

Teacher Quality: Lessons Learned from Teacher Education Research

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The 2020 Challenge

To help the nation compete in the global economy, today's teachers will have to:

educate all students

– including those from increasingly diverse economic, racial, linguistic, and academic backgrounds – to the same high learning outcomes.

US Department of Education

Universities, Colleges

Researchers

Policy Makers

50 State Education Agencies

Professional Associations

Education Deans



2010

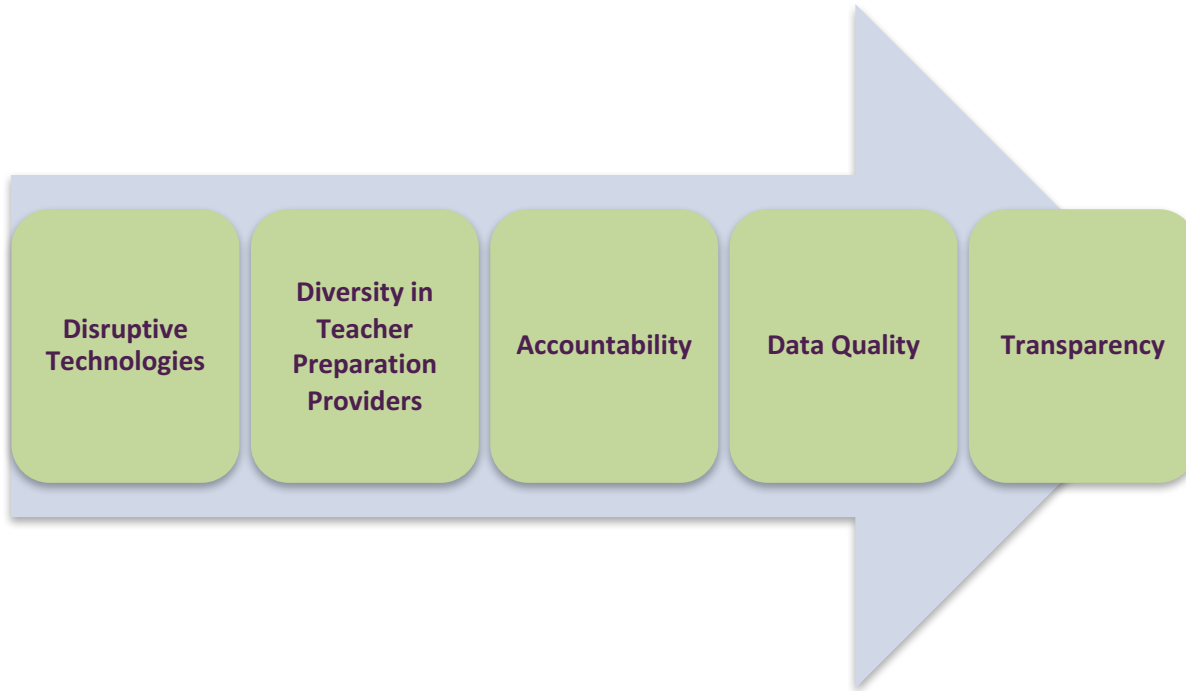
The Research

- Ongoing since 2010
- 45 Members of the research panel
 - Universities, government offices, state education agencies
- Quantitative and Qualitative
- Meta-analysis where possible on research paper data

Accreditation reports, policy papers, research studies, presentations, department of education reviews, etc. were used to examine teacher preparation.



Issues Impacting Teacher Quality



Research: Quality Teachers Must...

Educate ALL students...

- ✓ Rigorous content/expectations
- ✓ Rigor in learning outcomes
- ✓ Think creatively and solve problems, know the content
- ✓ Diverse economic, racial, linguistic, and academic backgrounds
- ✓ Complete high school college-and workforce-ready



1

Determine Quality Assurance Model

CAEP



Results...

