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PRESS RELEASE

STUDY FINDS THAT PREPARATION PROGRAMS ARE ADOPTING THE CORE COMPONENTS OF THE RESIDENCY MODEL TO INNOVATE AND IMPROVE TEACHER EDUCATION

Chicago, IL—A new study identifies the key shifts preparation programs are making in adopting a clinically oriented approach to teacher preparation. ***Clinically Oriented Teacher Preparation***, by Urban Teacher Residency United (UTRU) looks at how 22 providers across the nation are making the transition to incorporate the core components of the residency model into their preparation programs. UTRU is a national nonprofit dedicated to the launch, support, and expansion of the teacher residency model. Similar to the medical doctor model, residencies use rigorous clinical experiences as the core of teacher preparation. Support to conduct this study was provided by the S.D. Bechtel, Jr. Foundation.

Over the last decade, research has illustrated that for teachers to learn how to teach students effectively starting on day one in the classroom, there must be purposeful coordination between teacher preparation programs and the school districts with which they partner, tightly aligned curricula and field experiences, and extensive clinical practice. Many programs have heeded this call and initiated changes to improve the quality of teacher preparation, but few studies to date have shown the evolution of what programs are doing to transition to a clinically oriented approach. ***Clinically Oriented Teacher Preparation (COTP)*** shows how 22 programs have significantly altered the nature of clinical preparation experienced by their teacher candidates.

The University of Central Florida, one featured innovative program, is pioneering the use of virtual simulations in teacher preparation through TLE TeachLivE, a patented simulation and training program. "Providing our teachers the chance to work with our teacher simulator, TeachLivE, has provided them an opportunity to have their first parent conference, work on content lessons or work on pedagogical skills such as classroom management before they work with real students," said University of Central Florida's Lisa A. Dieker.

Through in-depth examination, this research project identified three main shifts that are necessary for programs to make to move towards a clinically oriented approach. The report

further describes the conditions necessary for these shifts to occur, common challenges program face, and includes recommendations for high-level policies to support innovation.

The study's findings show unequivocally that programs across the country are committed to transformation, and clinically oriented teacher preparation is not a "business as usual" approach to teacher education but one that necessitates the following shifts:

1. **Rethinking the nature of the clinical experience** by positioning teacher candidates as co-teachers; emphasizing candidate performance and accountability through competency-based assessments and the use of district or state-aligned evaluation tools; increasing mentor selectivity; focusing on mentor development; and devising new, clinically based roles to accommodate programmatic changes.
2. **Reimagining coursework, pedagogies, and pathways to program entry**, including tighter theory-to-practice integration, using simulations and rehearsals, and designing unique routes to program entry that attract individuals into the profession who otherwise might not consider teaching as a career possibility.
3. **Underscoring the importance of authentic collaboration and partnership** between and across schools, school districts, and institutes of higher education.

"Clinically Oriented Teacher Preparation provides real-world illustrations of the challenges that teacher preparation programs face to transition to a clinical-based model of preparation. But this work must be done to ensure that new teachers enter the classroom ready to support student learning," said Anissa Listak, UTRU's Executive Director. *"COTP* follows the important report last year, *Building Effective Teacher Residencies*, to provide the field of teacher preparation with concrete examples of clinical-based preparation, that will move us one step closer to adopting the model for all new teachers."

To read the report and for more information about Urban Teacher Residency United, the UTRU Network, and the residency model, please visit our website, <http://www.utrunited.org>.

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About UTRU:

Founded in 2007, Urban Teacher Residency United (UTRU) is a not-for-profit organization created to help expand teacher residencies. Based in Chicago, UTRU's mission is to build and manage a national network of high performing teacher residencies dedicated to accelerating student achievement through the training, support, and retention of excellent urban teachers. UTRU is a vital resource for emerging residency programs and has evolved as a national entity from which information, assistance and the expertise necessary to plan and launch an urban teacher residency can be gained. UTRU is a dynamic and coordinated network of urban teacher residencies which synthesizes and communicates residency best practices, partners with emerging residency programs to ensure success via innovative technical assistance, develops

and implements common program evaluations, and pursues national policy initiatives to support the introduction and ongoing support of high-quality teacher residencies.