

TQ Center Webinar

Teacher Preparation Program Evaluation for Accountability and Improvement

September 27, 2012, 1:00 to 2:30 pm Eastern Time

The following text is a transcript from the webinar chat box. During the presentation, participants were encouraged to submit questions for presenters and share resources relevant to the topic.

Jessica Giffin: Welcome to the webinar!

Ellen Sherratt: The brief can be found here:

http://www.tqsource.org/publications/TQ_RandP_BriefEvaluatingEffectiveness.pdf

Ellen Sherratt: The webinar will also be archived at: <http://resource.tqsource.org>

Robert Reichardt: What was the survey mentioned being developed by Stanford?

Lisa DiChiara-Platt: The survey does not sound successful. Why was it mentioned as a model?

Katherina Payne: I think that they were talking about the TPA that Stanford developed and is now being rolled out by Pearson

Danyela Egorov: Can you please repeat which states were researched?

Jane Cogshall: Robert, I was referring to the edTPA created by Stanford. It is not a survey, but rather a comprehensive performance evaluation instrument.

Ellen Sherratt: Related resources on teacher engagement in evaluation reform can be found at: www.EveryoneAtTheTable.org

Jane Cogshall: Danyela, we profiled Louisiana, Texas, Tennessee, North Carolina, Ohio, and Florida.

Traci Van Prooyen: what about dispositional issues for acceptance?

Lori/Warner University: thank you for posting the states reviewed- i missed that too!!

Robert Reichardt: Thanks Jane.

Joanne: How was coursework changed as a result?

eileen aviss: what tq document?

Jenny DeMonte: Is candidate selection into TE programs more important than ensuring novice teachers are competent to teach?

Lynn Holdheide: Eileen are you referencing the ICs documents?

eileen aviss: yes

Jane Coggshall: Lisa, we mentioned the Texas First Year Principal Survey even though it is still being refined because there are actually very few models in use that we can learn from. None of the examples we list in the brief are necessarily the best approaches/practices to take as all of these instruments are still in early stages of development. All of them we think offer important lessons.

Miriam Lipsky: Many states are contemplating reliance on output measures yet accrediting agencies such as NCATE/

Lauren Bivona 2: Eileen, the Innovation Configurations that Dan has mentioned can be found here: <http://www.tqsource.org/publications/innovationconfigurations.php>

eileen aviss: thanks

Miriam Lipsky: TEAC are still relying on input and process measures. Any thoughts on bringing national accreditation closer to what states are requiring?

Michael Weinberg: Are you able to provide the rubrics or scoring guides used to assess the syllabi/ course content?

Jenny DeMonte: Reviewing syllabi seems quite distal to the work of teaching and determining the competence of novice teachers....

Michael Weinberg: Thank you for providing the configurations. How do we find out if any New Mexico colleges of education are going through this review process?

Jenny DeMonte: Thank you Jane!!

Marie: How 'old' is that reading syllabi study you refer to? I ask because as a literacy professor, it's been years and years since anyone DIDN'T reflect the results of the NRP in their course content. And: Did anyone look to see whether the graduates were able to IMPLEMENT what they were taught through the course syllabi in their schools? That's a significant 'rub', wouldn't you say?

Peter Hofman: I haven't heard any mention of the coverage of "assessment literacy" - the knowledge (including fundamental measurement principles) and skills related to effectively

using assessment to gather evidence of student learning to promote growth. Have you or other looked at this? We know that some experts in the field think coverage of assessment is lacking.

Marie: What about the ability to IMPLEMENT what institutions taught? Is anyone looking at this to see what gets 'lost in translation'?

Sue Mutchler: Did you look at the relationship between student internship as designed and overseen by the program and what new teachers actually need to do? In other words, how "tight" is the transition? Is there cause to consider a co-teaching situation (apprenticeship) for first year teachers?

Joanne: Marie, this is why I asked the question about what changes were made - did the changes make a difference in the classroom?

Patrice Dawkins-Jackson: I love the apprenticeship idea. We have a residency model through a partnership with a local university. It is excellent!

