Why Teacher Preparation Matters
There is an increasing body of evidence that high quality teacher preparation is one of the most significant factors influencing:

- Student Achievement
- Recruitment and Retention of effective teachers
Teacher Career Path

- Career Path
  - Selection
  - Preparation
  - Recruitment & Hiring
  - Mentoring
  - Professional Development
  - Performance Evaluation
  - Career Advancement
  - Compensation
21st Century teacher preparation programs are critical to a professional career path for effective teachers.

Central to Chalkboard’s CLASS Project is recruiting, retaining, and rewarding a new generation of teachers.

Missing partners in CLASS current career path continuum—Oregon teacher preparation programs.
Teacher Preparation

- National Council for Accreditation of Teacher Education (NCATE)

  Teacher preparation must move to programs that are fully grounded in clinical practice and interwoven with coherent academic content and professional courses (2010)
Current State of Teacher Preparation

- Inadequate Preparation for entering today’s classrooms
- A disjointed and out of date preparation curriculum
- Disconnected faculty
- Low admission standards
- Insufficient quality control
- No accountability for effects on student achievement

(Levine, 2006)
Teacher preparation programs need to shrink the pipeline of elementary teachers into the profession. There are neither enough qualified cooperating teachers nor is there the need for new elementary teachers to justify the high numbers of student teachers that institutions insist on placing each year.

Teacher preparation programs need to focus the student teaching placement process on the selection of exemplary cooperating teachers. Institutions and districts lack clear, rigorous criteria for the selection of cooperating teachers—either on paper or in practice. Institutions convey a strong sense of powerlessness in their relationships with school districts.

Student teachers need to be placed with only those teachers in the top quartile of performance, as assessed by their school principals and objective measures of student learning. Districts and teacher preparation programs need to make the role of cooperating teacher a more attractive proposition to classroom teachers.
School District Perspective----Frustration

- Episodic calls from 10-15 different Oregon teacher preparation programs asking if there is space for student teacher placement.

- Superintendent’s and principals are frustrated due to lack of coherence of preparation program curriculum, performance assessments, and student teaching procedures.

- Little quality control of student teacher placement and selection of highly skilled cooperating teacher
Oregon Teacher Preparation Programs

- University of Portland: 4%
- Southern Oregon: 5%
- Western Oregon: 6%
- Willamette University: 6%
- Oregon State University: 7%
- Concordia University: 9%
- University of Oregon: 10%
- Eastern Oregon: 3%
- Marylhurst University: 1%
- Portland State: 14%
- Pacific University: 13%
- Lewis & Clark College: 12%
- George Fox: 10%
- Concordia University: 9%
- University of Portland: 4%
- Southern Oregon: 5%
- Western Oregon: 6%
- Willamette University: 6%
- Oregon State University: 7%
- Concordia University: 9%
- University of Oregon: 10%
- Eastern Oregon: 3%
- Marylhurst University: 1%
- Portland State: 14%
- Pacific University: 13%
- Lewis & Clark College: 12%
- George Fox: 10%
- Concordia University: 9%
- University of Oregon: 10%
- Eastern Oregon: 3%
- Marylhurst University: 1%
- Portland State: 14%
- Pacific University: 13%
- Lewis & Clark College: 12%
- George Fox: 10%
- Concordia University: 9%
- University of Oregon: 10%
NCATE Blue Ribbon Report 2010

- More Rigorous Accountability for student and program results
- *Strengthen Candidate Selection and Placement*
- *Revamp Curriculum, Incentives, Staffing, and Clinical Practice*
- More Reliable and Accessible Data Information Systems
- Support Partnerships with School Districts and Education Organizations
- Expanding the Knowledge Base to Identify What Works and Support Continuous Improvement
What to Do???

- Implement rigorous national teacher preparation program standards for accreditation.

- Link student achievement and student growth data to teacher candidates. Tie the same data to teacher education programs. Publicly report the data on program effectiveness for each preparation program in the state.

- Explore new Graduate school and teacher licensing options that are more successful at producing graduates who are effective teachers and are more cost effective.

- Build stronger school district and higher education partnerships.

- Design teacher preparation curriculum, instruction, assessment and clinical practice experience that prepares effective teachers for ALL students. Strengthen residency programs.
Teacher Preparation------Where have we been:

- Chalkboard’s Educator Quality Workgroup—2006
  - NCATE Accreditation for ALL Teacher Preparation Programs
  - Support recommendations on the creation of new standards to license teachers

- Chalkboard partnership with stakeholders formed the Oregon Coalition for Quality Teaching and Learning with the National Commission on Teaching and America's Future
  - Supported passing new legislation:
    - SB 290
    - SB 252
    - HB 3474
Getting Started

- Engaging Education Stakeholders:
  - Oregon Teacher Education Deans
    - Randy Hitz and colleagues—Portland State University
    - Linda Samek—George Fox University
    - Hilda Rosselli—Western Oregon State University
  - Teacher Standards and Practices—Vickie Chamberlain & Keith Menk
  - K-12 superintendents and district administrators—Chalkboard Advisory Council
  - 40-40-20 work group
Next Steps

- February-July 2011: R & D phase

- October-November 2011: Convene local and national stakeholders to investigate best practices in teacher preparation
  - Explore:
    - The relationships between teacher preparation program approval, NCATE accreditation, and teacher licensure?
    - How to better assess teacher preparation programs and graduates’ teaching effectiveness and the impact on student achievement?
    - How to develop new policies and new models for high quality teacher education programs resulting in a new generation of highly effective teachers?

- January-July 2011: **BOLD** collaborative partnerships with Oregon Teacher Preparation programs and CLASS school districts to design innovative pilot programs for preparing a new generation of teachers!!