

## Summary National Perspective

### *There Is a Crisis in Education*

The following remarks were excerpted from remarks by Arne Duncan to Harvard (2010) and Columbia (2009) that provides the rationale and some solutions. These remarks are provided in their entirety as an attachment so you can fully see the picture being painted that is creating the challenges Colleges of Education are facing.

#### **1. Education in General**

- a) Nearly 30 percent of our students today drop out or fail to complete high school on time—that is 1.2 million kids a year. Barely 60 percent of African-American and Latino students graduate on time—and in many cities, half or more of low-income teens drop out of school.
- b) “...we can no longer be passive.” Fact - Of the roughly 100,000 public schools in the United States, just 2,000 produce more than half of the nation’s dropouts.
- c) “. . . we need to recognize that ‘great teachers make an extraordinary difference, and great principals make a huge difference. In education, talent matters tremendously.’” The challenge to our schools is not just a looming teacher shortage, but rather a shortage of great teachers in the schools and communities where they are needed most.
- d) The bottom line: “Not doing *anything* is not the answer.” “You can have four degrees, but if your students aren’t learning it doesn’t matter,” he said. “You can have no degrees, but your students are learning—I want more of those teachers.”
- e) “Anytime you say teachers should be evaluated 100 percent on a test score, I think you’re crazy,” he said. “If you focus on absolute test scores, you create all the wrong incentives,” he said. “Every student can learn and grow. If you focus on growth, you take away those perverse incentives.” “Anytime you say teachers shouldn’t be evaluated *at all* on student achievement, I also think you’re crazy . . . we have to look at multiple assessments.”

#### **2. Preparation in Particular**

- a) “by almost any standard, many if not most of the nation's 1,450 schools, colleges, and departments of education are doing a mediocre job of preparing teachers for the realities of the 21st century classroom. America's university-based teacher preparation programs need revolutionary change—not evolutionary tinkering.”
- b) “The bar must be raised for successful teacher preparation programs because we ask much more of teachers today than even a decade ago. Today teachers are asked to achieve significant academic growth for all students at the same time that they instruct students with ever-more diverse needs.”
- c) “. . . studies repeatedly document that the single biggest influence on student academic growth is the quality of the teacher standing in front of the classroom—not socioeconomic status, not family background, but the quality of the teacher at the head of the class. . . .”
- d) “More than half of tomorrow's teachers will be trained at colleges of education. The U.S. Department of Education estimates that schools and departments of education produce about 220,000 certified teachers a year. Now I am all in favor of expanding high-quality alternative certificate routes, like High Tech High, the New Teacher Project, Teach for America, and teacher residency programs. But these promising alternative programs produce fewer than 10,000 teachers per year.”

- e) "I am urging every teacher education program today to make better outcomes for students the overarching mission that propels all their efforts. America's great educational challenges require that this new generation of well-prepared teachers significantly boost student learning and increase college-readiness."
- f) It's a craft more than a profession - William "James thought that teaching was an instinctual art—and many of his colleagues in academia agreed that teaching was more a craft than a profession." Jacques Barzun, who wrote the classic bestseller *Teacher in America*—and later went on to be Columbia's provost—was equally unsparing in his critique of education schools. In his essay "The Art of Making Teachers," Barzun wrote that "teacher training is based on a strong anti-intellectual bias, enhanced by a total lack of imagination." The challenge for schools of education is to shift more to the residency-model of training. The focus should be on clinical preparation-apprenticeship.
- g) Levine's 2006 study found numerous examples of exemplary programs. But he also documented the persistence of problems that had afflicted education schools for decades. "The bottom line," he concluded, "is that we lack empirical evidence of what works in preparing teachers for an outcome-based education system. Students say they did not get the hands-on practical teacher training about managing the classroom that they needed, especially for high-needs students. And second, they say they were not taught how to use data to differentiate and improve instruction and boost student learning.
- h) Universities are doing little to invest in rigorous educational research and well-run clinical training. Furthermore, the research is not instructive - In 1963 President Kennedy was voicing . . . concerns about the quality of educational research that continue to resound today. "Research in education," President Kennedy declared, "has been astonishingly meager and frequently ignored . . . It is appalling that so little is known about the level of performance, comparative value of alternative investments and specialized problems of our educational system."
- i) Countries like Singapore, South Korea, and the Czech Republic that outperform us in science and math provide teachers with much clearer guidance on key ideas and content to be mastered in each grade.
- j) The accreditation of schools of education is a voluntary process, and historically coursework had been given greater priority than clinical training for students in accreditation. NCATE now includes requirements that oblige institutions to strengthen the clinical focus of their programs and foster demonstrable increases in student learning.
- k) The ingredients of a good teacher preparation are not much of a mystery anymore. Our best programs are coherent, up-to-date, research-based, and provide students with subject mastery. They have a strong and substantial field-based program in local public schools that drives much of the course work in classroom management and student learning and prepares students to teach diverse pupils in high-needs settings. And these programs have a shared vision of what constitutes good teaching and best practices—including a single-minded focus on improving student learning and using data to inform instruction.
- l) National Board Certification for Principals is expected to become available in 2011-- The National Board for Professional Teaching Standards (NBPTS), the organization that sets and maintains the standards for teacher excellence, today launched National Board Certification for Educational Leaders, which includes the development of National Board Certification for Principals. Builds on the National Board's 20-year program, National Board Certification for teachers and school counselors. National Board Certification is recognized as a model of pay-for-performance and is supported by teachers and administrators nationwide [end of Duncan's remarks]

