

Teacher Education: Expanding the Intersection of Evidence and Policy

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Our Goals

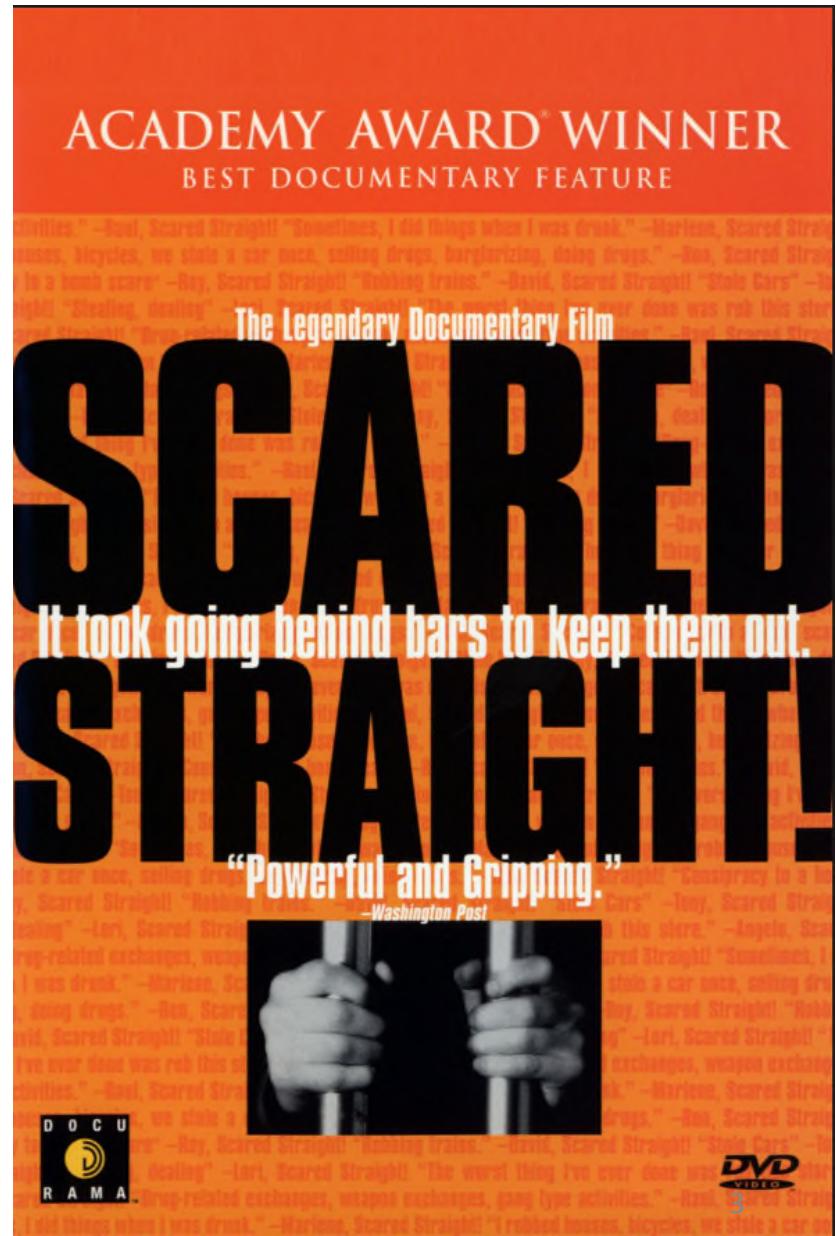
Build on the two great presentations and the discussions that occurred yesterday

- Reforming teacher education is important, but very hard work
- This Commission has the opportunity to make that work easier
- Lack of good evidence of what great teacher education looks like, but there are promising practices, such as the work Scott Ridley is doing
- How might we connect policy to promising practices?

Scared Straight



- Juvenile delinquents, 2 hour visit
 - New Jersey's Rahway prison
 - Implemented in hundreds of sites



Scared Straight—a good program?

Scared
Straight

Half



Half



Nothing

Scared Straight caused
13 percent more crimes
6500 more crimes

How is this relevant to teacher preparation?

Let's explore an example from teacher preparation:

Eight states require a masters degree

- How might such a requirement make a difference?
- Dozens of studies have found that it makes no difference in student outcomes
- In NY alone, it is estimated to cost > \$300million/year and has reduced the pool of would-be teachers

How is this relevant to teacher preparation?

