



NCATE Presentation

October 28, 2011

Paul Lingenfelter, President, SHEEO

Achieving the teaching profession we
want and need –

A systemic solution through common
vision and

collaborative effort –

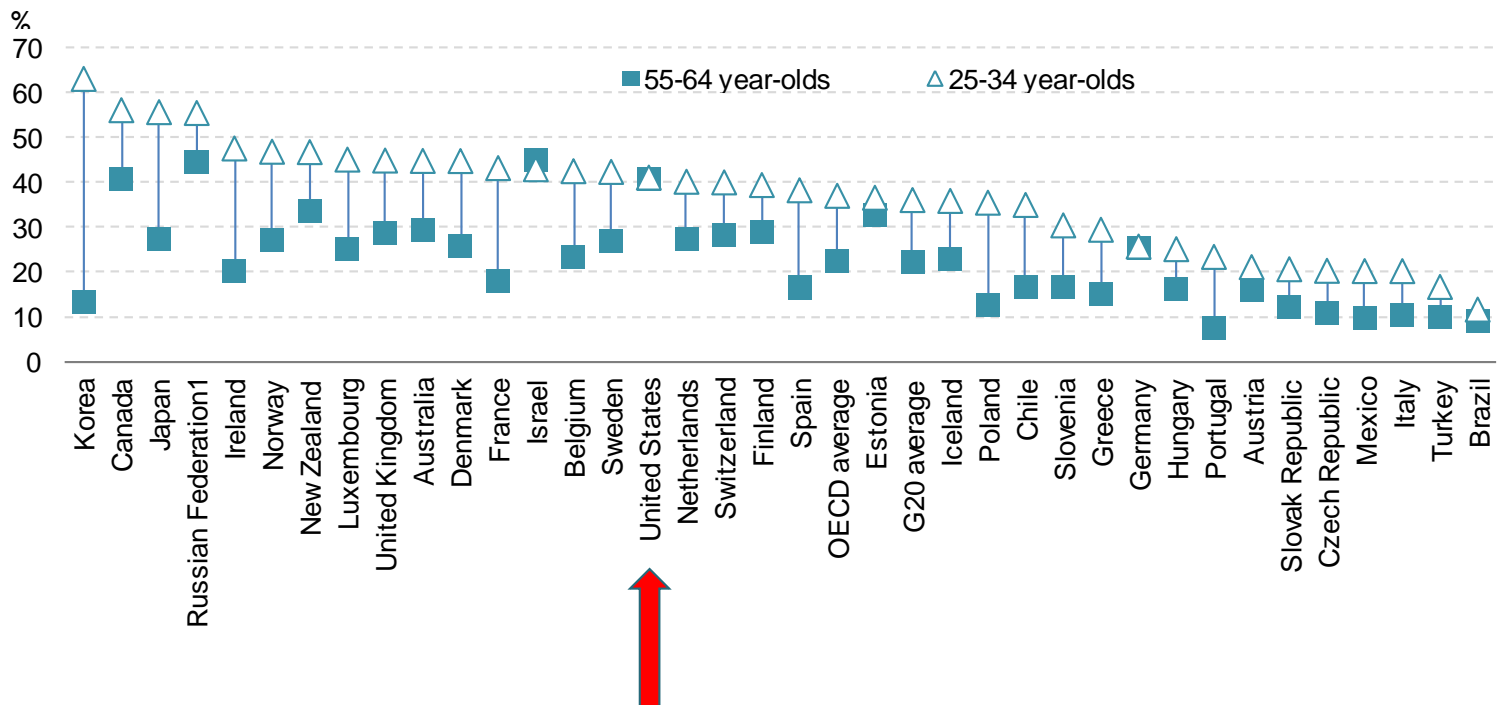
Using what we already know

But not doing what we have always done!

