

Developmental Progressions and Rubrics for Clinically-oriented, Practice-based Teacher Preparation

Teacher educators can use this rubric to analyze the extent to which their teacher education (TE) programs currently reflect research-based components of effective clinically-oriented, practice-based teacher preparation, as well as identify aspects of clinical practice where their program would like to improve. This rubric contains 35 indicators organized into the following seven components for effective clinical practice in TE programs.

A Common, Clear Vision of Research-based Teaching and Learning: *The TE program has a clear and unified vision of teaching and learning strongly connected to appropriate research, and this vision permeates all aspects of coursework and clinical experiences leading to a coherent set of learning experiences for preservice teachers (PSTs).*

A Core Curriculum that Operationalizes the Teacher Education (TE) Program's Vision for Teaching and Learning: *Through its curriculum, the TE program operationalizes the vision of teaching and learning by providing PSTs a coherent sequence of learning experiences.*

Programmatic Evaluation and Feedback: *The TE program provides evaluation and feedback to PSTs that align to the knowledge, skills, and dispositions that PSTs need to support p-12 student learning during coursework and clinical work. The evaluation and feedback are used to assess and guide PSTs' professional development **and** to assess and guide changes to the teacher preparation program.*

Strong Connections between Course Learning and Classroom Practice: *The TE program strongly connects the learning in courses to classroom practice.*

Inclusive, Equitable, and Rigorous Classroom Learning Opportunities: *TE Programs use explicit strategies to help PSTs to: a) confront their own deep-seated beliefs and assumptions about students and learning, b) learn about and work toward redressing systemic inequities, and c) draw on the experiences of people different from themselves to support learning.*

New Relationships with Schools: *TE programs and partnering districts/schools support PST and student learning by developing strong relationships, common knowledge, and shared practices.*

Clinical Supervision: *TE programs support consistent, coherent, and developmentally appropriate clinical supervision that is connected to the program's learning outcomes. Clinical supervisors can include faculty, university-hired clinical supervisors, cooperating classroom teachers, and/or school administrators.*

Indicators in each component are rated as either *Beginning*, *Developing*, or *Integrating*, and the language in the Integrating column provides the vision for effective practice. While many of the indicators are rated in terms of "Limited", "Some", and "Consistent", these are not necessarily quantitative ratings. Most indicators should be rated with respect to the **quality** of the opportunities they provide for preservice teacher (PST) learning. Examples of what might constitute supporting evidence for each quality indicator are provided in the Evidence column. For each component, the bottom row of *Generating and Sustaining* is where the vision is in place (i.e., the TE program has reached the Integrating level for most, or all, of the indicators), **and** the TE program has systems to monitor, analyze, revise, and sustain the effective practices.

Developmental Progressions and Rubrics for Clinically-oriented, Practice-based Teacher Preparation

A. A Common, Clear *Vision* of Research-based Teaching and Learning

The TE program has a clear and unified vision of teaching and learning strongly connected to appropriate research, and this vision permeates all aspects of coursework and clinical experiences leading to a coherent set of learning experiences for PSTs.

	Beginning	Developing	Integrating	Evidence
a. Shared vision of <i>P-12 student learning</i> that aligns with research*	Multiple, inconsistent visions of research-based p-12 student learning among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Some connections among the visions of research-based p-12 student learning among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Shared research-based vision of p-12 student learning among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Vision statement is present in program documents/on program website
b. Shared vision of <i>P-12 teaching</i> That aligns with research*	Multiple, inconsistent visions of research-based p-12 teaching among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Some connections among the visions of research-based p-12 teaching among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Shared research-based vision of p-12 teaching among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Vision statement is present in program documents/on program website
c. Shared vision of <i>teacher preparation</i> that aligns with research*	Multiple, inconsistent visions of research-based teacher preparation among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Some connections among the visions of research-based teacher preparation among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Shared research-based vision of teacher preparation among faculty, PSTs, CTs, supervisors, and district partners in teacher preparation	Vision statement is present in program documents/on program website
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i>	Limited use of data to <i>monitor, analyze, revise, and sustain</i> a shared research-based vision of teaching and learning	Some use of data to <i>monitor, analyze, revise, and sustain</i> a shared research-based vision of teaching and learning	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> a shared research-based vision of teaching and learning	

*link to a framework that explicates this, including PSTs working with minoritized student populations to build on their funds of knowledge, etc.

