Recommendations of the SREB Commission on Teacher Preparation
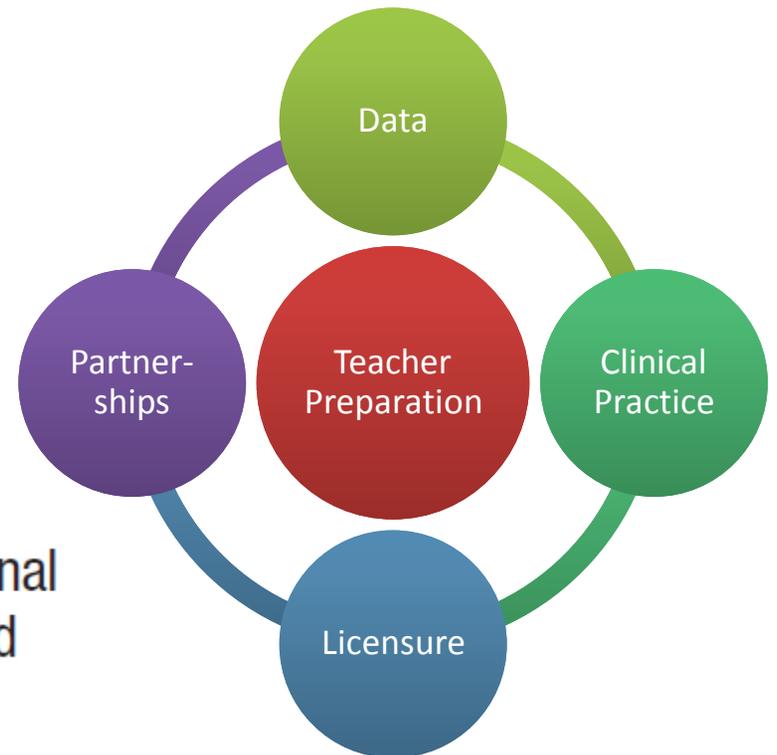
SREB | Southern Regional Education Board

Data

Partner-ships

Teacher Preparation

Clinical Practice

Licensure

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ABOUT

- SREB and Member States
- Board
- Legislative Advisory Council
- Commissions
  - **Teacher Prep Commission**
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  - Early Childhood Commission
  - CTE Commission
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Teacher Preparation Commission

How can state policy improve the preparation of teachers?

The SREB Teacher Preparation Commission meets during 2016, 2017 and 2018 to consider effective ways to better prepare teachers to help students reach higher academic standards. Its charge is to develop practical and effective statewide recommendations to improve teacher preparation programs.

Louisiana Governor John Bel Edwards chairs the Commission, whose members include state legislators, educators, university presidents and deans, and other policymakers and experts.

MEMBERS

SREB Teacher Preparation Commission

Full listing >

PUBLICATIONS   RESOURCES   PRESENTATIONS   NEWS   BLOG POSTS   ALL

September 2017 | 8 pages | (17C03)

