

Key Issue: Preparing Teachers Effectively for At-Risk Schools

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

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Update**

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Scenario

Superintendent Jack Bowler and State Representative Dave Cartman sit down to their monthly lunch at Rose's Café. They attempt to discuss how they can work together to improve the at-risk schools in their district, but the conversation keeps returning to one topic: adequate yearly progress (AYP).

"How am I supposed to make AYP without quality teachers? We don't have enough, and we can't seem to convince them to work in the schools where we need them the most," Jack exclaims in frustration.

"What about professional development? Does that help?" Dave inquires, knowing he was part of the push to increase funding for teacher development.

"Yeah, yeah, it helps," Jack admits. "But our new teachers just are not prepared to teach in difficult settings. Some of them are overwhelmed and leave before they have a chance to develop. Others hold on for a few years and then leave, forcing me to start developing brand new teachers. I ask my principals, and they just keep telling me that the new teachers are ill-prepared for teaching in at-risk schools."

"Well, I'm not sure there's anything we can do about that," Dave muses. "That is up to the teacher preparation programs. All you can do is hire the most qualified teachers they produce and make the best of it."

Jack wonders to himself if Dave is right. He thinks that there must be a way for school districts to communicate their needs to teacher education programs, and for those running those programs to adapt accordingly.

In short, are there ways for school leaders and policymakers to improve teacher preparation for successful teaching in at-risk schools?

Benefits

Improving teacher preparation for successful teaching in at-risk schools will help at-risk schools and districts by doing the following:

- **Create stability and growth by retaining teachers.** Teachers are more willing to stay in at-risk schools when they experience success—success in raising student achievement; managing a classroom; and partnering with teachers, parents, and the community. Unless teachers are prepared to be successful in at-risk schools, they will continue to leave classrooms at troubling rates (Lyons, 2005; National Commission on Teaching and America’s Future [NCTAF], 2003). This churn often forces at-risk schools to struggle to maintain achievement instead of working to improve. Research shows that field placement in an urban school and training in multicultural awareness are beneficial supports for teacher candidates who enter at-risk schools (Wilson, Floden, & Ferrini-Mundy, 2001). By specifically working to prepare candidates to teach in at-risk schools, school leaders and policymakers can bring greater success and stability to the teaching forces of at-risk schools.
- **Address the equitable distribution of highly qualified teachers.** Despite states’ efforts in the last several years to improve the equitable distribution of highly qualified and experienced teachers to all schools in the state, there remains an imbalance: More affluent schools with a lower proportion of minority students are still more likely to have a higher percentage of qualified and experienced teachers than other schools (Clotfelter, Ladd, & Vigdor, 2005).

Teacher candidates’ lack of desire for work in at-risk schools may be due to several factors, including the following:

- Lack of experience with inner-city students
- Fear of poor working conditions
- Belief that inner-city students cannot learn to high levels
- Avoidance of more challenges for equal pay
- Concern for one’s safety

Some of the factors that drive teacher candidates away from at-risk schools can be addressed during teacher preparation. Field placement in an urban school, training in multicultural awareness, and examination of deeply held beliefs can make teacher candidates more comfortable and more confident in their ability to teach in an at-risk school (American Educational Research Association [AERA], 2005; Winfield, 1986). Finally, recruiting teacher candidates of color may help staff at-risk schools as well (Lyons, 2005; National Collaborative on Diversity in the Teaching Force, 2004).

- **Break the cycle of outdated teaching methods and low expectations.** Many teachers naturally teach in the same way that they were taught, and their students become teachers who teach in a similar manner. In 1975, Dan Lortie called this phenomenon, the “apprenticeship of observation” (Lortie, 1975, p. 61). Unfortunately, the teaching

methods used by one's former teachers do not take into account new research on how students learn, how teachers should teach, how at-risk students respond to high expectations, and how technology can be used to enhance instruction. Through partnerships and accountability, school leaders and state policymakers can work with teacher preparation programs to break this cycle (NCTAF, 2003). And if teacher preparation programs perpetuate the cycle, districts and states can design new programs that prepare teachers for success in at-risk schools. Student learning depends on teacher learning.

- **Raise student achievement.** What teachers know and can do is the most important influence on what students learn. Too many teachers enter at-risk schools unprepared (NCTAF, 2003; Yeo, 1997). Even those teachers who are generally well prepared are often ill prepared to conquer the specific challenges of an at-risk school. Teacher attitudes and behaviors can significantly influence minority and at-risk student achievement (French, Seidman, Allen, & Aber, 2000). In addition to pedagogy and subject matter, teaching candidates need to do the following:
 - Examine their prejudices and expectations of at-risk students.
 - Learn how to implement culturally responsive teaching.
 - Learn how to create successful relationships with parents and community members.

Teaching candidates also need the opportunity to apply this knowledge in schools that serve at-risk children. Such quality teacher preparation, with a conscious focus on at-risk students, will allow teacher candidates to become quality teachers.

Tips and Cautions

Don't bother improving teacher preparation to teach in at-risk schools if you don't do the following:

- Evaluate and reflect on your beliefs and expectations concerning at-risk students, and encourage teacher education faculty, school leaders, policymakers, current teachers, and teacher candidates to do the same. Provide opportunities for growth and change.
- Be willing to build lasting partnerships for improvement. Improving teacher preparation requires close and collegial relationships between the faculty at both the higher education institutions and the public schools they serve (not to mention state education authorities). These partnerships may be difficult to initiate and sustain, but the benefits will accrue quickly. Without good and constant communication and the back-and-forth sharing of data and information, the education of preservice teachers will be diminished.
- Help build a culture of evidence in teacher preparation programs through structures, guidance, and incentives. Although it is difficult to collect and interpret evidence of a program's effect on the quality of a teacher it is preparing, doing so is a must if programs are to meet the challenges of the 21st century.
- Hold teacher preparation programs accountable for preparing teachers who will be successful in high-needs schools, through reporting requirements, useful guidance, and incentives. At the same time, be vigilant against the addition of extraneous curricular requirements that are not pertinent to graduates' future success in the classroom.

Strategies

1. Make Research-Based Programmatic Changes to Existing Teacher Preparation Programs in Collaboration With Faculty and State Officials
 - 1.1. Emphasize Family Involvement as an Important Part of Teacher Preparation to Teach in At-Risk Schools
 - 1.2. Ensure Equity of Access and Opportunity for Candidates of Color and/or Those From Low-Socioeconomic Backgrounds
 - 1.3. Extend opportunities for High-Quality, Well-Supported Field Experience
 - 1.4. Provide High-Quality Curricula and Resources for Working With Multicultural Students
 - 1.5. Require That Teacher Education Faculty Receive Professional Development for Continuous Learning and Have Experience in At-Risk School Settings
2. Create Partnerships Between School Districts and Teacher Preparation Programs in High-Needs Communities
 - 2.1. Create Professional Development Schools in At-Risk School Districts
3. Establish Teacher Residency Programs in High-Needs Urban or Rural Districts
4. Strengthen Accountability for Teacher Preparation
 - 4.1. Use Valid, Fair, and Comprehensive Evaluations of Teacher Preparation Programs

Resources

The following resources provide helpful information about implementing the strategies listed on this page. Some resources highlight the rationale for a strategy or the research base that supports it; others provide examples of how the strategy has been implemented elsewhere or practical toolkits that can assist school leaders in adopting these strategies.

