Bridging the Continuum: Teacher Preparation and Induction for Deeper Learning
State Efforts for Building an Effective, Diverse Teacher Workforce
Agenda

• Welcome & Introduction
  
  Maria Hyler, *Deputy Director, Washington DC office and Senior Researcher*, Learning Policy Institute

• Moderated Discussion

  Maria Hyler, *Moderator*

  Robert Behning, *Chairman of the Education Committee*, Indiana House of Representatives

  Sandra Hinderliter, *Educator Preparation Lead, Center for Instructional Support*, Massachusetts Department of Elementary and Secondary Education

  Margaret McKenna, *President Emeritus*, Lesley University, *and member*, Massachusetts Board of Elementary and Secondary Education

  Dr. Jennifer Tuttleton, *Executive Director of Talent Pipeline*, Louisiana Department of Education

• Audience Q&A

State Efforts for Building an Effective, Diverse Teacher Workforce
Our Partners

NCSL

NASBE
National Association of State Boards of Education

learningforward
THE PROFESSIONAL LEARNING ASSOCIATION
Domains of Deeper Learning

Credit: Deeper Learning For Every Student Every Day (video), Getting Smart
Domains of Teacher Preparation for Deeper Learning

- Learning is applied and transferred
- Learning is developmentally grounded and personalized
- Learning occurs in productive communities of practice
- Learning is contextualized
- Learning is equitable and social justice oriented
Bridging the Continuum…

Pre-Service

Induction

In-Service
Bridging the Continuum...

Pre-Service

Induction

In-Service

Deeper Learning
Incorporating features of the teaching knowledge and skills we’ve described here into the *standards* that inform licensing and accreditation;

Developing or adopting *performance assessments* that reflect these standards as a means for licensing candidates;

Establishing and maintaining *authentic partnerships* between preparation programs and pk-12 districts
Panelist

Rep. Robert Behning
Chairman of the Education Committee
Indiana House of Representatives

@rbehning

State Efforts for Building an Effective, Diverse Teacher Workforce
Panelist

Sandra Hinderliter

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*State Efforts for Building an Effective, Diverse Teacher Workforce*
Panelist

Margaret McKenna

President Emeritus, Lesley University

Member, Massachusetts Board of Elementary and Secondary Education

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State Efforts for Building an Effective, Diverse Teacher Workforce
EVOLUTION OF TEACHER PREPARATION IN LOUISIANA

Prior to 1999
National accreditation required for public university programs

2000-2009
Teacher licensure structures, pathways, and development guidelines are revised in policy; national accreditation required for private university programs

2001-2005
First preparation program accountability system implemented

2002-2011
Preparation programs are redesigned, reviewed, and approved based on new policy requirements; all pre-redesign programs terminated

2003-2006
Value-added teacher preparation assessment model developed by George Noell and piloted

2006-2010
Value-added teacher preparation assessment model implemented and publicly reported

2010-2014
Value-added teacher preparation assessment model reports adjusted for consistency with value-added assessment of practicing teachers, through Compass
SURVEY RESULTS

Louisiana Department of Education surveyed more than 6,000 educators - new teachers, the programs that prepare them, and the schools and districts that hire and support them.

1. School systems and preparation programs agree that teacher candidates need more hands-on experience prior to entering the classroom full-time, but they typically do not partner to provide adequate time for aspiring teachers to practice in the classroom and do not consistently pair aspiring educators with top educators as coaches or mentors.

2. Preparation programs and school systems generally agree on what should be taught to teacher candidates, but greater collaboration is needed to better prepare new teachers to be “ready on day one” for the classroom.

3. School systems experience shortages of teachers in specific subject areas but typically do not coordinate with preparation programs on recruitment into those subject areas.
SURVEY RESULTS

Louisiana Department of Education surveyed more than 6,000 educators - new teachers, the programs that prepare them, and the schools and districts that hire and support them.

Preparation programs and school systems generally agree on what should be taught to teacher candidates, but greater collaboration is needed to better prepare new teachers to be “ready on day one” for the classroom.

Practicing teachers and district leaders agree that today’s classrooms require a different set of knowledge and skills. They agree that teacher preparation programs should include courses in:

<table>
<thead>
<tr>
<th>SELECTING CURRICULAR RESOURCES</th>
<th>ASSESSMENT</th>
<th>ANALYZING STUDENT DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% teachers</td>
<td>96% teachers</td>
<td>96% teachers</td>
</tr>
<tr>
<td>95% district</td>
<td>100% district</td>
<td>98% district</td>
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</table>

When I finished my program, I was prepared to:

<table>
<thead>
<tr>
<th>SELECT TEACHING RESOURCES</th>
<th>TEACH STUDENTS HOW TO READ</th>
<th>DEVELOP A YEARLONG PLAN &amp; UNIT PLANS</th>
<th>TEACH STUDENTS WITH DIVERSE NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31% disagree or strongly disagree</td>
<td>41% disagree or strongly disagree</td>
<td>42% disagree or strongly disagree</td>
<td>42% disagree or strongly disagree</td>
</tr>
</tbody>
</table>
Believe & Prepare
Preparing Louisiana's Next Generation Educators

2014: The Department releases Partners in Preparation Survey and launches Believe and Prepare pilot program with 7 school systems preparation providers.

2015: Believe and Prepare pilot program expands to over 30 school systems and 20 preparation providers.

2016: BESE approves updated regulations to expand yearlong residencies and competency-based teacher preparation curricula statewide.

2017: The Department launches statewide mentor training for expert teachers.

2018: All teacher preparation programs to include a yearlong residency and competency-based design.

2020: Mentor Teacher cadre expands to 2,500 mentor teachers.
Discussion
Discussion and Audience Q&A

Moderator: Maria E. Hyler
Deputy Director, Washington DC office and Senior Researcher, Learning Policy Institute

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State Efforts for Building an Effective, Diverse Teacher Workforce
Webinar Series

State Efforts for Building an Effective, Diverse Teacher Workforce

Leveraging ESSA’s Title II for Job-Embedded Professional Development

How Teacher Leadership, Career Ladders and Relicensure can Support Teaching for Deeper Learning

Bridging the Continuum: Teacher Preparation and Induction for Deeper Learning
Resources

Learning Policy Institute
Website: learningpolicyinstitute.org
Subscribe to mailing list: bit.ly/LPIupdates

Massachusetts Department of Elementary and Secondary Education
PK-12 – Ed Prep Partnership Toolkit:
http://www.doe.mass.edu/edprep/partnerships/toolkit.pdf
Guidelines for the Professional Standards for Teachers:
http://www.doe.mass.edu/edprep/advisories/TeachersGuidelines.pdf
Guidelines for the Candidate Assessment of Performance:
http://www.doe.mass.edu/edprep/cap/guidelines.html
Annual Induction and Mentoring Report:
http://www.doe.mass.edu/educators/mentor/reports.html

Louisiana Department of Education
Preparation Programs: A Survey of Educators & Education:
Access to Full Preparation For Teachers In Rural Communities:
Teacher Quality Rating System:
Louisiana Mentor Teachers:
https://www.louisianabelieves.com/teaching/louisiana-mentor-teachers
Louisiana Key Initiatives:
https://www.louisianabelieves.com/resources/about-us/louisiana’s-key-initiatives

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