NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

Preparing Tomorrow's Teachers and Leaders
Concurrent Session III

September 6
10:45 a.m. – 12:15 p.m.

Systems That Last:
Great Teachers and Leaders for America's Schools

September 5–7, 2012

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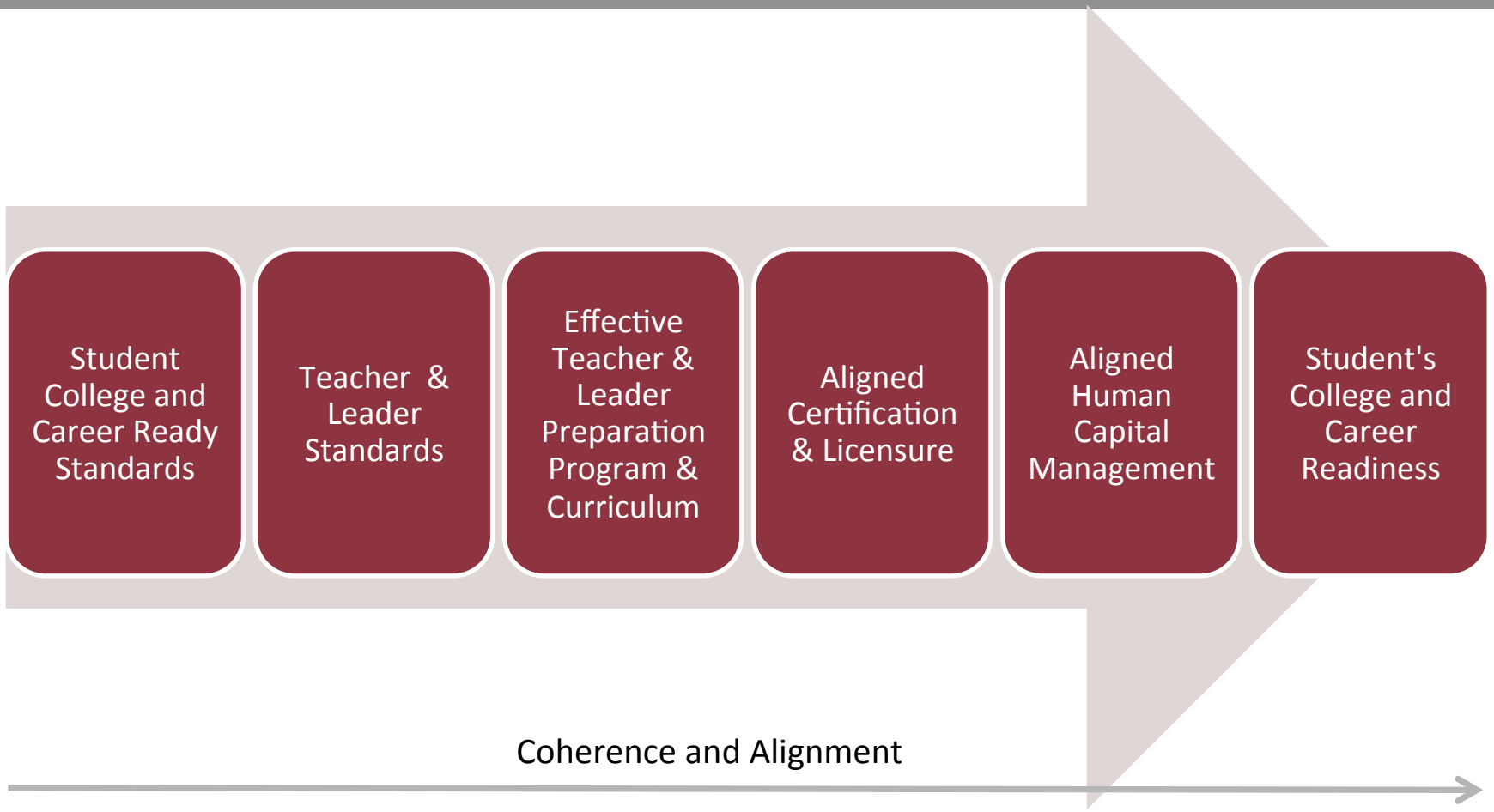
At the end of this session you will:

- View teacher and leader preparation as a critical lever to enhance teacher and leader quality and retention;
- Gain knowledge of approaches states, districts, and preparation programs can take to create a coherent and seamless system of support for teachers and leaders; and,
- Discuss opportunities that could be created in your state to fully engage preparation programs in work around teacher and leader evaluation.

