

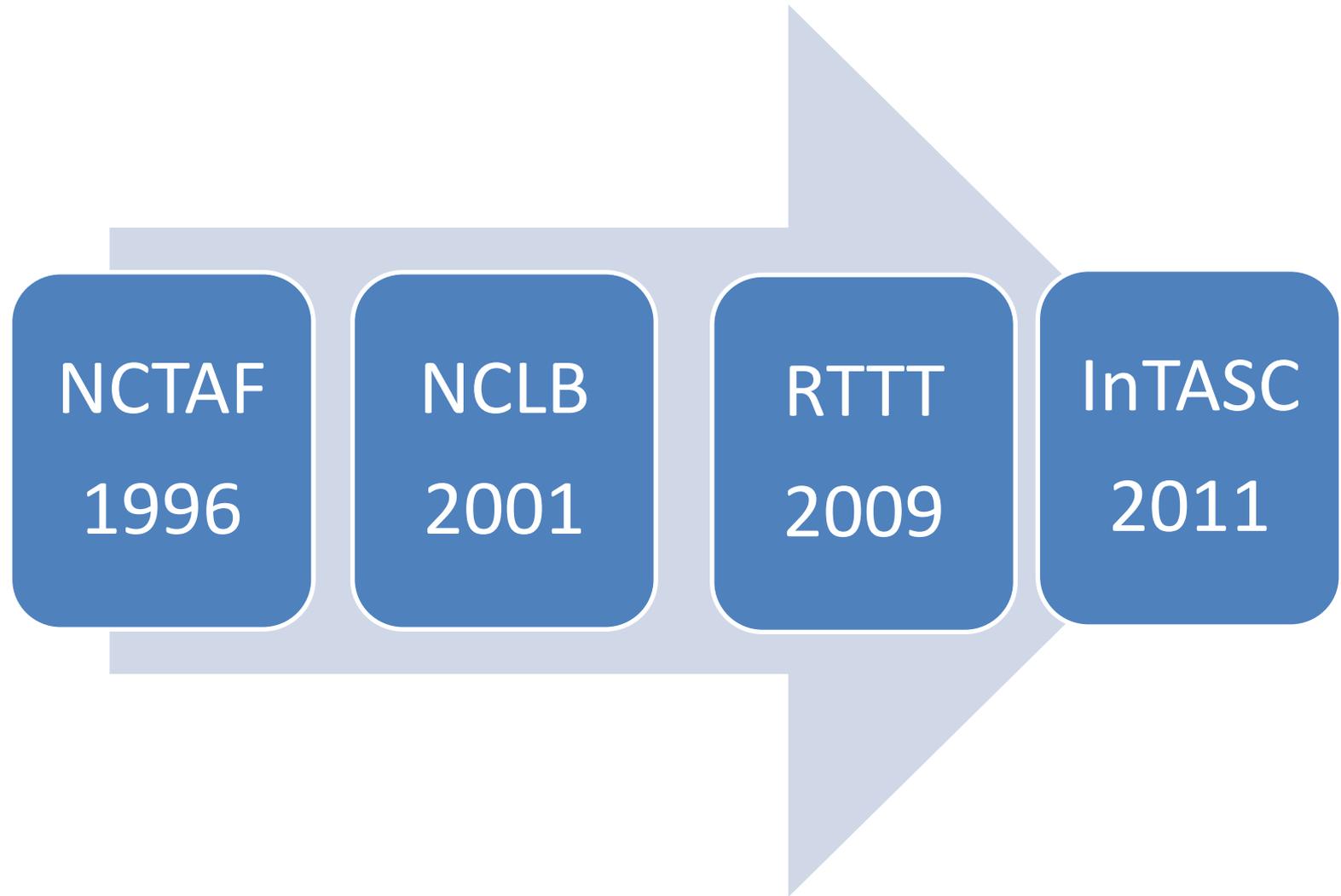
What Does It Take To Prepare And License The Teachers Who Can Make A Difference For California's Students?



