**Branch Alliance for educator diversity**

Peachtree City, GA



BranchED Framework for the Quality Preparation of Educators: A Diagnostic Tool

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NOTE: Performance levels are cumulative. In other words, if you rate the program at a level 2, it means the program exemplifies level 1 and 2. If rated a 3, the program exemplifies level 1, 2, and 3, and so on.

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| **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. |
| **EPP CENTERED** |  | **COMMUNITY ENGAGED** |
| **Indicator(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Leadership** | EPP leadership motivates others and influences their thinking and behaviors to obtain results.  | EPP leadership takes action to set high standards of performance despite barriers.  | The EPP addresses performance standards by engaging in continuous improvement and using data to take action.  | EPP leadership ensures a strong connection between learner success and instructional activity, with a commitment toward the greater good of the community.  |
| **Professional Collaboration****Shared Responsibility** **Collective Efficacy****Collegiality and Collectivism** | Educators cultivate strong professional relationships within the EPP to facilitate collaboration to improve instruction.    | Collaborative partnerships with administrators, faculty content experts, and staff members across the institution are in place and foster cross-disciplinary endeavors, such as cross- or interdisciplinary-teaching and/or constructive peer feedback. | EPP, PK-12 partners, and other key stakeholders demonstrate joint ownership and shared responsibility for candidate learning evidenced by a documented shared vision, mission, and goals developed jointly, which reflects the needs of all partners.   | EPP, PK-12 partners, and other key stakeholders engage in collaborative decisions regarding direction, culture, mentor preparation and selection, teacher candidate clinical placements, and outcomes of the program.  |
| **Organizational Learning** **Growth Mindset** | The EPP’s analysis of data identifies strengths, trends, and areas for improvement.  | The EPP takes determined steps to ensure that its data analysis and interpretations are free of bias and do not inadvertently misrepresent subgroups of candidates or stakeholders. | The EPP convenes a broad-based group of stakeholders to help ask meaningful questions about performance, and make contextualized interpretations of findings, including benchmarking data points.  | The EPP’s interpretation of results considers root causes, systemic inequities, and contextual factors in developing and monitoring action plans.  |

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| **Current Level of Implementation**  |
| Reflect on your current level of implementation.  |
| What is needed to move to the next level? |
| **Collaboration with District Partner** | **Collaboration with EPP Partner**  |
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| **Data Empowered** | 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(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Data Quality****Data Assurance** | The EPP routinely collects program and student data within the EPP and the institution level. | The EPP routinely collects program and student data beyond what is necessary for compliance within the EPP and the institution level. | The EPP uses a set of principles, standards and practices that ensure data are complete, unique, valid, timely, consistent, and used appropriately. | The EPP uses a systematic process for data governance that includes a comprehensive listing of available data, detailing where, when, and from whom the data can be obtained. |
| **Formative Assessment****Evaluation of Instruction** | The EPP has identified key assessments (and corresponding rubrics) that include specifics on when each is administered, who developed each, and how each assessment is used.  | The key assessments are implemented and yield data from students, teachers, and other stakeholders.  | The EPP uses a planned, ongoing, and collaborative process to review and calibrate assessments with diverse and inclusive teams.  | The EPP triangulates multiple sources of data critically, honestly, and collaboratively to evaluate and revise instructional practices.  |
| **Data Analysis and Interpretation****Innovation and Systemic Change** | The EPP has a system for analyzing data within the program.  | The EPP has an intentional and structured system for analyzing data within and across programs, that also includes disaggregating data for greater understanding.  | The EPP engages in data discussions that consider root causes, systemic inequities, contextual factors, beliefs, biases, and assumptions, and set the stage program improvement.  | The EPP uses an ongoing, systematic, and collaborative protocol that allows asset-based exploration of bright spots and areas in need of improvement, to develop new ways to enact positive outcomes and continuously monitor progress.  |

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| **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 andoverlapping. |
| **Information Transmitting** |  | **Knowledge Building** |
| **Indicator** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Coherent****Standards Aligned****Content Knowledge****Use of Knowledge for Teaching** | The content of teacher preparation is aligned to state and accreditation standards.  | The content of teacher preparation is aligned to state and accreditation standards as well as college and career readiness standards (i.e., what PK-12 students need to learn). | The EPP has identified and weaved into its curriculum a set of candidate competencies that key stakeholders (not just the State or accreditation bodies) consider as essential for candidates to demonstrate.  | The EPP ensures that the curriculum is a living document that continually incorporates changes to be responsive to PK-12 school systems and the multiple communities it serves. |
| **Curriculum Literacy** | The EPP curricula emphasizes candidate created or curated materials and lesson plans.  | The EPP uses PK-12 curricula as teaching tools in coursework.  | The EPP uses high-quality PK-12 curriculum materials as teaching tools in coursework. Candidates are well-equipped to distinguish high-quality instructional materials from lesser quality resources. | The EPP considers curriculum literacy (i.e., the ability to identify and remedydeficiencies in curriculum) as essential toeffective teaching and provides candidates opportunities to review, critique, and utilize high-quality curriculumthroughout the program.  |
| **Cultivates a Critical Orientation** | The EPP promotes and builds candidate understanding of key concepts and ideas related to diversity, equity, and inclusion in select courses. | The EPP’s entire curriculum promotes and builds candidate understanding of key concepts and ideas related to diversity, equity, and inclusion. | The EPP incorporates reflective discussions, activities, and assignments throughout the curriculum that raises candidates’ critical consciousness regarding issues of power and privilege.  | The EPP fosters equity literacy throughout the program by providing opportunities for candidates to recognize biases and inequities and develop their ability to respond to, redress, and ultimately create and sustain equitable classrooms. |

