TSPC and SOS Audit

December 10, 2013

Chamberlain

Audit Summary and TSPC Role

- Audit Objective:
  - To determine whether state and local actions could improve preparation and professional development for beginning teachers;
  - Actions that could increase confidence in public higher education preparation programs;
  - Actions that could improve professional support systems.

Link to Audit Report:

TSPC

- Sets standards for public and private higher education teacher preparation;
- Sets minimum requirements for student teaching;
- Determines licensure requirements to enter and remain in the profession;
- Is governed primarily by professional educators. (17 member board)

Audit Finding

- Clinical portion of teacher preparation must be strengthened:
  - More time in classroom;
  - Trained classroom and university faculty supervisors;
  - Stronger university and K-12 partnerships to ensure higher quality student teaching placements;
  - Stronger incentives for coaching teachers and teaching college staff. (p. 15)

TSPC's Role

- 2010 to 2012 – Pioneer state in forming partnerships to improve clinical practice (NCATE – Alliance);
  - Agreed that a statewide performance assessment rubric would allow state to collect comparative data (for both private and public);
  - Adopted new accreditation standards that strengthened clinical practice and clinical faculty requirements.

Work to be done

- Develop more uniform student teacher placement system;
- Provide ongoing professional development for classroom supervising (cooperating) teachers;
- Increase time in the classroom during student teaching and other practica experiences;
- [Clash with results-oriented outcomes needed for current workforce.]
- Re-affirm Alliance agreement with Council for the Accreditation of Educator Preparation (CAEP) [in progress]

Audit Finding

- Performance indicators can strengthen decision-making:
  - *Recommendation: OEIB identify a state entity such as OUS or TSPC to gather, analyze and report on the effectiveness of graduates to provide performance indicators for Oregon's public teaching colleges. (p. 19)*

TSPC Actions

- Employer/candidate survey developed and piloted in Spring 2012. [Sample survey provided in materials]
- Low response rate;
- Validated by UO research arm;

Unofficial results:

No measurable variance between all program reported on except one program's candidates clearly identified they needed more preparation.

Audit Finding:

- Stronger teacher licensure requirements needed for teacher preparedness:
  - Specifically – independent performance assessments.

Recommendation:

TSPC consider adopting an independent performance assessment of candidates' preparation as part of licensure program completion. (specifically adding a video component – and considering costs) *[p. 22]*

TSPC Action

Propose adoption of edTPA as component of teacher preparation completion.

- Develop implementation plan for candidates and universities;
- Connect to new licensure redesign.

Resources:

- ✓ edTPA – 2013 edTPA Field Test Summary Report
- ✓ National Academy of Education Report: Teacher Preparation Programs: Purposes, Methods and Policy Options