**A Discussion Guide Presented To
California Teacher Preparation
Advisory Panel
March 28, 2012**

**Prepared By
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4 National Waves In Teacher Reform

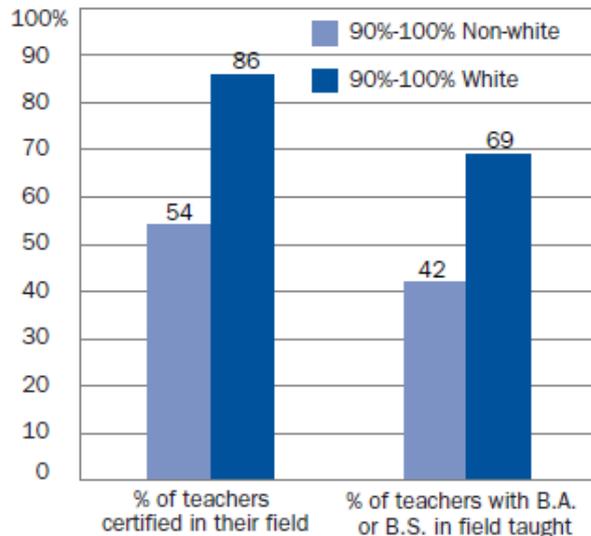


NCTAF: What Matters Most: Teaching & America's Future

1. Get serious about standards, for both students and teachers.
2. Reinvent teacher preparation and professional development.
3. Fix teacher recruitment and put qualified teachers in every classroom.
4. Encourage and reward teacher knowledge and skill.
5. Create schools that are organized for student and teacher success.

Qualifications of Secondary School Mathematics and Science Teachers

By school racial composition

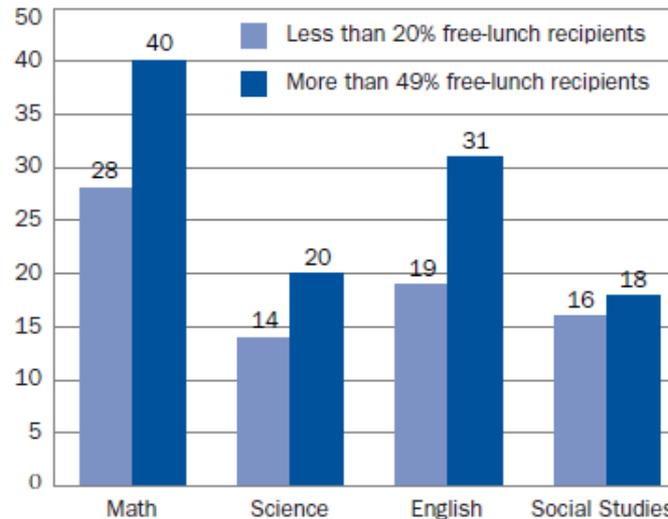


Source: Jeannie Oakes, *Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science* (Santa Monica, Calif.: RAND Corporation, 1990), p. 61

Qualifications of High School Teachers

By school poverty level

% of teachers without at least a minor in the field they teach



Source: U.S. Department of Education, Schools and Staffing Survey, School and Teacher Questionnaires, 1990-91, Published in *Teacher Supply, Teacher Qualifications, and Teacher Turnover: 1990-91* (Washington, D.C.: National Center for Education Statistics, 1995), p. 26

**In 1996,
these data
were
devastating**

- 56% percent of high school students taking physical science are taught by out-of-field teachers, as are 27% of those taking mathematics and 21% of those taking English.²⁵ The proportions are much higher in high-poverty schools and in lower track classes.
- In schools with the highest minority enrollments, students have less than a 50% chance of getting a science or mathematics teacher who holds a license and a degree in the field he or she teaches.²⁶

Source: What Matters Most: Teaching & America's Future (1996)

SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN- As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005-2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum —

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005-2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

NCLB focused ensuring that students in core subjects were taught by highly qualified teachers (HQT). NCLB's definition of HQT was extensive, but focused heavily on requiring teachers to demonstrate "competency" in the academic areas they were teaching.

OVERVIEW OF PROGRAM AND POINTS

Selection Criteria

A. State Success Factors (125 points)

- (A)(1) Articulating State's education reform agenda and LEAs' participation in it (65 points)
- (A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans (30 points)
- (A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

B. Standards and Assessments (70 points)

- (B)(1) Developing and adopting common standards (40 points)
- (B)(2) Developing and implementing common, high-quality assessments (10 points)
- (B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

C. Data Systems to Support Instruction (47 points)

- (C)(1) Fully implementing a statewide longitudinal data system (24 points)
- (C)(2) Accessing and using State data (5 points)
- (C)(3) Using data to improve instruction (18 points)

D. Great Teachers and Leaders (138 points)

- (D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)
- (D)(2) Improving teacher and principal effectiveness based on performance (58 points)
- (D)(3) Ensuring equitable distribution of effective teachers and principals (25 points)
- (D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)
- (D)(5) Providing effective support to teachers and principals (20 points)

E. Turning Around the Lowest-Achieving Schools (50 points)

- (E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)
- (E)(2) Turning around the lowest-achieving schools (40 points)