The Foundation to Highly Effective Teachers and Leaders



Preparation Impact on Teacher & Leader Evaluation

Teacher and Leader Evaluation Design

- **Teacher & Leader Evaluation**
  - Definition of Effective Teaching & Leading
  - Foundation of what practices should be measured
- **Teacher & Leader Quality**
  - Solid foundation of competencies
  - Multiple opportunities for application

Teacher Evaluation Impact on Teacher Preparation
Curriculum and Reform Guidance

- **Teacher & Leader Quality**
  - Teacher preparation for today's challenges and classrooms
  - Increased collaboration for increased clinical experiences & research.

Presenters

- **Debra Meibaum**, Program Associate with the Southwest Educational Development Laboratory (SEDL)
- **Mary Lou Meadows**, Program Associate with Southwest Educational Development Laboratory (SEDL)
- **Dr. Rick Melmer**, Ed.D., Dean of the School of Education, University of South Dakota
- **Dr. Kermit G. Buckner** Professor, Department of Educational Leadership at East Carolina University

Teacher Preparation Programs: Research and Promising Practices

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September 6, 2012

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Session Outcome

Participants will gain awareness of evidence-based research on teacher preparation programs.

Introduction

- Extensive research, but limited scientifically based research
- Agreement by experts regarding the need for change
- Limitations of briefing paper

Key Points

- Integration of relevant clinical experience into teacher preparation program
- Incorporation of existing technology as innovative tool for teacher preparation and classroom instruction
- Collection and analysis of multiple sources of data for evaluation of program effectiveness

Clinical Experience in Teacher Preparation

- Benefits and challenges of student teaching and clinical experiences
- Inconsistent implementation of clinical experiences

(Blue Ribbon Panel, 2010; Zeichner, 2010)

NRC's *Preparing Teachers: Building Evidence for Sound Policy* (2010)

- Clinical experiences valued
- Field experiences and teacher effectiveness
- Benefits of field experiences

(Boyd et al., 2008; National Research Council, 2010)

Ten Key Principles for the Design of Clinical Experiences

1. Focus on student learning.
2. Integrate clinical preparation.
3. Monitor components of program and performance; evaluate data.
4. Employ highly skilled pre-service teachers.
5. Communicate in professional environments.

(Blue Ribbon Panel, 2010; continued)

Ten Key Principles for the Design of Clinical Experiences (continued)

6. Select highly skilled effective mentors.
7. Select appropriate clinical experience sites.
8. Use advanced technology.
9. Use data to improve program.
10. Develop partnerships.

(Blue Ribbon Panel, 2010)

Role of Technology in Teacher Preparation

- Integrate technology into teacher preparation programs.
- Incorporate existing technology as innovative tool for teacher preparation and classroom instruction.
- Focus on the value of technology to enhance student learning in the classroom.

(Jolly et al.,1999)

Components of Effective Teacher Preparation Programs

- Alignment of courses with national and state standards
- Integration of standards documents into course materials
- Candidates' location of standards on Internet
- Candidates' development of standards-aligned lesson plans and assessments
- Candidates' examination of student learning (to guide modification of instruction)

(Lauer & Dean, 2005; continued)

Components of Effective Teacher Preparation Programs (continued)

- Candidates' differentiation of instruction (to address all student needs)
- Assessment of candidates on both content and pedagogical knowledge (to monitor candidates' effectiveness)
- Collaboration of education faculty with arts and sciences faculty, K-12 teachers, and administrators (to ensure alignment with K-12 content standards)

(Lauer & Dean, 2005)

Conclusions

- Continual evaluation of program effectiveness
- Recognition of the value of research
- Effective use of technology
- Strategic partnerships — K-12 and higher education
- Clinical experience at center of the program

(Blue Ribbon Panel, 2010)

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Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers.* Washington, DC: National Council for Accreditation of Teacher Education. Retrieved from http://www.ncate.org/Public/Publications/TransformingTeacherEducation/tabid/737/Default.aspx

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Meadows, M. L., & Theodore, K. (2012). *Teacher preparation programs: Research and promising practices*. Austin, TX: Texas Comprehensive Center at SEDL. Retrieved from http://txcc.sedl.org/resources/briefs/number_11/index.php

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Bush Foundation Teacher Education Redesign Efforts

1. **Recruitment – Higher quality and quantity. Focus on high needs areas**
2. **Preparation - Prepare students in current practices (Project-based, Common Core)**
3. **Placement - Thoughtful placements with emphasis on *co-teaching***
4. **Support/Induction - Stay with our graduates for 2 years following graduation**

