



MASTER PLAN

Teacher Preparation – Pre-Service

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Florida Department of Education: Rationale and State Model

"Clinical education" refers to programs that provide professionals-in-training with practical and skills-oriented instruction under the supervision of a skilled practitioner. Clinical Educator Training (CET) is required for all school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships. It is also required of instructors in postsecondary teacher preparation programs who instruct, or supervise, field experience courses or internships (Section 1004.04, Florida Statutes). Effective training is delivered to prepare clinical educators for their supporting role in School Improvement and for the supervision of pre-service field experiences and/or internships. The trainer preparation program provides a comprehensive training design with support materials to assist CE Trainers in the local delivery of the CE training sessions. The latest edition is appropriate for use with developing professionals whether they are classroom teachers or student services professionals.

A state model program for training providers of CET that meets these requirements is sponsored by the department. This "train the trainers" program prepares district and university personnel to provide CET training to those that supervise or direct teacher preparation students and prepares higher education personnel to provide CET training to those who instruct, or supervise, field experience courses or internships. The state model program has these elements:

- Clinical components delivered in four Modules
- Digital resources to support those components
- A cadre of state model trainers to implement the "train the trainers" program
- State Model CET "train the trainers" sessions each year to prepare Florida educators to train others in use of CET

Completers of this state model "train the trainers" CET program are able to train those who supervise or direct teacher preparation students during field experience courses or internships.

CET Program Components

The Clinical Educator Training Program is based on two premises: (1) Developing professionals need support when they are trying to change their professional practices; (2) Developing professionals at all levels of development to be involved in professional growth activities included in the formative process model.

The Clinical Educator Training Program is designed to provide direct training for peer coaches and clinical supervisors as well as training for the preparation and maintenance of the program's trainer cadres.

The program design provides training modules that develop clinical skills for the following: diagnosis of professional performance; diagnosis of student performance; feedback on performance; preparation and implementation of professional development plans; and reflection.

A statewide Trainer Cadre for Clinical Educator Training has been established. The Trainer Cadre includes district personnel, school-based and university-based faculty and represents the five state geographic regions.

The responsibilities of the Department include the design of training materials, the preparation of the statewide trainer cadre, and evaluation of the Trainer Preparation Institutes conducted regionally throughout the year.

Modules

The four training modules included in this series include overview of the professional literature concerning each clinical component of the formative process; guided skill practice activities with trainer feedback on critical skills; and resources for providing teachers with support for continuing professional growth. All the modules have threaded through them techniques, skills, and questions, which the Clinical Educator can use to maintain focus upon the state content standards, student learning and achievement, curricular alignment, and other school-specific improvement areas.

Module 1: *Diagnosing Developing Professional's Performance for Improvement*

Diagnosis forms the basis for professional development activities for both teachers and support staff. This module includes the presentation of several types of informal data collection methods for classroom observation, a systematic approach for selecting appropriate data collection methods and strategies for data analysis.

Module 2: *Diagnosis of Student Performance*

This module provides knowledge and skills that would enable the Clinical Educator in assisting the Developing Professional analyze standardized test data about his/her students. While not dealing with skills for analyzing informal/teacher made test data, the activities, nonetheless, will provide an orientation to an individualized learning gain/growth perspective that can serve as a foundation for the Developing Professional.

Module 3: *Feedback: Conferring with Developing Professional About Performance*

This training module presents basic interpersonal communication skills and systematic conference procedures for use in clinical supervision/coaching cycles. The training format engages participants in skill practice activities and provides opportunities for trainer feedback on the skill practices. Positive models for conducting conferences and simulations used for skill practice are customized to reflect both the student services setting and the regular classroom setting.

Module 4: *Professional Development Plans: Their Design and Implementation*

This session introduces factors to consider when planning, designing, and implementing professional development plans for professionals at all levels of professional development. In addition, skills useful in assessing the impact of those professional development plans on the individual teacher and his/her students are also provided. The training session includes a case scenario as an extended skill practice of a complete clinical supervision/peer coaching cycle.

