

State of Educator Preparation in the Commonwealth

January 26, 2018

Welcome

- Who's in the room?
 - Over 80% of the Sponsoring Organizations in Massachusetts
 - 54 Providers
 - Alternative and Higher Ed
 - ESE Staff:
 - Carrie Conaway, Chief Research Officer
 - Rachel Bradshaw, Instructional Policy Lead
 - Educator Preparation Team: Sandra Hinderliter, Nicole DellaRocco, Claire Abbott, Susie Pham, Lindsay Zorich, Nancy Labrie, Ben Peisch, Amy Gerade, Shannon Clancy
 - DHE Colleagues:
 - Pat Marshall, Deputy Commissioner
 - Allison Little, Exec. Director of STEM



Today's Goals:

- **Where we've been:** Review significant policy & implementation initiatives in past 5 years
- **Where we are:** Highlight progress to date and consider national context
- **Where we are going:** Generate conversation around future work

Overview

01 Background

02 Keynote Presentation and Q&A

03 Looking Ahead

04 Roundtable Discussion & Lunch

01

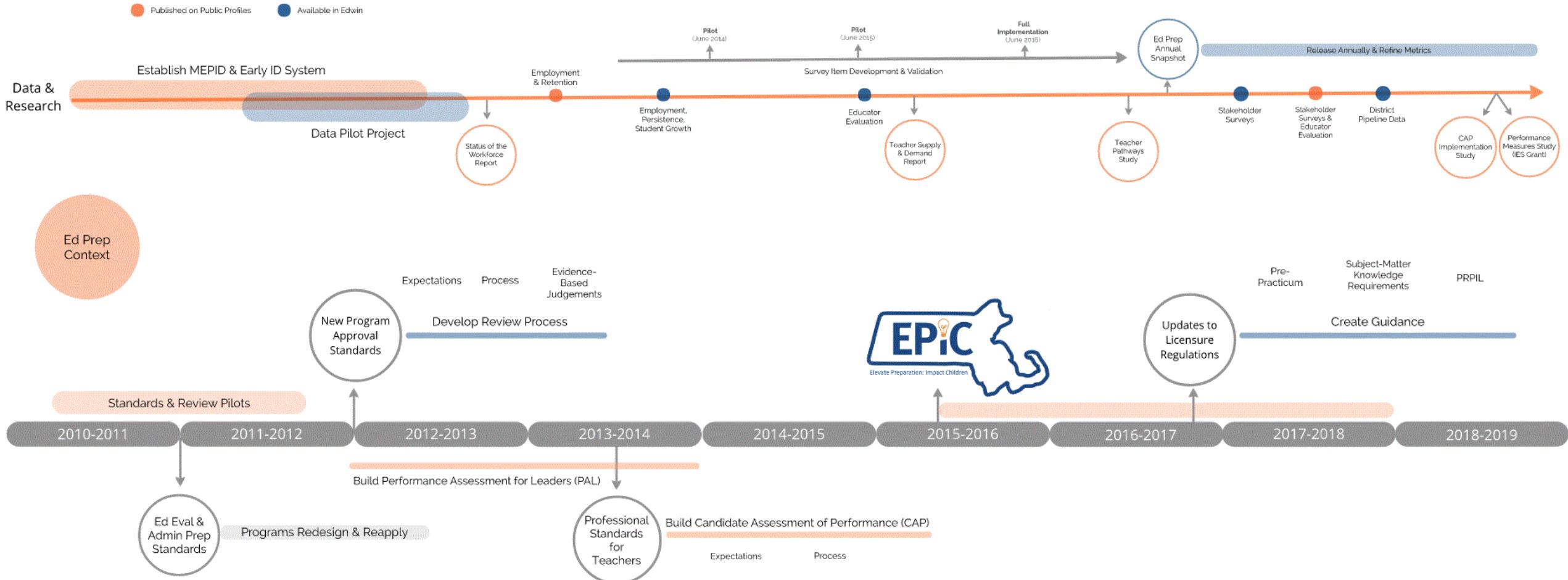
Background

Vision of Preparation in the Commonwealth

Preparation CAN and SHOULD prepare
educators to be ready on day one.



Policy Shifts Since 2012



Policy Shifts Since 2012

- How we hold you accountable for outcomes
- How you work with and in the PK12 schools/districts
- How candidates' readiness is measured
- How your programs are structured
- How faculty plan and teach courses and how supervisors provide feedback
- The ways in which data drives decision-making at your organization

Policy Shifts Since 2012

Discussion Question:

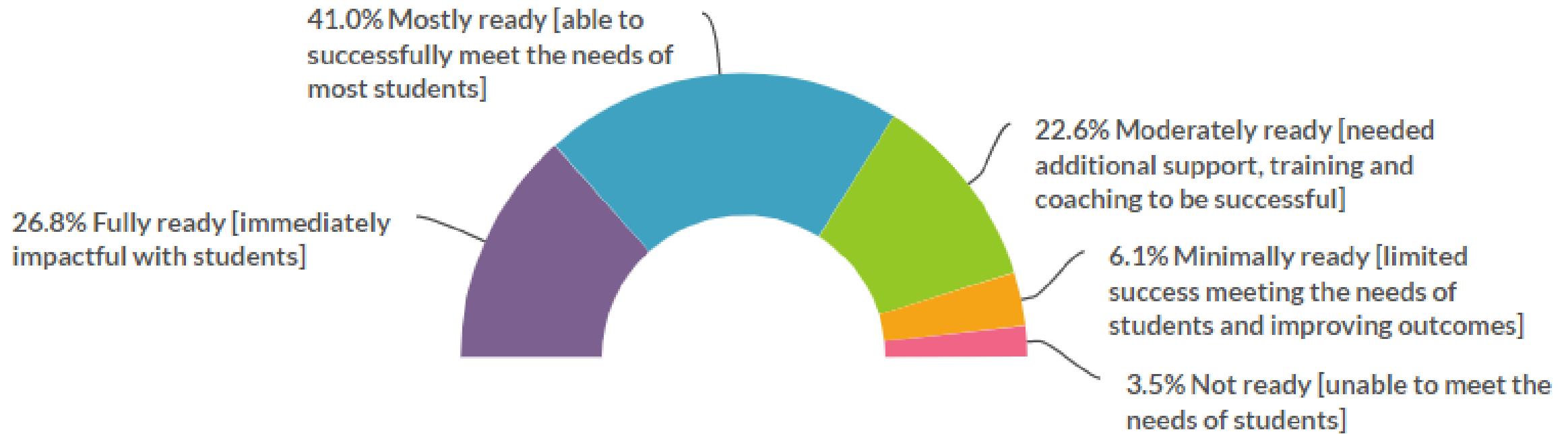
What has been the single most influential action/change your organization has enacted in the last five years based on one or more of these policy shifts?

- How we hold you accountable for outcomes
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Signs of Impact

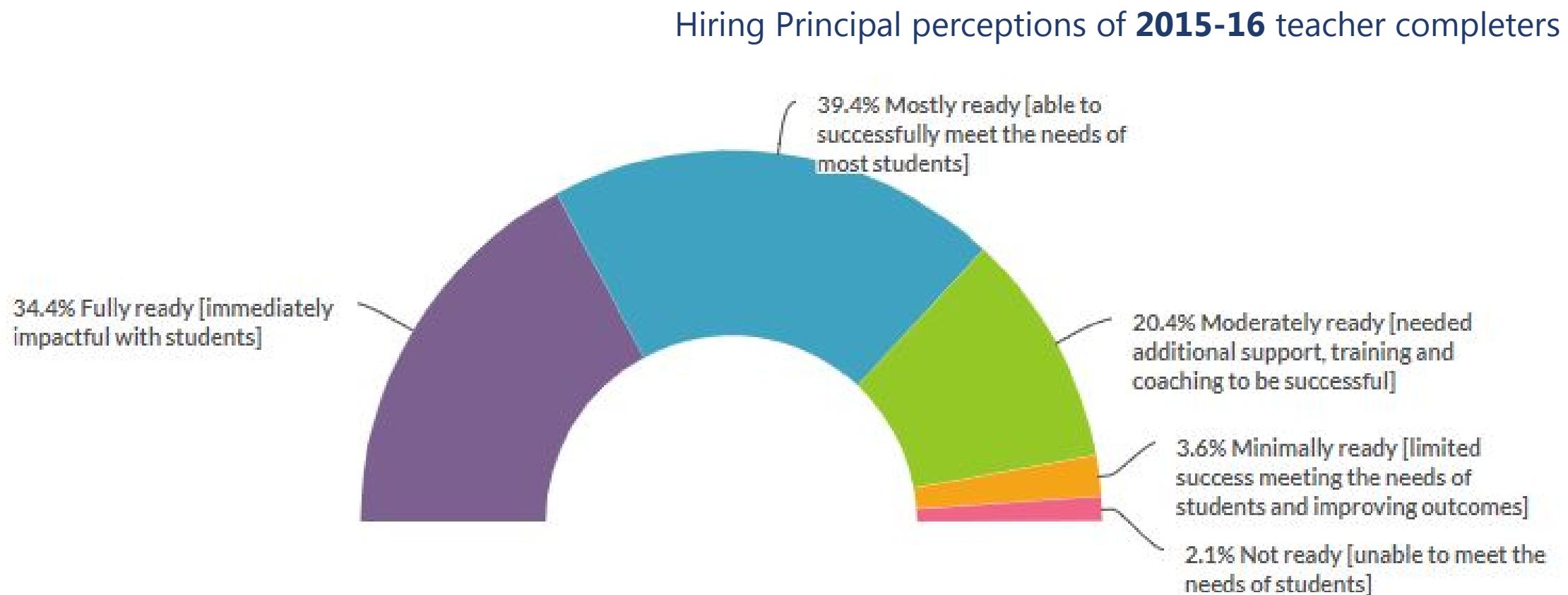
Based on your experiences with this teacher, what best describes the extent to which he/she was ready to meet the needs of students in your school?

