

From Ideas to Action: A Developmental Teacher Preparation Model

Phase 4: Clinical Experience

[Cards 3 Completed]

[capstone, technology, and student teaching]

Phase 3: Pre-Clinical Experiences

[Cards 2 Completed]

[specialized courses, including content methods, reading in content areas]

Phase 2: Early Professional Experiences [Preparing for Cards 2]

[teaching profession, general methods, human growth & development]

Phase 1: Pre-professional Experiences [Cards 1 Completed]

[content requirements and proficiencies]

Overview of Model

From Ideas to Action: A Developmental Teacher Preparation Model is grounded in the CEHD Conceptual Framework (CF) and KY Teacher Standards. In each phase candidates focus on particular standards and components within the Conceptual Framework, building toward deep understanding across all standards and accomplishing the CF goal of becoming critical thinkers, problem solvers, and professional leaders. In Phase 1 (Pre-professional) candidates learn ideas related to the content they will teach, focusing on the KY Teacher Standards (for content and professional growth) and the CEHD Diversity Standard. For BS programs, this focus primarily takes place during the freshman and sophomore years. For the MAT, the focus is in many of the candidate's prerequisite courses. In Phase 2 (Early professional experiences), candidates expand on their content and are exposed to general education concepts and learning theory. Standards that are assessed in this phase are planning, climate, reflection, collaboration, professional growth, and diversity. Courses include Human Growth and Development, General Methods, and Exploring Teaching/Teaching as a Profession. By Phase 3 (Advanced Professional) candidates begin to apply their content and general education experience to their specific areas of teaching. Course work at Phase 3 includes content-specific methods, reading in the content areas, and special education courses. In this phase, ideas move to action, as candidates are actively participating in schools, teaching lessons, assessing students, and reflecting on teaching. Phase 4 (Culminating Experience) involves application and demonstration of the candidate's learning across all KY teacher standards. Action moves to advocacy as candidates focus their experiences on supporting the learning of every child.

Alignment to KY Teaching Standards

Phase											
	Standard 1 Applies Content	Standard 2 Plans	Standard 3 Climate	Standard 4 Instruction	Standard 5 Assessment	Standard 6 Technology	Standard 7 Reflects	Standard 8 Collaborates	Standard 9 Prof. growth	Standard 10 Leadership	Standard 11 Diversity
4		Series of Lessons or Unit		implement & manage	Formative & Summative						
3		Lessons		Implement	Formative						
2		Lesson		Manage							
1											

Alignment of Model to CF, Unit Assessments, and KY Teaching Standards

Phase 1: Pre-Professional Experiences (prerequisites or general content courses)

Experiences: Content preparation, writing/speech, etc.

Standards: 1 – (Applied Content), 9 – (Evaluates Teaching), 11 –U of L (Diversity)

CARDS: 1 (Admissions) - Dispositions Assessment, content, diversity,

Shaping Tomorrow: Ideas to Action

Shaded sections represent the Primary Focus of the Phase

Conceptual Framework Constructs	Inquiry	Action	Advocacy	
Constructs as Learned and Applied	Research	Practice	Service	
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders	
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference	

Phase 2: Early Professional Experiences (1 or 2 semesters)

Experience: General methods, classroom management, human growth/development

Standards: 2 (Planning), 3 (Learning Climate), 7 (Reflection), 8 (collaboration), 9 (professional

growth), 11-U of L (Diversity)

CARDS: none (working toward Cards 2)

Shaping Tomorrow: Ideas to Action

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Phase 3: Pre-Clinical Experience (1 or 2 semesters)

Experience: Special Methods and other Specialized Courses. Corresponding Field Experiences are articulated acts of teaching related to the Phase 3 selected standards (not observations or solely opportunistic opportunities)

Standards: 1 (applied content), 2 (planning – series of lessons), 4 (instruction), 5 (assessment), 7 (reflection), 9 (professional growth), and 11 -U of L (Diversity)

CARDS: 2 (UNIT Assessments): Technology, Diversity, Dispositions, Portfolio (1/2)

Shaping Tomorrow: Ideas to Action

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Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders	
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference	

Phase 4: Culminating Experience [capstone and clinical]

Experience: Intensive clinical experience (student teaching or internship)

Standards: All KY Teacher Standards

CARDS: 3 (UNIT Assessments): Technology, Diversity, Dispositions, Observation Forms, Unit

assessment for Impact on Student Learning, Portfolio,

Shaping Tomorrow: Ideas to Action

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