

# *Ten Words to Better Teacher Preparation Programs:*

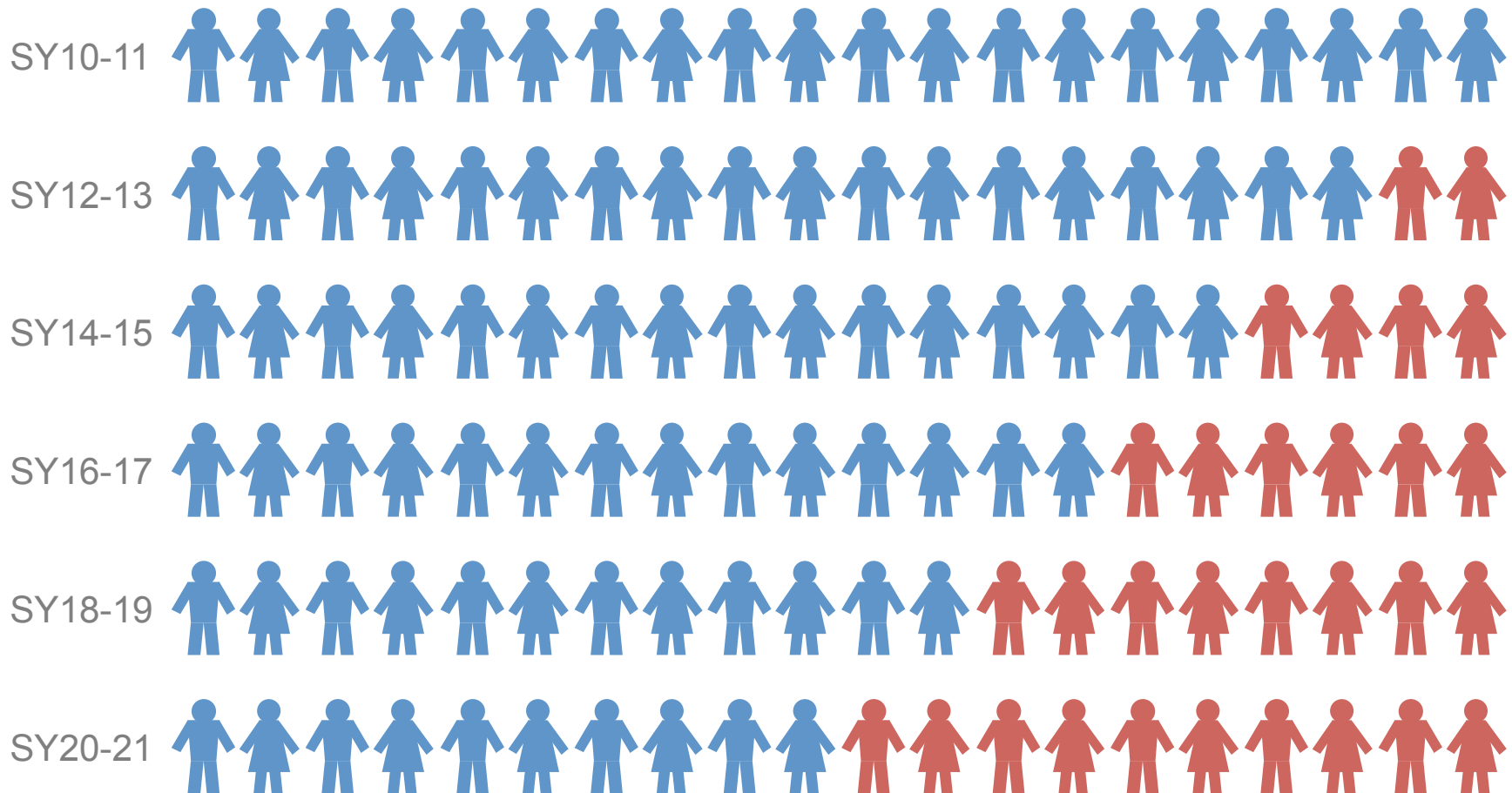
**“Reward the Good, Improve the Middle,  
and Transform the Bad”**


Michael Dannenberg, November 20, 2014

Director of Strategic Initiatives, Education Reform Now

Former Senior Policy Advisor, Office of the Under Secretary of Education

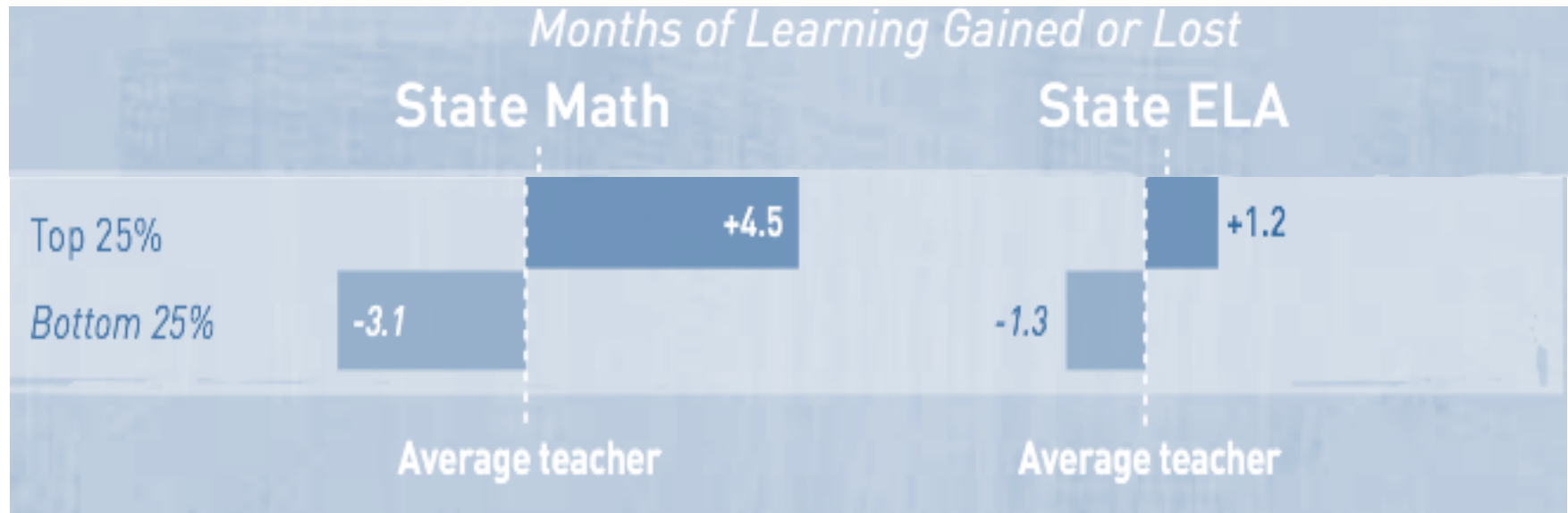
Over the next 10 years, 1.6 million teachers will retire.  
At least that many will be needed to take their place.



 = 160,000 teachers

It's well established that teacher quality is the most important in-school indicator of student achievement.