1. Accreditation Quality Assurance Model
2. Clinical Preparation Model
3. Partnerships for Improved Student Learning

Disruptive Technologies



Diversity of Preparation Providers



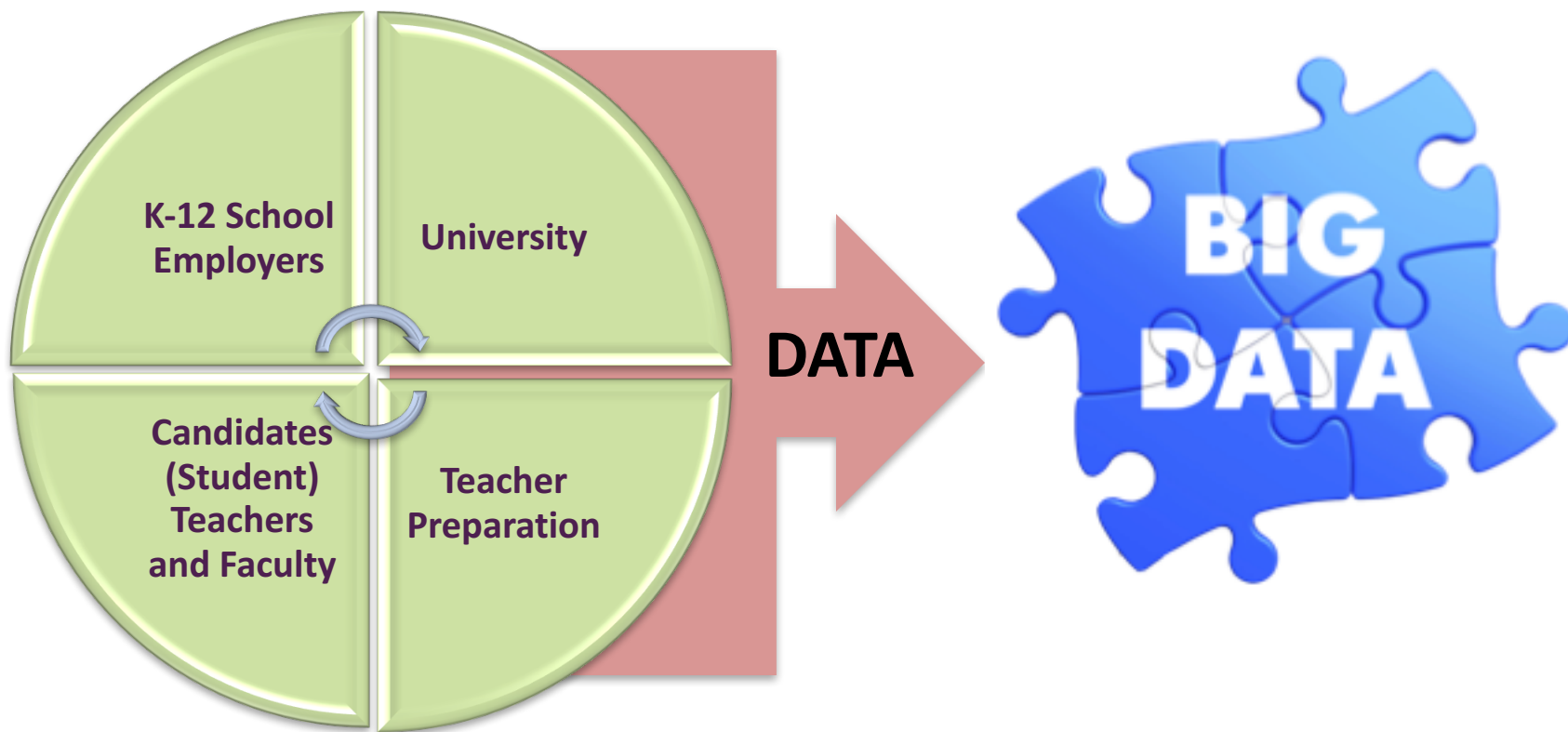
GOODBYE
TO CLASSROOMS



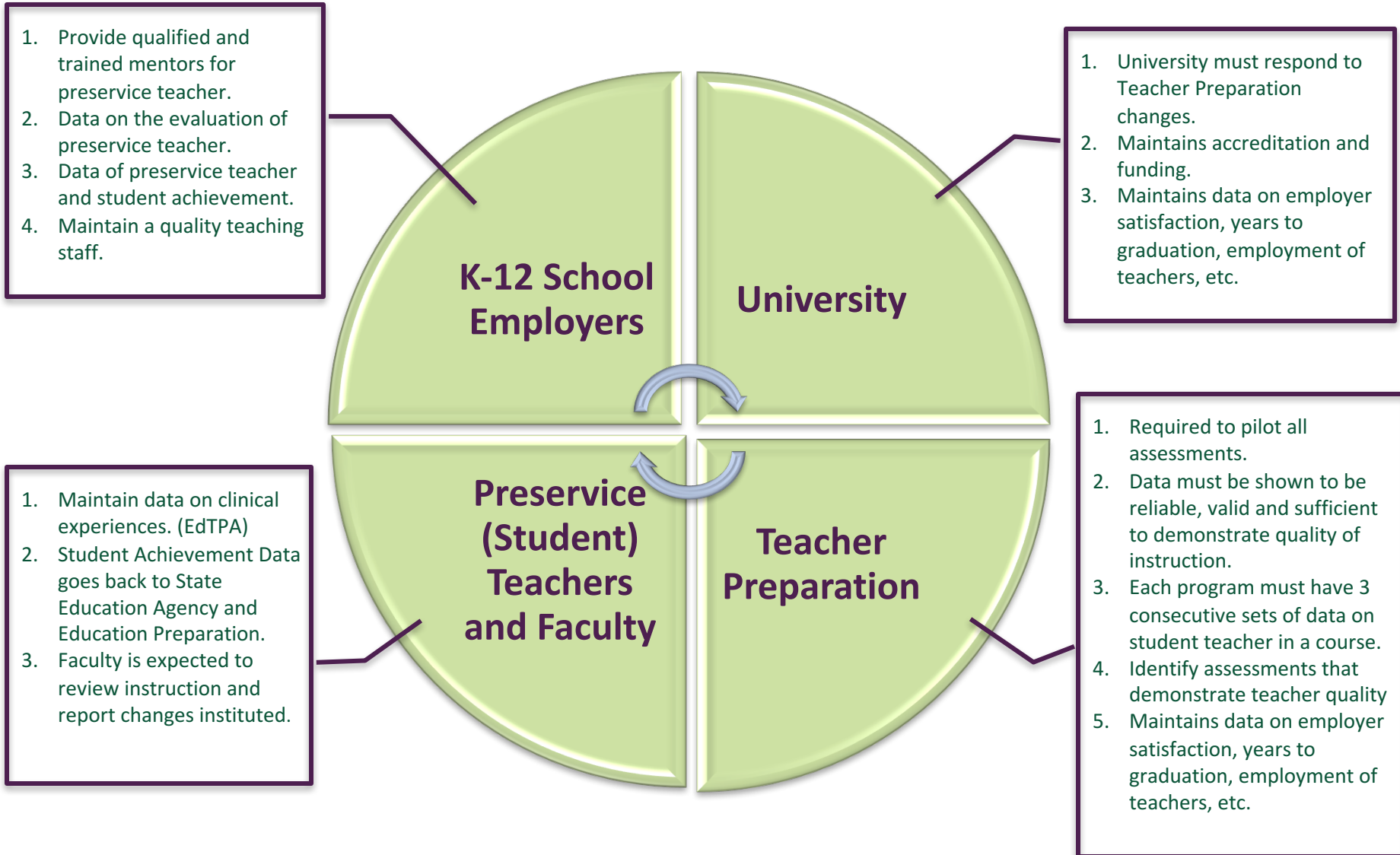
More Rigorous Accountability

1. Demonstrate how well they address the needs of P-12 schools and
2. Improve P-12 student learning