Strategy 1: Make Research-Based Programmatic Changes to Existing Teacher Preparation Programs in Collaboration With Faculty and State Officials

These changes will help better align the curricula and objectives of teacher preparation programs with the needs of school districts and statewide education systems.

Resource 1: Mid-continent Research for Education and Learning (McREL) online resources

McREL. (2009). *Teacher preparation and retention*. Retrieved February 3, 2009, from <http://www.mcrel.org/topics/TeacherPreparation/>

This collection of online resources works to help teacher preparation institutions apply 30 years of research on effective instruction to their programs. It includes technical assistance, tools and guides, and policy briefs.

Resource 2: “Arizona’s Teacher Education Initiative: Aligning High School and College Curricula”

St. Arnauld, C. (2006). Arizona’s teacher education initiative: Aligning high school and college curricula. *New Directions for Community Colleges*, 135, 91–100. Retrieved February 3, 2009, from http://www.acteonline.org/uploadedFiles/About_CTE/files/ArizonasTeacherEd-2.pdf

Future teachers must be more than highly qualified; they must also be highly effective. The state of Arizona is proactively developing partnerships that will ensure that future teachers are ready for the rigorous expectations of the profession. These partnerships have created teacher education pathways that link high schools, community colleges, and public universities.

Resource 3: National Academy of Education (NAEd): Committee on Teacher Education (CTE) project overview

National Academy of Education. (2005). *Project History and Description, Key Accomplishments*. Retrieved February 9, 2009, from http://www.naeducation.org/About_CTE.html

According to the website, “In 2000, the Office of Educational Research and Improvement (now the Office of Innovation and Improvement) in the U.S. Department of Education awarded \$838,161 to NAEd for support of the CTE. The Office of Innovation and Improvement approved extending the project beyond the original 2001-2002 timeframe, with final extension of the project through February 27, 2004. In 2003, the Ford Foundation awarded \$300,000 to the NAEd to complete the work of the CTE, and to promote dissemination activities to be carried out through December 31, 2005.

“In launching the CTE project, NAEed sought to achieve the following goals:

- To identify core pedagogical and subject matter knowledge that is indispensable to good teaching.
- To develop recommendations concerning the content of a core curriculum for all teacher candidates.
- To develop recommendations for teachers and teacher educators concerning the knowledge to support the teaching of reading for all K-12 students.”

Substrategy 1.1: Emphasize Family Involvement as an Important Part of Teacher Preparation to Teach in At-Risk Schools

In at-risk schools, many families’ prior experiences with school have been negative. Teaching candidates must learn and practice how to reach out to families and build an education support team for students.

Resource 4: “The Missing Link in Teacher Education Programs”

Blair, L. (2002). The missing link in teacher education programs. *SEDLetter*, 14(1), 9–11.
Retrieved February 3, 2009, from <http://www.sedl.org/pubs/sedletter/v14n01/3.html>

This article discusses the inclusion of family involvement training in teacher preparation programs. It describes several programs that integrate family involvement into the teacher education curriculum. One of the programs is located at the University of Memphis, which has used parent-teacher-principal panels as a way to provide teacher candidates with reality-based experiences. The panel gives teacher candidates the opportunity to ask parents, teachers, and principals what kinds of skills they will need to work effectively with families.

Resource 5: Family as Faculty Program

Florida Partnership for Family Involvement in Education. (2000–2009). *Family as Faculty program*. Retrieved February 3, 2009, from http://www.floridapartnership.usf.edu/college_resources/familyasfaculty.htm

The Family as Faculty program can serve as a model for states and school districts that want to make family involvement an important part of teacher training. Through Family as Faculty, the Florida Partnership on Family Involvement in Education recruits families as guest lecturers. The families make presentations to teacher candidates and discuss ways the families have been involved and ideally would like to be involved in their children’s schools and education. The program offers future teachers an opportunity to hear from and interact with families from all walks of life. It also shows them the barriers and keys to successful involvement of families and provides opportunities for role playing with real parents and receiving feedback from parents about the teacher candidates’ communication skills.

Resource 6: Family Involvement Network of Education (FINE)

Harvard Family Research Project. (2008). *FINE: Family Involvement Network of Educators*.

Retrieved February 3, 2009, from <http://www.gse.harvard.edu/~hfrp/projects/fine.html>

In an effort to encourage professors and instructors in colleges of education to incorporate family involvement training in their classes, the Harvard Family Research Project established the Family Involvement Network of Education (FINE). FINE should be used as a resource by state policymakers working to improve family involvement training for teacher candidates. The goals of FINE are to strengthen the visibility of promising family involvement courses and curricula, exercise leadership in knowledge development and strategies to meet professional and state standards in family and community relations, develop assessment methods for continuous innovation and improvement in family involvement training, and create opportunities for families and schools to participate in instructional design and implementation of training programs.

Resource 7: “Funds of Knowledge for Teaching”

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching:

Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132–141. First page and access options retrieved February 3, 2009, from

<http://www.jstor.org/pss/1476399>

This article discusses the developments in establishing strategic connections between households and teachers, as teachers become action researchers of their own students. According to the authors, “We have learned that it is feasible and useful to have teachers visit households for research purposes. These are neither casual visits nor school-business visits, but visits in which the teachers assume the role of the learner, and in doing so, help establish a fundamentally new, more symmetrical relationship with the parents of [their] students” (p. 139).

Resource 8: *Lessons Learned—Teaching in Changing Times*

National Comprehensive Center for Teacher Quality, & Public Agenda. (2008). *Lessons learned:*

New teachers talk about their jobs, challenges, and long-range plans—Teaching in changing times (Issue No. 3). Naperville, IL: Author. Retrieved February 3, 2009, from

<http://www.tqsource.org/publications/LessonsLearned3.pdf>

Lessons Learned, a joint project of the National Comprehensive Center for Teacher Quality and Public Agenda, is designed to help leaders in education and government understand more about the quality of current teacher education and on-the-job support for new teachers. At the heart of the project is a survey of first-year teachers across the country, including more than 100 items covering issues related to teacher training, recruitment, professional development, and retention. The final report in this series focuses on the strengths and possible deficits of new teacher training. The research described in this report points to two specific areas in which teacher training may be lacking: preparedness for the diversity of the contemporary American classroom and teaching students with special needs.

Substrategy 1.2: Ensure Equity of Access and Opportunity for Candidates of Color and/or Those From Low-Socioeconomic Backgrounds

Research shows that “students of color tend to have higher academic, personal, and social performance when taught by teachers from their own ethnic groups” (National Collaborative on Diversity in the Teaching Force, 2004, p. 6). Despite the growing diversity of the public school population, the teaching force continues to be predominantly white. In order to change this, policymakers need to do the following:

- Provide financial aid, extra academic resources, community service opportunities, and other supports for minority teacher education candidates.
- Require that culturally responsive and culturally conscious teaching techniques be embedded throughout the curriculum.
- Insist that teacher preparation programs, and the universities in general, hire racial/ethnic-minority faculty.

Resource 9: Cleveland Area Minority Educators Recruitment Association (CAMERA)

CAMERA. (n.d.) *Welcome to the Cleveland Area Minority Educators Recruitment Association* (Home Page). Retrieved February 3, 2009, from <http://www.cameracleve.com/>

CAMERA works to develop coordinated recruitment and retention of qualified minority educators who will enable member agencies to diversify their faculty more effectively and economically.