B. A Core Curriculum* that Operationalizes the Teacher Education (TE) Program’s Vision for Teaching and Learning

Through its curriculum, the TE program operationalizes the vision of teaching and learning by providing PSTs a coherent sequence of learning experiences.

	Beginning	Developing	Integrating	Evidence
a. Core curriculum (course and clinical experiences) connects to the research-based vision of teaching and learning	Limited/no connections in between the core curriculum and the research-based vision of teaching and learning	Some connections between the core curriculum and the research-based vision of teaching and learning	Significant connections between the core curriculum and the research-based vision of teaching and learning	NGSS and CCSS aligned curricula
b. TE program enacts the core curriculum through coherent learning experiences	TE program enacts the core curriculum through learning experiences with limited/no coherence	TE program enacts the core curriculum through learning experiences with some coherence	TE program enacts the core curriculum through learning experiences with significant coherence	
c. Course pedagogies model the ideas and practices embodied in the core curriculum	Course pedagogies have limited/no connections to the ideas and practices embodied in the core curriculum	Course pedagogies have some connections to the ideas and practices embodied in the core curriculum	Course pedagogies significant connections to the ideas and practices embodied in the core curriculum	3-D Teaching/Learning Observed
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i> the core curriculum	Limited use of data to <i>monitor, analyze, revise, and sustain</i> the core curriculum	Some use of data to <i>monitor, analyze, revise, and sustain</i> the core curriculum	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> the core curriculum	
<p>* “Core curriculum” refers to a sequence of learning experiences that are taught in the context of practice and grounded in:</p> <ul style="list-style-type: none"> a knowledge of learning theory a knowledge of disciplinary content an understanding of pedagogies appropriate to the disciplinary areas; a knowledge of child and adolescent development and learning, a knowledge of social and cultural contexts, a knowledge of curriculum design a knowledge of assessment practices 				

C. Programmatic Evaluation and Feedback

*The TE program provides evaluation and feedback to PSTs that align to the knowledge, skills, and dispositions that PSTs need to support p-12 student learning during coursework and clinical work. The evaluation and feedback are used to assess and guide PSTs' professional development **and** to assess and guide changes to the teacher preparation program.*

	Beginning	Developing	Integrating	Evidence
a. Evaluation of PSTs uses disciplinary and professional practice frameworks to evaluate PSTs' progress during coursework and clinical experiences	Inconsistent use of disciplinary and professional practice frameworks to evaluate PSTs' progress during coursework and clinical experiences	Use of disciplinary and professional practice frameworks with some fidelity to evaluate PSTs' progress during coursework and clinical experiences	Use of disciplinary and professional practice frameworks with high fidelity to evaluate PSTs' progress during coursework and clinical experiences	
b. PSTs have opportunities to develop a clear understanding of the disciplinary and professional practice frameworks that are used to evaluate their progress toward the program's intended outcomes	PSTs have limited opportunities to understand the disciplinary and professional practice frameworks used to evaluate progress toward the program's intended outcomes	PSTs have some opportunities to develop an understanding of the disciplinary and professional practice frameworks used to evaluate progress toward the program's intended outcomes	PSTs have numerous, in-depth opportunities to understand the disciplinary and professional practice frameworks used to evaluate progress toward the program's intended outcomes	
c. Evaluation of PSTs includes <i>varied data sources</i> that are used to evaluate PSTs' progress toward the program's intended outcomes	Data used to evaluate PSTs' progress are limited and not well aligned with the program's intended outcomes	Multiple data sources used to evaluate PSTs' progress with some alignment to the program's intended outcomes	Multiple data sources used to evaluate PSTs' progress are aligned to the program's intended outcomes	
d. PSTs receive feedback about their progress toward the program's intended outcomes through clear, consistent approaches	Inconsistent approaches for providing feedback to PSTs about their progress toward the toward the program's intended outcomes	Some consistent approaches for providing feedback to PSTs about their progress toward the program's intended outcomes	Consistent and coherent approaches for providing feedback to PSTs about their progress toward the program's intended outcomes	
e. Evaluation of PSTs occurs frequently to determine progress toward program's intended outcomes	Evaluation of PSTs occurs sporadically throughout the program, with no progress tracking toward the program's intended outcomes	Evaluation of PSTs occurs frequently with some progress tracking toward the program's intended outcomes	Evaluation of PSTs occurs frequently with consistent progress tracking toward the program's intended outcomes	