F. General Selection Criteria (55 points)

- (F)(1) Making education funding a priority (10 points)
- (F)(2) Ensuring successful conditions for high-performing charters and other innovative schools (40 points)
- (F)(3) Demonstrating other significant reform conditions (5 points)

Priorities

Priority 1: Absolute Priority – Comprehensive Approach to Education Reform

Priority 2: Competitive Preference Priority – Emphasis on Science, Technology, Engineering, and Mathematics (STEM) (15 points, all or nothing)

Priority 3: Invitational Priority – Innovations for Improving Early Learning Outcomes

Priority 4: Invitational Priority – Expansion and Adaptation of Statewide Longitudinal Data Systems

Priority 5: Invitational Priority – P-20 Coordination, Vertical and Horizontal Alignment

Priority 6: Invitational Priority – School-Level Conditions for Reform, Innovation, and Learning

The RTT stress the importance of effective teachers and principals

Source:
<http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>

Race To The Top

Effective teacher means a teacher whose students achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice).

Supplemental measures may include, for example, multiple observation-based assessments of teacher performance.

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

| Four Categories | Teaching Standards |
|------------------------------------|--|
| THE LEARNER AND LEARNING | Standard #1: Learner Development |
| | Standard #2: Learning Differences |
| | Standard #3: Learning Environments |
| CONTENT KNOWLEDGE | Standard #4: Content Knowledge |
| | Standard #5: Application of Content |
| INSTRUCTIONAL PRACTICE | Standard#6: Assessment |
| | Standard #7: Planning For Instruction |
| | Standard #8: Instructional Strategies |
| PROFESSIONAL RESPONSIBILITY | Standard#9: Professional Learning and Ethical Practice |
| | Standard #10: Leadership and Collaboration |