Resource 10: *Diversifying the Teaching Force: Preparing Paraeducators as Teachers*

Genzuk, M. (1997). *Diversifying the teaching force: Preparing paraeducators as teachers*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. Retrieved February 3, 2009, from http://www-rcf.usc.edu/~genzuk/Preparing_PEs_ERIC.pdf

In this article, Genzuk argues that while the public teaching force of America may diverge from students racially, the paraeducators in this country are, on the whole, much more firmly rooted in the communities of the schools they serve. With this in mind, the author notes the successes of paraeducator-to-teacher programs. Citing Haselkorn and Fideler (1996), Genzuk explains, “Studies suggest that paraeducator to teacher program graduates bring a wealth of community and student knowledge to their practice, attributes that are highly regarded in today’s diverse classrooms” (p. 1).

Substrategy 1.3: Extend Opportunities for High-Quality, Well-Supported Field Experience

Along with training in multicultural awareness, field placement in an at-risk or hard-to-staff school is beneficial to teacher candidates. A high-quality field experience closely mirrors a

teacher candidate's future placement, allowing the candidate to apply teaching knowledge and gain experience with at-risk children. Teacher candidates can then learn what works, gain confidence in teaching and management, and question beliefs and expectations. A high-quality field experience also requires partnering a teacher candidate with an accomplished teacher. As mentors, accomplished teachers are able to model best practices; provide constructive feedback on both curriculum and pedagogy; and show beginning teachers "the ropes" of school climate, context, and culture.

Resource 11: Standard 4 of the National Council for Accreditation of Teacher Education (NCATE) Standards

NCATE. (1997–2009). *NCATE Unit Standards*. Retrieved February 3, 2009, from <http://ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd4>

Standard 4: Diversity indicates that teacher preparation programs ought to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in PK–12 schools.

Resource 12: “Teacher Preparation and Renewal: Creating Conditions for Better Practice”

Cushman, K. (1999). Teacher preparation and renewal: Creating conditions for better practice. *Challenge Journal*, 3(2), 1–4. Retrieved February 3, 2009, from <http://www.annenberginstitute.org/Challenge/pubs/cj/v3n2/pg1.html>

This article includes guidelines for partnerships between K–12 schools and teacher preparation programs, developed by Jill Ardley, a professor of teacher education at Clark-Atlanta University. By allowing teacher candidates to pair with experienced teachers, successful partnerships can provide the school with willing assistants, help the school build a cadre of prospective teachers, and provide valuable experience to teacher candidates.

Resource 13: “Graduate Students and Field Experience”

Ledoux, M. W., Thurlow, R., McHenry, N., Burns, M., Prugh, E. (2007). Graduate students and field experience: Aligning curricular goals with multiple measures of assessment. *Journal of Social Studies Research*. Retrieved February 3, 2009, from http://findarticles.com/p/articles/mi_qa3823/is_200710/ai_n21137690/pg_1?tag=artBody;coll

This article examines the use of a Saturday instructional experience for students in a teacher preparation program. Linked to the experiences are the multiple forms of assessment that are used for candidates and the students with whom they work. In this setting, a group of students from a lower socioeconomic background and distressed school district are employed. One of the study's findings is that graduate teacher candidates gain significant experience and confidence from meaningful field placement activities. In short, there is to be gained an authentic learning

experience for graduate candidates who would otherwise be limited in their exposure to school-aged children in an instructional setting.

Substrategy 1.4: Provide High-Quality Curricula and Resources for Working With Multicultural Students

The term *multicultural education* refers to a progressive approach for transforming education; it holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. The approach is grounded in ideals of social justice, education equity, and dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice. Developing and adopting high-quality resources for all students promotes the following goals of multicultural education:

- Every student will have an equal opportunity to achieve to her or his full potential.
- Every student will be prepared to competently participate in an increasingly intercultural society.
- Teachers will be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from the teachers themselves.
- Schools will be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students.
- Education will become more fully student centered and inclusive of the voices and experiences of the students.
- Educators, activists, and others will take a more active role in reexamining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, evaluation and assessment, school psychology and counseling, educational materials, textbooks, and others. (Gorski, 2008)

Resource 14: *Becoming Culturally Responsive Educators: Rethinking Teacher Education Pedagogy*

Kea, C., Campbell-Whatley, G. D., & Richards, H. V. (2006). *Becoming culturally responsive educators: Rethinking teacher education pedagogy*. Tempe, AZ: National Center for Culturally Responsive Educational Systems. Retrieved February 3, 2009, from http://nccrest.org/Briefs/Teacher_Ed_Brief.pdf

This brief has a twofold purpose: (a) to demonstrate the need for rethinking current approaches to teacher education pedagogy and (b) to provide guidelines for developing culturally responsive teacher education pedagogy.

Resource 15: *Enhancing Multicultural Education in Teacher Preparation Programs*

Clarcken, R. H., Hirst, L. A. (1992, February). *Enhancing multicultural education in teacher preparation programs*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, San Antonio, TX. Retrieved February 3, 2009, from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/24/11/92.pdf

This paper addresses the need for multicultural perspectives in teacher preparation programs and ways in which teacher education institutions can enhance multicultural education. Standards and criteria of the National Council for Accreditation of Teacher Education (NCATE) with regard to multicultural education and the response of the teacher education program at Northern Michigan University (NMU) to these standards are outlined. The NMU teacher education program incorporates multicultural or global perspectives throughout its professional studies component. The university engages in ongoing efforts to recruit, support, and retain students and faculty from among the Native American, African American, and Hispanic populations of the state. Attention is also given to arranging field placements in culturally diverse settings. The authors offer several recommendations featuring specific strategies for enhancing multicultural teacher education. The recommendations focus on four areas: a multicultural knowledge base as the centerpiece for the teacher education curriculum, field experiences, student recruitment and retention, and faculty teaching strategies.

Resource 16: “Fostering Multicultural Appreciation in Pre-Service Teachers”

Ambe, E. B. (2006). Fostering multicultural appreciation in pre-service teachers through multicultural curricular transformation. *Teaching and Teacher Education*, 22(6), 690–699. Abstract and ordering information retrieved February 3, 2009, from http://www.sciencedirect.com/science?_ob=ArticleListURL&_method=list&_ArticleListID=861731475&_sort=d&view=c&_acct=C000050221&_version=1&_urlVersion=0&_userid=10&md5=d46afacb1d930645ffd1cd31703f753c

Schools today include students from diverse racial, linguistic, and other cultural backgrounds. Teacher preparation institutions have the responsibility of providing prospective teachers with the skills necessary to meet the intellectual, social, and personal needs of these diverse learners. This article examines the rationale for a multicultural curricular transformation in teacher education programs. The author maintains that contrary to the single-subject approach in many institutions, pedagogical approaches should be reconceptualized to embrace diverse perceptions in content, methods, and assessment tools across all disciplines. The leadership in teacher education institutions also has the responsibility of creating positive environments where multicultural initiatives can thrive. Such transformative approaches will foster multicultural appreciation in preservice teachers and provide them with the competencies necessary to effectively meet the challenges of the changing school demographics.

Substrategy 1.5: Require That Teacher Education Faculty Members Receive Professional Development for Continuous Learning and Have Experience in At-Risk School Settings

Because teachers have a significant influence on student learning, it stands to reason that teacher education faculty have a significant influence on the learning of teacher candidates.