C. Programmatic Evaluation and Feedback cont'

	Beginning	Developing	Integrating	Evidence
f. Feedback to facilitate PSTs' ongoing development toward the program's intended outcomes is based on evaluation data	Evaluation is used sporadically to provide feedback to the PSTs about their development toward the program's intended outcomes	Evaluation is used frequently throughout the program to provide feedback to the PSTs about their development toward the program's intended outcomes	Evaluation is used systematically to assess <i>developmental progress</i> toward the program's outcomes with input from PSTs used as a source of data	
g. TE program provides systematic support to PSTs when evaluations indicate areas of challenge and growth	Program has limited systems to support PSTs when evaluations indicate areas of challenge and growth	The program has some identified supports for PSTs when evaluations indicate areas of challenge and growth	The program has a robust system of support for PSTs when evaluations indicate areas of challenge and growth	
h. Feedback to facilitate the TE program's continuous improvement is supported by evaluation data from PSTs and graduates	Limited use of data from PSTs and graduates to support the program's continuous improvement	Some use of data from PSTs and graduates to support the program's continuous improvement	Consistent use of data from PSTs and graduates to support the program's continuous improvement	
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i> the systems for program evaluation and feedback	Limited use of data to <i>monitor, analyze, revise, and sustain</i> the systems for program evaluation and feedback	Some use of data to <i>monitor, analyze, revise, and sustain</i> the systems for program evaluation and feedback	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> the systems for program evaluation and feedback	

D. Strong Connections between Course Learning and Classroom Practice

The TE program strongly connects the learning in courses to classroom practice.

	Beginning	Developing	Integrating	Evidence
a. Coursework provides opportunities for PSTs to connect concepts and practices to specific examples of teaching and learning	Coursework includes limited opportunities for PSTs to connect concepts and practices to specific examples of teaching and learning	Coursework includes some opportunities for PSTs to connect concepts and practices to specific examples of teaching and learning	Coursework includes consistent opportunities for PSTs to connect concepts and practices to specific examples of teaching and learning	Specific course assignments; documentations of representations of practice used in the course
b. Clinical practice opportunities occur early and throughout the teacher preparation program	Limited clinical placements early and throughout the teacher preparation program	Some clinical placements early and throughout the teacher preparation program	Consistent clinical placements early and throughout the teacher preparation program	Schedule of clinical opportunities and MOUs
c. Clinical placements provide opportunities for PSTs to apply concepts and practices learned in coursework	Clinical placements provide PSTs with few/limited opportunities to apply concepts and practices learned in coursework	Clinical placements provide some opportunities for PSTs to apply concepts and practices learned in coursework	Clinical placements provide consistent opportunities for PSTs to apply concepts and practices learned in coursework	Survey of students regarding opportunities in clinical placements
d. Coursework and clinical placements provide opportunities for PSTs to analyze how their teaching supports students' learning	Coursework and clinical placements provide limited opportunities for PSTs to analyze how their teaching supports students' learning	Coursework and clinical placements provide some opportunities for PSTs to analyze how their teaching supports students' learning	Coursework and clinical experiences provide PSTs with consistent opportunities to analyze how their teaching supports students' learning	Student work sample/ edTPA assignments
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i> strong connections between course learning and classroom practice	Limited use of data to <i>monitor, analyze, revise, and sustain</i> strong connections between course learning and classroom practice	Some use of data to <i>monitor, analyze, revise, and sustain</i> strong connections between course learning and classroom practice	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> strong connections between course learning and classroom practice	Flow chart of feedback loop between stakeholders with data points

E. Inclusive, Equitable, and Rigorous Classroom Learning Opportunities

TE Programs use explicit strategies to help students to: a) confront their own deep-seated beliefs and assumptions about students and learning, b) learn about and work toward redressing systemic inequities, and c) draw on the experiences of people different from themselves to support learning.