The Lessons

Teaching Quality Matters

A Full System of Support

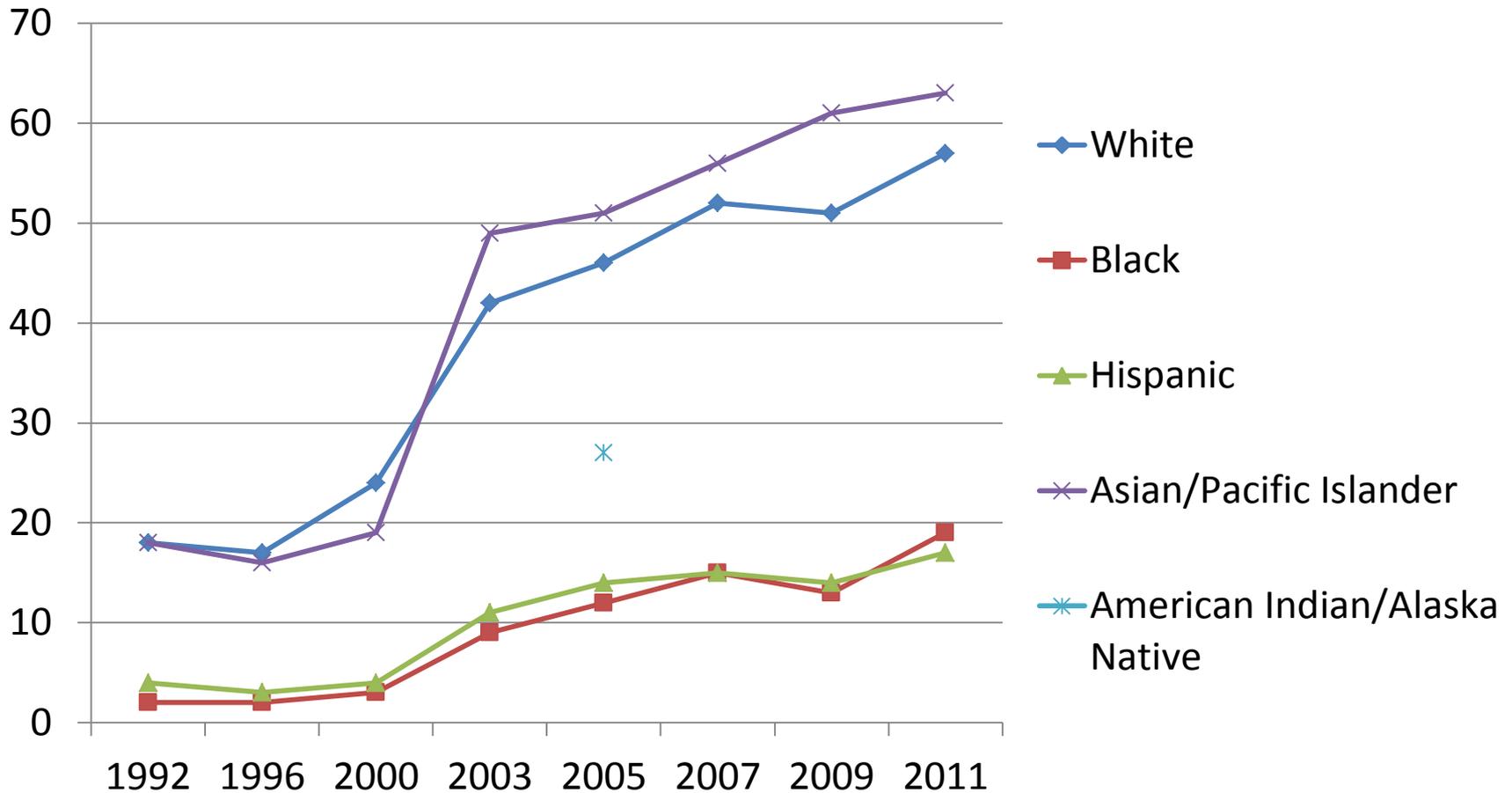
Content Knowledge

Student Outcomes

Balanced Teacher Standards

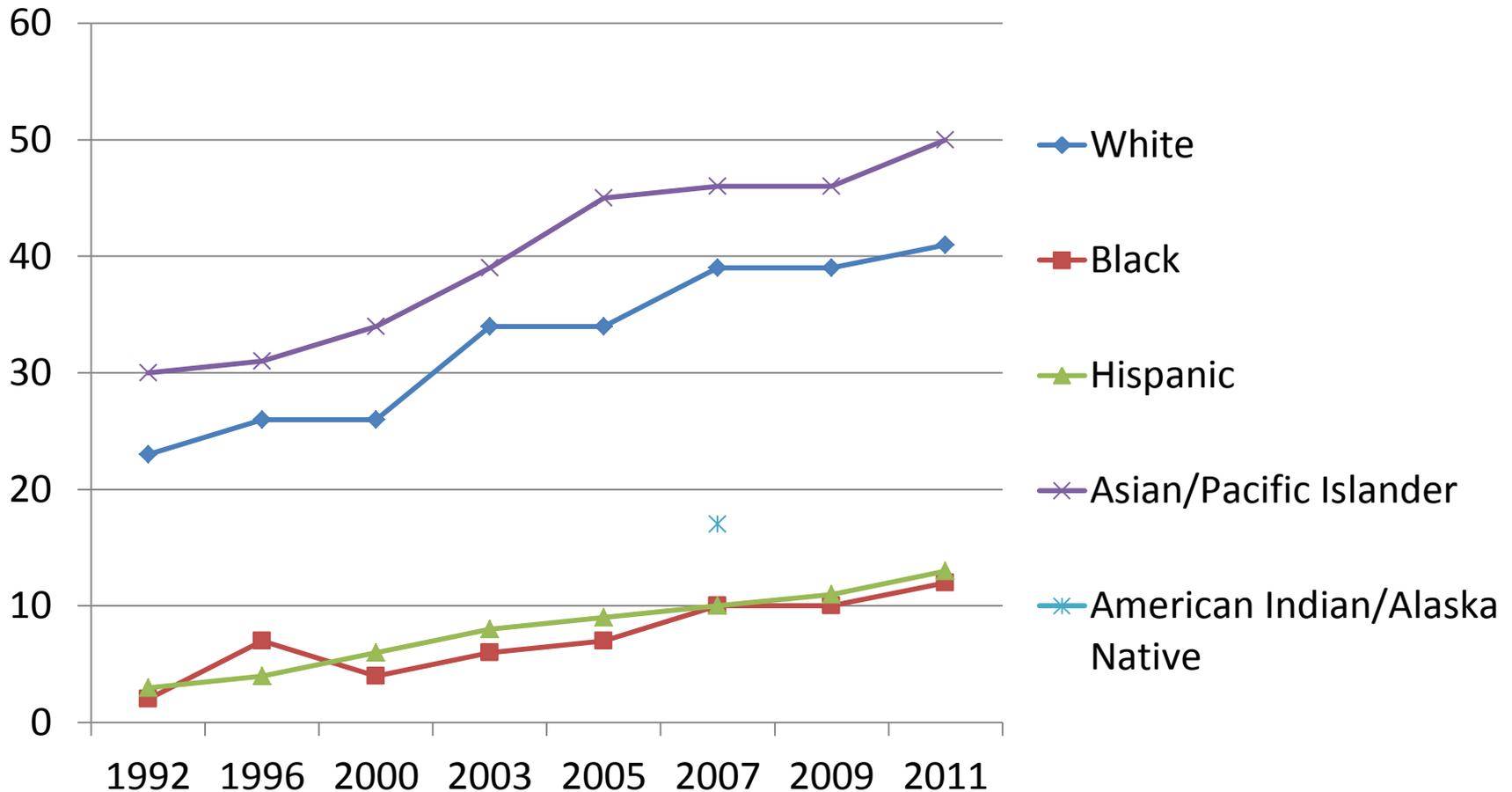
California's Context