Let's explore an example from teacher preparation:

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Because Ill-informed policies pose risks,
we encourage you to demand good evidence

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Different Uses, Different Evidence?

Imagine you are developing a new flu vaccine. What type of evidence would you want before using it?

Uses	Is it successful?	Examples
Developing interventions	Hypotheses	Anecdotes, case studies
Pilots, individual programs	Suggestive	Correlations, associations
Policy, scaling-up	Causal	Experiments, quasi-experiments

Landscape of Teacher Preparation

- More than 2,000 teacher prep providers
- > 80 % graduate from university-based preparation programs
- Nationwide, only 10 to 15 percent prepared in alternative routes
 - In **Louisiana**, it is greater than 50 percent
 - In **Texas**, it is close to half of new teachers

The Role of States

- Set teacher certification and licensure requirements
 - Common set of training experiences: coursework, fieldwork, and licensure exams
 - Requirements vary widely across states
- Hold programs accountable for teacher knowledge, student outcomes?



Tensions to Consider



**"Finish up here. We need you to teach
third period math."**

- In certain fields (STEM, special education), we are facing dire teacher shortages.
- Higher standards for teacher preparation versus pressing need to recruit more teachers.

What Makes a Program “Good”?



Effective teaching requires substantial and complex knowledge and skills

- Multiple goals for teacher preparation:
 - Diverse teacher achievement
 - Impact on non-cognitive outcomes



A simple model of teacher education

States typically legislate or regulate each stage of this process. The effect of those requirements depends on their link to student outcomes.



Table 3.1. Assessment Methods Used in Undergraduate Medical Education, Formative and Summative

	Year 1	Year 2	Year 3	Year 4
<i>Assessment of formal knowledge:</i>				
MCQ (multiple choice) exam	S	S	S	S
Licensing exams: USMLE steps 1 and 2		S		S
<i>Assessment of clinical performance:</i>				
Computer-based patient management exam			S	
Focused observation (mini-Clinical Evaluation exam or mini-CEX, Brief Structured Clinical Examination or BSCO)			F	
OSCE, Clinical Performance exam (CPX)	F	S	S	S
Write-up of complete history and physical exam with discussion of patient's problem	F	F and S	S	S
Critique of journal article	F and S	F and S	S	S
Global evaluations by faculty	S	S	S	S
Global evaluations by residents			S	S
Peer-to-peer evaluations	F	F	F and S	S
Staff evaluations of students	F	F	F and S	S
Patient logs			F	
Portfolios	F and S	F and S	F and S	S

Note: F = formative feedback for improvement;

S = summative assessment.

- **Consistency in assessments across medical schools**

- **Analog in teacher education?**

- **How do we know prospective teachers have the knowledge, skills, abilities needed for effective teaching?**

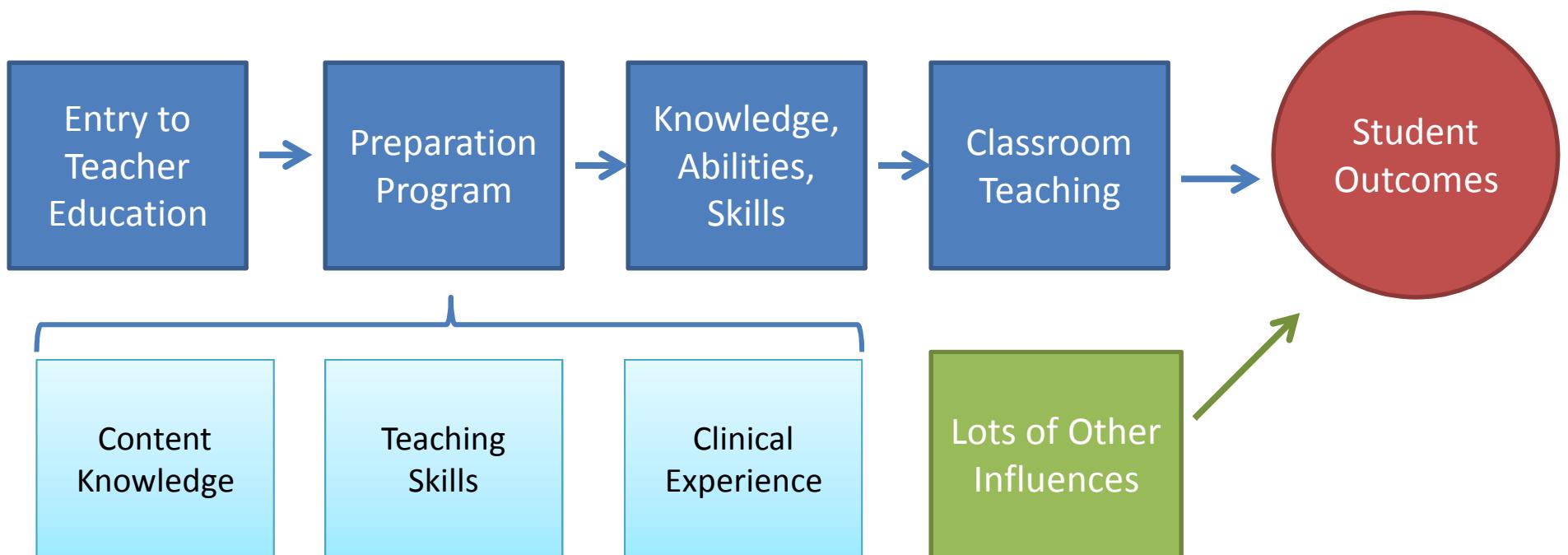
What Do We Know?

