

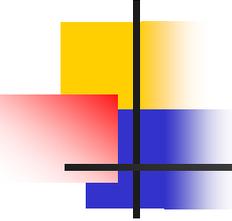
# Basic Education Task Force

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August 6, 2008

Frank Kline & Pat Wasley

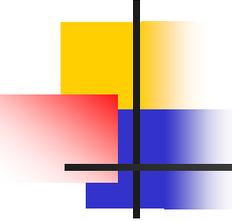
Washington Association for  
Colleges of Teacher Education  
(WACTE)



# Presentation Topics

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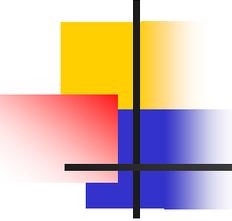
- Capabilities and Limitations of Teacher Preparation Programs
- Accountability and Teacher Preparation
- Addressing State-Identified Needs



# Capabilities and Limitations

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- Teacher Certification Overview
  - Levels of Certification
    - Residency
    - Professional
    - National Board Cert
  - Terminology
    - Certificate
    - Endorsement



# Continuum of Teacher Development

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- Recruitment Phase
- Collegiate Phase
- Induction Phase
  - First few years of teaching
  - Professional Certification
- Retention Phase
  - Keep certification current
  - Professional growth
  - Preparation for additional challenges

# Continuum of Teacher Development in Washington State

## 1 - Recruitment Phase

- Participate in a high school "teaching academy"
- Complete community college introduction to education courses
- Seek out opportunities to work with children
- Complete endorsement-related content courses at the community college or via general education requirements at a university
- Contact teacher preparation programs regarding admission requirements (i.e., basic skills tests, field experiences, courses)

## 2 - Collegiate Phase

- Obtain admission to a state approved teacher preparation program: undergraduate level; graduate level; or certification only
- Complete endorsement program requirements
- Complete generic teacher certification requirements
- Obtain state & national moral character clearance
- Earn Residency Certificate
- Search for a job using wateach.com

## 1-Recruitment Phase

## 2-Collegiate Phase

## 3-Induction Phase

## 4-Retention Phase

**Middle/High School**

- Teaching Academies
- Involvement of Retired Teachers
- Advisement
- Academic Tutoring
- Mentoring
- Running Start

**Freshman-Sophomore**

- Articulation with CC/4-yr institutions
- Advisement—Gen. Educ.
- Articulation of Major with General Education
- Academic Tutoring

**Sophomore-Junior**

- General Education
- Start Major/Minor
- Mentoring
- Field Experience

**Junior-Senior**

- Residency Standards
- Endorsements
- Internships
- K-12 partnerships
- Basic Skills, Content and Pedagogy Assessment
- Residency Certificate
- Draft Prof. Growth Plan

**First-Year Teacher**

- Beginning Teacher Support
- Professional Growth Plan
- Preassessment Seminar
- Teacher Evaluation

**Second-Year Teacher**

- Professional Growth Plan
- Beginning Teacher Support
- K-12 Partnerships
- Teacher Evaluation
- Probation Decision

**Out of State Teachers**

TAP

- Orientation to K-12 Reform
- Professional Certificate

**Third & Continuing**

- K-12 Partnerships
- Add Endorsements
- Professional Development/Evaluation
- Professional Certification
- Mentor
- Recruit Future Teachers
- NRP/TS Study Sessions

**National Board Certification**

- Career Options
- Connection to Teacher Preparation and Development
- Mentoring

## 3 - Induction Phase

- Participate in the Teacher Assistance Program (TAP)
- Develop Professional Growth Plan
- Complete a college/university Professional Certificate program
- Demonstrate a "positive impact on student learning"
- Meet provisional status
- Earn Professional Certificate
- Participate in professional development activities

## 4 - Retention Phase

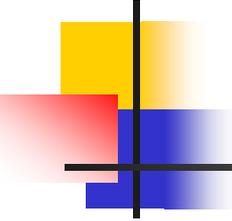
- Meet requirements to renew the Professional Certificate
- Continue to use Professional Growth Plan to enhance skills and knowledge
- Contribute to the profession (mentor, teaching academy, university adjunct)
- Pursue National Board certification (optional)

