



Renewing Educator Preparation

► **Renewing Educator Preparation:**

High Quality Standards for Every Teacher Preparation Pathway



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Introduction

Research and experience tell us that an effective, well-prepared teacher is the single greatest determinant of K-12 student achievement under schools' control, particularly for the most disadvantaged students.¹ What's more, the value of a strong, skillful teacher carries far into the future, affecting students' persistence and motivation over time,² which translates into a greater likelihood of graduating from high school and college, and even greater earnings in adulthood.

The University-School Partnership for the Renewal of Educator Preparation (US PREP)³ has been working since 2015 alongside a coalition of universities to better attract, train, and retain high-quality, racially diverse teachers for underserved communities across the country -- and to ensure their candidates are ready to teach effectively on day one. US PREP grew out of the transformation work at Texas Tech University that began in 2010.⁴

Together, the coalition members have radically improved their teacher preparation programs, partnering with districts and schools to support their hiring needs and redesigning their coursework and clinical experiences to ensure that teachers are fully ready for both classroom management and rigorous instruction -- right from day one. US PREP coalition members are also connecting prospective teachers' theoretical understanding with their practical

training, through teachers' theoretical deep partnerships with local districts and extensive clinical experiences in those partner schools where they co-teach alongside experienced mentor teachers.

Universities prepare the majority of America's teachers.⁵ The US PREP coalition members recognize their responsibility, and have been radically improving their teacher preparation programs ensuring their programs meet the needs of today's teachers, schools, and students. While the details of specific institutions' work can be found in our recent case studies on the **University of Houston, Texas Tech University**, and **Southeastern Louisiana University**, this paper will take a wider view. We will highlight the impact of these programs' changes on their graduates and the schools in which they are hired, but also call out the areas of challenge and need among US PREP coalition members as they move forward; these areas will form the basis for our concluding calls to action, which recommend ways that policymakers and funders can help support these transformations in order to ensure that our students and schools have more of the high-quality teachers they need -- and deserve.

Many of the challenges faced in schools can be mitigated by investing in purposeful teacher preparation up front. Too many of our K-12 students are taught by new teachers who are ill equipped to teach thus resulting in the perpetuation of inequities, especially in our schools that serve economically disadvantaged students.

– SARAH BEAL

EXECUTIVE DIRECTOR, US PREP



1. <https://www.educationnext.org/in-schools-teacher-quality-matters-most-coleman/>

2. <https://www.edutopia.org/article/understanding-teachers-long-term-impact>

3. <https://www.usprepnationalcenter.com/>

4. <http://www.depts.ttu.edu/education/news/posts/2017/documents/teacher-prep-case-study-texas.pdf>

5. <https://www.edweek.org/media/por2011final-blog.pdf>

Progress

US PREP has been collaborating with a coalition of universities for the purpose of strengthening training experiences for pre-service teachers. Recent case studies on three US PREP coalition members have highlighted progress to date, the impact of the work, and current challenges:

- **University of Houston (UH)**¹ has been working since 2011 to strengthen the quality of teacher preparation in Texas by merging research and hands-on teaching experiences as a way of achieving the college's mission: to help eradicate inequities in education and health in Houston and beyond. Since then, the University of Houston has partnered with local districts and also redesigned its teacher preparation curriculum, including the addition of yearlong student teaching as a graduation requirement.
- **Southeastern Louisiana University (SLU)**² is Louisiana's third-largest teacher preparation program, sending more than 400 educators into the state's schools over the last five years.³ SLU began developing a yearlong residency with St. Charles Parish Public Schools in 2013, the year before the state of Louisiana began to roll out its statewide initiative, "Believe and Prepare,"⁴ aimed at strengthening teacher preparation. Since then, its College of Education has redesigned coursework in alignment with the state's teacher competencies and has increased its district partnerships in order to support an expanded yearlong teacher residency now required for all teaching majors.
- Starting in 2010, **Texas Tech's College of Education**⁵ implemented a new teacher preparation model to attend to the needs of its district partners. This new model was not funded by external grants, which meant that the leadership team had to be very intentional about scale and sustainability. Texas Tech and K-12 districts worked together to clearly outline expectations for their partnership, including how they would hold themselves accountable to sharing data and producing effective graduates. In order to implement the new vision, the College of Education was restructured to prioritize high-quality clinical experiences.