Hiring Principal perceptions of **2014-2015** teacher completers



Signs of Impact

Based on your experiences with this teacher, what best describes the extent to which he/she was ready to meet the needs of students in your school?



02

Keynote Presentation & Q&A

The State of Teacher Prep in Massachusetts & Beyond

Dan Goldhaber

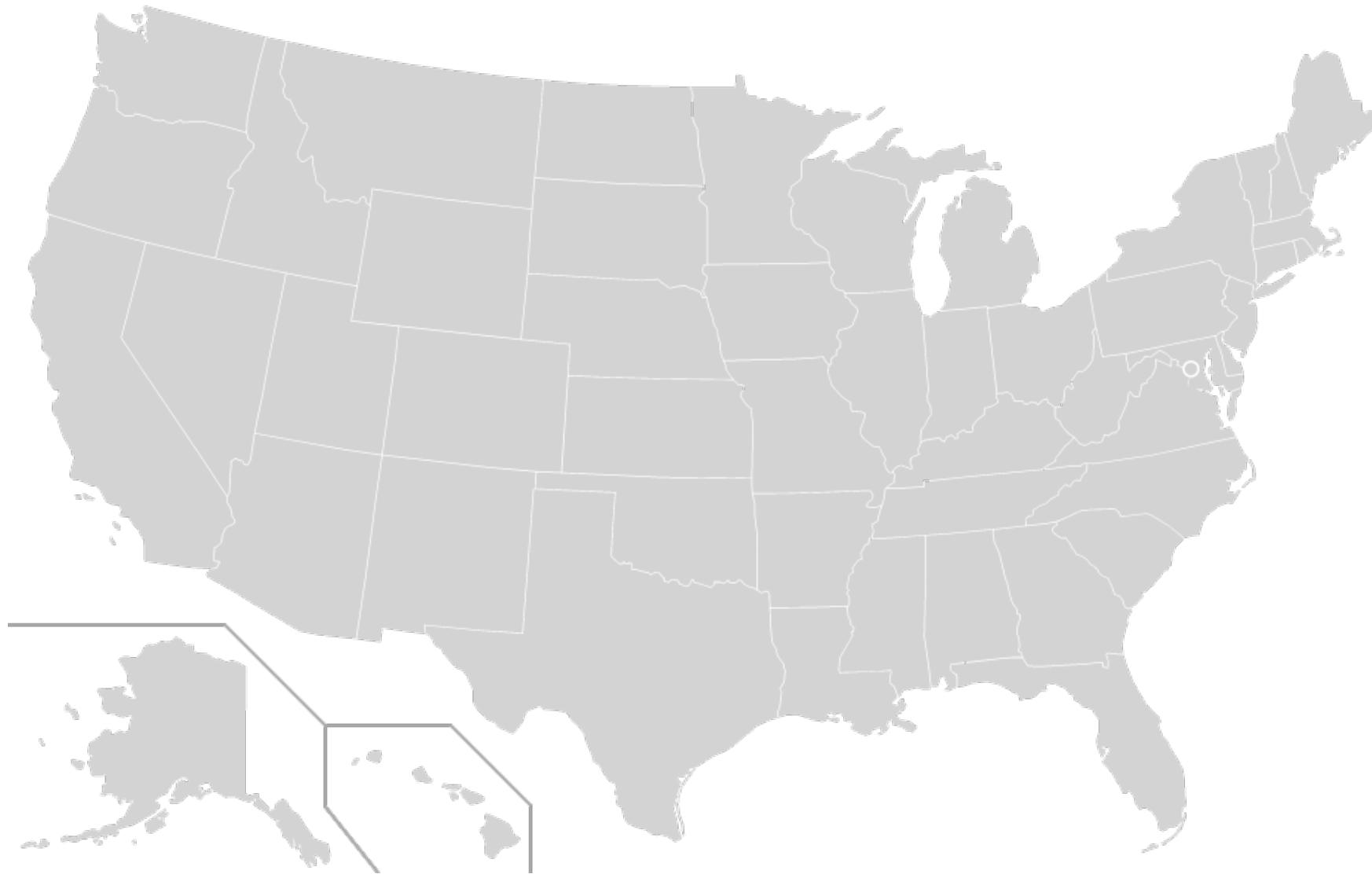
CALDER, American Institutes for Research

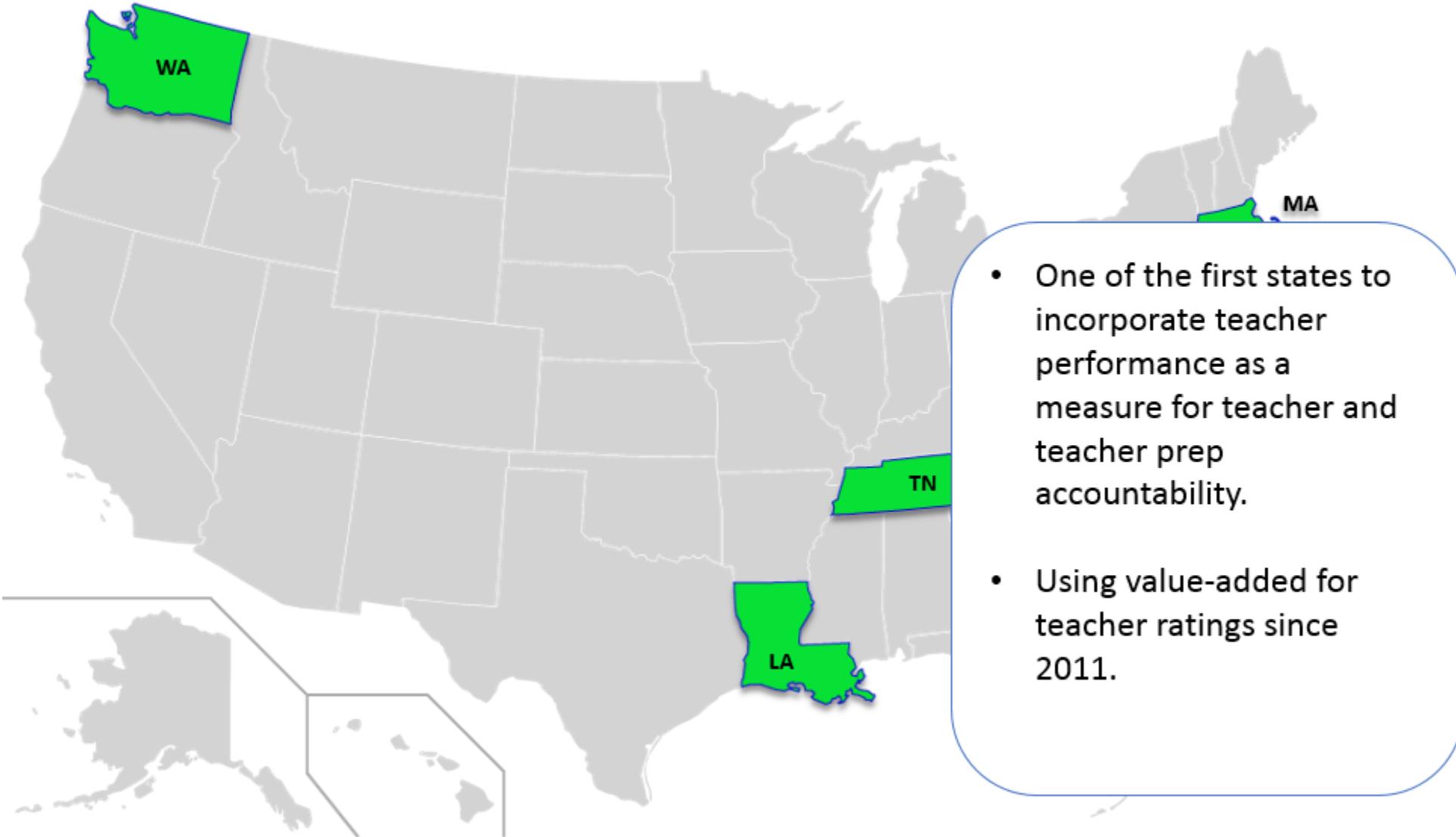
An Ed Prep Strategy is Critically Important

