

“Teachers touch
eternity through
their students.”

Dr. Freeman Hrabowski

What Research Tells Us about Effective Educator Preparation Programs

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Robert Noyce Teacher Scholarship Program
Proposal Development Workshop for the National Science Foundation
March 27, 2015

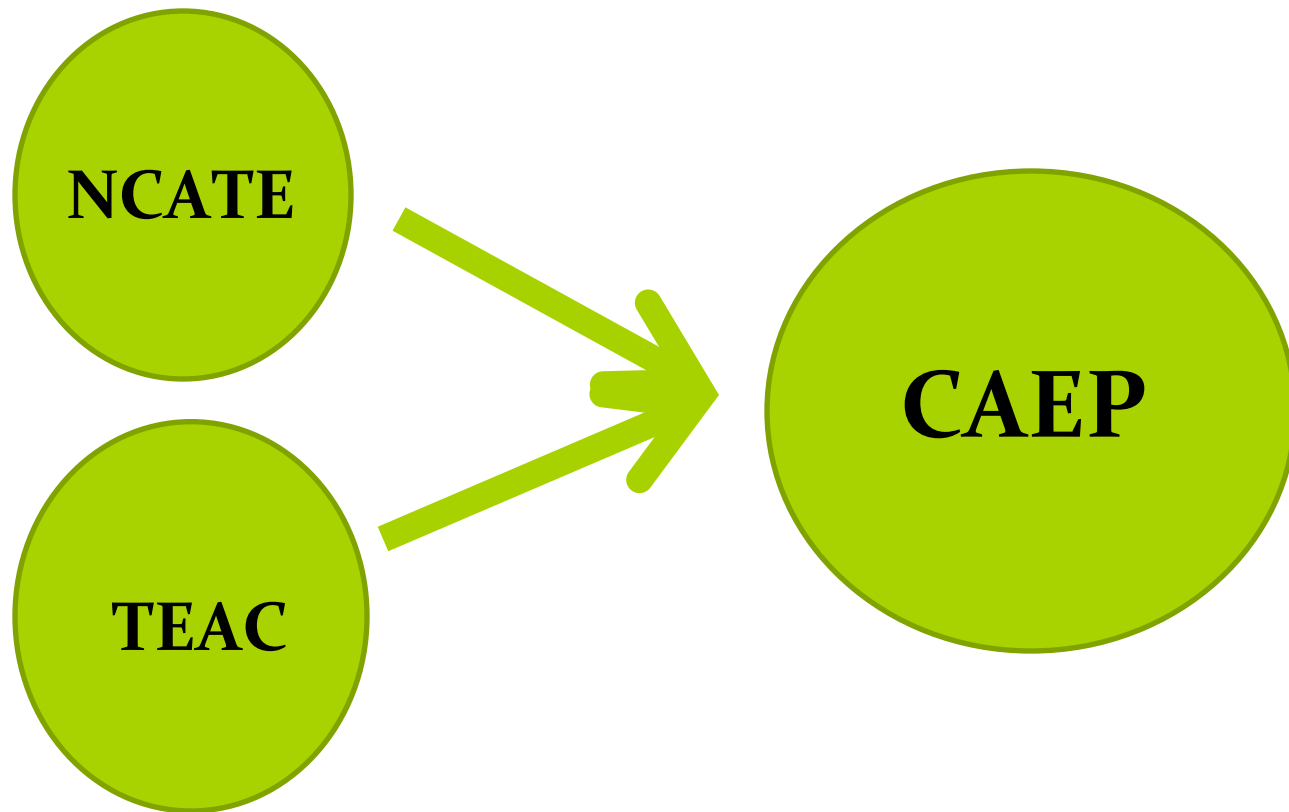


Effective Educator Preparation Programs (EPPs)

Accredited Programs

(NCATE, 2006 and CAEP, 2013)

ACCOUNTABILITY/ CONTINUOUS IMPROVEMENT



NCATE: National Council for Accreditation of Teacher Education

TEAC: Teacher Education Accreditation Council

CAEP: Council for the Accreditation of Educator Preparation

CAEP STANDARDS FOR ACCREDITATION OF EDUCATOR PREPARATION

- ▶ Standard 1: Content and Pedagogical Knowledge
- ▶ Standard 2: Clinical Partnerships and Practice
- ▶ Standard 3: Candidate Quality, Recruitment, and Selectivity
- ▶ Standard 4: Program Impact
- ▶ Standard 5: Provider Quality Assurance and Continuous Improvement

<http://www.caepnet.org>

Approved August 29, 2013

Standard 1: Content and Pedagogical Knowledge

"The provider ensures that 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 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.”

<http://www.caepnet.org>

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.”

<http://www.caepnet.org>

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.”

Effective Educator Preparation Programs (EPPs)

- In-depth collaborative relationships between school districts and TPP that share the responsibility of preparing effective new teachers (Louisiana's TP Reform, 2012)
- Help candidates learn about practice while in practice (Perry, 2011)

Effective Educator Preparation Programs (EPPs)

- Teacher induction programs to support new teachers (1-3+ years) (Wong, 2004)
- Resources needed to prepare candidates (Allen, 2003)
- Have qualified faculty, including master teachers/clinical practitioners (Perry, 2011)

Characteristics of Well-Prepared Teachers

- ▶ Strong general intelligence and verbal ability
- ▶ Strong content knowledge
- ▶ Knowledge of how to teach others in their content area
- ▶ An understanding of learners and their development
- ▶ Adaptive expertise that allows teachers to make judgments

Effective teachers Affect student learning

Reflection

“By 2019, the number of students enrolled in public elementary and secondary schools is expected to grow to 58 million.”

Source: Robinson, 2014

Reflection


In 2006, “Approximately 200,000 students graduated from teacher preparation programs each year, joining the 3.6 million public school teachers in 90,000 elementary & secondary schools.”

The number of graduates is steadily declining!

Source: Hanushek and Rivkin, 2006

Reflection

“Will we have enough teachers to support our schools?”



Brief Discussion
of
Research-Based
Best Practices

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