	Causal Evidence	Descriptive Evidence With Large-Scale Data	Anecdotal Evidence with Small Samples
Selection into Preparation Programs			✓

We lack strong evidence on
effective practices for teacher education

COURSEWORK IN TEACHER Preparation		▼	▼
Student Teaching and Other Clinical Experiences		✓	

Learning From SREB States



Promising Practices.....

A Few Illustrative Examples

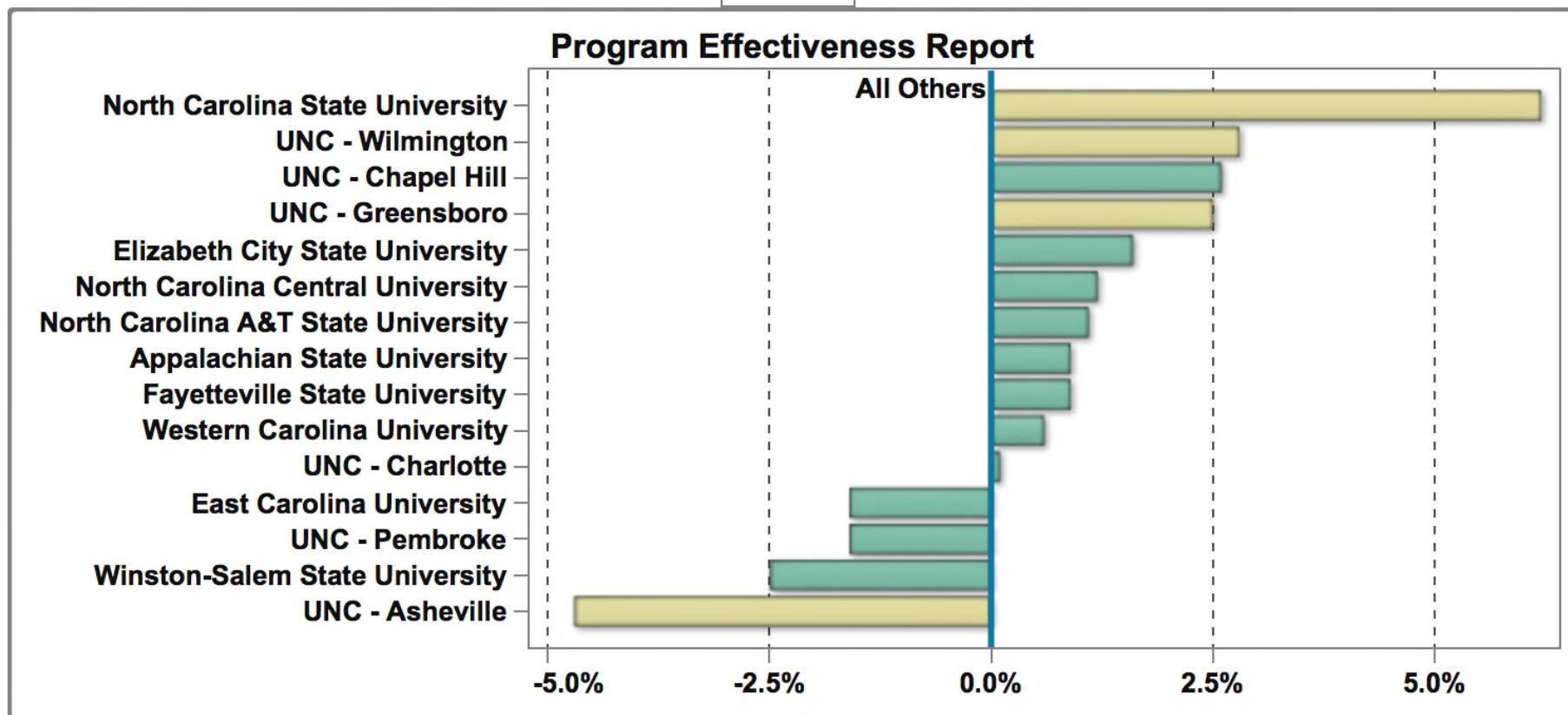
Promising Practice #1: Data Systems to Inform Improvement

