

# APPENDIX C

## **EXCERPT FROM THE 2006 PROFESSIONAL STANDARDS AND PRACTICE COMMITTEE**

The 2006 Professional Standards and Practice Committee's (PSP) report which was approved by the Representative Assembly contained, as a centerpiece, the NEA Principles of Professional Practice (PPP). The PPP are not standards but rather principles designed to guide "teachers and partners in developing, revising, or assessing teacher preparation programs, teacher licensure standards, evaluation and assessment programs, and other state, local, or national efforts to measure teacher quality." Each Principle of Professional Practice is of equal importance in quality teaching. Additionally, the PPP recognize that teachers enter the profession with different skill levels for each Principle of Professional Practice and thus the PPP serve as models for teachers and teacher communities to continuously improve their practice during their professional career. The charge to the PSP committee for 2007 was to continue to examine and make recommendations to ensure a caring, competent, and qualified teacher in every classroom.

In reviewing the work that it did during 2006, the PSP Committee came to believe that amid the growing discourse and debate about teacher licensure, the PPP could not stand alone as policy guidance to assess quality preparation and credentialing processes. The Committee also concluded that there are two critically important assumptions about the teacher licensure process. First, the development of teacher licensure processes are, and must remain, the domain of states to develop and must include the engagement and leadership of teachers and teacher associations. Second, that evaluating candidates for initial and/or professional state license must be separate and distinct from the process of evaluating teachers for employment decisions at the district level.

As the next step in this process the PSP Committee developed the Pipelines to Quality Teaching (see enclosed chart). The Pipelines to Quality Teaching (PQT) and the Principles of Professional Practice (PPP) together explain NEA's vision for preparing, credentialing and providing life long professional growth to teachers to help in meeting the educational demands of America's public schools. The PSP reviewed existing NEA Resolutions and determined that the PQT is consistent with NEA policy and practice.

The PSP recognizes that there are – and should be – multiple pathways for entrance into the teaching profession and for attaining full licensure. These pathways should provide options so that individual candidates may select the one that best provides them a pathway to full licensure. None should be considered superior or inferior to the other.

The Pipelines to Quality Teaching outlines the components that must be present in each pathway to ensure that every teacher candidate receives adequate support and training and meets high standards for teacher skill, knowledge and ability. By overlying these key components with quality content based on the Principles of Professional Practice, universities, schools districts, and state licensing agencies can help ensure that preparation and licensure programs are producing the quality teacher candidates our schools need and deserve. The NEA believes that each pipeline must be *equal in rigor*

and that every teacher candidate must meet *identical standards and measures* in order to receive a professional teaching license in a given state. Those same standards and measures should align with NEA's Principles of Professional Practice to ensure that processes for teacher licensure adequately address the skills, knowledge, and dispositions needed for effective teaching.

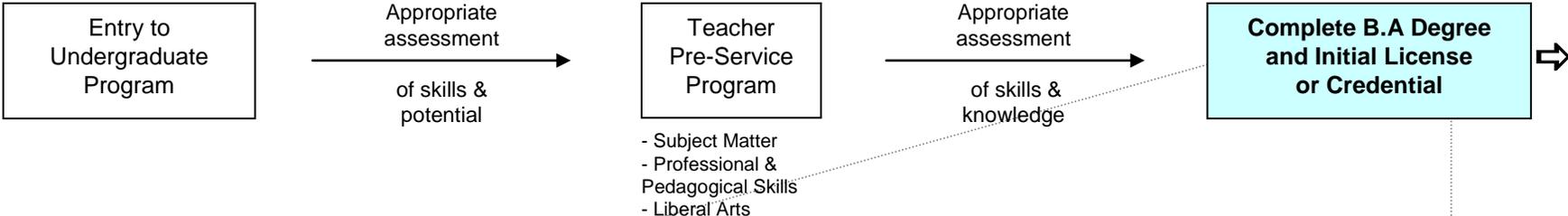
Using the lens of the PPP and PQT, policymakers can move away from the misguided debates about "Traditional vs. Alternative" routes and focus on more substantive issues of what new teachers should know and be able to do and how preparation and credentialing systems can best support the development of that knowledge and skill. To do this, the Pipelines identify three distinct pathways for teacher preparation and licensure: 1) the University-Based Blended Pipeline; 2) the University-Based Five-Year Pipeline; and 3) the Post-Baccalaureate Alternative Pipeline (sometimes referred to as an intern program). While each pipeline utilizes different strategies in different sequential order, they all share the same core elements:

- Every candidate must obtain a bachelor's degree that includes a liberal arts curriculum that ensures adequate basic skills in reading, writing, and computation.
- Every candidate must have preparation in and demonstration of subject matter knowledge in core teaching area and have an academic major in that same teaching area;
- Every candidate must have preparation in and demonstration of professional and pedagogical skills, knowledge, and ability;
- Every candidate must participate in supervised clinical practice via an internship, student teaching, and/or mentoring program;
- Every candidate must participate in a new teacher induction program that includes mentoring from a qualified teacher in addition to support and/or mentoring from university faculty, school administrators, and new teacher peers.
- A candidate receives a full professional license only after demonstrating effective classroom practice as a teacher-of-record.

The PQT serves to guide in the preparation and initial licensure of new teachers. The PSP recognizes that the professional license is only one step along to continuum of teacher development. Quality teaching requires on-going growth, knowledge, and skill development. The PPP are ideals for which teachers strive and can continuously improve throughout their career. As such, meaningful professional development, licensure renewals, continuing education, and even voluntary National Board Certification can be essential components in the teacher quality continuum.

The Committee concludes that the development of the Pipelines to Quality Teaching in partnership with the Principles of Professional Practice serve as the foundation for supporting quality teacher licensing systems.

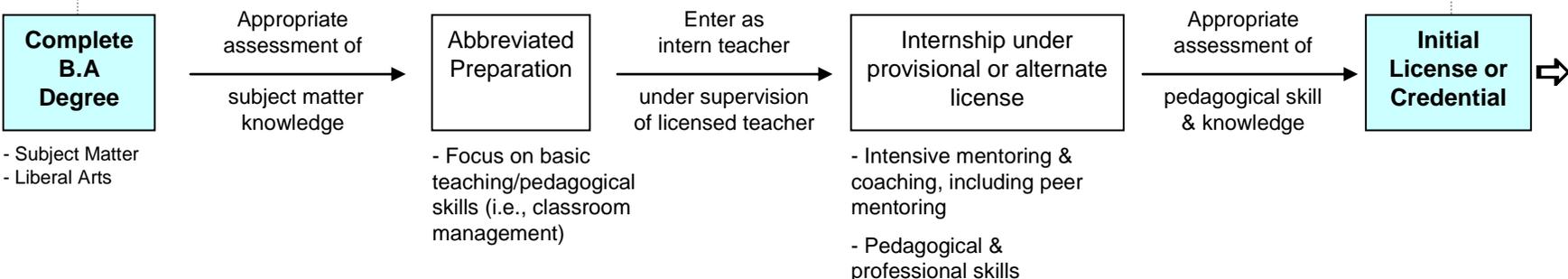
## University-Based Blended Pipeline



## University-Based Fifth Year Pipeline



## Post-Baccalaureate Alternative Licensure Pipeline



## All Pipelines Lead to Professional License

