Teacher Preparation Policy Forum

December 3, 2014

Why Teacher Preparation? Why Now?

We know that…

- Teacher quality is one of the most important factors affecting student achievement and success.
- Teacher preparation experiences have a great impact on teacher quality.

Today, we will…

- Identify and discuss opportunities to strengthen teacher preparation and certification policies and practices.
- Learn from district and preparation program leaders who are developing and piloting innovative approaches to teacher preparation and certification through the Believe and Prepare program.

After this meeting, we will…

- Continue speaking with educators, district leaders, program faculty, and policy-makers about these opportunities.
- Develop policy proposals for public review and discussion.
- Propose revised teacher preparation and certification policies to BESE next summer.

The Challenge:
Prepare Louisiana Students for College and Career

- **Louisiana's jobs market is changing**: Most Louisiana jobs require education after high school (four-year college or at a two-year technical and community college). In 2011, 28 percent of the Louisiana workforce had a two- or four-year degree. To meet Louisiana's future needs, that number must double.

- **Our students are just as capable as their peers around the country**: In part, this gap is because our own academic expectations do not correspond with the job need. While a score of "mastery" denotes readiness to complete at least a year of technical college or university on-time, in our state "basic" has been accepted as a mark of full proficiency.

- **Our students deserve high expectations**: Over the last 10 years we have seen a steady increase in our students' "basic" proficiency (over a 15 point increase). We now must turn our attention to increasing the rates of "mastery" student performance.

The Challenge:
Prepare Louisiana Students for College and Career

LEAP Basic or Above
NAEP Basic or Above
LEAP Mastery or Above
NAEP Mastery or Above
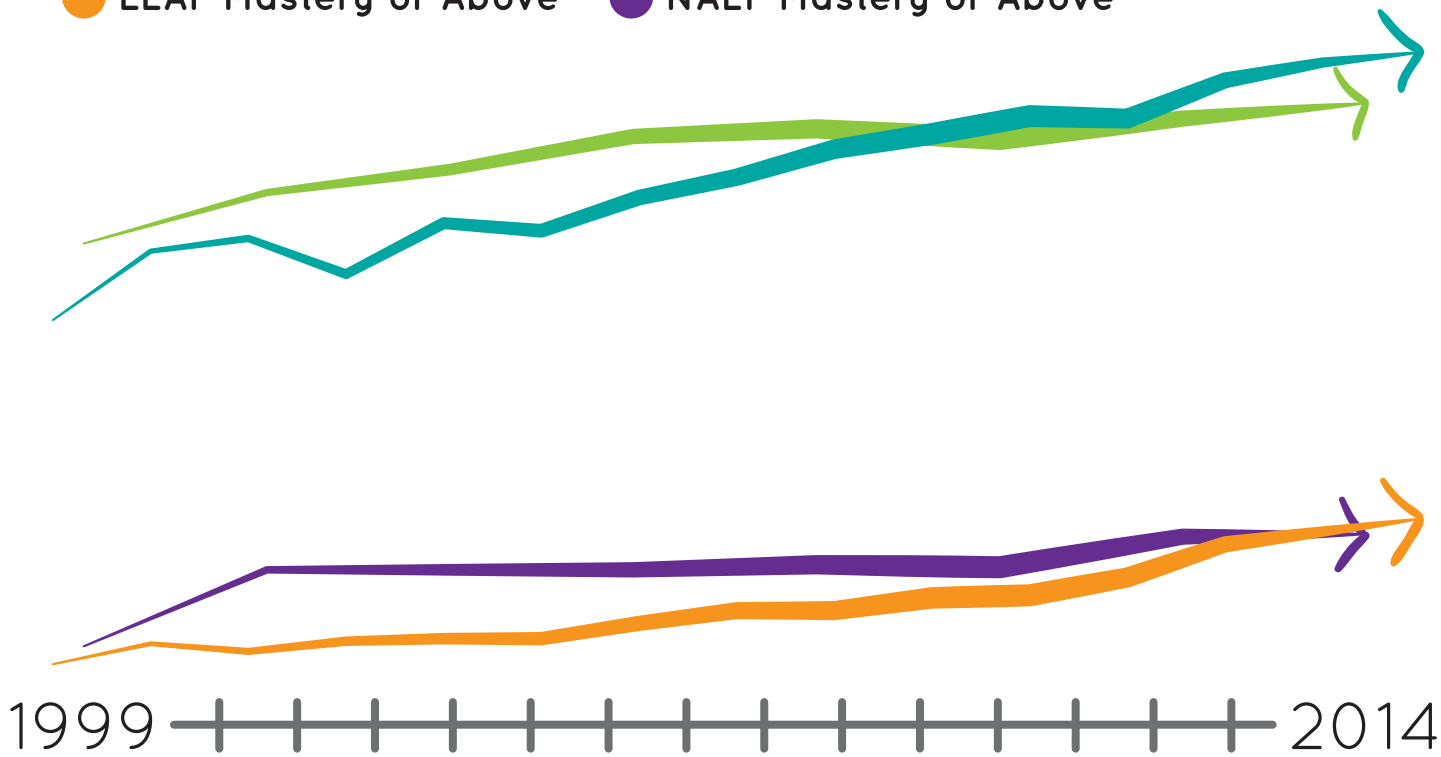
2025 MASTERY

GRADUALLY RAISE THE BAR TOWARD 2025 GOAL OF MASTERY AS NEW EXPECTATION

1999   2014

Support for Current Teachers

The Department is working to provide tools, resources, and training across the state to **support practicing educators** as they make changes to their planning, teaching, and assessing to ensure that all students have the opportunity to achieve success.

