

# Teachers for a New Era Newsletters

## Teachers for a New Era Quarterly Newsletter

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Understanding and Impacting the Policy Environment for Teachers for a New Era  
by Tom Corcoran, Co-Director, Consortium for Policy Research and Education

Last fall, the Carnegie Corporation of New York asked the Consortium for Policy Research in Education (CPRE), based at the University of Pennsylvania in Philadelphia, to assess the policy environment in the 10 states in which Teachers for a New Era (TNE) institutions are located. The goal of this analysis is to identify the ways in which the TNE principles and program designs are likely to interact with state and local policies. CPRE's work aims to assist TNE institutions by identifying the policy issues that need to be addressed in order for the TNE programs to have optimal chances for success and replication.

In approaching this task, we first reviewed major policy reports on teacher education reform and consulted with several experts on teacher learning and evidence-based practice. Through this review, we identified 10 policy domains that may hold implications for the design and effective operation of the teacher education programs as they are restructured around the three TNE principles. These policy domains include: (1) teacher education program requirements and accreditation standards; (2) teacher certification and licensure; (3) teacher induction; (4) teacher recertification and professional development; (5) No Child Left Behind "highly qualified teacher" criteria; (6) teacher evaluation/local collective bargaining agreements; (7) higher education governance, funding, and staffing; (8) state testing and accountability; (9) state policy data and data systems; and (10) teacher recruitment/retention.

We are visiting each TNE Institution to ask those involved in the initiative how their work relates to state and district policies and programs and to learn of their progress and plans to date. From these conversations we are gaining a sense of the policy challenges the institutions currently face and the anticipated future policy challenges as institutions' implementation efforts expand and mature. We visited several of the TNE institutions in 2004 and plan to meet

with individuals at all of the remaining institutions this spring.

To sharpen our understanding of these interactions, we also are conducting phone interviews with state policymakers, the leaders of professional organizations, district officials, and policy experts in all 10 states, ranging from administrators in university systems to staff in state agencies and teacher credentialing boards to leaders of teacher organizations. These interviews are helping us to profile the ways in which state policies interact with the TNE principles and program designs at the institutions.

Initial conversations with TNE team members at the four institutions in the first TNE cohort have revealed several common threads. It will be no surprise to learn that all of the states are experiencing fiscal constraints and that these constraints are having, or will have, impacts on the institutions' capacities to realize their visions for TNE. Nor is it a surprise that the institutions report that gaining access to quality data about employed teachers and about the performance of their students poses major challenges. Another common set of problems arises from the desire of the institutions to provide induction programs for their graduates even though they are employed in multiple districts and, in some instances, multiple states and to coordinate these new induction programs with the resources provided by either districts or the state.

After visiting some of the institutions, the CPRE team has noticed that TNE institutions seem to fall roughly into one of two broad categories: 1) those that do not appear to be heavily impacted by state policy, either because they are highly autonomous, have carved out a leadership position within the state, or because state policymakers are not particularly active in the teacher quality/teacher policy arena; and 2) those that are being heavily impacted by state policy and feel they do not have forums for sharing what they are doing with state policymakers. Clearly, there are significant differences across the ten states in which the TNE institutions are located, based on the direction in which state and local policies are moving and on the institutions' capacities to influence that policy.

Gaining access to high-quality data about the performance of their graduates is a major challenge for the institutions. Yet in order to fully implement and sustain the TNE designs, particularly in the face of lower-cost alternatives, the institutions must be able to demonstrate the value of the program to institutional leaders, the districts that employ their graduates, and state policymakers. Policymakers need data that allow them to compare the success of teachers coming out of different kinds of preparation programs as measured by the success of the pupils they teach. This requires statewide data systems that can reveal the differences between teacher candidates who go through fast-track programs and those who participate in high-quality clinical programs. Longitudinal data are needed because it may well be that the differences between the TNE-prepared teachers and other teachers are not apparent for many years. Some states are moving in the direction of creating integrated data systems that can connect teachers' preparation and experience with the performance of their students on state assessments. Long-term sustainability and replication of TNE will be more likely if such data systems are put in place, assuming of course that the graduates from TNE institutions do indeed demonstrate higher levels of performance or are valued more highly by their employers and that institutional leaders and state policymakers make decisions based on this evidence.

Meanwhile, there are things TNE institutions can do to foster a more friendly policy environment not only within their college or university setting, but also at the district and state level. First, the work of the initiative needs to advance to a level where progress is tangible so that policymakers have something concrete to see. Data should be collected on pilot programs not only to test the effectiveness of key components but also to demonstrate the culture of evidence being put in place as the TNE institutions redesign teacher education. Institutions should think strategically about how to reach out to state policymakers, particularly to legislators, to make it easy and attractive for them to visit the TNE programs and to learn why TNE is important and deserves their support.

