Taking the Lead of Teacher Preparation Quality

Presenter:
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Unite, Inspire, Lead
Our Students, Our Union, Our Future
Today’s Session Addresses

- **NEA Strategic Goal**
  - Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment

- **NEA Organizational Priorities**
  - Every Student Succeeds Act (ESSA)
  - Early Career Educator
  - Institutional Racism/Racial Justice in Education
COMPETENCY: LEADING OUR PROFESSIONS

• **NEA Leadership Competency Progression Levels:**
  – Level 1: Foundational;
  – Level 2: Mobilizing & Power Building; and
  – Level 3: Agenda Driving

• **NEA Leadership Competency Themes:**
  – Advocates for quality inside our professions and promotes our union’s role in advancing education transformation and student learning.
In this session...

- Why are we (NEA) involved in this? (mission)
- When did this get started? (History lesson)
- What is CAEP? What was NCATE? TEAC?
- Who can be part of the work?
- How do we participate in accreditation?
- Where do we sign up?
Currently: NEA is leading the way...

A vision for the teaching profession based on three guiding principles:

1. Student learning is at the center of everything a teacher does.
2. Teachers take primary responsibility for student learning.
3. Effective teachers share in the responsibility for teacher selection, evaluation, and dismissal.
NEA’s Three-point Plan for Reform

“I am setting as NEA’s guiding star the advancement of a profession of teaching that centers on the success of students.”

Dennis VanRoekel
2012

1. Raising the Bar for Entry
2. Teachers Ensuring Great Teaching
3. Providing Union Leadership to Transform the Profession
Point 1: Raising the Bar for Entry

“The first step in transforming our profession is to strengthen and maintain strong and uniform standards for preparation and admission.”

- Every candidate: one full year of residency under supervision of a master teacher before earning a full license.
- Every candidate: pass a rigorous classroom-based performance assessment at the end of her/his candidacy.
“Profession-Ready” Teachers

- Teacher candidate has demonstrated the skills, knowledge, teaching ability necessary to be ready for the realities of the classroom on his/her first day as an independent teacher.

- To be “profession-ready,” candidates must:
  - demonstrate subject matter mastery,
  - demonstrate pedagogical content knowledge mastery in their subject for certification, and
  - demonstrate their teaching skills and knowledge through a performance-based assessment.
Quality of Educator Preparation Programs (EPPs)

- Can just anyone teach?
- Can just anyone prepare teachers, principals, counselors, library media specialists, etc.?
- Can anyone prepare Physicians? Engineers?
- Who decides about Educator Prep Programs?
- How are Educator Prep Programs approved?
States and/or Accreditation

- Voluntary *(only state has power to require it)*
- Some EPPs must be accredited in order to operate
- Some individuals must graduate from accredited schools to be licensed.
- Accreditation (unit) + licensing (individual) = public confidence *(ensure well prepared teachers.)*
- Accrediting body renders a professional judgment about the quality of the education.
Guess who’s coming to accredit?

• One of five founding member in the creation of NCATE (1954) along with...
  – American Association of Colleges for Teacher Education (AACTE)
  – Council of Chief State School Officers (CCSSO)
  – National School Boards Association (NSBA)
  – National Association of State Directors of Teacher Education and Certification (NASDTEC)
More History: NCATE and NEA

- NCATE became... Non-profit, non-governmental alliance of 35 national professional education and public organizations.
- Accrediting more than 700 college of education with over 100 more in candidacy.
- Performance-based system based on six standards.

- But... a competitor emerges: TEAC
History of CAEP

NCATE
- Founded 1954
- Accredited 700 institutions

TEAC
- Founded 1997
- Accredited 213 programs in 164 institutions

CAEP
- Founded 2013
- NCATE & TEAC merged
- Only accreditor for educator preparation in the US
Activity 1: What matters?

• Accreditation process leads to decisions, recommendations for needed improvements or even who shouldn’t be accreditation.

• What is important enough to look at to make these decisions? (work in small groups, report out)
Standard 1: Content and Pedagogical Knowledge

The provider ensures candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
Standard 1: Multiple quality assessments

– Questions the EPP answers

• What is the item of evidence?
• When and where is the assessment used?
• What criteria for success have been established?
• What is the intended use of the assessment and what is it purported to measure?
• What does the evidence mean?
• How is the evidence used to support improvement?
Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities:

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.
Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.
Standard 2:
2.1 – Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.
Standard 2:  
2.2 – Clinical Educators

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.
Standard 2: 
2.3 – Clinical Experiences

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.
Activity 2: Critique Standard 2

• Read through the elements of Standard 2...

• Develop a list of things YOU would expect to see if YOUR school were partnering with an Educator Preparation Program.

• What evidence would be helpful if you were a site visitor evaluating Standard 2?