Figure 1

Differences in College Attainment (Associate and Higher) Between Young and Older Adults – U.S. and OECD Countries, 2009

Chart A1.1. Percentage of population that has attained tertiary education, by age group (2009)



In 5 years (since 2004) the U.S. has gone from 8th to 16th place

Figure 2

Higher attainment levels needed for future U.S. jobs

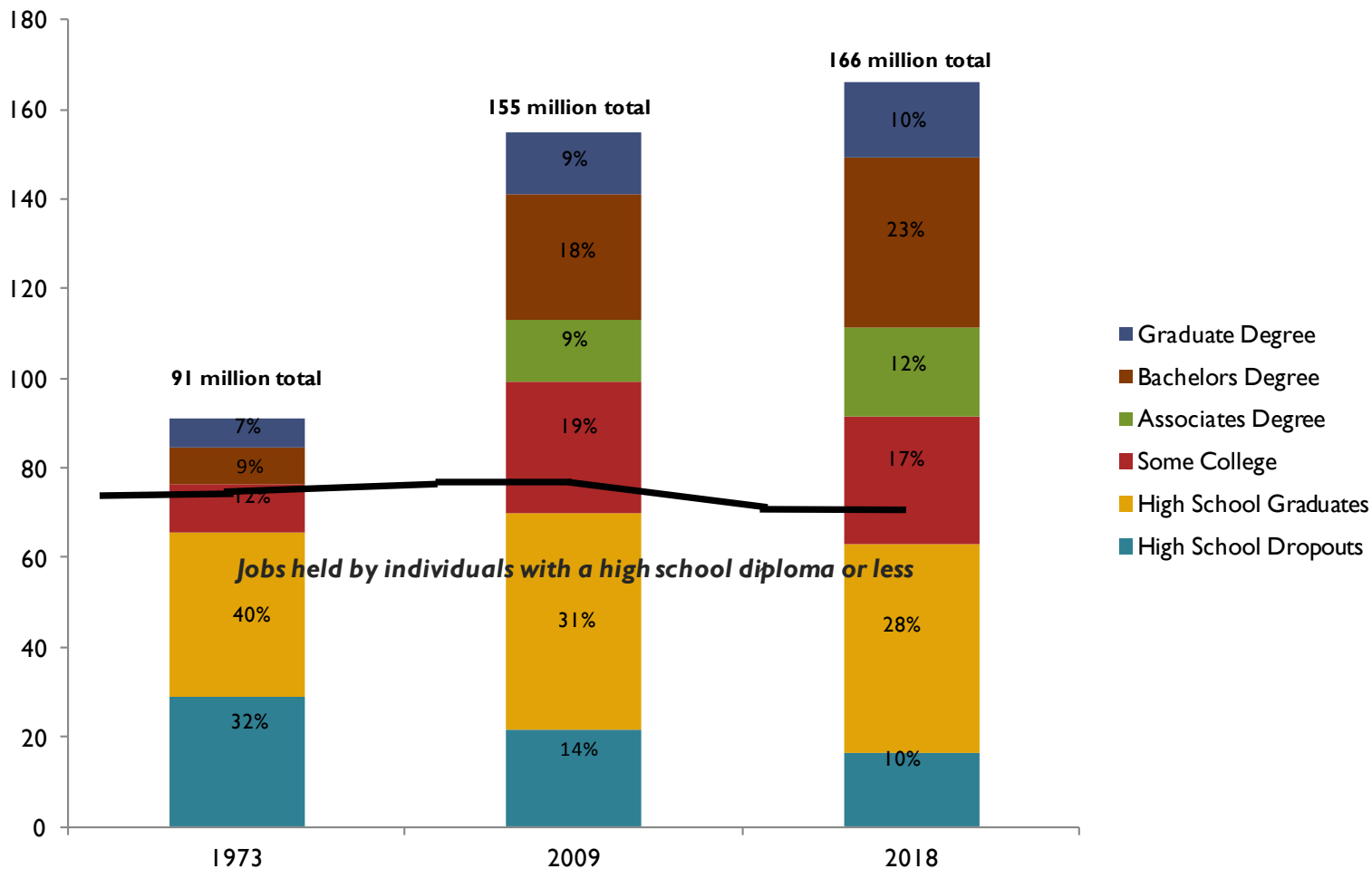
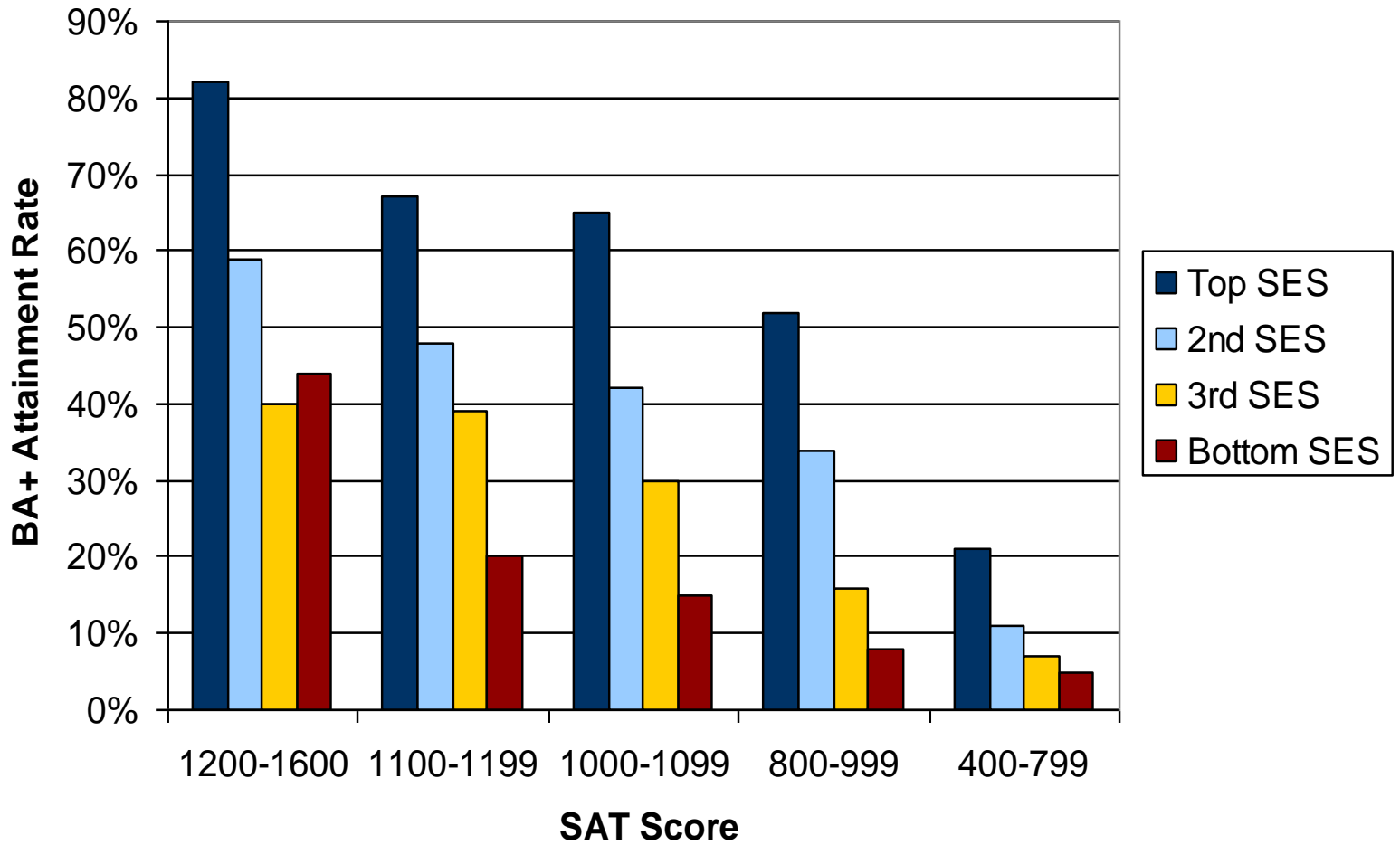