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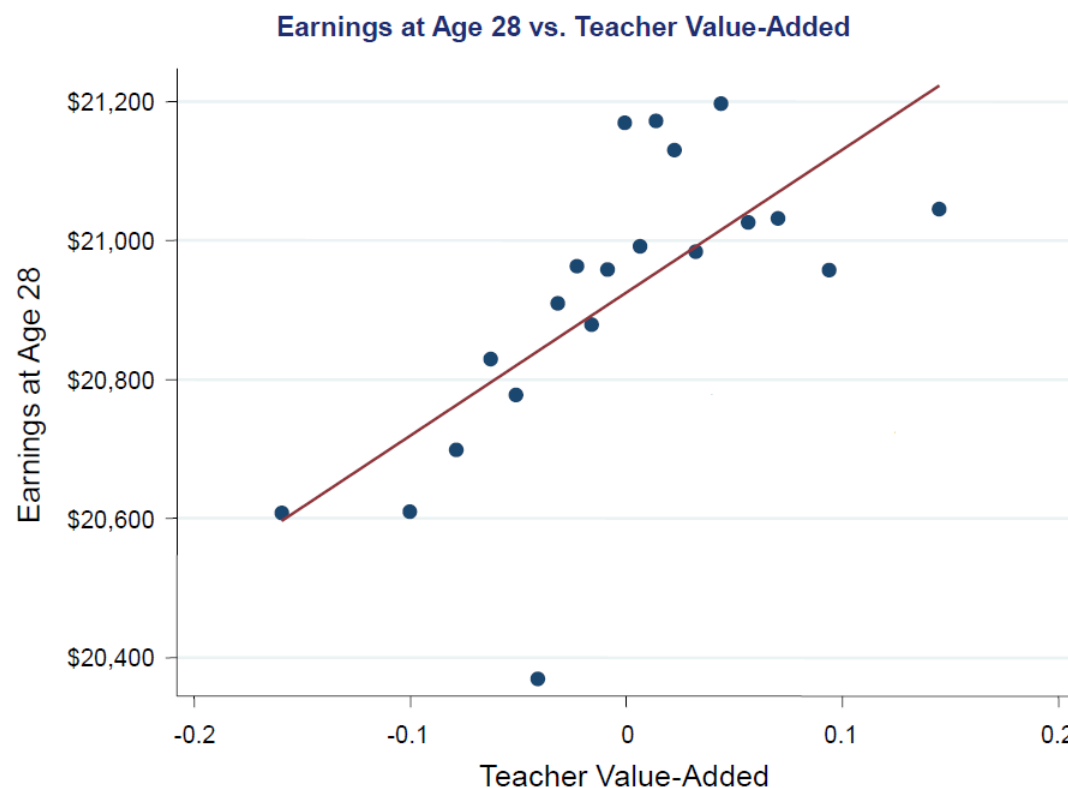
The gap between effective and ineffective teachers can reach the equivalent of nearly an entire school year.

SOURCE: Thomas J. Kane and Douglas O. Staiger, *Gathering Feedback for Teaching* (Seattle, WA: The Bill and Melinda Gates Foundation Education, 2012).

Just having an average teacher as opposed to an ineffective one can substantially boost a child's lifetime earnings.

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The impact of an average teacher on the lifetime earnings of a class of students is **\$267,000** more per year than an ineffective one.

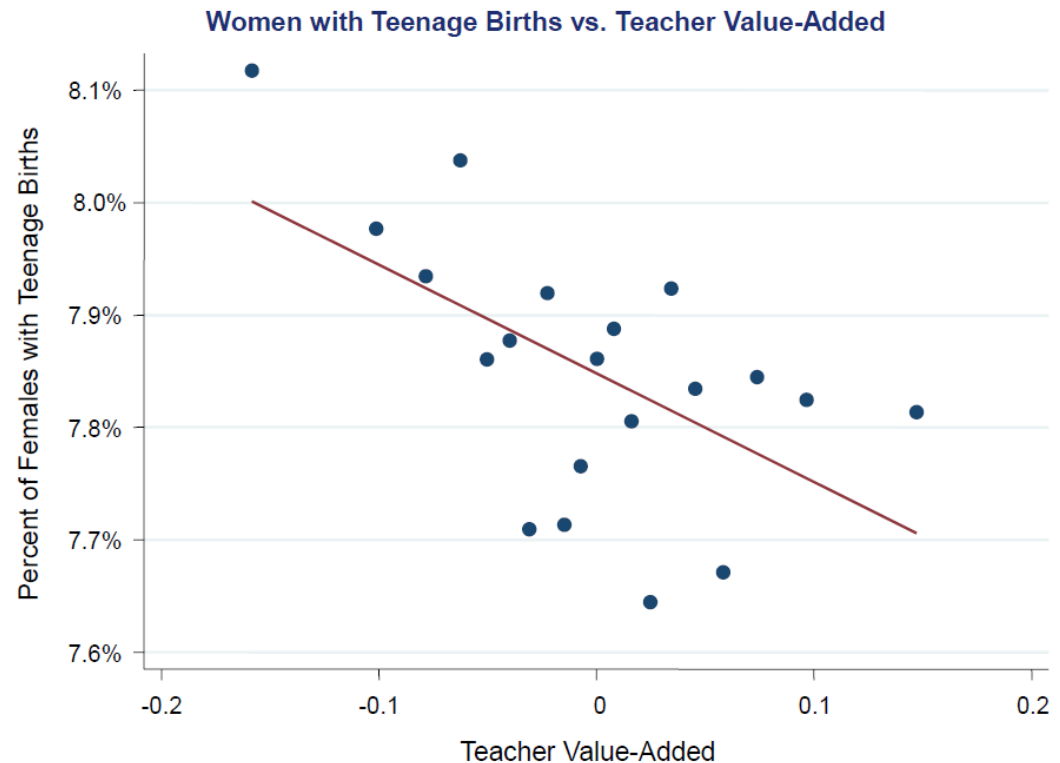


SOURCE: Raj Chetty, John N. Friedman, and Jonah E. Rockoff, *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood* (Cambridge, MA: National Bureau of Economic Research, 2011).

# Beyond test scores and earnings, teacher quality has wide-ranging and long-lasting impact on students.

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Being exposed to just one effective elementary or middle school teacher can **raise college attendance rates** and **reduce teen pregnancies**.

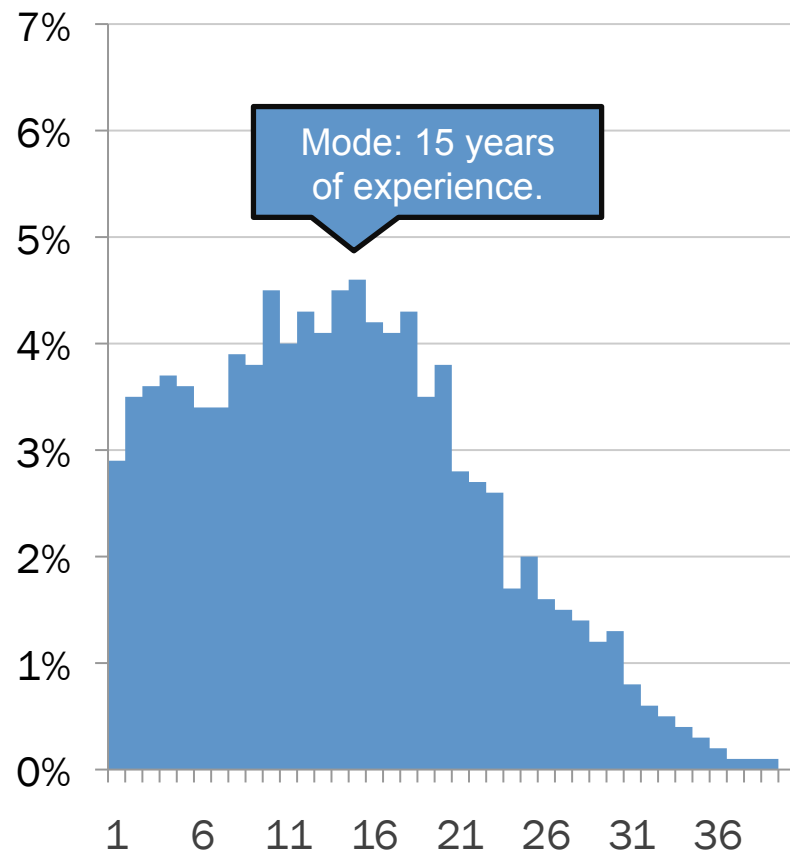


SOURCE: Raj Chetty, John N. Friedman, and Jonah E. Rockoff, *The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood* (Cambridge, MA: National Bureau of Economic Research, 2011).