CPRE plans to help in these efforts by hosting or co-hosting roundtables in each state. At these meetings, key state policymakers and representatives will have an opportunity to talk with representatives from a TNE institution about its work to redesign teacher preparation. Through these roundtables, we hope to build a shared understanding of the potential benefit to the state and how state policies and programs might better support and sustain this work. It is hoped that these roundtables will stimulate continuing dialogue about teacher education and teacher policy in each state.

CPRE plans to convene TNE policy roundtables during the spring and fall of 2005 to complete at least one roundtable in all 10 states. In addition to the 11 state profiles we are developing, we will also prepare a cross-site analysis of the major policy issues confronting the TNE initiative and identify responses that might contribute to the success of the initiative.

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#### Dan Fallon Keynotes at National Value-Added Assessment Conference

Dan Fallon, Chair of the Carnegie Corporation of New York's Education Division, gave a keynote address at The Power of Two: Progress and Achievement National Value Added Conference hosted by Battelle for Kids on October 25th. He began with a description of how evidence available in the late 20th century supported a conception of student achievement that placed most of the responsibility on income inequality, family dynamics, and human capital. Therefore, quality of teaching was not considered a major contributor to student achievement. Fallon said that the recent availability of better data and the rise of value-added analysis have created a revolutionary change in how we view student achievement. The focus today is on teacher quality, which has been shown to be the key component in student learning growth. The following is an excerpt from his presentation. The entire speech is available through TNE's Virtual Library at <http://www.teachersforanewera.com>.

"I see the enterprise of teacher education now facing a critical moment when it will either falter irretrievably as an academic enterprise or gain a historic secure foothold. At a time when it faces formidable competition and loss of market share, teacher education also ironically stands at a moment of enormous opportunity. The community of teachers, teacher educators, school personnel, and policy makers, that is, the people in this room this morning, can determine which way the lot falls, and the vital public interest is at stake .

"College and university faculty members are the best prepared individuals in our society to

provide the critical research in teaching and learning that will help us understand how to provide more effective preservice teacher education. Colleges and universities have an abundance of intellectual resources across all of their disciplines and departments to tease out the components of teaching, to shape teacher candidates into high quality teachers in clinical settings, and to collect, analyze, and interpret data about student learning growth in schools. Colleges and universities should address the quality of their preservice teacher education with urgency, calling upon the extraordinary talent and skill that reside within the American academy.

"We now face a historic opportunity to secure for teacher education the solid and respected home in the academy that has long eluded it. New proposals for compensating teachers promise the elevation of compensation to levels appropriate to a skilled profession. Scientific research broadening and deepening the knowledge base for teacher education has escalated rapidly in the past few years. Many factors are converging in a way that can enable a genuine rethinking of how teacher education is conducted within colleges and universities.

"An essential task is to gather and generate evidence that teacher education programs produce high-quality teachers. In the face of credible complaints from outstanding public servants such as Boston superintendent Payzant, those who would defend academically centered teacher education have scant resources.

"Solid evidence is needed showing that teachers prepared in postsecondary teacher education programs remain in the profession longer and produce greater student learning growth than those prepared in other venues. Propositions such as these are easily formulated, and partial answers are available for some of them. On the whole, however, persuasive evidence in support of the value of academically centered teacher education is currently weak...."

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#### TNE Principles Prove Applicable to Scotland's "Determined to Succeed: Enterprise in Education" Initiative

One of the major components of the Scottish Executive's new "Determined to Succeed: Enterprise in Education" initiative, the Scottish effort to improve teacher preparation, draws heavily from the Teachers for a New Era (TNE) prospectus. The education reform initiative-funded jointly by the Scottish Executive and the Scotland-based Hunter Foundation, a venture philanthropy that invests in enterprise and educational initiatives aimed largely at children-began at the University of Aberdeen in June of 2004. Aberdeen, the fifth oldest university in the United Kingdom, is an international university with more than 13,000 students and more than 3,000 staff. Each of the seven Scottish universities with teacher preparation programs was invited to submit a proposal for developing a feasible and sustainable model of teacher education reform. While the University of Aberdeen was selected to receive funding for the initiative, it is working in collaboration with the other universities to formulate a common vision for teacher education reform in Scotland.