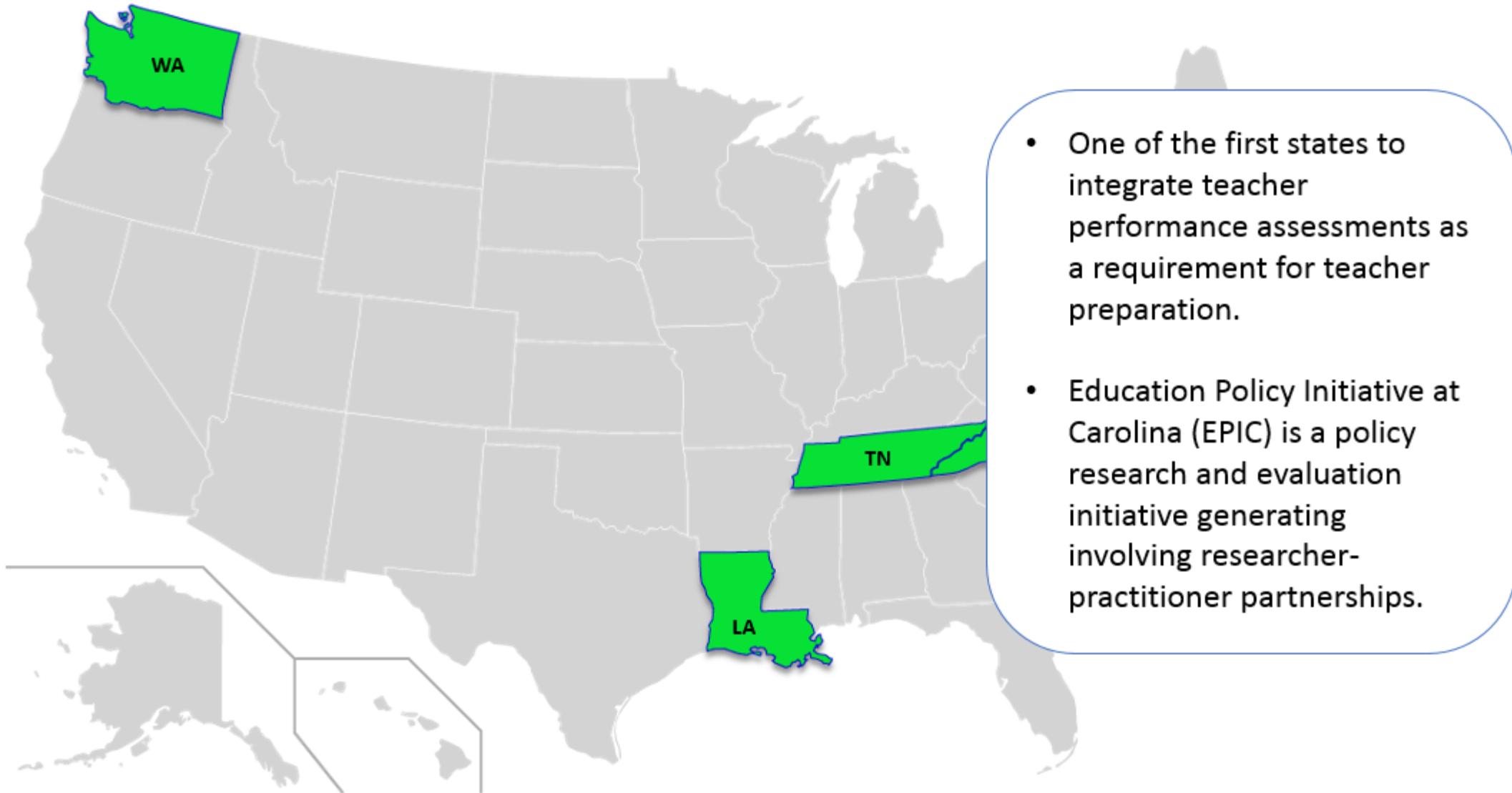
- Compared to the average teacher in MA, a teacher at the 75th percentile of the effectiveness distribution is estimated to raise student test achievement by the equivalent of 13 to 15 weeks of learning
 - This finding about the importance of teacher quality in MA has been widely replicated
 - And teacher quality has also been found to have important effects on long-run outcomes, such as high-school graduation, college-going, unemployment, & earnings (Chetty et al., 2014)
- A huge portion of the investment in teacher development, about \$13.6B annually (Goldhaber, Krieg, & Theobald 2017), occurs before teacher candidates enter teaching
 - Educator preparation programs are under increased pressure to show that they are contributing to the development of teacher candidates
- Educator preparation has important equity implications, more on this in a minute

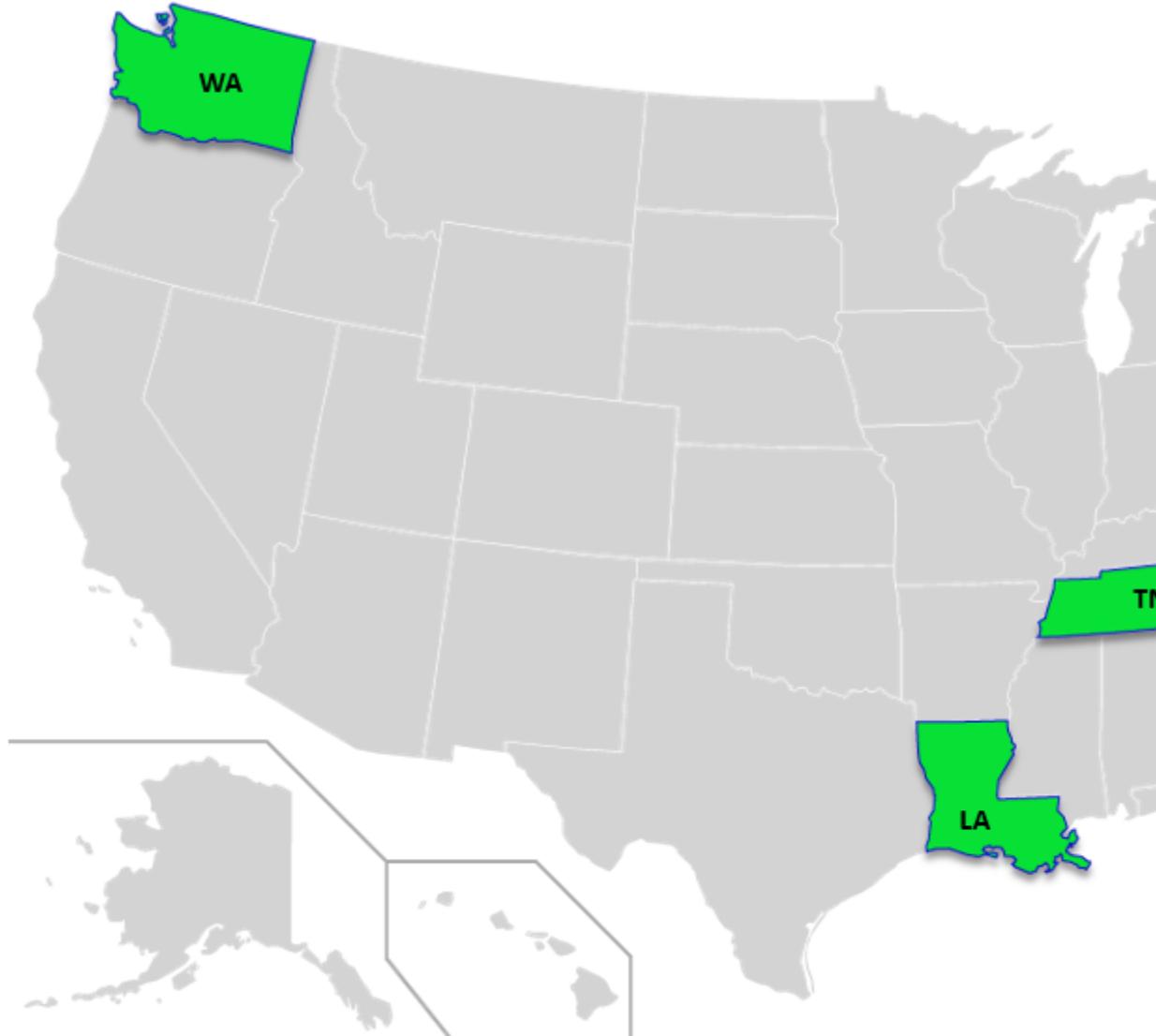
What Are We Learning About the Teacher Prep Landscape and Licensure in MA?

