



# Washington Update

CADREI

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Charleston, South Carolina

Jane E. West, Ph.D.

Sr. V.P. for Policy, Programs & Professional  
Issues

[jwest@aacte.org](mailto:jwest@aacte.org)

“HOW BIG WILL IT BE?”

- Political Environment
- Impact on Congress and Congressional Agenda
- Obama's Department of Education
- Key Policy Issues for Educator Prep
- Policy Environment
- AACTE's Leadership
- CADREI's Leadership

# How bad will it be for Democrats?

1. Base Turns out Late, Save Democrats
2. Democrats Lose House, Cling to Senate
3. GOP Tsunami Crashes Over Congress

# Congressional Turnover

- Lots of churn likely, no matter what - leadership and committee shuffles
- Obey's retirement - Full and Subcommittee appropriations chairs
- Miller and Kline likely to stick
- Harkin and Enzi

# Congressional Agenda

- Lame Duck: extending tax cuts, don't ask don't tell, appropriations
- CR ends December 3
- No matter what election outcome: spending freeze or cuts or reshuffling likely
- Miller and Duncan: expect ESEA reauthorization early in 2011; staff negotiating going on for 2 years; bill close to ready on House side

# Obama Department of Education

“...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.”

US Secretary of Education Arne Duncan  
October 22, 2009



# Vision for Role for Teacher Preparation in Higher Education Obama Blue Print

- not articulated in the blueprint
- eliminate the two funding streams to higher education : Teacher Quality Partnership Grants in HEOA (\$43 million) and 2.5% set aside for higher education in Title II of ESEA (about \$75 million )
- change by competing with other providers
- no focus on clinical



# ESEA Consolidations

New Authority	Consolidated Programs
<p><b>Effective Teachers and Leaders</b>            (-\$458.5 million (-15.5%) below consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> <li>•Ready to Teach</li> <li>•Teacher Quality State Grants</li> </ul>
<p><b>Teacher and Leader Innovation Fund</b>            (+\$539.4 million (+131.3%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> <li>•Advanced Credentialing</li> <li>•Teacher Incentive Fund</li> </ul>
<p><b>Teacher and Leader Pathways</b>            (+\$268.9 million (+197.6%) over consolidated programs cumulative total)</p>	<ul style="list-style-type: none"> <li>•School Leadership</li> <li>•Teach for America</li> <li>•Teacher Quality Partnership</li> <li>•Teachers for a Competitive Tomorrow</li> <li>•Transition to Teaching</li> </ul>

- Race to the Top
- Education Nation
- Waiting for Superman
- TEACH.gov

# Policy Issue: Highly Qualified

- 9<sup>th</sup> Circuit Court of Appeals in Renee V. Duncan: those in alternate routes are not “highly qualified” – NCLB regulation violates law
- Initial impact: distribute interns equitable
- AACTE and AASCU Brief supporting plaintiffs; TFA and New Teacher Project filed amicus supporting NCLB regulation
- Department not happy – next step would be to have full 9<sup>th</sup> Circuit review
- Will fuel the fire during reauthorization

# Policy Issue: Highly Qualified

- Relationship to “highly effective”
- Hierarchy: highly qualified, effective, highly effective
- Tie to preparation program

# Policy Issue: Effective Teacher Preparation Program

- Label programs based on test scores of graduates' students and other measures
- Sec. of Education determines which programs are effective?
- Only effective programs eligible for federal funds
- Graduates of effective programs may have Highly qualified or Effective designation; others would not
- Consolidation and competition with alternate routes



# Policy Issue: State Data Systems

- ARRA funds: all states committed to data systems that tie program graduates to student test scores
- DQC template



# Policy Environment

“How come no teacher preparation program is ever shut down?”

Congressional staff

“As education schools continue to be in the la-la land of good intentions and child-centered progressivist thinking, outside pressure continues to mount. And NCTQ is proud to be out there leading the charge. In about a month, NCTQ is releasing a study of Illinois’ teacher preparation programs, and next year we’re partnering with US News and World Report to publish ratings of all of the nation’s education schools. Stay tuned for more.”

Kate Walsh

National Center for Teacher Quality

Teacher Quality Bulletin

September 30, 2010

“Despite concerns about anti-American sentiment in schools of education, teacher attitudes and values reflect what most would regard as a vision of responsible citizenship”

Press release from the  
American Enterprise Institute on the release of  
report **High Schools, Civics and Citizenship:  
What Social Studies Teacher Think and Do**  
September 30, 2010

SEPTEMBER 2010

# CRACKS IN THE IVORY TOWER?

The Views of Education Professors  
Circa 2010

By Steve Farkas and Ann Duffett

Foreword by Chester E. Finn, Jr., Michael J. Petrilli,  
and Janie Scull

FDR GROUP  
*When Research Matters.*

FORDHAM  
UNIVERSITY  
LEADERSHIP IN RESEARCH

“Teacher educators show only modest concern for real-world challenges such as managing classrooms and student discipline, implementing differentiated instruction, and working with state standards – even though K-12 teachers often say these are among the most difficult elements of teaching.”

