

| CAEP Standards | US PREP Outcomes & Indicators |
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| <p>1: CONTENT AND PEDAGOGICAL KNOWLEDGE</p> <p><i>The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.</i></p> | <p>Providers within US PREP commit to implementing and scaling the following:</p> <ul style="list-style-type: none"> ● Utilizing the TAP Evaluation Framework as the “common language” for teaching, assessing, and evaluating teacher candidate performance ● Reforming coursework utilizing the TAP rubric and design based research process in order to measure the influence of coursework on teacher candidate development ● Implement a student teaching course taught throughout the student teaching residency year to provide differentiated instruction aligned with teacher candidates’ performance trends. The student teaching course syllabus clearly states that candidates must score 3s in the TAP Rubric Big 6 Indicators in order to graduate. ● Identification and implementation of a professionalism rubric that clearly outlines the professional dispositions and responsibilities that teacher candidates are expected to demonstrate. |

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE:

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Providers within US PREP commit to implementing and scaling the following:

- Restructuring the student teaching supervisor role to be a full-time Site Coordinator faculty member.
- The site coordinator conducts all supervision for a cohort of 15-20 teacher candidates placed in a partner school district.
- A year-long co-teaching residency with a highly-qualified mentor teacher
- The site coordinator conducts four formal performance assessments and 8 informal walkthroughs over the year-long residency.
- Teacher candidates utilize video capture technology (i.e. Swivl and iPads) to film themselves teaching and use the videos as a basis for reflection.
- For each performance assessment, the site coordinator conducts a pre-and post-conference.
- The site coordinator plans and facilitates quarterly partnership meetings between the district and university.
- The site coordinator works with the district partner to develop clear mentor teacher selection criteria, job performance duties, and training dates (4 per year).
- Teacher candidates administer a pre-and post- k-12 student perception survey during the residency year and utilize the results to inform student interventions.
- Teacher educators (i.e. professors and instructor who teach pre-service teachers) are trained and calibrated in the TAP rubric.
- Teacher educators (i.e. professors and instructor who teach pre-service teachers) engage in bi-monthly (every two months) professional development (to include topics such as the TAP rubric, teacher educator pedagogy, design based research, etc.).
- Teacher educators co-score teacher candidate videos each semester to engage in rich discussion around teacher candidate performance as well as track inter-rater reliability

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Providers within US PREP commit to implementing and scaling the following:

- “Along-the-way” teacher candidate performance gates are utilized to monitor and shape instructional competencies
- Curricula are designed and sequenced to foster teacher candidates’ success on the achievement of the performance gates
- Courses are refined based on performance gate trend scores
- The final performance gate clearly states that candidates must score 3s in the TAP Rubric Big 6 Indicators in order to graduate.

STANDARD 4: PROGRAM
IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Providers within US PREP commit to gathering the following:

- Value-added Student Achievement Scores: Academic growth scores of the K-12 students taught by target teachers;
- K-12 Student Attitudinal Survey Data: To what extent do the K-12 students taught by target teachers believe that the educators inspire academic engagement, effort, confidence and a sense of belonging in the classroom? Research demonstrates that such student attitudes are one of the strongest predictors of student achievement scores; and
- Observed Teaching Performance: The other strong predictor of K-12 student achievement growth scores is observed teaching effectiveness as measured by rubrics of high-quality instruction. In US PREP all coalition members use the TAP rubric from the National Institute for Excellence in Teaching.
- Compare post-graduates (hired by partner districts) – VAM scores vs. new teachers hired from ‘other’
- University Providers survey partner district leaders annually on needs, graduate and partnership satisfaction