Professional Development. Just as teachers need professional development to improve practice and stay current on new teaching methods, so do teacher education faculty. If faculty members hold low expectations for at-risk students, the faculty members will pass these views on to teacher candidates. If faculty members do not utilize technology, teacher candidates will be less likely to use technology as a teaching tool. Professional development has become a common method for improving teaching quality, but this method is rarely utilized to improve the teaching quality of teacher education faculty.

Experience in At-Risk Schools. In order to offer effective teacher training, faculty also need experience working in at-risk schools and districts. This can be accomplished by requiring that faculty members have one or both of the following:

- Prior experience working in at-risk schools
- Experience working with at-risk schools while teaching preservice courses

With professional development and school experience, teacher education faculty will stay current on what works for teachers in at-risk schools.

Resource 17: “Preparing Teachers for Urban Settings: Changing Teacher Education by Changing Ourselves”

Willard-Holt, C. (2000). Preparing teachers for urban settings: Changing teacher education by changing ourselves. *The Qualitative Report*, 4(3/4). Retrieved February 3, 2009, from <http://www.nova.edu/ssss/QR/QR4-3/willard.html>

This article discusses the learning and reflection that teacher education faculty members undertook as they wrote a book on urban teacher preparation. Faculty members were interviewed before, during, and after the writing process, and the interviews show a re-evaluation of preconceived notions on urban teaching and learning. For much of the faculty, the re-evaluation was spurred by visits to at-risk schools. The faculty’s learning and reflection, the result of writing a book, shows what is possible if policymakers and teacher preparation programs work together to require continuous learning and field experience for teacher education faculty.

Resource 18: Closing Gaps in North Carolina

North Carolina Commission on Raising Achievement and Closing Gaps (2007). *From promise to practice: Two schools’ programmatic approach to student success*. Raleigh, NC: North Carolina Department of Public Instruction. Retrieved February 3, 2009, from <http://www.ncpublicschools.org/docs/racg/home/promisetopractice/promiseppractice.pdf>

This case-study document works to identify schools in North Carolina that are raising student achievement and closing gaps and, more specifically, to determine whether or not those gaps are being closed using Lezotte's Seven Correlates of Effective Schools. Focus in the literature is placed on providing teachers with professional development opportunities that are expressly tailored to teaching diverse learners in diverse settings.

Strategy 2: Create Partnerships Between School Districts and Teacher Preparation Programs in High-Needs Communities

These partnerships can help tailor teacher preparation curriculum and field experiences to the specific needs of at-risk schools.

Resource 19: Urban IMPACT

Urban IMPACT Project. (2000). *About IMPACT: Urban IMPACT mission*. Retrieved February 3, 2009, from <http://www.utc.edu/Outreach/UrbanImpact/about/mission.html>

The Urban IMPACT grant partnership consists of the University of Tennessee, Chattanooga and Knoxville campuses; the high-needs inner-city school systems of Hamilton and Knox Counties; the Tennessee Department of Education; and business leaders. The Urban IMPACT Project is working to implement a major restructuring of the teacher preparation curriculum. The partnership will develop the cultural-diversity knowledge and skills necessary for new teachers to succeed and be retained in at-risk environments. In order to raise retention rates of teachers in inner-city schools and increase achievement of the students that those teachers serve, the partnership plans to do the following:

- Equip teacher candidates with the necessary skills to succeed in working with diverse student populations.
- Establish a system of professional and social supports needed by teacher candidates and new teachers assigned to high-needs schools.

Resource 20: Responding to Superintendents

Janofsky, M. (2005, November 3). A Bush-style education school in Texas. *The New York Times*. Retrieved February 3, 2009, from <http://www.nytimes.com/2005/11/03/education/03child.html>

This article describes a new teacher preparation program at Southern Methodist University. A group of public school superintendents asked the university to create the program because they were concerned about the growing achievement gap in reading between white and minority students. While there is much debate over the university's approach to teacher preparation, the article illustrates the influence that school leaders can have on teacher preparation.

Resource 21: Opportunities for Support: Teacher Quality Enhancement Grants

U.S. Department of Education. (2007). *Teacher Quality Enhancement Grants*. Retrieved February 3, 2009, from <http://www.ed.gov/programs/heatqp/index.html>

Partnership grants for improving teacher preparation provide funds to partnerships among teacher preparation institutions, schools of arts and sciences, and local school districts in high-needs areas. These partnerships must strengthen teacher preparation by doing the following:

- Implementing reforms that hold teacher preparation programs accountable.
- Improving teacher candidates' knowledge of academic content.
- Ensuring that teachers are well prepared for the classroom.
- Preparing teacher candidates to use technology.
- Preparing teacher candidates to work effectively with diverse students.

Resource 22: National Commission on Teaching and America's Future (NCTAF) resources

NCTAF. (2008). *Reinventing teacher preparation*. Retrieved February 3, 2009, from http://www.nctaf.org/teacherprep_000.htm

Carroll, T. (2007). Teaching for the future. In B. Wehling & C. Schneider (Eds.), *Building a 21st century U.S. education system* (pp. 46–58). Washington, DC: NCTAF. Retrieved February 3, 2009, from http://www.nctaf.org/resources/research_and_reports/nctaf_research_reports/documents/Chapter4.Carroll.pdf

Carroll, T. (2007). *Learning teams* [Slide presentation]. Washington, DC: NCTAF. Retrieved February 3, 2009, from <http://www.nctaf.org/documents/LEARNINGTEAMS.ATE.pdf>

In Chapter 4 of the NCTAF report, *Building a 21st Century U.S. Education System*, Carroll uses data on trends in new-teacher attrition to argue that schools must use teamwork and professional learning communities to prepare and support faculty members. In his conclusion, he writes, “Schools that are effectively preparing their students for college and 21st century careers are getting the job done by transforming themselves into genuine learning organizations” (p. 57).

Resource 23: The Partnerships

Massachusetts Coalition for Teacher Quality and Student Achievement. (n.d.). *The Partnerships*. Retrieved February 3, 2009, from <http://www2.bc.edu/~shirleyd/title2/TempSite/Pages/Partners.htm>

This website describes partnerships between teacher preparation programs and urban school districts in Massachusetts. All of the partnerships attempt to expand the school- and community-based nature of teacher preparation to provide greater practical experience.

Resource 24: *Teaching for Diversity*

Jones, N. B. (with Pollard, J.). (1994). *Teaching for diversity*. Austin, TX: SEDL. Retrieved February 3, 2009, from <http://www.sedl.org/pubs/policy09/>

This paper discusses several partnerships that are working to increase multicultural awareness and diversity in teacher preparation programs. One example is Sam Houston State University, which has formed a bilingual advisory committee made up of school district administrators,

university faculty, and graduate students. The committee reviews students wishing to become bilingual teachers and recommends only those who appear academically and linguistically qualified. These recommendations have helped the faculty narrow the admission of students to the best qualified.

Resource 25: Urban Education Collaborative (UEC)

Temple University College of Education. (2005). *Urban Education Collaborative*. Retrieved February 4, 2009, from <http://ed.temple.edu/UEC/index.html>

Collaborating with the School District of Philadelphia, as well as with other districts and schools in the Philadelphia region, the UEC was founded in order to develop a mutually supportive educational reform strategy, one that simultaneously improves the work of schools and institutions such as the college. In particular, UEC's strategy is designed to correct a lack of coordination between school improvement efforts—as pursued by district leaders and staff, principals, and teachers—and educational evaluation research and professional education—as conducted in institutions of higher learning.