## ***COEs Have a Crisis in Legitimacy*** [beginning of respondents' remarks]

Colleges of Education continue to suffer from a crisis in legitimacy (we are underfunded, not understood and not respected). We train 80% of the nation's teachers, the general public approves of our work, and the nation's policy makers know they "need to live with us". However, the power and policy brokers [and faculty in other university centers] do not believe the research we develop is worth much, which is partly because much of our research is problematic. These critics ask where the "science" in our research? This crisis is demonstrated in the proposed elimination of the teacher preparation funding grant. COEs need to redefine what they are doing. This is especially true regarding teacher preparation.

## ***Accountability***

Accountability is here to stay and is likely to take on every more faces to come. Knowing what we stand for is an important key to being accountable. Data and records are also keys. In our new era of accountability, it is not enough for a teacher to say, "I taught it—but the students didn't learn it." That's a problem that is not self-correcting—we must proactively work on it.

There are many psychometric issues related to the current and continuing trend of increased accountability requirements (e.g., intervening variables, team teaching, impact of principals). We need to become leaders of the discussion related to the measures by which we will be judged to "ward off the critics."

## ***COEs Are Silo Driven***

The field of education continues to be way too "silo-driven" and the various components of the field must join forces at the national, state levels and in the colleges so that we can increase our ability to "speak with one voice." Issues of discipline specific Ph.D., and MA degrees versus Education degrees with minors in disciplines was also discussed... will continue to be an issue.

## ***New Preparation Models Are Needed.***

New models are needed - understand other models of teacher preparation. Teach for America materials. [37 studies - many of which were obsolete or not designed to measure teacher effectiveness] have been circulated to legislators to suggest that advanced degrees don't matter. More focus on teaching as a craft than as a profession - means more emphasis on clinical aspects of training.

## ***Teacher Preparation in COEs Is Under Assault***

On line providers are a mixed bag. We should learn from them to reach underserved populations with technology. Some have used great expertise in crafting on-line courses and assessment. Some have thought carefully about limiting redundancy. COEs should insist that all providers are held to the same levels of accountability. Competition is good. But all providers must play by the same rules.

## ***Client Based Focus***

We must establish much stronger ties with our practitioner colleagues ("bring them in") so they won't ask questions like "What is NCATE?"

Teacher development is going to be sent to states to be used at the K-12 level—not university level. Universities are not able to compete for these new funders unless they partner with local schools. So we have to make solid—can't live without us partnerships with the districts.

## ***Bottom Lines***

The prospect for higher education, especially teacher education is not brilliant. Rather it appears that we are being cut out of the process of education, not so gradually.

How do we demonstrate our value! We must have clarity (data) to demonstrate that value. Track data coming from projects in the Gates Foundation. The Teacher of Record project is looking at examining who is responsible for teaching elements which are tested later on with external exams. Data from the National Student Clearing Houses - don't duplicate that effort. Data reporting systems need to be accurate and clear so published data to the general public will not be misleading.

We need to use data to revise/close programs that are not effective. Many COEs do not have the resources to track graduates and create new data. There will be a temptation to use state exams as additional data for purposes of accountability and closing teacher education programs

## ***Opportunities***

Arne Duncan again “We currently have about 3.2 million teachers who work in some 95,000 schools. But more than half of those teachers and principals are Baby Boomers. And during the next four years we could lose a third of our veteran teachers and school leaders to retirement and attrition. By 2014, just five short years from now, the U.S. Department of Education projects that up to one million new teaching positions will be filled by new teachers.”