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| <p>Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT</p> <p><i>The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development.</i></p> <p><i>The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers.</i></p> <p><i>The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.</i></p> | <p>Providers within US PREP commit to implementing and scaling the following:</p> <ul style="list-style-type: none"> ● A data dashboard system (CODE) housing performance gate data and outcome data is used to chronicle teacher candidates' progress and conduct trend analysis ● Teacher educators and the program hold teacher candidates to the competency-based demonstration of mastery on the performance gates as the basis for program continuation/completion. Teacher candidates should not complete without meeting performance gate cutoffs. ● Teacher preparation leaders implement “Data Days” or other structured system of teacher educator-college leadership to review teacher candidate progress data and program effectiveness data each semester, <u>and make decisions</u> about candidate and/or program interventions ● Data processes and outcomes drive future deliverables such as results-oriented professional development for teacher educators ● Site Coordinators are primarily responsible for employer satisfaction with graduates (they are the final line of quality control) ● Design-based research professional learning communities are formed across multiple course &/or programs & interventions and specific performance targets are agreed upon/implemented by the team ● Data findings from the Data Day Review and design-based PLCs directly contribute to the creation of “Program Improvement Contracts” from the dean to teacher education faculty for the upcoming academic year ● Implementation of a Program Review Process to assess the effectiveness of curriculum, instruction, clinical support processes, personnel and school-university collaboration for teacher education. |
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There is a large body of research on the aspects of teacher preparation that have the most

impact on quality teaching. From this literature one can identify five key attributes that researchers have found to be associated with increased teacher preparedness: 1) a focus on practice; 2) mentoring and coaching; 3) a coherent vision of teaching; 4) integration of coursework and clinical experiences; and 5) partnerships as the driving force for change and improvement. US PREP AT embodies all these elements and the individual components of the program are supported by research that demonstrates their relative effectiveness. These are described in detail below.

1. *Intensive clinical experience provided by a year-long residency.* Increasingly, teacher preparation programs are understanding from a variety of research studies (e.g., Ball & Cohen, 1999; Cochran-Smith & Zeichner, 2005; Guyton & McIntyre, 1990; Moore, 2010) the importance of clinical practice for teacher training. Furthermore, Boyd et al., (2009) suggest that particular characteristics of clinical experience in teacher education programs are associated with later student achievement gains. Other research confirms the rationale for improving the clinical teaching experience of teacher candidates. For example, a four-year study of U.S. teacher education programs found that 63 percent of recent graduates reported feeling unprepared for classroom realities (Levine, 2006). Studies have consistently shown that, on average, teachers with some classroom experience are more effective than those with no experience (Clotfelter, Ladd & Vigdor, 2007; Harris & Sass, 2007; Kane, Rockoff & Staiger, 2006; King, 2010; Ladd, 2008). In addition, we know that classroom teaching experience has a larger effect on student achievement than most observable teacher characteristics, including licensure test scores, subsequently obtaining a master's degree, and National Board certification (King, 2010). In

short, classroom experience informs practice, bearing in mind that school context is also important (Anderson & Stillman, 2010).

The US PREP teacher preparation model is constructed around the schedule of K-12 schools, not the university calendar, thus enabling an authentic, year-long clinical experience. Candidates begin three days per week clinical experiences before the start of the school year (August to December), and then spend the rest of the school year working alongside their cooperating teacher almost full-time (January to June). This allows candidates to prepare and begin a new school year, transition through holidays, experience the intensity of accountability testing, and wrap up the school year on task and still striving to impact student learning. Candidates also teach in enrichment-focused summer schools to further hone their skills before starting in August as a new teacher in the partner district.

2. *One full-year of mentoring provided by the Site Coordinator:* In the US PREP model, universities re-design the role of the traditional student teaching supervisor into a full-time faculty position. The role of the site coordinator is the bridge to the theory-practice and university-school divide. By embedding faculty as university representatives and district collaborators, we allow for a direct connection between theory and practice. Site coordinators collaborate with cooperating teachers to improve practice in the K-12 classroom, become a content pipeline for methods taught at the university and assess the more holistic needs of the community in which they serve (Ferman & Hill, 2004).

Site coordinators serve as the liaison between the university and school districts. Their quarterly reporting to community stakeholders and ongoing work with professional development

for both pre-service and staff build the capacity for stronger relationships. It also affords the opportunity to meet school district hiring needs, specifically in urban and rural areas (Glennie, Coble & Allen, 2004).

Site coordinators serve as instructors for college courses. They collaborate with mentor teachers, school system personnel, and university faculty to generate and enact course content. By connecting the topics to context specific experiences, teacher candidates “share their insights with their peers, and to make stronger connections with coursework and experience” (Goodnough, Falkenberg, & MacDonald, 2016, p. 13). Mentoring becomes a way to transmit the culture of the educational context and becomes a means for teaching and learning community (Wang & Odell, 2002) and allows culturally responsive pedagogy (Ladson-Billings, 1994) to be more seamlessly enacted.

