Auditing Teacher-Preparation Program Quality: Challenges and Opportunities
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Auditing Teacher-Preparation Program Quality: Challenges and Opportunities

Expert Presenter:

Mary-Dean Barringer, program director of education workforce, Council of Chief State School Officers

Related Article: States Slow to Close Faltering Teacher Ed. Programs
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Auditing Teacher-Preparation Program Quality

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<th>Federal (Title II)</th>
<th>State</th>
<th>Non-governmental (CAEP)</th>
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<tbody>
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<td><strong>Requirements</strong></td>
<td>Requires states to identify “at risk” and “low performing” programs.</td>
<td>Sets own standards, timeline, and process for reviewing colleges/programs.</td>
<td>Voluntary for most states.</td>
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<td>Can substitute for or supplement state process.</td>
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<td><strong>Consequences</strong></td>
<td>Only if the state also withdraws approval. (Might change under proposed rules.)</td>
<td>If a state withdraws approval, college or program can no longer recommend candidates for licensure.</td>
<td>Varies by state</td>
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What Are States Doing?

• Examination of data from 50 states; survey of each agency and review of state code

• An in-depth look at New York’s RATE process (2004-2010), using public records requests

• Interviews with teacher-preparation experts
Findings: 2009-10 to 2013-14

• Very few closures of entire departments or schools: 12 out of about 2,100 = ~0.5%

• Very few closures of programs, (i.e., elementary ed., French, physical ed.) 52 out of about 25,000 = ~0.2%

• In New York (2004-2010), a panel recommended denying approval to 8 institutions or programs. Every decision was overturned by senior officials or the Board of Regents.

• Most states give a lot of “second chances,” i.e., improvement plans; the approval processes lack clarity
Caveats

• State-provided data often incomplete, especially with alternative routes

• AL, MA, MN, OR, and WI did not respond or could not provide records

• Comparisons to other professions?

• Effective remediation?
More Info?

• See stories in the Jan. 7, 2015 edition of *Education Week*


Auditing Teacher-Preparation Program Quality: Challenges and Opportunities

Mary-Dean Barringer
Strategic Initiatives Director
Council of Chief State School Officers
Our Challenge
Promises Kept

Our Responsibility, Our Promise

CCSSO Task Force Report on Transforming Educator Preparation and Entry into the Profession
State Policy Levers to Support Learner Ready Teachers and School Ready Principals

- Licensure: four recommendations
- Program Approval: four recommendations
- Data Collection, Analysis, and Reporting: two recommendations
What is NTEP?

CCSSO created the Network for Transforming Educator Preparation, with support from foundation partners, to create a network of 7 states in 2013 that began piloting the recommendations in *Our Responsibility, Our Promise* with intensive supports, along with a group of national partners that work in support.
The first NTEP Cohort

State Participants:
1. Connecticut
2. Georgia
3. Idaho
4. Kentucky
5. Louisiana
6. Massachusetts
7. Washington

Two dozen National partners representing higher education governance and faculty; teacher associations; data focused organizations; policymakers and others.
Our Successes

- National partners have tackled the data challenges.
- Examples:
  - NASDTEC is piloting data sharing across states with MA, GA, WV.
  - TPA has proposed 2020 Key Effectiveness Indicators and analyzing current state ability to use.
Our Challenges

- How to design multi-tier licensure systems that foster a new focus on developing talent as well as accountability?
- What do teacher preparation programs need to include to make them “practice-rich”?
- What are the suite of assessments necessary for licensure recommendations?
- Can we create consensus around and movement toward the key performance indicators and reporting of ALL teacher preparation program performance?
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