

# THE PREPARATION OF TEACHERS AND SCHOOL LEADERS:

## CCSSO's "OUR RESPONSIBILITY, OUR PROMISE" AND EMERGING CAEP ACCREDITATION STANDARDS

PASSHE Education Summit  
Wednesday, May 22, 2013

# Our heritage – a progression of educational ambition

2

- Colonial Colleges
- Jefferson's Vision – Education for Democracy
- Lincoln's Strategy – Opportunity for All
- The GI Bill
- The Truman Commission
- Sputnik and the National Defense in Education Act
- ESEA and HEA
- A Nation At Risk



# The 21<sup>st</sup> century challenge

3

- The objective: educational attainment at scale
  - Universal college and career readiness
- Economic constraint, competing priorities
  - Health care
  - Pensions for the baby boom generation
  - Threats to national security
- Global competition raising the stakes
- Educational attainment at scale is both unprecedented and very difficult to achieve

# Lessons from the past 25 years

4

- No quick fixes, no silver bullets: every reform strategy has a “zone of wishful thinking” (Fixing Urban Schools, Paul Hill and Mary Beth Celio)
- Raising the aspirations for an educational system without increasing the capabilities of the workers in it defines them to be incompetent (The Ordeal of Equality, David Cohen and Susan Moffitt.)
- Small scale interventions (TFA) will be smothered by the larger system(s)
- Top-down strategies (NCLB) will be smothered by the larger system(s)
- Systemic change must be simultaneously multifaceted, coherent, and grounded in everyday practice

# What might help?

5

- More focus and clarity about ends –
  - Common Core State Standards: Fewer, clearer, higher, evidence based, internationally benchmarked learning objectives – knowledge utilization, not simply acquisition
- More flexibility about means (Equifinality)
- Less summative, more formative assessment
- Higher, not lower aspirations for achievement
- More rigor in measuring results

# **Our Responsibility, Our Promise**

**CCSSO Task Force Report on Transforming  
Educator Preparation and Entry into the Profession**

# Learner-Ready Teachers

On day one of their careers, teachers should be able to model and **develop** in students the knowledge and skills they need to succeed today including the ability to think critically and creatively, to apply content to solving real world problems, to be literate across the curriculum, to collaborate and work in teams, and to take ownership of their own

- More specifically, learner-ready teachers have **deep knowledge of their content and how to teach it**;
- they **understand the differing needs** of their students, **hold them to high expectations**, and personalize **learning** to ensure each learner is challenged;
- they **care about, motivate, and actively engage students in learning**; they **collect, interpret and use student assessment data** to monitor progress and adjust instruction;
- they systematically **reflect, continuously improve, and collaboratively problem solve**; and
- they **demonstrate leadership and shared responsibility** for the learning of all students.

