Deepening and Strengthening Teacher Education

FREE WEBINAR: Thursday, Dec. 8, 2011
12 to 1 p.m. ET
Stephen Sawchuk
Assistant Editor, *Education Week*
Deepening and Strengthening Teacher Education

Expert Presenters:

Mari Koerner, dean, Mary Lou Fulton College of Education, Arizona State University

Deborah Loewenberg Ball, dean, School of Education, University of Michigan
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
“We're unwilling to accept this notion that it's the school boards' fault, the state funding model's fault. We are responsible, at least in part, for the outcomes of the K-12 enterprise.”

-Michael Crow, President, ASU
2008-2010: Structural transformation strengthens mission.

Reorganizations & Mission

College of Education & Fulton Institute and Graduate School of Education
Tempe campus

College of Teacher Education & Leadership
West campus

School of Educational Innovation & Teacher Preparation
Polytechnic campus

combined to create

MARY LOU FULTON TEACHERS COLLEGE

- a single stronger Research I college of education
- focus on researching teacher education and its impact on PreK-12
At a Glance

Number of degree programs 35
(BAE, MEd, MA, EdD, PhD)

Annual Award Expenditures $15 million

Alumni 60,000+

Fall 2010 Enrollment 6,199
(Undergrad 3,714 / Grad 2,485)

FY10-11 BAE graduates 1,100

_U.S. News & World Report_ ranked Teachers College
• 25th among public graduate schools of education
• 35th among all public and private graduate programs in the field

The college has been ranked one of the best for 12 consecutive years.
Although we underwent reorganization, we kept the programs, faculty, and courses that ASU has had for many years.

- **University Mission: Social Embeddedness**
  - Establish PDS and site-based efforts statewide
  - Partnerships

- **Clinical Model of Teacher Preparation**
  - iTeachAZ – Full year student teaching with coursework delivered onsite

- **Curriculum Reform**
  - Reducing education coursework 25%
  - Replacing with redesigned content courses

- **Data Collection**
  - Research Center
  - Tracking our graduates
  - Studying effects of new curricula
Challenges with Partnerships

- Which schools?
- Expert knowledge vs. Experiential knowledge
- Selection of mentor teachers?
- Potential for jobs after graduation
• embedded in school reform
• clinically enhanced
• TAP assessments
• dependent on school partnerships

orc.teach.asu.edu/iteachaz

“With iTeachAZ, new teachers already have a solid year of experience that almost negates the ‘new teacher’ label. Mentor teachers also benefit through engaging in professional development and dialogue about real work with real students in a classroom.”

-David K. Schauer, Superintendent, Kyrene School District
Features of iTeachAZ

- **150 hours** classroom internships + a full year of student teaching (**144 days**) last 2 semesters

- Student teachers spend:
  - **Four days** a week in PreK-8 classrooms
  - **One day** per week taking pedagogy classes delivered at partner schools
## Roll out plan

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<th>Spring 2012</th>
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<td>4: early childhood, elementary education, special education, and diversity in language &amp; literacy</td>
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<tr>
<td>partner school districts</td>
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<td>4 additional</td>
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*Source: iTeachAZ*
Full year student teaching

- Insufficient to simply extend time in classrooms
- Changed relationship with districts
- Memos of understanding
- Placement of students in schools with low achievement
- Use of **interactive digital learning**
- **T-PREP** (Teacher Preparation Research and Evaluation Project)
- **TAP-ASU** uses the **Teacher Advancement Program** to measure teaching skills, knowledge and responsibilities
  - Each candidate is observed and scored **five times** by an ASU faculty member
  - The candidate is given feedback via a structured discussion in which each teacher is complimented on a skill successfully mastered, and told of one area that needs strengthening
TAP assessments

- Six TAP rubric indicators are used to evaluate teacher candidates:
  - Instructional plans
  - Standards & objectives
  - Presenting instructional content
  - Activities & materials
  - Academic feedback
  - Managing student behavior
Initiatives & challenges

- Reduced education courses by 25% in order to add more courses in Arts and Science content.
- Increased general education courses BUT they were not relevant to what PreK-8 teachers have to teach.
- Creating courses specifically focused on what graduates will have to teach.
- Integrate interactive digital learning and good pedagogy.
Outside funding supporting iTeachAZ:

- $77 million in federal teacher-quality funding
  education.asu.edu/grants

- $19 million from philanthropist T. Denny Sanford to support the changes and related ventures in Arizona schools
  education.asu.edu/content/sanford-education-project
Core tensions in teacher education

- role of theory vs. practice
- role of research vs. teaching
- how to define and measure good teaching
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Great teachers aren’t born. THEY’RE TAUGHT.