- I've already told you that teacher quality matters, in MA too!
 - How much?
- Pathway into the profession:
 - Teachers who receive their licenses from post grad or alt programs tend to have higher performance ratings
 - No consistent evidence about pathway and student achievement/value added
 - Teachers who enter through alt programs (or have non-standard licenses) are more likely to leave MA schools than teachers from in-state EPPs
- Variation amongst MA EPPs in teacher performance measures is greater than we see in other contexts (e.g. 3-13% of teacher VA vs. 0-10%)
 - Majority of programs are statistically indistinguishable from one another, but the estimated difference between the teachers from the “most effective” EPPs and the average corresponds to 5-20 weeks of student learning in math and 9-36 weeks in ELA
 - Different programs within the same EPP vary substantially in VA, a learning opportunity!
 - We have to be careful about how we think about all of the above: EPP measures are not necessarily what programs contribute to the skill sets of teacher candidates

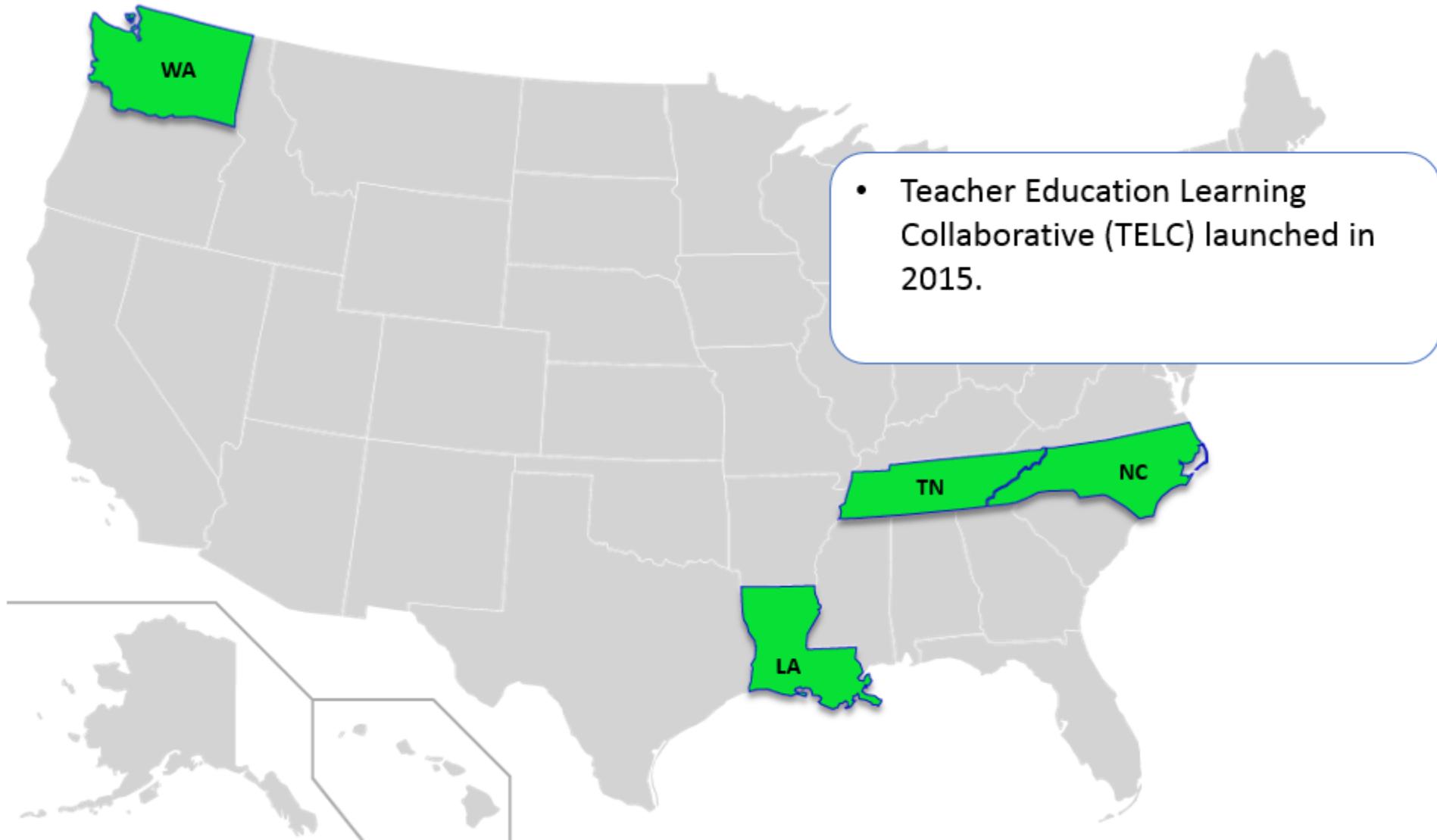




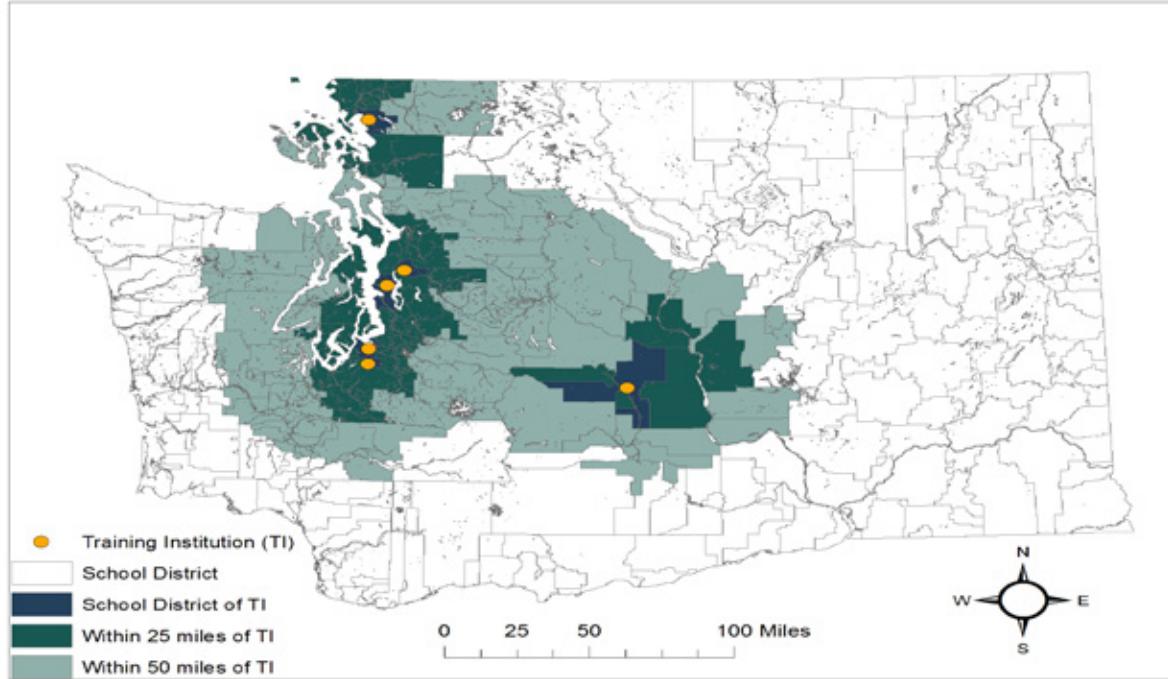




- Implemented an aligned, “comprehensive, student outcomes-based, statewide educator evaluation system” (Tennessee DOE report, 2012).
- Tennessee Consortium on Research, Evaluation, and Development, assisting with reports and evaluation of particular interventions stemming from Tennessee's First to the Top reform efforts, including focus on Teacher Prep.



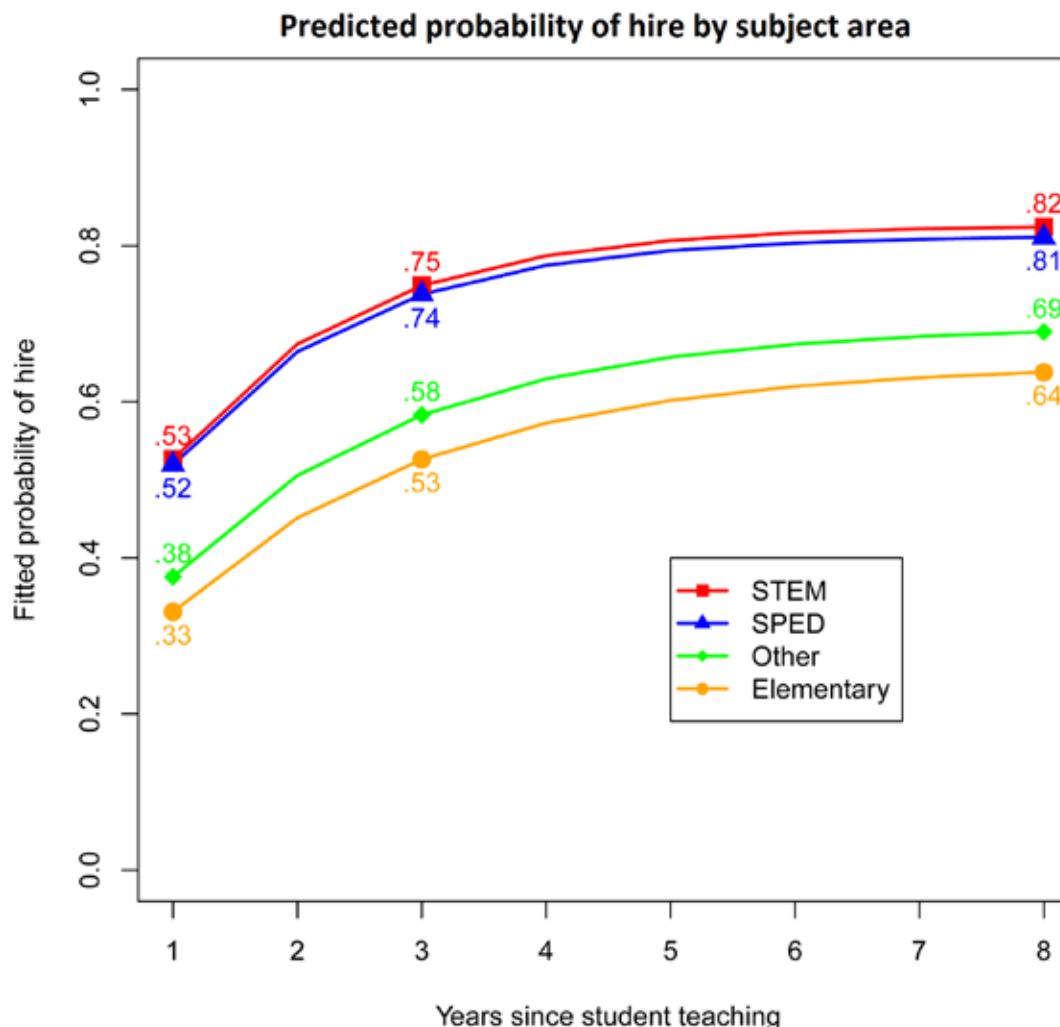
Where Do They Enter the Workforce?