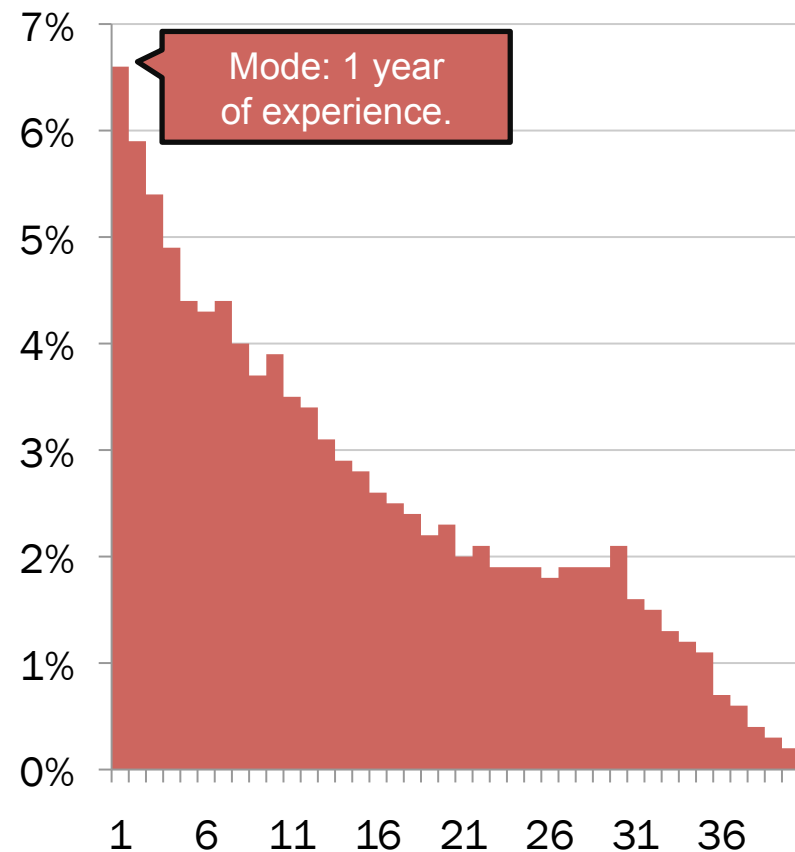
The shape of the teaching profession is changing. We have more rookie teachers than ever. They and their students need them to be ready on day one.

### Teacher Experience as Share of Workforce

1987-1988



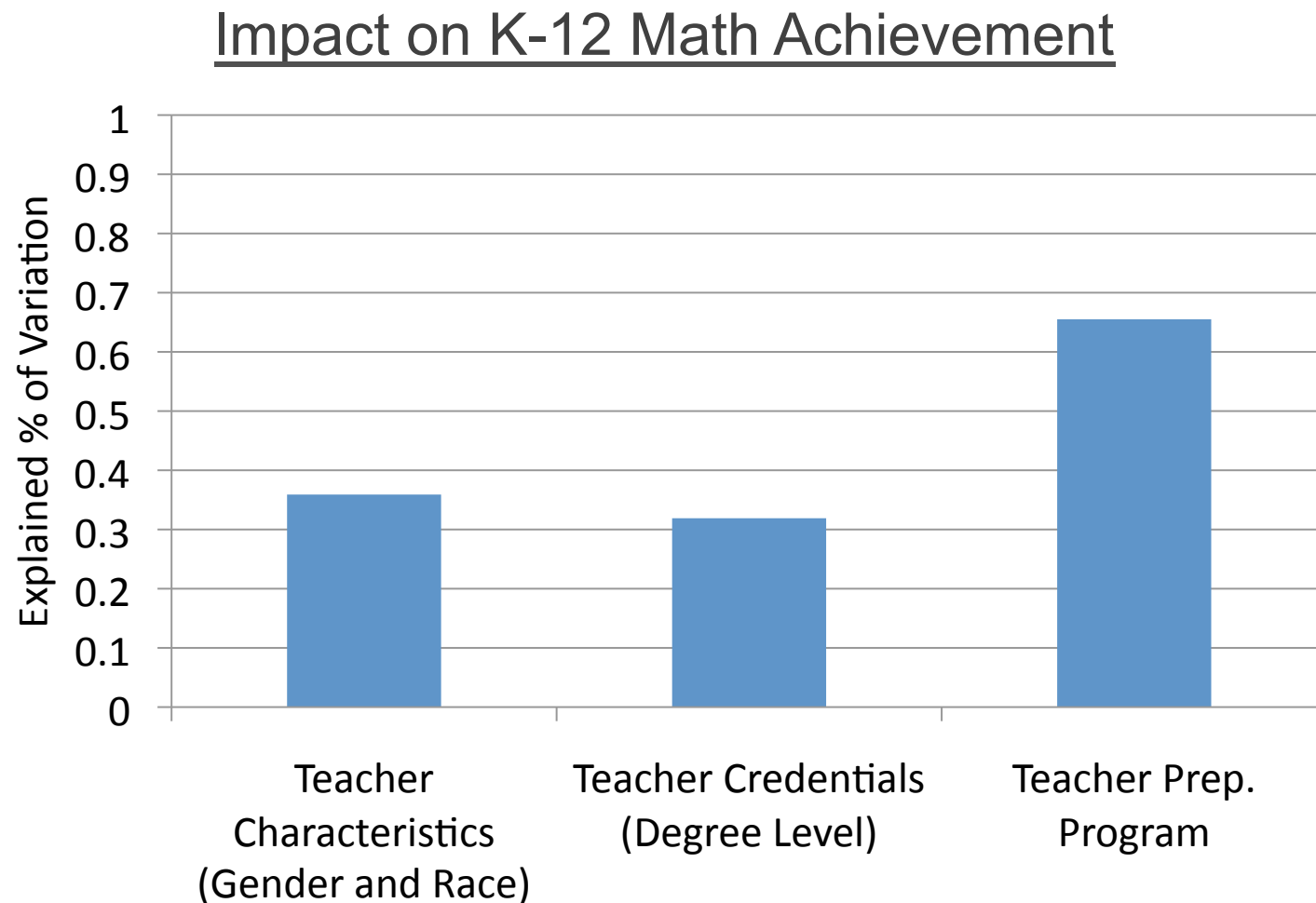
2007-2008



SOURCE: Thomas G. Carroll and Elizabeth Foster, "Who Will Teach? Experience Matters" (Washington, D.C.: National Commission on Teaching and America's Future, January 2010).

Teacher Preparation explains more of the variance in K-12 achievement than all other teacher characteristics.

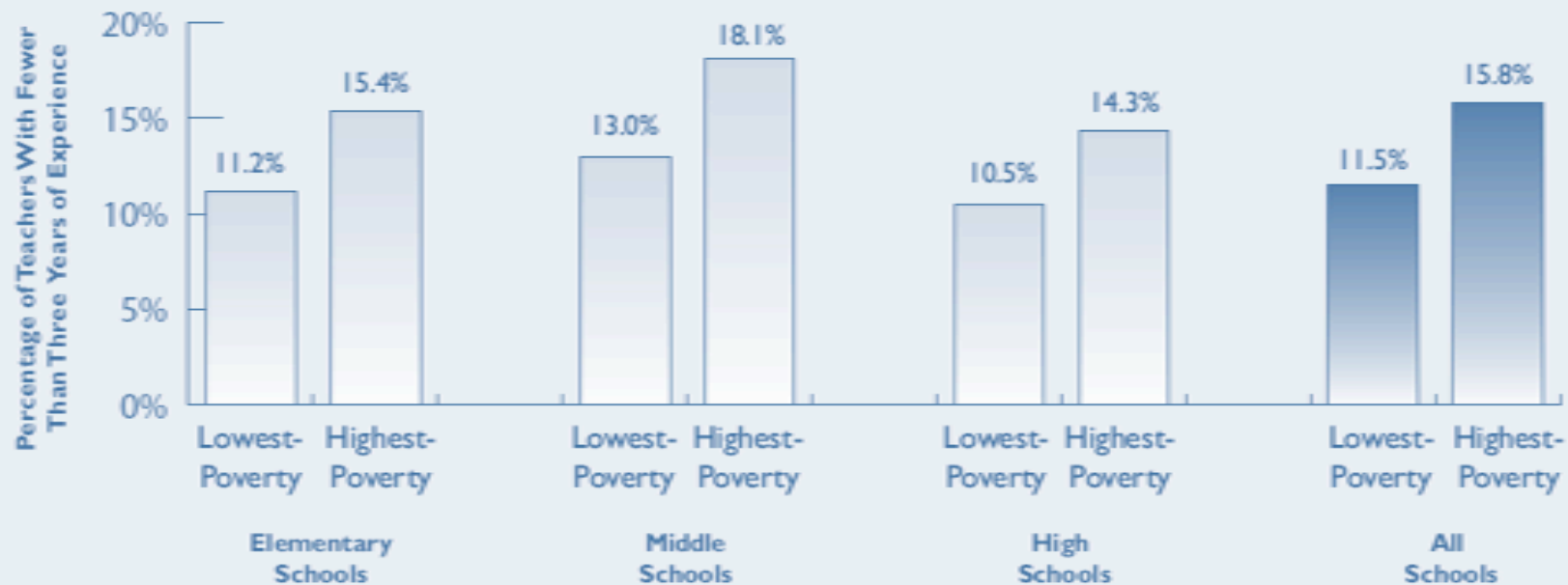
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SOURCE: Dan Goldhaber and Stephanie Liddle, *The Gateway to the Profession: Assessing Teacher Preparation Programs Based on Student Achievement* (University of Washington: Center for Education Data & Research, 2011), 17