 - a. Online K-12
 - b. Traditional P-12
 - c. Home Schooled
 - d. Community Schooled

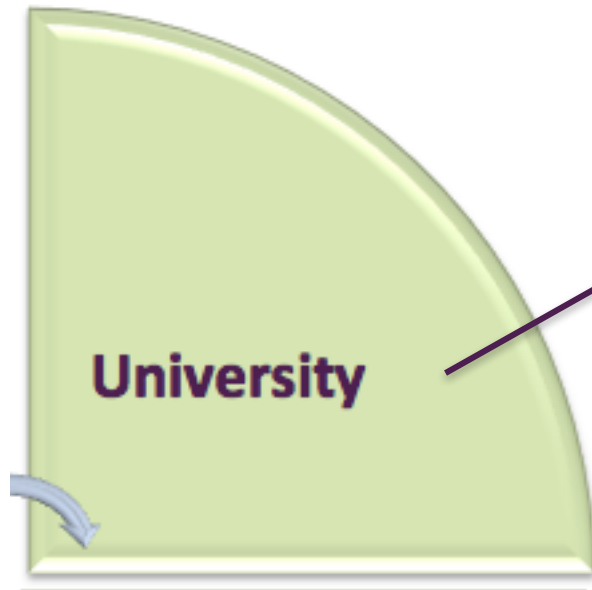
Quality Data



Quality Data

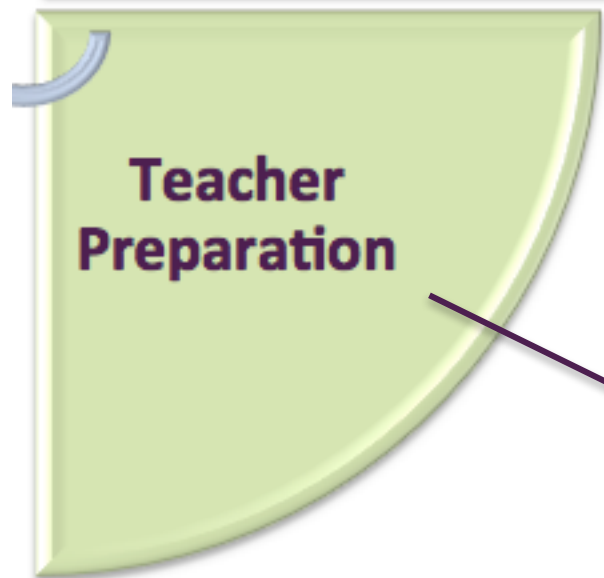


Data Requirements



1. University must respond to Teacher Preparation changes.
2. Maintains accreditation and funding.
3. Maintains data on employer satisfaction, years to graduation, employment of teachers, etc.