In accordance with TNE's principle of "decisions driven by evidence," Aberdeen will conduct research on the teacher effect on student achievement, which will likely include a longitudinal

study of pupils. Aberdeen will also be looking at involving the colleges of arts and sciences in teacher education, especially in the areas of science and literacy. Like TNE, the Scottish initiative will examine teaching as an academically taught clinical practice profession. While every new teacher education graduate in Scotland is entitled to participation in an induction program, induction is not currently connected to the universities' schools of education. Aberdeen plans to look at the effectiveness of the current induction programs and determine how best to restructure education programs based on the results of this research. The Scottish initiative is funded for seven years, and the university is responsible for providing matching funds.

Sponsored by the Hunter Foundation, AED staff visited Scotland twice this year to share their TNE experiences and make recommendations for launching the Scottish version of TNE. Cathy Macaslin, Head of the School of Education at Aberdeen, presented information about Aberdeen's current efforts at the TNE Managing and Sustaining Organizational Change Meeting held in San Francisco in mid-November. Macaslin has met with individuals at several of the TNE institutions, including Bank Street College of Education, Boston College, the University of Texas at El Paso, and the University of Virginia. She reported that one of the significant outcomes of these meetings is her realization that "we grapple with the same issues as you do. Our contexts are different, but the goals and aspirations are the same."

The University of Aberdeen plans to continue to foster the open exchange of information and ideas with the TNE institutions, the Carnegie Corporation of New York, and AED.

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#### Recent and Upcoming TNE Meetings and Presentations

Upcoming TNE Events at American Association for Colleges of Teacher Education (AACTE) annual conference - February 21-22 in Washington, D.C.

Join TNE at the annual AACTE conference in Washington, D.C. on February 21-22, 2005. Some of the conference's many exciting events will include: a TNE major forum on teacher education reform; four TNE sessions on induction reform, pupil assessment, English language learners, and science education; and an evening reception on February 21st. Panelists for the major forum, "Presidential Perspectives on Teacher Education Reform: Why Teacher Education Must be Our Priority" are: Phillip Austin, President of the University of Connecticut; Augusta Kappner, President of Bank Street College of Education; and Lou Anna Simon, President of Michigan State University. The panel will be introduced by Mary M. Brabeck, Dean of New York University, and moderated by Michael Timpone, Senior Advisor, Carnegie Corporation, Teachers for a New Era. The presidents of three TNE institutions will discuss why university-wide involvement in teacher education reform is important, how they support the reform, and what challenges their universities face in adhering to the TNE principles. The session will be held on Monday, February 21 from 10:30 a.m. - noon in the Washington Hilton & Towers' International Ballroom West. For more information on other TNE events at AACTE, visit the TNE website at <http://www.teachersforanewera.org>.

#### TNE Second Language Learning Workshop at Michigan State University -

Representatives from 9 of the 11 TNE institutions participated in the Second Language Learning Workshop hosted by Michigan State University (MSU) on September 8-9, 2004. Lou Anna K. Simon, MSU Provost and President-Designate, Carole Ames, Dean of MSU's College of Education, and Barbara Steidle, Assistant Provost Emeritus and MSU's TNE Project Manager, all welcomed participants and gave opening remarks. The two-day workshop included presentations by a number of national experts in the fields of literacy and second language learning, including Professors Danling Fu, Bertha Perez, Virginia Collier, Kenji Hakuta, and Timothy Shanahan. Teams from Stanford, the University of Texas at El Paso, and California State University, Northridge (CSUN) also presented information on emerging models at their respective universities. Participants at this workshop indicated an interest in convening a second meeting on this topic in 2005, and CSUN has agreed to host this follow up event. A cross-institutional discussion group has been established, and members of TNE institutions may participate in a Second Language Learning discussion board on the TNE website.

#### Common Research Agenda Meeting in Chicago, IL -

On September 22-23, 2004, representatives from the 11 TNE institutions came together in Chicago to explore the development of a common research agenda for TNE. Participants discussed the potential creation of a cross-institutional study that would look at issues and outcomes surrounding teacher preparation. Individuals from four Chicago-area foundations- The Chicago Community Trust, the Joyce Foundation, the MacArthur Foundation, and The Spencer Foundation- heard a presentation by TNE team members on initial thoughts regarding the research agenda and provided feedback. A subcommittee made up of volunteers from seven TNE institutions is currently drafting a proposal for the development of a common research agenda based on the outcomes of this meeting. More information on the common research agenda will be available in 2005.

#### Presentation by UVA's Victor Luftig at the Alliance for Excellent Education Conference -

TNE at the University of Virginia, as represented by project manager Victor Luftig, was one of the three test cases considered at a breakout session during the Alliance for Excellent Education's conference on "Preparing Today's Leaders for Tomorrow's High Schools" held in Washington, D.C. on October 4, 2004. Joining Luftig as panelists were Joan Baratz-Snowden, Director of Educational Issues at the American Federation of Teachers, and Ellen Moir, Executive Director of the New Teacher Center at the University of California, Santa Cruz. Discussion focused on the creation of partnerships necessary for the support of new teachers. More specific topics included: the importance of assembling data-both in terms of retention and pupil performance-in support of induction efforts; the need to align induction work with research interests in higher education, particularly in order to draw sustained involvement from faculty in arts and sciences; and the importance of teachers' unions as providers of professional development opportunities for new teachers.

