

### **A.2.2.1 Phase In Plan for Standard A.2.2**

**Standard A.2** *The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.*

#### **Clinical Experiences**

A.2.2 The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.

[NOTE: list repeated here for clarity from A.1.1.]

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

#### **Co-Construction of Review Tool for Clinical Assignments**

##### **Relationship to Standard or Component**

- The intended data/evidence of this work will align with Standard A.2.2: Clinical Experiences where the EPP and partners design clinical experiences for candidates to use content knowledge and skills emphasized by advanced programs, demonstrating proficiency through tasks or research aligned with their profession. Because these are to be aligned with A.1.1., the proficiencies in that standard serves as a guide for the EPP and partners' work.
- Description of the content and objective of the data/evidence collection: The College of Education and Health Sciences CAEP Core Team--in collaboration with the EPP's Fieldwork and Educator Preparation and Assessment Committees--discussed and proposed the following activities to address ways to strengthen the application of content and disciplinary knowledge included in A.1.1 for advanced programs: partner groups for each program will be engaged in regular periodic meetings (1-2 per semester) to address the objectives below. Feedback and possible revision of the clinical assignments from the coursework in each program with a tool co-constructed by program faculty and professional partners.

- Rationale: Ensuring that theory and practice are linked, the review and refinement of a clinical assignment will strengthen the professional partnerships, clinical experiences and the application of the content and discipline knowledge addressed in A.1.1., including:
  - Applications of data literacy;
  - Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
  - Employment of data analysis and evidence to develop supportive school environments;
  - Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
  - Supporting appropriate applications of technology for their field of specialization; and
  - Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
- Objective 1: How is input given to EPP/advanced programs and partners from the field based on assignment?
- Objective 2: How do the EPP/advanced programs create a mechanism by which the partners receive the assignment and give feedback?
- Objective 3: How do we create a mechanism for which methods faculty/programs receive candidate performance feedback as to their pedagogical knowledge, skill and professionalism?

**Timeline and Resources:**

**Objective 1, 2 and 3 above (AY 2019-2020)** The clinical assignments in the advanced programs, co-construction of a review tool that will address impact on the partnership, program, professional settings and clinical experiences, as well as candidates’ knowledge, skill and professionalism, will pick up where [A1.1 Phase-In Plan for Standard A.1](#) left off with review of data from the program assignment review.

<b>Task</b>	<b>Timeline</b>	<b>Resources</b>	<b>Expected Outcome</b>
Continued review with Program partners about data from clinical assignments , leading to process for refinement.	Winter 2019/20	Clinical assignments by program; data from collection in 2018-2019	Partners will make data-informed recommendations of refinements in the clinical assignments.

Generation of refined clinical assignments reflecting A.1.1. for professions	Spring 2020	Research of clinical assignments used through CAEP and EPPs <a href="http://caepnet.org/~media/Files/caep/accreditation-resources/tpa-report-full.pdf?la=en">http://caepnet.org/~media/Files/caep/accreditation-resources/tpa-report-full.pdf?la=en</a>	Refined clinical assignments ready for piloting in Fall 2020
Creation of feedback process to candidates based on clinical assignment results by EPP and partners	Late spring/ summer 2020		Process for clinical assignment feedback to candidates

**Data Quality:** Copies of the original clinical assignments will be made available to the site team at the time of their visit, as well as the related data. Each of the refined assignments will be evaluated using the CAEP sufficiency rubric for administration and purpose, content, scoring, reliability, and validity. They will also be compared to the New York State licensure exam results for the same candidates, as appropriate for the professional specialization.