1. http://www.usprepnationalcenter.com/wp-content/uploads/2019/04/USPREP_CaseStudy_Houston_Final.pdf
2. http://www.usprepnationalcenter.com/wp-content/uploads/2019/06/USPREP_CaseStudy_SLU_6.7.pdf
3. <https://www.louisianabelieves.com/docs/default-source/teaching/2017-2018-state-educator-workforce-report.pdf>

4. <https://www.louisianabelieves.com/teaching/believe-and-prepare>
5. http://www.usprepnationalcenter.com/wp-content/uploads/2018/10/Teacher-Prep-Case-Study-Texas_Partnerships.pdf

Working with data on graduates' effectiveness, input from local hiring districts, and insights from faculty, US PREP coalition members are redesigning both coursework and fieldwork. In addition, they are rethinking their expectations for teacher candidates, the way they structure their own faculty's work, and the support structures and funding they need to partner successfully with districts and schools.

For example, coalition members have extended (or are in the process of extending) their clinical experience requirements to a full school-year long student teaching experience for all candidates. These yearlong experiences, sometimes called "apprenticeships" or "residencies," tend to be focused on undergraduates. They give aspiring teachers more exposure to classroom and school practices and allow them to refine their instructional experience alongside strong mentors. Following in the footsteps of Texas Tech -- where teachers engage with mentor teachers before the school year starts and participate in all school- and district-level professional development alongside them -- US PREP coalition members treat teacher candidates like all other full-time teachers, with increasing responsibility to lead the classroom over the course of the year.

In addition to expanding student teaching experiences, these institutions have all strengthened their partnerships with the districts and schools that host their student teachers, with shared governance agreements that extend to decision-making and data, and a member of the faculty embedded on school campuses as a "site coordinator"¹ who supports student teachers and mentors.

WHAT IS A SITE COORDINATOR?

The traditional student teacher supervisor roles are replaced with highly specialized "Site Coordinators" who are full-time faculty. The Site Coordinator is a linchpin of the transformed teacher preparation model. He or she:

- *"Lives" in the schools where candidates are placed*
- *Coaches and mentors the teacher candidates*
- *Gets to know schools and principals deeply*
- *Teaches teacher preparation method courses*
- *Has ongoing training sessions with mentor teachers*
- *Facilitates governance meetings with the district*

1. <https://www.usprepnationalcenter.com/portfolio-items/our-model/>

In Spring 2020, all 312 University of Houston undergraduates will do a yearlong clinical teaching experience at a partner district school during their senior year. The UH program has grown to include 28 site coordinators, who now place student teachers in concentrated cohorts across 78 schools. District administrators now advise UH on admissions criteria and program design. **“It really is a true partnership; both sides are paying attention to making sure there’s a high-quality teacher in that classroom,”** says Amber Thompson, Associate Chair of Teacher Preparation at the University of Houston. **“rather than us preparing them at the university all on our own, and sending them out to the districts and telling them to take it from there.”**



Over the last several years, Southeastern Louisiana University (SLU) has expanded from working with just three districts (St. Charles as well as St. Tammany Parish and Ascension Parish) to 7 districts and 32 schools this semester. By the end of the 2020-2021, all 120 of its education graduates will complete yearlong student teaching experiences with a cohort of peers in a partner school district during their senior year. SLU’s 6 Site Coordinators serve as methods instructors to teacher candidates, while also playing an important role of training the candidates’ mentor teachers.

Both the university and K-12 districts are seeing the impact of the partnership. According to one report,¹ **“When St. Charles Parish Public Schools and SLU came together, they realized that the district field experience, university coursework and professional learning sessions were disconnected and misaligned. Student teachers were getting different messages around what to focus on at different times in the residency experience. The partners realized that when, for example, the district was focusing on training student teachers on questioning techniques, it was important that university coursework had a similar focus. As a team, they redesigned their programming, jointly agreeing on the short list of best practices they wanted students to learn, and in what order, and re-organized assignments and professional development.”**

“ *It really is a true partnership; both sides are paying attention to making sure there’s a high-quality teacher in that classroom, rather than us preparing them all on our own, and sending them out to the districts and telling them to take it from there.* **”**

– DR. AMBER THOMPSON

1. <https://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf>

Research shows that novice teachers are more effective when they learn to teach in collaborative environments that serve high percentages of minority students.¹

With the goal of addressing teacher shortages and turnover in schools that serve low-income, Black, and Hispanic students, and increasing the number of teachers of color, Texas Tech built the “TechTeach 2+1 program,” a community college transfer, district immersion teacher preparation partnership program, which recruits members of the local community with an associate’s degree to become teachers. The part-virtual program option is now in Dallas, Fort Worth, San Antonio, Houston, two rural West Texas districts, and two Texas Hill Country districts. The program combines on-the-ground coaching by a district-based Texas Tech Site Coordinator with virtual instruction and video capture. In this way, dozens are now being trained to serve in their home communities as future teachers in Dallas, Fort Worth, San Antonio, and Houston, as well as four rural districts in West Texas and Texas Hill Country.

