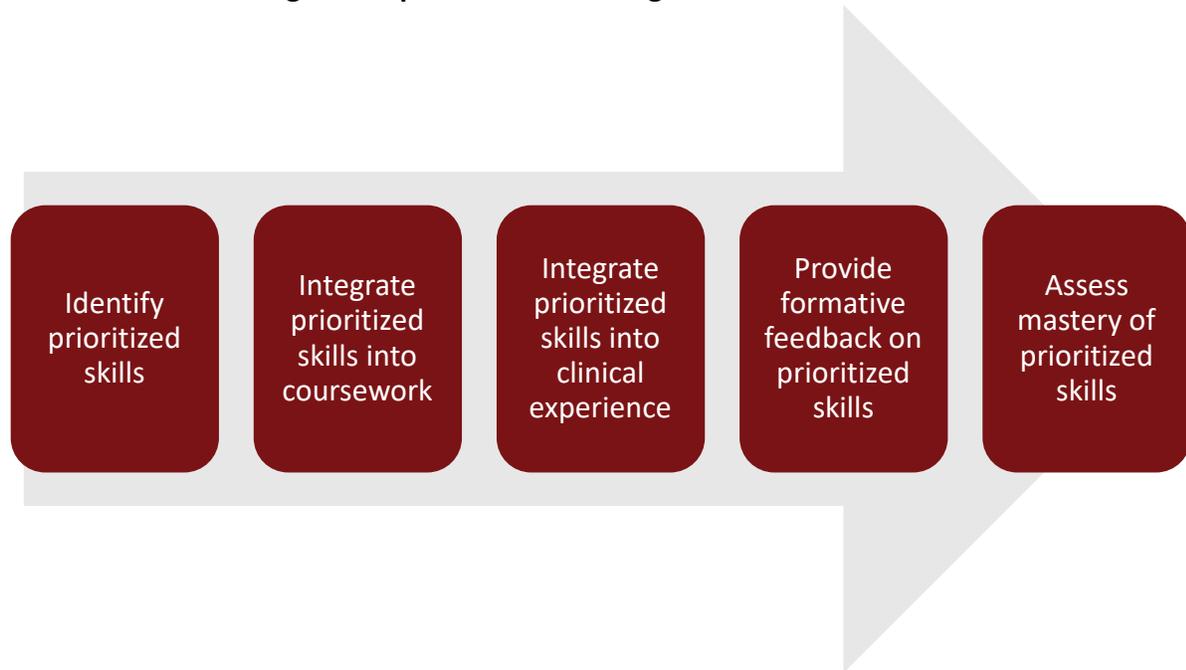# Design Principles for Identifying and Integrating Prioritized Skills into Quality Teacher Preparation Programs

Purpose

This document introduces a set of design principles for guiding the development of a set of skills that teacher candidates will know and be able to enact by the end of their teacher preparation program. The principles are grounded in the practical expertise of NCTR and in research-based evidence about the key characteristics of effective professional learning programs. The principles represent a manageable, versatile set of design criteria that can inform the assessment, development, and improvement of quality teacher residencies. To this end, they can also serve as a basis for benchmarking and learning across diverse programs.

Overview of the Design Principles for Establishing Prioritized Skills

Identify prioritized skills → Integrate prioritized skills into coursework → Integrate prioritized skills into clinical experience → Provide formative feedback on prioritized skills → Assess mastery of prioritized skills

Explanation of Design Principles for Establishing Prioritized Skills

Identify prioritized skills	Integrate prioritized skills into coursework	Integrate prioritized skills into clinical practice setting	Provide formative feedback on prioritized skills to support candidate learning	Assess Mastery of Prioritized Skills
Programs should have 7-10 prioritized skills. Prioritized skills (e.g. leading a group discussion, eliciting and interpreting student ideas, building relationships with students) are teaching skills of moderate grain size that programs have selected as the most important for candidates to learn during their preparation program. Skills are observable and NGEI encourages campuses to measure candidate progress towards prioritized skills.	An authentic integration of prioritized skills into coursework. This includes, but is not limited to, how teacher candidates learn prioritized skills through the lesson/unit planning process, enactment of rehearsals in coursework, and studies of enactment (Ex: Teaching and Learning Cycle)	Candidates are placed in training site schools with quality mentor teachers who model the prioritized skills and can deliver quality feedback based upon them.	After they have been introduced to the skills and have had multiple opportunities to practice them in courses and then in placements, candidates are observed with classroom observation rubrics. Using data from the observations and other data on candidate progress, supervisors and mentor teachers give aligned, specific evidence-based and frequent feedback to candidates to build upon prioritized skills.	Programmatic assessments (or multiple measures) put into place to determine whether teacher candidates are able to enact the program's identified prioritized skills to inform any needed remediation and determination of completion.
	Candidate learning of prioritized skills based on the learning cycle			