Education Week Webinar
December 8, 2011
The critical problem, and the promise

1. Teaching quality and skill
2. Weak impact of professional preparation and development

But effects of skillful teaching on student learning gains are significant.
And professional training is possible.
No professionally-grounded system for teachers’ training

1. No common curriculum for the professional training of teachers—specific, professionally-agreed upon learning objectives for new or practicing teachers

2. Over 2,000 independent providers of initial teacher training, and an uncountable number of providers of professional development

3. No common standard of performance for entry to independent practice with (on) young people
   - Most licensure-level assessments focus on written assessments of knowledge rather than performance of practice
   - Others are portfolio-based, reflection-oriented, and tend to be under-detailed

4. Consequence: Primacy of personal experience; individual and idiosyncratic learning
Focus on curriculum and outcomes: Preparing teachers for practice

Historically, much teacher education reform has focused on structure (length of program, amount of experience. . .)

Some improvement efforts focus on requirements

Other reforms: recruitment of “better “ candidates

- Much less attention to practice itself, and what is the necessary level of performance to be responsible for student learning
University of Michigan model: Strong training for responsible practice

1. Clear specification of high-leverage practices: the skills, capabilities, and qualities of performance necessary for basic independent practice.

2. Detailed developmental clinical training, progressing from supported investigation of practice to simulations to supervised apprenticeship to supervised independent practice.

3. Consequential performance assessments of competence, both formative and culminating.
1. High-leverage practices . . .

1. are necessary for basic and responsible academic instruction in the Common Core State Standards and other academic subjects
2. are fundamental to managing effectively the environment of teaching practice
3. are specific enough to be named, identified, and taught (useful for professional training and development)
4. can be assessed directly
Examples of high-leverage practices

- Leading a whole-class discussion
- Eliciting and interpreting individual students’ thinking
- Explaining core content
- Posing questions about content
- Establishing norms and routines for classroom discourse and work that are central to the content
- Recognizing particular common patterns of student thinking and development in a subject-matter domain
- Setting up and managing small group work
- Selecting and using particular methods to check understanding and monitor student learning during and across lessons
- Composing, selecting, adapting quizzes, tests, and other methods of assessing student learning of a chunk of instruction
- Conducting a meeting about a student with a parent or guardian
High-leverage practices: Tied to Common Core State Standards

• Being able to explain what a “real number” is in a 9th grade algebra class, to students who are still struggling with fractions

• Launching and conducting a productive discussion of a major theme in *Romeo and Juliet* in a 9th grade English class

• Being able to work on a specific reading skill with a small group in a 1st grade class, while the rest of the class is working independently on appropriate assignments
2. Clinical training

- Deliberate guided learning from skilled teachers (clinical rounds)
- Study of videos and other primary records of practice
- Rehearsals
- Rubrics for providing detailed feedback
- Systematic clinical experience with supervision and feedback, staged across time
3. Assessments of specific teaching performances

- Useful for: diagnostically-based improvement; licensure; hiring decisions; licensure renewal and advancement
- Evaluated based on how well candidates use a particular practice to reach particular content-specific instructional goals
- Based on actual performance appropriate to the practice being assessed
- Conducted in real classrooms and in special settings, through simulations ("standardized patient" or computerized); some live and some scored through records of practice
Does this student understand?

1
15
29
+12
54
Does this student understand?

1
15
29
+12
56
Does this student understand?

18

29

+17

54
Does this student understand?

1
18
29
+17
54
What is TeachingWorks?

• A national organization focused on improving the standard of teaching practice, by building strong professional infrastructure for quality teaching

• Engaged in four main arenas of work:
  1. Advancing the development of a common professional core for teaching
  2. Creating and distributing resources for a comprehensive practice-based curriculum
  3. Building training for those who work with teachers
  4. Conducting and using research on teaching, on professional training and assessment of teaching, and relations to students’ learning

• Based on work done at the University of Michigan in our own programs and also in partnership with other programs and organizations
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Links from *Education Week*:

"ASU Reforms Elementary Ed. Content Coursework," November 21, 2011

"Nation's Biggest Teacher-Prep School Revamps Training," November 16, 2011