- Required admission credentials
- Licensure exam results
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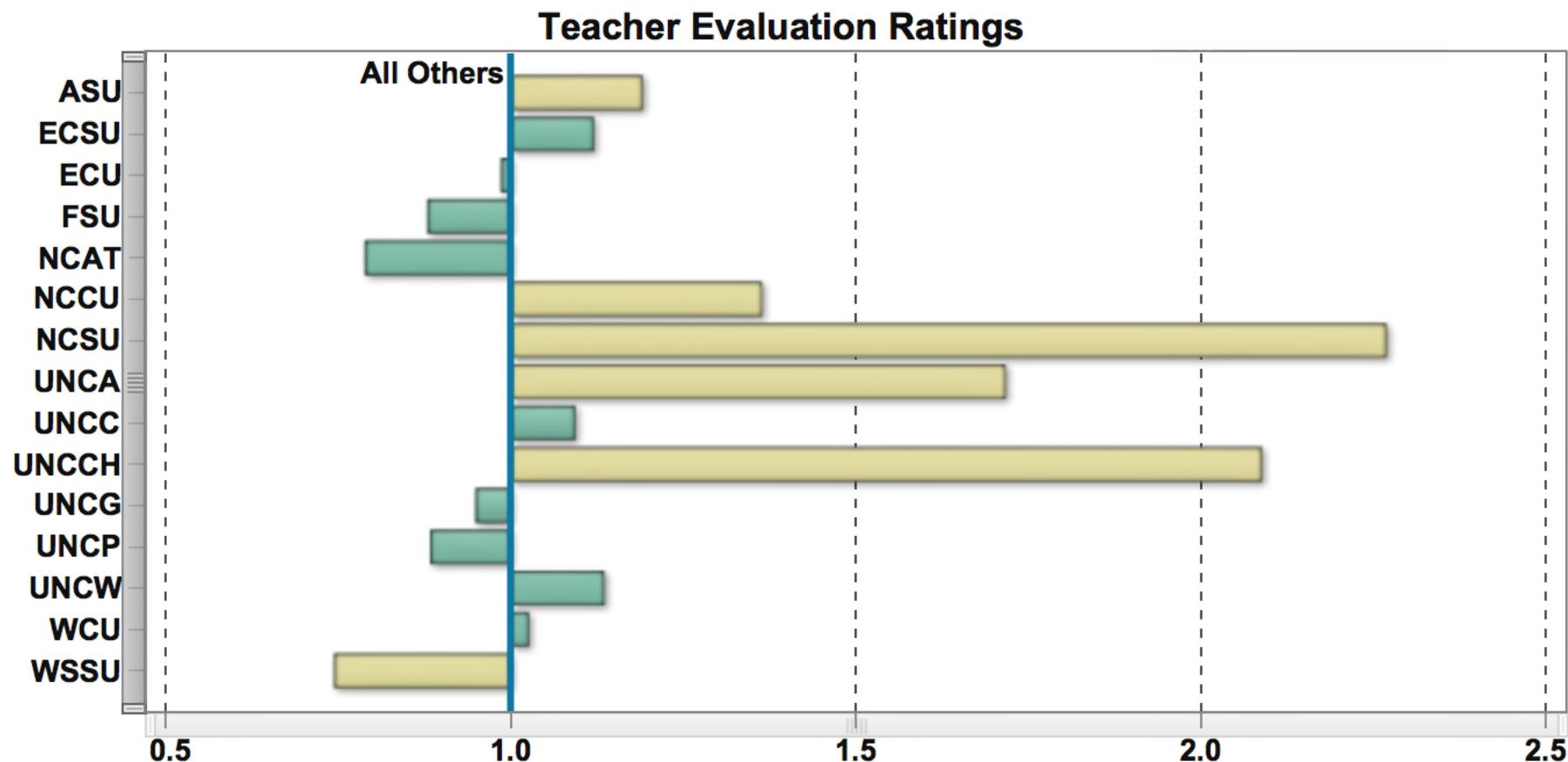
We need to build data to inform what works.

