

Teacher Prep Reform: One Dean's Perspective

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I got to go home and continue the work

Stock Value Rising at Texas Tech University

Carnegie Classification

Research I

National Reputation

TOP 20 for Teach Prep
TOP 10 for EdD in HIED and PhD in C&I
TOP 10 for M.Ed in SPE

USPREP National Center

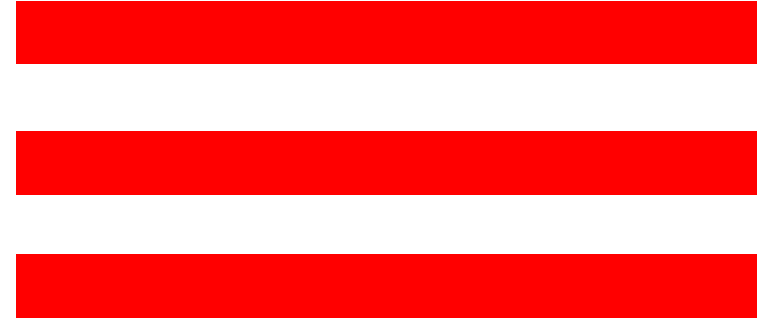
One of only three national centers,
the only university center in U.S.





U.S. PREP National Center

BILL & MELINDA
GATES foundation



U niversity - S chool P artnerships for the R enewal of E ducator P reparation



USPREP PROVIDERS

AND THE MARKETS AND CHILDREN THEY SERVE

- Texas Tech University & Lubbock ISD
- University of North Texas-Dallas & Dallas ISD
- University of Houston & Houston ISD
- Southeastern Louisiana University & Ascension /
St. Charles Parish Schools /
Tangipahoa Parish Schools
- Jackson State University & Jackson Public Schools
- University of Memphis & Shelby County Schools



- 580,000 K-12 Students
- 87% Students-of-Color
- Essentially All Students on FRPL
- Up to 38% Census Poverty

HOW?

Shaping of teacher candidates' teaching skill competencies in a partner district school immersion context

School-based
TTU clinical coach:
Site Coordinator in
Partner District

Teacher candidate
self-reflection
through technology



WHAT?

OUTCOMES

- 1) Teach effectively
- 2) Engage/inspire K-12 students
- 3) Increase student achievement

MEASURES

TAP Rubric
Student Attitudinal Measure
District Achievement Data

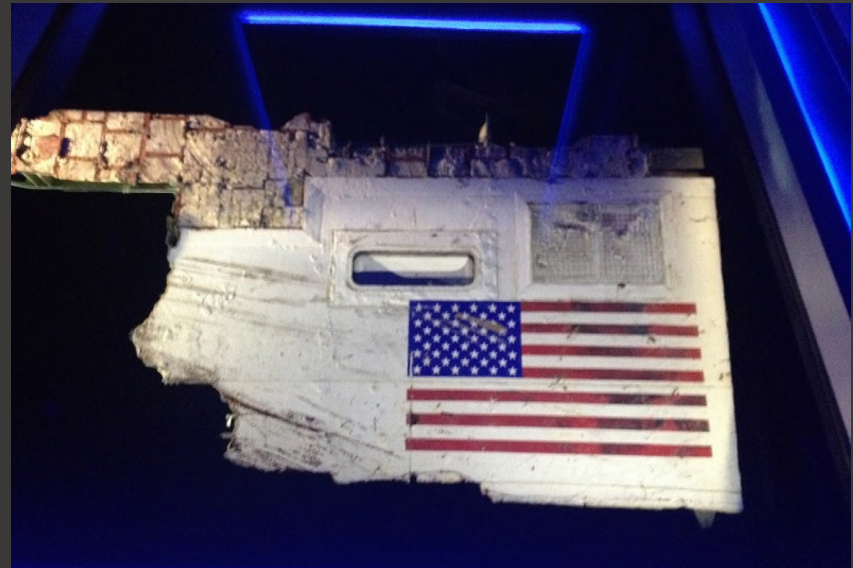
USPREP FINAL COUNTDOWN



Success is not Guaranteed



Space Shuttle Challenger - 1986



We are all about to be strapped to the **U.S.PREP** Rocket

READY FOR LAUNCH?