The work of the UEC is focused on improvements in (a) teaching quality, (b) leadership development, and (c) school climates that are conducive to learning. Within each of these areas of its focus, the UEC seeks to do the following:

- Conduct continuous monitoring in order to develop a thorough understanding of the specific needs of PK–12 practitioners.
- Pursue rigorous research in response to specific school or district problems.
- Encourage and support the application of practices that research has demonstrated to be effective—practices that will improve the system of education, particularly the professional education of teachers and school leaders.

Through the efforts of the UEC, it is hoped that the college, districts, and schools will identify and develop innovations in urban education and the preparation of urban educators to significantly improve school conditions and student learning.

Resource 26: The Long Beach Education Partnership

California State University, Long Beach. (2006). *College of Education partnerships: The Long Beach Education Partnership*. Retrieved February 4, 2009, from <http://www.ced.csulb.edu/about/partnerships.cfm>

In tandem with three deans from California State University at Long Beach, the Long Beach School District has developed a joint teacher development and preparation program. The initiative focuses on creating a seamless K–16 education system for students in Long Beach's at-risk areas.

A study of the effectiveness of new teachers within the program was conducted, and early results show that over 80 percent of beginning teachers are well prepared or adequately prepared to teach California's Reading Standards (Reichard, Houck, Abrahamse, & Hager, 2005).

Substrategy 2.1: Create Professional Development Schools in At-Risk School Districts

Professional development schools (PDSs) are institutions formed through partnerships between PK–12 schools and teacher preparation programs. The National Council for Accreditation of Teacher Education (NCATE) describes them as having a fourfold mission: the preparation of new teachers, faculty development, inquiry directed at the improvement of practice, and enhanced student achievement. PDSs are similar to teaching hospitals, which were designed to provide on-site clinical preparation for medical students. PDSs serve the same function for teacher candidates by providing training in a real-world setting in which practice takes place.

Resource 27: Professional Development Schools

NCATE. (1997–2009). *Professional development schools*. Retrieved February 4, 2009, from <http://www.ncate.org/public/pdswhat.asp?ch=133>

This resource defines PDSs and provides the following:

- Standards for developing high-quality PDSs
- Tools for assessing PDSs
- Resources for developing and sustaining PDSs

Resource 28: Professional Development School Network

Maryland State Department of Education. (1999). *Professional Development School Network*. Retrieved February 4, 2009, from <http://cte.jhu.edu/pds/about.cfm>

In an effort to redesign teacher education, the state of Maryland set a goal of preparing all teacher candidates in yearlong internships in professional development schools. The Maryland Professional Development School Network connects Maryland colleges and universities and their local school system partners.

Strategy 3: Establish Teacher Residency Programs in High-Needs Urban or Rural Districts

Much like a medical residency program, a teacher residency program allows aspiring educators to complete coursework while concurrently experiencing a field placement in their content area. At-risk schools and districts need local teacher preparation programs that allow teacher candidates to do the following:

- Practice teaching at-risk students.
- Become familiar with a district's curriculum, strategies, and initiatives.
- Become part of the community.
- Observe the development and evolution of a classroom and school for an entire academic year.

If local teacher preparation programs do not exist, school districts need to work with nearby colleges and universities to create programs that specifically prepare teacher candidates for at-risk schools. If such a partnership does not work, a school district can create its own teacher preparation program. While costly, such a district-run program gives the district full power over the skills that teacher candidates must acquire.

Resource 29: Academy for Urban School Leadership (AUSL)

AUSL. (n.d.). *AUSL: Real change for the children of Chicago*. Retrieved February 4, 2009, from <http://www.ausl-chicago.org/>

In one year, residents in this program complete 12 months of graduate-level coursework and a 10-month teaching residency. The coursework is provided by National-Louis University, and the residency takes place in one of the Chicago Public Schools (CPS) schools. Under the tutelage of an accomplished CPS master teacher, residents work hands-on in a classroom for one school year to learn best practices, habits, and beliefs of successful urban school teachers. Cohorts of graduates are placed in carefully selected, underperforming Chicago public schools, where they work for at least five years.

AUSL was founded in 2001 by a group of Chicago's most prominent education, civic, and business leaders, and it entered into a contract with CPS to establish the teacher preparation program. This urban teacher residency program illustrates what can be done when policymakers and school and community leaders decide to create high-quality field experiences for teacher candidates.

Resource 30: Urban Education Institute at the University of Chicago

University of Chicago. (2008). *Urban Education Institute*. Retrieved February 4, 2009, from <http://uei.uchicago.edu/>

The mission of the Urban Education Institute is to create new knowledge and educational models to address one of the nation's most significant and enduring questions: How do we produce reliably excellent schooling for children growing up in urban America? The university's Urban Teacher Education Program plays a crucial role in the Urban Education Institute by creating a new generation of teachers and teacher leaders who are prepared to succeed in urban classrooms in Chicago and the rest of the nation.

Resource 31: Boston Teacher Residency

Boston Plan for Excellence in the Public Schools. (n.d.). *Boston Teacher Residency: Make a difference. Teach.* Retrieved February 4, 2009, from <http://www.bpe.org/btr/>

With foundation support, the Boston Public Schools developed a teacher preparation program that specifically prepares teacher candidates to teach in a Boston school. Teacher candidates, known as teacher residents, coteach with master teachers for one year while taking classes toward certification and a master's degree. (For more information, see the Real-Life Example on p. 30 of this Key Issue.)

Resource 32: North Carolina Model Teacher Education Consortium (NCMTEC)

NCMTEC. (2009). *Home page.* Retrieved February 4, 2009, from <http://www.ncmtec.com>

More than 10 years ago, the state began identifying the conditions in rural northeastern North Carolina as so desperate that special measures were required to develop a quality teaching force. With seed funding from the General Assembly and partnerships with seven rural school systems in northeastern North Carolina, the NCMTEC emerged in 1989 as a response to this crisis.

The consortium's mission is to increase the quantity of highly qualified educators in participating school systems. By making college programs in teacher education both accessible and affordable, NCMTEC has been "growing a pool" of its own teachers who have strong roots in the geographic areas served and typically already have substantial experience in the classroom.

Resource 33: Boettcher Teachers Program

Boettcher Foundation. (n.d.). *Boettcher Teachers Program.* Retrieved February 4, 2009, from <http://www.boettcherfoundation.org/grants/teacher-program/index.html>

A collaboration among the Boettcher Foundation, Public Education & Business Coalition, University of Denver College of Education, Adams 12 Five Star Schools, and Mapleton Public Schools, the Boettcher Teachers Program admits a select number of fellows each year. These fellows make a five-year commitment to teaching in one of the program's partner districts in exchange for payment of costs associated with their teaching certification and master's degrees, a living stipend during their one-year teaching residency, and the opportunity for mentoring and encouragement through the program's community of teachers.

In the first year of the program, fellows complete their licensure requirements with the support of a mentor teacher, thus earning their provisional teaching certification through the Colorado Department of Education. At the same time, they participate in a teaching residency during which they work in a high-needs classroom with a mentor teacher and receive on-site feedback from both the mentor and program staff.