Broward County Public Schools: Rationale and District Model

Field experiences are an integral part of teacher preparation giving pre-service teachers an opportunity to (1) apply the theories and practices they have learned, (2) gain confidence as an educator as they discover that teaching is a process of continuous growth and development, and (3) assess themselves in a performance situation.

Broward County Public Schools works with colleges/universities to provide on-the-job field experiences for pre-service teachers. The objectives of the Field Experience Program are firmly rooted in the skills, knowledge, and competencies required for successful teaching. In addition, the indicators outlined by the Florida Education Standards Commission in the Accomplished Professional and Pre-professional Practices for Teachers of the Twenty-First Century, at the pre-professional/pre-service level are included.

The strong partnerships that have been forged between BCPS and all colleges/universities seeking and securing quality clinical experiences in real classrooms with real students are our best hope for a highly trained teacher workforce that is capable of maximizing student learning.

Needs Assessment

Annually, BCPS accept approximately 4,000 field experience placements in its public schools. Florida Statute 1004.04(5)(b)(1) states *“All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships (student teaching) taking place in this state in which candidates demonstrate impact on student learning growth must have evidence of clinical educator training, a valid professional certificate issued pursuant to s.1012.56, and at least 3 years of teaching experience in prekindergarten through grade 12 and must have earned an effective or highly effective rating on the prior year’s performance evaluation under s. 1012.34 or be a peer evaluator under the district’s evaluation system approved under s. 1012.34. The State Board of Education shall approve the training requirements.”*

To meet the need as defined in statute, BCPS maintains a cadre of State trained CET facilitators and offers CET courses throughout the school year to classroom teachers seeking to improve their own professional practices and to give back to the teaching profession as a mentor and coach to individuals looking to enter the field of education. The number of Clinical Educator Trained classroom teachers is continuously changing due to retirements, resignations and desire to host a pre-service teacher. Additionally, teacher vacancies are at an alltime high due to a variety of factors that include lack of support, economics, and classroom behavior and management. With an annual hiring average of 2,000 new teachers each year supporting pre-service teachers with an effective classroom coach and mentor is critical.

Beginning in School Year (SY) 2011-12 for the Spring 2012 semester, and through SY 2015-16, data was collected on the number of classroom teachers completing CET. Table 1 on the following page provides these data.

Table 1.

Total classroom teachers completing CET by school year

<u>School Year</u>	<u>Total Registered</u>	<u>Total Completed</u>	<u>% Completed</u>
2011-12*	254	109	43%
2012-13	534	285	53%
2013-14	533	275	52%
2014-15	345	170	49%
2015-16	524	274	53%

* Spring semester only

For school years 2011-2016, 2,190 teachers registered for the CET course with only 1,113 teachers completing the course for a 51% completion rate. In order to meet the demand for a highly trained instructional workforce, the need to increase the number of Clinical Educator Trained teachers is critical. In order to close this gap, an increase in the number of completers at an annual percentage rate of 2% would be beneficial to help sustain demand. Table 2 provides the targeted percentage increase for the next three years. Each semester, colleges and universities seeking clinical field experiences in Broward’s schools is approximately 2,000. Based on the current number of clinically trained classroom teachers, this leaves a deficit of approximately 900 available teachers that could host pre-service teachers.

Table 2.

CET target completion rates.

<u>School Year</u>	<u>% Completed</u>
2015–16*	53%
2016–17	55%
2017–18	57%
2018–19	59%

* Baseline completer data. (Source: Broward Schools PD Management System)

The tables on the following pages describe the Desired Outcomes for professional learning in support of Clinical Educators and Cooperating Teachers.

