### Traditional Approach

- **Uniuversity courses** are followed by fragmented clinical experience.
- A **static model** compartmentalizes coursework and clinical experiences.
- Separating the roles of teacher and researcher reinforces the research-practice gap and school-university divide.
- **Clinical supervisors** form a link between university-based faculty and cooperating teachers.
- Teachers host candidates and follow university guidelines.
- **Faculty teach university-based courses.**
- Candidates **accumulate knowledge** in courses for later application in clinical settings.
- Teacher preparation is **successful** when graduates pass certification examinations and are retained in professional settings.

### Teaching, Learning, Leading

- **Faculty and candidates** are embedded in schools and communities and develop through growth-based apprenticeship.
- A **reflexive model** aimed at responsiveness to the needs of diverse children and families better reflects the complexity of teaching.
- **Practice** is informed by and contributes to collaborative, field-based research.
- University faculty **form relationships** with schools and community agencies to facilitate on-site work within neighborhoods.
- Partners join professional learning communities and collaborate in preparation of future teachers.
- Faculty mentor candidates, facilitate clinical work, and coordinate professional learning communities.
- Candidates develop through guided reflective practice as professional educators and as leaders.
- Graduates enter the field with greater professional resiliency, having already made an impact on children, families, schools, and communities.