

FRAMEWORK

FOR THE QUALITY
PREPARATION
OF EDUCATORS



Developed by

**Branch Alliance
for Educator Diversity**

REDEFINING QUALITY EDUCATOR PREPARATION

Design Principles



Community of Learners

Quality preparation establishes a community of learners through leadership, shared responsibility for candidate learning, and professional collaboration.



Data Empowerment

Quality preparation has an active culture of inquiry, utilizing an authentic and ongoing cycle of evidence-based improvement that begins with asking thoughtful questions, moves through organizational learning and action, and ends with an evaluation of the effectiveness of actions taken.



Intersectional Content

Before program completion, candidates demonstrate mastery of content related to learners, learning, the subject matter, content knowledge for teaching, pedagogical knowledge, assessment, and engagement with families and communities. Such knowledge is dynamic, constructed and overlapping.



Practice-Based Approach

Quality preparation purposefully engages candidates in direct experience of teaching (practice) and focused reflection, in order to increase knowledge, develop skills, clarify values, and develop the capacity to contribute to diverse communities.



Inclusive Pedagogy

Quality preparation minimizes or removes barriers to learning or assessment and supports the success of all learners, while ensuring that academic standards are not diminished. Inclusive pedagogy includes the integration of culturally and linguistically sustaining practices, social and emotional learning, cognitive science, and trauma informed care.



Equitable Experiences

Quality preparation provides a multi-layered, holistic system of candidate-specific research-based supports, just-in-time interventions, and enrichment experiences that are informed by data and the identification of candidate-specific needs. These academic and social supports are regularly provided and actively monitored to determine whether activities are effective in meeting candidates' needs and enabling their achievement.

COMMUNITY OF LEARNERS



✓ Principle 1

Quality educator preparation is catalyzed by a broad-based **Community of Learners**. The Educator Preparation Provider (EPP) establishes a community of learners through leadership, shared responsibility for candidate learning, and professional collaboration.



INDICATOR	DESCRIPTION
LEADERSHIP	EPP Leaders have the authority and autonomy to make decisions about key elements of the EPP's operations.
SHARED RESPONSIBILITY	Our EPP builds long-term, trust-based relationships with arts and sciences faculty members, PK-12 partners, community-based organizations, local businesses, and other groups for the purposes of building a collective vision and fostering a sense of joint ownership and shared responsibility for candidate learning.
PROFESSIONAL COLLABORATION	Our EPP establishes clear agreements with internal and external stakeholders on expectations, roles, and responsibilities and creates frequent opportunities to engage in high quality dialogue focused on identifying common challenges, analyzing relevant data, and testing out solutions to strengthen the quality and effectiveness of the preparation program.
ORGANIZATIONAL LEARNING	Our EPP is committed to continuous learning and leverages inquiry to facilitate an authentic and ongoing cycle of evidence-based improvement that begins with asking thoughtful questions, proceeds through organizational learning and action, and ends with an evaluation of the effectiveness of actions taken.
COLLEGIALITY & COLLECTIVISM	Our EPP's professional learning structure and expectations promote collaboration and collegiality to improve candidate performance and program effectiveness.
HONORING DIVERSE VOICES	Our EPP actively seeks out and honors diverse voices and cultural experiences from community partners that may otherwise be silenced or marginalized. These narratives are used to inform and are interwoven with all aspects of quality programming.



DATA EMPOWERMENT

✓ Principle 2

Quality Preparation is **Data Empowered**. The EPP has an active culture of inquiry, utilizing an authentic and ongoing cycle of evidence-based improvement that begins with asking thoughtful questions, moves through organizational learning and action, and ends with an evaluation of the effectiveness of actions taken.

ASSESSMENT FOCUSED



INQUIRY-DRIVEN

INDICATOR	DESCRIPTION
DATA QUALITY	Our EPP routinely gathers valid and reliable attitudinal, observational, and outcome data on candidate performance, program quality, and EPP operations, as well as on K-12 school system feedback and graduate performance.
DATA ANALYSIS AND INTERPRETATION	Our EPP creates frequent opportunities to engage a broad base of stakeholders in exploring data together and engaging in open, honest and collaborative dialog to analyze and interpret results, while acknowledging the limitations of data-informed practice.
EVALUATION OF INSTRUCTION	Our EPP triangulates multiple sources of data to evaluate and improve instruction both within individual courses and practice-based assignments and across programs and EPP areas of focus.
FORMATIVE ASSESSMENT	Our EPP uses implements culturally responsive data practices to monitor candidate progress toward mastery of intended competencies and progression through the program in ways that enable both the provider and candidates to reflect upon indicators of progress and to improve over time.
QUALITY ASSURANCE	Our EPP uses data to assess whether programs are achieving desired outcomes (program quality) and to benchmark program performance against comparable programs offered by other institutions.
INNOVATION AND SYSTEMIC CHANGE	Our EPP uses data to spur and test innovations and to promote systemic change, while being good data stewards in protecting individual privacy and combating the racial and economic politics of data use in education.