Site coordinators serve as instructional coaches for their teacher candidates. They use the TAP rubric of instructional behaviors and the Sheltered Instruction Observation Protocol (*SIOP*) to define effective instructional behaviors, and to support CTs and candidate improvement. Using state of the art digital technology, candidates capture and review their teaching behaviors using their own digital record for reflection and improvement. The Site Coordinator conducts ongoing mentor teacher training and support, shared governance meetings with district leadership and receives constant professional development from Texas Tech “Professional Development Facilitators” who coach and support Site Coordinator effectiveness. Comprehensive mentoring for beginning teachers such as this has been shown to have a positive effect on student achievement in subsequent years of teaching (Glazerman et al., 2010).

3. *University-school partnerships with high need schools.* Universities within US PREP partner with Title I school districts. It is a universal belief that meaningful partnerships between universities and school districts will improve the education system P-20 (RAND Corporation, 2006). Goodlad (1994) summarized the importance of the school-university relationship:

What comes first, good schools or good teacher education programs? The answer is that both must come together. There are not now the thousands of good schools needed for the internships of tens of thousands of future teachers. The long-term solution -unfortunately, there is no quick one- is to renew the two together. There must be a continuous process of educational renewal in which colleges and universities, the traditional producers of teachers, join schools, the recipients of the products, as equal partners in the simultaneous renewal of school and the education of educators. (p. 2)

One method of implementing the concept of simultaneous renewal is through school-university quarterly partnership governance meetings. Site Coordinators convene university staff and district staff on a quarterly basis. These governance meetings provide a space for university faculty members and district stakeholders to come together as a shared decision-making team. During these partnership meetings, school and university leaders discuss data, tackle challenges together, celebrate and learn from their successes, and jointly shape future programming (Freman & Hill, 2004; Crocco, Faithfull, & Schwartz, 2003). When the university and K-12 systems are working together, these partnerships become incubators of improvement, allowing students, and communities to increase the number of effective educators who are highly committed to and capable of teaching students of color living in poverty (García, Arias, Harris-Murri, & Serna, 2010).

4. *Performance-based assessment.* Teacher candidates are evaluated through a rigorous,

performance assessment process conducted twice each semester using the TAP instructional rubric. The TAP instructional rubric is built on the work of many researchers and experts (e.g. Charlotte Danielson, The Interstate New Teacher Assessment and Support Consortium (InTASC), and Massachusetts' Principles of Effective Teaching). Every teacher candidate receives an iPad and Swivl to video capture and self-evaluate his/her teaching relative to the TAP rubric of teaching effectiveness. Site Coordinators provide ongoing classroom observation, feedback and clinical shaping through classroom walk-throughs and multiple "POP" cycles on the TAP rubric over the duration of the program.

The first step of the POP cycle, the Pre-conference, is a discussion of the lesson to be delivered. The goal is to ensure that the teacher candidate is clear and prepared: academic content, student dynamics, likely misconceptions, classroom mini-assessment to determine students' degree of mastery. The next step, Observation, occurs when the teacher candidate teaches the lesson. The Site Coordinator and Mentor Teacher, physically present in the classroom, script the lesson. At the same time the lesson is video-captured on an iPad and Swivl. At the end of the lesson the Site Coordinator and Mentor Teacher confer and score the TAP rubric, then the Teacher Candidate is released to review the student assessment data, and watch and score her/his video of instruction. A Post-conference between the Teacher Candidate and Site Coordinator is held during the same week to ensure relevance of the feedback. The two discuss the student assessment data, the scripting data and video evidence to reach consensus on reinforcements and refinements.

All teacher candidates are required to reach proficiency in all indicators in order to

successfully complete the program. If a teacher candidate is not making progress toward proficiency, the Site Coordinator is required to develop and implement an intervention plan to support the teacher candidate's development. If a teacher candidate does not demonstrate proficiency by the end of the second semester, he/she is given the option to continue the residency for an additional semester. If the teacher candidate does not progress to proficiency in the additional semester, he/she is dismissed from the program. This rigorous, competency-based approach is different from a traditional teacher preparation program. To ensure inter-rater reliability, 20% of all performance assessments are co-scored by teacher educator faculty as well as an external evaluator through the US PREP Program Review Process.