	Beginning	Developing	Integrating	Evidence
a. PSTs have opportunities to confront problematic beliefs and assumptions about learning and students, such as deficit models, being informed only by one’s own experiences, overgeneralizing/stereotyping, lack of awareness of systemic inequities, etc.	PSTs have limited opportunities to confront their deep-seated beliefs and assumptions about learning and students	PSTs have some opportunities to confront their deep-seated beliefs and assumptions about learning and students	PSTs have consistent, in-depth opportunities to confront their deep-seated beliefs and assumptions about learning and students	PST Surveys
b. PSTs learn strategies to create inclusive, equitable, and rigorous classroom learning opportunities that work toward redressing systemic inequities	PSTs have limited opportunities to learn strategies to create inclusive, equitable, and rigorous classroom learning opportunities that work toward redressing systemic inequities	PSTs have some opportunities to learn strategies to create inclusive, equitable, and rigorous classroom learning opportunities that work toward redressing systemic inequities	PSTs have consistent, in-depth opportunities to learn strategies to create inclusive, equitable, and rigorous classroom learning opportunities that work toward redressing systemic inequities	
c. Clinical placements model approaches to teaching that build on the backgrounds, communities, and experiences of marginalized groups of students	Clinical placements are limited in the extent to which they model approaches to teaching that build on the backgrounds, communities, and experiences of marginalized groups of students	Clinical placements model some approaches to teaching that build on the backgrounds, communities, and experiences of marginalized groups of students	Clinical placements consistently model approaches to teaching that build on the backgrounds, communities, and experiences of marginalized groups of students	
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i> inclusive, equitable, and rigorous classroom learning opportunities	Limited use of data to <i>monitor, analyze, revise, and sustain</i> inclusive, equitable, and rigorous classroom learning opportunities	Some use of data to <i>monitor, analyze, revise, and sustain</i> inclusive, equitable, and rigorous classroom learning opportunities	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> inclusive, equitable, and rigorous classroom learning opportunities	

F. New Relationships with Schools

TE programs and partnering districts/schools support PST and student learning by developing strong relationships, common knowledge, and shared practices.

	Beginning	Developing	Integrating	Evidence
a. Partners (TE programs and partnering districts/schools) develop MOUs to define agreements and collaborations	Informal MOUs or short-term agreements that address a narrow scope of work (e.g., PST placements in schools)	Formal, short-term MOUs that address a narrow scope of work (e.g., PST placements in schools)	Formal, long-term MOUs that address each partner's vision and goals, roles and responsibilities, and logistics of collaborative work	Copies of MOUs
b. School partners serve as sites for practica and/or student teaching placements	Few classrooms in partner schools serve as sites for practica and/or student teaching placements	Some classrooms in partner schools serve as sites for practica and/or student teaching placements	Many/most classrooms in partner schools serve as sites for practica and/or student teaching placements	Data matrix of school sites utilized
c. Partners systematically select placements because they promote the shared vision of teaching and learning	Classrooms for field experiences are selected with limited consideration given toward alignment with shared vision of teaching and learning	Classrooms for field experiences are selected with some consideration given toward alignment with shared vision of teaching and learning	Classrooms for field experiences are selected with significant consideration given toward alignment with shared vision of teaching and learning	Rubric or selection criteria used to evaluate sites
d. Partners intentionally select school placements that provide PST's opportunities to work with and support the learning of minoritized student populations	Partners select school placements that provide PST's limited opportunities to work with, and support the learning of, minoritized student populations	Partners select school placements that provide PST's some opportunities to work with, and support the learning of, minoritized student populations	Partners select schools placements that provide PST's significant opportunities to work with, and support the learning of, minoritized student populations	School demographic profiles for placements
e. School teams, involving both university and school-based educators, work on tasks to support PST and p-12 student learning	Limited collaboration among university and school-based educators on teacher-education related tasks, such as curriculum development, professional development, school reform, and action research	Some collaboration among university and school-based educators on teacher-education related tasks such as curriculum development, professional development, school reform, and action research	Significant collaboration among university and school-based educators on teacher-education related tasks, such as curriculum development, professional development, school reform, and action research	

New Relationships with Schools cont'