#### Managing and Sustaining Organizational Change Meeting in San Francisco -

University leaders from the 11 TNE institutions and the University of Aberdeen in Scotland met

in San Francisco on November 17-18, 2004, to discuss managing and sustaining organizational change, both in general and as it relates to the TNE initiative. Bill Vandament, a former university administrator and professor of experimental psychology, and Dan Fallon, Chair of the Education Division for the Carnegie Corporation of New York, opened the meeting with a discussion of the challenges surrounding managing and sustaining TNE. Three panels comprising provosts, deans, TNE project directors and managers, and other university and K-12 leaders discussed: the essential elements of organizational change; implementing organizational change; and connecting education, arts & sciences, and K-12 to leverage and sustain change. Ann Foster, Executive Director of the National Network for Educational Renewal, also presented the work that she and John Goodlad, President of the Institute for Educational Inquiry, are doing for Carnegie around the role of the "hybrid educator."

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#### New Names and Faces in TNE

Dr. Harry Hellenbrand was appointed Provost and Vice President for Academic Affairs at California State University, Northridge (CSUN) effective August 1, 2004. Before coming to Northridge, he had been Dean at Cal Poly, San Luis Obispo from 1998-2004 and Dean at University of Minnesota, Duluth from 1994-98. His background reflects strengths in planning, K-12 linkages, retention efforts, and commitment to diversity. Because of his special interest in teacher education and in working with K-12 schools, Provost Hellenbrand will take over leadership of the CSUN TNE site in January as Philip Handler, who has been serving as project director, reduces his time. Handler will continue in a consultant's role. Handler and Hellenbrand have been working closely through the fall semester to prepare for the transition.

The TNE Initiative at the University of Texas at El Paso (UTEP) has named Joanne Bogart as project director. Ms. Bogart will coordinate university-based TNE efforts that focus on deepening the involvement by arts and science faculty in preservice preparation, teacher induction, and the assessment of TNE efforts. Since 1999, Ms. Bogart has been the Director of Evaluation and Policy at the UTEP-based El Paso Collaborative for Academic Excellence-an El Paso-wide K-16 partnership that promotes high academic achievement for all students. She joined the UTEP TNE Initiative in January, working with Dr. Pablo Arenaz, Interim Vice President for Academic Affairs and TNE Project Manager.

Bank Street College of Education welcomes Dr. Ira Lit as its new TNE Project Director. Dr. Lit comes to Bank Street from Stanford University, another TNE institution, where he served as the Associate Director of the new elementary education component of the Stanford Teacher Education Program (STEP). STEP is a master's program based in Stanford's School of Education. He will join the Bank Street TNE team full-time in March when he moves to New York City.

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Carnegie Funds NNER to Look at "Hybrid Educators" and "Hybrid Administrators"

The National Network for Educational Renewal (NNER) consists of 45 universities-including three TNE institutions, the University of Connecticut, the University of Washington, and the University of Texas at El Paso-and more than 400 local P-12 partner schools. NNER's work complements that of the TNE initiative as the Network has sought for 20 years to form strong and lasting partnerships among colleges of arts and sciences, colleges of education, and P-12 schools to improve learning for current students and advance the preparation of educators.

To further the work in this area, the Carnegie Corporation of New York is funding NNER to look at the roles of "hybrid educators" and "hybrid administrators," two distinct boundary-spanning roles. Broadly defined, "hybrid educators" do the daily work in building connections across diverse university and P-12 school cultures, while "hybrid administrators" are the chief worriers and keepers of the vision. In early November, John Goodlad, President of the Institute for Educational Inquiry, and Ann Foster, Executive Director of NNER, convened a group of 12 participants from NNER institutions for two days to build a collective picture of the roles, responsibilities, and accountability necessary for long-lasting, meaningful partnerships. One outcome of the meeting was the development of job descriptions for "hybrid educators" and "hybrid administrators." Inquiry session findings will be published in a white paper to be released in the early spring of 2005.

Foster presented initial findings from her work with John Goodlad at the TNE Managing and Sustaining Organizational Change Meeting held in San Francisco in mid-November. Her presentation made clear the logical connection between the Carnegie-supported NNER project and the TNE initiative, stating that "part of NNER's agenda is that all students deserve nurturing pedagogy and that we are all stewards of the enterprise of education."