



Traditional Teacher Preparation vs. Reimagined Clinical Model of Preparation

What's different about the Clinical Model?

Course-Based Teacher Preparation (Candidate and college focused)

- Teacher training is the priority (candidate)
- Student teacher
- Student teacher teaches alone
- Fragmented field experiences (partial-year)
- Course-based
- Focus on applying theory to practice
- Little support for teacher mentoring
- Cooperating teacher

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- Benign neglect of advocacy and social justice
- Passive antagonism between colleges and schools
- Disengaged placement of candidates
- Legislative bodies and corporations lead
- Miscommunication and disconnects
- Self-interest or self-preservation
- Low confidence / Limited impact
- College classroom-based outcomes

Former educational model

Clinically-Based Teacher Preparation (P-12 learner, school, and community focused)

- P-12 learning is the priority
- Professional intern
- Co-teaching to improve student learning
- Sustained clinical experiences (year-long)
- Practice-based
- Focus on deriving theory from practice
- Significant support for teacher mentoring
- Mentor teacher

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- Advocacy and social justice
- Collegial collaboration
- Outreach and engagement
- Teachers and educators lead
- Communications and connections
- Common good or public good
- High confidence / High impact
- School performance-based outcomes

Current educational model