In 43 out of 50 Texas districts studied, the highest-poverty schools have substantially more novice teachers than the lowest-poverty schools. In other words, teacher prep is critical for poor students as a matter of educational equity.

### Highest-Poverty Schools Assigned the Most Inexperienced Teachers



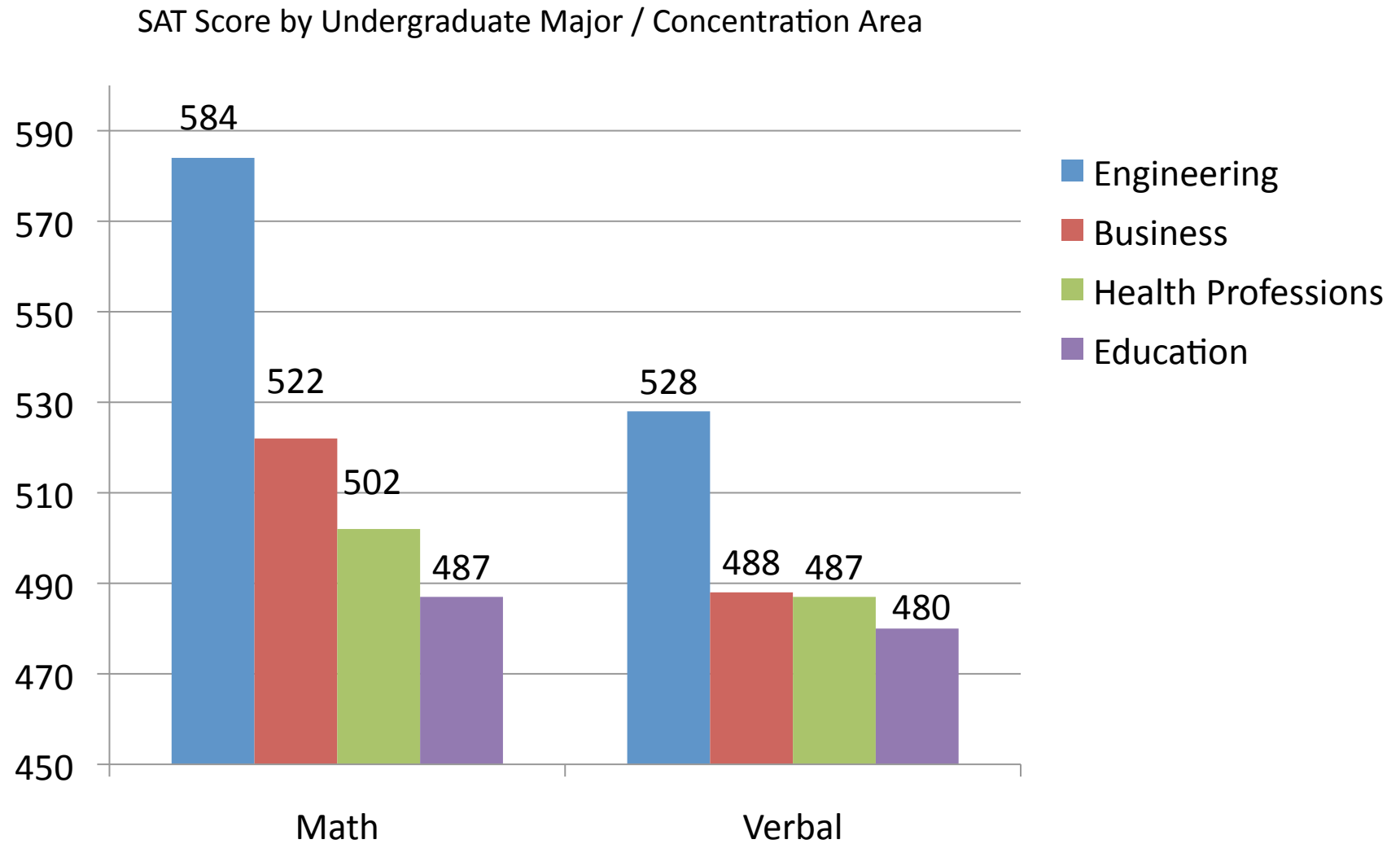
Source: Analysis of 2005-2006 publicly available data from the Texas Education Agency's Public Education Information Management System by Ed Fuller, Ph.D., University of Texas at Austin.

SOURCE: "Their Fair Share: How Texas-Sized Gaps in Teacher Quality Shortchange Low-Income and Minority Students" (Washington, D.C.: EdTrust, February 2008).



Unfortunately, teacher education programs do not have especially high entry standards.

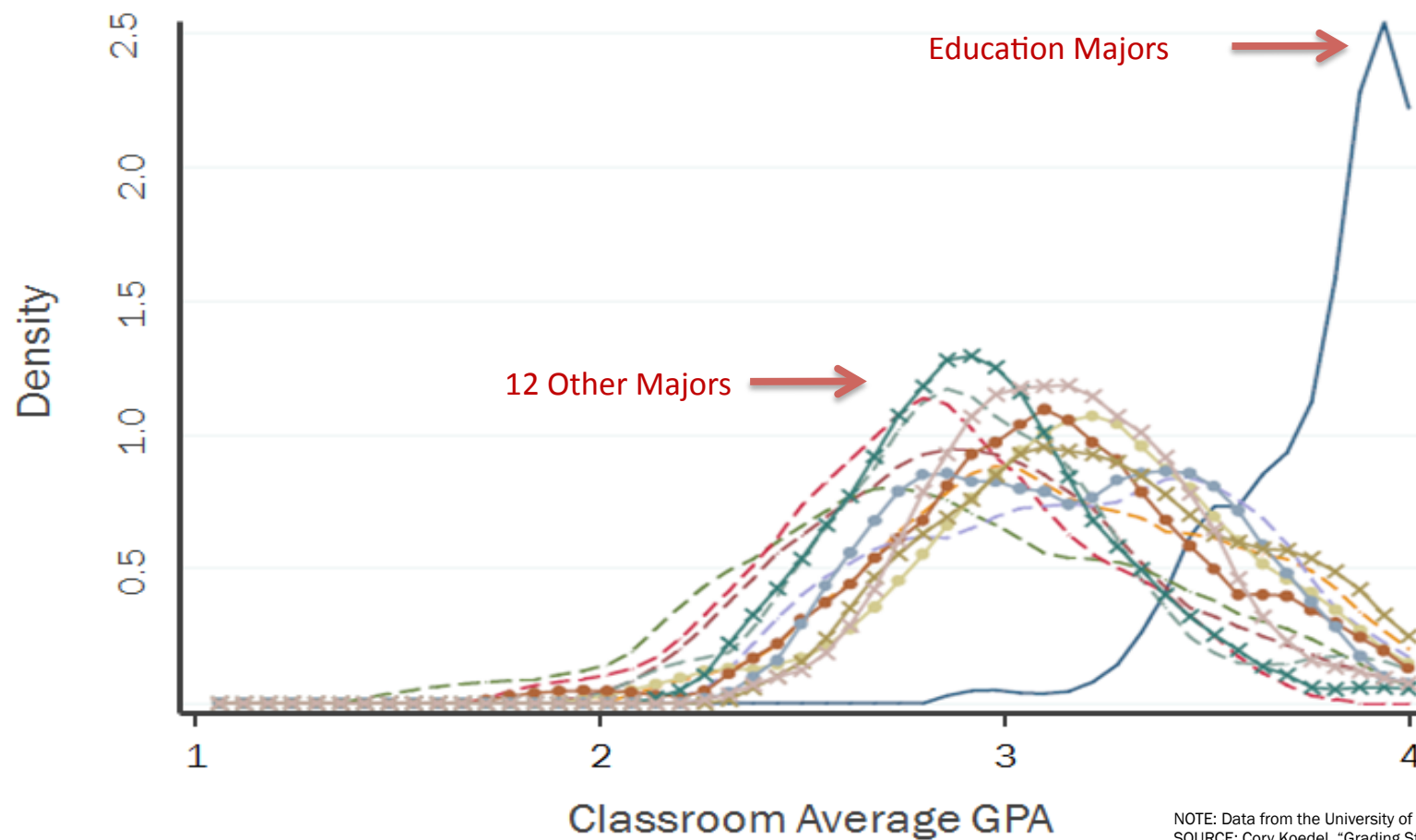
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SOURCE: College Board, 2011 College Bound Seniors Total Group Profile Report, Table 25 (2011).

