NCATE Alliance for Clinical Teacher Preparation

To meet the needs of the nation's future students, especially those in low performing schools, public policy makers and the education community must take collective ownership for recruiting, preparing, and supporting a critical mass of new professional practitioners.

Initially, NCATE will select a limited number of states and school districts to form partnerships that include state and local policymakers, university presidents, school district superintendents, administrators, union leaders, as well as teachers and teacher educators to establish teacher clinical preparation demonstration sites based on the recommendations issued by the NCATE Panel on Clinical Preparation and Partnerships for Improved Student Learning.

The purpose of the NCATE Alliance for Clinical Teacher Preparation is to promote a revolutionary model for developing teachers through the collaborative efforts of teacher preparation providers and school-based practitioners. Such an approach can build directly on creating local strategic partnerships to provide teachers for high needs schools in classroom based preparation programs that are centered in states willing to support this effort. The demonstration sites will be pilots for how states might “scale up” the work of teacher preparation provider and classroom practitioner partnerships throughout the entire state.

Alliance participants will focus on supporting clinical teacher preparation by influencing state and local policies related to evaluating and approving teacher preparation programs, funding authorization, teacher licensing and on-going professional development. The Alliance can also serve as a stimulus for other states to move toward clinically based teacher preparation, especially to address the need for excellent teachers in high needs schools.

NCATE will promote the work of the clinical preparation partnerships and disseminate the findings and progress of the Alliance throughout the education community, to public policy makers and the media; organize the network of Clinical Preparation Partnerships; and, use the findings of the demonstration sites to inform the future of NCATE accreditation. In addition, NCATE is considering creating two task forces: one to develop selection criteria for clinical faculty and clinical teachers and another on assessment and the uses of data in an enriched clinical preparation program to support innovation and accountability for teacher candidates and teacher preparation program performance.

NCATE understands that states have different approaches to creating clinically based teacher preparation programs and improving student learning in high needs schools. As well, states are faced with a myriad of existing policies and challenges that may run counter to the goal of this initiative. Therefore, NCATE and the Alliance participants must develop expectations and plans for becoming a member of the NCATE Alliance for Clinical Teacher Preparation.
Alliance participants would agree to the work toward the following goals:

- **Collaborative partnerships among schools, districts, and teacher preparation providers**
  - Identify demonstration sites that have or will develop a strong partnership between teacher preparation providers and school districts or schools with a particular focus on high needs schools.
  - Test new delivery models for clinically based teacher preparation such as year long residencies, post baccalaureate and pre-service practical experiences.
  - Establish incentives to create joint responsibility for induction by hiring districts and preparation providers.
  - Develop innovative funding models to institutionalize teacher preparation through the school/teacher provider clinical model
  - Work with a pluralism of providers to assure that robust clinical teacher preparation is a central feature across all pathways into the teaching profession.

- **Continuing assessment of performance**
  - Collect and analyze multiple measures of formative and summative assessment data used by teacher candidates reflecting classroom learning and school improvement.
  - Link performance assessments to state licensing requirements.
  - Expect demonstration sites to establish and implement an accountability system based on assessment measures of graduates’ and programs’ performance through value-added measurement and other measures in state and district longitudinal data systems.
  - Include performance assessment of teacher preparation programs for the purpose of program improvement in the state’s teacher preparation approval system.

- **Stronger state policies to prepare teachers who meet school needs**
  - Offer incentives or establish policies that guide the numbers and types of teachers who are prepared so that school and district needs are met.
  - Identify and eliminate or address state and local policies and practices that might impede innovation and transformation of clinically based teacher preparation programs.
  - Create a “scale-up” plan to expand from a limited number of clinical teacher preparation partnerships to a state-wide system of clinical teacher preparation as a means for improving student learning – especially in high needs schools.

NCATE and Alliance participants will develop a Memo of Understanding which defines the effort to address some or all of the goals listed above and work toward a state-wide system of clinically based partnerships between teacher preparation providers and school based practitioners. In addition, Alliance members will work in collaboration with NCATE to identify potential funding commitments and a plan for seeking additional revenue if needed.

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