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| **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-ORIENTATION** |  | **MASTERY-LEARNING** |
| **Indicator(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Modeling****Scaffolded Experiences****Authentic****Diverse Setting** | The EPP embeds the use of video and/or live observations throughout the program to increase candidates’ mental images of visual demonstrations and examples of high-quality teaching. | The EPP demonstrates connections between teaching practice, theory, and/or research and scaffolds field experiences with other opportunities for practice to develop candidates’ grasp of essential competencies. | The EPP intentionally engages candidates in microteaching or simulation exercises to engage in purposeful practice of effective teaching strategies prior to field experiences and makes the work of diversity, equity, and inclusion explicit. | The EPP collaborates with diverse PK-12 partners to co-design field experiences in a variety of settings that include quality supervision with high expectations and actionable feedback. |
| **Competency-Based****Coaching & Feedback** | The EPP integrates structured methods for timely feedback from faculty and the PK-12 partners. | The EPP and PK-12 partners provide consistent coaching to candidates on performance of essential competencies during field experiences. | The EPP and PK-12 partners offer opportunities for candidates to make connections between prior experiences and knowledge gained from other courses, past experiences, and/or personal perspectives. | The EPP and PK-12 partners consistently engage in asset-based, actionable, bi-directional feedback sessions that include personal reflection and perspectives that may challenge their own understanding of cultural norms and values. |
| **Focused Reflection** | The EPP and candidates reflect on their own practice and learning, identifying strengths and opportunities, to improve self-knowledge and performance. | The EPP and candidates’ reflections include comprehensive analyses of how teaching and learning experiences contribute to their understanding of key concepts, self, others, and/or developmentof key competencies. | EPPs and candidates’ reflections and comprehensive analyses demonstrate connections between the teaching and learning experiences, past experiences, prior knowledge, and/or personal experiences, perspectives, knowledge, or opinions. | EPPs and candidates recognize their own biases, values/beliefs, stereotypes, preconceptions, and/or assumptions; explore alternative perspectives; critique the consequences of actions; and define new modes of thinking and actions. |

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| **Inclusive Instruction** | PRINCIPLE 5: Quality educator preparation fosters Inclusive Instruction. Inclusive instruction 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** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Clear Expectations****Asset-Based Feedback****Affective Engagement** | The EPP outlines clear and appropriate expectations (pedagogical, content, and dispositional) for teacher candidates.  | The EPP provides opportunities for candidates to engage in learning opportunities that include evaluation/feedback components to enhance intrinsic motivation and acquisition and demonstrations of competencies. | The EPP provides asset-based, actionable feedback to teacher educators and teacher candidates that strengthens one’s sense of efficacy, increases ownership of their own learning, and develops problem-solving skills.  | The EPP provides candidates opportunities to collaborate with peers (co-observations of teaching, team teaching, modeling, and mentoring) to increase their sense of purpose and efficacy in teaching diverse student populations. |
| **Equity Literacy** | The EPP provides opportunities for teacher educators and candidates to recognize biases and inequities in educational environments.  | The EPP builds teacher educator and candidate capacity to analyze and identify root causes of biases and inequities in educational environments.  | The EPP collects data that illustrates teacher educator and candidate ability to apply an equity lens to content, pedagogy, assessments, and policy within educational settings (PK-12 and higher education settings).  | The EPP has a systematic approach to ensuring a sustainable, equitable educational environment for teacher candidates.  |
| **Instructional Design****Culturally Sustaining Pedagogies** | The EPP utilizes instructional materials with images and perspectives reflecting a high-priority focus on diversity, equity, and inclusion. | The EPP creates learning opportunities for candidates to construct curriculum and develop instructional activities that demonstrate mastery of essential cultural knowledge. | The EPP designs instruction that allows candidates to utilize funds of knowledge, cultural capital, and multiple identities to make connections between cultural, academic, and emotional assets students bring to the learning environment. | The EPP and PK-12 partners require candidates to develop their own culturally relevant instructional materials and offer flexible learning opportunities for candidates to demonstrate proficiency in instructional design to enhance learning outcomes of the students they serve.  |

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| **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. |
| **Information Transmitting** |  | **Knowledge Building** |
| **Indicator(s)** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Ethic of Care****Advising****Strong Relationships** | The EPP positions advising as course selection.  | The EPP creates and maintains a welcoming environment in which differences are respected, affirmed, and supported. | The EPP engages in open-ended dialogue about cultural biases, inequities, and systemic and personal barriers that may threaten academic and professional advancement.  | The EPP positions advising as an act of advocacy in helping candidates bridge the demands of their academic and personal lives. |
| **Recruitment and Selection** | The EPP works with PK-12 partners to identify teacher shortage areas. | The EPP utilizes quantitative and qualitative measures to select a diverse pool of candidates. | The EPP implements candidate onboarding and orientation and feedback processes.  | The EPP and PK-12 partners have a process in place to systematically explore new pathways and develop recruitment strategies to attract diverse candidates to meet shortage areas.  |
| **Induction Support** | The EPP provides clear communication of candidate progression requirements. | The EPP offers integrated academic support services based on individual candidate data and relevant historical data. | The EPP recognizes, discusses, and adapts to the cultural biases and inequitable resources that may challenge learners from attaining postsecondary credentials and career advancement. | The EPP establishes strong relationships with PK-12 partners to build candidate ownership of his/her own learning and to establish support structures for graduates in their first three years of teaching. |

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