Figure 3
College participation by socioeconomic status (SES)

College Participation By Achievement Test and Socioeconomic Status Quartile		SES Quartile	
		Lowest	Highest
Achievement Quartile	Highest	78%	97%
	Lowest	36%	77%


Figure 4

Degree attainment by SAT scores and SES



Strategies for increasing educational attainment

- Clear learning objectives
 - Fewer, clearer, higher, internationally benchmarked
 - Common Core State Standards, Degree Qualifications Profile
- Effective approaches for engaging students and achieving learning
 - Appropriate, well crafted and well-taught college-ready curriculum for all
 - Capable teachers working in well-designed, well-functioning learning communities
 - Essential student supports: Time to learn, parental and community support, money for access, coaching and goading as needed
- Appropriate, multi-faceted assessments
 - PARCC, SMARTER Balanced Consortia
 - AHELO (OECD Assessment of Higher Education Learning Outcomes)
 - NILOA, Alliance for Student Learning and Accountability
- Benchmarking and research capability
 - Common Education Data Standards (CEDS)
- Collaboration and reciprocal feedback between higher education and K-12 – expectations, performance, strategies for improvement
- Learning from successes in other states and/or nations



Developing a teaching profession to enable and inspire greater student learning

What needs to be addressed?

Who must do what?



Core Issues

Teacher Talent

Content and Pedagogy

Classroom Performance

Work Environment

Who must address these issues?

K-12	Districts
	Schools
Postsecondary	Colleges of Education
	Schools of Arts and Sciences
	College and University Leaders
State Policy	K-12
	Postsecondary

Core Issue: Teacher Talent

- The pool of individuals entering the teaching profession must be stronger
- Questions:
 - What keeps talented people from choosing teaching as a profession?
 - What promotes the entry of less-qualified individuals to the profession?
- Issues to address:
 - Low salaries
 - Poor working conditions
 - Unselective admissions at Colleges of Education
 - Inadequate encouragement to Arts and Sciences majors
 - Unsophisticated and poorly funded recruitment strategies
 - Few perceived incentives for continuing professional growth

Teacher Talent: Division of Labor

How do we address:	Areas/Entities of Influence						Proposed Systemic Solution: Collaboration across K12 and Postsecondary Sectors
	K-12		Postsecondary		State Policies		
	Districts	Schools	Colleges of Education	Schools of Arts and Sciences	K12	Postsecondary	
Low salaries	XXX	X			X		Increase selectivity of teacher preparation programs (postsecondary) while concurrently increasing attractiveness of profession through better working conditions (K-12) and teacher salaries (state policies) Develop strategies for dividing responsibilities and achieving collaboration among teachers to make better use of talent.
Poor working conditions	X	XXX	XX		X	X	
Unselective admissions at colleges of education			XXX	X	X	X	
Inadequate encouragement of Arts and Sciences majors							
Unsophisticated and poorly funded recruitment strategies			XXX	X	X	X	
Few incentives for professional growth	XXX	XX	XX		XX	X	

Core Issue:

Content and Pedagogy

- Teachers do not consistently demonstrate a mastery of content and content-specific pedagogy in the subjects for which they are responsible.
- Questions:
 - Why don't teachers develop this mastery during pre-service training?
 - What keeps them from developing additional expertise after employment?
- Issues to address:
 - Poor teaching in colleges and universities
 - Disconnect between courses in disciplinary departments and those in colleges of education
 - Diverse K-12 standards, curriculum, and assessments across states
 - Lack of clarity in learning objectives and assessments
 - No coursework in understanding content frameworks
 - Ineffective in-service professional development
 - Lack of effective parental engagement and community support, especially in poor communities

Current Initiatives Addressing Content and Pedagogy

- NGA-CCSSO – Common Core State Standards
- InTASC – Teacher Performance Standards
- NCATE – Blue Ribbon Report on Clinical Practice
- TPAC/WS Teacher Assessment – teacher competency assessments
- ETS – PRAXIS tests revisions
- State accountability systems
- Gates – Measures of Effective Teaching (MET)