- Classroom observations
- Student outcomes
- Teacher retention.

UNC Educator Quality Dashboard



UNC Educator Quality Dashboard



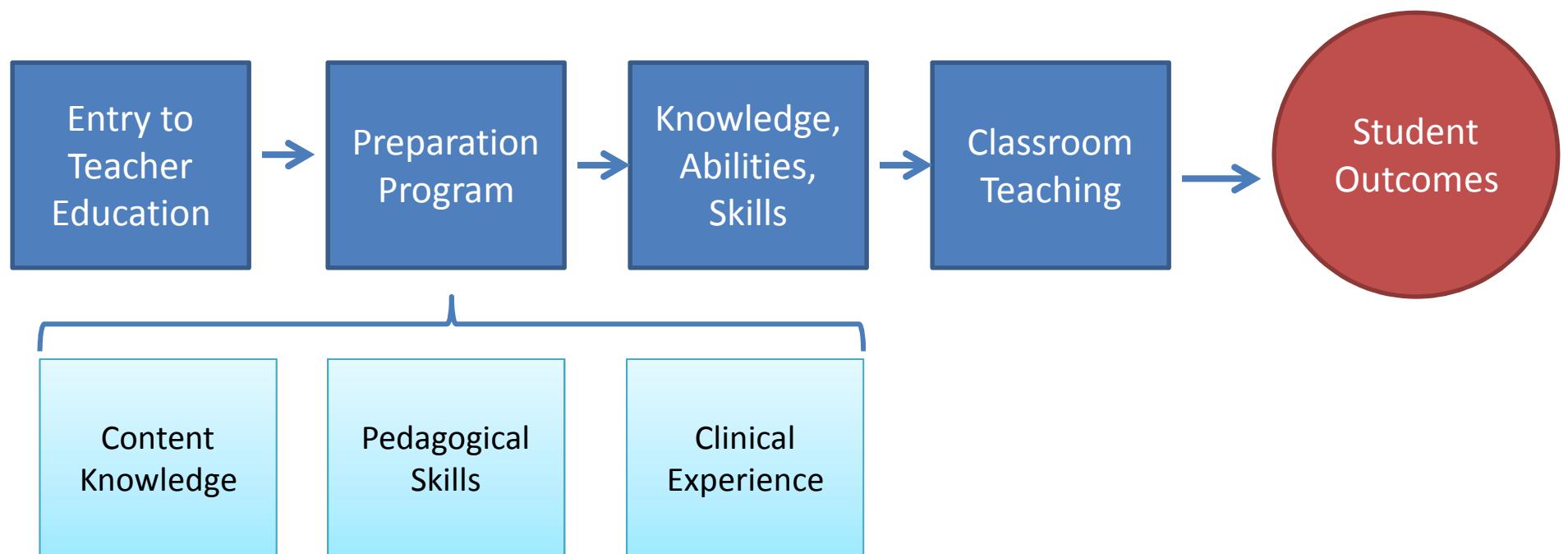
<http://eqdashboard.northcarolina.edu>

Promising Practice #2: High Quality Clinical Experiences

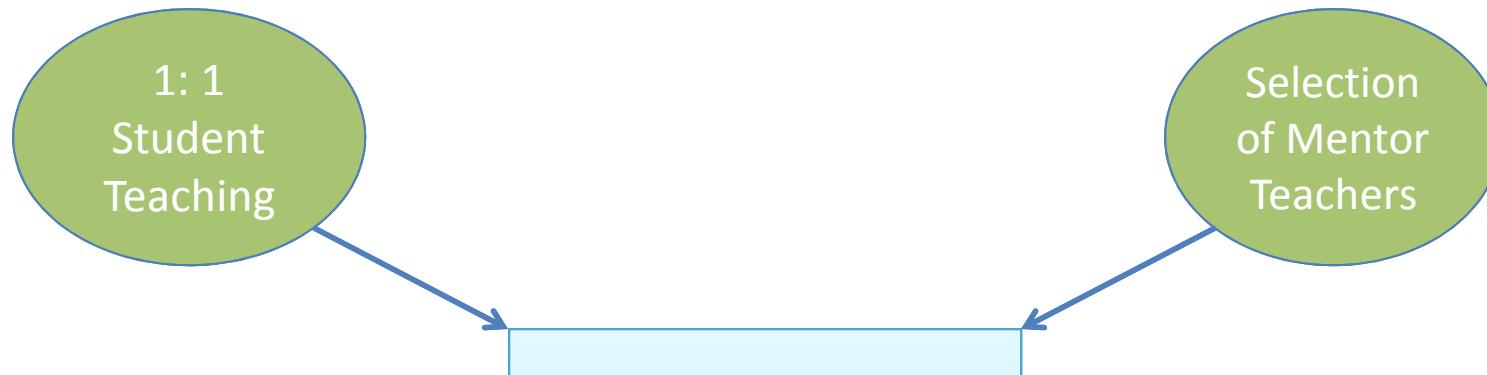


- More ≠ better
 - Quality trumps quantity
