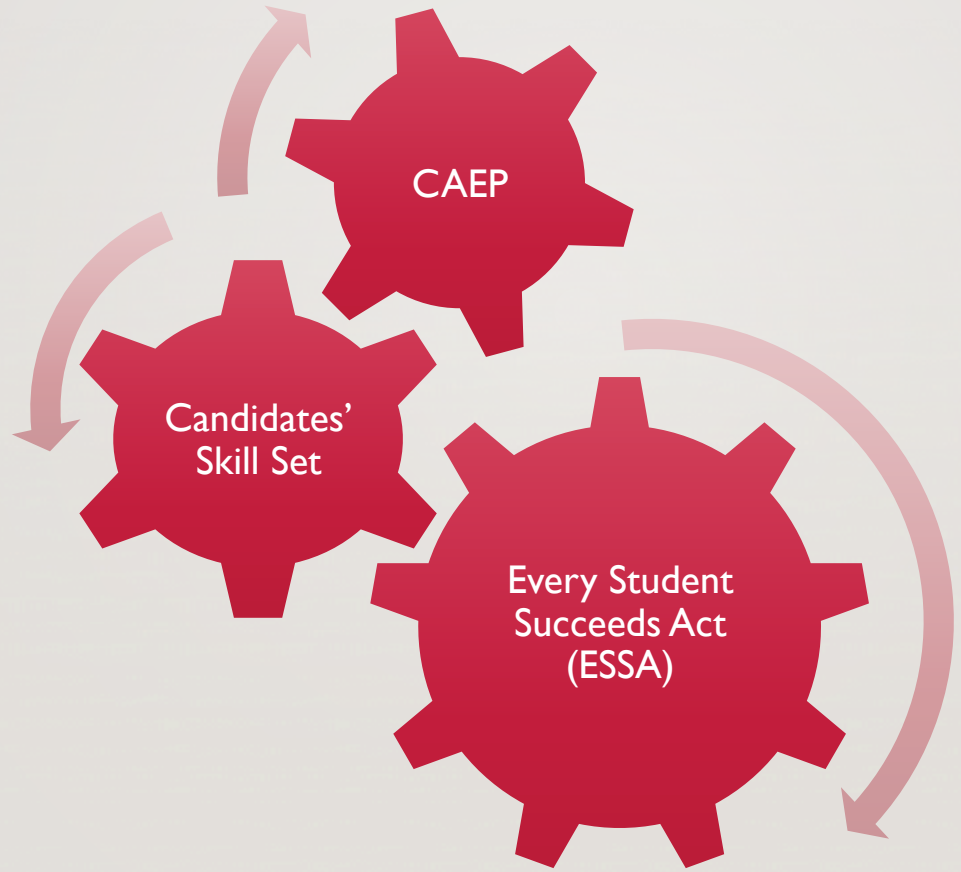


THE CHANGING NATURE OF TEACHER PREPARATION: *LEGISLATURE, ACCREDITATION, & RURAL SPECIAL EDUCATION*

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CAEP Program Standards

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CAEP Program Standards

2012:	Commission on Standards and Performance Reporting convened to develop the next generation of accreditation standards and performance measures for educator preparation.
2013:	July 1, 2013 – CAEP becomes fully operational as sole accrediting body for educator preparation providers. August 29, 2013 – The CAEP Board of Directors approve new accreditation standards.
2014:	CAEP is recognized by Council for Higher Education Accreditation (CHEA)
2016:	CAEP accreditation standards are fully implemented; NCATE and TEAC legacy standards are no longer used for accreditation.

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CAEP Program Standards

- 1. Build partnerships and strong clinical experiences *(Primarily in Standard 2)*
- 2. Raise and assure candidate quality *(Primarily in Standard 3)*
- 3. Insist that preparation be judged by outcomes and impact on P-12 student learning and development- **Results matter; effort is not enough.**
(Primarily Standard 4)

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CAEP Program Standards

ASSESSMENT MEASURES

- Significant Changes in the ways that CAEP Assessment Measures both views and interacts with a program's Assessment system
- Introduction of the Assessment Review Process
- Changes in how we assess candidates
- Changes in the types of data we need to collect (from input to output/outcomes)

Emphasis remains on candidates' performance and continuous quality improvement with heightened emphasis on program impact (most importantly, impact on P-12 student learning)

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CAEP Program Standards

CLINICAL EDUCATORS

- Changes the nature of relationships with P-12 faculty
- Need to document the effectiveness of P-12 faculty
- Relationships move from free-lance to long-term relationships
- Intent is the expansion of the EPP's faculty to include P-12 faculty
- Partnerships with schools become critical to the EPP

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CAEP Program Standards

PROGRAM IMPACT

- Impact on P-12 Education
- Effectiveness of program is dependent (in part) on data collected outside the program itself
- Program Assessment does not conclude at completion
- P-12 Data & P-12 Student Growth are Critical Measures of Program Quality