Content and Pedagogy: Division of Labor

How do we address:	Areas/Entities of Influence						Proposed Systemic Solution: Collaboration across K12 and Postsecondary Sectors
	K-12		Postsecondary		State Policies		
	Districts	Schools	Colleges of Education	Schools of Arts and Sciences	K12	Postsecondary	
Poor teaching at IHEs – in disciplinary content courses and pedagogy courses	X	XX	XXX	XXX	X	XX	Strengthen cross-disciplinary connections and curriculum in teacher education programs (postsecondary, state policies) while concurrently increasing clarity and consistency of grade by grade standards, learning objectives and assessments (K-12, state policies). Through strong relationships between the Arts and Sciences and Education departments, provide teacher candidates with rigorous and relevant courses in both the content knowledge of the disciplines as well as in the art of content pedagogy.
Disconnect between courses in disciplinary departments and those in colleges of education			XXX	XXX	X	XX	
Diverse K-12 standards, curriculum, assessments across states	XX	XX	XX	XX	XXX	XX	
Lack of clarity in learning objectives/assessments	XX	XX	XX	XX	XXX	XX	
No coursework in understanding content frameworks			XXX	XXX			

Core Issue:

Classroom Performance

- Teachers struggle with classroom management, and with translating content into effective instruction for all.
- Questions:
 - Why don't teachers develop these skills during pre-service training?
 - What keeps them from honing their skills after employment?
- Issues to address:
 - Too little pre-service practice in well-supervised clinical classroom settings
 - Lack of effective mentoring during pre-service classroom teaching
 - Little support during induction period
 - Licensure/certification requirements based on exams and degrees, not on classroom performance
 - Poor understanding of data collection and use
 - Too little focus on ways to more effectively engage parents in high poverty communities

Current Initiatives Addressing Classroom Performance

- NGA-CCSSO – Common Core State Standards
- InTASC – Teacher Performance Standards
- NCATE – New accreditation requirements
- Gates – Measures of Effective Teaching (MET) – data culture
- University of Michigan – TeachingWorks initiative
- State accountability systems

Classroom Performance: Division of Labor

How do we address:	Areas/Entities of Influence						Proposed Systemic Solution: Collaboration across K12 and Postsecondary Sectors
	K-12		Postsecondary		State Policies		
	Districts	Schools	Colleges of Education	Schools of Arts and Sciences	K12	Postsecondary	
Too little pre-service practice in well-supervised clinical classroom settings	X	X	X	X	X	X	Incorporate collaboratively-developed and delivered clinical practice experience as a core component of teacher education programs (K12, postsecondary) while concurrently changing state licensure and certification requirements to include elements of classroom performance and effective data use (state policies).
Lack of true mentoring during pre-service classroom teaching	XX	XXX	XXX	X	X	X	
Little support during induction period	XX	XXX	XXX	X	X	X	
Licensure/certification requirements based on exams and degrees, not classroom performance	XX	X	X		XXX	X	
Poor understanding of data collection and use	X	XXX	XXX	X			

Core Issue:

