

Blue Ribbon Mentoring



Clinical Preparation/Field Work

Source: NCATE Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning
November 2010

Teachers: Classroom Practitioners Clinical Educators

What is our purpose
as teachers?



What is the goal of
teacher preparation
programs?

Clinical Preparation

- ▶ Why?
- ▶ What works?



- ▶ Teaching, like medicine, is a profession of practice.

Changing the Paradigm

- ▶ Current emphasis: Course learning (learning about teaching, content, and ways to teach content in a school setting)



- ▶ Future emphasis: Using evidence-based knowledge to develop practice so it effectively addresses students' needs

NCATE Recommendations

- ▶ Clinical preparation should be integrated through every facet of teacher education in a dynamic way and include:
 - Guided practice in real-life situations
 - Opportunities to observe practice and test skills in controlled situations

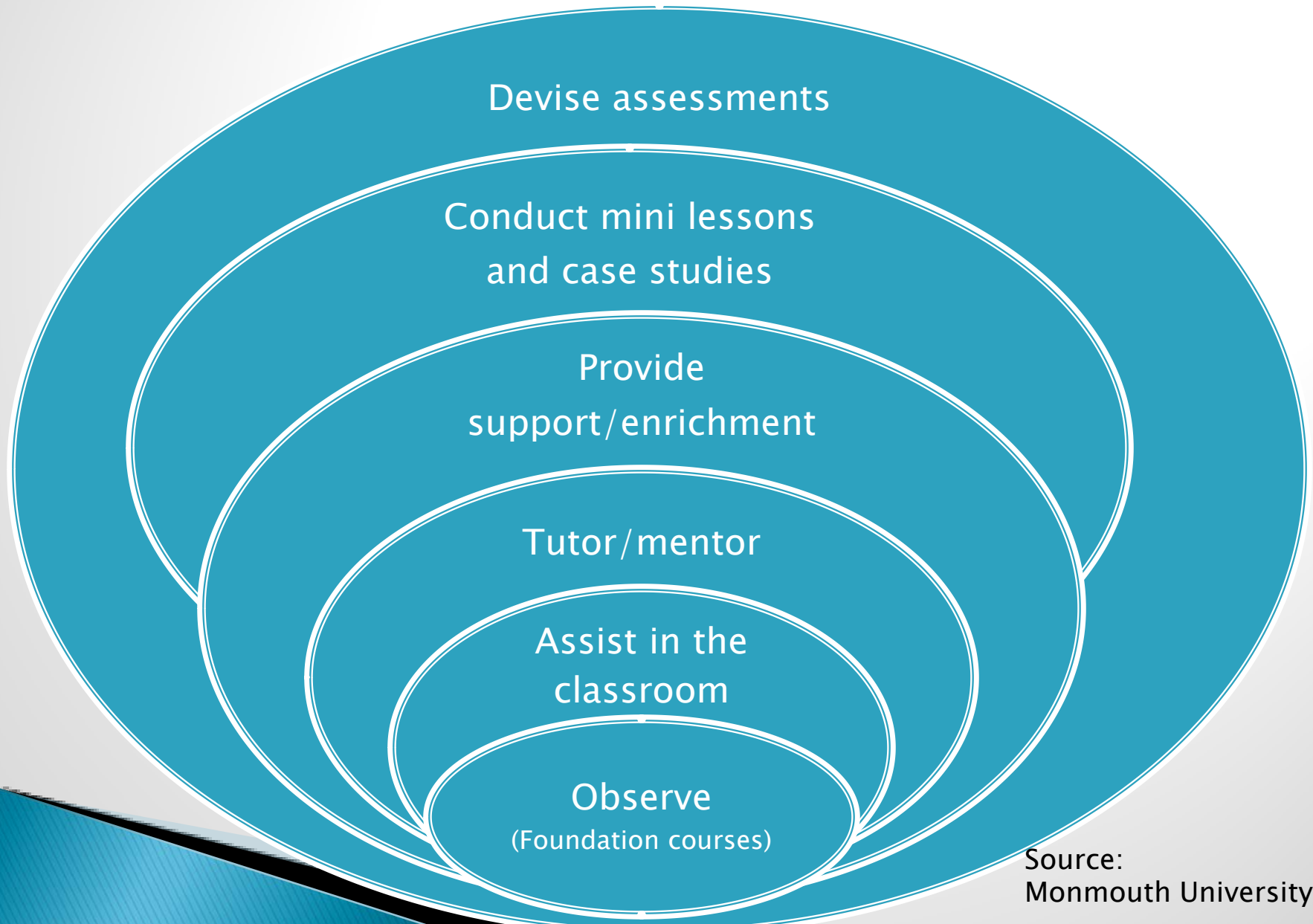




NCATE Recommendations

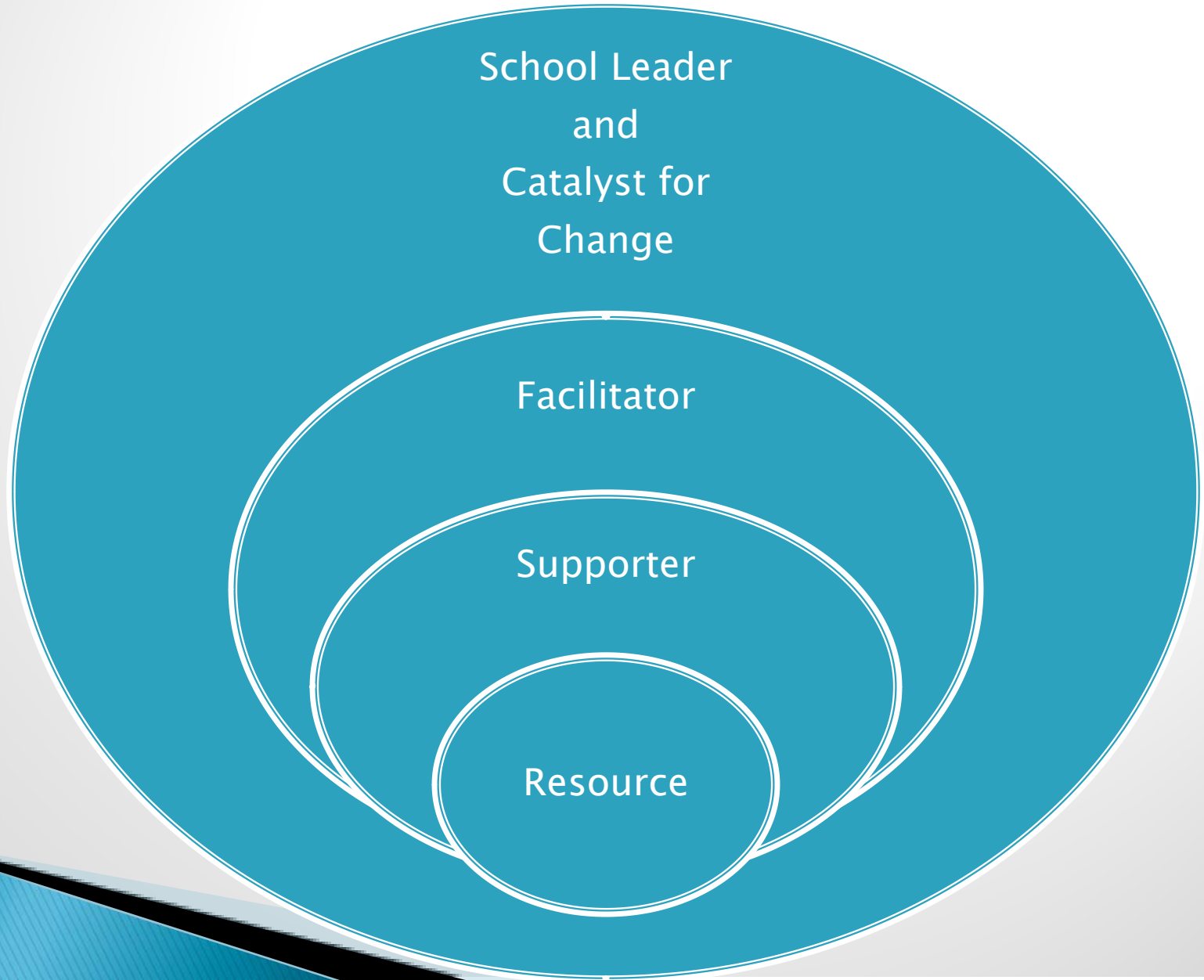
- ▶ Teacher candidates should learn in an interactive professional community in order to
 - Develop the skills and dispositions associated with teamwork
 - Become active members of learning communities (see how to share knowledge and resources)
 - Have opportunities to make decisions and develop skills
 - Practice analyzing student needs and adjusting practice using student performance data (both qualitative, quantitative and action research) while receiving continuous monitoring and feedback from mentors

Teacher Candidate Roles



Source:
Monmouth University

Clinical Mentor Roles



Clinical Mentors as Learners

How can teacher leaders:

- ▶ Model continuing improvement?
- ▶ Demonstrate lifelong learning?
- ▶ Disseminate new ideas?



Learning from One Another



The most important thing is not what graduates of teacher preparation programs know, it is what they can do with what they know and how what they do affects student learning.

A Strategic Partnership

Recognizes the value of practitioner knowledge, the importance of clinical faculty in the academic hierarchy, and the necessity for school districts to support teacher development by enabling robust clinical preparation.



As key stakeholders in the success of teacher preparation programs, school districts and the university must work together to prepare effective educators for 21st century classrooms.