Desired Outcomes and Performance Indicators

1.0 Cooperating Teachers			
1.1 Desired Outcome: Support school improvement through the supervision and development of pre-service teachers during field experiences and/or internship.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Employs a systematic approach for selecting and implementing multiple, appropriate data collection methods and strategies for classroom observation and data analysis.	Selects and implements multiple, appropriate data collection methods and strategies for classroom observation and data analysis.	Selects and implements strategies for classroom observation and data analysis.	Selects and implements strategies for classroom observation.
1.2 Desired Outcome: Diagnose student performance.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Provides a foundation for the Developing Professional to develop a gain/growth-based perspective of individual learners. Assists the Developing Professional to analyze multiple types of student data, including standardized test data.	Provides a foundation for the Developing Professional to develop a gain/growth-based perspective of individual learners. Assists the Developing Professional to analyze and disaggregate standardized test data.	Provides a foundation for the Developing Professional to develop a gain/growth-based perspective of learning. Assists the Developing Professional to analyze standardized test data.	Understands gain/growth perspective of learning. Assists the Developing Professional to review standardized test data.
1.3 Desired Outcome: Provide feedback and confer with developing professional about performance.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Conducts clinical supervision/coaching cycles that use systematic conference procedures and exhibit interpersonal communication skills. Uses clinical educator skills and practices to conduct conferences to provide feedback in both the student services setting and the regular classroom setting.	Conducts clinical supervision/coaching cycles that use systematic conference procedures and exhibit interpersonal communication skills. Conducts conferences and provides feedback in both the student services setting and the regular classroom setting.	Conducts clinical supervision/coaching cycles that use systematic conference procedures. Provides feedback in both the student services setting and the regular classroom setting.	Conducts clinical supervision/coaching. Provides feedback in the regular classroom setting.
1.4 Desired Outcome: Design and implement PD Plans for developing professionals.			
Performance Indicators			

Level 4	Level 3	Level 2	Level 1
<p>Successfully conduct all components of the complete clinical supervision and peer coaching cycle.</p> <p>Consider multiple factors when planning, designing, and implementing PD plans for professionals at all levels of professional development.</p> <p>Assess the short- and long-term impacts of those professional development plans on the individual teacher and his/her students.</p>	<p>Conduct all components of the complete clinical supervision and peer coaching cycle.</p> <p>Consider multiple factors when planning, designing, and implementing PD plans for professionals.</p> <p>Assess the impact of professional development plans on the pre-service teacher and his/her students</p>	<p>Conduct multiple components of the clinical supervision and peer coaching cycle.</p> <p>Plan, design, and implement PD plans for pre-service teachers.</p> <p>Assess the impact of professional development plans on the pre-service teacher.</p>	<p>Conduct at least one component of clinical supervision and peer coaching.</p> <p>Plan PD for preservice teachers.</p> <p>Get feedback from preservice teacher regarding professional development plans.</p>

Data Collection Plan: [First Audience]			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Participant survey and attendance through PD Management System	1x/workshop	Instructional Facilitator
2. Participants' Learning	Workshop-embedded assessments	1x/workshop	Instructional Facilitator
3. Organizational Supports	District records of follow-up support provided to participants	1x/year	District Program Administrators
4. Participants' Practice	<p>Cooperating Teachers: Work Analysis</p> <p>Pre-Service Teachers: FDOE Annual Program Performance Report (APPR), including:</p> <ul style="list-style-type: none"> Retention Rate Teacher Evaluation Results 	1x/year	District Program Administrators
5. Student Outcomes	<p>FODE Annual Program Performance Report (APPR):</p> <ul style="list-style-type: none"> Student Performance on Statewide Assessments Student Performance by Sub-group 	1x/yeer	District Program Administrators

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Participant survey and attendance through PD Management System	Analysis of participant surveys and attendance through PD Management System
Pre-Service Teachers		
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Workshop-embedded assessments	Summary of results from workshop-embedded assessments
Pre-Service Teachers		
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	District records of follow-up support provided to participants	Analysis of support
Pre-Service Teachers		
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	Cooperating Teachers: Work Analysis	Summary of work analysis data
Pre-Service Teachers	Pre-Service Teachers: FDOE Annual Program Performance Report (APPR), including: <ul style="list-style-type: none"> • Retention Rate • Teacher Evaluation Results 	Pre-Service Teachers: FDOE Annual Program Performance Report (APPR), including: <ul style="list-style-type: none"> • Retention Rate Teacher Evaluation Results
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Cooperating Teachers	FODE Annual Program Performance Report (APPR): <ul style="list-style-type: none"> • Student Performance on Statewide Assessments • Student Performance by Sub-group 	FODE Annual Program Performance Report (APPR): <ul style="list-style-type: none"> • Student Performance on Statewide Assessments • Student Performance by Sub-group
Pre-Service Teachers		