California NAEP Data Grade 4 Mathematics Percent Proficient and Above



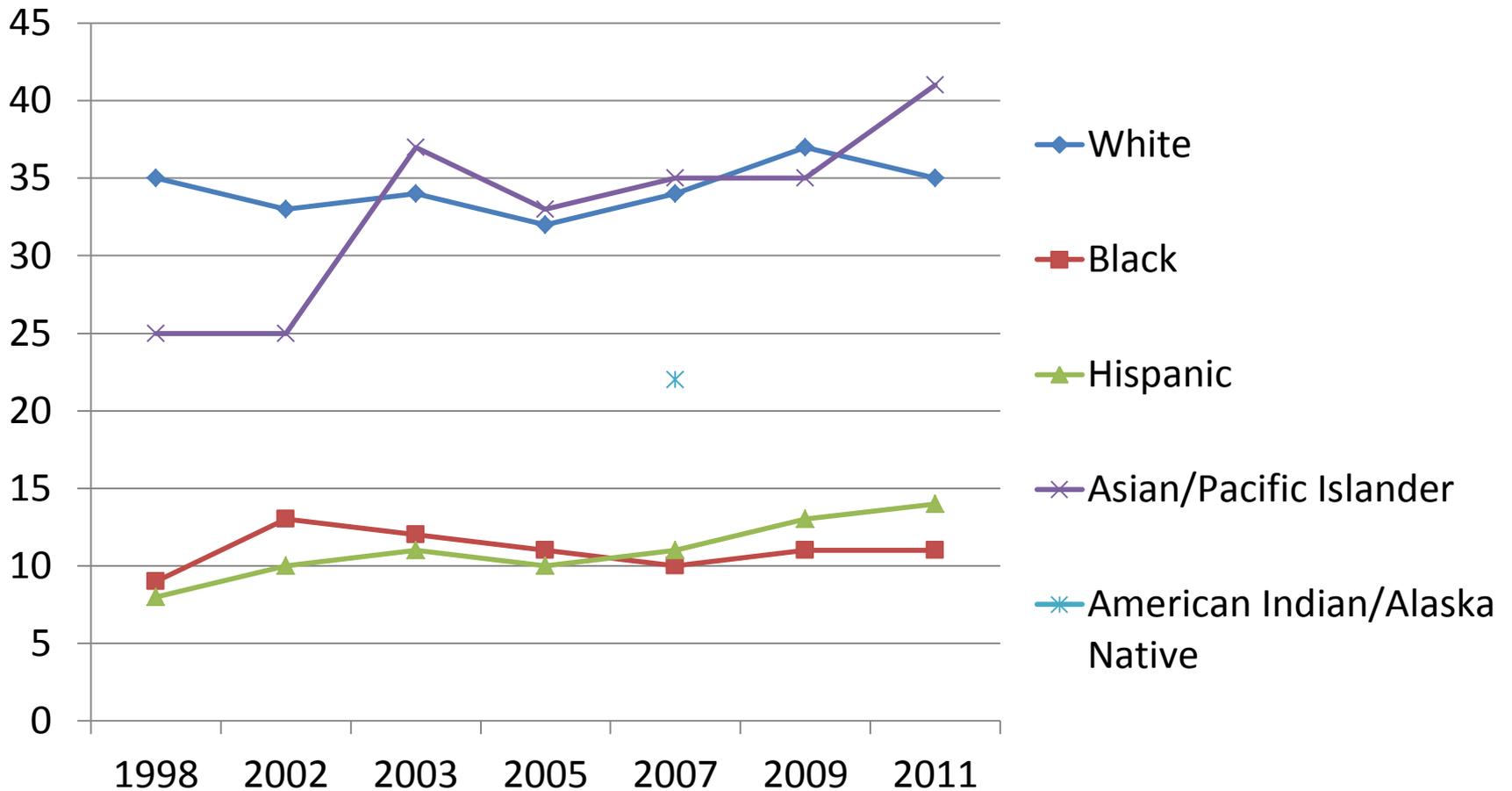
American Indian/Alaska Native data is not reported in all years because NAEP reporting standards have not been met.