“These major demographic shifts mean that teaching is going to be a booming profession in the years ahead—with school districts nationwide making up to 200,000 new, first-time hires annually. Our ability to attract, and more importantly retain, great talent over the next five years will shape public education for the next 30 years—it is truly a once-in-a-generation opportunity.”

## ***Accountability***

We need to remember we came into this field to create great teachers to teach the students of the nation. Frame accountability as going beyond a test score. Focus teacher impact on student learning. We also need to develop a valid/reliable performance assessment to take away the focus on the details of how teacher were prepared. [Check Vanderbilt's VALEd process they call educational leadership so we work on the work with practitioners - see attached remarks of Camille Benbow - Dean at Vanderbilt]

## ***Marketing***

We don't market well! Talk about outcomes on making a difference in schools? Focus on communities rather than focusing on the details of programs. Identify what we do well and to educate the public and lawmakers on their effectiveness. COEs need to put together some fact sheets for your Presidents to get involved in this issue from your vantage point.

## **Market Ourselves via Our Outcomes:**

- a) Build on outcomes; downplay obstructionism
- b) Be clear about how we measure our impact and demonstrate our value clearly through not only data sources, and our graduates Find ways that tout our outcomes. Engage in discussions about “What do we do better than anyone else? What things do our grads say about us? What specific things do they find to be excellent about us and a teacher ed program? “
- c) What measures of outcomes (test scores or pass rates, rehires, promotions, etc) can be identified within our graduates?
- d) What do principals who hire our students say about them? Why would the principal select an FAU grad over another programs’ grad?
- e) What do the clinical educators say about the quality of our interns versus other schools interns?

## ***Talk about Our Graduates***

Organize our graduates to talk about what COEs do well. Need to market our successful graduates and enlist them to speak about the effectiveness of FAU graduates.

Who are our graduates? Are they teachers of the year, administrators of the year? How many national board certified teachers came from FAU? Where are our doc grads now? Measure our impact based on the number of Americans touched by our grads? One doc student who teaches at College BBB, in one year teaches \_\_\_ number of students to be teachers. That professor over the course of 4 years affects how many classrooms? How many students? That’s just one doc student graduate.

## ***Talk about Our Research***

What research have our faculty conducted that leads to innovation? What lines of research are being established or continued with the research here at FAU?

What are the outcomes of our grants? Leadership grants, ESOL, Varying Exceptionalities, Reading. We got the money—what results did they yield?

## ***Talk to the FAU Administration***

Prepare a "fact sheet" for the new president. Fact sheet should address key issues that she needs to know about and who experts are on faculty that may be of assistance. This is a part of internal marketing but is an opportunity that should be embraced as she comes on board to FAU. Let administration know what we do and what is happening to Colleges of Education and what it means to the community of scholars and the community at large.

***Talk to Principals*** who would endorse the quality of COE graduates

## ***Form Partnerships with Districts***

- a) Go to the districts to look for opportunities to work together on clinical training models.
- b) COEs need to maintain stronger partnerships with school districts. I wouldn’t bother looking for new things unless you have a strong relationship with LEAs. New funding will go in a general pot.
- c) Given the alternate paths to certification, what can be done with the districts about the teachers who are not cutting it in the classroom? Perhaps they aren’t our grads—but we

can be a source of support for those teachers—sort like we are fixing the missteps others have allowed to occur...other less pedagogically sound teacher prep programs.

### ***Client Collaborations***

Colleges of Education provide more than services and programs for teachers in school systems. They offer administrative preparation at the school level, college level and university level. They need to provide relevant education for those working in these sectors.

Can we build a cohort idea that transcends the traditional time limits of the semester?. The problem is we are stuck sometimes with the 16 week semester for undergrads and grads alike. How can we think about this differently?

### ***Correspondents***

- Rick Ginsberg, Dean, School of Education University of Kansas
- Lynne Weisenbach , Vice Chancellor P-16 Initiatives, University System of Georgia
- Jane E. West, AACTE Vice President for Policy, Programs and Professional Issues

### ***Papers - extracted and attached***

- Camilla Benbow, Dean of Education and Human Development - Peabody College at Vanderbilt University
- Arne Duncan, U.S. Secretary of Education Remarks at Harvard (March 2010) and Columbia (2009).