



Renewing Educator Preparation

US PREP Developmental Framework

Teacher preparation has emerged as an acutely politicized and publicized issue in U.S. education policy and practice, and there have been fierce debates about whether, how, by whom, and for what purposes teachers should be prepared.¹ Improving teacher preparation is critical to long-term improvement in teacher quality.² There is a large body of research on the aspects of teacher preparation that have the most impact on quality teaching. From this literature, one can identify five key attributes that researchers have found to be associated with increased teacher preparedness: 1) a focus on practice; 2) mentoring and coaching; 3) a coherent vision of teaching; 4) integration of coursework and clinical experiences; and 5) partnerships as the driving force for change and improvement.

The University-School Partnerships for the Renewal of Educator Preparation (US PREP) National Center is a comprehensive, multi-organizational collaborative³ with the mission of attracting, training and retaining high quality, racially diverse teachers for underserved communities across the country. In order to accomplish its mission, the coalition developed a Framework to support teacher preparation programs (TPPs) in developing high-quality, scaled, and sustainable teacher preparation programming. The ultimate goal of the coalition is to positively impact K-12 students by preparing novice teachers who are diverse and effective.

A glossary of terms used throughout the Framework can be found here: [GLOSSARY](#).

¹ Cochran-Smith, M.; Stern, R.; Sanchez, J.G.; Miller, A.; Keefe, E.S.; Fernandez, M.B.; Chang, W.C.; Carney, M.C.; Burton, S.; & Baker, M. (2016). Holding teacher preparation accountable: A review of claims and evidence. National Education Policy Center. Boston College.

² Jackson, S.; & Remer, C. (2014). Getting teachers learner-ready: Reforming teacher preparation. *Re:vision*, 4(4). University of North Carolina.

³ See usprepnationalcenter.com



US PREP Developmental Framework Overview

DOMAIN 1: PROGRAM QUALITY

QUALITY OBJECTIVE 1: Programming builds teacher candidate competency to meet the needs of Black, Latino, and low-income students.

1.1 Common Instructional and Professionalism Evaluation Tools	1.2 Common Understanding and Interpretation of Teacher Candidate Competencies	1.3 Clinical Experiences	1.4 Practice-Based Coursework	1.5 Quality Control Gates	1.6 Promote Principles of Diversity, Equity, Inclusion, & Social Justice
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QUALITY OBJECTIVE 2: Program demonstrates commitment to using data for continuous improvement.

2.1 Data Collections, Analysis, and Actionable Use	2.2 Research & Impact Outcomes	2.3 Calibration and Data Reliability	2.4 Program Integrity & Desired Outcomes
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QUALITY OBJECTIVE 3: Program ensures teacher educators are effective in preparing novices to work with Black, Latino, and low-income students.

3.1 Teacher Educator Practices	3.2 Teacher Educator Feedback Measures	3.3 Teacher Educator Professional Development	3.4 Assessment of PD Quality
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QUALITY OBJECTIVE 4: Programming is responsive to P-12 school systems and the communities they serve.

4.1 Shared Recruitment	4.2 Shared Expectations & Decision-Making	4.3 Partnerships are Mutually Beneficial
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DOMAINS 2, 3, 4

Scale All teacher candidates are impacted by the Quality Objectives.	Sustainability High-quality programming is sustainable	Impact Measurable outcomes
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US PREP Developmental Complete Framework