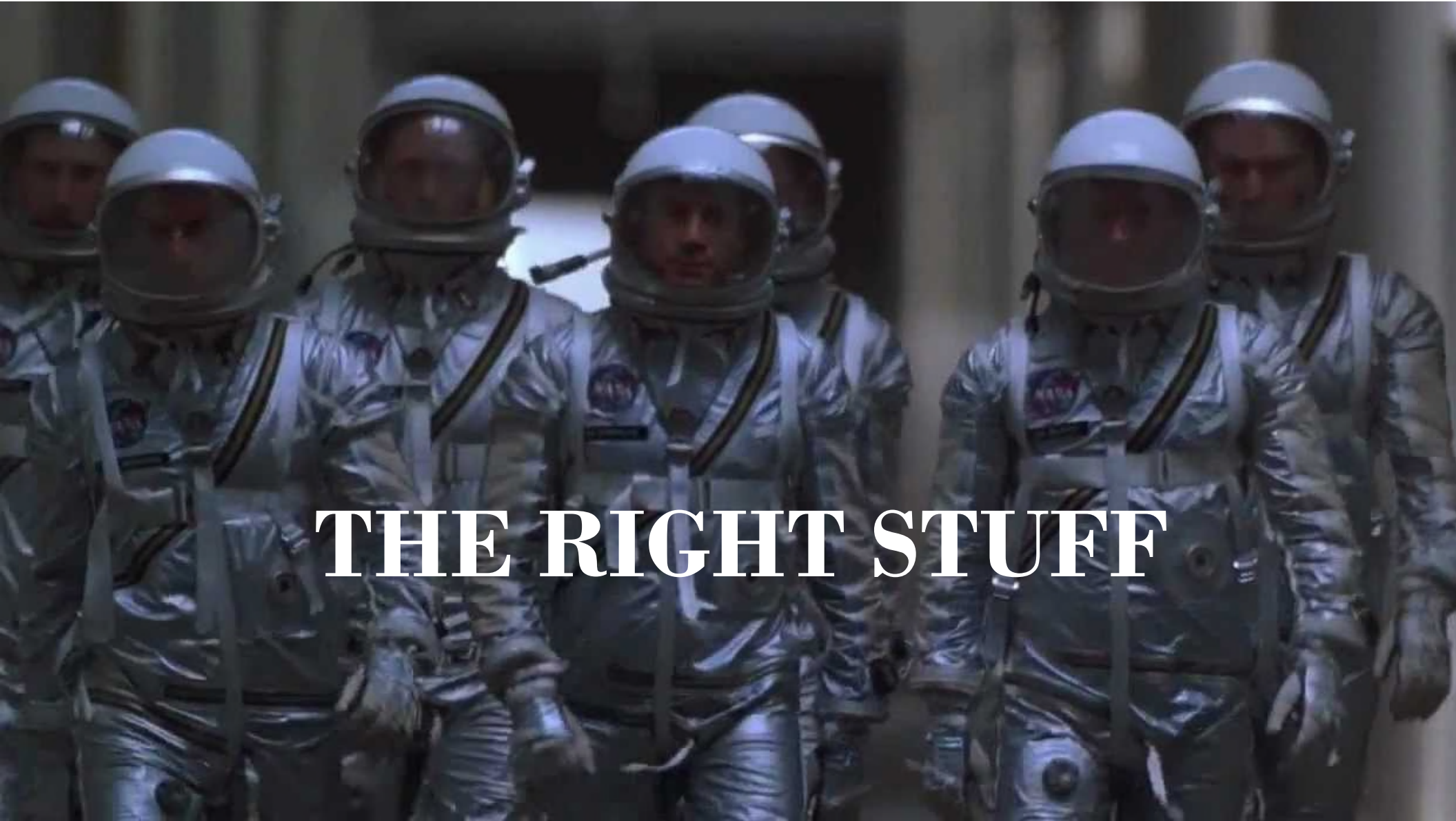
PUSH THE EJECT BUTTON?