Worse, traditional teacher education programs appear to have relatively low performance standards.

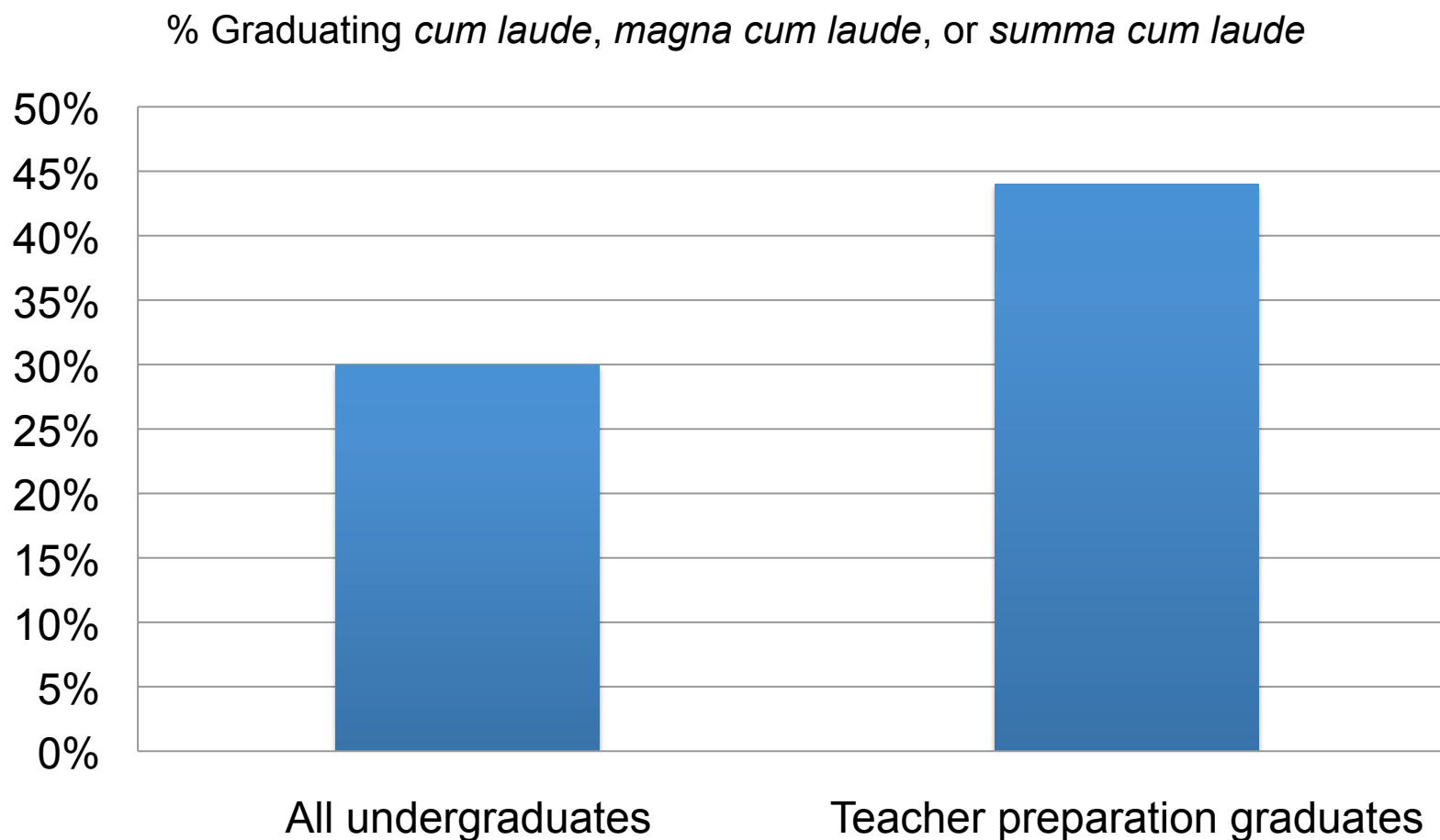
Distribution of GPAs by Major



NOTE: Data from the University of Missouri - Columbia  
SOURCE: Cory Koedel, "Grading Standards in Education Departments at Universities," *Education Policy Analysis Archives* 19 (2011).

Teacher Prep majors are almost 50% more likely to graduate with honors-level grades than students in other academic majors.

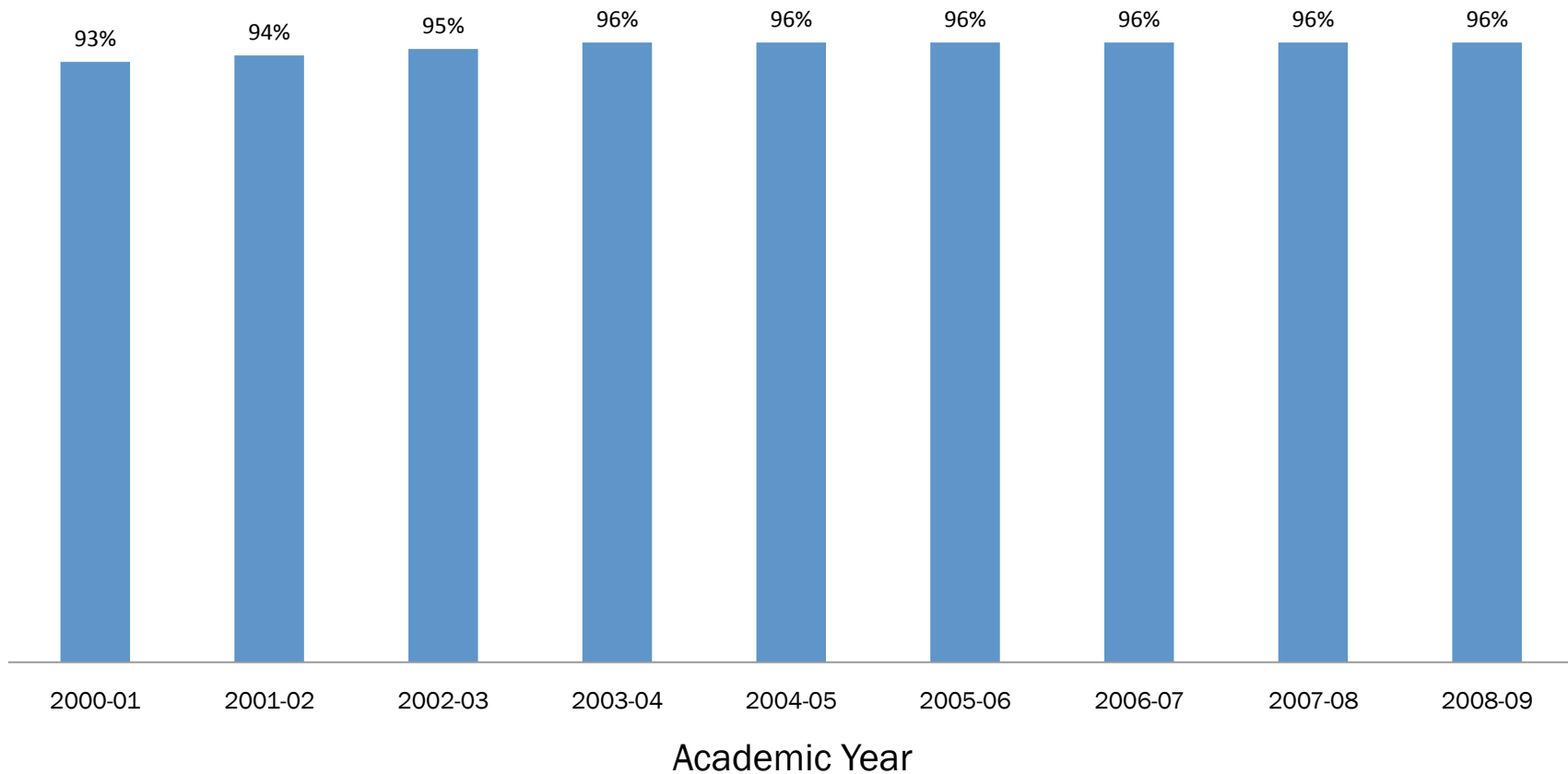
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The bar to enter teaching is not high. Paper-and-pencil licensure tests are not rigorous, not reflective of the skills new teachers need, and lack predictive validity.