MORE THAN THE NUMBERS

Teacher Preparation Data Systems: State Policy and Recommendations

This first report from the SREB Teacher Preparation Commission recommends that states build strong data systems as a critical first step in efforts to improve teacher preparation programs. It describes systems in Louisiana, North Carolina and Tennessee as models to learn from and lays out promising practices from these early systems. Three major recommendations cover where the data should come from, what it should cover, and how it should be used.
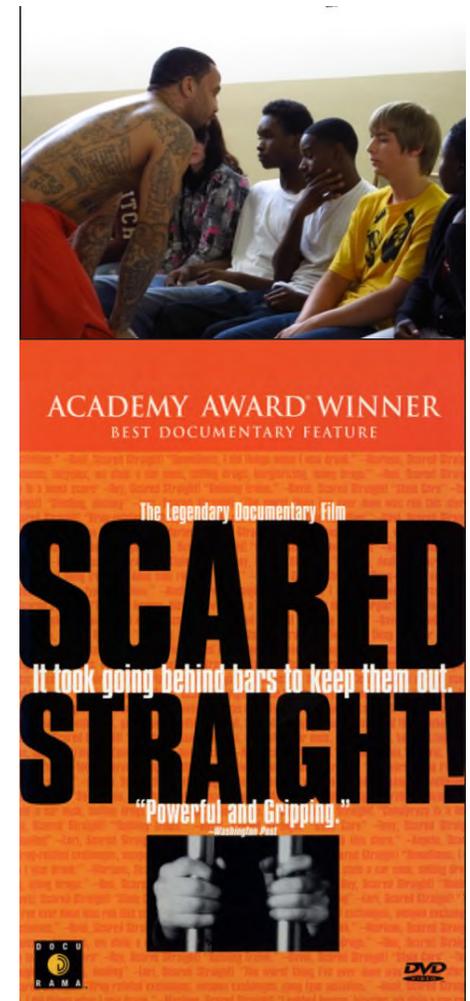
Motivation for the commission

- Effective teachers are crucial to improving student outcomes
- Teacher preparation can make an important difference
- We lack strong evidence on effective practices for teacher education, but have promising practices.
- States can begin now, with promising practices.

Reconciling Policy and Evidence

✓ Data and Evidence Matter

✓ Don't make the Scared Straight mistake

✓ We can't wait for definitive research

✓ Let's Explore Promising Practices

ACADEMY AWARD WINNER
BEST DOCUMENTARY FEATURE

The Legendary Documentary Film

SCARED
It took going behind bars to keep them out.
STRAIGHT!
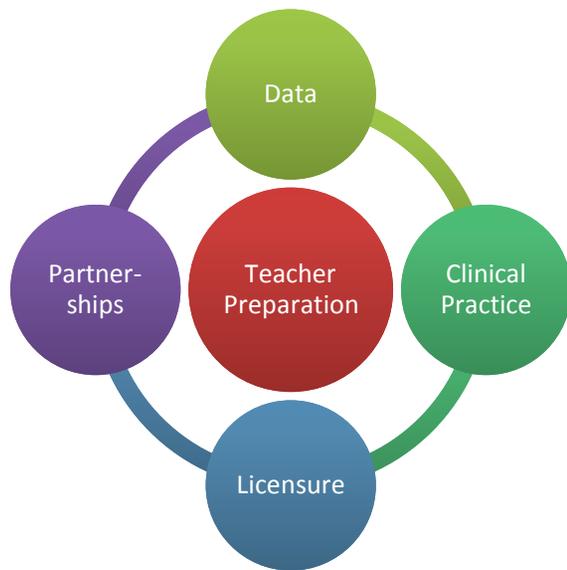"Powerful and Gripping."
—Washington Post

DOCU RAMA

DVD

Policy Tensions to Consider

**"Finish up here. We need you to teach third period math."**

✓ In certain fields (STEM, special education), we are facing dire teacher shortages.

✓ Higher standards for teacher preparation versus pressing need to recruit more teachers.

Promising Practices…

- ✓ *High-Quality Clinical Experiences*
- ✓ *Data Systems to Inform Improvement*
- ✓ *Program-School District Partnerships*
- ✓ *Revised State Licensure Requirements*

High Quality Clinical Experiences
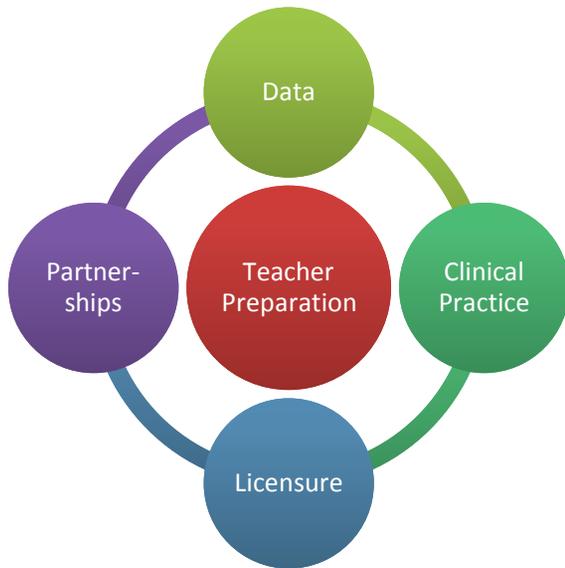
- More ≠ better
  - Quality trumps quantity
  - Residencies and traditional student teaching can work
  - Criteria for performance as a key lever