To ensure student teachers have the right amount of support and guidance in their apprenticeship classrooms, US PREP coalition members have increasingly focused on mentor selection and preparation, and on matching mentors and residents to ensure a strong fit. Research shows that strong mentors can have a powerful impact on the effectiveness of apprentice teachers.² St. Charles Parish Public Schools in Louisiana choose their mentor teachers based on their instructional effectiveness as well as their ability to coach others, and works with Southeastern to match them with residents based on where teacher candidates live, certification, personality, and school need.³

Before the residency year begins, St. Charles mentors and residents have an orientation session together, and sign an agreement that covers how they will work together. Southeastern also provides mentor training in addition



to what the state of Louisiana currently provides to all of its mentors. Topics include co-planning, co-teaching, and crucial conversations that must happen when things don’t go as planned, and a second day is focused on rehearsing some of those actions.

In addition to regular meetings with their site coordinator, mentors also participate in 2-4 additional seminars throughout the year on presenting instructional content, managing student behavior, aligning standards and objectives, and academic feedback. This professional development helps them to support student teachers -- but often affect their own classroom practice as well. **“We have supported each other, guided one another, and reflected on our practices every day,”** notes mentor Bethany Dowdy, a kindergarten teacher at the Southeastern Louisiana University Lab School on campus, part of the Tangipahoa Parish district.⁴ **“It has definitely improved my own teaching instruction because I have to critique her strategies, which in turn causes me to reflect on my own practices.”**

1. https://publicpolicy.unc.edu/files/2018/07/Placement-Characteristics-r3_Final.pdf

2. <https://caldercenter.org/sites/default/files/CALDER%20WP%202018-1118-1.pdf>

3. <https://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf>

4. https://www.southeastern.edu/acad_research/programs/labschool/

In addition to the attention paid to their student teaching experiences, coalition members have all made significant changes to their coursework to better align with the student teaching experience, with an increased emphasis on instructional practices and methods that are anchored in the needs of their local districts and schools. **“Initially, there was a fear of the unknown,”** says Southeastern Assistant Professor Ellen Ratliff. **“Seeing students in classrooms teaching shows the faculty how what they’re teaching affects students’ command of the classroom and allows them to go back to their methods courses and make a lot of changes,”** Dr. Ratliff adds.