California NAEP Grade 8 Mathematics Percent Proficient and Above



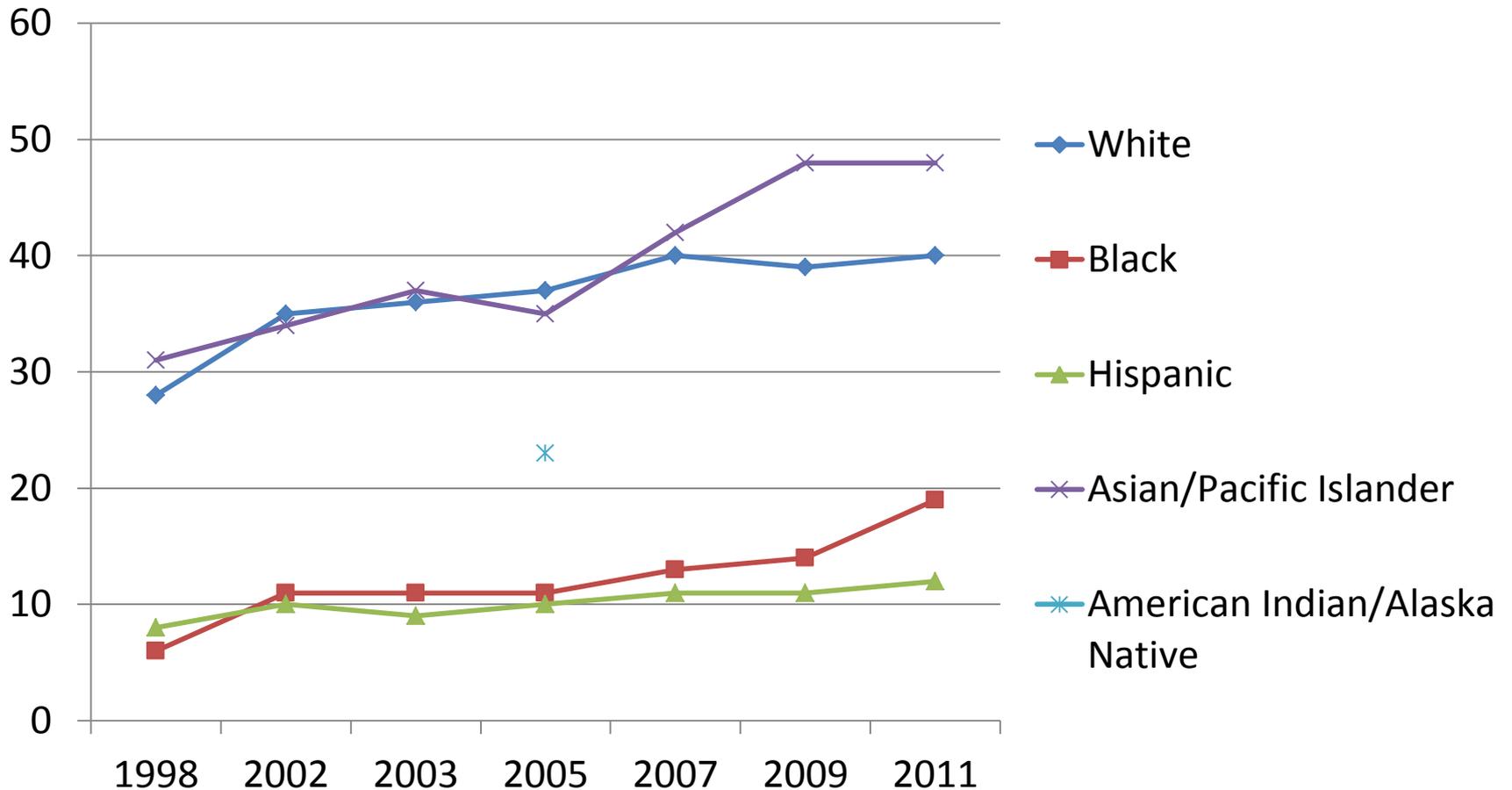
American Indian/Alaska Native data is not reported in all years because NAEP reporting standards have not been met.

California NAEP Grade 8 Reading Percent Proficient and Above



American Indian/Alaska Native data is not reported in all years because NAEP reporting standards have not been met.