In the second through fifth years, fellows are full-time teachers in one of the partner districts, earning full-time teaching salaries. During this time, fellows complete their master's degrees and receive significant mentoring from their district's induction staff, ultimately attaining professional teaching licenses after completing their district's induction. This combination of serving in classrooms as both teachers and students allows Boettcher fellows to immediately draw connections between academic theory and classroom practice.

Resource 34: *Creating and Sustaining Urban Teacher Residencies*

Barnett, B., Montgomery, D., Curtis, R., Hernandez, M., Wurtzel, J., & Snyder, J. (2008). *Creating and sustaining urban teacher residencies: A new way to recruit, prepare, and retain effective teachers in high-needs districts*. Queenstown, MD: Aspen Institute & Center for Teaching Quality. Retrieved February 4, 2009, from <http://www.aspeninstitute.org/atf/cf/%7Bdeb6f227-659b-4ec8-8f84-8df23ca704f5%7D/CREATINGANDSUSTAININGUTR.FINAL.PDF>

This report, a collaboration between the Aspen Institute's Education and Society Program and the Center for Teaching Quality, shows how the emerging innovation of urban teacher residencies (UTRs) can improve teaching quality in urban schools. The report is intended to inform those interested in UTRs generally, as well as those who are considering launching an urban teacher residency as an additional pathway to improve teaching quality.

Strategy 4: Strengthen Accountability for Teacher Preparation

Students, schools, and districts are now held accountable for student achievement. In turn, teacher preparation programs, whether traditional or alternative, need to be held accountable for producing quality teachers. A teacher preparation program should either equip teacher candidates with the necessary knowledge, skills, and abilities to succeed with at-risk student populations, or the program should be remediated or closed down.

Some argue that teacher preparation program accountability does not necessarily require state standards, sanctions, and rewards. For example, states and school districts can develop a ranking system based on teacher candidate performance on teacher tests, performance in the classroom, student learning, and administrator observation. The ranking system will spur program improvement by impacting the program's ability to attract candidates and faculty.

Resource 35: ED Grants to Improve Special Education Training

U.S. Department of Education. (2008, July 29). *U.S. Department of Education announces \$2.4 million in grants to 20 institutions to improve special education teacher training programs* [Press release]. Retrieved February 4, 2009, from <http://www.ed.gov/news/pressreleases/2008/07/07292008.html>

In 2008, the U.S. Department of Education awarded \$2.4 million in grants to 20 institutions in 15 states to help train highly qualified teachers of students with high incidence disabilities, such as learning disabilities, emotional disturbance, and mental retardation. The awards, made under the Special Education Preservice Training Improvement Grants Program, are meant to improve the quality of special education teacher preparation programs and ensure that graduates meet the highly qualified teacher requirements of the Individuals with Disabilities Education Act. During the first year of the grants, the recipients will begin upgrading their teacher preparation programs with research-proven strategies designed to improve outcomes for children with high incidence disabilities.

Resource 36: Report Card on Educator Preparation

Education Professional Standards Board. (n.d.). *Kentucky Educator Preparation Program Report Card*. Retrieved February 4, 2009, from <https://wd.kyepsb.net/EPSB.WebApps/KeppReportCard/Public/>

The Kentucky Educator Preparation Program (KEPP) Report Card was designed to provide information to the public about the quality of all Kentucky's teacher preparation programs. The report card includes licensure test passing rates and data based on surveys of new teachers, student teachers, and mentors regarding their perception of the quality of preparation. The information is arranged by institution, and each institution receives a Quality Performance Index rating.

Resource 37: Guiding Principles on Teacher Preparation

Board of Regents of the University System of Georgia. (1998, March 11). *Guiding principles on teacher preparation presented to regents* [Press release]. Retrieved February 4, 2009, from <http://www.usg.edu/news/1998/031198.phtml>

The Georgia Board of Regents oversees all 35 public colleges and universities in the state's University System. In 1998, the Ad Hoc Committee on Teacher Preparation proposed, and the Board of Regents accepted, the following recommendation:

“The University System will guarantee the quality of any teacher it graduates. The recommendation calls for teacher education programs to assure that its graduates:

- have sufficient subject matter knowledge in all areas included on their teaching certificate;
- can demonstrate success in bringing students from diverse cultural, ethnic, international, and socio-economic groups to high levels of learning; and
- are able to use telecommunication and information technologies as tools for learning.

A key part of this recommendation is that elementary school teachers should be able to demonstrate accomplishment in teaching children to read. Under this recommendation, any public institution that awarded a degree and submitted the recommendation for teacher certification would stand by the quality of its graduates and maintain an obligation to nurture the continuing development of teachers.” (Board of Regents, 1998)

If a school district in Georgia determines that a teacher's performance is less than effective, the teacher receives additional preparation at no cost to the teacher or the school district. The guarantee is honored for up to two years after the teacher graduates from a University System of Georgia institution. Even though no school district has asked the University System to retrain a teacher, the regents' guarantee is recognition that teacher preparation programs must be held accountable.

Resource 38: *Testing Teacher Candidates: The Role of Licensure Tests in Improving Teacher Quality*

Mitchell, K. J., Robinson, D. Z., Plake, B. S., & Knowles, K. T. (Eds.). (2001). *Testing teacher candidates: The role of licensure tests in improving teacher quality*. Washington, DC: National Academy Press. Retrieved February 4, 2009, from <http://www.nap.edu/books/0309074207/html/>

Chapter 7, [Using Licensure Tests for Accountability](#), discusses whether, and under what conditions, licensure tests can be used as a piece of an accountability system for teacher preparation programs.

Resource 39: Administrative Rules

Florida Department of Education. (2000). *State Board of Education Rule 6A-5.066: Approval of preservice teacher preparation programs*. Retrieved February 4, 2009, from <http://www.fldoe.org/dpe/memos/dpe01-06c.pdf>

Florida Rule 6A-5.066 requires that, in order to receive continued program approval, preservice teacher preparation programs must provide evidence that the following standards are met:

- Standard One—Teacher candidates will demonstrate their knowledge and skills at the point of preservice program completion.
- Standard Two—Ninety percent of the students in each program will pass the Florida Teacher Certification Examination.
- Standard Three—Teacher preparation programs will include all of the components mandated by Florida law.
- Standard Four—Diversity of student population must increase over each five-year period.
- Standard Five—Ninety percent of the program graduates who complete their first year of teaching will be rehired by Florida school districts.

Resource 40: *Teacher Quality Toolkit*

Lauer, P. A., & Dean, C. B. (2004). *Teacher quality toolkit*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved February 4, 2009, from http://www.mcrel.org/PDF/TeacherPrepRetention/5041TG_TeacherQualityToolkit.pdf

This publication presents assessments and resources for the evaluation of teacher preparation programs. Although intended for institutions of higher education and school districts, these assessments and resources can be used by policymakers to design an accountability system for teacher preparation programs.

Resource 41: State Grants

U.S. Department of Education. (2008). *Teacher Quality Enhancement grants*. Retrieved February 4, 2009, from <http://www.ed.gov/programs/heatqp/index.html>

State grants encourage states to improve the quality of their teaching force through activities such as the following:

- Strengthening teacher certification standards.
- Implementing reforms that hold institutions of higher education accountable, establishing or strengthening alternative pathways into teaching.
- Recruiting new high-quality teachers for high-needs areas.

The existence of the Teacher Quality Enhancement grants depends on federal funding. Two state grants were awarded in fiscal year 2007.