- Does the match matter?
 - Teachers working with similar student populations
- School quality and teacher turnover?
 - Place student teachers in schools with low turnover

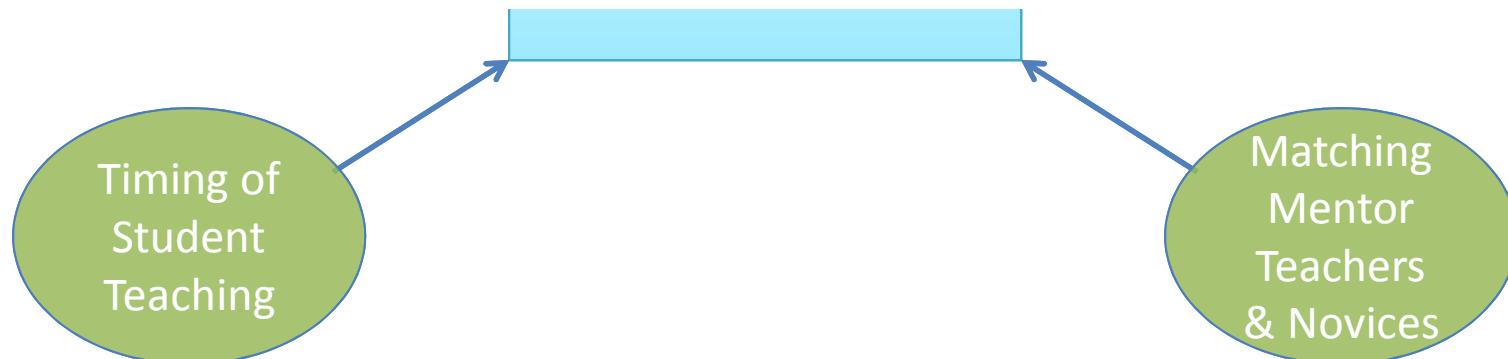
Room For Strategic Experimentation



Room For Strategic Experimentation



Don't wait, start with promising practices.