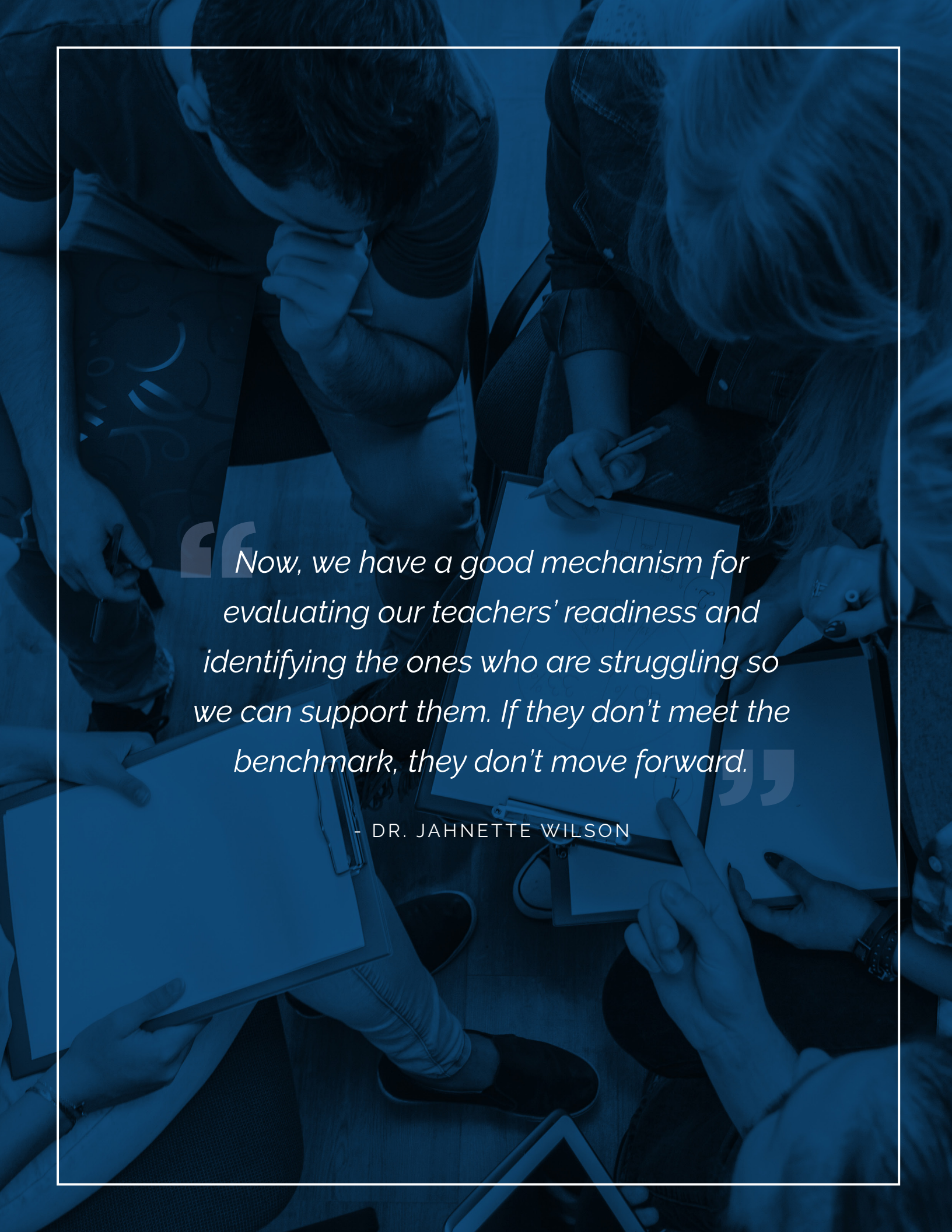
Southeastern Louisiana University has re-organized its course requirements around the state’s teacher competencies as well as the instructional rubric used to assess local teachers upon graduation. These expectations are now integrated into courses that teachers take at the university, as well as into the expectations of mentors and principals at the school sites where they serve as student teachers.

Similarly, University of Houston adopted a robust instructional rubric, and all faculty and mentors have engaged in training, including watching videos of teachers, discussing objective evidence of the competencies, and scoring each of the competencies together. **“We now have a good mechanism for evaluating our teachers’ readiness and identifying the ones who are struggling so we can support them,”** says Dr. Jahnette Wilson, a UH faculty member and site coordinator. **“If they don’t meet the benchmark, they don’t move forward.”**

Changing coursework and program requirements has required changes to the role of faculty at these universities, as well as different expectations for how faculty should work with teacher candidates and with one another. Rath-



er than university-based faculty who teach classes and traditional supervisors at the school site who are disconnected from the university, many University of Houston education professors now serve as site coordinators. They teach classes but also spend significant time at school sites working directly with mentors and students, giving these professors a more complete understanding of the experiences and needs of their student teachers. At Texas Tech, clinical and tenured faculty participate in “data days” twice a year to review candidate performance on course assignments and performance observations, and create plans for how they will modify coursework or clinical experiences to address gaps. School and district leaders also participate in these conversations as partners invested in a shared responsibility for preparing future teachers.

A high-angle, top-down photograph of a group of people gathered around a table, engaged in a collaborative meeting. The image is heavily overlaid with a semi-transparent blue filter. Several individuals are visible, some leaning over the table, others sitting. They appear to be working with documents, clipboards, and pens. The lighting is somewhat dim, and the overall mood is professional and focused. The text is centered over the image, with large quotation marks on either side.

“Now, we have a good mechanism for evaluating our teachers’ readiness and identifying the ones who are struggling so we can support them. If they don’t meet the benchmark, they don’t move forward.”

- DR. JAHNETTE WILSON

Impact:

WHAT ARE WE LEARNING?

