

The Challenge for Teacher Preparation Programs

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QUANTITY CHALLENGE

Pipeline of Teachers

- How many students are enrolled in each cohort?
- What percentage of our enrollees in each cohort graduate?
- What percentage of our enrollees and graduates in each cohort obtain certification?
- What are the characteristics of our enrollees in each cohort (age, race/ethnicity, gender, HS GPA, STA/ACT scores)?
- What percentage of our enrollees and graduates in each cohort enter teaching one, three, and five years after graduation?
- If enrollees and graduates do not enter teaching, what professions/jobs do they enter instead?
- Why do our enrollees choose teaching?
- At what point in their undergraduate experience do enrollees choose to enter the program (i.e., are these enrollees individuals who always sought teaching as a career, or were convinced of entering teaching from another career area?)
- Why do our enrollees leave the program before graduation? What factors contribute to their decision to leave?
- Why do our graduates choose not to obtain certification? Why do our graduates choose not to enter teaching?
- How many enrollees per major? (i.e., what percentage of our enrollees come from the various departments and disciplines in the university?)

Responsibility for data collection: Teacher preparation program

Each teacher preparation program should develop an online website that communicates information to students and uses annual surveys to collect important information from the students through annual surveys. Teacher preparation programs may partner with alumni offices at universities that often track graduates.

Production of Teachers

Each of the following questions applies to each cohort.

- How many teachers are we producing and in what certification areas?
- What percentage of our teachers is certified to teach in elementary schools, middle schools, and high schools?
- In what schools and districts are our teachers employed?
- What are the course assignments of our graduates (i.e., the courses that our graduates are assigned to teach)?
- Are our graduates placed in assignments for which they are trained?
- What are the student demographics of the schools and districts employing our teachers?

Responsibility for data collection: State education agencies and teacher preparation program

Ideally, the state should have a mechanism by which they track teacher production by race/ethnicity, gender, age, certification area, school level, as well as track graduates into the classroom. In addition to tracking teacher production, these data systems should track teachers' demonstrated competency on state teacher tests; the states should keep track of these scores by raw score, rather than pass rates or scale scores. Moreover, the state should have data in the demographics and student achievement of every school and school district in the state.

In the absence of such data, teacher preparation programs should utilize the aforementioned website to keep track of graduates as they move in and out of the education field and transfer from one school to another.

Reducing the Shortage of Teachers

- What is the shortage of teachers in the local labor market? Statewide? In projections of the labor market?
- Are we producing teachers to fill the district-identified shortages in our local labor market?
- Are we producing teachers to fill district- and state-identified shortages for projected labor markets (three years, five years, ten years in the future)?

Responsibility for data collection: State education agencies and teacher preparation program

Ideally, the state should collect teacher assignment data and teacher certification data and merge the two data sets together to determine the in-field and certification status of every teacher employed in the state. To the best of our knowledge, Texas is the only state that does this on a regular basis and makes the information available to the public for every school and school district in the state (http://www.sbec.state.tx.us/Reports/WhoisTeaching/frm_whois_main.asp) Further, states should collect teacher performance data on teacher subject and general competency tests for every teacher who completes a state/national teacher test. These scores should be available to the higher education institutions by raw score, not scale score or pass/fail.

Again, in the absence of state data collection, teacher preparation programs can still obtain this information. Teacher preparation programs should administer a survey to all school districts in the local labor market and ascertain the degree of difficulty they have had in hiring well-qualified teachers for each subject area at each grade level. With inexpensive (or free) web-based survey tools, this should be a relatively inexpensive effort.

Staying in the Profession

- What are the one-, three-, and five-year retention rate in teaching as a profession and in the original school assignment of our teachers?
- What are the one-, three-, and five-year retention rate of our teachers by certification area in teaching and in their original school assignment?
- What are the one-, three-, and five-year retention rate of our teachers by teacher race/ethnicity?
- What are the one-, three-, and five-year retention rate of our teachers by teacher gender?
- What are the one-, three-, and five-year retention rate of our teachers by school level?
- What are the one-, three-, and five-year retention rate of our teachers by school demographics?
- How do our retention rates compare to similar preparation programs?
- How do our retention rates compare to preparation programs that serve the same local labor market?
- What are the migration patterns of our graduates?
 - Do graduates migrate from predominantly minority schools to predominantly White schools?
 - Do graduates migrate from predominantly economically disadvantaged schools to predominantly not economically disadvantaged schools?
 - Do graduates migrate from schools with low-levels of achievement to schools with high levels of achievement?

Responsibility for data collection: State education agencies and teacher preparation program

Ideally, the state should collect data from the districts on the employment of every teacher in the state and be able to match that data to the preparation program(s) that produced the teachers. Moreover, the employment data should identify the courses that the teacher is assigned to teach as well as the school(s) and school district(s) that employ the teacher.

QUALITY CHALLENGE

Preparing Effective Teachers

- Are our teachers prepared to produce gains in student learning? What evidence do we have to demonstrate this?
- Are our teachers producing gains in student learning? What evidence do we have to demonstrate this?
- How do our teachers/enrollees/program completers perform on required teacher tests?
- What are the certification test taking rates of our teachers? Pass rates? Raw scores?
- Which aspects of our preparation program best prepare our graduates to be successful in the classroom? What is the evidence to demonstrate this?
- Which aspects of our preparation program are considered by graduates to be the least worthwhile in preparing them to be effective teachers?
- According to the district administrators in the districts where high proportions of our graduates/program completers teach, what skills do these new teachers bring that are useful to district efforts to improve student learning? What skills or knowledge need improvement?
- According to principals in the districts where high proportions of our graduates/program completers teach, what skills do these new teachers bring that are useful to district efforts to improve student learning? What skills or knowledge need improvement?
- According to experienced teachers who are the colleagues of our graduates, what skills or knowledge are present? Missing?
- According to mentors of our graduates, what skills or knowledge are present? Missing?
- What are the goals and objectives of the required courses for program completers (i.e., an audit of course syllabi or an archived collection of course syllabi and course objectives should be made available).

- What competencies must program graduates demonstrate in the program's required courses? What are the assessments or measurements of those competencies?
- Where do program participants complete their student teaching? What are the student demographics of those schools (% of minority students, % of low-income students, achievement status of the school)? Demographics of the students in the district?
- How does the student teaching placement affect the graduate's decision to enter the profession and the type of school they choose to teach in?

Responsibility for data collection: School districts and teacher preparation program

Teacher preparation programs should work with school districts in the local labor market to study the effectiveness of the graduates from the teacher preparation program. Programs should attempt to collect the following evidence: administrator and/or mentor evaluations; graduate self-evaluations; graduate perceptions of the utility of the activities of the preparation program; student achievement of the students in the graduates' classes. As value-added methods of measuring teacher effectiveness become available at the state level, teacher preparation programs should use these data to assess program effectiveness. In some states, teacher preparation programs are initiating such efforts (Louisiana and Ohio).