Set Goals	Plan + Teach	Evaluate Results
• **Content knowledge that support rigor of standards** • **Assessments that measure standards** • **Tools and data to define ideal student performance**	• **Standards aligned curricula** • **Quality texts and tasks** • **Models of standards-aligned instruction**	• **Quality data aligned to standards and goals** • **Student work exemplars** • **Space to reflect on student performance and adapt instruction**
• Practice tests • EAGLE Formative assessment tool • Assessment guides • Goal setting guidance • Goal setting models	• Instructional resource reviews • Curricular recommendations • ELA and math guidebooks • Text guidance • EAGLE Formative assessment tool • Instructional video library	• Data reports • Reflection tools • Collaboration models

Investing in Aspiring Teachers: Recruitment and Preparation

Nations with **high-achieving public schools**, like Finland and Singapore, invest in teachers before they start teaching. They have **strong, competitive teacher preparation programs** that focus on:

- Recruiting and selecting candidates who are likely to succeed in their classrooms

- Identifying the essential skills and knowledge that educators must have in order to be effective

- Providing ample time for aspiring teachers to practice in schools alongside highly effective teachers (CCSSO *Our Responsibility, Our Promise)*

Now is the time to consider these approaches here in Louisiana, to better prepare our next generation of teachers.

Believe and Prepare:
A New Vision for Educator Preparation

- Through **partnerships between school systems and preparation programs**, we can develop and pilot these new approaches to recruiting and preparing new teachers.

- Through the **Believe and Prepare program**, districts and preparation programs are developing new ways to prepare teachers for any school or classroom setting and meet workforce needs.

- Pilots' work is focused in these areas:

PARTNERSHIPS: Meeting Workforce Needs

STANDARDS: Defining Classroom Ready

PREPARATION: Learning through Practice

LICENSURE: Measuring Readiness through Performance

ACCOUNTABILITY: A High Bar for All Programs

Current Opportunities

PARTNERSHIPS: Meeting Workforce Needs

- Partnerships should focus on **recruiting and selecting academically high-performing candidates** who are likely to succeed in the classroom and who meet workforce needs—in terms of quantity, readiness, and certification area.

STANDARDS: Defining Classroom Ready

- Aspiring teachers need preparation experiences that **develop the practical knowledge and skills** that lead to success in the classroom.

PREPARATION: Learning Through Practice

- Aspiring teachers need **more practice and strong mentors** to master essential knowledge and skills.

LICENSURE: Measuring Readiness through Performance

- Teaching is a complex skill that **cannot be measured by paper and pencil** tests alone.
- **Principals should be making licensure decisions** to ensure that teachers meet the needs of today's classrooms.

ACCOUNTABILITY: A High Bar for All Programs

- All preparation programs must be held to the **equal, high expectations** to ensure that they produce skilled educators who match workforce needs.

Listening and Learning about
Current Teacher Preparation Experiences

July-August 2014: the Department surveyed new teachers, the programs that prepare them, and the schools and districts that hire and support them.

September 2014: the Department shared the survey results the Partners in Preparation report; Board of Regents Advisory Council meeting

October and November 2014: the Department hosted a state-wide series of focus groups with new and experienced teachers, principals, district leaders, and preparation program faculty to hear more about the challenges and explore possible solutions. The Board of Regents released preparation program data dashboards.   USDOE draft teacher preparation program accountability regulations released.

December 2014: Policy Forum: Partnerships, Standards, Preparation and Licensure

February 2015: Policy Forum: Partnerships, Standards, Preparation, Licensure, and Accountability

March-May 2015: Continued stakeholder discussions, policy development

May 2015: Policy Forum: Partnerships, Standards, Preparation, Licensure, and Accountability

Late Summer-Fall 2015: Propose policy to BESE

Today's Discussion

Today, we will discuss:

- PARTNERSHIPS: Meeting Workforce Needs

- STANDARDS: Defining Classroom Ready

- PREPARATION: Learning Through Practice

- LICENSURE: Measuring Readiness through Performance

At the next forum, we will revisit the above opportunities and discuss:

- ACCOUNTABILITY: A High Bar for All Programs

➔PARTNERSHIPS: Meeting Workforce Needs

STANDARDS: Defining Classroom Ready

PREPARATION: Learning through Practice

LICENSURE: Measuring Readiness through Performance

Partnerships: Meeting Workforce Needs

School leaders must be more consistently involved in developing aspiring teachers, so that teachers meet the needs of today's classrooms—in terms of quantity, readiness, and certification area.

