

# Partnerships for Clinical Practice: A Model of Collaborative Fieldwork and Resulting Implications

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# Our P-12 Partnership



- EDU 385 Secondary Methods
- Moved from campus to Athena High School
- Co-planned and co-taught
- Integrate coursework and clinical experience
  - Assignments integrate district/school initiatives and the daily work of teachers
  - For example: plan and teach a whole-group lesson; observe a student, collect data, and create an intervention plan; plan and teach an intervention lesson
- Shared responsibility for preparing preservice teachers

# Rationale for Partnership



- Accreditation standards
  - Focus on clinically rich experiences
  - Need for P-12 partnerships
- Changes in the field
  - Academic standards
  - Increasing classroom diversity
  - More rigorous certification exams
- Data analysis of adolescent education majors
  - edTPA
  - EAS
  - Performance in student teaching

# Development of the Partnership



- Our previous working relationship
- Collaborated over syllabus
- Memorandum of Understanding
- Responsibilities:
  - RWC: change course delivery
  - Athena HS: choose clinical educators, reserve space
- Essential to get buy-in from both sides

# Benefits of Being On-Site



## •Clinical Educators

- Felt invested in sharing the responsibility in preparing teacher candidates
- Enjoyed mentoring teacher candidates in a more in-depth way
- Enjoyed being involved in teaching the course
- \*\*Study of clinical educators' perceptions of their role in preparing preservice teachers
- \*\*Gap in literature: preparedness and support of clinical educators

## •Teacher Candidates

- Appreciated the real-world application of content
- Felt part of the staff
- Assignments were meaningful due to being based on real students
- Felt confident and prepared to go into student teaching

# Next Steps



- Now in year 2
- Better able to assign same placement for student teaching
- Better understanding of course assignments that are more challenging for teacher candidates
  - Intervention plan
  - Various instructional strategies for whole group lesson plan
- Adjusted class schedule to allow for more time in classrooms
- Integrated more observations by professor while teacher candidates are teaching in classrooms

# Questions?



# Thank you!



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