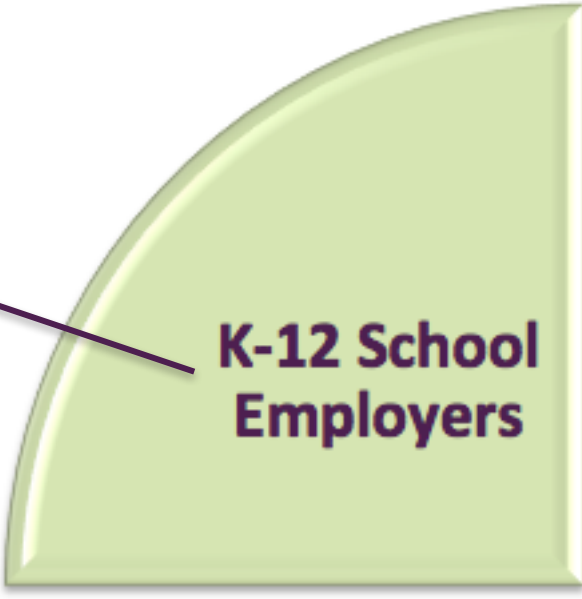
Data Requirements



1. Identify assessments that demonstrate teacher quality.
2. Required to pilot all assessments.
3. Data must be shown to be reliable, valid and sufficient to demonstrate quality of instruction.
4. Each program must have 3 consecutive sets of data on student teacher in a course for the Learning Outcome.
5. Maintains data on employer satisfaction, years to graduation, employment of teachers, etc.

Data Requirements

1. Provide qualified and trained mentors for preservice teacher.
2. Data on the evaluation of preservice teacher.
3. Data of preservice teacher and P-12 student achievement.
4. Maintain a quality teaching staff.



K-12 School Employers

Data Requirements

1. Maintain data on clinical experiences. (EdTPA)
2. Student Achievement Data goes back to State Education Agency and Education Preparation.
3. Faculty is expected to review instruction and report changes instituted.

**Preservice
(Student)
Teachers
and Faculty**

Strengthening Candidate Selection and Placement

Teacher education programs **MUST**:

1. Be more selective and diverse,
2. Selection process must take into consideration test scores **and** key attributes (attitudes) that lead to effective teachers, and
3. Rewarded for STEM selection/placement.

Quality Data

Teacher Preparation

Admission Changes

1. Diverse Admissions
2. Higher GPA
3. Higher SAT and ACT scores

Review of Candidates

1. Review attitudes
2. Higher GPA
3. Portfolio required to graduate

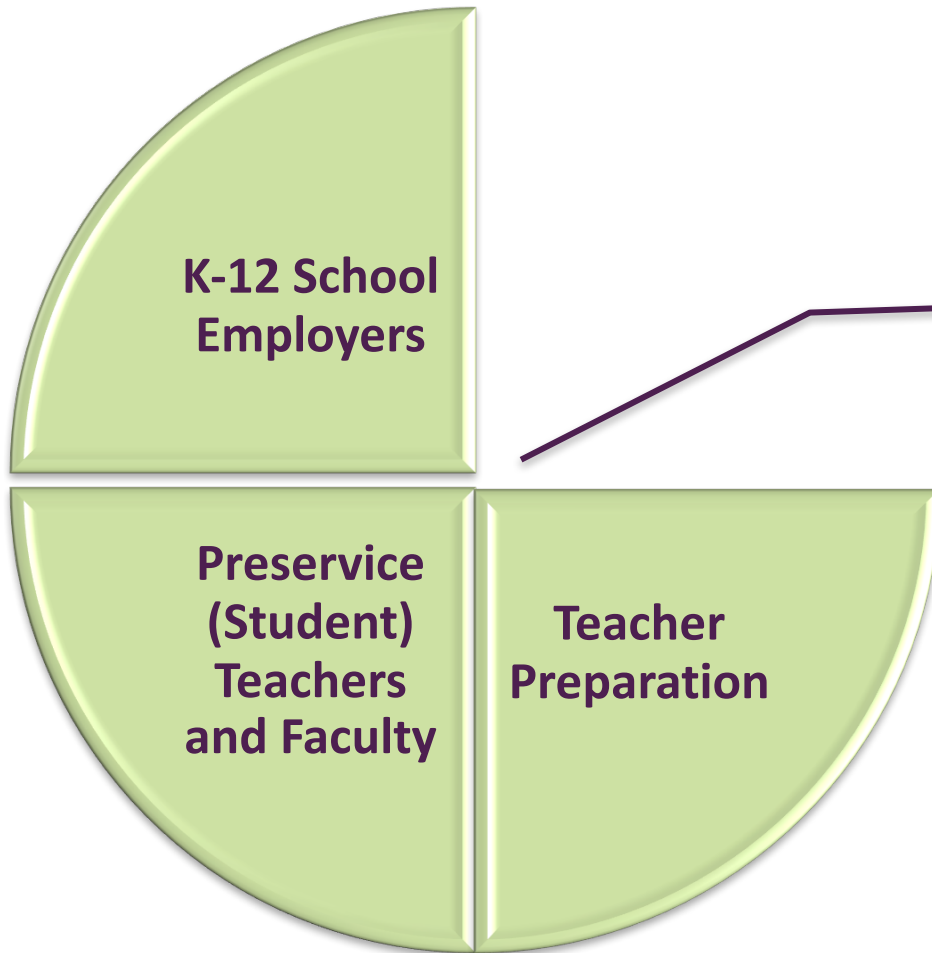
Preservice (Student) Teachers and Faculty