While the transformation of these university-based teacher preparation programs is still in its early stages, initial indicators of success are promising. For example, external agencies rate US PREP coalition members highly. University of Houston was the first university in Texas to meet the more rigorous new standards set by the Council for the Accreditation of Educator Preparation (CAEP),¹ and earned a ranking by the National Council on Teacher Quality (NCTQ) as among the top 1 percent of teacher preparation providers in the nation.²



And a third-party evaluation of Texas Tech's TechTeach program in Lubbock Independent School District found that students in classrooms of mentor teachers with teacher candidates scored higher than their peers on both district assessments and the state's standardized exam.³

Graduates themselves say that preparation is more comprehensive and practical, which should lead to greater retention, satisfaction, and student achievement over time. For example, about 80% of University of Houston education school graduates say they were well-prepared for their first year of teaching.⁴ Several graduates have earned "teacher of the year" awards⁵ in their Houston-area schools, including Christina Torango, a UH graduate who won a teacher of the year award.⁶ **"Some of the teachers I work with from other colleges feel overwhelmed and don't know how to manage the workload,"** says Torango. More than 90% of Southeastern's recent graduates have been rated proficient or effective on the state's Compass evaluation system across the 2013-2016 school years, and about three-quarters of completers were still teaching 3 years later.⁷ Southeastern's student teachers say they feel prepared for the classroom -- from classroom procedures to planning and delivering instruction, and from talking with parents to being observed and evaluated by their principal.

Administrators agree. On a survey of Houston-area mentor teachers and principals, most mentors and principals say they would recommend hiring the University of Houston graduates that were trained in their schools and would recommend those graduates to other principals. Principals also say that University of Houston graduates are well-prepared for the classroom, rating them an average of 3.4 out

1. <http://www.uh.edu/education/features/caep/index.php>

2. <https://www.nctq.org/review/view/University-of-Houston-TX-1>

3. <http://www.depts.ttu.edu/education/news/posts/2017/documents/teacher-prep-case-study-texas.pdf>

4. <http://www.uh.edu/education/about/teach-ed-data/pdf/2/5.exit-survey-2015-2016-2017.pdf>

5. <http://www.uh.edu/education/features/teachers-of-year/>

6. <http://www.uh.edu/education/features/caep/index.php>

7. <https://regents.la.gov/wp-content/uploads/2018/05/2017SLU-UndergradDataDashboard1.22.18.pdf>

of 4, where 3 is “sufficiently prepared” and 4 is “well prepared.”¹ Eric Tingle, principal of HISD’s Foster Elementary School, said the student teachers who intern at his campus from UH stand out,² noting, **“We can clearly see the difference with this program as opposed to other programs that partner with us.”** Texas Tech partner districts agree and appreciate the time they get with candidates during the pre-service experience. **“We principals have what amounts to a year-long job interview with Texas Tech’s teacher candidates,”** says Joshlyn Cotton, principal of Ervin Elementary School in Lubbock, Texas.

I have noticed that our principals and administrators are having to challenge themselves in order to provide more strategic, deliberate, thoughtful and tiered feedback to residents once they enter their own classrooms. These teachers are so much more advanced in their delivery of curriculum, and their ability to pinpoint student needs through assessments.

– TOBI FLAIR











Since teachers who are participating in the transformed program have their first year of teaching behind them when they graduate, partner districts’ support of these teachers can shift from basic support to more purposeful coaching. **“Our residents are so much better prepared to implement curriculum and content material, whereas in the past, they were just figuring out the nuts and bolts of teaching,”** explains Tobi Flair, a human resources recruiting specialist in St. Charles Parish, which works with Southeastern student teachers and often hires them upon graduation. **“I have noticed that our principals and administrators are having to challenge themselves in order to provide more strategic, deliberate, thoughtful and tiered feedback to residents once they enter their own classrooms. These teachers are so much more advanced in their delivery of curriculum, and their ability to pinpoint student needs through assessments.”**

1. <http://www.uh.edu/education/about/teach-ed-data/pdf-2/3.principal-survey-summaries-2018.pdf>

2. <https://www.uh.edu/education/features/us-prep/>

US PREP SUPPORT

In addition to bringing together a coalition of universities engaged in transformation, US PREP has developed a range of activities to support them, including:

-  **Hosting bi-annual convenings that bring together coalition members and their district partners to share ideas and learn from each other in the work**
-  **Regular virtual US PREP collaboration meetings to support stakeholders, such as deans, program chairs, directors, and site coordinators**
-  **Leadership retreats for deans and department chairs to engage in collaborative work and research²**
-  **Providing virtual and on-the-ground coaching through the Regional Transformation Specialists (RTS) who works with the universities to develop and implement the individual transformation plan (ITP)**
-  **Supporting new site coordinators across the coalition with experienced site coordinators called “clinical coaches”**
-  **Building collective research capacity for program improvement through design-based research³ as well as data use self-studies⁴**
-  **Co-development of resources that respond to critical shared issues, such as a developmental framework that measures and supports programs’ progress⁵**
-  **Advocating together on behalf of quality teacher preparation, as with a recent roundtable in at the Department of Education with the U.S. Secretary of Education⁶ that included US PREP coalition members, alumni, and staff**

US PREP coalition members rate US PREP support positively, and endorse US PREP to other universities engaging in transformation. “The support received has helped our university move through necessary changes,” noted one university leader on a recent survey. “We are in a much better place because of our involvement with US PREP,” agrees Dr. Christian Mueller, associate professor and department chair of University of Memphis.