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### Licensure Exam Pass Rates for Traditional Completers

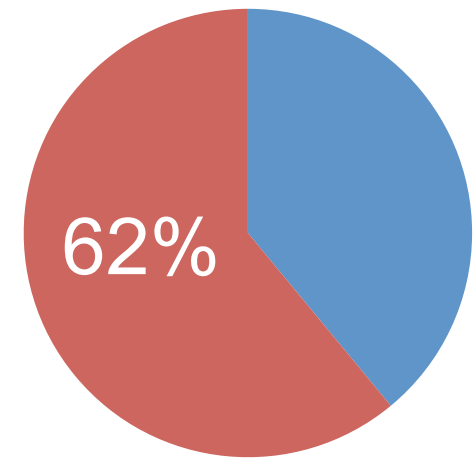


SOURCE: US Department of Education, "Preparing and Credentialing the Nation's Teachers: The Secretary's Eighth Report on Teacher Quality for 2008, 2009, 2010, (Washington, DC: 2011), 53.

Despite high GPAs in teacher preparation programs and high licensure test pass rates, a majority of new teachers report dissatisfaction with their pre-service training.

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62% of new teachers say they graduated from their teacher preparation program unprepared for “classroom realities.”

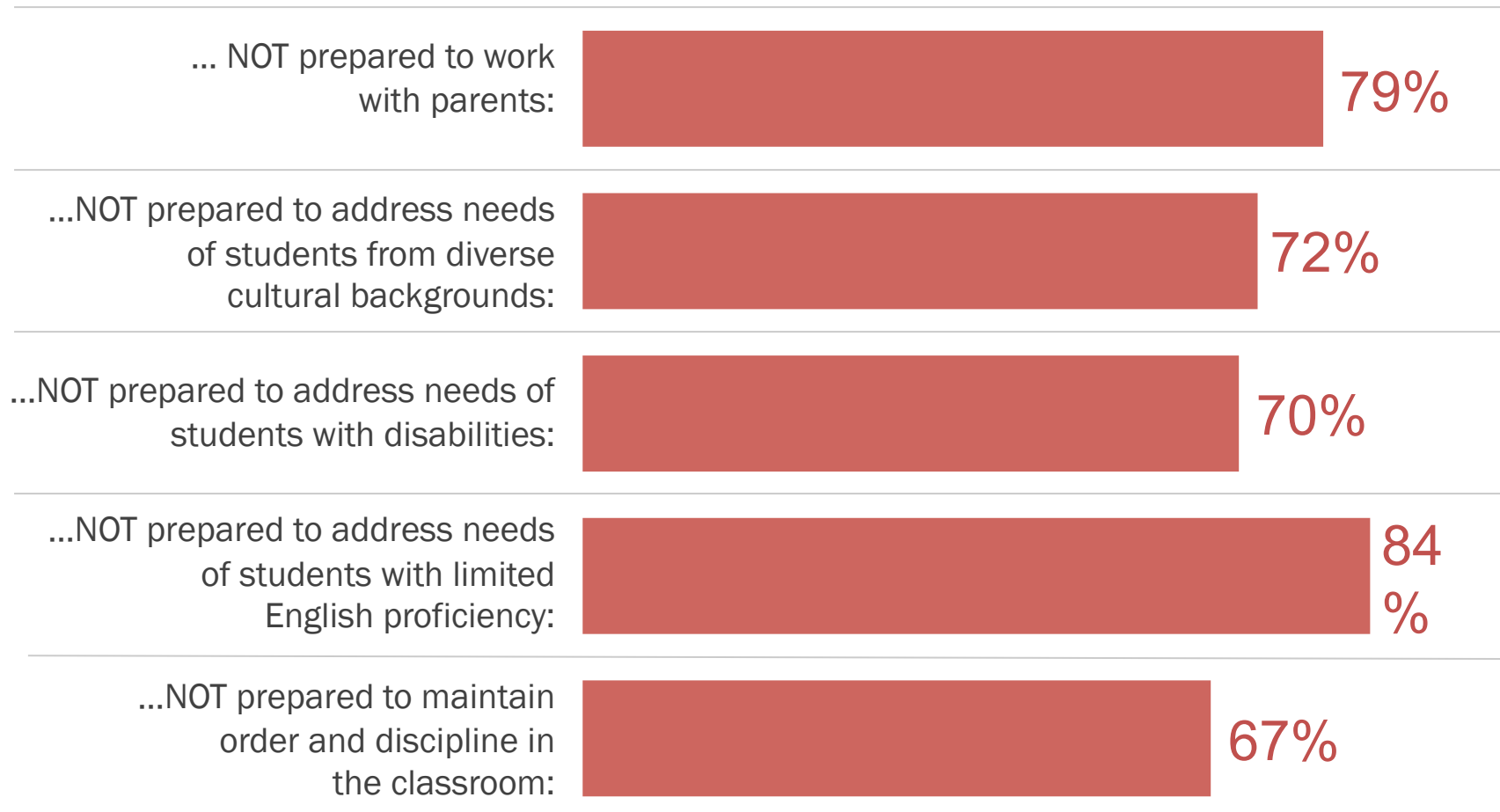


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SOURCE: Arthur Levine, *Educating School Teachers* (Washington, DC: The Education Schools Project, 2006), 32. Primary data from the market research firm Synovate.