- More than just *another* grant (Mission Critical)
- The Expectations are **HIGH**
- We are holding the **FLAG** for universities & public schools

And **WE** are the underdogs

IF YOU DON'T "FEEL IT,"
THIS WOULD BE A GOOD TIME TO STEP AWAY





THE RIGHT STUFF

WE DID A LOT OF VETTING.....and, in accepting this mission, you committed (MOU) to:



- Implement the USPREP Outcomes & Indicators
- Fully Scale the Teacher Prep Reforms
- Sharing & transparency of data
- Contribute to the Innovation Pilots

ALL HANDS ON DECK

PRESIDENTS

SUPERINTENDENTS

U.S. PREP

PROVOSTS

DEANS

AND THEIR PEOPLE

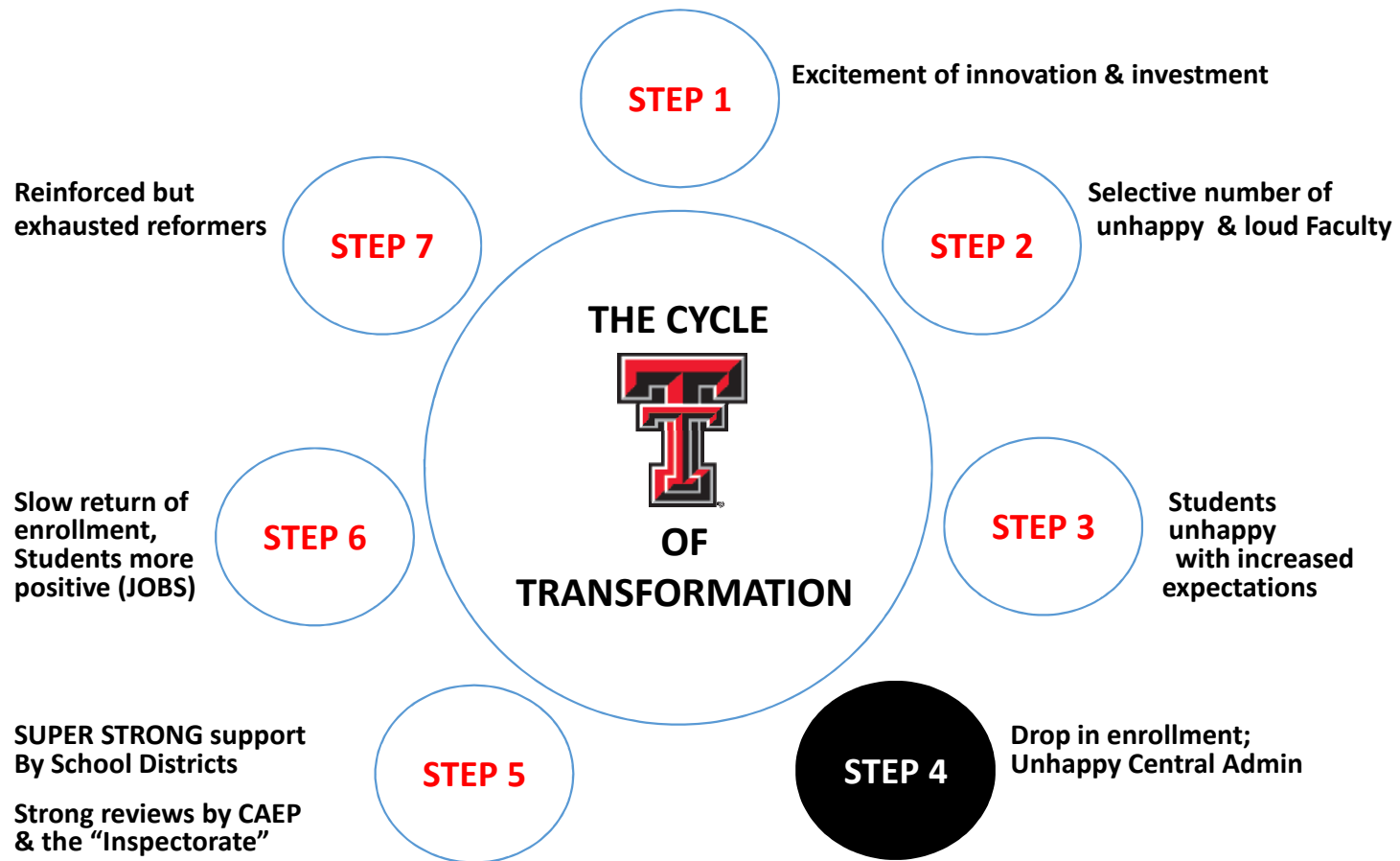
It's Going to be Difficult Work

- The field hasn't agreed
 - Debate on how to evaluate teachers
 - No agreement on what new teachers should be able to do on DAY ONE of teaching
- Universities and Schools have not strongly aligned
- In the absence of outcome evidence, QUESTIONS:
 - Should universities really spend significant time in partnership with school districts??
 - Is a year-long student teaching really necessary??
 - Should all teacher prep programs be Masters-with-Certification Residency programs??

Therefore,

- There will be discordant voices & resistance
- Reform will be time consuming & place significant demand on resources

Surviving the Cycle of Teacher Prep Transformation



I know, I sound like



Maybe this will help you to understand why it is so difficult to
lead teacher prep reform in higher education

that prepares over 80% of new teachers

Early Innovator

THANKS to the influence of school-university partnership

It was school-university partnership work that motivated reform at ASU

Osborn PDS Teacher Preparation Program



**School-University Partnership
District Immersion – Site Coordinator**

MIDDLE MAN: A teacher prep “in the trenches” practitioner-reform-leader-dean who also understands and values good research

WISH LIST

- 1) **HELP CLARIFY THE NON-NEGOTIABLES:** What new teachers should **know** and be **able to do** on **DAY ONE** of their teaching career. *Main source: School Districts*
- 2) **ONCE** the non-negotiables are decided, **DON'T MAKE EXCEPTIONS**