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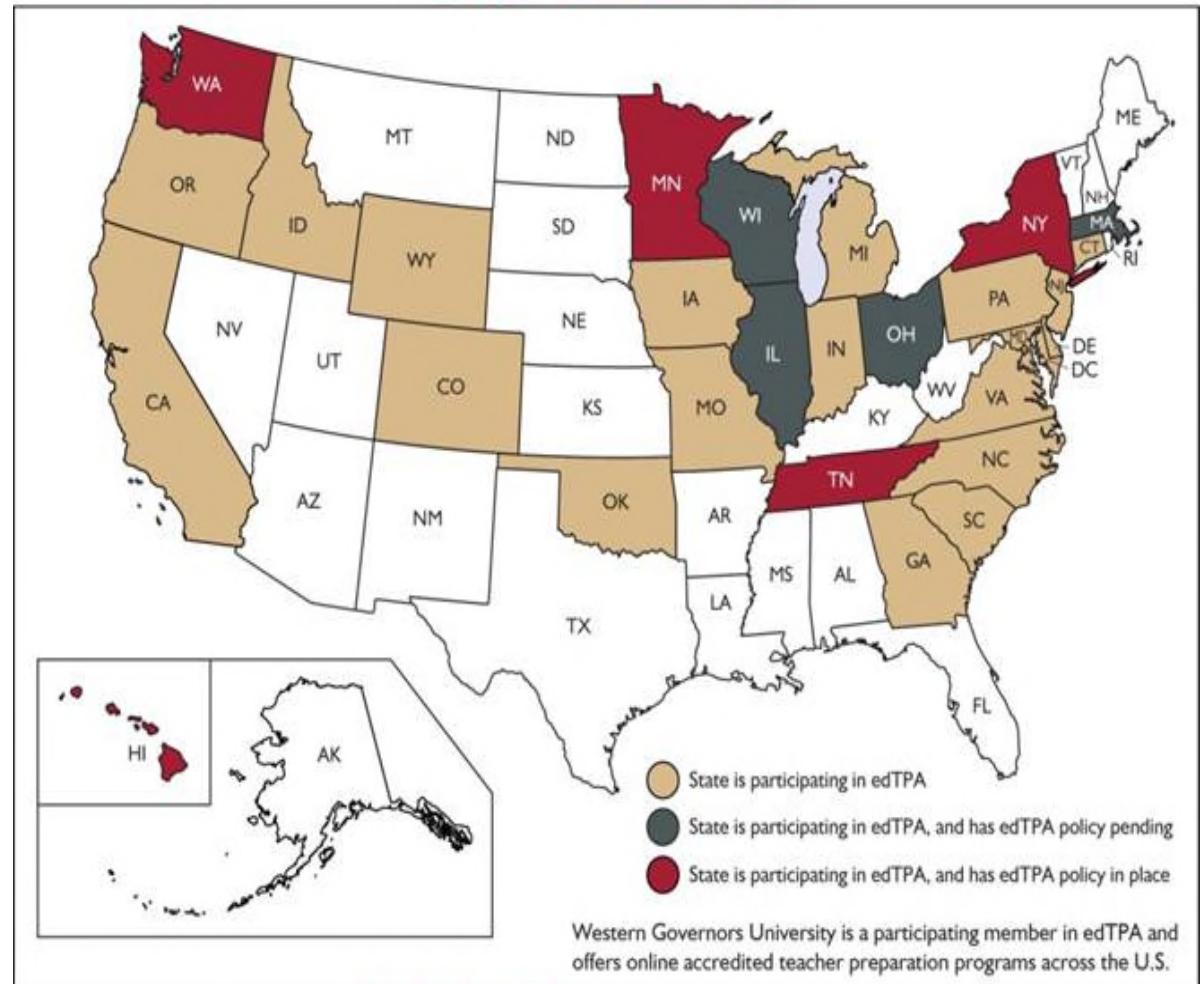
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Promising Practice #3: Licensure Requirements

edTPA™

- New exams
 - edTPA-performance assessment
 - Mixed evidence
 - SREB states are trying many new things

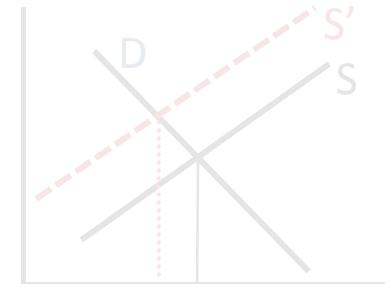


Turn and Talk

- **PICK ONE PROMISING PRACTICE**
 - *What information would you need to understand if this is a promising practice for your state?*

Building Teacher Preparation Policy

① More qualifications v. Barriers to entry



② Some principles we might agree on:

- Effective teaching requires substantial skill

How can we:

- Help build more promising practices?
- Develop evidence they work?
- Connect policy to effective practices?
 - Don't wait, promising practices

③ Commission members engaged in every phase of TP