Revamping Curricula, Incentives, and Staffing

Redesign preparation programs to support the close coupling of practice, content, theory, and pedagogy. The teacher education program **MUST:**

1. Change the reward structure in academe and the staffing models of P-12 schools to value clinical teaching,
2. Support effective mentoring and improvement in clinical preparation
3. Implement alternative reward structures that enhance and legitimize the role of clinical faculty,
4. Create dual assignments for faculty with an ongoing role as teachers and mentors in schools, and
5. Rigorous criteria for the preparation, selection, and certification of clinical faculty and mentors.

Quality Data



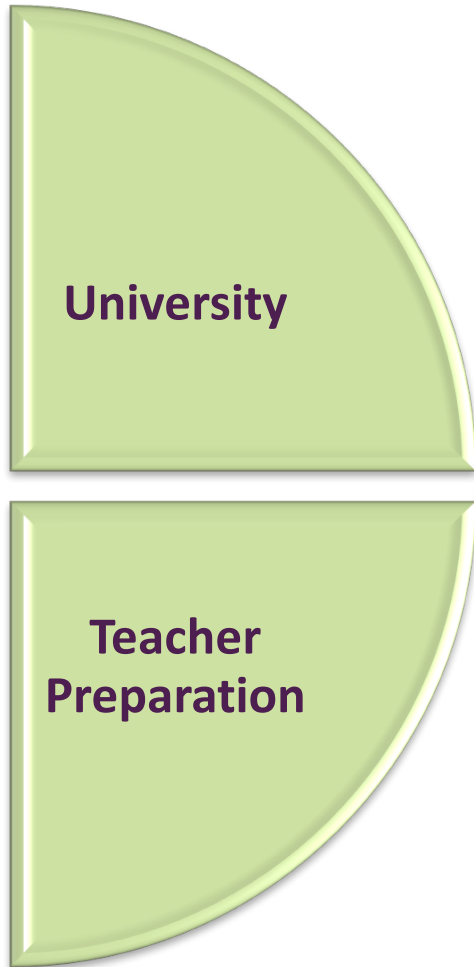
- Reward structure for clinical work with preservice teachers
 - University level
 - P-12 level
- Hold dual positions for faculty/K-12 teachers
- Hold University courses on P-12 campus
- Use data in rigorous selection of clinical faculty and P-12 teachers

Supporting Partnerships

Teacher education programs **MUST**:

1. Provide incentives for partnerships,
2. Work to remove any inhibiting legal or regulatory barriers, and
3. Reward partnership programs that produce graduates who do want to teach and are being prepared in field where there is **market demand (STEM)**.

Quality Data



- Universities or Administrative body must provide incentives to K-12 who partner to take Preservice teachers
- Use data to determine if preservice teachers are hired in high demand STEM areas
- Use labor statistics to determine where teachers will be needed
- Close programs not needed

Expanding the Knowledge Base to Identify What Works and Support Continuous Improvement

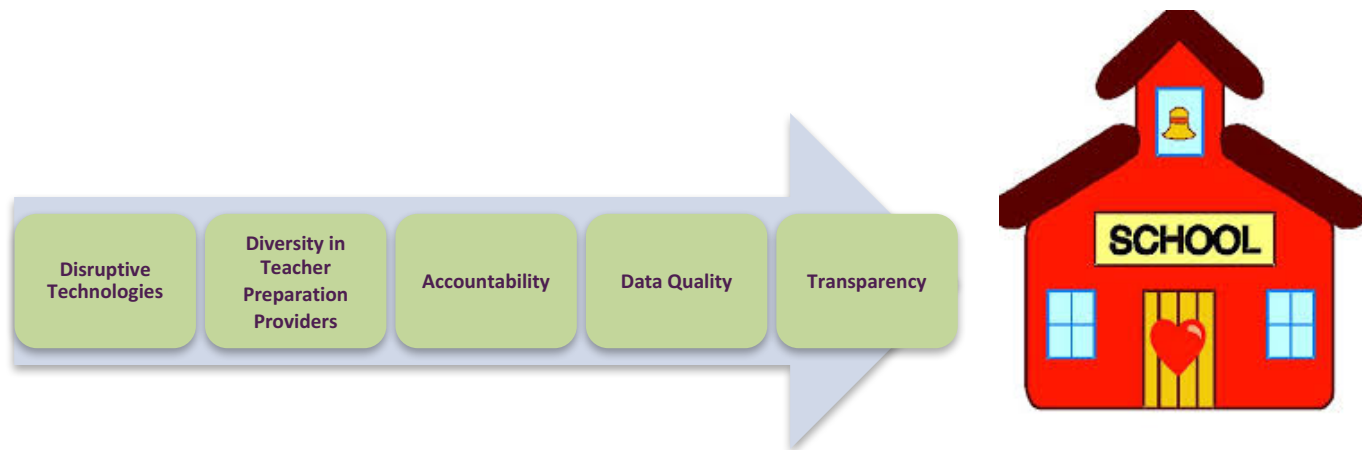
Teacher education programs **MUST**:

