning progression. Evaluation of the teacher candidate occurs through joint reflection and assessment with the expert practitioner.

**The Residency** – the teacher candidate works collaboratively with the cooperating teacher to design long-term learning progressions based on district, state, and national standards. As the candidate takes the lead they continue to work in tandem to insure growth in student achievement. Residency includes a comprehensive assessment of the candidate: university supervisor’s evaluations, cooperating teacher’s evaluations and edTPA (Wisconsin mandated, national teacher performance assessment).

**University of Wisconsin-Parkside**

**Roles for Clinical Partners:**

**Host Teacher**– A practicing teacher who has taken the required training and who assumes the role of host to a clinical student during the first field experience.

**Educational Coach**– A practicing teacher who has taken the required training and who assumes the role of coach to a clinical student during the practicum experiences during stage 2 and stage 3 of their development.

**Cooperating Teacher**– A practicing teacher, who has taken the required course in supervising teacher candidates within a co-teaching framework, has the recommendation of his/her principal and a minimum of three years of classroom teaching experience in the appropriate content/grade levels. It is recommended that all cooperating teachers demonstrate the ability to analyze and prescribe techniques for improving classroom instruction of students and evidence of attendance at in-service sessions or university classes designed for curricular and instructional updates.

**What Are the Benefits of this Model?**

- **PK-12 student learning is significantly greater in clinical programs that use co-teaching models.¹**
  A four year study of PK-12 student learning in classrooms where student teaching occurred in co-teaching versus non-co-teaching models concluded that co-teaching produced significantly higher student learning outcomes (measured as gains in achievement). Further, the study also supported prior research indicating that well designed and structured co-teaching results in significantly greater student learning than does the one classroom - one teacher- model.

- **Candidates indicate that co-teaching makes them “well prepared” for their first five years of teaching.²**
  Emerging studies based on qualitative interviews and survey data indicate that candidates who experience co-teaching in a clinical program are more confident in their practice and feel well-prepared for their first years of teaching.

- **Expert co-teachers and their supervisors identify co-teaching as valuable professional development.³**
  These studies also indicate that educators participating in a co-teaching model value the professional development gained through the collaborative inquiry into practice, and the opportunity to develop as leaders within the profession. Supervisors (department chairs, deans, and principals) indicate that they observe a positive impact on the professional practice of co-teachers, and believe they are more likely to take on the other leadership roles.

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