Other survey participants cited the value not only of US PREP’s direct hands-on support, but also of the candid transparency and practical advice they have received from other universities in the network.⁷ “Every university and school district partner has a wealth of knowledge,” says Sarah Beal, executive director of the US PREP network. “When we come together as a coalition, we have opportunities to learn from one another. Ultimately, it’s a healthy group that provides us with not only support but accountability for continuing to move the work forward.”

In addition, US PREP has been spreading the word about US PREP coalition members’ progress through publications like this one, as well as presentations at national conferences and other events. For example, U.S. Secretary of Education Betsy DeVos invited US PREP and its member deans and program graduates to Washington, D.C. recently for a roundtable discussion about preparing classroom teachers.⁸ “My ultimate goal was to implore secretary DeVos to make my experience commonplace for new teachers in order to prepare them adequately and retain them for years to come,” says Southeastern graduate Parker Bryant.

1. <https://www.usprepnationalcenter.com/2018-july-us-prep-national-conference-2018/>

2. <https://www.usprepnationalcenter.com/april-2019-leadership-retreat/>

3. <https://www.usprepnationalcenter.com/april-2018-does-teacher-preparation-coursework-really-make-a-difference/>

4. <https://www.usprepnationalcenter.com/march-2019-self-study-on-data-practices/>

5. <https://www.usprepnationalcenter.com/2018-november-developmental-framework/>

6. <https://www.usprepnationalcenter.com/january-2019-advocating-for-teacher-prep-in-dc/>

7. <https://www.youtube.com/watch?v=FocwSuu3hbM>

8. <http://lionsroarnews.com/19468/news/training-the-teachers-of-tomorrow/>

Moving Forward

While the universities that have partnered with US PREP have made notable progress over the last several years, continuous improvement is iterative and the work is never done.

Structures and processes have been put in place to ensure a culture of data sharing and improvement efforts. At the University of Houston, program leaders meet regularly to examine performance assessment data and mentor teacher effectiveness data, and use these data to inform program decisions and trainings for their site coordinators.

In addition, university administrators must continue to gather and use teacher performance data to gauge and drive the effectiveness of their candidates and programs -- while also sharing more of this data with their district and school partners (and asking for more long-term teacher effectiveness data back from these partners).

As universities expand and strengthen their preparation programs and district partnerships, they are also navigating how to reallocate their existing budgets to support this clinically rich teacher preparation model. At UH, the program's success has led to high demand from new district partners, and even existing partners would like to partner even more deeply to provide teacher candidates with greater exposure to different learning experiences and with more observations and feedback. However, more student teachers and more deep partnerships requires additional site coordinators -- and therefore more creative funding structures. As the partnerships deepen, school districts become more interested in sharing their fiscal resources. One University of Houston partner district, Tomball, is underwriting the cost of its own site coordinator



by releasing one of its administrative staff members and a former principal to perform this role. **“Even though money is tight, we realized this was an investment in education,”** says Jeff McCanna, the district's chief of human talent. Over time, as districts begin to recognize the critical importance of the site coordinator role and its impact on teacher quality, retention, and long-term cost savings, others might also choose to adopt this cost-sharing model.

Likewise, Southeastern and its partners are exploring varied ways to support the residency cost long-term -- including resident and mentor stipends as needed, as well as site coordinators -- against their other budgetary priorities. In St. Charles, the district is seeking grants to support the partnership but plans to commit \$30,000-\$50,000 annually to mentor and resident stipends.¹

1. <https://education-first.com/wp-content/uploads/2016/01/Ensuring-High-Quality-Teacher-Talent.pdf>

Call to Action

Universities, local education agencies (LEAs), and states all have an important role to play to ensure all teachers have access to the high-quality preparation they need to be ready on day one in their classrooms. Moving forward, US PREP calls upon each of these stakeholders to build and grow a well-prepared teacher workforce.