First Job District	TEP	Home	Internship
Same district as...	7.9%	23.3%	37.5%
Within 25 miles of...	23.2%	54.3%	65.7%
Within 50 miles of...	33.4%	66.6%	75.7%

Source: Krieg, J. M.,
Theobald, R., & Goldhaber,
D. (2016).

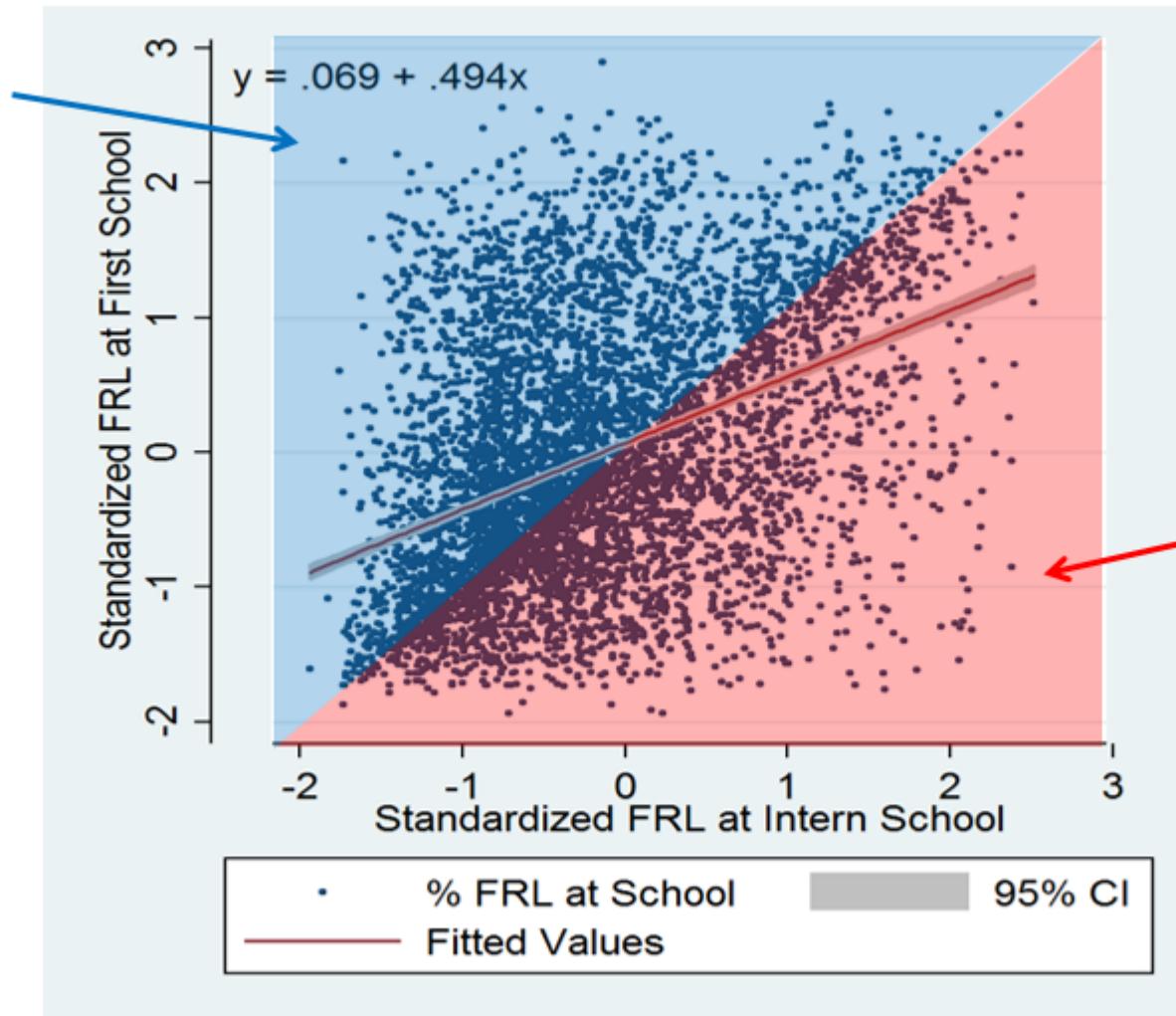
How Prospective Teachers Might See the Teacher Shortage in Washington



Source: Goldhaber, D., Krieg, J., Theobald, R., & Brown, N. (2014).

Disadvantaged Classrooms Staffed By Inexperienced Teachers/Misalignment of Student Teaching?

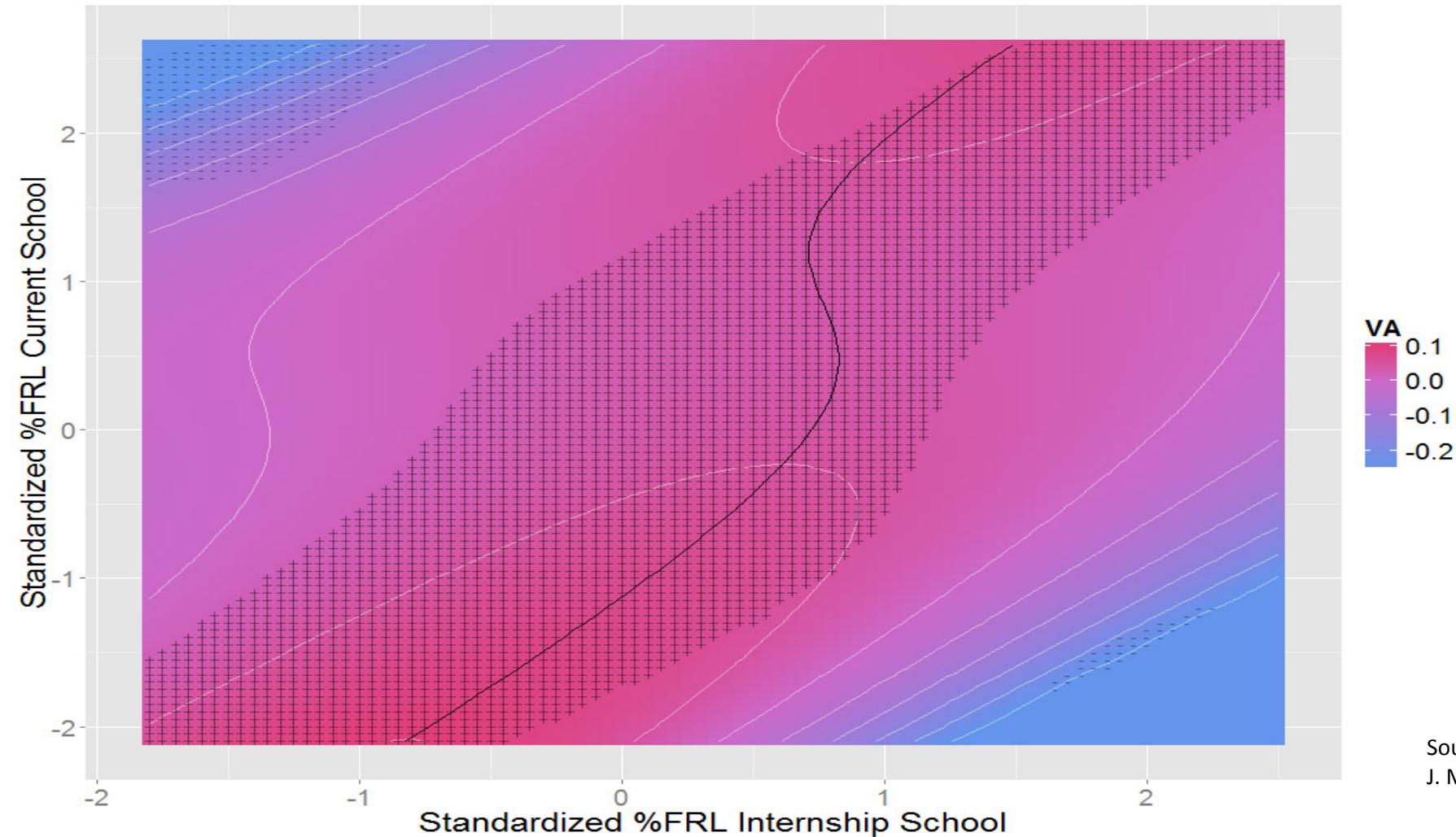
60% of teachers are in a higher %FRL school than where they did their student teaching



40% of teachers are in a lower %FRL school than where they did their student teaching

Source: Goldhaber, D., Krieg, J. M., & Theobald, R. (2017)

Student Teacher Placements: Low Hanging Fruit?