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Recruitment

- Aggressive Marketing and Recruiting Program
- Freshmen Scholarships
  - Increase Quality
  - Target High Needs Areas
  - Diversify Candidate Population

– Stronger connection to K – 12 schools

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Preparation

- Alignment of Coursework to Clinical Experiences
- 21st Century Skills
- Project Based Learning – New Tech High Partnership
- Evidence-based practices supported by research
- English as a New Language Program
- MAC Laptop Initiative

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Preparation

- Co-Teaching Strategies
  - Provide training for mentor teachers and teacher candidates
- Charlotte Danielson Framework for Teaching
  - Adapt tools to prepare candidates beginning early in candidate's program
- Iris Camera for training purposes
- Use evidence-based practices in University classrooms
- Use PK-12 Assessment Results
  - Determine effectiveness of graduates

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Preparation

- Year-Long Residency (Fall 2013)
  - Embedded coursework taught by clinical faculty
    - Classroom Management, Education Assessment, and Technology
  - Co-teaching Strategies
  - Potential externship opportunities (focused study or study abroad opportunities)
  - Exceptions for K-12 Music & Art

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Co-Teaching Strategies

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
  - instruction divided in parts, rotate
- Parallel Teaching
  - each teaches half the students with same material
- Supplemental Teaching
  - one at grade level, other at different level
- Alternative or Differentiated Teaching
  - Different strategies, same goals
- Team Teaching-both teaching, no prescribed division

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Placement

- Work with School Districts
  - Quality placements w/mentor match
  - Diverse experiences for candidates

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Support/Induction

- PDC and more
  - Continued Professional Development Center
  - Additional 2 - 3 year program to support all other graduates
    - Provide ongoing support first 2 - 3 years
    - Face to face and electronic instructional coaching in collaboration with school districts
    - Value-added assessment to demonstrate "effectiveness"

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CLOSING THOUGHTS

- USD is embarking on a new way to train teachers
- Focus on stronger partnerships K – 12 schools
- Using data to determine program improvements
  - Achievement results
  - Exit surveys
  - Feedback on dispositions

Preparing School Leaders

Is school leader preparation important?

"There is no more important empirical determinant of student outcomes than good teaching. Second only to the quality of teaching is school leadership. Replacing an 'average' principal with an outstanding principal in an 'average' school could increase student achievement by over 20 percentile points." (McKinsey & Company, July, 2009)

McKinsey & Company, social Sector Office. (2009, April). *Shaping the future: How good education systems can become great in the decade ahead*. Retrieved from http://www.mckinsey.com/locations/southeastasia/knowledge/Education_Roundtable.pdf

Preparing School Leaders

- **Is school leader preparation important?**

- "…there is not a single documented case of a school successfully turning around its pupil trajectory in the absence of talented leadership. (Leithwood et al. 2006, p. 5)

- Leithwood, K., Day, C. Sammons, P. Harris, A. & Hopkins, D. (2006). *Seven strong claims about successful school leadership.* London: *Department of Education and Skills.*

Preparing School Leaders

The North Carolina Context

New Standards

New Teacher and Principal Eval. Process

New Preparation Programs

New Prep. Program Evaluation

New Principal Development

Preparing School Leaders

NC Principal Evaluation Process

The **mission** of the North Carolina State Board of Education is that every public school student will graduate from high school, **globally competitive for work and postsecondary education and prepared for life in the 21st Century**. This mission requires **a new vision of school leadership and dictates the need for a new type of school leader—an executive instead of an administrator**…Like their colleagues in business**, they must be able to create schools as organizations that can learn and change quickly if they are to improve performance…The** successful work of the new principal will only be realized in the creation of a culture in which leadership:

- **is distributed among all members of the school community;**
- **consists of open, honest communication;**
- **is focused on the use of data, teamwork, researched-based practices; and,**
- **uses modern tools to drive ethical and principled, goal-oriented action.**

http://www.dpi.state.nc.us/licensure/administrator/

Preparing School Leaders

Alignment with National Standards

ISLLC 2008 organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that education leaders must address in order to promote the success of every student. These six standards call for:

1. Setting a widely shared vision for learning;
2. Developing a school culture and instructional program conducive to student learning and staff professional growth;
3. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
5. Acting with integrity, fairness, and in an ethical manner; and
6. Understanding, responding to, and influencing the political, social, legal, and cultural contexts.

http://www.ccsso.org/Resources/Publications/Educational_Leadership_Policy_Standards_ISLLC_2008_as_Adopted_by_the_National_Policy_Board_for_Educational_Administration.html

Preparing School Leaders

Alignment with National Standards

NCATE & ELCC

Student outcome/vision driven

Artifact based

Collaboration oriented

Culturally conscious

Instructionally focused

Preparing School Leaders

Reform was in the air!!!