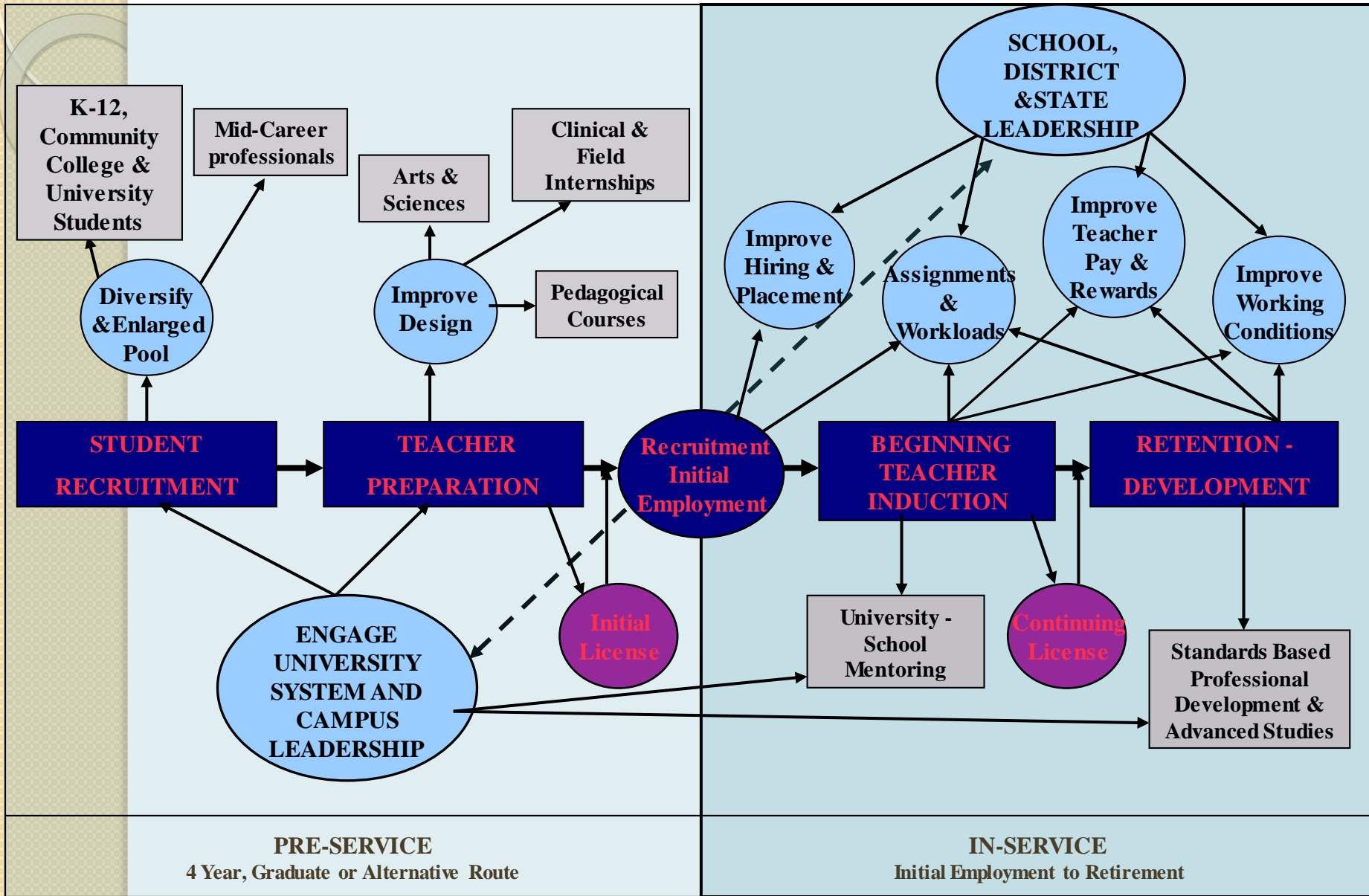
Work Environment

- Teachers do not feel supported in their quest to be effective professionals, whether by their schools, districts, and school leaders, or by the institutions that initially prepared them.
- Questions:
 - Why do teachers feel isolated and unsupported?
 - Why are they unable to connect with other teachers to continuously improve individual and school performance?
- Issues to address:
 - Absence of instructional support from school leadership (principals, superintendents) or from college faculty
 - Absence of formal structures for peer collaboration
 - No time during school week for critical reflection/collaboration
 - Little guidance on how to improve performance
 - Poor quality professional development
 - The engagement of parents in high poverty communities
 - Teacher and public school “bashing” as a strategy for improving teacher quality and schooling

Work Environment: Division of Labor

How do we address:	Areas/Entities of Influence						Proposed Systemic Solution: Collaboration across K12 and Postsecondary Sectors
	K-12		Postsecondary		State Policies		
	Districts	Schools	Colleges of Education	Schools of Arts and Sciences	K12	Postsecondary	
Absence of instructional support from school leadership (principals, superintendents) or from college faculty	XX	XXX	XXX	X	X	X	Align state- and district-level school resource allocation incentives to practices that work, including time for peer networking and self-reflection on practice (state policies), while concurrently developing and delivering stronger, needs-targeted professional development to in-service teachers in collaboration across the sectors (K12, postsecondary).
Absence of formal peer networking structures	XX	XXX	X		X	X	
No time during school week for critical reflection/collaboration	XX	XXX			X		
Little guidance in how to improve performance	X	XXX	XXX		X	X	
Poor quality professional development	X	XXX	XXX	XXX			

The Teacher Development Continuum – C. Coble



THANK YOU!

Contact Information

Paul E. Lingenfelter
paul@sheeo.org

303-541-1605