DOMAIN 1: CLINICAL QUALITY

Quality Objective 1: Programming builds teacher candidate competency to meet the needs of Black, Latino, and low-income students.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
Indicator 1.1: Common Instructional and Professionalism Evaluation Tools			
<p>TPP does not have/use a valid and reliable teacher candidate evaluation instrument to measure teacher candidates' competencies outlined by the program.</p>	<p>TPP is in the process of developing/selecting a valid & reliable teacher candidate evaluation instrument to measure teacher candidates' competencies, as outlined by the program.</p>	<p>TPP has developed/selected a valid & reliable teacher candidate evaluation instrument to measure teacher candidates' competencies as outlined by the program.*</p> <p>TPP has developed/selected a professionalism rubric to clearly identify professional expectations of teacher candidates.</p> <p>*The evaluation instrument embeds practices that are effective in preparing novices to work with Black, Latino and low-income students.</p>	<p>TPP utilizes a valid & reliable teacher candidate evaluation instrument to measure teacher candidates' competencies, as outlined by the program.*</p> <p>TPP faculty and partner schools have collaboratively identified specific indicators/practices to focus on (high leverage indicators) which take into account the developmental needs of teacher candidates.</p> <p>TPP utilizes a professionalism rubric to clearly identify professional expectations of teacher candidates.</p> <p>*The evaluation instrument embeds practices that are effective in preparing novices to work with Black, Latino and low-income students.</p>

Indicator 1.2: Common Understanding and Interpretation of Teacher Candidate Competencies

There is **no evidence** of a shared understanding and expectations of teacher candidate competencies among TPP administration, teacher educators, and teacher candidates.

There is **emerging evidence** of shared understanding and expectations of teacher candidate competencies among TPP administration, teacher educators, and teacher candidates.

There is **clear evidence** of shared understanding and expectations of teacher candidate competencies among TPP administration, teacher educators, and teacher candidates.

There is clear evidence of shared understanding and expectations of teacher candidate competencies among TPP administration, teacher educators, **mentor teachers**, and teacher candidates. There is evidence that **the majority of faculty** participate in collaborative opportunities to deepen their knowledge of the competencies.

NOT YET STARTED

EMERGING

DEVELOPING

MEETING

Indicator 1.3: Clinical Experiences

Clinical Experience

Clinical experiences **do not** allow teacher candidates to experience a complete school year from beginning to end.

Supervision

Teacher candidates receive support from a supervisor who **has not been** trained/calibrated on the teacher candidate evaluation tool.

Performance Assessments

Teacher candidates **do not** receive ongoing, formative feedback via walkthrough observations and formal feedback via the pre-observation-post cycle .

Professional Development

There is **no evidence** of a data informed student teaching seminar (course).

Clinical Experience

Clinical experiences **do not** allow teacher candidates to experience a complete school year from beginning to end (e.g. 3-5 days per week for the entire school year).

Supervision

Teacher candidates receive support from a supervisor who **has not been** trained/calibrated on the teacher candidate evaluation tool.

Performance Assessments

Teacher candidates receive **minimal** formative feedback via walkthrough observations (4 per year or less) and formal feedback via the pre-observation-post cycle (2 per year or less).

Professional Development

Student teaching seminar (course) **occurs minimally** (e.g. *once a month or less*) and

Clinical Experience

Clinical experiences **allow** teacher candidates to experience a complete school year from beginning to end (e.g. 3-5 days per week for the entire school year).

Supervision

Teacher candidates are evaluated by a supervisor or faculty member who **has demonstrated** inter-rater reliability on the teacher candidate evaluation tool.

Performance Assessments

Teacher candidates receive **ongoing** formative feedback via walkthroughs (8 or more per year) and formal feedback via the pre-observation-post cycle (4 or more per year).

During the formal observation process, candidates utilize video capture to engage in self-evaluation.

Clinical Experience

Clinical experiences allow teacher candidates to experience a complete school year from beginning to end (e.g. 3-5 days per week for the entire school year).

