

Network for Transforming Educator Preparation: Program Approval



Idaho Higher Education (IHE) Coalition & Network for Transforming Educator Preparation (NTEP)

- 2011: All Idaho public and private 4-year and 2-year institutions begin collaborating on best practices in teacher preparation
 - Goal: elevate the teaching profession through high quality pre-service preparation



Idaho Higher Education (IHE) Coalition & Network for Transforming Educator Preparation (NTEP)

- 2013: Idaho secures NTEP grant funding through the Council for Chief State School Officers, focused on the recommendations from *Our Responsibility, Our Promise*
 - One of the 20 recommendations from the Governor's Task Force
 - Goal: transform the way teachers are prepared, to ensure all are learner-ready on day one of their careers



Task Force Recommendations

20. Participation in the CCSSO's "Our Responsibility, our Promise" recommendations to improve teacher preparation.

We support Idaho's participation in implementing The Council of Chief State School Officers (CCSSO) "Our Responsibility, Our Promise" recommendations to help ensure that every teacher and principal is able to prepare students for college and the workforce.



Raising the Bar

- Input vs. Outcome – How do we know teaching candidates retained the information shared in teacher prep programs?
- Continuum of Professional Support – How can teacher prep programs support teachers in their first few years on the job?
- Instructional Shifts – What can teacher prep programs do to address changing K-12 standards?
- Ongoing Improvement – How can teacher prep programs use data to improve every year?



Input vs. Outcome

Program approval is now based on candidate performance, not how much professors lectured about the material.

- Formerly: Be sure educator preparation standards are reflected in the syllabi.
 - You can lead a horse to water . . .
- Now: Be sure educator preparation standards are reflected in the work those candidates do during their time with the institution.
 - Did you make him drink?
- If candidates were led to the water, but they didn't drink, programs are no longer approved.



Input vs. Outcome: An Example

- InTASC Standard #1: “The teacher understands how learners grow and develop . . .”
 - Formerly (Leading the horse to water): Show me where you taught this to candidates for teacher certification.
 - Answer: It is clearly spelled out in this syllabus that in ED101 candidates learned that students grow and develop differently.
 - (We told them, so they must know it.)
 - Now (Making the horse drink): Show me that candidates can demonstrate the ability to implement this.
 - Answer: Here are pieces of evidence that demonstrate candidates’ abilities to do this, including lesson plans, videos of instruction, K-12 student work, etc.
 - (We told them, here’s evidence that they know it and are able to do it in a clinical setting.)



Continuum of Support

What educator preparation programs are doing to support teachers after graduation:

- Individualized Professional Learning Plans
 - Candidates develop these while preparing to be teachers and take them to hiring districts.
 - Road maps for development of early educators
- Common Summative Assessments
 - Candidates evaluated before leaving institutions, using the same framework they will use in hiring districts.
 - Must be basic in all 22 components of the Danielson Framework
 - Hiring districts will know exactly what candidates' strengths and weaknesses are.
 - Charlotte Danielson indicated this should help early Idaho teachers reach proficiency in her tool quicker.



Instructional Shifts

What educator preparation programs are doing to address the changing landscape of K-12 education:

- English/Language Arts Idaho Core Standards
- Math Idaho Core Standards
- Data Literacy
- Educational Technology

Program approval now contingent on programs demonstrating candidate competencies in the above four areas.



Ongoing Improvement Processes

Program approval based on programs demonstrating commitment to improvement.

- Alumni survey – all alumni one year from graduation
- Content knowledge – analyses of Praxis II scores
- Teacher effectiveness, retention, and employment – tracking how effective educator preparation programs are in training effective teachers that stay in Idaho and teach



What does it take to get an institutional recommendation?

Formerly

- Credit compilation
- Passing the Praxis II
 - These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills that you need for beginning teaching.



What does it take to get an institutional recommendation?

Now

- Credit compilation
- Passing the Praxis II
- Demonstrated competencies in core, foundational, and enhancement standards for teacher preparation
- Danielson-based evaluation, basic in all 22 components
- Developed plan for continuing professional growth following graduation
- Demonstrated abilities to effectively use data, integrate technology, and teach to Idaho Core Standards