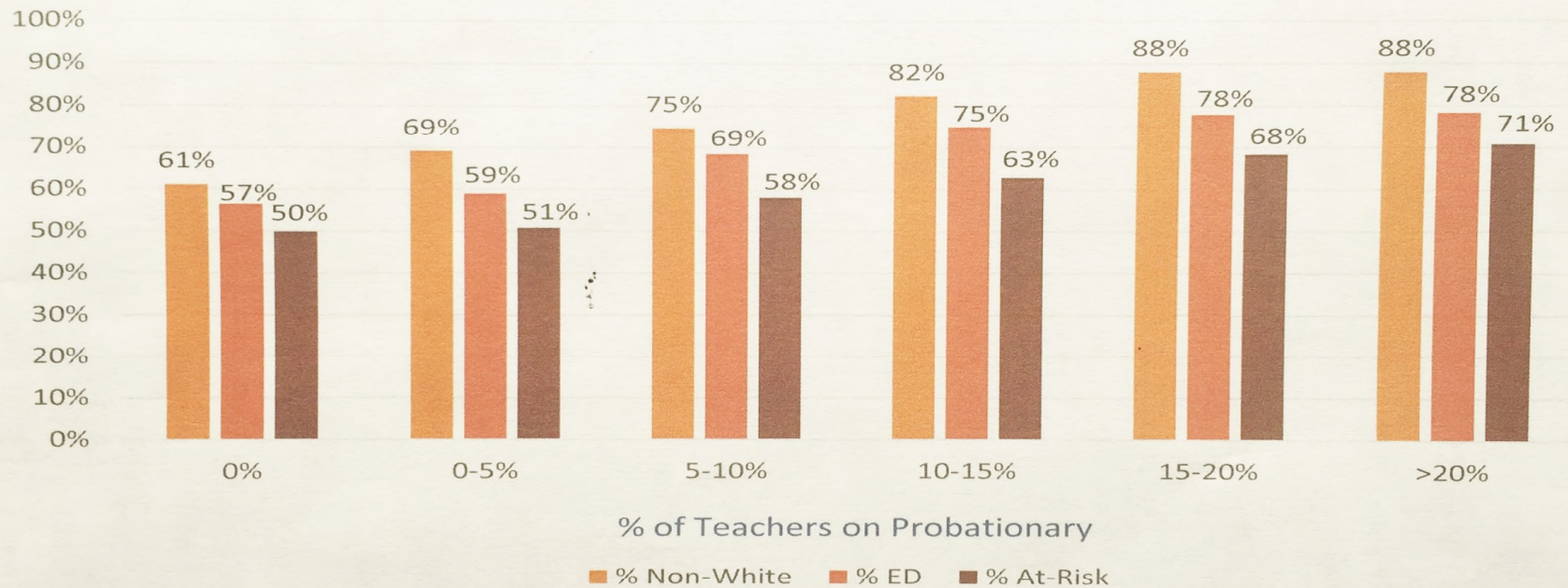
Educator Preparation Program Type

	Traditional Undergraduate Program	Alternative Certification Program	Late Hire Alternative Certification Provision – After June 15
Admissions	2.5 GPA 12 or 15 semester hours in subject-specific content	2.5 GPA Content Exam or 12 or 15 semester hours in subject-specific content	N/A
Coursework or Training Prior to Clinical Teaching or Teacher of Record	80 clock-hours prior to clinical teaching assignment	80 clock-hours prior to being teacher of record	None
Field Base Experience Prior to Clinical Teaching or Teacher of Record	30 clock-hours prior to clinical teaching assignment	30 clock-hours prior to being teacher of record	None
Clinical Teaching	12 weeks full day or 24 weeks half day*	None*	None
Internship	N/A	One full school year paid teacher of record – up to 3 years	One full school year paid teacher of record – up to 3 years
Field Supervision	Three 45 minute observations during 12/24 week assignment	Three 45 minute observations during one full school year assignment	Three 45 minute observations during one full school year assignment
To be teacher of record	Complete program, pass content and PPR exams	Pass content exam or 24 college hours in subject taught	Pass content exam or 24 college hours in subject taught
Coursework or Training for Program Completion	300 Clock-Hours *Up to 50 hours can be provided by the district or campus	300 Clock-Hours *Up to 50 hours can be provided by the district or campus	300 Clock-Hours *Up to 50 hours can be provided by the district or campus