Supervision

Teacher candidates are evaluated by a faculty member who who has demonstrated inter-rater reliability on the teacher candidate evaluation tool, and **has demonstrated proficient coaching practices.**

Performance Assessments

Teacher candidates receive ongoing formative feedback via walkthroughs (8 or more per year) and formal feedback via the pre-observation-post cycle (4 or more per year). During the formal observation process, candidates utilize video capture to engage in self-evaluation. **Feedback for**

	<p>is not informed by data.</p>	<p>Professional Development Data-informed student teaching seminar (course) occurs minimally (e.g. once a month or less).</p>	<p>both informal and formal observations is consistently provided to the teacher candidate, within 48 hours of the walkthrough and/or formal observation.</p> <p>Professional Development Data-informed student teaching seminar (course) occurs frequently (e.g. weekly or bi-weekly).</p>
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NOT YET STARTED	EMERGING	DEVELOPING	MEETING
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Indicator 1.4: Practice-Based Coursework

<p>Coursework does not include opportunities for teacher candidates to teach the state standards.</p> <p>TPP does not integrate the teaching of the TPP teacher candidate evaluation competencies found within the teacher candidate evaluation instrument.</p>	<p>Coursework includes opportunities for teacher candidates to teach the state standards.</p> <p>TPP does not integrate the teaching of the TPP teacher candidate evaluation competencies found within the teacher candidate evaluation instrument.</p>	<p>Coursework includes opportunities for teacher candidates to teach the state standards.</p> <p>TPP integrates the teaching of the TPP teacher candidate evaluation competencies found within the teacher candidate evaluation instrument.</p> <p>TPP integrates P-12 curriculums within coursework and clinical experiences</p> <p>Coursework provides minimal (<i>e.g. only during student teaching</i>) opportunities for candidates to practice teaching in safe settings⁴, or opportunities to apply teaching skills in the P-12 classroom.</p> <p>TPP sometimes uses data to inform coursework revisions.</p>	<p>Coursework includes opportunities for teacher candidates to teach the state standards.</p> <p>TPP integrates the teaching of the TPP teacher candidate evaluation competencies found within the teacher candidate evaluation instrument.</p> <p>TPP integrates P-12 curriculums within coursework and clinical experiences</p> <p>Coursework provides consistent (<i>e.g. throughout the whole program</i>) opportunities for candidates to practice teaching in safe settings and apply teaching skills in the P-12 classroom.</p> <p>TPP consistently uses data to inform coursework revisions.</p>
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Indicator 1.5: Quality Control Gates

<p>The TPP does not have measures that monitor teacher candidates' development throughout the program.</p>	<p>The TPP has established measures to monitor teacher candidates' development at the end of the program; however, the measures are not aligned to the TPP teacher candidate evaluation competencies and final performance gate criteria are not specified.</p>	<p>The TPP has established measures to monitor teacher candidates' development throughout the program which are aligned to the TPP teacher candidate evaluation competencies and that assess teacher candidates' content knowledge, pedagogical skills, and professionalism dispositions; however, final performance gate criteria are not specified.</p>	<p>The TPP has established measures to monitor teacher candidates' development throughout the program which are aligned to the TPP teacher candidate evaluation competencies and that assess teacher candidates' content knowledge, pedagogical skills, and professionalism dispositions. The final performance gate criteria clearly state that candidates must demonstrate</p>
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⁴ [Rehearse/Rehearsal - An opportunity for teacher candidates to practice teaching...](#)

			<p>proficiency in the TPP evaluation instrument high leverage indicators⁵. When candidates do not meet performance gateway criteria, a formal intervention protocol is put into place.</p>
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NOT YET STARTED	EMERGING	DEVELOPING	MEETING
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Indicator 1.6: Promote Principles of Diversity, Equity, Inclusion, & Social Justice
 In order to meet the needs of Black, Latino, and low-income students, it is imperative to explicitly name promoting the principles of diversity, equity, inclusion, and social justice as a focus that influences all aspects of the teacher preparation program.

