PDS PATHWAYS: THE PREPARATION AND INDUCTION OF NEW TEACHERS IN LEARNING COMMUNITIES

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Teacher Development in Learning Communities

- Consistency and coherence through standards for teacher preparation, induction, and professional development...
Standards Based Preparation & Induction

- NCATE Unit Standards
- Program Standards
- Professional Development School Standards
NCATE Unit Standards Beliefs

- Assure that new teachers attain the necessary content, pedagogical, and professional knowledge and skills to teach both independently and collaboratively;

- Ensure that all new administrators and other professional specialists attain the knowledge and skills to create an environment for student learning;

- Administer multiple assessments in a variety of forms, engage in follow-up studies, and use the results to determine whether candidates meet professional standards, and whether graduates can teach so that students learn;

Source: Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education, 2006 Edition, NCATE.
• Commit to preparing teachers for a diverse community of students;

• Prepare candidates who can integrate technology into instruction to enhance student learning;

• Encourage collegiality, reflective practice, continuous improvement, and collaboration among educators, learners, and families;

• View teacher preparation and development as a continuum, moving from preservice preparation to supervised beginning practice to continuing professional development.
PDS Standards: Core Concepts

- Integration of professional and student learning through inquiry approach
- Learning in the context of practice
- Boundary spanning roles, relationships, and structures
- Blending of resources
- Expanded learning community
- PDS as a standards-bearing institution
- Leveraging change

Source: NCATE Professional Development School Standards
PDS Based Induction

- Builds on existing infrastructure of PDSs
- Based on research on what new teachers have to learn and how they learn
- Consistent with other models of professional education e.g., medicine
- Potential for reducing teacher turnover and improving student achievement
PDS Based Induction Principles

- New teacher learning is grounded in the real life of schools.
- **Partnerships** expand the learning communities for new teachers to include the university, the school district, the school, and teacher organizations.
- **Assessment** appropriate for what new teachers have to learn.
- **Qualified mentors** specifically trained and compensated to mentor novice teachers.
- **Focus on student learning** by embedding novice learning in the cycle of teaching practice.
- **Restructuring** time, roles, and resources to create an effective learning community for students and professionals.
Examples of PDS Based Preparation and Induction

- Teachers for a New Era Project
- Urban Teacher Residencies
- Sustaining and Supporting Teachers (SST)
- Center X at UCLA
Challenges

- Policy context
  - Conflicting local, state, and federal policies

- Capacity
  - Scale-up requirements

- Communication
  - Cross institutional partnerships

- Financing
  - Requires front end investment in teacher recruitment, preparation, and induction

- Jurisdictional control
  - Who prepares and inducts new teachers
Benefits

- Reduce the level of teacher turnover, with its associated improvement in student performance;
- Draw on a larger professional community to support teacher development and address students’ needs;
- Attract master teachers as mentors to hard to staff schools;
- Provide a pipeline of new teachers for challenging urban schools;
- Ensure teacher development in learning communities across continuum.