- Does the mentor matter?
  - Teachers need to work with experts with demonstrated evidence of quality teaching

Promising Practice: *High Quality Clinical Experiences*

| Presenters	Main Themes
Norman Atkins, Relay Graduate School	Maximize opportunities for practice with cycles of feedback. Develop systems for tracking candidate growth.
Karen DeMoss, Bank Street School of Education	Residencies may not be as expensive as they first appear
Hannah Dietsch, Louisiana Department of Education	States can and should define the skills candidates should master in clinical experiences
Mary Brownell, University of Florida	Mentor teachers are key. We need ways to develop and support them

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Clinical Experience Recommendations

Recommendation 1: For teacher preparation program approval, require that programs place candidates in high-quality clinical experiences.

Recommendation 2: Develop and offer support for training mentor teachers who can effectively guide prospective teachers.

Recommendation 3: Prioritize any available funding for full-year clinical stipends for candidates who intend to teach in hard-to-staff schools.

Recommendation 4: Require programs to report on the quality of clinical experiences

Effective Data Systems
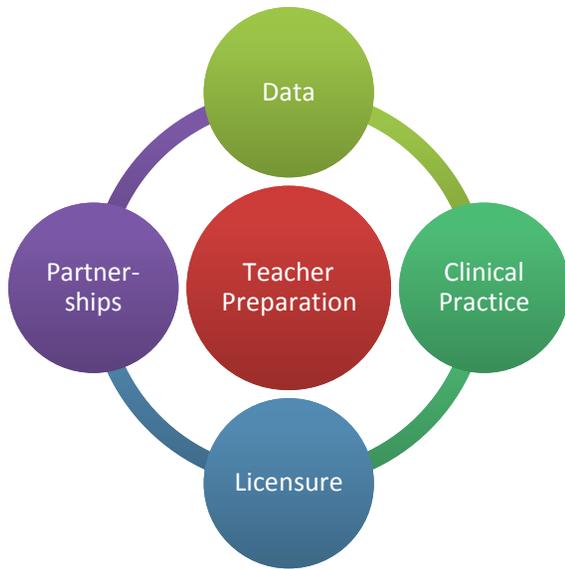
- ✓ Track teachers as they graduate from preparation programs

- ✓ Focus on outcome measures

- ✓ Develop systems to break down data silos

- ✓ Data should be accessible and transparent

"The dashboard provided the impetus for us to better understand how we could improve our mathematics teacher education programs. It helped us make the case that we need to do better. We are building a culture that uses data for improvement."

— Ellen McIntyre, Dean, UNC Charlotte College of Education

Promising Practice: *More than the Numbers*

| Presenters	Main Themes
Ben Riley, Deans for Impact	Common indicators, outcome measures (retention, achievement, observation)
Alisa Chapman, UNC Educator Preparation	UNC Educator Quality Dashboard for research and program improvement
Jamie Woodson, SCORE	Transparent information is a tool for programs, policymakers and candidates
Cassandra Herring, former Dean, Hampton University	Power of data (and Fitbits) in modifying behavior
Chris Minnich, CCSSO	Data systems to support continuous improvement of educator preparation

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Data Recommendations

Recommendation 1: Implement a state data system that synthesizes data on teacher development from various state and local education agencies.

Recommendation 2: Disseminate the data widely, tailored to the needs of specific audiences.

Recommendation 3: Empower change and expect improvement.

Recommendation 4: Hold all teacher preparation programs responsible for the performance of their graduates.