<p>The TPP does not address patterns of inequity within coursework, teaching, and clinical experiences.</p>	<p>The TPP rarely addresses patterns of inequity within coursework, teaching, and clinical experiences.</p>	<p>The TPP sometimes addresses patterns of inequity by scaffolding principles of diversity and inclusion and promoting equity and social justice within coursework, teaching, and clinical experiences.</p>	<p>The TPP actively and consistently addresses patterns of inequity by scaffolding principles of diversity and inclusion and promoting equity and social justice within coursework, teaching, and clinical experiences.</p>
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⁵ [TPP faculty and partner schools have collaboratively identified specific indicators/practices...](#)

QUALITY OBJECTIVE 2: DATA USE FOR CONTINUOUS IMPROVEMENT

Program demonstrates commitment to using data for continuous improvement.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
Indicator 2.1: Data Collection, Analysis, and Actionable Use			
<p>The TPP does not have a system and process for collecting and analyzing data.</p>	<p>The TPP is developing a system and process for collecting program data as outlined in the Impact Domain ⁶.</p> <p>The data are not analyzed by TPP faculty annually and analysis may include district partners.</p>	<p>The TPP has a system for collecting program data as outlined in the Impact Domain.</p> <p>The data are analyzed by TPP faculty annually and analysis may include district partners.</p> <p>There is some evidence that action plans are implemented as a result of the analysis.</p>	<p>The TPP has a system for collecting program data as outlined in the Impact Domain.</p> <p>The data are consistently and collaboratively analyzed (e.g. every 4 months) by TPP faculty and district partners as evidenced at faculty meetings, faculty professional development sessions, data days, governance meetings, etc.</p> <p>There is strong evidence that action plans are implemented as a result of the analysis.</p>
Indicator 2.2: Research & Impact Outcomes			
<p>The TPP is not engaged in ongoing research related to program impact.</p>	<p>The TPP is engaged in ongoing research related to program impact; however, the outcomes are not systematically shared with faculty.</p>	<p>The TPP collaboratively develops questions related to program impact. The outcomes are systematically shared with faculty on an annual basis.</p>	<p>The TPP collaboratively develops questions related to program impact. The outcomes are systematically shared with faculty on an annual basis.</p> <p>Evidence that results from research were applied to program changes/improvements.</p> <p>Results from research are disseminated broadly via publications and presentations at national conferences.</p>

⁶ [IMPACT](#)

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
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Indicator 2.3: Calibration and Data Reliability

<p>The TPP has not developed or implemented a system for monitoring the reliability of the data related to the teacher candidate quality control gates⁷.</p>	<p>The TPP is developing a system for monitoring the reliability of the data related to the teacher candidate quality control gates.</p>	<p>The TPP implements a system for monitoring the reliability related to the teacher candidate quality control gates.</p> <p>Some faculty and evaluators are certified annually on the program’s common teacher candidate evaluation tool.</p>	<p>The TPP implements a system for monitoring the reliability related to the teacher candidate quality control gates.</p> <p>The majority of faculty and evaluators are certified annually on the program’s common teacher candidate evaluation tool.</p>
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Indicator 2.4: Program Integrity & Desired Outcomes

<p>The TPP does not systematically measure the integrity of program implementation.</p>	<p>The TPP is developing a systematic process to measure the integrity of program implementation.</p>	<p>The TPP systematically measures the integrity of program implementation in order to correlate key program features to desired outcomes.</p>	<p>The TPP systematically measures the integrity of program implementation in order to correlate key program features to desired outcomes.</p> <p>There is evidence that the TPP uses information about fidelity to inform program improvement efforts.</p>
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⁷ [Indicator 1.5: Quality Control Gates](#)