California NAEP Grade 4 Reading Percent Proficient and Above

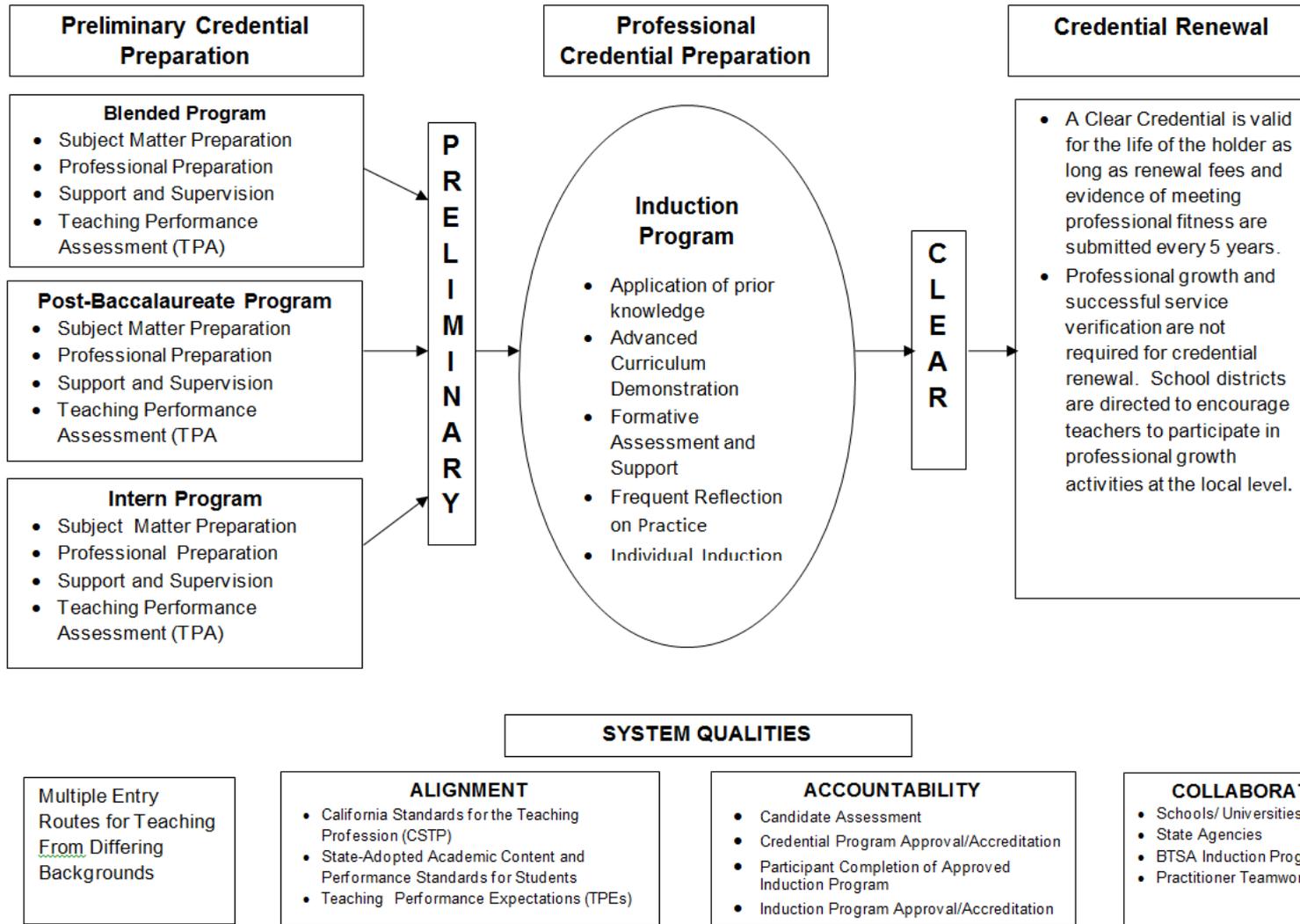


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California's General Education Teaching Credentials

| Multiple Subject | Single Subject |
|---|---|
| Elementary, Middle School In Core Settings, Self-Contained classes Pre-K-12, classes for adults | Teach specific content area in departmentalized settings - Pre-K -12, and adults |
| Majority of individuals holding multiple subject credentials teach in elementary schools | Primarily secondary schools |
| | Thirteen single subject areas: Agriculture, Art, Business, English, Foreign Language, Health Science, Home Economics, Industrial and Technology Education, Mathematics, Music, Physical Education, Science, and Social Science. |