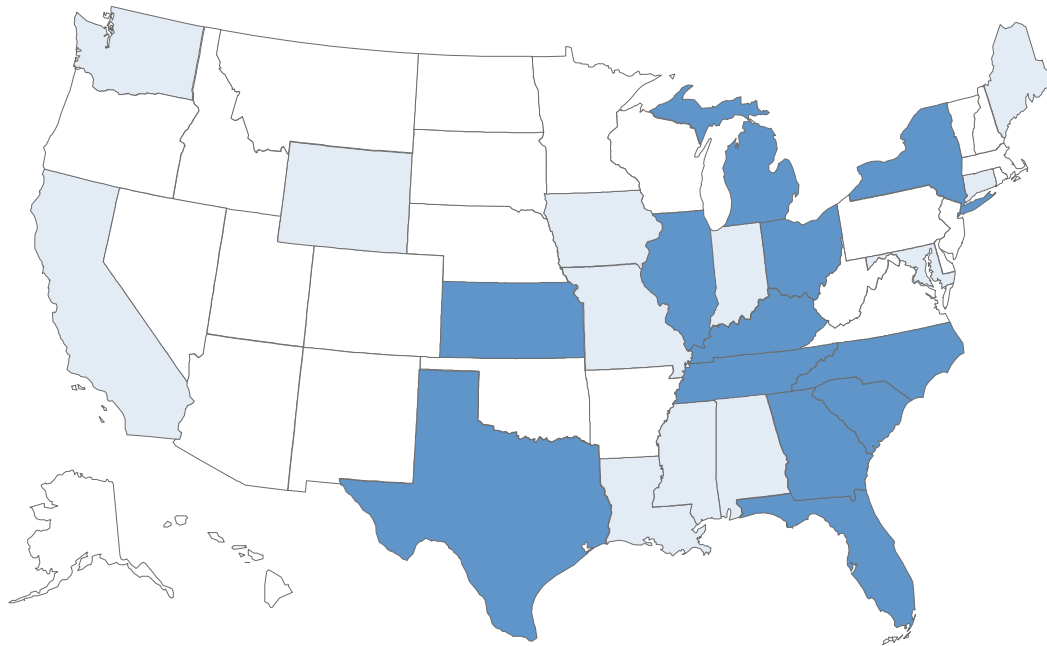
# A majority of superintendents and principals report dissatisfaction with pre-service training of new teachers.

According to Principals, the percentage of new teachers who are...



SOURCE: Arthur Levine, *Educating School Teachers* (Washington, DC: The Education Schools Project, 2006), 32. Primary data from the market research firm Synovate.

State accountability systems for teacher education are weak. They're based on program inputs and high teacher licensure exam pass rates as opposed to student outcomes.



**27 states** have never identified a low-performing program.

**12 states** have identified 1-5 low-performing programs.

**12 states** have identified 6+ low-performing programs.

Out of the approximately **13,000** teacher preparation programs, only **129 programs** were identified by states as at-risk or low-performing in the most recent year.

SOURCE: Chad Aldeman, et al., *A Measured Approach to Improving Teacher Preparation* (Washington, DC: Education Sector, 2011).

The good news is there's an emerging consensus in support of teacher education reform.

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Teacher education associations are calling for preparation to be **turned upside down**. They want programs to be clinically based. – NCATE/CAEP

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Ed schools and states are working to develop **performance-based licensure assessments** and **raise the standards for entry** into teaching.



Top traditional programs and alternative routes are **recruiting talent & offering strong models**.



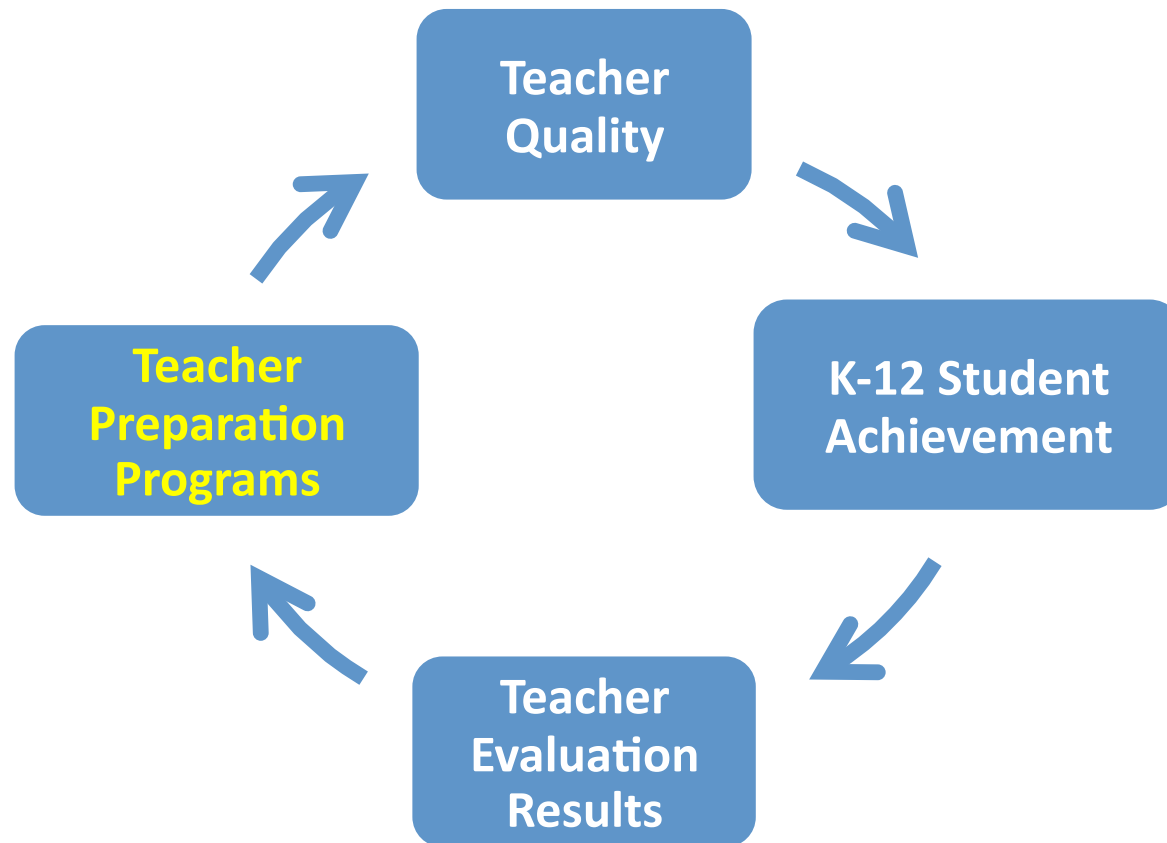
\*\*A number of states are creating **“a feedback loop” of meaningful data** b/w K-12 and teacher preparation programs.\*\*

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To foster improvement, several states are mapping K-12 student achievement data and teacher evaluation results back to teacher preparation programs creating “a feedback loop.”

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Work in Louisiana, Tennessee, North Carolina, and Washington State is informing work being done by every Race to the Top winning-state developing similar feedback systems.

Rationale: mapping teacher preparation program impact to ultimate K-12 student achievement will empower stakeholders to improve teacher training programs and make better decisions.

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1

**Teacher Prep Programs:** New data will supply programs with meaningful impact information they can use to drive program change and self-improvement.

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2

**Teacher Candidates:** Teacher candidates will be able to make more informed decisions about where to attend school when choosing a program.

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3

**Employers:** School districts will have more information about the relative performance of prospective teachers from different teacher preparation programs that will aid in hiring decisions.

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4

**States and Accreditors:** Meaningful outcome data will enable Governors, State Chiefs, and accreditors to make better program approval decisions.

Early adopter State data indicates there can be significant differences in teacher prep program impact on K-12 students.

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### North Carolina Teacher Prep Accountability Results

Institution A		Institution B	
HBCU		HBCU	
Tuition: \$ 5,052		Tuition: \$6,186	
Acceptance Rate: 67.9%		Acceptance Rate: 78%	
Secondary School Teacher Grad Effectiveness:	Bottom Quartile	Secondary School Teacher Grad Effectiveness:	Top Quartile

Federal negotiators, representing various stakeholders, have recommended States be required to evaluate teacher education programs based on multiple measures of quality, including teacher candidate impact on K-12 student achievement.

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1

**Input Standards:** States provide an assurance that teacher education programs hold specialized accreditation or that they have a review process assessing whether programs provide teacher candidates with content and pedagogical training, quality clinical preparation, and rigorous entry and exit benchmarks.

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2

**Employment Outcomes:** States evaluate teacher prep programs based on employment outcomes, including job placement and retention rates especially in high need schools and subjects.

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3

**Teacher and Employer Satisfaction Outcomes:** States consider survey outcome data from teacher ed program graduates and their employers (e.g. school districts) on preparation program quality.