Partnerships should focus on recruiting and selecting academically high-performing candidates who are likely to succeed in the classroom, and who will meet workforce needs in all certification areas, especially those in high demand like special education, math and science.

Survey and Focus Group Findings

Formal ongoing conversations between districts and preparation programs are not typical.

- 63% of district leaders reported that partnerships do not produce enough teachers to meet demand in all subjects and grade levels.
- 48% of preparation program faculty say they do not get enough information about districts' staffing needs to inform recruiting and selection.

Partnerships: Meeting Workforce Needs

When school systems and preparation program form partnerships to recruit, train, and certify classroom ready teachers, teachers are prepared for today's classrooms and workforce needs are met.

Believe & PREPARE
LOUISIANA'S NEXT GENERATION EDUCATORS

Morgan Ripski, Collegiate Academies President

Louis Voiron, Lafourche Parish Schools

PARTNERSHIPS: Meeting Workforce Needs

➔STANDARDS: Defining Classroom Ready

PREPARATION: Learning through Practice

LICENSURE: Measuring Readiness through Performance

Standards: Defining Classroom Ready

Aspiring teachers need preparation experiences that develop the practical knowledge and skills that lead to success in the classroom.

Survey and Focus Group Findings

- Teachers and district personnel say that teacher candidates need training in:
  - Selecting curricular resources (94% teachers/95% district)
  - Assessment (96% teachers/100% district)
  - Analyzing student data (96% teachers/98% district)

- New teachers typically struggle to:
  - Effectively manage their classrooms
  - Understand and use data to improve teaching practice
  - Create curriculum and make instructional choices without the assistance of a textbook
  - Teach reading
  - Differentiate instruction to teach all students

Standards: Defining Classroom Ready

If we identify the knowledge and skills that a new teacher must have in order to teach all children successfully in Louisiana's classrooms, programs will ensure that teachers are ready for the classroom.

- *Codify a set of new teacher competencies that align to current expectations for practicing teachers and serve as the basis for programs' design.*

PARTNERSHIPS: Meeting Workforce Needs

STANDARDS: Defining Classroom Ready

➔**PREPARATION: Learning through Practice**

LICENSURE: Measuring Readiness through Performance

Preparation: Learning through Practice

Aspiring teachers need more practice and strong mentors to master essential knowledge and skills.

Survey and Focus Group Findings

- 50% of teachers with 1-5 years of experience say they were not fully prepared for the realities of a classroom in their first year of teaching.

- "Most of the classes were theoretical, where practical knowledge and techniques would have been more helpful. … As a first year teacher, I know that the classroom management courses I took as part of my teacher preparation program did not prepare me for the realities of working in a high needs environment."   –Louisiana teacher

- "Upon finishing my teacher prep courses, I felt very good about teaching in 'the perfect classroom.' [My program] was very good with teaching theory… During my first year teaching I quickly realized what I learned in theory does not translate well to the actual classroom."   —Louisiana teacher

- "In a teacher preparation program everything is so isolated. Once you get into the classroom, it is not compartmentalized. You have to balance everything."   —Louisiana teacher

Preparation: Learning through Practice

If we combine theory-based coursework and classroom practice, and identify highly effective mentor teachers, aspiring teachers learn to teach with real students in our best classrooms.

- *Teach and assess new teacher competencies in real classrooms with diverse students.*
- *Ensure that all programs include a full year of teaching practice.*
- *Create flexibility to enable combination of coursework and practice.*
- *Recruit and train highly effective teachers to serve as mentors.*

Ben Kleban, New Orleans College Prep CEO

PARTNERSHIPS: Meeting Workforce Needs

STANDARDS: Defining Classroom Ready

PREPARATION: Learning through Practice

➔**LICENSURE: Measuring Readiness through Performance**

Licensure: Measuring Readiness through Performance

Teaching is a complex skill that cannot be measured by paper and pencil tests alone. Readiness must be determined by observing prospective teachers' practice and reviewing their impact on student learning.

Survey and Focus Group Findings

- A teaching license should convey a level of demonstrated expertise, as with other licensed professions (e.g., medicine, law), so that school leaders are assured of new teachers' readiness for the classroom.

- School leaders and preparation program faculty are not consistently discussing teacher candidate readiness (70% school/district leaders and 58% preparation program faculty).

- District administrators and principals lack decision-making power and influence in the new teacher preparation process.

- Principals do not have the authority to make certification decisions.

Licensure: Measuring Readiness through Performance

When school leaders observe, coach and assess prospective teachers' skills, initial certification means readiness for day one in the classroom.

- *School systems and preparation programs develop tests of readiness that are given over time as teacher candidates learn and master new teacher competencies.*

- *Principals decide when an aspiring teacher is ready for a license.*

Believe & PREPARE
LOUISIANA'S NEXT GENERATION EDUCATORS

Doris Voitier, St. Bernard Parish Superintendent

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