QUALITY OBJECTIVE 3: TEACHER EDUCATOR EFFECTIVENESS

Program ensures teacher educators are effective in preparing novices to work with Black, Latino, and low-income students.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
Indicator 3.1: Teacher Educator Practice			
There is no evidence of a shared understanding of teacher educator practices among faculty members.	A shared understanding of teacher educator practices is being developed or identified by faculty.	A shared understanding of teacher educator practices has been agreed upon by faculty and formalized into a framework. Framework includes teacher educator practices that are effective for preparing novice teachers to work with Black, Latino and low-income students.	A shared understanding of teacher educator practices has been agreed upon by faculty and formalized into a framework. Framework includes teacher educator practices that are effective for preparing novice teachers to work with Black, Latino and low-income students. Faculty engage in professional learning in order to deepen their knowledge and skills related to the agreed upon framework.
NOT YET STARTED	EMERGING	DEVELOPING	MEETING
Indicator 3.2: Teacher Educator Feedback Measures			
Feedback performance measures for teacher educators are not aligned to the teacher educator practices.	Feedback performance measures for teacher educators are established and aligned to the teacher educator practices.	Feedback performance measures for teacher educators are established and are aligned to the teacher educator practices. Teacher educators receive feedback from two or less measures per year (e.g. teacher candidate perception surveys, peer observations, teacher candidate outcomes, self-reflections, etc.).	Feedback performance measures for teacher educators established and are aligned to the teacher educator practices. Teacher educators receive feedback from three or more measures per year (e.g. teacher candidate perception surveys, peer observations, teacher candidate outcomes, self-reflections, etc.).

Indicator 3.3: Teacher Educator Professional Development

Professional development is not provided to teacher educators other than in conference settings.

Professional development, via face-to-face and virtual formats, is provided to teacher educators **inconsistently** and is sometimes **responsive to program and district data**.

Professional development, via face-to-face and virtual formats, is provided to teacher educators **consistently** and is sometimes responsive to program and district data.

Professional development sessions are collaborative and allow teacher educators to share data, engage in problems of practice, and practice new teaching strategies.

Professional development, via face-to-face and virtual formats, is provided to the majority of teacher educators **consistently (e.g. every other month)** and is responsive to program and district data.

Professional development sessions are collaborative and allow teacher educators to share data, engage in problems of practice, and practice new teaching strategies.

Indicator 3.4: Assessing Professional Development Quality

There is **no evidence** that the TPP assesses the quality of its professional development.

There is **little evidence** that the TPP assesses the quality of its professional development through the solicitation of feedback from its participants.

There is **consistent evidence** that the TPP assesses the quality of its professional development through the solicitation of feedback from its participants.

There is consistent evidence that the TPP assesses the quality of its professional development through the solicitation of feedback from its participants.

Feedback data are consistently analyzed to address needs and plan for future professional development.

QUALITY OBJECTIVE 4: PARTNERSHIPS

Programming is responsive to P-12 school system and the communities they serve.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
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Indicator 4.1: Shared Recruitment

<p>TPP and school partners do not have a teacher candidate recruitment plan.</p>	<p>TPP and school partners are developing teacher candidate recruitment plans in order to contribute to a teaching workforce that reflects the demographics of the school district partners.</p>	<p>TPP and school partners are developing teacher candidate recruitment plans in order to contribute to a teaching workforce that reflects the demographics of the school district partners.</p> <p>Recruitment plans reflect the hiring needs of the school district partners.</p>	<p>TPP and school partners enact and monitor written teacher candidate recruitment plans in order to contribute to a teaching workforce that reflects the demographics of the school district partners.</p> <p>Recruitment plans reflect the hiring needs of the school district partners.</p>
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Indicator 4.2 Shared Expectations & Decision-Making

<p>Governance/partnership meetings are not implemented.</p>	<p>Governance/partnership meetings occur two or fewer times during the year.</p> <p>TPPs and school districts have established mutually agreeable expectations for candidate preparation and exit (e.g. performance gates), which adhere to the requirements of the accrediting bodies/state policies.</p> <p>During governance meetings, data are minimally shared.</p>	<p>Governance/partnership meetings occur three or more times during the year.</p> <p>TPPs and school districts have established mutually agreeable expectations for candidate preparation and exit (e.g. performance gates), which adhere to the requirements of the accrediting bodies/state policies.</p> <p>During governance meetings, both TPPs and districts share data.</p> <p>TPPs and school districts co-select high-quality clinical educators/mentor teachers.</p> <p>Mentor trainings occur infrequently.</p>	<p>Governance/partnership meetings occur four or more times during the year.</p> <p>TPPs and school districts have established mutually agreeable expectations for candidate preparation and exit (e.g. performance gates), which adhere to the requirements of the accrediting bodies/state policies.</p> <p>During governance meetings, both TPPs and districts share data.</p> <p>TPPs and school districts co-select high-quality clinical educators/mentor teachers.</p> <p>Mentor trainings occur quarterly, or more often, and are informed by teacher candidate performance data.</p> <p>As a result of sharing data, P-12 programming and TPP programming are</p>
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			consistently being updated and improved (e.g. clinical experience duration and settings, coursework, mentor teacher selection and training processes, etc.)
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NOT YET STARTED	EMERGING	DEVELOPING	MEETING
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Indicator 4.3: Partnerships are Mutually Beneficial