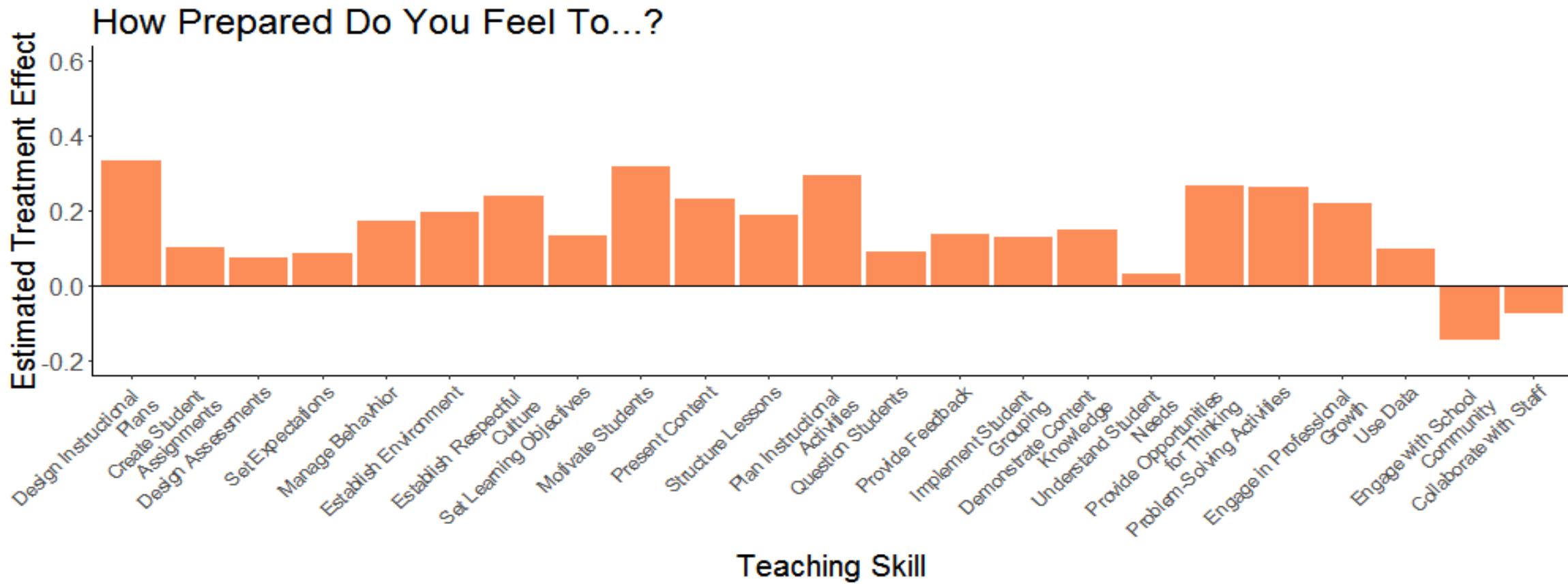


Source: Goldhaber, D., Krieg, J. M., & Theobald, R. (2017)

Experimental Evidence: ISTI

- The Improving Student Teaching Initiative (ISTI) is an ongoing experiment with teacher education programs in three states (FL, TN, WA)
 - Field placement initiative: assignment of student teachers to high- or low-quality internships
 - Feedback initiative: more rigorous and early feedback to student teachers about their student teaching performance
- We will assess how the two initiatives affect likelihood of workforce entry, teacher effectiveness/performance, and retention
- (Very preliminary) findings suggest promise!
 - Student teachers matched to “higher quality” cooperating teachers (CTs) and schools report differences in: the way that their CTs interact with students, the guidance they receive from CTs, their opportunities to learn, and how prepared they feel

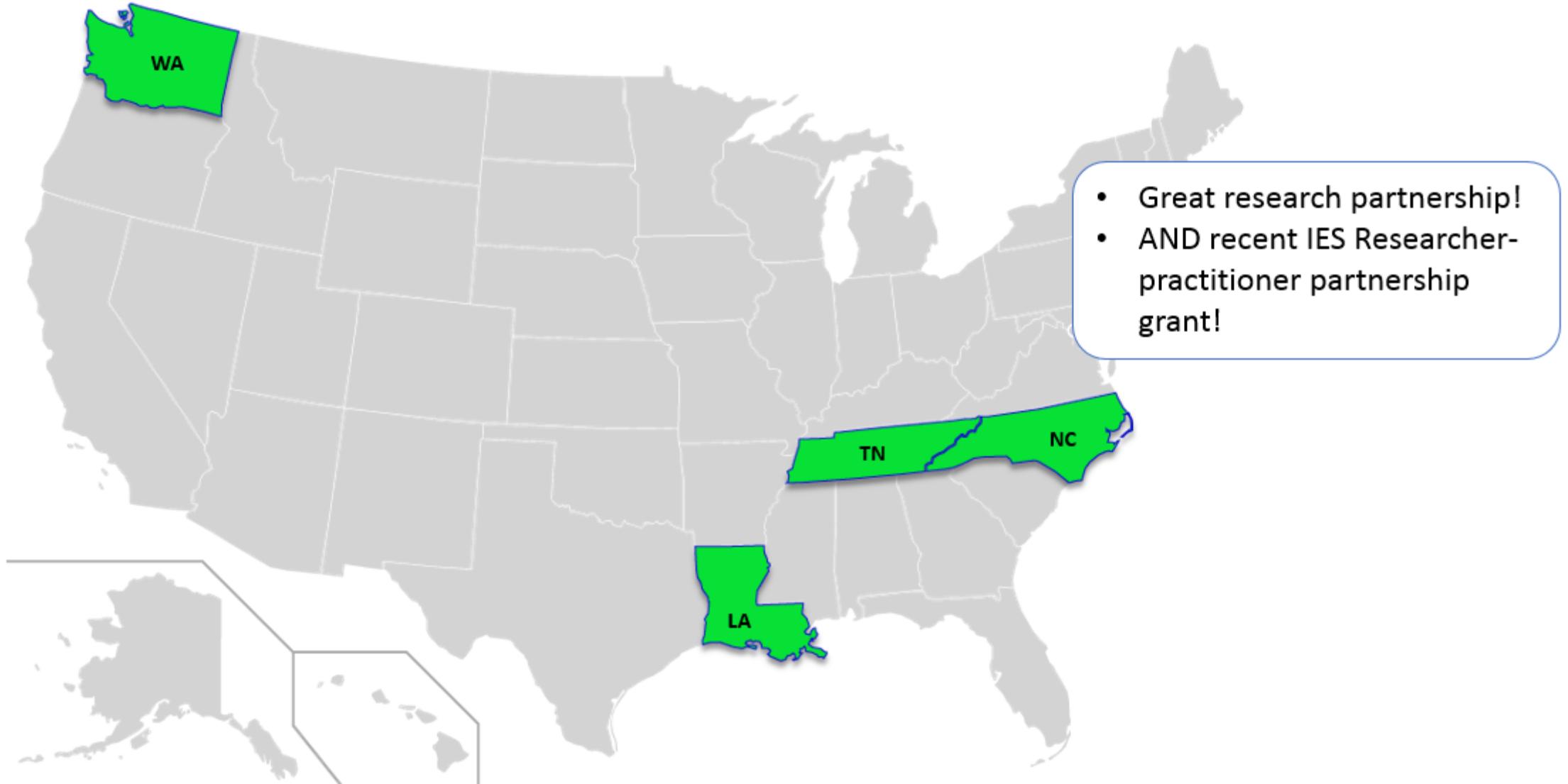
... and TCs Felt More Prepared to Begin Implementing Skills in the Classroom