*Very rare exceptions

Probationary Certificates

Probationary Certs and Student Demographics



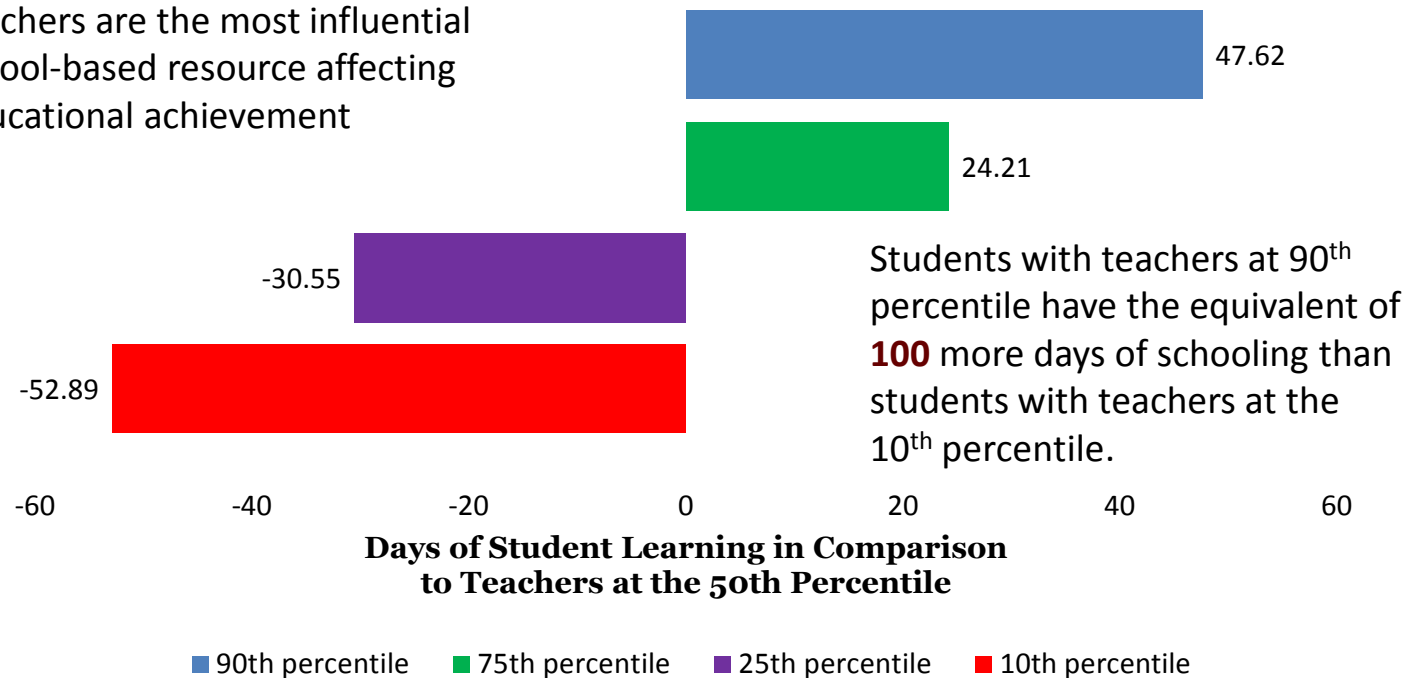
*Based on 2014-2015 ECOS and PEIMS data

Gary T. Henry, Vanderbilt University

What's at Stake? Teacher Effectiveness is Highly Variable

Elementary Mathematics Teacher Effectiveness in North Carolina

Teachers are the most influential school-based resource affecting educational achievement



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- 2) **ONCE** the non-negotiables are decided, **DON'T MAKE EXCEPTIONS**
- 3) **FOCUS ON THE NON-NEGOTIABLES OUTCOMES** and *help end state compliance mandates* (how many weeks of student teaching, how many observations) that frequently are not maintained for emergency hires. Let EPPs figure out how to get teacher candidates ready for the DAY ONE NON-NEGOTIABLES. If EPPs fail, close them
- 4) **HELP PROVIDE RECOGNITION AND INCENTIVES FOR EPPS THAT PRODUCE EXEMPLARY NEW TEACHERS**, especially for districts serving children of color living in poverty – America’s fastest growing demographic and future majority
- 5) **HELP PROVIDE FUNDING FOR TEACHER PREP RESEARCH AROUND A TARGETED REFORM AGENDA**

Please invest a ridiculous amount of thought, energy and action in teacher prep reform during this SREB Commission

The stakes truly are high and our opportunity window for action is narrow

*EPPs cannot wait ten years for a
body of research to begin
reform, the stakes are high*

This is what failure looks like



Let's Get to Work!

Thank You