

Through a collaborative effort with educator preparation providers in Massachusetts and nationally, the Department of Elementary and Secondary Education (ESE) has developed the Teacher Educator Effectiveness Practices framework as a resource for identifying, developing, and supporting teacher educators. **Teacher educators** are individuals who play a formal role in teaching teachers how to teach. They provide instruction and guidance to teacher candidates and are responsible for making judgments about their readiness. Teacher educators hold roles such as course instructors, professors, site coordinators, program supervisors, coaches, clinical instructors, PK-12 supervisors, or PK-12 instructional leaders.

The Teacher Educator Effectiveness framework organizes **16 practices** into **four domains** (outlined on the following page) that are pertinent to the work of all teacher educators, including:

- **Constructing Learning Experiences;**
- **Modeling Professional Expectations;**
- **Facilitating Practice;** and
- **Providing Feedback.**

The framework is structured around high-priority, outcomes-based practices of effective teacher educators. The practices are not designed to be all-encompassing, but represent essential skills and practices that all teacher educators, independent of their specific role, need to know and be able to do in order to prepare new teachers.

Prerequisite Skills & Knowledge. It is important to note that there are also prerequisite skills, knowledge, and qualifications not included in the framework that a teacher educator must possess in order to be able to demonstrate the practices in the framework. These prerequisite skills and knowledge include content knowledge, pedagogical mastery, dispositions towards teaching and learning, communication skills, or the ability to use technology. You can think of these prerequisites as the skills and knowledge that form the foundational core of one's ability to execute on all of the other practices.

The Framework in Practice. Defining a common set of practices for effective teacher educators can help ensure that the individuals responsible for preparing the next generation of teachers are fully supported to do so. This framework is an optional resource that can be used within a sponsoring organization to inform position descriptions and hiring protocols, professional development opportunities, observation protocols, self-assessment tools, and more. In the coming months, ESE plans to release additional resources aligned to this framework, which will continue to evolve with continued feedback and emerging research. In support of this, we would be interested to know the extent to which this framework supports and shapes work within your organization. Please keep us updated about its utility and/or feedback that can inform future iterations or ESE resources.



I. Constructing Learning Experiences: Designs learning experiences (including programs, courses, sessions, and interactions with candidates) that provide candidates with the knowledge and skills they need, such that there is a:

- a. *Coherent Learning Experience*: Contributes to a meaningful progression of experiences that align to a larger arc of learning.
- b. *Bridge between Theory and Practice*: Makes intentional and explicit connections between education theory and the realities of practice in the PK-12 setting.
- c. *Authentic Assessment*: Assesses what teacher candidate knows and is able to do through performance on tasks that mirror the actual work of teaching.
- d. *Differentiated Approach to Instruction*: Prioritizes experiences that engage teacher candidates in a rigorous cognitive lift and scaffolds learning necessary to support candidates in meeting programmatic standards and expectations for performance.

II. Modeling Professional Expectations: Exemplifies what high-quality practitioners engage in and do in support of student learning, such that the candidate experience is shaped by:

- a. *Commitment to High Standards*: Assumes professional responsibility for teacher candidate performance and fosters a shared commitment to rigorous standards of teaching and learning with high expectations for all.
- b. *Collaboration with Colleagues and PK12 stakeholders*: Collaborates with other teacher educators and colleagues in the PK12 schools and districts to support the teacher candidate's continuous learning.
- c. *Inclusive Practice*: Creates and maintains an environment in which all backgrounds, identities, strengths, and challenges are respected, affirmed, and supported.
- d. *Data-Informed Decision-Making*: Uses multiple sources of evidence related to teacher candidate performance and PK12 student learning to inform decision-making and improve candidate effectiveness and outcomes for students.
- e. *Continuous Learning*: Uses data about candidate performance (during the program and once employed), current research, best practices and theory to continuously reflect upon and adapt instruction to achieve improved results.

III. Facilitating Practice: Facilitates instructional activities that provide the teacher candidate with robust and meaningful opportunities to apply and improve skills, such that there are:

- a. *Models of High-Quality Practice*: Provides clear examples of effective instructional practice.
- b. *Strategies to Make Practice Explicit*: Makes teaching practice explicit by deconstructing and labeling its components.
- c. *Multiple Opportunities for Mastery*: Provides multiple, differentiated opportunities to practice teaching in safe and varied learning environments, increasing in complexity and responsibility over time.

IV. Providing Feedback: Directly influences teacher candidate readiness through intentional and regular feedback, such that candidates experience:

- a. *Evidence-Based Judgment*: Analyzes and synthesizes evidence in order to prioritize feedback based on high-leverage practices critical to teacher candidate readiness on the Professional Standards of Teaching.
- b. *High-Quality Feedback*: Delivers actionable (timely, concrete, specific, and useful) feedback that provides the teacher candidate with clear next steps for improvement that are grounded in expectations for performance relative to the Professional Standards for Teacher.
- c. *Continuous and Consistent Communication*: Ensures continuous and consistent delivery of feedback to teacher candidates through ongoing feedback loops and calibration with colleagues.
- d. *A Culture of Feedback*: Creates a supportive environment that emphasizes improvement through feedback and necessitates constant collective and individual reflection on high-quality practice.