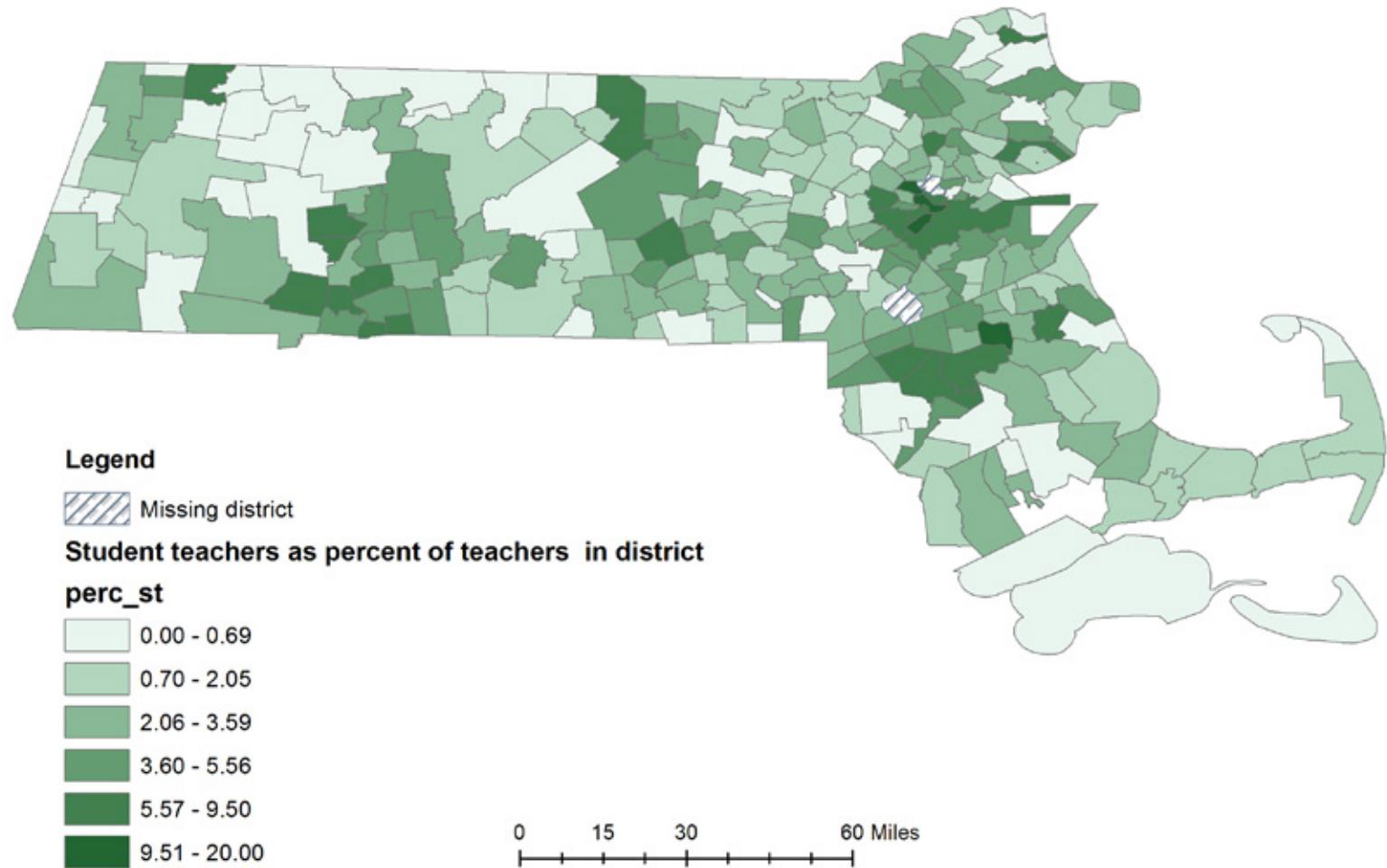
Source: Post-Survey, F3.