California's Learning to Teach System



InTASC Standards (2011) and CSTP Standards (2009)

| InTASC | CSTP |
|--|--|
| Standard #1: Learner Development | Standard 1: Engaging and Support All Students in Learning |
| Standard #2: Learning Differences | Standard 2: Creating and Maintaining Effective Environments For Student Learning |
| Standard #3: Learning Environments | Standard 3: Understanding and Organizing Subject Matter For Student Learning |
| Standard #4: Content Knowledge | Standard 4: Planning Instruction and Designing Learning Experiences For All Students |
| Standard #5: Application of Content | Standard 5: Assessing Students For Learning |
| Standard#6: Assessment | Standard 6: Developing as a Professional Educator |
| Standard #7: Planning For Instruction | |
| Standard #8: Instructional Strategies | |
| Standard#9: Professional Learning and Ethical Practice | |
| Standard #10: Leadership and Collaboration | |

The CSTP (2009) Compared To The Ca TPEs

| CSTP | Ca TPE |
|--|--|
| Standard 1: Engaging and Support All Students in Learning | Engaging And Supporting Students in Learning |
| Standard 2: Creating and Maintaining Effective Environments For Student Learning | Creating and Maintaining Effective Environments For Student Learning |
| Standard 3: Understanding and Organizing Subject Matter For Student Learning | Making Subject Matter Comprehensible To Students |
| Standard 4: Planning Instruction and Designing Learning Experiences For All Students | Planning Instruction and Designing Learning Experiences for Students |
| Standard 5: Assessing Students For Learning | Assessing Student Learning |
| Standard 6: Developing as a Professional Educator | Developing As A Professional Educator |

Key TAP Policy-Level Work

1. **Whether California's current credential structure and authorizations are still best suited to preparing general education teachers to meet the instructional needs of students.**
2. Whether the thirteen single subject credential areas currently specified in state law are still best suited to preparing general education teachers to meet state and/or national priorities for improved K-12 instruction, especially with respect to the science, technology, engineering, math (STEM) areas and Linked Learning.
3. Whether pedagogical preparation to teach specific content areas is both sufficiently robust and up to date for all teacher candidates in California, and if not, in what ways can we ensure that every candidate receives sufficient and robust subject specific pedagogy.
4. Alignment of the Commission standards and examinations with the Common Core standards.
5. Whether the approach to alternative certification meets state and local needs for multiple entry points into the profession and whether California's approach to alternative certification sufficiently reflects an "alternative" to traditional teacher preparation while maintaining high standards.

Key TAP Policy-Level Work (Continued)

6. Whether the preparation for general education teachers and special education teachers is appropriately aligned, including whether Response to Intervention (RtI) should be included within the scope of the preliminary teacher preparation for all general education teacher candidates.
7. Whether the unit cap continues to serve the needs of general education teacher candidates.
8. Whether general education teacher preparation programs are sufficiently robust in preparing data literate general education teachers.
9. Whether the clinical practice model and/or other national reform models should be addressed within the general education teacher preparation program standards.
10. Whether online teaching should be incorporated into the set of knowledge, skills, and abilities that preliminary general education teacher preparation programs should develop in candidates.

Where Does Teacher Licensure Fit Into The System?

InTASC's Key Components Of A Teacher Effectiveness System

- Standards;
- Preparation;
- Licensing and certification;
- Induction and mentoring;
- Growth opportunities and supports;
- Evaluation and high stakes levers;
- Working conditions and system accountability.

Source: Hill, D., Stumbo, C., Paliokas, K., Hansen, D., & McWalters, P. (2010, July). State policy implications of the Model Core Teaching Standards (InTASC Draft Discussion Document). Washington, DC: Council of Chief State School Officers.

My Thoughts

1. Any data on the effectiveness of the current system?
2. What does your experience in high-need schools tell you about teacher certification and the other elements of the system?
3. How will changes to teacher certification impact the rest of the teacher recruitment, preparation, support, and evaluation system?
4. Are teachers sufficiently prepared to work in the area of Early Childhood?
5. Are teachers sufficiently prepared to work in middle School
6. What are the most effective ways to use the policy lever of teacher certification?
7. How will you measure the impact of any changes to teacher certification?
8. Specifically, how are the curriculum, evaluation and accreditation systems used in California's teaching preparation program linked to or impacted by the certification system?
9. How effective is California's current approach to continuing professional development for teachers?
10. What kind of training and support do principals get as instructional leaders?
11. Where are teachers and principals leaving the system and why?