1. Develop **large research base** on what makes clinical preparation effective
2. Invest in **new research** to support the development and continuous improvement of new models and to help determine which are the most effective



Results...

1. Accreditation Quality Assurance Model
2. Clinical Preparation Model
3. Partnerships for Improved Student Learning



1

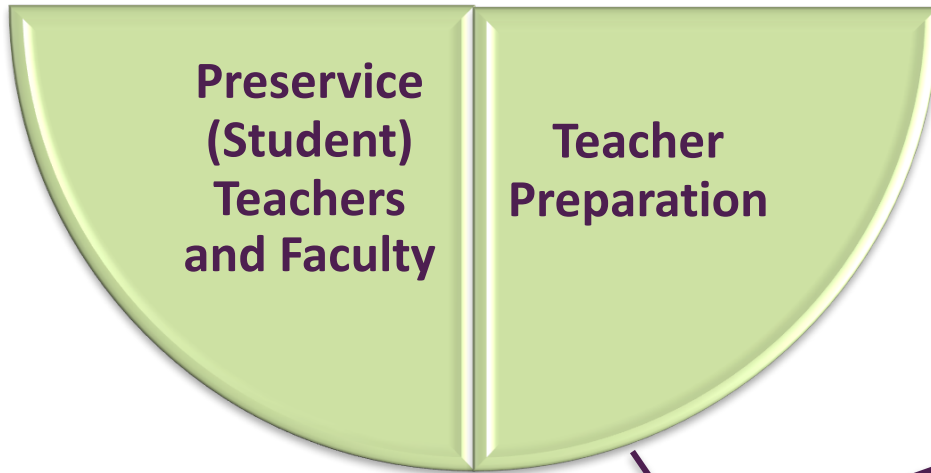
Accreditation Quality Assurance Model



Council for the Accreditation
of Educator Preparation



Accreditation Quality Assurance Model



- Research on data collected
- Research vs Teaching faculty
- Review/approve all assessments



Research Leads to Quality Outcomes

CAEP



Repository is being built...

– All Teacher Preparation Organizations

- Assessment Tools
- Data from assessments
- Reliability and validity data
- Research on Teacher Preparation
- Accreditation Reviews





Data Reflective Dashboards



Current Status	Trend	Clinical Model
135		2014-15
Number of school district partners		

Current Status	Trend	Clinical Model
7		2014-15
Number of higher education partners		

Current Status	Trend	Clinical Model
1,004		2014-15
Number of Early Field candidates in schools		

Current Status	Trend	Clinical Model
160		2014-15
Average number of hours Early Field candidates engage in Experiential Learning		