• Discuss, then report out for large group.
Activity 2b: Apply Standard 2

• Read through the sample standard 2 information.

• Compare the evidence, narrative with the standard.

• What was well-demonstrated? What was weaker or missing from the evidence?

• How would you write a summary?
Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.
Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
Would you be interested...

- Receiving extensive training for participation
- Visiting a college/epp campus 1 or 2 times a year
- Participating in prelim web based review, discussion
- Collaborating as a colleague with other reviewers from college faculty, administration, policy, public
- Writing summaries of your findings
- Taking a new leadership role in the quality of our profession, future of our profession
Here’s how:

• Use the website - www.caepsite.org/ova

• Provide your demographic data

• Include a GREAT resume of qualifications

• Participate in the training if selected
CAEP
Council for the Accreditation of Educator Preparation

Call for Service: 2016
Online Volunteer Application to Serve on CAEP

Returning Applicant -or- Recommender

If you have an ID and password from any of the following scenarios, please login:
1. Recommending Organization (login ID and password received via e-mail)
2. Recommended Individual (login ID and password received via e-mail)
3. Returning Individual Applicant (login ID and password created and confirmed through e-mail activation)

Login ID: Your e-mail address

Password: Password
Forgot your password?

Remember my ID on this computer

Login

Or

New Individual Applicant, create an account
1.2 Current and Primary Role in Education *

- P-12 Education
  - Employer of Educators
  - P-12 Administrator (Principals, assistant principals, assessment director, etc) Please describe your role: 

- P-12 Student Teacher
- P-12 Teacher
- School Board Member
- Other (Please specify)

- Policymaker/Governmental Agency Staff
  - Chief State School Officer
  - State higher education agency leader
  - State agency staff
  - Other (Please specify)

- Postsecondary Education
  - Chancellor
CAEP Volunteer Corps - Positions

3.1

Please rank up to three accreditation roles in which you are interested and have expertise. You can read more about each volunteer role by clicking the "PDF" button next to the role. The selections will be ranked in the order they are clicked. If you wish to change your selections or rankings, simply uncheck the boxes and proceed:

Accreditation Volunteer

- Annual Report Reviewers
  - Time Commitment Required: Up to 20 hours annually, reviewing Annual Reports and providing feedback to EPPs and CAEP.
- Assessment Reviewers
  - Time Commitment Required: Up to 24 hours annually to review and give feedback on up to three suites of assessments submitted by EPPs (each EPP generally submits between 4-8 assessments).
- Formative Evaluators
  - Time Commitment Required: Up to 24 hours annually to review and give feedback on up to two Inquiry Brief Self-study reports submitted by EPPs (one Brief semi-annually or two Briefs in a 6 month period [reviewer's choice]).

Specialized Professional Association Program Reviewers

- Time Commitment Required: Minimum of 20 hours annually to review at least one SPA submission for the appropriate professional association.

Visitors/Visitor Team Leads

- Time Commitment Required: Site Visitors are expected to participate in at least one visit per calendar year. On average, an estimated 60 hours of preparation are involved before, during, and after each visit. Site Visitors must also commit to being able to travel to an onsite visit, which generally takes place on a Sunday-Tuesday during the academic semester.

Accreditation Council Members

The Accreditation Council is currently comprised of Commissioners. Please select the pathway you have experience with:

- Inquiry Brief Commission
- Selected Improvement/Transformation Initiative Commission

- Time Commitment Required: Accreditation Council members are expected to attend and fully participate in 3-4 meetings per year; two in-person meetings (typically four days each) and 1-2 phone/electronic meetings, as needed.

Council members also serve on standing committees of the Accreditation Council.
Volunteer Roles:

• Annual report reviewer
• Assessment reviewer
• Formative Evaluators (Inquiry Brief)
• Specialized Professional Association Program Reviewer

• Visitors, Team Leads
• Accreditation Council Member
CAEP values its volunteers. They are vital to accreditation, and the process relies on engaged, participatory volunteers with a commitment to serve and work with diverse individuals. CAEP serves as a model accreditor with rigorous standards, demanding sound evidence, and establishing a platform to drive continuous improvement and innovation.

*I am committed to attend and fully participate in the time commitment requirements of the volunteer positions for which I have applied (See Section 3.1 above for time commitment requirements for each volunteer role).

- Yes - No

*I am aware of CAEP's definition of diversity [HYPERLINK to: (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background)] and have a commitment to working with and serving individuals from diverse backgrounds.

- Yes - No

*I understand that my service will demand a willingness to make difficult, fair, but defensible decisions.

- Yes - No

3.3 *

CAEP’s mission: Advance excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 learning.

