Teacher Prep Reform: 
One Dean’s Perspective

Dr. Scott Ridley
Dean, College of Education
TEXAS TECH UNIVERSITY
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

University-School Partnerships for the Renewal of Educator Preparation
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
OUTCOMES
1) Teach effectively
2) Engage.inspire K-12 students
3) Increase student achievement

MEASURES
TAP Rubric
Student Attitudinal Measure
District Achievement Data

WHAT?

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
USPREP FINAL COUNTDOWN
Success is not Guaranteed

Space Shuttle Challenger - 1986
We are all about to be strapped to the **U.S.PREP** Rocket

- 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

PROVOSTS

DEANS

U.S.PREP

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

**THE CYCLE OF TRANSFORMATION**

**STEP 1**
Excitement of innovation & investment

**STEP 2**
Selective number of unhappy & loud Faculty

**STEP 3**
Students unhappy with increased expectations

**STEP 4**
Drop in enrollment; Unhappy Central Admin

**STEP 5**
SUPER STRONG support By School Districts
Strong reviews by CAEP & the “Inspectorate”

**STEP 6**
Slow return of enrollment, Students more positive (JOBS)

**STEP 7**
Reinforced but exhausted reformers
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**
<table>
<thead>
<tr>
<th>Educator Preparation Program Type</th>
<th>Traditional Undergraduate Program</th>
<th>Alternative Certification Program</th>
<th>Late Hire Alternative Certification Provision – After June 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admissions</strong></td>
<td>2.5 GPA</td>
<td>2.5 GPA</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>12 or 15 semester hours in subject-specific content</td>
<td>Content Exam or 12 or 15 semester hours in subject-specific content</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Coursework or Training Prior to Clinical Teaching or Teacher of Record</strong></td>
<td>80 clock-hours prior to clinical teaching assignment</td>
<td>80 clock-hours prior to being teacher of record</td>
<td>None</td>
</tr>
<tr>
<td><strong>Field Base Experience Prior to Clinical Teaching or Teacher of Record</strong></td>
<td>30 clock-hours prior to clinical teaching assignment</td>
<td>30 clock-hours prior to being teacher of record</td>
<td>None</td>
</tr>
<tr>
<td><strong>Clinical Teaching</strong></td>
<td>12 weeks full day or 24 weeks half day*</td>
<td>None*</td>
<td>None</td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td>N/A</td>
<td>One full school year paid teacher of record – up to 3 years</td>
<td>One full school year paid teacher of record – up to 3 years</td>
</tr>
<tr>
<td><strong>Field Supervision</strong></td>
<td>Three 45 minute observations during 12/24 week assignment</td>
<td>Three 45 minute observations during one full school year assignment</td>
<td>Three 45 minute observations during one full school year assignment</td>
</tr>
<tr>
<td><strong>To be teacher of record</strong></td>
<td>Complete program, pass content and PPR exams</td>
<td>Pass content exam or 24 college hours in subject taught</td>
<td>Pass content exam or 24 college hours in subject taught</td>
</tr>
<tr>
<td><strong>Coursework or Training for Program Completion</strong></td>
<td>300 Clock-Hours</td>
<td>300 Clock-Hours</td>
<td>300 Clock-Hours</td>
</tr>
<tr>
<td></td>
<td>*Up to 50 hours can be provided by the district or campus</td>
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</tr>
</tbody>
</table>

*Very rare exceptions
Probationary Certificates

Probationary Certs and Student Demographics

% of Teachers on Probationary

- % Non White
- % ED
- % At-Risk

*Based on 2014-2015 ECOS and PEIMS data
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.

Students with teachers at 90th percentile have the equivalent of 100 more days of schooling than students with teachers at the 10th percentile.
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

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