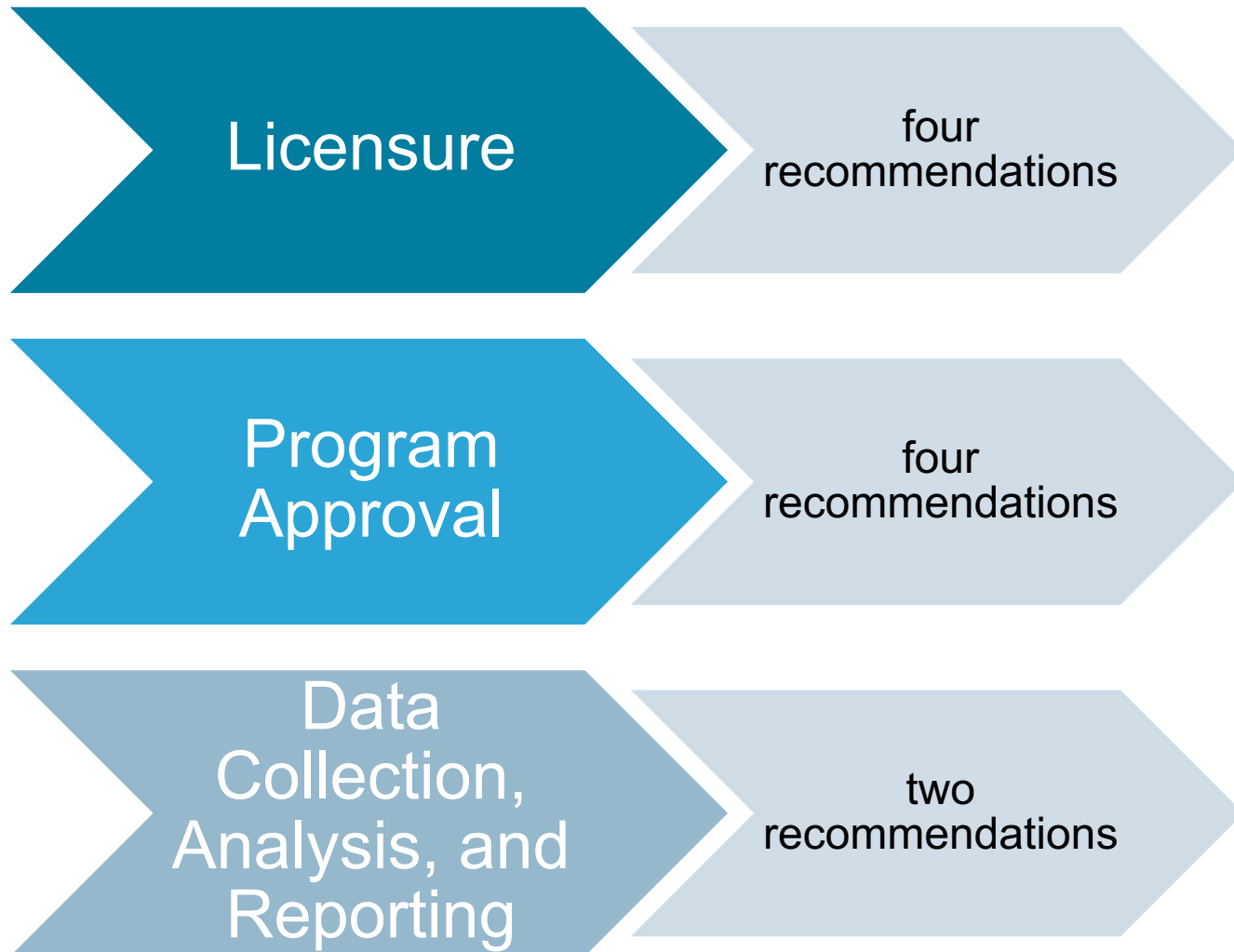
# School-Ready Principals

On day one on the job, principals should be able to blend their energy, knowledge, and professional skills to **transform school learning environments in ways that ensure all students will graduate college and career ready.**