Resource 42: *The Secretary's Fifth Annual Report on Teacher Quality*

U.S. Department of Education, Office of Postsecondary Education. (2006). *The secretary's fifth annual report on teacher quality: A highly qualified teacher in every classroom*. Washington, DC: Author. Retrieved February 4, 2009, from <http://www.ed.gov/about/reports/annual/teachprep/2006-title2report.pdf>

The secretary's report presents the most current information for the 50 states, the District of Columbia, Puerto Rico, and outlying areas on the implementation of the teacher quality provisions of Title II of the Higher Education Act of 1965 as amended (HEA) and the mandates of NCLB. The report, required by the Title II accountability provisions of the Higher Education Act (U.S. Department of Education, 2006), was released October 5, 2006. The 2005 data show that states have made considerable progress toward the nation's goal of a highly qualified teacher in every classroom, and the report describes areas where harder work and more improvements are needed. A description of Title II of the Higher Education Act is available online (<https://title2.ed.gov/default.asp>).

Resource 43: "Evidence in Teacher Preparation: Establishing a Framework for Accountability"

Wineburg, M. S. (2006). Evidence in teacher preparation: Establishing a framework for accountability. *Journal of Teacher Education*, 57(1), 51–64. Abstract retrieved February 4, 2009, from <http://jte.sagepub.com/cgi/content/abstract/57/1/51>

This article reports on a survey examining the state of knowledge and practice about how universities provide evidence of the effectiveness of their programs to schools, parents, policymakers, and the public. The project asked three questions: What is happening? What is promising? What is believable? The survey focused on two areas: results and outcomes, and issues in measurement. Data from this study reveal that state colleges and universities are expending extraordinary energy and resources assessing prospective teachers and compiling data about teacher preparation programs. The survey data uncover the myriad issues that confound the data collection process, the difficulties around establishing validity and reliability, and the extraordinary demands placed on programs to produce data for a variety of constituencies. Recommendations are made for the development of a national framework for evidence, guidelines that institutions can use to proactively develop data systems that promote a culture of evidence on their campuses.

Resource 44: Building a Culture of Evidence in Teacher Preparation

In 2006, ETS examined the use of student learning outcomes in higher education accountability. This examination resulted in three Culture of Evidence reports, featured as Resource 43.

Millett, C. M., Payne, D. G., Dwyer, C. A., Stickler, L. M., & Alexious, J. J. (2008). *A culture of evidence: An evidence-centered approach to accountability for student learning outcomes*. Princeton, NJ: Educational Testing Services. Retrieved February 4, 2009, from http://www.ets.org/Media/Education_Topics/pdf/COEIII_report.pdf

ETS researchers developed a framework to improve, revise, and introduce comprehensive systems for the collection and dissemination of information on student learning outcomes. This report presents a practical approach to help the education community meet the call for accountability while respecting the diverse attributes of students, faculty, and the institutions themselves.

Millet, C. M., Stickler, L. M., Payne, D. G., & Dwyer, C. A. (2007). *A culture of evidence: Critical features of assessments for postsecondary student learning*. Princeton, NJ: Educational Testing Services. Retrieved February 4, 2009, from http://www.ets.org/Media/Resources_For/Higher_Education/pdf/4418_COEII.pdf

National dialogue on accountability in higher education focuses on improving student learning and engagement. To provide higher education stakeholders with a greater understanding of current assessment tools, ETS researchers take a detailed look at available measurements in this “30,000-foot” overview.

Dwyer, C. A., Millett, C. M., & Payne, D. G. (2006). *A culture of evidence: Postsecondary assessment and learning outcomes*. Princeton, NJ: Educational Testing Services. Retrieved February 4, 2009, from http://www.ets.org/Media/Resources_For/Policy_Makers/pdf/cultureofevidence.pdf

To address the dearth of empirical data on student learning in higher education, ETS researchers take a macro look at current conditions affecting the postsecondary community. In this report, they provide an overview of the assessment landscape to outline accountability models and metrics used in higher education.

Substrategy 4.1: Use Valid, Fair, and Comprehensive Evaluations of Teacher Preparation Programs

Among the many different methods for evaluating the quality of teacher preparation programs are the following:

- Audits by outside organizations (states, NCATE, etc.)
- Internal reviews (Several programs perform in-depth evaluation.)
- Licensure test scores
- Administrator satisfaction (based on observations)
- Achievement of teachers’ students

Effective evaluation systems combine several methods to generate a fair and robust measure of program quality.

Resource 45: *Testing Teacher Candidates: The Role of Licensure Tests in Improving Teacher Quality*

Mitchell, K. J., Robinson, D. Z., Plake, B. S., & Knowles, K. T. (Eds.). (2001). *Testing teacher candidates: The role of licensure tests in improving teacher quality*. Washington, DC:

National Academy Press. Retrieved February 4, 2009, from <http://www.nap.edu/books/0309074207/html/>

This report “describes recent efforts by teacher educators, state officials, and federal policy makers to improve teacher preparation and strengthen initial teacher licensure.” The report “notes that states are increasingly testing candidates for their ability to become teachers and the federal government is looking to licensure tests for leverage in changing teacher education and improving teacher quality.”

Chapter 4, [Developing an Evaluation Framework for Teacher Licensure Tests](#), “lays out criteria for judging the appropriateness and technical quality of initial licensing tests.” The chapter also “presents an evaluation framework that suggests criteria for examining test characteristics and testing practices.”

Chapter 5, [Evaluating Current Tests](#), “evaluates several widely used initial licensure tests and presents the results.”

Chapter 6, [Using Licensure Tests to Improve Teacher Quality and Supply](#), “presents a theoretical model suggesting that the quality of prospective beginning teachers depends on a number of factors, including the accuracy of licensure tests in distinguishing between those who would be competent and those who would not.”

Chapter 8, [Improving Teacher Licensure Testing](#), looks at licensure testing and performance assessments in states and teacher preparation programs.

Chapter 9, [Conclusions and Recommendations](#), provides conclusions and recommendations for policymakers and licensure officials in answering three questions:

- “Do current tests measure beginning teacher competence appropriately and in a technically sound way?”
- “Should teacher licensure tests be used to hold states and institutions of higher education accountable for the quality of teacher preparation and licensure?”
- “How can innovative measures of beginning teacher competence help improve teacher quality?”

For the practice of evaluating teacher preparation programs, the report recommends that “when initial licensure tests are used, they should be part of a coherent developmental system of preparation, assessment, and support that reflects the many features of teacher competence.”

Appendix D, [Teacher Requirements in Six States](#), takes an in-depth look at the teacher preparation systems in six states.

Resource 46: National Council for Accreditation of Teacher Education (NCATE)

NCATE. (2009). *Home page*. Retrieved February 5, 2009, from <http://www.ncate.org/>

This website provides information on NCATE, a coalition of [33 member organizations](#) of teachers, teacher educators, content specialists, and local and state policymakers. NCATE measures the quality of teacher preparation programs through a performance-based system of accreditation. NCATE currently accredits 614 colleges of education, with nearly 100 more seeking NCATE accreditation.