UNIVERSITIES SHOULD:

- Re-allocate fiscal resources to support robust clinical experiences. This includes re-thinking faculty responsibilities such as the role of the [site coordinator](#).¹
- Prioritize district partnerships to ensure schools have a voice in shaping the teacher preparation program as well as to foster joint responsibility and innovation. For example, at the University of Memphis,² the partnership has extended beyond teacher preparation and has enabled faculty to leverage their expertise with school professional development needs.
- Implement routine structures that foster collaboration, program cohesiveness and vision, data use, and collective research within the college of education. This includes regular opportunities for faculty to convene for the purpose of shared learning and growth using teacher candidate and K-12 student performance data.
- Work alongside districts and schools to identify the skills, knowledge, and mindsets most crucial to beginning teachers' success, and tailor training to emphasize these factors. For example, in Louisiana, educators across the state have developed a set of competencies that define what aspiring teachers statewide need to know in order to teach all students effectively.³ Preparation programs like Southeastern Louisiana University are partnering with school districts to ensure that aspiring teachers master those competencies.
- Ensure teacher candidates are aware of and have access to loan and grant programs, often intended to diversify the teacher workforce or address high-need schools and subjects. These include federal programs such as Teacher Education Assistance for College and Higher Education (TEACH) grants⁴ and the federal Teacher Loan Forgiveness Program⁵ focused on teachers in high-need low-income schools, philanthropic grants such as the Robert Noyce Teacher Scholarship Program⁶ for STEM teachers, and state-sponsored loan and grant programs.⁷

1. <https://www.youtube.com/watch?reload=9&v=bM2Cwpzqaqc>

2. <https://www.usprepnationalcenter.com/october-2017-uofm/>

3. <https://www.louisianabelieves.com/docs/default-source/teaching/teacher-preparation-competencies.pdf?sfvrsn=,pdf>

4. <https://studentaid.ed.gov/sa/types/grants-scholarships/teach>

5. <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>

6. <https://www.nsfnoyce.org/>

7. <https://www.aft.org/funding-database>



DISTRICTS SHOULD:

- Form deep partnerships with universities to prepare teacher candidates in service of district hiring needs. This includes regular, routine local partnership meetings and clear roles and responsibilities.
- Share data about graduates' effectiveness with their university partners.
- Prioritize hiring of teacher candidates who successfully complete a yearlong residency, which could include guaranteed placement or entering as a second-year teacher in the salary system.
- Develop and grow a pool of high-quality mentors who demonstrate effective practice and impact on student learning. Strategies include evidence-based professional development and career ladder opportunities, increased compensation, or reduced teaching loads.
- Leverage fiscal resources to support the implementation of high-quality programming such as rethinking faculty staffing roles and responsibilities (e.g. site coordinator).
- Consider new staffing models that leverage the residency model to support K-12 students with multiple adults in the classroom, and provide support for teacher candidates during the residency year.

STATES SHOULD:

- **Allocate funding for programs that implement full-year student teaching experiences, including undergraduate residencies to support the recruitment and retention of diverse, effective teachers in high-need schools, subjects, and grades.**
 - **The Tennessee Department of Education (TDOE)** is using Title II, Part A funds -- the section of the federal Every Student Succeeds Act (ESSA) that designates funding for teacher recruitment, preparation, and support -- to recruit, prepare, and retain diverse teachers. Efforts include providing Diversity Innovation Planning Grants¹ to state-approved teacher preparation programs in partnership with local educational agencies (LEAs) for developing and implementing recruitment plans that intentionally work to diversify teacher pipelines. One of the first grantees² was University of Tennessee at Chattanooga, which is partnering with the Hamilton County Department of Education to recruit and prepare a dozen diverse teacher candidates who would otherwise lack the financial support needed to become teachers.
- **Design scholarships and stipends during the apprenticeship year that help reduce the financial burden on teacher candidates who are preparing to work in high-need schools, grades, and subjects.**
 - The state of **North Carolina** recently spent \$6 million to revive its Teaching Fellows program to provide scholarships to approximately 160 teacher candidates across five of the state's colleges each year,³ who commit to 4-8 years of teaching special education or STEM in the state's public schools in exchange for a partial scholarship. A longitudinal study of the prior version of the program⁴ -- which recruited nearly 11,000 candidates into teaching over the course of 30 years -- found that these fellows not only had higher rates of retention compared to their peers, but they were also generally more effective educators as measured by test score gains of their students.
 - **Nebraska** recently expanded a teacher loan forgiveness program⁵ providing up to \$15,000 in loan forgiveness to teachers who address subjects that face shortages, and at an accelerated pace for those in the state's rural or high-poverty schools.

