

TEACHER PREPARATION AND PROFESSIONAL LEARNING IN AN ERA OF COMMON CORE

NCSL Legislative Education Staff Network

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CRITICAL ISSUE

The higher education community is a critical partner in standards implementation because institutions of higher education prepare the future educators who will need to teach to the new standards

PREPARING POSTSECONDARY FACULTY

- Professional Development for faculty at teacher preparation programs and faculty in the Arts & Sciences
 - **Tennessee initiative:** Integrating Common Core Standards into Pre-Service, which will be funded through \$1.35m of the state's Race to the Top funds
 - **Kentucky's Council on Postsecondary Education** is leading the professional development for postsecondary faculty. To date, more than 2000 faculty have participated in online modules
 - Many other states have initiated efforts to train postsecondary faculty

MAKING CHANGES TO PREPARATION PROGRAMS

■ Curriculum

- Programs are meaningfully aligning their curriculum with standards. For example, Johns Hopkins University (MD) is infusing literacy into more of their courses
- Programs are working closely with faculty in the Arts & Sciences to meet the new content standards, particularly for secondary mathematics (University of Hawaii)

■ Faculty

- University of Vermont is rethinking faculty hiring to ensure new faculty are capable of teaching their candidates the skills they will need as classroom teachers to facilitate critical thinking and deeper understanding of concepts in their students.

REORIENTING PREPARATION AROUND THE CLINICAL EXPERIENCE

Excellent teaching is complex, intricate work that can be learned to high levels of skill with appropriate training.

Some examples:

- St. Cloud State University (MN) incorporates an award-winning co-teaching model as part of the clinical experience. It is part of the Bush Foundation's NExT program to recruit, prepare, and support teachers in Minnesota, North Dakota, and South Dakota.
- TQP grantees are among those preparation programs that have formed meaningful partnerships with k-12 schools

edTPA

- The edTPA is a preservice assessment process designed by educators to answer the essential question: "Is a new teacher ready for the job?"
- It provides a uniform and evidence-based process that can be used across states to confirm that aspiring teachers demonstrate their readiness for the classroom.
- It provides meaningful and consistent data that can be used to improve teacher education programs and renew program curriculum.
- It's aligned to the common core (where available) and the practices measured by these assessments are consistent with deep content learning purported by the CCSS.

edTPA

State Policy Development in Early Adopting States

Updated November 27, 2012

State	Policy	Requirement	Consequential
IL	SB 1799	Program completion	2015 (IHE phase in by July 1, 2013)
MA	603 CMR 7.00, Section 7.08.	TBD	TBD
MN	PERCA	Program approval (continuing review) and a program requirement for licensure candidates	Report data for 2012-2013 and 2013-2014, regulatory fall 2014.
NY	NYSED: Board of Regents	Initial licensure	Candidates graduating May 2014
OH	HB 1; RttT	Minimum scores; annual reporting	End of 2012
TN	SBOE Policy 5.105	Substitute for multiple-choice pedagogy assessment for program completion	TPA allowed in 2011-12 and 2012-13
WA	ESSS 6696	Program completion	January 2014
WI	PI 34	Initial licensure; continuous review	Completers after August 31, 2015

WHAT IS AACTE DOING?

- Increasing awareness to our members
 - We've used our Annual Meetings, which brings together 2000 education deans and faculty from across the country, to highlight the importance of adapting to the new standards and to promote best practices.
- Promoting the edTPA as one mechanism of identifying those teacher candidates who will have the capacity to teach to the new standards
- Promoting clinical practice so that teacher candidates have experience teaching to the new standards before they enter the class as the teacher of record

WHAT IS AACTE DOING? (CONT'D)

- Working with other national organizations to ensure the new standards are implemented in a comprehensive and systemic way.
- Advocating for the implementation of research based policies and practices in federal policy.
 - Expanding the TQP program to include principal residency programs through the “Educator Preparation Reform Act” (S.3582/H.R.6447)
 - Promoting valid and reliable performance assessments where available

CHALLENGES

- Ensuring higher education is part of the conversation
- Ensuring partnerships between k-12 schools and higher education are systemic and not sporadic
- Ensuring programs have access to data on program graduates

LEGISLATIVE OPPORTUNITIES

- Promote the clinical component of educator preparation and invest in higher-ed based residency programs
- Ensure your state has consistent licensure and program approval standards, regardless of the path to teaching
- Create incentives for strong high school students in your state to pursue a career in teaching in your state
- Increase awareness of the new standards, facilitate outreach, and encourage collaboration between all stakeholders
- Go visit preparation programs and see teacher candidates working in partner schools!



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