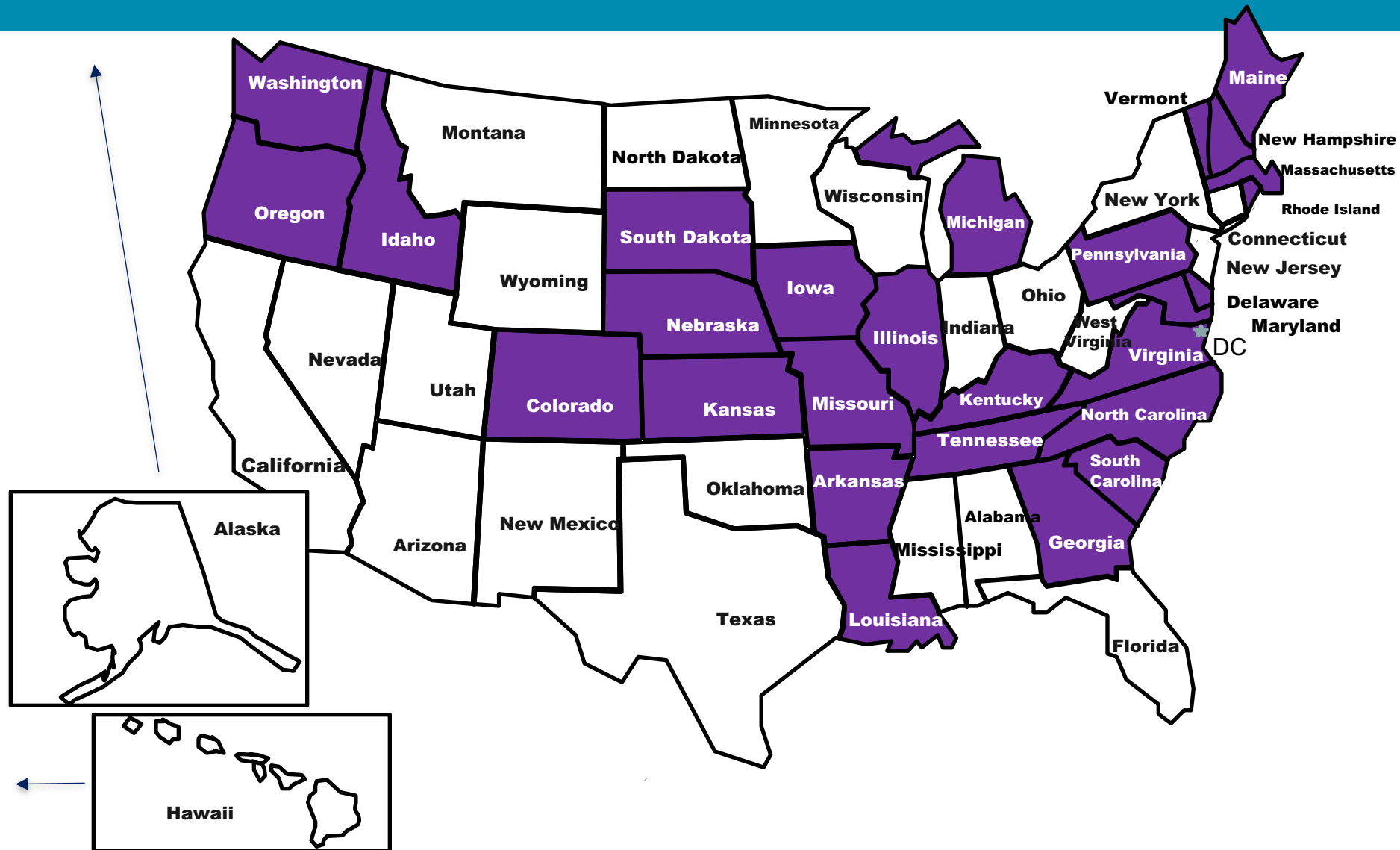
- With other stakeholders, they craft **the school's vision, mission, and strategic goals** to focus on and support high levels of learning for all students and high expectations for all members of the school community.
- To help transform schools, they lead others in using **performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth** and to **nurture and sustain a positive climate and safe school environment for all stakeholders.**
- They work with others to **develop, implement and refine processes to select, induct, support, evaluate, and retain quality personnel** to serve in instructional and support roles.
- They **nurture and support professional growth in others and appropriately share leadership responsibilities.**
- Recognizing that schools are an integral part of the community, they **lead and support outreach to students' families and the wider community to respond to community needs and interests** and to integrate community resources into the school.