There is no evidence that the TPP and school districts work together.	TPP and school districts work together to hire teacher candidates in the schools in which they trained.	TPP and school districts work together to hire teacher candidates in the schools where they trained. TPP and school districts identify professional development needs for the P-12 schools and TPP faculty.	TPP and school districts work together to hire teacher candidates in the schools where they trained. TPP and school districts identify professional development needs for the P-12 schools and TPP faculty. TPP and districts and work together to address problems of practice and address program needs.
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SCALE

Quality programming is scaled within teacher preparation programs.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
Scaled Programming			
Quality programming (as defined by the Quality Objectives) is not scaled and impact 10% or less of the candidates trained by the TPP.	Quality programming (as defined by the Quality Objectives) is scaled to impact 11-50% of all candidates trained by the TPP.	Quality programming (as defined by the Quality Objectives) is scaled to impact 51-85% of all candidates trained by the TPP.	Quality programming (as defined by the Quality Objectives) is scaled to impact 86-100% of the candidates trained by the TPP.

SUSTAINABILITY

Quality, scaled programming can be sustained.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
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High-Quality Programming is Sustainable

<p>TPP does not have a strategy to sustain the quality programming as defined by the Quality Objectives.</p>	<p>Building Awareness The TPP is developing a communication strategy to raise awareness about the teacher preparation program goals and outcomes.</p> <p>Stakeholder Engagement A plan for building stakeholder engagement is being developed to include TPP faculty, district partners and external stakeholders (e.g. local policy makers, philanthropic organizations).</p>	<p>Building Awareness The TPP has a clear communication strategy to raise awareness about the teacher preparation program goals, outcome/impact data, and, needs for MEETING quality programming.</p> <p>Stakeholder Engagement There is a clear plan for building stakeholder engagement to include TPP faculty, district partners and external stakeholders (e.g. local policy makers, philanthropic organizations)..</p> <p>Teacher Preparation Capacity TPP has the human capital capacity to maintain and continue to improve programming.</p> <p>New systems (e.g. data collection and visualization) and routine meeting structures foster efficiency and productivity.</p>	<p>Building Awareness The TPP is implementing a communication strategy to raise awareness about the teacher preparation program goals, impact data, and needs for MEETING quality programming.</p> <p>Stakeholder Engagement There is a clear plan for building stakeholder engagement plan is being enacted to include TPP faculty, district partners and external stakeholders (e.g. local policy makers, philanthropic organizations).</p> <p>Teacher Preparation Capacity TPP has the human capital capacity to maintain and continue to improve programming.</p> <p>New systems (e.g. data collection and visualization) and routine meeting structures foster efficiency and productivity.</p> <p>Secured Funding Organization/TPP budgets</p>
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			have been restructured to ensure the transformed components are included in the general operating costs and are fully funded by sustainable funding sources.
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IMPACT

Teacher Candidates & Graduates are diverse and effective.