Prep Program-District Partnerships
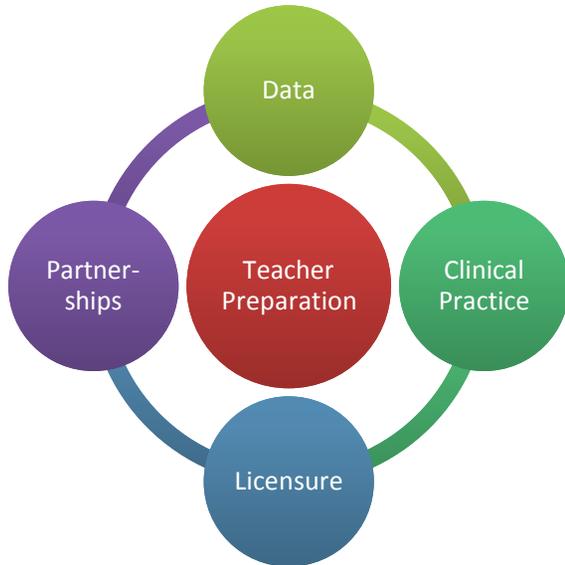
- ✓ Shared governance and accountability promote trusting and lasting relationships

- ✓ Data-informed conversations align preparation and teaching to improve student outcomes

"The partnership with Texas Tech creates teachers who know the culture and dialect of our local families. Texas Tech grads do not want to leave this local community, and now they get to add value to it." — Michael Hinojosa, Superintendent, Dallas Independent School District