1. <https://www.tn.gov/theo/bureaus/academic-affairs-and-student-success/academic-programs/diversity-in-teaching-grants.html>

2. https://www.tn.gov/content/dam/tn/theo/cn/2015/sum15II.C._Diversity_In_Teaching_2015-17.pdf

3. <https://myapps.northcarolina.edu/ncteachingfellows/>

4. <https://publicpolicy.unc.edu/files/2015/07/Scholarships-to-Recruit-the-Best-and-Brightest-Into-Teaching.pdf>

5. <https://www.education.ne.gov/wp-content/uploads/2017/09/AETP-Info2.pdf>

STATES SHOULD:

- **Create state data systems and structures in order to provide data to teacher prep programs for their continuous improvement efforts to include data on candidate preparation and district hiring needs.**
 - **Louisiana** developed district and regional educator workforce reports¹ to help preparation programs and districts make data-driven recruitment, preparation and certification decisions. The data collected and shared covers recruitment and hiring, teacher effectiveness, retention, promotion, tenure, and compensation.
 - **Tennessee** collects and disseminates annual data on teacher preparation programs across the state through its Educator Preparation Report.² The report card assesses institutional performance across key indicators aligned to the state's key priorities for educator preparation, including placement and retention rates, scores on licensure exams, and teacher effectiveness data based on Tennessee Value-Added Assessment System (TVAAS) scores.
 - **The D.C. Office of the State Superintendent of Education (OSSE)** has launched a D.C. Staffing Data Collaborative of 52 local education agencies serving more than 90 percent of public schools in Washington, D.C.³ Through the collaborative, schools can examine staffing data on recruitment, retention, preparation, professional learning, and evaluation to identify trends and determine where to direct more resources.
- **Create clear program approval guidelines that address clinical practice and partnership between districts and providers.**
 - In **Louisiana**, K-12 and higher education leaders have worked together to develop a multiple-measure quality rating system that holds all preparation programs to a consistent set of high expectations, including a one-year supervised residency in a school setting⁴ at minimum.
- **Require performance-based assessments for teacher certification that allow student teachers to demonstrate effective teaching practices with impact on student learning, aligned to state and/or district standards for teacher effectiveness.**
 - **Tennessee** recently changed its licensure requirements to require all teacher candidates to submit passing scores on the EdTPA⁵ -- a nationally recognized performance assessment aligned to state standards -- in order to receive initial licensure.
 - **Massachusetts** has long been regarded as setting a high bar for licensure, but under its new ESSA plan,⁶ it will now require teacher candidates to complete the Candidate Assessment of Performance (CAP) as a condition of program completion -- including a component that gauges each teacher candidate's ability to work with students from diverse backgrounds and needs.

1. <https://www.louisianabelieves.com/teaching/educator-workforce>

2. <https://teacherprepreportcard.tn.gov/#>

3. <https://osse.dc.gov/publication/dc-staffing-data-collaborative>

4. <https://www.louisianabelieves.com/teaching/educator-preparation-providers>

5. <http://edtpa.aacte.org/about-edtpa#Overview-0>

6. <https://www2.ed.gov/admins/lead/account/stateplan17/maconsolidatedstateplan.pdf>

Conclusion

Our US PREP coalition coheres around one overarching belief: the best thinking, action and relevant research leading to the continuous improvement of teacher education in America will come from authentic and goal-driven university-school partnerships. As colleges of education, we have become client centered. When the institutions responsible for teaching our teachers partner with those responsible for teaching our children, the result is a better experience for everyone in our school systems. As our founder Dr. Scott Ridley put it, **“we rise or fall together.”**

With more university and district leaders committing to these deep and authentic partnerships, change is well within our grasp, although there is plenty of hard work ahead.

Just as teachers balance their own professional learning with that of their students, so too must the faculty and staff of university-based teacher preparation programs grapple more concretely with both the needs of teachers and of local schools. This makes the work of universities far more complicated -- but also far more rewarding and relevant to our communities.

Indeed, the resources of our universities and their teacher colleges can and should be leveraged to address many more of the challenges that face our schools and districts. Together, we can ensure that our teachers are not only prepared to teach effectively on day one, but that they can lead the charge toward student and school progress on every day thereafter.







Renewing Educator Preparation

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