…in the late 1980s and 1990s, a number of professional organizations and commissions called for reforms in the preparation of school leaders, and the North Carolina General Assembly mandated the abolition of all existing school leadership programs in the University of North Carolina system and a competition among UNC campuses for the right to offer a smaller number of new programs.

Preparing School Leaders

Study Results—

Despite the boldness and comprehensiveness of the MSA initiative to reform leadership preparation, **we found that the program has exerted little impact on the indicators we investigated**...there is no evidence that the major shakeup involving the abolition of existing programs and the establishment of the UNC MSA programs improved the preparation of principals in North Carolina.

http://publicpolicy.unc.edu/research/MSA_FinalReport_1116.pdf

Preparing School Leaders

Here we go again!!!

NC has just completed another revision of preparation program mandates:

- All programs required to submit revised programs (2006 House Bill 536.
- Programs reviewed by a national panel.
- Programs must be aligned with new state standards.
- Candidates must produce portfolios documenting leaning and performance.
- Random portfolio review required for continuing authorization by the state.

Preparing School Leaders

The East Carolina University Department of Educational Leadership Response

(see handout)

Preparing School Leaders

Key Points in new ECU Program

- Superintendent surveyed (face-to-face) about their needs.
- Rigorous admission standards and process.
- Supervising principals/supt. support agreements required.
- Service learning projects required with documentation of learning/activity related to each standard.
- Intensive field experience and internship expectations.
- On going artifact review.

Preparing School Leaders

The other side

The entered into an agreement with the NCPAPA to provide professional development for principals, using RttT money, designed to help them better meet the more rigorous standards embedded in the new principal evaluation tool developed by McREL

Preparing School Leaders

Distinguished Leadership in Practice (DLP)

Six sessions each focused on one of the new evaluation areas.

Two face to face session followed by six weeks of on-line work

Now in its third iteration with the goal of reaching every principal in the state.

Evaluations/reviews thus far very positive.

Not connected with any preparation programs.

http://www.ncpapa.org/dlp.html

Preparing School Leaders

The view from the weeds—

- We have **come a long way** since 1995 (NCPEA)
- Standards are becoming **more consistent**.
- Preparation is getting better, but **there is room to grow.**
- School leaders are **under tremendous pressures** to increase student test scores while all the **other pressures of school leadership have remained or increased as well.**

Preparing School Leaders

- School leadership is even more important than research **can** document.
- Principals need **intensive training** in how to help struggling/beginning teachers.
- Teacher/principal evaluation protocols are better that ever, but are not being implemented **with fidelity**.
- **Preparation, induction and continuing professional development must be unified.**

Triad Discussion & Gallery Walk

- What approach has been the most effective at stimulating changes and improvements within your states' teacher and leadership preparation programs?
- What accountability measure (e.g. student growth, survey results, placement results) provides the most valuable information to guide changes in teacher and leader preparation reform?
- In what ways can teacher and leader preparation faculty benefit from being involved in teacher and leader evaluation reform?

Measuring Impact: The Promise of our Approach

Preparation

- Aligned teacher and leader preparation curriculum based on scientifically based- research and K-12 identified needs (narrowed scope focused on high leverage instructional principles)

Performance Evaluation

- Based on high leverage instructional principals
- Alignment between teacher inservice evaluation and state and district evaluation *(e.g. measures of teacher and leader practice & student growth)*
- Teacher and leader preparation faculty performance reviews

Measures of Impact

- Other potential measures of impact:
  - *Teacher & leader retention & equitable distribution*
  - *District supervisor surveys collecting feedback on candidate preparation*
  - *Graduate surveys collecting feedback regarding preparation*

TQ Center Resources

- TQ Connection: Making Links between Teacher Preparation and Educator Effectiveness. Innovation Configurations (http://www.tqsource.org/connection/)
- *Teaching as a Clinical Practice Profession: Implications for Teacher Preparation and State Policy* (http://www.tqsource.org/publications/clinicalPractice.php)
- *Teacher Preparation Program Evaluation for Accountability and Improvement* http://www.tqsource.org/publications/TQ_RandP_BriefEvaluatingEffectiveness.pdf
- TQ Center Webinar: Teacher Preparation Program Evaluation for Accountability and Improvement (September 27, 1-2:30 p.m. Eastern Time)