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**Every Student Succeeds Act
(ESSA)**

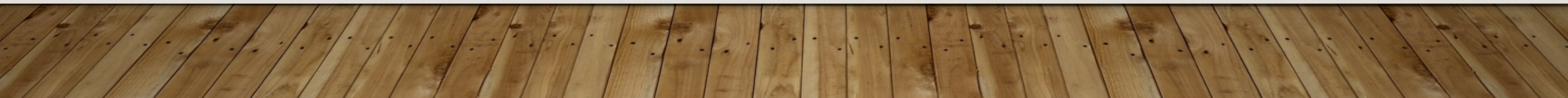
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Every Student Succeeds Act (ESSA)

Basic Timeline:

- December 2015: Signed into law with bi-partisan support
- November 2016: Final regulations released
- January 2017: “Regulatory Freeze Pending Review”
- March 21, 2017 (Due Date) Reviewing the Consolidated State Plan Template only those “absolutely necessary”

Upcoming State Level Timeline:

- August 2017 – July 2018 – New state accountability systems fully implemented
 - 2018-19 – ID schools for additional targeted support and improvement
 - 2019-20 – ID “consistently underperforming” subgroups of students for targeted support and improvement
- 

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Every Student Succeeds Act (ESSA)

- Changes (marginalizes) Higher Education's Role in Teacher Preparation
- Opens doors to "Teacher Preparation Academies" and other alternative pathways to teaching
- Eliminates NCLB's "Highly Qualified" Status; Replaced by the term "Effective"
- Effective Completers of TPA can be granted rank/pay of MA + Certified Teachers
- Must consider the weight of Teacher Equity and impact ESSA legislature has the potential to impact high poverty, high needs areas

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Every Student Succeeds Act (ESSA)

- States now required to report data on teachers' qualifications on high & low poverty schools
- States must describe strategies to ensure low-income and minority students are not taught at a disproportionate rate by ineffective, out-of-field, or inexperienced teachers
- “Ineffective” replaces NCLB’s unqualified; However, ESSA does not define “ineffective”
- NCLB’s Teacher incentive fund is now Teacher and School Leader Innovation Program

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Every Student Succeeds Act (ESSA)

For Example:

- ESSA provides public funds for promoting the growth of entrepreneurial teacher education programs such as the ones seeded by New Schools Venture Fund (i.e., Relay, MATCH Teacher Residency, Urban Teachers) that are mostly run by non-profits.
- Provisions in ESSA to create fast-track teacher programs, which under legislation, can hold the same clout as programs that require traditional certification.
- ESSA provides opportunity for these programs to be exempt from standards that states use for traditional or even Academy preparation programs.
- ESSA places restrictions on states [that] would interfere with their responsibility to define the content and methods of approval for teacher education programs and would set a lower bar for teachers who are prepared in the academies.
- This is particularly concerning to the high-needs schools that need quality teachers the most.

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Every Student Succeeds Act (ESSA)

From D. Ravitch, 2016

“Congress has expressed absolute contempt for professional preparation of teachers. They approved a law that insists on... “no restrictions” on faculty academic qualifications, “no restrictions” on where academies exist, “no restrictions” on course credits (including undergraduate and academy programs), and freedom to operate with no accreditation “as long as such teachers have successfully passed all relevant State-approved content area examinations.”

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Every Student Succeeds Act (ESSA)

- States have the opportunity to expand & define the pathways to licensure
- Influences the coming Higher Education Act (HEA)
 - *HEA was expected by end of 2016—would require states to hold programs accountable for their graduates' performance in the classroom, including a measure of students' learning growth*
- We have to balance this with the paradox of attempts to Standardize Teacher Preparation across the nation (i.e., EdTPA)

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Candidates' Skill Set

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Candidates' Skill Sets

“EFFECTIVENESS”

- Must be able to Demonstrate *Effectiveness*
- Skilled in Assessment
- Skilled in Literacy Instruction (and remediation)
- Must Use Evidence-based Intervention Strategies
- Differentiation

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Candidates' Skill Sets

PROFESSIONAL EDUCATORS

- Professional Knowledge, Skills, & Dispositions
- From Curriculum Development to Assessment Design
- Reduced “Learning Curve”

THE IMPLICATIONS OF CHANGE



EPP's Must Move
Beyond the Campus



Develop Mutually-
Beneficial P-12
Partnerships



Program Quality is
More Important than
Ever



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Other Potential Impactors

- EdTPA (Teaching Performance Assessment)
 - Current: Full or Partial Implementation in 38 States
 - Candidate Transiency
- Coming Higher Education Act (HEA)
 - Due for re-authorization
 - Predicted to Increase Accountability of Institutions on Performance of Completers in the Field
- Being Prepared to Adapt to State Changes