NOT YET STARTED	EMERGING	DEVELOPING	MEETING
Teacher Candidate Impact Data			
<p>There is no evidence that:</p> <ul style="list-style-type: none"> • Candidates reflect the demographics of the students they intend to serve • Teacher candidates demonstrate proficiency on teacher preparation program competencies • Candidates are confident in their ability to teach in schools that serve Black, Latino, and low-income student 	<p>There is minimal evidence that: :</p> <ul style="list-style-type: none"> • Candidates reflect the demographics of the students they intend to serve • Teacher candidates demonstrate proficiency on teacher preparation program competencies • Candidates are confident in their ability to teach in schools that serve Black, Latino, and low-income students 	<p>There is some evidence that::</p> <ul style="list-style-type: none"> • Candidates reflect the demographics of the students they intend to serve • Teacher candidates demonstrate proficiency on teacher preparation program competencies • Candidates are confident in their ability to teach in schools that serve Black, Latino, and low-income students 	<p>There is strong evidence that:</p> <ul style="list-style-type: none"> • Candidates reflect the demographics of the students they intend to serve • Teacher candidates demonstrate proficiency on teacher preparation program competencies • Candidates are confident in their ability to teach in schools that serve Black, Latino, and low-income students

Graduate Impact Data

There is **no** evidence that:

- Graduates reflect the demographics of the P-12 students
- Graduates are employed and retained in schools that serve Black, Latino, and low-income students
- Graduates are effective teachers and are retained
- Graduates are certified to teach in areas that reflect the hiring needs of districts

There is **minimal** evidence that:

- Graduates reflect the demographics of the P-12 students
- Graduates are employed and retained in schools that serve Black, Latino, and low-income students
- Graduates are effective teachers and are retained
- Graduates are certified to teach in areas that reflect the hiring needs of districts

There is **some** evidence that::

- Graduates reflect the demographics of the P-12 students
- Graduates are employed and retained in schools that serve Black, Latino, and low-income students
- Graduates are effective teachers and are retained
- Graduates are certified to teach in areas that reflect the hiring needs of districts

There is **strong** evidence that:

- Graduates reflect the demographics of the P-12 students
- Graduates are employed and retained in schools that serve Black, Latino, and low-income students
- Graduates are effective teachers and are retained
- Graduates are certified to teach in areas that reflect the hiring needs of districts

GLOSSARY

- **Data-Driven/Informed** - the process of leveraging data to validate and navigate decision points
- **Dispositions** - The values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities
- **Fidelity** - the degree to which programming adheres to agreed-upon practices.
- **Formal/Formative Feedback** - performance reviews or meetings where feedback is provided to support growth and development on an ongoing-basis.
- **Inter-rater Reliability** - a degree of agreement among raters.
- **Multiple Measures** - the use of more than one indicator and/or data source to determine evidence of growth.
- **Performance Gate** - benchmarks that must be met in order to successfully progress in and complete the TPP certification program.
- **POP Cycle** - the evaluation process that consists of three components: (a) a Pre-conference to review the Teacher Candidate's lesson; (b) Observation and scripting of the lesson by both the Teacher Candidate and faculty member to gather evidence for evaluation; (c) Post-conference meeting with the Teacher Candidate to review evidence, coach and assign ratings.
- **Problems of Practice** - an area that an institution/organization identifies for improvement that is observable, actionable, and connects to a broader strategy of improvement.
- **Professionalism** - the competence or skill expected of a professional.
- **Rehearse/Rehearsal** - An opportunity for teacher candidates to practice teaching skills with an expert coach in a setting that does not include K-12 students.
- **Safe Practice** - an environment that allows teacher candidates to perform a task with minimum risk to the K-12 students who they teach within their clinical settings.
- **Scale** - the Quality objectives impact every teacher candidate who is trained by the TPP.
- **Stakeholders** - all individuals with an interest or concern in the transformation process. Stakeholders can include the university faculty, school districts, teacher candidates
- **Teacher Candidate Competencies** - observable and measurable knowledge, skills, and abilities that Teacher Candidates should possess.
- **Teacher Educator Effectiveness/Practices Framework** - A set of practices that outline what effective teacher educators do.
- **Teacher Candidate Evaluation Instrument** - instrument or framework that is utilized to assess the effectiveness of a Teacher Candidate's instructional planning, delivery, classroom environment, and professionalism.
- **TPP** - Teacher Preparation Program.