Promising Practice: *Program-District Partnerships*

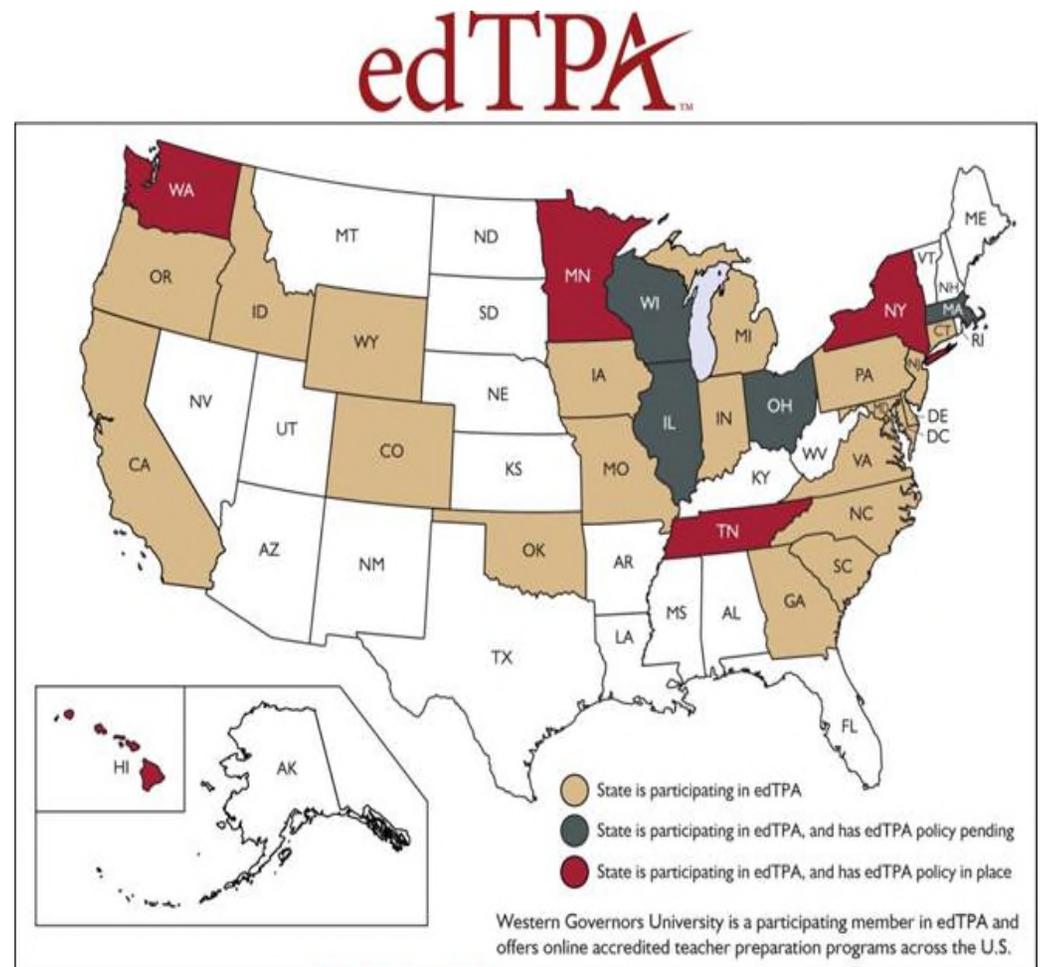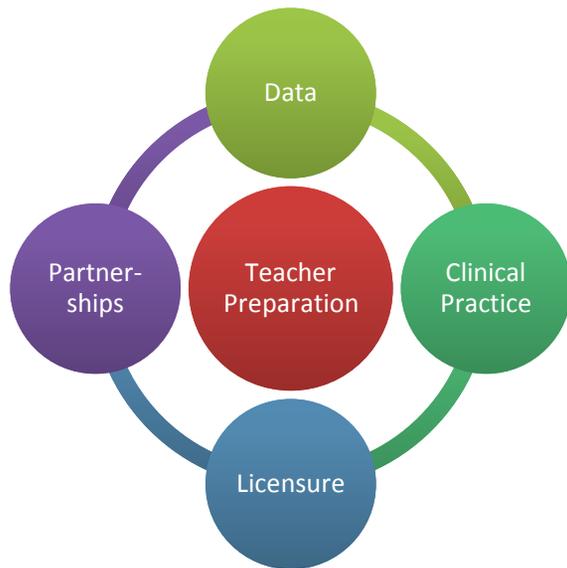| Presenters	Main Themes
Heloise Aucoin, Southeastern Louisiana University	Use a common language for describing quality teaching
La'Keisha McKinney, St. Charles Parrish Public Schools	Identify strong mentors and schools that promote candidate learning
Sarah Beal, US PREP	Create systems for data sharing and structures for communication

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Program-District Partnerships Recommendation

Recommendation 1: States should provide incentives and support for strong partnerships between teacher preparation programs and local school districts.

Promising Practice:
Licensure Requirements

✓ edTPA- performance assessment, an early model

✓ SREB states are trying many new things

Promising Practice: *State Licensure Requirements*

Presenters	Main Themes
Deborah Ball, University of Michigan	Licensure is powerful lever. Exams must require demonstration of classroom skills.
Ray Pecheone, Stanford University	New exams can improve teacher education by providing clear end goals.
Chris Koch, CAPE	Practice based licensure exams as key for program approval and accreditation
Liz Losee, Massachusetts DOE	Align exams to expectations for practicing teachers
Tom Tomberlin, North Carolina DPI	Minimize bureaucratic barriers to licensure while maintaining rigorous screening processes.

Licensure Requirements: Draft Recommendations

Recommendation 1: Adopt practice-based assessments of teacher readiness.

Recommendation 2: Hold all teacher candidates to the same standards of teacher effectiveness.

Recommendation 3: Identify a continuum of teacher development and link it to the licensure system.

Imagine a teacher preparation system where:

- ✓ Programs knew the career paths and performance of graduates and used that information to improve,
- ✓ Teacher candidates had high-quality opportunities to practice classroom skills,
- ✓ Programs and school districts had regular conversations about how best to improve teaching,
- ✓ All prospective teachers were evaluated on their ability to demonstrate classroom skills.

Over the last two years we have developed policy recommendations for such a system. Let's implement them!