Marie: I know--thanks, Joanne. Still waiting on the answer, though--respectfully and with hope that someone's looking at this more closely.

Leslie Daniel: Michael if you go here you can find lists of institutions that had OSEP 325 T grants--one requirement for that grant was syllabi analysis.

<http://www2.ed.gov/fund/data/award/grntawd.html>

MDE: what formal teacher prep data was used that lead to the redesign initiative?

Terry Hibpshman: Dr. Noell - In an article a few years back you mentioned propensity score matching as a strategy for equating teachers in circumstances where there is little overlap between institutions. Have you at this point implemented this idea, and what has been your experience with it?

Jean: Are teacher prep programs in Louisiana required to be NCATE certified?

Mary Ann Marvil: Marie, Are you referring to when classroom teachers will not allowed candidates to implement new researched based strategies?

Marie: Tho' that does happen where I live and work, I was thinking about graduates with their own classrooms who are 'told' not to implement certain aspects of what they learned through their teacher prep programs. When we do alumni surveys, we hear this quite frequently. It could be because our graduates work in a large urban district that's not terribly centralized, so buildings can and do vary widely in how they view instruction--and supply resources for it.

Lynn Holdheide: Joanne/Marie - You bring up some excellent points to actual change in teacher practice. Clearly a syllabi review is just the starting point. With a well-aligned system of evaluation and support, I would hope we could determine if and how the syllabi review lead to changes in curriculum and the level of application expected and IF that makes a difference on actual practice in the classroom.

Michael Weinberg: Thank you, Leslie.

Mary Ann Marvil: Marie, I hear that also, especially with co teaching in special education

Patrice Dawkins-Jackson: Marie, I hear that comment frequently from new teachers in our building. They feel that they do not have the professional freedom to truly implement what they were taught, what may be developmentally appropriate, etc.

Sue Mutchler: Another reason for a "residency" or apprenticeship year in which higher ed program still plays a role in negotiating new teacher practice of new, research-based strategies as well as remediating any weaknesses in the graduate.

Melissa Brown-Sims: To add a new perspective to this teacher prep conversation, to what extent does the research presented in this webinar look at or include the evaluation of teacher prep programs at Historically Black Colleges and Universities (HBCUs) or Hispanic Serving Institutions (HSIs)? Especially given the fact that over 50% of black teachers and 1/3 of Hispanic teachers graduate from these programs.

Patrice Dawkins-Jackson: It has been extremely successful at my school (residency). The candidate felt supported by the university and the mentor teacher. They were able to learn the culture of our school and ultimately was hired in her field at my school.

Michael Weinberg: Leslie, do you know that DFDA # for the grants?

Jean: What measures provide more accurate results in quality of teacher preparation?

Leslie Daniel: Sorry, I do not, Michael

Marie: What if we 'reversed' the 'syllabi check' thusly: Instead of collecting syllabi and analyzing them on criteria that the institutions aren't aware of, instead send them lists and see what they say. Sure, arguably, some will argue that's fudging/leads to potential fudging. I trust people to be honest, though. I say send 'em the list and see what they say about what actually gets taught in their programs--and after they complete the checklists, when they submit their results, they must submit their syllabi too. I think it's be interesting to see where the differences lie. It could be simply a matter of folks interpreting certain terminology one way that differs from that of the researchers doing the study. I've seen this happen with NCATE/TEAC visits--once the exam team gets s on campus, they 'discover' all sorts of mismatches. It happens--and I am concerned that so many institutions are 'looking bad' when they're not.

Nancy Damron: Many districts require teachers use scripted programs with little autonomy to make changes to instruction or to differentiate. Is LA similar and how is this variable addressed in data analysis?

Lisa DiChiara-Platt: How did you know you were more successful?

Miriam Lipsky: how are you integrating VAM into Title II?

Jennifer Fisler: I am happy to see you mention continuous improvement and not just focus on accountability. Accountability is important, but if we want to get faculty and administrators energized about assessing their programs, a focus on continuous improvement makes a lot of sense.