INTERSECTIONAL CONTENT



✓ Principle 3

Quality educator preparation is grounded in **Intersectional Content**. Before program completion, candidates demonstrate mastery of content related to learners, learning, the subject matter, content knowledge for teaching, pedagogical knowledge, assessment, and engagement with families and communities. Such knowledge is dynamic, constructed and overlapping.



INDICATOR	DESCRIPTION
COHERENT	Our EPP purposefully sequences the components of its educator preparation programs to facilitate learning; aligned across lessons, courses, and experiences; and reflective of the actual demands and expectations of in-service practice.
STANDARDS-ALIGNED	Our educator preparation program's courses and experiences are built around a defined set of competencies for teaching to rigorous grade-level college and career ready standards for learning and are aligned with professional, state, and national content standards.
CONTENT KNOWLEDGE	Our EPP scaffolds coursework and learning experiences to build candidates' mastery of subject matter knowledge and pedagogical content knowledge and skills that situate instructional moves within the content area.
USE OF KNOWLEDGE FOR TEACHING	Our EPP scaffolds coursework and learning experiences to build candidates' mastery of specialized knowledge for teaching that combines knowledge about learning, learners, families and communities with the ability to see information, ideas, and details from the perspectives of others, in order to unpack content in ways that make it accessible and learnable by others (e.g. knowledge-building).
CURRICULUM LITERACY	Our EPP ensures that candidates have precise understanding of grade-level standards that they can use to evaluate the intent and features of a standards-aligned curriculum and to navigate and/or adapt curricula without reducing rigor.
CULTIVATES A CRITICAL ORIENTATION	Our EPP cultivates an equity lens in candidates as conscientious consumers of educational research and resources (i.e. scripted curricula, textbooks, and instructional materials) by prioritizing the abilities to critically analyze, add to, or challenge the perspectives articulated.

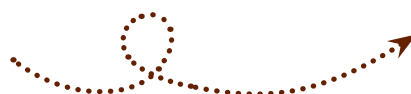


PRACTICE-BASED APPROACH

✓ Principle 4

Quality educator preparation is experiential and **Practice-Based**. The EPP purposefully engages candidates in direct experience of teaching (practice) and focused reflection, in order to increase knowledge, develop skills, clarify values, and develop the capacity to contribute to diverse communities.

TASK-ORIENTATIO



MASTERY-LEARNING

INDICATOR	DESCRIPTION
COMPETENCY-BASED	Our educator preparation program offers candidates opportunities to learn, practice, fine-tune, and demonstrate mastery of a defined set of competencies, including core instructional practices, they will have to enact when teaching to support K-12 student learning.
MODELING	Our educator preparation program offers candidates multiple and varied course-embedded opportunities to engage demonstrations of accomplished teaching across the curriculum – use of video, case-based instruction, live observation, microteaching, and simulations – thereby making the work of teaching explicit.
SCAFFOLDED EXPERIENCES	Our educator preparation program scaffolds multiple and varied field/clinical experiences, beginning early in the program and increasing in level of expectation for candidate performance; thereby allowing candidates to develop skill fluency and decision-making abilities prior to entering settings in which mistakes can be costly.
AUTHENTIC & DIVERSE SETTINGS	Our EPP requires candidates to perform real-world tasks in authentic settings that demonstrate the meaningful application of essential knowledge and skills and that connect to the candidates' personal experiences and/or professional aspirations.
COACHING & FEEDBACK	Our educator preparation program promotes an explicit coaching model that focuses on individual strengths and needs, engages in close observation utilizing performance-based assessment protocols completed by multiple accessors, and yields actionable non-judgmental feedback on performance.
FOCUSED REFLECTION	Our educator preparation program offers candidates multiple and varied opportunities to deliberately analyze and reflect upon their practice so as to engage in a process of continuous professional learning and improvement.