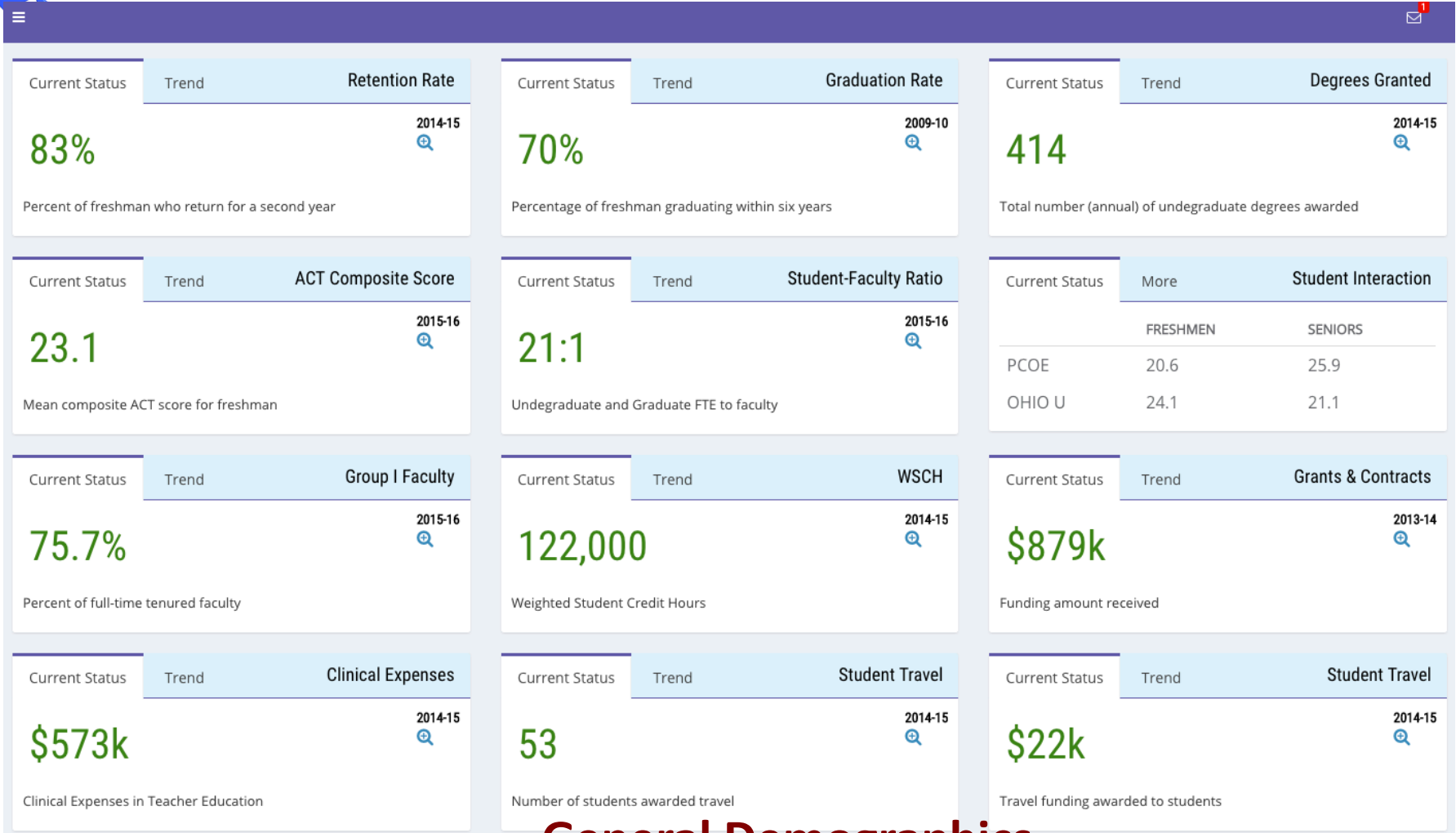
Current Status	Trend	Clinical Model
401		2014-15
Number of Professional Intern candidates impacting student learning process		

Current Status	Trend	Clinical Model
684		2014-15
Average number of hours Professional Interns spend impacting student learning		