5. *Student perception survey.* Teacher candidates administer a K-12 student perception survey within the first two months of their senior year residency and at the conclusion of the residency. Student perception survey data can enable teachers to learn about patterns in their teaching that influence student learning, and their students' social and emotional abilities. In the US PREP model, we use the *Colorado Student Perception Survey*. The survey is a 34-question instrument that asks students about their classroom experience. The survey focuses on four constructs: student learning, student-centered environment, classroom community, and classroom management. Through the administration of the survey, students are given a forum in which they can be 'heard' and, this opportunity for students to voice their perceptions may additionally promote both reflection and responsibility on their part. Relatedly, teachers are able to utilize student perception data for the development and application of specific strategies, aimed at directly and intentionally improving student perceptions, and, also leading to improved

student academic achievement.

6. *Highly effective cooperating teachers (CTs).* Teacher candidates work in partner districts alongside experienced, intentionally selected CTs who are committed to the professional growth of their teacher candidates. CTs and candidates use co-teaching strategies to plan, carry out, evaluate and adjust instruction in whole-group and small-group settings.

An internal evaluation study was conducted on the Texas Tech co-teaching model. The study included a cooperating teachers' value added scores during the year when they worked with teacher candidates, and the previous year's value-added scores when they worked alone in their classroom. Over 75% of teachers with lower growth scores in 2015 showed increases by at least one level in 2016; and 60% of teachers with "average" (one year's worth of growth) in 2015 had increases in 2016. These results suggest that the presence of the teacher candidate did have positive impact on student growth in the year when they were present that was above what the cooperating teacher was able to bring about by his or herself. Moreover, the increases were greatest for the lowest-performing teachers, but candidates still impacted achievement among the average performing teachers.

7. *Competency-based coursework.* Coursework is competency-based, meaning that the program curriculum focuses largely on teaching competencies rather than an overload of theory and abstract concepts, although the program is solidly learning-theory-based. Courses include extensive use of classroom video demonstrating best practices around the TAP teaching competencies, social and emotional learning, and culturally relevant pedagogy. Through the process of design-based research, data are used to examine the impact of each course on teacher

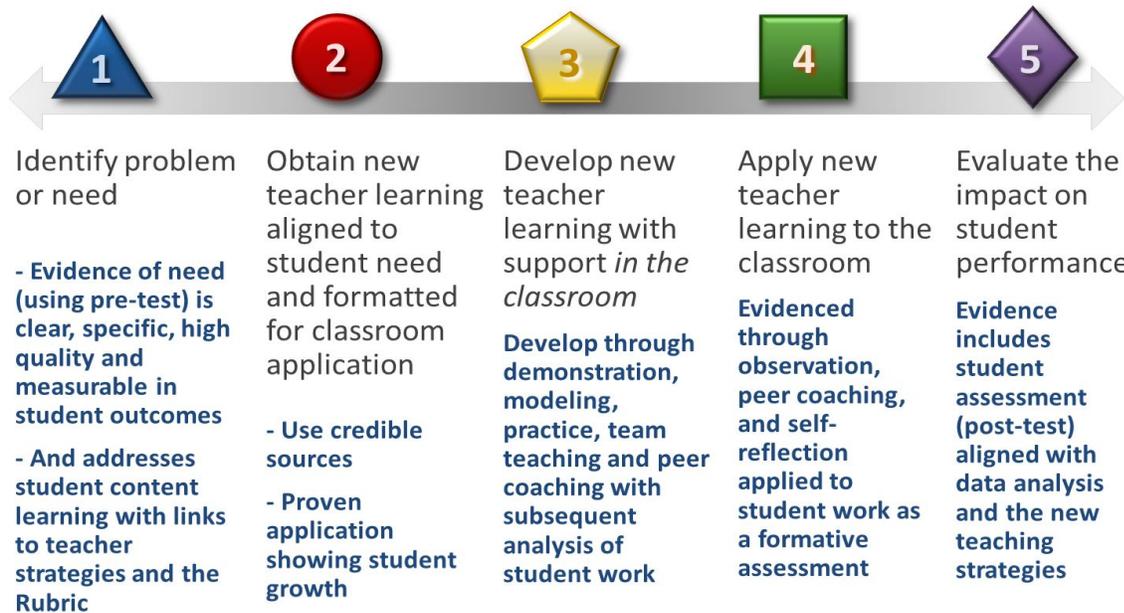
candidate learning and development. Data are then used to inform coursework revisions.