INCLUSIVE PEDAGOGY

✓ Principle 5

Quality educator preparation fosters **Inclusive Pedagogy**. Inclusive pedagogy minimizes or removes barriers to learning or assessment and supports the success of all learners, while ensuring that academic standards are not diminished. Such pedagogy includes the integration of culturally and linguistically sustaining practices, social and emotional learning, cognitive science, and trauma informed care.

TEACHER-CENTERED



LEARNER-CENTERED

INDICATOR	DESCRIPTION
CLEAR EXPECTATIONS	Our EPP establishes, articulates, codifies, develops, monitors, and evaluates clear expectations for the high-quality instruction of both university- and school-based teacher educators.
EQUITY LITERACY	University- and school-based teacher educators know what diversity, inclusion and equity are; understand why it is an essential aspect of a teacher's preparation; and are equipped to integrate cultural and linguistic competence content into courses they teach, clinical experiences, and other learning opportunities effectively.
INSTRUCTIONAL DESIGN	University- and school-based teacher educators design lessons and use instructional materials that offer examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in the subject area or discipline.
CULTURALLY SUSTAINING PEDAGOGIES	University- and school-based teacher educators model the use of culturally sustaining pedagogies that recognize the diversity of candidates and take intentional steps to enable all candidates to access course content, to fully participate in learning activities, and to demonstrate their knowledge and strengths in assessment.
AFFECTIVE ENGAGEMENT	University- and school-based teacher educators help candidates to draw connections between preparation tasks, and candidate's affective attraction to the profession (i.e., candidate's sense of purpose).
ASSET-BASED FEEDBACK	University- and school-based teacher educators offer candidates constructive, improvement-oriented critiques, within the context of appreciative, strength-oriented feedback, thereby capitalizing on the strong suits of candidates while encouraging their improvement in well-defined, standards-aligned areas.



EQUITABLE EXPERIENCES

✓ Principle 6

Quality educator preparation ensures **Equitable Experiences** for all candidates. The EPP provides a multi-layered, holistic system of candidate-specific research-based supports, just-in-time interventions, and enrichment experiences that are informed by data and the identification of candidate-specific needs. These academic and social supports are regularly provided and actively monitored to determine whether activities are effective in meeting candidates' needs and enabling their achievement.



INDICATOR	DESCRIPTION
RECRUITMENT AND SELECTION	Our EPP recruits, selects, prepares, and retains diverse, high potential candidates that possess the knowledge, skills, and dispositions to meet the needs of diverse PK-12 students.
NEEDS ASSESSMENT	Our EPP leverages formal strategies, processes, and/or protocols for identifying cues if candidates need additional assistance; identifying actions to address individual candidate's academic, social, and/or financial needs; and using data to evaluate the effectiveness of interventions.
ADVISING	Our EPP positions advising as more than course selection and reciting university policy, but also as an act of advocacy in helping candidates bridge the demands of their academic and personal lives.
SUPPORT STRUCTURES	Our EPP provides a multi-layered, holistic system of candidate-specific research-based supports, just-in-time interventions, and enrichment experiences that are informed by data and actively monitored to determine whether or not activities are effective in meeting candidates' needs and enabling their achievement.
STRONG RELATIONSHIPS	Our EPP takes intentional steps towards insuring that all candidates have an opportunity to develop personal bonds with faculty and candidates that decrease feelings of isolation, serve as a social support system, and promote persistence.
VOICE	Our EPP regularly solicits and considers candidate feedback, as an integral part of the continuous improvement process.



TARGETED IMPACT

✓ Outcome

Quality Preparation achieves **Targeted Impact**. The EPP demonstrates the overall impact and value of its preparation program on its candidates and graduates such that they are competent and confident in their ability to make positive academic gains for pk-12 students, especially students of color and low-income students.

INDICATOR	DESCRIPTION
TEACHING EFFICACY	Our program completers are confident in their ability to teach in schools that serve students of color and low-income students.
GRADUATE EFFECTIVENESS	Our program completers are effective teachers who garner positive learning gains for P12 students.
CERTIFICATION ALIGNMENT	Our program completers are certified in subject areas and grade bands that align to our partner districts hiring needs.
HIRING PATTERNS	Our program completers are employed in their certification areas and in schools that serve students of color and low-income students.
DEMOGRAPHIC PARITY	Our program completers reflect the diversity of the PK-12 students served in partner schools.
RETENTION	Our program completers are retained in the education profession up to three years of service and beyond.