** p<0.05, * p<0.10

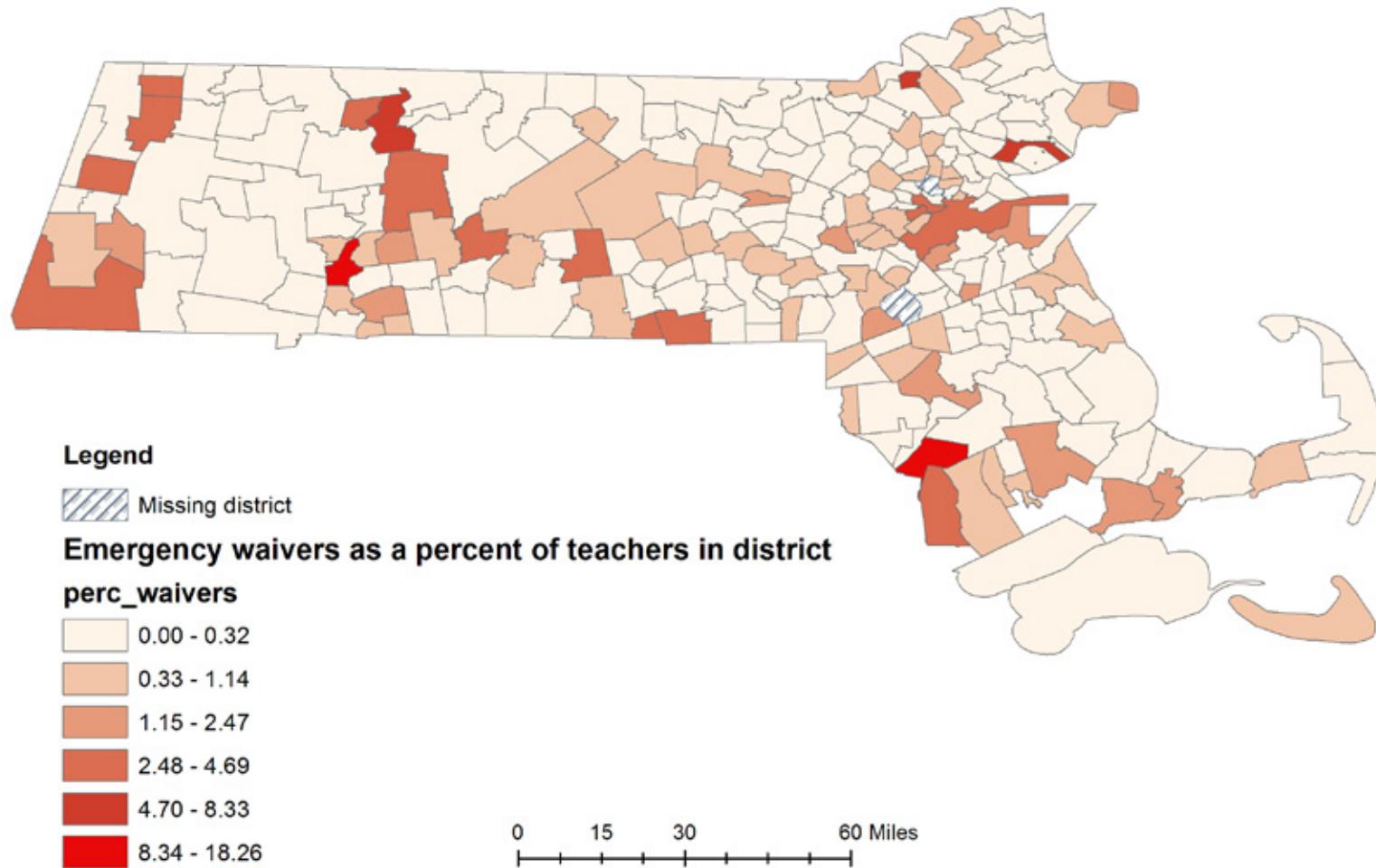
Back to MAI



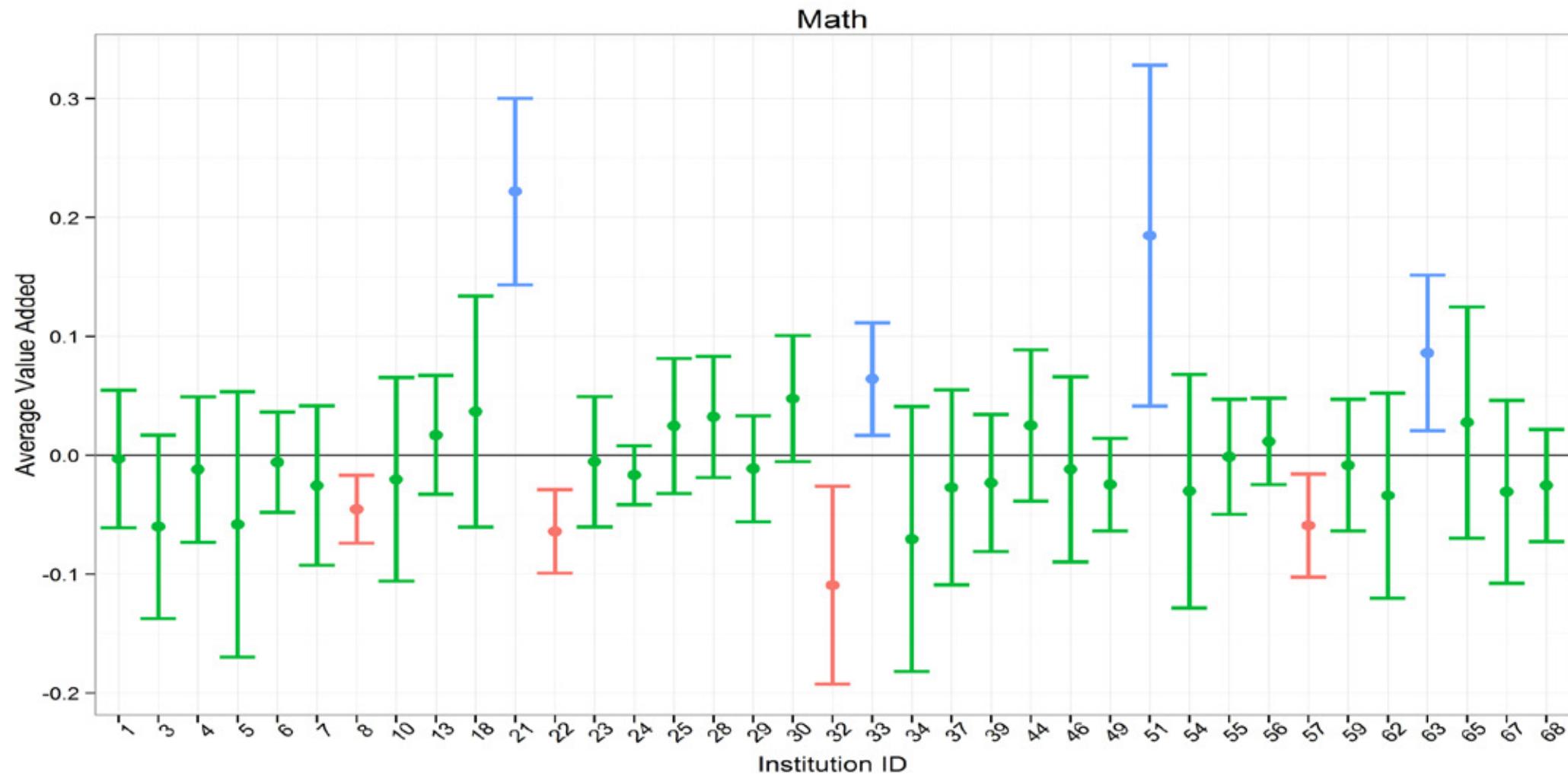
The Holes and Student Teaching



The Holes and Student Teaching



Teacher Preparation Value Added Distributions



Ongoing MA/CALDER RPP Work

- Candidate Assessment of Performance (CAP), took effect 2016-17, assesses a teacher candidate's readiness in relation to the Professional Standards for Teachers (PSTs). CAP parallels the Massachusetts Educator Evaluation system in order to better prepare teacher candidates and ensure that they are ready to be effective on day one
 - Successful completion of CAP is required to complete all teacher preparation programs
1. What is the relationship between teacher candidate performance on the CAP and teacher candidate outcomes including (a) the probability that candidates enter the state's public teaching workforce; and (b) their effectiveness (as measured by their formal teacher evaluations and their contributions to student learning) once they enter the workforce?
 2. What is the relationship between new survey-based measures of teacher candidate outcomes and inservice performance measures of K–12 teachers, such as their contribution to student learning (value added) and performance evaluations?
 3. How sensitive are estimates of individual teacher education program (TEP) effects based on these new measures to the teaching context of particular teacher candidates?

MA and How to Move Forward?

- Massachusetts on the forefront of teacher preparation work
 - Data, data, data
 - One of few states actively aligning inservice and preservice professional standards and evaluation processes
 - Learning about prep from multiple types and sources of information: performance of teachers, teacher supervisors, and teachers themselves
 - Seemingly good state-provider working relationships
 - No definitive declaration of victory when a new policy is introduced
- Start with presumption of good intentions (trite, but not always true)
 - Recognize some of the conflicting incentives providers face (financial, diversity, etc.)
 - Put more of the pressure on individual teacher candidates than programs
- “There is currently little definitive evidence that particular approaches to teacher preparation yield teachers whose students are more successful than others. Such research is badly needed.” (NRC, 2010)
 - Depends on your view of the status quo, but I believe to move forward with proven, scalable changes, states should actively encourage innovation and programs should be more open to **experiments**
 - Requires reorientation of stakeholder concerns about equity toward and recognition that we are already experimenting, but not in a way that allows us to get definitive evidence

Resources

For more on the exciting research presented here see...

[Center for Analysis of Longitudinal Data in Education Research \(CALDER\)](#)

[Center for Education Data & Research \(CEDR\)](#)

[Education Policy Initiative at Carolina \(EPIC\)](#)

[The Tennessee Higher Education Commission \(THEC\)](#)

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- Goldhaber, D., Krieg, J. M., & Theobald, R. (2017). Does the Match Matter? Exploring Whether Student Teaching Experiences Affect Teacher Effectiveness. *American Educational Research Journal*, 54(2), 325-359.
- Krieg, J. M., Theobald, R., & Goldhaber, D. (2016). A foot in the door: Exploring the role of student teaching assignments in teachers' initial job placements. *Educational Evaluation and Policy Analysis*, 38(2), 364-388.
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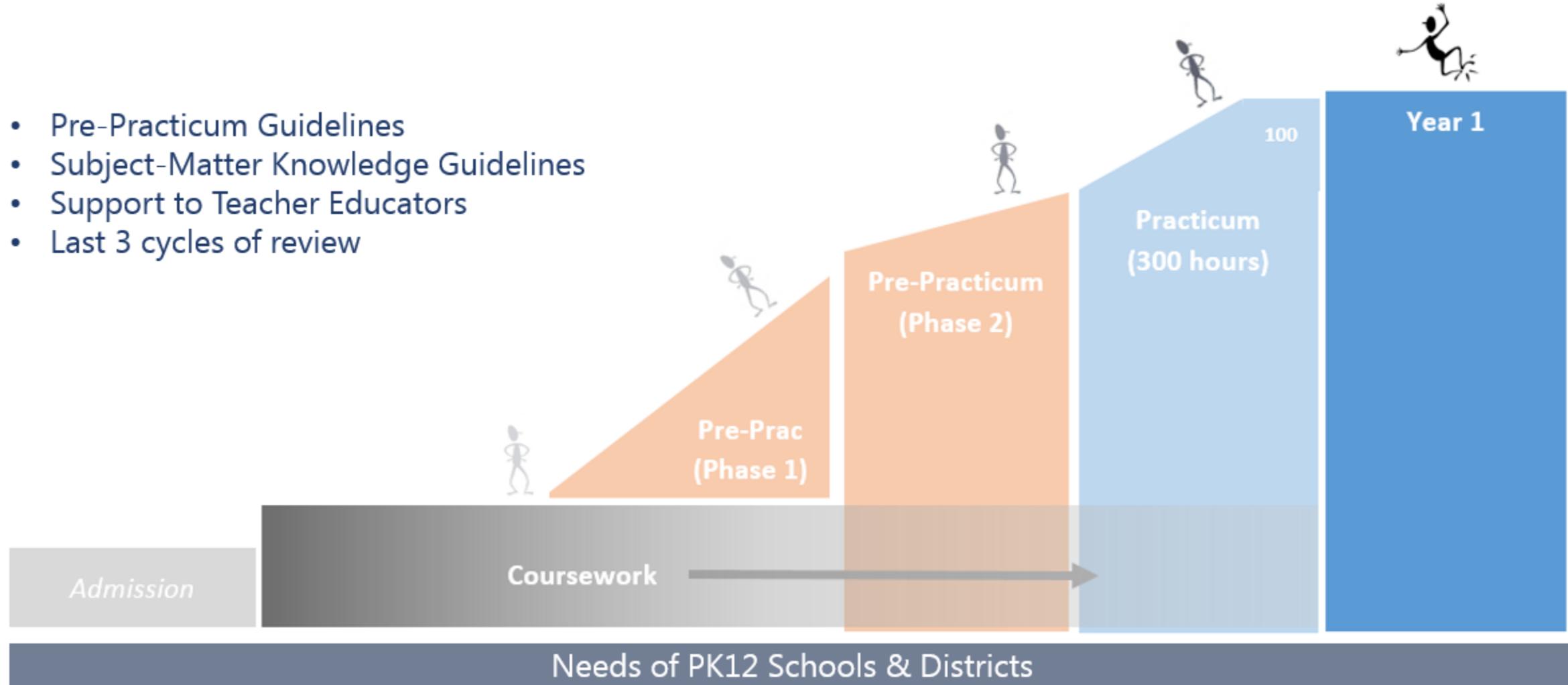


03

Looking Ahead

Work Through June 2022

- Pre-Practicum Guidelines
- Subject-Matter Knowledge Guidelines
- Support to Teacher Educators
- Last 3 cycles of review



Next Steps: Short-term

- Public Comment Period for Subject Matter Knowledge Requirements and Pre-Practicum Guidelines
- Evidence Workshop & Edwin Analytics Office Hours
- Implementation Support Intensives (EPIC Bootcamps)
 - April: Continuous Improvement
 - May: Field-Based Experiences
 - June: Partnerships
- Teacher Educator Practice Institute – March 14-16th

Next Steps: Longer-term

- CAEP Partnership Agreement
- Next iteration of reviews (post 2021-22)
- Work aligned with the following focus areas:
 - Supporting EL Instruction
 - Selecting and Implementing High-Quality Instructional Materials
 - Induction and Mentoring
 - Content-Specific Feedback & Teacher Educator Development
 - Principals with Turnaround Skills

Roundtable Discussion

Guiding Question: In what ways might policy or practice within educator preparation inform, contribute or shape statewide work in this potential focus area?

Potential Focus Areas

- Supporting EL Instruction
- Selecting and Implementing High-Quality Instructional Materials
- Induction and Mentoring
- Content-Specific Feedback & Teacher Educator Development
- Principals with Turnaround Skills

Closing

- Register for EPIC Bootcamps and other opportunities (see Ben at the registration table!)
- Email edprep@doe.mass.edu with any questions
- **Complete Feedback Form before you leave**