Lynn Holdheide: Link to the paper: Koedel, C., Parsons, E., Podgursky, M. & Ehlert, M. (2012). Teacher preparation programs and teacher quality: Are there real differences across programs? Washington, DC: National Center for Analysis of Longitudinal Data in Education Research. <http://www.caldercenter.org/publications/upload/WP-79.pdf>

Lori/Warner University: ok, thank you

Mary Ann Marvil: Has there been any research in teacher prep and special education effectiveness? We teach our candidates to follow IDEA and how to write IEPs based upon student needs. However, I hear more and more that IEP services are not being provided or in some cases not included in IEPs because they are told not to. Not providing services for children with disabilities significantly impacts their achievement.

Lori/Warner University: That is a good point, Mary Ann. My Special Ed majors, even within practicum experiences, say that the classroom teacher does things that we teach them is inappropriate and that violates IDEA. Teacher ed programs cannot control that factor

Richelle Voelker: Would really appreciate having the chat included in the archived webinar.

Mary Ann Marvil: Lori, This is also happening with our graduates who are co teaching with general educators.

Jennifer Fisler: Finding high quality clinical placements is a very real challenge especially when school districts are under no obligation to provide them.

Marie: I must go teach--and I'll be teaching people how to teach reading. :) I think I'll ask my students to look at our syllabus and share whether/what they've experienced so far this quarter is fully represented in the syllabus. We'll see! Thanks to all for the insights and commitment to collegiality. I look forward to watching the archived version--and conducting more follow-up reading of the sources provided. Good Webinar!

Lori/Warner University: so true, Jennifer - we have 7 state approved majors, and we really struggle to place our students in certain majors with excellent teachers.

Lori/Warner University: The best teachers state they don't have time to do the clinical educator training required to accept interns/practicum students. We're trying to figure out some type of incentive program to increase those numbers

Mary Ann Marvil: Lori, Perhaps we need to be very detailed about under what conditions our candidates were successful?

Patrice Dawkins-Jackson: Are any of your institutions partners with P-12 schools?

Diana Rogers-Adkinson: I am very concerned with the ranking issue given the small differences in the MO data. There is a clear expectation from DOE to designate a bottom quartile

FIU: Why would anyone assume differences between State program exist when TPP within most states are mandated to do the exact same things?

Jennifer Fisler: We have some informal partnerships, but not a formal partnership like a PDS.

Patrice Dawkins-Jackson: Ok. My school is a PDS.

Lori/Warner University: Patrice, partners how? We have a couple schools that we are able to go to for anything regarding experiences our students need and they help, but no direct partnerships.

Kathy Green: Are there VAM models that use something other than standardized state test scores as outcome measures? Not that state tests are bad; but maybe the state standardized test is not the most sensitive to differences in TPPs?

Patrice Dawkins-Jackson: Direct partnership like a Professional Development School

Lori/Warner University: oh, no - we don't have that.

Patrice Dawkins-Jackson: I apologize, I have to leave now. If anyone wants information about Professional Development Schools, please feel free to contact me: Patrice.Dawkins-Jackson@ed.gov

Jane West: Why do you think that the LA data finds differences in programs and the Missouri data do not?

Jane West: What relationships do you see between value added results and professional accreditation?

Grace Zamora Duran: CFDA 84.325T

Leslie Daniel: Did the Missouri study look at teachers prepared and results for their students with disabilities?

Jean: Are there differences in teacher quality results that can be attributed to accreditation bodies - NCATE versus SACs, etc

Joanne: In your opinion, is there 'missing' curriculum in TPP for 21st century that should be measured and are not?

Lisa Pufpaff: There has been no mention of measuring progress of students in special education. Where does the field stand on this issue?

Danyela Egorov: Were the outliers in the LA study only high-performing or also some low-performing?

VIVIAN I. CORREA: Are there any studies on preparation of English language learners?

Jill Lammert: What are the national initiatives to examine results for SPED students?

Catherine Green 2: Thanks -this was packed with good information!