Cracks in the Ivory Tower?  
The Views of Education Professors  
Circa 2010  
Fordham Institute



Education

# Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching

An international and market research-based perspective





“Top performing nations recruit 100% of their new teachers from the top third. In the US, it’s 23% - and 14% in high poverty schools.”

Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching

McKinsey & Company  
September 2010

# State Policy Environments

- Alternate routes fueled by Race to the Top
- Decouple Masters from pay scale
- Lower standards “flexibility” – e.g. Mississippi Task Force may recommend eliminating all higher education secondary teacher preparation and exclusively using alternate routes for certification

# Essential Higher Education Role in PK-12 Education

*Milton Greenberg...*

- *“There...exist(s) an overriding purpose that all (colleges and universities) should openly share—the care, feeding and reform of elementary education in America.”*
- *No ‘free pass’ for higher education.*

# Arthur Levine in Response to the NY Board of Regents' Decision...

“...the easy tendency to seek to replace rather than strengthen university-based programs is a serious mistake...

“...improving the current system is a step the nation has not seriously attempted.

“...It would be better for New York to put their education schools on notice, monitor progress, and shut them down in favor of other alternatives if they fail.”

*<http://www.insidehighered.com/views/2010/04/26/levine>*

Center for American Progress



## Measuring What Matters

A Stronger Accountability Model for Teacher Education

Edward Crowe July 2010



“A new system of teacher licensure tests should be designed and implemented for state accountability as an indicator of program quality. The number of tests now in use should be cut by more than 90%, and every state should adopt the same tests and the same pass rate policies.”

Measuring What Matters

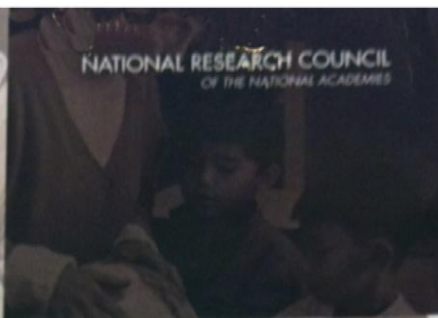
A Stronger Accountability Model for  
Teacher Education

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Center for American Progress

July 2010





NATIONAL RESEARCH COUNCIL  
OF THE NATIONAL ACADEMIES



# PREPARING TEACHERS

BUILDING EVIDENCE FOR SOUND POLICY



# National Research Council Report

April 2010

## Preparing Teachers Building Evidence for Sound Policy

“ The distinctions among pathways and programs are not clear-cut and there is more variation within the “traditional” and “alternative” categories than there is between these categories. We found no evidence that any one pathway into teaching is the best way to attract and prepare desirable candidates....”

# The NRC Report cont...

- Need research on relationships between characteristics of teachers' preparation and students' learning – content knowledge, field experience, quality of candidates
- Need comprehensive coherent system for collecting data about teacher preparation

# Accountability and Accreditation – NRC Report Conclusions and Recommendations

- Accountability systems for teacher preparation are haphazard and little known about the effectiveness of major elements: certification, testing, program approval and accreditation
- Research recommended to develop valid means of establishing links between teachers' preparation and outcomes for students that could be used in accountability policies for preparation programs.
- Recommended that Department the Education sponsor independent evaluation for teacher education approval and accreditation processes
- States should hold ALL preparation programs to the same standards
- Accountability should focus on performance assessments, not paper and pencil tests

# AACTE Giving Voice to the Profession

- Teacher Performance Assessment
- Data Quality Campaign
- Higher Education Task Force on Teacher Preparation
- Higher Education Secretariat's Task Force on Common Core Standards



# AACTE Giving Voice to the Profession cont...

- State Chapters
  - NCTQ “studies”; challenges to Master’s Degrees; non-IHE’s awarding Masters Degrees
- Professional Accreditation
  - NCATE/TEAC unification
- NCATE Blue Ribbon Panel on Clinical Preparation
- Advocacy - White House, Department of Education, Congress, Briefings, legislative positions, Day on the Hill



# Exemplars of Effectiveness – Evidence of Successful Graduates

# What Can CADREI Do?

- Leadership
- Exemplars
- Communicate with your President and GR officer
- Communicate with policy makers
- Communicate with the Department of Education and the White House
- Op Eds

# Message

- Significance of the role of higher education in teacher preparation
- Challenge the Obama Blueprint for Reform: it has no vision for a role for higher education in teacher preparation
- What would be lost without higher education in teacher preparation

“If you’re not at the table, you’re probably on the menu.”