# State Levers for Change



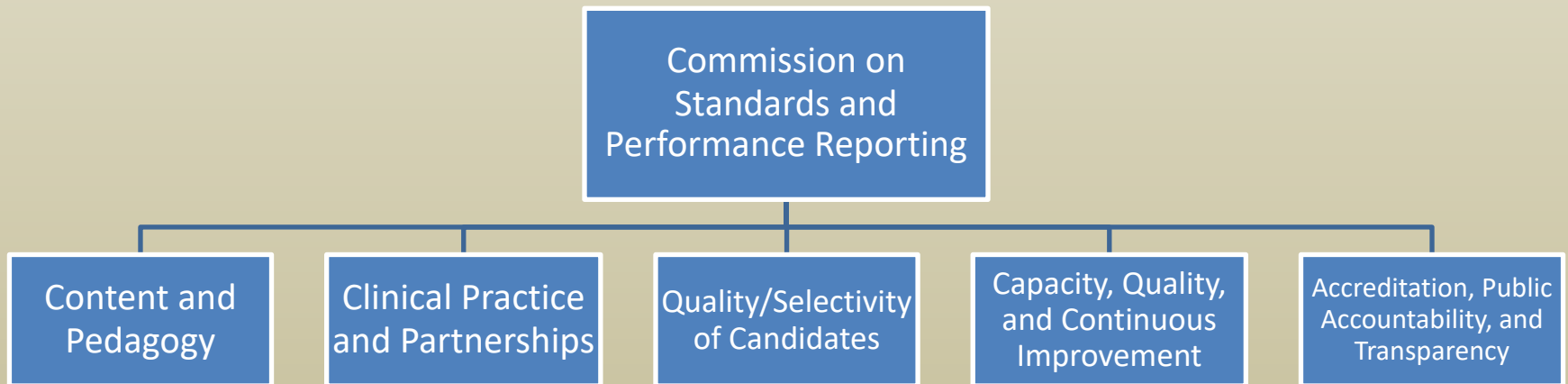
# 27 States Supporting Recommendations



# Draft CAEP Standards

*March 5, 2013*

# Commission Structure and Working Groups



Council for the  
Accreditation of  
Educator Preparation

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# Standard 1: Content and Pedagogical Knowledge

*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 expectations.*

# Components of Standard 1:

9 components spanning:

- Content and pedagogical knowledge (1 component),
- Instructional practice (4 components),
- The learner and learning (3 components), and
- Equity (1 component)

## 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 dispositions necessary to demonstrate positive impact on all P-12 students' learning.*

# Components of Standard 2

3 components spanning:

- Partnerships for Clinical Preparation
- Clinical Educators
- Clinical Experiences



# 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.*

# Components of Standard 3

8 components spanning:

- Plan for recruitment
- Recruitment of diverse candidates
- Recruitment to meet employment needs
- Admission standards
- Additional selectivity factors
- Selectivity during preparation
- Selection at completion (2 components)

# Standard 4: Program Impact

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

# Components of Standard 4

4 components spanning:

- Impact on student learning
- Indicators of teaching effectiveness
- Satisfaction of employers
- Satisfaction of completers

# Standard 5: Provider Quality, Continuous Improvement, and Capacity

*The provider maintains a quality assurance system comprised of data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its completers. 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.*

# Components of Standard 5

6 components spanning:

- Quality and strategic evaluation (3 components)
- Continuous Improvement (2 components)
- Capacity (1 component)

# Recommendations:

## Annual Reporting on Program Impact

*The Commission recommends that CAEP gather the following data and monitor them annually from all providers on measures of program impact:*

1. Impact on P-12 learning
2. Indicators of teaching effectiveness
3. Results of employer surveys, and including retention and employment milestones
4. Results of completer surveys

# **Recommendation**

## **Annual Reporting on Program Outcomes**

1. Graduation rates
2. Ability of completers to meet licensing (certification) and any additional state requirements
3. Ability of completers to be hired in education positions for which they prepared
4. Student loan default rates



# Recommendation Levels of Accreditation

1. denial of accreditation
2. probationary accreditation
3. accreditation
4. exemplary or “gold” accreditation

# Reinventing instruction

26

- Employing technology to deliver content and engage students – Knowledge acquisition and use
- Collaborating on curriculum to achieve higher quality, more coherence and focus, and greater clarity of learning objectives
- Data bases of learning objectives and analyzing student interactions with technology to improve instructional effectiveness
- Employing “high impact” instructional practices that engage and inspire student effort and creativity
- Collaboration – An ensemble, not multiple soloists



# Turning education upside down

27

- Before only students failed
- Now schools fail
- Educators are not omnipotent; but
- We are ***responsible*** for
  - Leadership
  - Creativity
  - Overcoming obstacles
- No excuses – let us learn how to succeed



# In conclusion

28

- “History is a nightmare from which I am trying to awake.” James Joyce, *Ulysses* 1912
- “History becomes more and more a race between education and catastrophe.” H.G. Wells, *An Outline of History*, 1920
- “The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.” Abraham Lincoln, *Annual Message to Congress*, December 1, 1862

# Contact information

29

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