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AACTE Board of Directors and Executive Committee
AACTE's Advisory Council of State Representatives
Kentucky Association of Colleges for Teacher Education
American Association of Colleges for Teacher Education (AACTE)

Teacher Preparation: A Professional Call to Action

AACTE’s Washington, DC Week June 2016 State Leaders Institute and Day on the Hill visits

www.aacte.org
About The American Association of Colleges for Teacher Education (AACTE)

Is the leading voice on educator preparation representing more than 800 postsecondary institutions with educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners.
Washington Week 2016
Dr. Sharon Robinson, AACTE
President and CEO

AACTE SLI State Chapter Leaders
AACTE Leadership and Staff Team

Trends
Policies
Practices

www.aacte.org
Trends

Teacher Shortages
Recruitment
Retention
Employment Transition
Early Career Support
Teacher Development & Teacher Leadership
Policies

State, Local, and National Accountability

Accreditations

Use of Program and Longitudinal Data including Dashboards for Program Improvement and Public Transparency

AACTE State Policy Principle: Program Accountability
Practices

Higher Education and P-12 Partnerships
A Clinical Model of Teacher Preparation
Best Next Opportunities
High Leverage and Evidence-based Practices
Pedagogy and Professional Training
Classroom Ready to Teach All Learners
Higher Education and Teacher Preparation

• Historically stands on principles of democracy, equity and access for societal and individual benefits
• Interdisciplinary and unique in terms of University programs/majors
• Unified accreditation standards and expectations for the profession (CAEP)
• Labor needs and employment demands
• Intensely competitive labor market at the same time there are teacher shortages by state and region in urban and rural contexts
• Student debt load and salary aspirations – competition for majors; economy
• Decline in teachers enrolling in master’s degree programs – state policies, salaries, working conditions
• Recruitment and enrollment management strategies unlike any other time in higher education – macro trend
• School districts across the U.S. are struggling to attract and keep good teachers – implications for teacher preparation programs
Higher Education and Teacher Preparation

• Our work is the careful teaching of knowledge, pedagogy, and pedagogical content knowledge in a theory-to-practice curriculum (e.g., medical model)

• Teacher candidate dispositions are critically important

• Intensive classroom and field and clinical experiences for candidates with study of human development, content, learning, pedagogy, inclusiveness, and assessment to teach every child, every day

• What should candidates expect to experience in all initial teacher preparation and advanced educator preparation programs? Use of data (EPSB, CPE, KDE, KCEWS – KY)
Teacher Preparation: A Call to Action

• Unifying the profession around a common accreditation with standards to bring fidelity to higher education’s preparation of educators for P-12 classrooms (CAEP, 2016)

• Integrating 21st century skills into teacher preparation will help students compete globally (AACTE & the Partnership for 21st Century Skills (P21), 2016)

• New era in which students are digitally connected and are accustomed to learning in new ways

• Employers are looking for teacher candidates who can use digital tools to communicate effectively, collaborate on projects, solve problems, think critically, and innovate
Teacher Preparation: A Call to Action

- Teacher preparation must go beyond the ‘transmission method’ of teaching and instead offer educator candidates experiences that help them develop rich, applied learning opportunities that will ensure 21st century readiness for all students (J. Walker, 2016, P21)
- Teacher preparation must prepare candidates to be cross culturally competent and advocates for all students
- New and experienced teachers need more intensive and strategic, hands-on professional development and learning experiences to integrate new technologies into P-12 instruction
- Changes in the economy, jobs, and businesses demand new skills, including critical thinking, problem solving, and innovation – students who enter the workforce with these skills will have a leg up, domestically and internationally
Transformation through Continuous Improvement and Accountability

AACTE advocates that teacher preparation programs must prepare educators who

• Align instruction with standards, especially those that embody 21st century knowledge and skills
• Balance direct instruction with project-oriented teaching
• Advocate for students and promote equity, access, opportunity & inclusion
• Use a range of assessment strategies
• Successfully infuse new technologies with content and pedagogy
• Participate in learning communities and professional learning
• Act as mentors and peer coaches with fellow educators
• Use a range of strategies to reach diverse students and support differentiated teaching and learning for all learners
Transformation through Continuous Improvement and Accountability

AACTE advocates that teacher preparation programs prepare educators who

- Are skilled at teaching literacy in the content area, including reading and writing with increasing higher standards in states and districts in all content areas
- Know how to use data for diagnostics, interventions and differentiation to support P-12 student learning
- Represent a diverse teaching force that reflects national demographics
- Teach in shortage areas, including STEM, special education, English language learning, and in secondary schools are qualified to teach Advanced Placement and Dual Credit courses
- Become master teachers (e.g., NBPTS), other highly effective advanced professionals, or highly trained and effective principals as school leaders
Challenges and Opportunities

- Fewer students are entering teacher education programs. Enrollments in traditional and alternative programs declined by 30 percent between 2010-2014 (Title II Reports, 2010-2014).
- There are estimates that between one quarter and one half of completers don’t teach the year after graduating (DeMonte, 2016).
- Longitudinal data suggest that teacher attrition in the first four years of teaching is closer to 17% to 20% than 40 to 50% as was previously reported (Gray & Taie, 2015; Goldhaber, 2015; & Brown, 2015).
- Lack of teachers of color; 4 in 5 public school teachers are caucasian (Egalite et al., 2015). However, between 1988 and 2008, the number of caucasian teachers increased by 41% while the number of teachers of color in the workforce increased by 96%. As a result, the overall number of teachers of color in the workforce increased from 12.4% to 16.5% (Ingersoll, 2014).
Challenges and Opportunities

• Enrollments in teacher preparation programs have dropped off dramatically in the last 5 years (Title II, 2015).
• Of those who do enroll, most enter traditional or university-based programs.
• Alternative paths into teaching are a growing part of a pipeline.
• While enrollments are down, students who do enter teacher preparation programs have higher credentials than their peers in the past (STEM majors are preparing to teach – the overall number of STEM teachers coming from the bottom fifth in their class sharply declined from 13% in 1993 to 2% in 2008 (NCES, 2015).
Best Practices

Even though enrollments in teacher preparation are falling, it is encouraging that teacher candidates are entering programs with higher academic credentials, which may be contributing to higher completion rates. Universities can address shortages in the following ways (Center for Public Education, 2016; AACTE, 2016):

- Align teacher production and workforce needs
- Be strategic and assertive in recruiting high quality students to teacher education programs
- Have a high academic bar for admissions
- Design and offer high quality programs with supervised opportunities for candidates “to engage in the actual practices involved in teaching” (AACTE, 2013)
- Partner with P-12 districts and schools in a clinical model of teacher preparation
- Continue to develop and study alternative pathways to teaching in higher education
Best Practices

• Create paid teacher residency programs
• Recruit talented pre-service students, in a diverse pool, with the promise of loan forgiveness (e.g., working in a high-need or priority school for five consecutive years)
• Develop programs with districts for aspiring teachers in middle and high schools to learn about education, join clubs, and offer incentives to come back to their hometowns to teach
• Higher education should continue to support new teachers in partnership with districts and schools
• Ensure that principal preparation programs prepare school leaders to effectively work with and support new teachers
• Seek grant and foundation funding to explore and study models and frameworks in the above for replicable models of teacher preparation
It takes a village to prepare a teacher. Thank you!