Resource 47: *Systematic Evaluation for Continuous Improvement of Teacher Preparation*

Dean, C. B. & Lauer, P. A. (2003). *Systematic evaluation for continuous improvement of teacher preparation. Volume 1: Cross-case analysis*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved February 5, 2009, from http://www.mcrel.org/PDF/TeacherPrepRetention/5041RR_SystematicEvalTchrPrep-CrossCaseAnalysis.pdf

This report examines how four award-winning teacher preparation programs collect, analyze, and use data to monitor and improve program effectiveness. The authors apply six guiding questions to determine similarities and differences among the standards and evaluation of the four institutions. Questions 4 and 5 (see pp. 20–22 of the report) ask how PK–16 stakeholders and state policymakers influence evaluation of teacher preparation programs.

Lauer, P. A., & Dean C. B. (2003). *Systematic evaluation for continuous improvement of teacher preparation. Volume 2: Case studies*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved February 5, 2009, from <http://www.mcrel.org/topics/productDetail.asp?topicsID=15&productID=181>

The second report takes a closer look at the evaluation systems of four award-winning teacher preparation programs, as follows:

- Alverno College, Elementary Education Program
- East Carolina University, Middle Grades Mathematics Program
- Fordham University Graduate School of Education, Initial Teacher Education Elementary Program
- Stanford University, Elementary Teacher Education Program

The authors address how policymakers and school leaders influence the evaluation process at each institution through state standards, PK–16 partnerships, and other factors.

Resource 48: *Teacher Quality Toolkit*

Lauer, P. A., & Dean, C. B. (2004). *Teacher quality toolkit*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved February 5, 2009, from http://www.mcrel.org/PDF/TeacherPrepRetention/5041TG_TeacherQualityToolkit.pdf

The appendixes are useful for evaluating whether teacher preparation programs are set up for systemic evaluation. As opposed to developing a statewide evaluation system, policymakers can require teacher preparation programs to conduct evaluations and report to the state.

Appendix A. The Teacher Preparation for Standards-Based Education (TPSBE) survey asks new teachers (one to three years experience) about their preparation for standards-based teaching. The survey can be used to do the following:

- Evaluate teacher preparation programs.
- Identify the professional development needs of teachers.
- Identify the preparation needs of beginning teachers.

Appendix B. The Teacher Preparation Evaluation System (TPES) audit measures whether teacher preparation programs have the necessary structures and processes to evaluate program outcomes. While originally designed as a self-evaluation, the TPES can be used by policymakers and school leaders to identify methods for evaluating teacher preparation programs.

Appendix C. All teacher preparation programs can provide some evidence of effectiveness. However, not all evidence is equally rigorous and credible. This appendix contains a rubric and examples for evaluating evidence of effectiveness of teacher preparation programs.

Resource 49: Diagnostic Digital Portfolio

Alverno College. (2007). *Diagnostic Digital Portfolio*. Retrieved February 5, 2009, from <http://ddp.alverno.edu/>

The Diagnostic Digital Portfolio (DDP) is a Web-based system for evaluating the learning and performance of teacher candidates. The DDP combines the feedback of trained assessors with the reflective self-assessment of each student to create a “student assessment-as-learning” process. The DDP is one evaluation system that policymakers can use as a model for statewide evaluation of teacher preparation programs.

Resource 50: Teacher Work Sample Methodology

Western Oregon University. (2001). *Teacher work sample methodology: Connecting teacher preparation to preK–12 student progress and learning*. Retrieved February 5, 2009, from <http://www.wou.edu/education/worksample/twsm/index.htm>

This website provides an overview of one method for assessing the performance of student teachers, teacher education faculty, and teacher preparation programs.

Resource 51: State of Washington Performance-Based Pedagogy Assessment

Griffin, A., & Hett, A. (2004). *Performance-based pedagogy assessment of teacher candidates*. Olympia, WA: Office of the Superintendent of Public Instruction. Retrieved February 5, 2009, from <http://www.k12.wa.us/certification/profed/pubdocs/PerfBasedPedagogyAssessTchrCand6-2004SBE.pdf>

With approval from the state board of education, the Washington Association of Colleges of Teacher Education and the Office of the Superintendent of Public Instruction jointly developed this teacher candidate assessment instrument. The assessment evaluates teacher performance on the basis of student outcomes and engagement in learning, with a particular focus on closing the achievement gap. Based on the state's Essential Learning Requirements, the assessment requires two observations by trained evaluators and verifies whether or not student teachers do the following:

- Use research-based instructional and assessment techniques.
- Set clear learning goals.
- Engage students (especially traditionally marginalized students), families, and the community.
- Effectively manage the classroom.

Resource 52: Teacher Preparation Planning and Evaluation

Mid-continent Research for Education and Learning. (2006). *McREL services: Teacher preparation planning and evaluation*. Retrieved February 5, 2009, from <http://www.mcrel.org/topics/serviceDetail.asp?topicsID=15&serviceID=44>

McREL assists educators and teacher preparation organizations in the following areas:

- Designing teacher preparation programs for standards-based K-12 systems.
- Evaluating programs designed for standards-based K-12 systems.
- Using data to evaluate the effectiveness of teacher preparation programs.

McREL works with higher education faculty and their K–12 partners to design and evaluate teacher preparation programs.

Real-Life Example

The Right Medicine for Preparing Teachers

The Boston Public Schools (BPS) system is the oldest in the nation. Of its 56,170 students, 87 percent are students of color, and 71 percent are eligible to receive free and reduced-price lunch. As in other urban districts, teacher turnover is a substantial problem: More than half of Boston teachers leave within three years of starting to teach. Too many new teachers arrive ill prepared and leave quickly. Upon arriving in 1995, Superintendent Thomas Payzant recognized the need to rethink how incoming teachers are trained, but BPS lacked the resources to develop an alternative. Strategic Grant Partners, a coalition of 12 family foundations in Boston, championed further work on specifically preparing teachers for Boston's schools. The coalition partnered with the school district and the Boston Plan for Excellence to develop the Boston Teacher Residency (BTR) and agreed to fund the program through its first years of operation.

The BTR is a one-year urban teacher preparation and certification program based on a medical residency model. During the 12-month program, teacher residents coteach with a mentor teacher in one of Boston's most effective public schools and take coursework facilitated by high-quality teachers and university faculty. Through this combination, teacher residents understand, observe, and adopt the practices they need to be effective teachers for Boston Public Schools. During the program, they earn a Massachusetts Initial Teacher License and a master's degree in education, and they work toward dual licensure in special education. Following their year in residence, the teacher residents become full-time teachers of record in a Boston public school.

The BTR accepted its first cohort of residents in August 2003. Since then, 44 residents have completed the program, and the BTR hopes to produce 300 graduates by 2008. With Boston Public Schools hiring 400 new teachers each year, the BTR currently supplies one in every eight new teachers. As of the 2006–07 school year, BTR was averaging annual graduating classes of 100; of all graduates, over 90 percent remain in teaching positions in the Boston school system. Though there is not yet evidence of the program's effectiveness, anecdotal data and the retention rate of BTR teachers in the Boston schools suggests that this is a promising intervention strategy. Through the Boston Teacher Residency, Superintendent Payzant and his successor Carol Johnson have been, and continue to be, able to prepare new teachers for the specific work expected of them in Boston's schools.

Boston Public Schools. (2008). *Boston Public Schools 2008 district report card*. Boston: Author. Available online: <http://boston.k12.ma.us/bps/Report08.pdf>

Boston Teacher Residency. <http://www.bpe.org/btr/>

—Ellen Guiney, Executive Director, Boston Plan for Excellence

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