In addition to content knowledge and pedagogy, teacher candidates receive training in social and emotional learning and culturally relevant pedagogy. Preservice teachers and first-year teachers typically rank managing student behavior as one of their biggest challenges (Ingersoll & Smith, 2003; Walter, Gouzem, & Kim, 2006) and feel that their preparation in this area was inadequate (Koller, Osterlind, Paris, & Weston, 2004). When teachers do receive training, however, they report more confidence in their ability to create a positive environment in their classrooms (Alvarez, 2007). Studies conducted on SEL initiatives suggest that teachers who have knowledge of SEL are better able to manage student behavior and support their students' social and emotional learning (Hamre & Pianta, 2006; Wentzel, 2003).

8. *Student teaching course.* During the year-long residency, Site Coordinators meet weekly with their teacher candidates to provide them with professional development based on the data from their performance assessments and walkthroughs. This weekly, two-hour block of time follows a structured cyclical process using the Five Steps for Effective Learning. Figure 1 illustrates the five steps for effective learning.

Figure 1: Five Steps for Effective Learning

Steps for Effective Learning



9. Effective teacher educators. Research overwhelmingly states the single-most influential in-school factor in student success is the K-12 classroom teacher (Chetty, Friedman & Rockoff, 2011; Hamre & Pianta, 2006; McCaffrey, Lockwood, Koretz, & Hamilton, 2003). The same could be said about the teacher educators who play a formal role in the training of novice teachers -- studies have shown that purposeful teacher education, grounded in specific and research-based teacher educator pedagogies, practices and principles, can positively influence novice teacher practice, efficacy, and effectiveness (Sharma & Sokal, 2013; Brouwer & Korthagen, 2005; Day, 1999). Darling-Hammond, Hammerness, Grossman, Rust, & Shulman (2005) studied teacher preparation programs and found that effective programs had an agreed upon set of teaching practices that guide and assess clinical work and coursework. Programs that

had clear and consistent goals, which used pedagogies linking theory and practice, were more influential at supporting student teacher learning. They posited, “Teacher educators need to consider how to develop teacher candidates’ readiness for learning about particular aspects of teaching and how to bring life theory in practice and practice in theory” (Darling-Hammond et al., 2005, p. 399). As part of the support and services, the US PREP AT project will plan and facilitate six professional development sessions for teacher educator faculty, each year, aimed at improving curriculum and teaching, thus resulting in preparing candidates who successfully enact critical competencies.

10. Data for continuous improvement. CAEP Standard 5 encourages data use for continuous improvement and evidence-based decision making, including gathering data about impact on K-12 student achievement. In US PREP, university providers utilize data at every level:

- Teacher candidates utilize their performance assessment, student perception survey, and classroom student achievement data to create instructional goals and interventions.
- Site coordinators utilize teacher candidate data to inform topics for their weekly student teaching course, mentor trainings, and governance meetings.
- Course instructors utilize data from the design based research assessments to inform student interventions and revisions to the courses.
- Program administrators examine data across all the programs to make informed decisions about program strengths and weaknesses.

At the conclusion of each semester, all faculty gather together for Data Day. This process involves vertical data analysis that includes data from K-12 students, teacher candidates, course and clinical faculty, and program “quality control” data to inform, direct, and evaluate programs. Each semester faculty members present program data and discuss the ways in which they use data results to make improvements in their policies and practices (Hamman, 2013; Hamman, Wang, Ridley, Heider, & Howard, 2016). Data Day involves all stakeholders (teacher candidates, site coordinators, course instructors and program leaders). This allows teacher educators to have conversations across the courses in their programs and interpret data collectively. These conversations help to break down the isolation typical in teacher education programs. Further, as program changes are made, data day structures foster a “culture of evidence” in teacher education programs that transform the rhetoric of data- based decision making into actual practice.