Briefly describe what you see as the value of accreditation and/or what it is that compels you to serve as a CAEP volunteer? (max 250 words) 0 left
### 3.4 Bio/Resume/Curriculum Vita *

Please upload your bio/resume/curriculum vita. CV/resume should reflect relevant work history, professional contributions and productivity related to your desired volunteer role(s). Please limit CV/resume to five pages. [Application Review Criteria](#)

### 3.5 Affiliations/Networks *

CAEP is committed to fostering the diverse representation, active engagement, and informed participation among governance leaders and volunteers. In order to achieve our goal, CAEP is seeking diversity among affiliations, networks, and experience.

Please indicate below which organizations you are CURRENTLY a member of.

**CAEP Member Organization:**

- [ ] American Association of Colleges for Teacher Education (AACTE)
- [ ] National Association of Elementary School Principals (NAESP)
Do you belong to any of these?

- NAESP
- NAEYC
- NAGC
- NASP
- NASSP
- NBPTS
- NCSS
- NCTE
- NCTM
- NEA
- NSTA
- SHAPE
- TESOL
- AACTE
- ACEI
- ACTFL
- AFT
- ALA
- AMLE
- ASCD
- ATE
- CCSSO
- CEC
- CEC
- ELCC
- ILA
- ISTE
- NASBE
### Other Education Organization:

- The Association of American Universities (AAU)
- American Educational Research Association (AERA)
- Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
- The Council of Academic Deans From Research Education Institutions (CADREI)
- Council of the Great City Schools (CGCS)
- Council of Social Work Education (CSWE)
- Hispanic Association of Colleges and Universities (HACU)
- Montessori Accreditation Council for Teacher Education (MACTE)
- The National Association for Equal Opportunity in Higher Education (NAFEO)
- National Association of State Boards of Education (NASBE)
- The National Parent Teacher Association (PTA)
- State Higher Education Executive Officers Association (SHEEO)
- Teacher Education Council of State Colleges and Universities (TESCU)

Other (please specify):

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2017 NEA National Leadership Summit | February 24-26, 2017
CAEP Accreditation is rooted in using evidence in assessment, decision making, and planning. EPPs maintain quality assurance systems to support data that can inform continuous improvement, and they take responsibility for the credibility of evidence they use to demonstrate that CAEP standards are met.

Briefly describe your expertise and skills in developing or reviewing assessments and/or the analysis and use of data to make improvements, changes, or assure quality.
(max 200 words) 0 left
Activity 3 - Assessment

• What have you done with assessment development in your work?

• What have you done to critique assessments or their alignment with what they are intended to measure?

• What have you done with reviewing assessment data to guide development, implementation of strategies?
CAEP is committed to a volunteer pool with diverse sets of skills and experiences to contribute to the advancement of educator preparation. Please review the skill sets and experiences listed below, select up to three that you feel are your greatest strengths. Once selected, please provide additional narrative on why you chose the area as a strength.

- Research experience and comprehension
- Analytical and evaluation skills, including the interpretation and analysis of data, use of rubrics and assessments
- Preparation of new educators (e.g. Mentor, Clinical Supervisor, Cooperating Teacher, Co-Teacher)
- Collaborative work between communities, P-12 school, and educator preparation providers
- Demonstrated experience in P-12 education
- Ability to clearly and concisely convey observations and findings in writing
- Applying formatting guidelines and providing editorial feedback
- Demonstrated experience in accreditation (Educator Preparation, Higher Education, or P-12)
Strength Areas

• Research experience and comprehension
• Analytical, evaluation, data use, rubric use, interp.
• Prep of new teachers (includes cooperating teacher role)
• Collaboration experience (with higher ed, et al)
• Demonstrated P-12 experience
• Clear, concise, skillful writer
• Editing, formatting writing (yours and others)
• Demonstrated experience in accreditation
Activity 4: Highlight your strengths

- Consider the list of strength areas
- Pick two and brainstorm what you consider to be strengths you could cite
- Share your strengths with others in your small group
- What strength ideas did you hear that suggested additional idea for your own skill set?
- Share ideas with the whole group.
Activity 4: Brainstorming your strengths

Our list:

• Item 1
Consider the opportunity

- Expand your professional network
- Deepen your skills with data, assessment,
- Demonstrate your writing, analytical, editing skills
- Work for reasonable and effective decision-making
- Speak for the profession with p-12 expertise
- Become a resource for EPPs near you
- Become a resource with your State EPPs, Association
- Influence teacher quality, preparation quality
Session Outcomes

• Content from session can be used in your current position/role:
  – Evaluation skills  
    (continued professional learning)
  – Tool for expanding leadership and helping develop colleagues (a new program)
  – Association increases members value, respect, relevance (new emphasis for local)
Thank you for joining this session!

- Please complete the evaluation for this breakout session!
- Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment

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