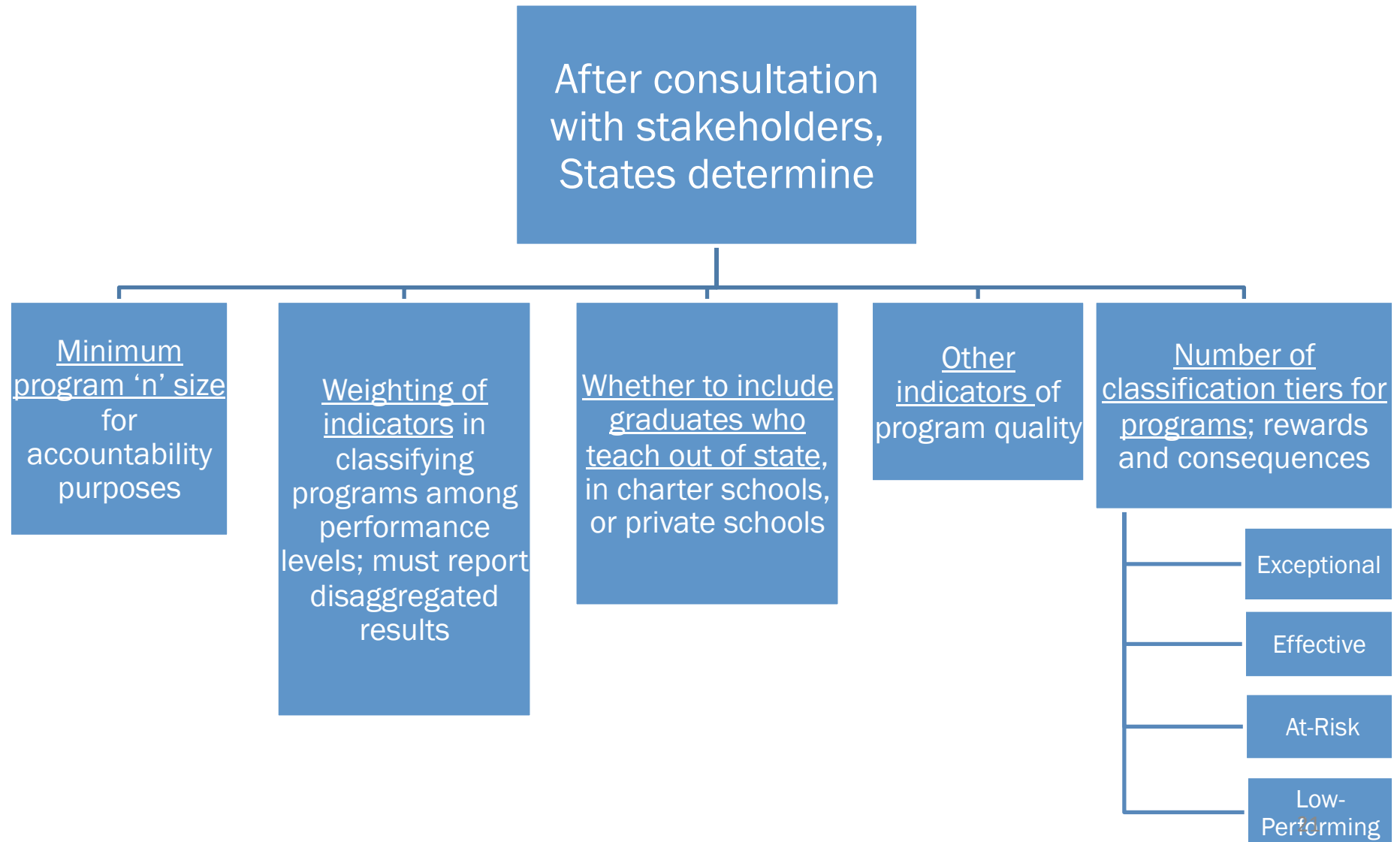
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4

**Teacher Evaluation Results for Program Graduates:** Academic growth of PK-12 students should be a significant, but not sole factor in teacher evaluation systems with results mapped back to teacher preparation programs to help evaluate the latter's effectiveness.

Federal negotiators also recommended States be given discretion over a variety of teacher prep accountability design matters

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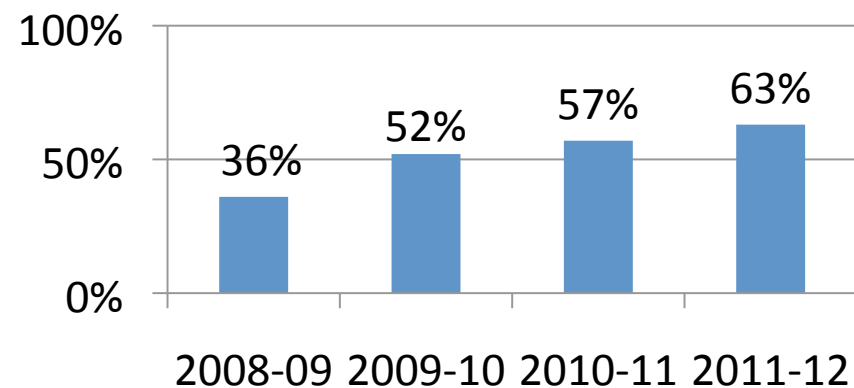


The Obama administration has proposed consequences for poor performing programs; coupling federal TEACH Grant eligibility with State assessments of prep program quality.

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By law, a teacher preparation program must be judged to be “high-quality” in order to be eligible to award TEACH Grants. But currently, there are no standards. In fact, two-thirds of the institutions of higher education that have been identified as having “low-performing” or “at-risk” teacher preparation programs by their respective States currently are allowed to participate in TEACH.

**Percentage of Programs  
Currently Treated as if They’re  
“High Quality”**



If the strategy is to “reward the good,” “improve the middle,” and “transform the bad” among teacher preparation programs, then TEACH reform is in furtherance of that strategy.

Leading members of the field recognize the need for greater differentiation and improvement among teacher prep programs.

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The prevalence of rookie teachers leaving schools of education “unprepared to teach is one main reasons our attrition rate is so high.”

Michael Mulgrew

President, United Federation of Teachers

September 18, 2012, New York Times

“We need to be able to discern between teacher preparation programs that can get it done and programs that cannot.”

Sharon Robinson

Sept. 11, 2011, Education Sector

“About a quarter of teacher education programs are great. About half are good. And about a quarter should just go away.”

Linda Darling-Hammond

May 13, 2011, Center for American Progress

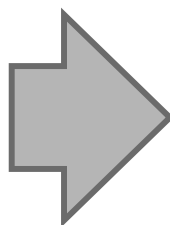
The Dept of Education has recognized that required reporting on teacher prep program quality could be less burdensome and more meaningful for prospective teachers and institutions.

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## CURRENT

Federal HEA Title II survey has 440 fields, focused on inputs

- Includes whether applicants take Myers-Briggs personality test, undergo fingerprinting, etc...
- Generally not useful in accountability or improvement.



## BETTER

### Meaningful outcomes

1. K-12 Student growth.
2. Placement & Retention.
3. Graduate & Principal satisfaction survey results.

### Fewer, more meaningful inputs

- Limit to meaningful measures like rigor of entry and exit standards.



A large group of K-12 organizations have registered support for the Obama administration's proposed strategy.

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# Notable individuals have registered support for the fundamental principles underlying the Obama Administration's teacher education accountability plan.

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- “A strong roadmap” and “a catalyst for change” – Dennis Van Roekel, past President, National Education Association
- “Colleges should be reviewed the same way we propose evaluating teachers – based primarily on student learning.” – Chiefs for Change
- “A valuable roadmap” – David Ritchey, Executive Director, Association of Teacher Educators
- “[It’s] right to demand states use multiple measures to assess teacher training program quality.” – Tom Stritikus, Dean, College of Education, University of Washington
- “[I]t’s critically important to analyze regularly the effectiveness of our teacher-preparation pathways, and that analysis should include an objective and rigorous examination of the average learning gains of students.” – Wendy Kopp, Founder, Teach for America.

Sources: <http://www.ed.gov/teaching/our-future-our-teachers>; see also <http://usatoday30.usatoday.com/news/opinion/forum/story/2011-12-20/teachers-education-public-schools/52121868/1>

# Want to learn more about teacher preparation policy and recommendations for change?

## See the following publications

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