**Recruitment of Para-Educators**

**Nontraditional Students**

- Assess Prior Learning
- MIT Program

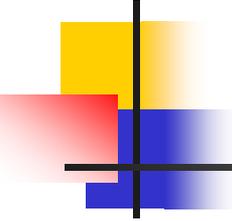
**Alternative Routes**



# Accountability and Teacher Preparation

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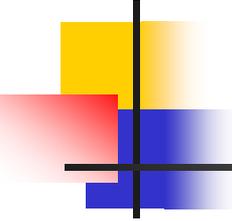
- 22 approved programs in the state of Washington (WACTE)
- Approved by the state through Professional Educators Standards Board (PESB):
  - Approval process
  - Regular accreditation self-study and visit



# Residency Certification

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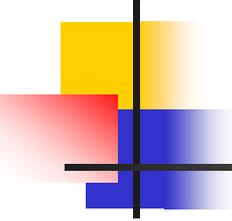
- A “general” certificate
- All candidates must develop and show the Residency Competencies
- All candidates must show positive impact on student learning
- All candidates must develop and demonstrate competencies associated with at least one endorsement.



# Professional Certificate

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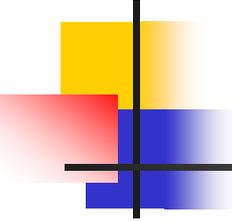
- A “contextualized” certificate
- Work with committee
  - Candidate
  - Teacher of candidate’s choice
  - District Representative
  - University Representative
- Develop a Professional Growth Plan
  - Positive impact on student learning
  - Particular job context



# Professional Certification Competencies

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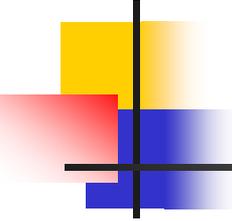
- Skills in three areas
  - Effective teaching
  - Professional development
  - Leadership
- All within context of particular job assignment



# Accountability and WACTE

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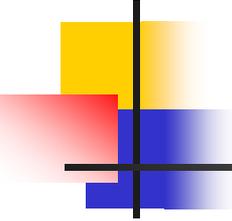
- **To advocate for a reasonable and integrated assessment system of P-12 students, candidates, and professional education programs which provides relevant and useful information about the P-12 student, candidate, and program performance for continuous program renewal. (adopted April '06)**
  
- **Recent steps include:**
  - Unanimous agreement on a goal: Clear multidimensional evidence based system for accountable teacher performance, students performance with feedback to teacher ed programs
  - Creation of partnership with PESB, OSPI, and others
  - Development of consensus on follow-up survey and system.
  
- **Next steps include:**
  - Examination of two pedagogy assessment systems at fall meeting
  - Restructuring of teacher education programs around the accepted assessment system



# What we are developing

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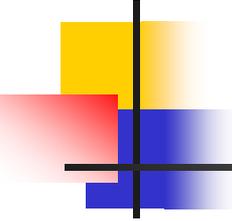
- Accountability system across the state including the following:
  - WEST-B Basic Skills
  - Admission requirements
  - Program portfolio
  - WEST-E Content Knowledge
  - Pedagogy Performance Assessment
  - Follow-on Study
  - Retention Study
  - Value Added studies
  - Information on induction system



# What Could Help Accountability?

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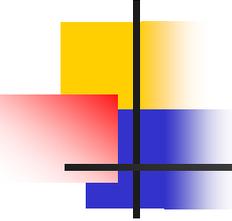
- More information about our candidate performance!
  - Initial steps include:
    - Retention and Mobility Study
  - Next steps could include:
    - Development of systems to provide meaningful information on teacher and student performance



# Responding to State Need

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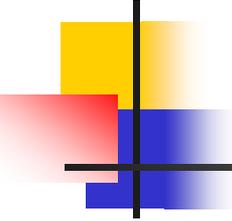
- Progress being made
  - Lower enrollment in elementary education and other high supply areas
- Need incentives to increase enrollments in high needs areas



# Responding to State Need II

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- Capacity largely in place
  - Math study > 1000 places empty!
  - We are working on similar studies in Science and SPED
- Recruitment help!
  - Teaching as a positive career
  - Specific subject area needs
- Better Pay!
  - DeArmond and Goldhaber (2008)
  - Money DOES make a difference!
- Compensate by skill and area!



# Summary

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- Professional education as a developmental process
  - Residency Certification (general)
  - Professional Certification (specific)
  - National Board Certification
- Accountability
  - Making progress
  - Could use help in developing meaningful data systems
- Supply of shortage-area teachers
  - Capacity is there!
  - Need help with scholarships and compensation