STATE STRATEGIES FOR SHAPING EFFECTIVE TEACHER PREPARATION

Thursday, Nov. 19 | 2 p.m. EST

Presented by CSG South/Southern Legislative Conference
State Strategies for Shaping Effective Teacher Preparation Programs

SOUTHERN LEGISLATIVE CONFERENCE OF THE COUNCIL OF STATE GOVERNMENTS

NOVEMBER 19, 2015

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National Council on Teacher Quality
About NCTQ

- Non-partisan, non-profit research and policy group
- Committed to increasing the accountability and transparency of the institutions having the greatest impact on teacher quality:
  - States
  - Teacher preparation programs
  - Teacher unions
  - School districts
Effect of teacher quality on student achievement

Analysis of test data from Tennessee showed that teacher quality affected student performance more than any other variable; on average two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned.

*Among the top 20% of teachers; ** Among the bottom 20% of teachers

SOURCE: Sanders & Rivers (1996): Cumulative and Residual Effects on Future Student Academic Achievement, McKinsey
Related NCTQ work
How can state policy drive efforts deliver well-prepared teachers?

Establish **high standards for admission** into teacher preparation programs

Ensure that teacher candidates have **rigorous knowledge** of the subjects they will teach

Explicitly require teacher preparation programs to address the **instructional shifts required** by college- and career-readiness standards

Holding teacher preparation institutions **accountable for the quality of teachers** they produce
Admissions

Additionally, only three states require teacher candidates to pass a test normed to the college-bound population prior to admission to prep program.

*Delaware, Rhode Island, Texas*
Content Knowledge

Progress: 5 years ago not a single state required teachers to demonstrate adequate knowledge in all core subjects as a condition of licensing.

Do states ensure that elementary teachers know core content?

- Elementary content test with separate passing score for each subject: 22 states
- Elementary content test with separate passing score for some subjects: 9 states
- Elementary content test with composite score: 15 states
- No test required: 5 states

AL, AR, CT, DE, DC, FL, ID, IN, KY, LA, ME, MO, NH, NJ, RI, SC, TX, UT, VT, VA, WV
Instructional Shifts

Over 1 million teachers have graduated since states adopted college- and career-readiness standards. Yet the vast majority of states do not ensure new teachers are ready to teach these standards.

Who is doing this work well?

<table>
<thead>
<tr>
<th>Elementary Prep</th>
<th>Middle School Prep</th>
<th>Secondary Prep</th>
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<tbody>
<tr>
<td>Arkansas</td>
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<tr>
<td>California</td>
<td>Illinois</td>
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Accountability

- Connect preparation program approval to teacher production

17 states use student achievement for accountability

Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New Mexico, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Texas
Want to learn more?

*State Teacher Policy Yearbook*
www.nctq.stpy
Next edition coming out in December 2015

*Teacher Prep Review 2014*
www.nctq.org/TeacherPrep

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The CAEP Story and Policy Implications

Elizabeth Vilky
Sr. Director of State and Member Relations
11/19/15
History of CAEP

- **NCATE**
  - Founded 1954
  - Accredited 700 units

- **TEAC**
  - Founded 1997
  - Accredited 213 programs in 164 institutions

= **CAEP**

- Founded 2013
- NCATE & TEAC merged
- Only accreditor for educator preparation in the US
## What is CAEP?

<table>
<thead>
<tr>
<th>CAEP’s mission</th>
<th>Advance excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning</th>
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<tbody>
<tr>
<td>CAEP’s vision</td>
<td>Increase the value of accreditation to be an attribute demanded by the public while expanding its footprint by bringing more providers into the accreditation fold</td>
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<tr>
<td>Purpose of accreditation</td>
<td>Assure teacher candidates, parents, employers, policy makers and the public that a CAEP-accredited provider has been rigorously evaluated and has met or exceeded high standards of quality</td>
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</table>
CAEP Accreditation Process: Levers for Improved Educator Quality

- Optional Assessment Review
- Self studies
- Formative Off-site Review
- On-site Review

Annual Reporting
Annual Report Requirements

- Eight annual report measures
  - Impact measures
    - P-12 student learning/development
    - Observations of teaching effectiveness
    - Employer satisfaction
    - Completer persistence and completer satisfaction
  - Outcome measures
    - Completer or graduation rate
    - Licensure rate
    - Employment rate and
    - Consumer information
CAEP Standards: Levers for Improved Educator Quality

- Build partnerships and strong clinical experiences
- Raise and assure candidate quality
- Data-driven, continuous improvement
- Include all providers
- Insistence that preparation be judged by outcomes and impact on P-12 student learning and development
  - Results matter; "effort" is not enough.
CAEP Standards

**Standard 1:** Content and Pedagogical Knowledge

**Standard 2:** Clinical Partnerships and Practice

**Standard 3:** Candidate, Quality, Recruitment, and Selectivity
CAEP Standards

**Standard 4:** Program Impact

**Standard 5:** Provider Quality, Continuous Improvement, and Capacity
Toward a Culture of Evidence

- Central Role of Evidence
- Stronger Data and Data Systems
- Better Use of Evidence
- Building Better Evidence
From anecdote...

"Your brain is like a sponge that absorbs knowledge, but that's not exactly how it's done."
...to evidence
If I'd known they wanted me to use all this info- I would never have asked for it!
From data gathered...
...to data used
From compliance . . .
... to continuous improvement
From inputs... to outcomes

Do outcomes matter?

Brilliant surgery!
Well done!
Shame the patient died.
Policy Implications

• Revision of State Regulations

• State collection and sharing of data-employer surveys, student surveys, etc. (Standard 4)

• State Data Systems

• Policies related to district/school partnerships with EPPs (standard 2)
"We now have a historic opportunity to do what the Flexner Report did for medical education in 1910. That report called on American medical schools to enact higher admission and graduation standards and to adhere strictly to robust scientific knowledge in teaching and research. Flexner transformed medical education making it the clinical model it is today and spurred the transformation of North American medicine into a profession.

...unique opportunity to do the same, ultimately improving the outcomes for our nation’s students..."
Contact Information

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THE COUNCIL OF STATE GOVERNMENTS
SOUTH WEBINAR
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Dr. Jane S. Bray
Dean, Darden College
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Old Dominion University

Dr. Ann E. Larson
Dean, College of Education
and Human Development
University of Louisville
Utilize multiple measures for accountability

Support and provide opportunities for growth

Evaluate all teacher preparation programs equally
STATE POLICIES AND ACTIONS

- Georgia
- Arkansas, Mississippi, and Tennessee
- Arkansas, Florida, South Carolina, and West Virginia
- Alabama, Arkansas, Louisiana, Oklahoma, South Carolina, Virginia, and West Virginia
ITEMS OF IMPORTANCE TO STATE TEACHER PREPARATION PROGRAMS

- Teacher Shortages
- Federal Regulations
- Value added models
- Collaboratively designed measures
Questions?

Please submit them in the question box of the GoToWebinar taskbar.