	Beginning	Developing	Integrating	Evidence
f. Partners support the TE program faculty's teaching and/or co-teaching children to develop their own practice and support p-12 student learning	Limited teaching and/or co-teaching opportunities for faculty to develop their own practice and support p-12 student learning	Some teaching and/or co-teaching opportunities for faculty to develop their own practice and support p-12 student learning	Significant teaching and/or co-teaching opportunities for faculty to develop their own practice and support p-12 student learning	
g. Partners support p-12 teachers' teaching and/or co-teaching in the teacher education program to support PST learning	Limited teaching by school-based teachers in the teacher education program	Some teaching by school-based teachers in the teacher education program	Significant teaching by school-based teachers in the teacher education program	TOSA contracts
h. Partners support PSTs' learning about the school culture beyond their work in individual classrooms (parent/teacher conferences, support for English learners, community outreach, extracurriculars, etc.)	Limited opportunities for PSTs to learn about school culture beyond individual classrooms	Some opportunities for PSTs to learn about school culture beyond individual classrooms	Significant opportunities for PSTs to learn about school culture beyond individual classrooms	
i. Partners support PSTs' participation in collective planning, professional development, and decision-making among the teachers at the school	Limited opportunities for PSTs to participate in planning, professional development, and decision-making among teachers at the school	Some opportunities for PSTs to participate in planning, professional development, and decision-making among teachers at the school	Significant opportunities for PSTs to participate in planning, professional development, and decision-making among teachers at the school	
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i> new relationships with schools	Limited use of data to <i>monitor, analyze, revise, and sustain</i> new relationships with schools	Some use of data to <i>monitor, analyze, revise, and sustain</i> new relationships with schools	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> new relationships with schools	

G. Clinical Supervision

TE programs support consistent, coherent, and developmentally-appropriate clinical supervision that is connected to the program's learning outcomes. Clinical supervisors can include faculty, university-hired clinical supervisors, cooperating classroom teachers, and/or school administrators.

	Beginning	Developing	Integrating	Evidence
a. Partners (TE programs and partnering districts/schools) prepare clinical supervisors to understand the program's intended outcomes	Limited preparation for clinical supervisors to understand the program's intended outcomes	Some preparation for clinical supervisors to understand the program's intended outcomes	Significant, in-depth preparation for clinical supervisors to understand the program's intended outcomes	Documentation of training modules provided/completed
b. 1. Partners prepare clinical supervisors to assess PSTs with strong inter-rater reliability	Partners provide limited preparation for clinical supervisors to reliably assess PSTs toward the program's intended outcomes	Partners provide some preparation for clinical supervisors to reliably assess PSTs toward the program's intended outcomes	Partners provide significant preparation for clinical supervisors to reliably assess PSTs toward the program's intended outcomes	Training module includes rating a common example with feedback to rater
b. 2. Clinical supervisors assess PSTs with inter-rater reliability	Clinical supervisors assess PSTs with limited inter-rater reliability	Clinical supervisors assess PSTs with some inter-rater reliability	Clinical supervisors assess PSTs with significant inter-rater reliability	Comparisons of multiple raters
c. 1. Partners prepare clinical supervisors to facilitate mentoring conversations that focus on supporting p-12 students' learning	Limited preparation for clinical supervisors to facilitate mentoring conversations that focus on supporting p-12 student learning	Some preparation for clinical supervisors to facilitate mentoring conversations that focus on supporting p-12 student learning	Significant preparation for clinical supervisors to facilitate mentoring conversations that focus on supporting p-12 student learning	Documentation of training modules provided/completed
c. 2. Clinical supervisors facilitate mentoring conversations that focus on supporting p-12 students' learning	Mentoring conversations are loosely connected to supporting p-12 students' learning	Mentoring conversations are somewhat connected to supporting p-12 students' learning	Mentoring conversations are consistently connected to supporting p-12 students' learning	Survey of mentors/mentees
Generating and Sustaining: Systems in place to <i>monitor, analyze, revise, and sustain</i> clinical supervision	Limited use of data to <i>monitor, analyze, revise, and sustain</i> clinical supervision	Some use of data to <i>monitor, analyze, revise, and sustain</i> clinical supervision	Systematic use of data to <i>monitor, analyze, revise, and sustain</i> clinical supervision	