<table>
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<tr>
<th>NCATE Blue Ribbon Panel Design Principles for Clinically Based Preparation</th>
<th>The Unit’s Policies and Practices</th>
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| **1. Student learning is the focus:** P-12 student learning must serve as the focal point for the design and implementation of clinically based teacher preparation, and for the assessment of newly minted teachers and the programs that have prepared them. Candidates need to develop practice that advances student knowledge as defined by, for example, the Common Core State Standards, for those subjects for which they have been developed. | • Common Core Standards infused in Methods courses  
• Content knowledge assessed via GPA, clinical experience cooperating teacher assessment, Praxis test.  
• Student learning data included as part of Professional Development Portfolio |
| **2. Clinical preparation is integrated throughout every facet of teacher education in a dynamic way:** The core experience in teacher preparation is clinical practice. Content and pedagogy are woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice. | • Clinical preparation is integrated in every semester block of the program  
• Field and clinical experiences coupled with correlated seminars |
| **3. A candidate’s progress and the elements of a preparation program are continuously judged on the basis of data:** Candidates’ practice must be directly linked to the InTASC core teaching standards for teachers and Common Core Standards, and evaluation of candidates must be based on students’ outcome data, including student artifacts, summative and formative assessments; data from structured observations of candidates’ classroom skills by supervising teachers and faculty; and data about the preparation program and consequences of revising it. | • Field experience assessments  
• Clinical experience assessments  
• Survey at culmination of experience  
• 9 Performance Outcomes directly linked to INTASC core teaching standard  
• Common Core Standards infused in Methods courses |
| **4. Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers:** Candidates must develop a base of knowledge, a broad range of effective teaching practices, and the ability to integrate the two to support professional decision-making. To be successful teachers in challenging and changing environments, candidates must learn to use multiple assessment processes to advance learning and inform their practice with data to differentiate their teaching to match their students’ progress. Further, effective teachers are innovators and problem solvers, working with colleagues constantly seeking new and different ways of teaching students who are struggling. | • Program curriculum designed to scaffold professional development  
• Content knowledge assessed via GPA, clinical experience cooperating teacher assessment, Praxis test.  
• Familiarity with assessment tools is an artifact of the Professional Development Portfolio |
| **5. Candidates learn in an interactive professional community:** Candidates need lots of opportunities for feedback. They must practice in a collaborative culture, expecting rigorous peer review of their practice and their impact on student learning. | • Candidates are paired in the third semester field experience block and are required to observe and critique one another’s teaching |
6. Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector: Those who lead the next generation of teachers throughout their preparation and induction must themselves be effective practitioners, skilled in differentiating instruction, proficient in using assessment to monitor learning and provide feedback, persistent searchers for data to guide and adjust practice, and exhibitors of the skills of clinical educators. They should be specially certified, accountable for their candidates’ performance and student outcomes, and commensurately rewarded to serve in this crucial role.

- Clinical experience placement request letters indicate the school administrator’s role in identifying effective practitioners
- Clinical experience cooperating teacher preparation workshop offered each semester
- Clinical experience cooperating teachers must be specifically certified
- Role, Responsibilities of Cooperating Teachers and University Supervisors stipulate qualifications

7. Specific sites are designated and funded to support embedded clinical preparation: All candidates should have intensive embedded clinical school experiences that are structured, staffed, and financed to support candidate learning and student achievement.

- Cooperating teachers mentoring during clinical experiences receive a monetary stipend as set by the Montana Board of Regents

8. Technology applications foster high-impact preparation: State-of-the-art technologies should be employed by preparation programs to promote enhanced productivity, greater efficiencies, and collaboration through learning communities. Technology should also be an important tool to share best practices across partnerships, and to facilitate on-going professional learning.

- Unit faculty have piloted a virtual tutoring project that connects UM candidates with students in urban schools in Seattle as well as in remote villages in Alaska.

9. A powerful R&D agenda and systematic gathering and use of data supports continuous improvement in teacher preparation: Effective teacher education requires more robust evidence on teaching effectiveness, best practices, and preparation program performance. A powerful research and development infrastructure – jointly defined by preparation programs, school districts, and practitioners – supports knowledge development, innovation, and continuous improvement. While not every clinically based preparation program will contribute new research knowledge or expand development, each must systematically gather and use data, and become part of a national data network on teacher preparation that can increase understanding of what is occurring and evidence of progress in the field.

10. Strategic partnerships are imperative for powerful clinical preparation: School districts, preparation programs, teacher unions, and state policymakers must form strategic partnerships based on the recognition that none can fully do the job alone. Each partner’s needs can be met better by defining clinically based teacher preparation as common work for which they share responsibility, authority, and accountability covering all aspects of program development and implementation.

- Clinical Model pilot project underway with DeSmet School District
- Memoranda of Agreement entered with participating school districts
- Montana Education Association/Montana Federation of Teachers partner to identify qualified university supervisors