Clinical Practice



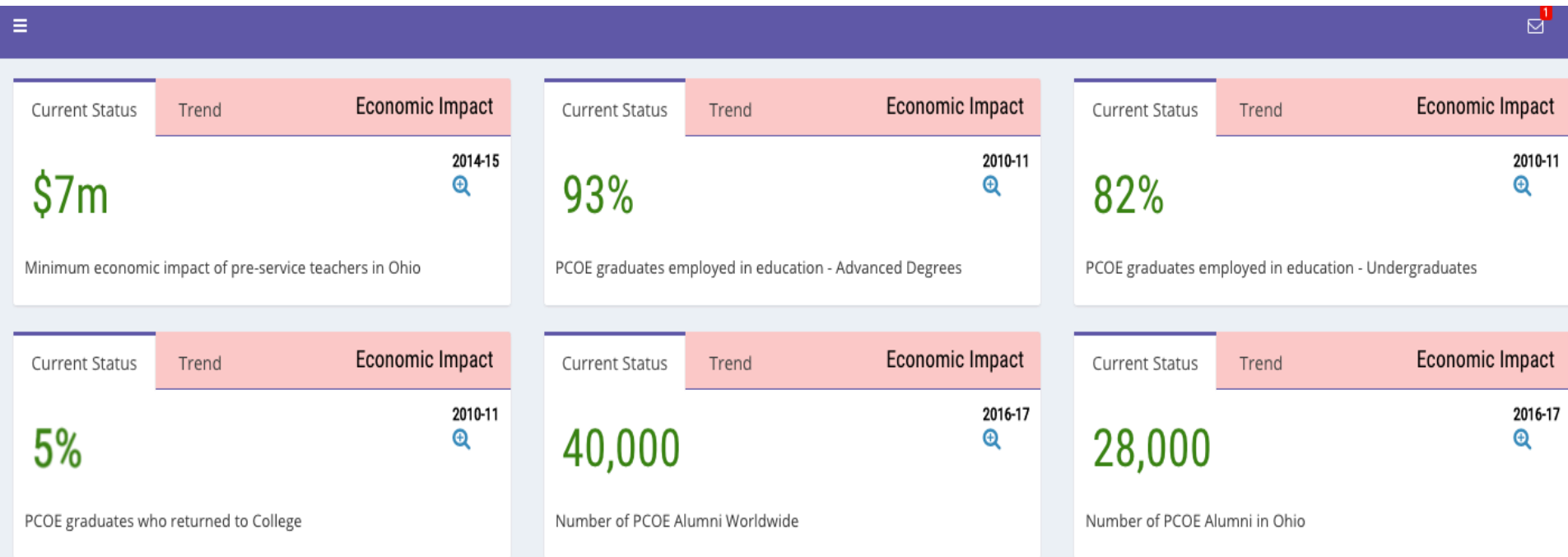
Data Reflective Dashboards



General Demographics



Data Reflective Dashboards



College Impact on State, US, and World



Data Reflective Dashboards



2

Transforming Teacher Preparation through Clinical Practice

The research calls for clinically based preparation which **fully integrates content, pedagogy, and professional coursework** around a core of clinical experiences.

Clinical Evidence-based Design Principles

Design Principle #1

Student learning as the focus

- P-12 student learning must serve as the focal point for:
 - design and implementation of clinically based teacher preparation
 - the assessment of newly minted teachers
 - the programs that have prepared them.

Candidates need to develop practice that advances student knowledge as defined by state content standards

Design Principle #2

Clinical preparation is integrated throughout every facet of teacher education in a dynamic way

- The core experience in teacher preparation is clinical practice:
 - Content and pedagogy are woven around and throughout
 - Preparation includes course work, laboratory-based experiences and school-embedded practice.

Design Principle #3

A candidate's progress and the elements of a preparation program are continuously judged on the basis of data



Candidates' practice must be directly linked to:

- **InTASC core teaching standards** for teachers and Common Core Standards
- Evaluation of candidates must be based on students' outcome data
 - student artifacts, summative and formative assessments;
 - data from structured observations of candidates' classroom skills by supervising teachers and faculty;
 - data about the preparation program and consequences of revising it.

Design Principle #4

Programs prepare teachers who are expert in content and how to teach it and are also innovators, collaborators and problem solvers.

- Candidates must:
 - develop a base of knowledge, a broad range of effective teaching practices, and the ability to integrate the two to support professional decision-making,
 - the ability to change with the environment,
 - must learn to use multiple assessment processes to advance learning and inform their practice with data to differentiate their teaching effective teachers are innovators and problem solvers, and
 - working with colleagues constantly seeking new and different ways of teaching students who are struggling.



Design Principle #5

Candidates learn in an interactive professional community



- Candidates need lots of
 - opportunities for feedback
 - must practice in a collaborative culture
 - expect rigorous peer review of their practice
 - must impact student learning.

Design Principle #6

Clinical educators and coaches are rigorously selected and prepared and drawn from both higher education and the P-12 sector.

- Those who lead the next generation of teachers throughout their preparation and induction must
 - Be effective practitioners, skilled in differentiating instruction, proficient in using assessment to monitor learning and provide feedback
 - persistent searchers for data to guide and adjust practice
 - exhibitors of the skills of clinical educators
 - should be specially certified, accountable for their candidates' performance and student outcomes
 - commensurately rewarded to serve in this crucial role.



Design Principle #7

Specific sites are designated and funded to support embedded clinical preparation.



- All candidates must have
 - intensive embedded clinical school experiences
 - that are structured, staffed and financed to support candidate learning and student achievement.

Design Principle #8

Technology applications foster high-impact preparation.

- State-of-the-art technologies should be employed by preparation programs to promote:
 - Enhanced productivity, greater efficiencies, and collaboration through learning communities
 - Technology should also be an important tool to share best practices across partnerships
 - to facilitate on-going professional learning



Design Principle #9

Effective teacher education requires more robust evidence on teaching effectiveness, best practices, and preparation program performance.



- A powerful research and development infrastructure supports knowledge development, innovation, and continuous improvement.
 - new research knowledge, each must systematically gather and use data, and
 - become part of a national data network on teacher preparation

3

Partnerships for Improved Student Learning

Partnerships

Strategic partnerships are imperative for powerful clinical preparation.



- School districts, preparation programs, teacher unions, and state policymakers must:
 - form strategic partnerships based on the recognition that none can fully do the job alone
 - defining clinically based teacher preparation as common work for which they share responsibility, authority, and accountability covering all aspects of program development and implementation.

Now 5 Years Later...

Annual reports by states at the program level on the following measures...

- ✓ Placement and retention rates of graduates in their first 3 years of teaching (especially high needs schools);
- ✓ Feedback from graduates and their employers on the effectiveness of program preparation;
- ✓ Student learning outcomes measured by novice teacher's student growth, teacher evaluation results, and/or state-determined measures that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- ✓ Other program characteristics, including assurances that the program has specialized accreditation or graduate candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.



2020



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