



An Introduction to NCTQ's *Teacher Prep Review 2016*

Evaluation of Non-Traditional Secondary
Programs

Agenda

- *Teacher Prep Review* in a nutshell
 - Sample rating sheets for traditional and non-traditional secondary programs
 - Q & A
 - *TPR 2016* Stds. for Non-Traditional Secondary Programs: Information on each of five standards and the evidence used for their evaluation
 - Do NCTQ stds. fit non-traditional secondary programs?
 - Steps in data collection and evaluation
 - Timetable for evaluation
 - Q & A
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Teacher Prep Review in a nutshell

- ▶ All professions must be built on mastery of knowledge and skills
 - ▶ NCTQ studies are grounded in current research (to be discussed) and P12 educators' priorities
 - ▶ Purpose is to inform prospective teachers & hiring school districts about strong programs
 - ▶ Theory of change: Consumers will drive cycle of continuous improvement
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Teacher Prep Review in a nutshell

- ▶ 2016 scope:
 - ~2,550 traditional elementary, secondary & sped programs in 1,127 institutions of higher ed (IHEs)
 - ~160 non-traditional elementary and secondary programs offered by independent providers and IHEs
 - ~30 secondary teacher residency programs
 - ~25 secondary internship programs
 - ~25 elementary internship programs

Teacher Prep Review in a nutshell

- ▶ *TPR 2014* produced *rankings* only for traditional programs
 - ▶ In *TPR 2016*, summative ratings of non-traditional programs will be reported as letter grades (“A,” “B+,” and so on) and non-traditional programs will be ranked as a class separate from traditional programs
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Program Ranking Sheet
College of William and Mary
Williamsburg, Virginia
Graduate Secondary Teacher Prep Program

Shares
information

2014 National Ranking:

#4

Only programs whose scores put them in the top half receive a national ranking.
Find out if this program is among the top performers in its region.

Score Breakdown

Key Standards

Selection Criteria	●
Middle School Content	NR
High School Content	●
Student Teaching	●

Teacher Standards

Classroom Management	●
Secondary Methods	●
Outcomes	●

Other Standards

Assessment and Data	NR
Evidence of Effectiveness	NA

For several geographic clusters across the country, we provide detail on our Equity Standard for some institutions preparing teachers.

Key standards establish much of a program's ranking. Stronger standards can improve a program's ranking. Other standards provide program information that does not figure into ranking.

LEGEND

- Meets standard (formerly: 3/3/3/3)
- Nearly meets standard (formerly: 2/3/3/3)
- Partially meets standard (formerly: 1/3/3/3)
- Meets a small part of standard (formerly: 0/3/3/3)
- Does not meet standard (formerly: 0/0/0/0)
- Strong change
- NR Not applicable
- NA Not rated (new faculty standard data not provided)
- NA Reported score cannot be used (complete data)


A program's 2014 edition scores on standards may differ from those given in the 2013 edition either because: 1) NCTQ obtained new data; and/or 2) the indicators for a standard or how it was scored were updated. Use this program's scores in this year's edition of the Teacher Prep Review.

For more on standard scores and program rankings, see our [methodology](#).

This is page 1 of the *TPR 2014* rating sheet for the grad secondary program at the College of William and Mary (VA) >>

Key vs Booster Standards

For both rankings and grades, “key standards” provide the foundation. Ratings on “booster standards” can only improve the rankings or grades.



ALTERNATIVE CERTIFICATION

YES Prep Public Schools:
Teaching Excellence Program

Houston, Texas
Secondary Preparation Program



Secondary preparation program structure:

Before entering 122 hours of teacher education coursework	Notable features of internship: Program supervisors conduct at least six formal observations. Mentor provides support in an unusually structured training schedule.
At least of total: 22 hours of which may be completed using substitutions	

Teacher candidate enrollment: **7** (2011-2012)
Teacher production: **113 (51%)** (2011-2012)
(2012 Title II Report)

Secondary Preparation Program Grade

B-

Score Breakdown

AR Cert Std A: Selection Criteria

By employing sufficiently high but pragmatic admissions standards, the program is designed to attract talented individuals who otherwise would not choose to teach.

Selection criteria for admission into the program satisfy this standard because the average GPA of the most recently admitted cohort of candidates is above 3.3 and in addition to ascertain that candidates have non-academic traits important for teaching is required.

AR Cert Std B: Subject Area Expertise

Before teacher candidates have full-fledged teaching responsibilities, the program ensures their content mastery in every subject for which they could be responsible for instruction.


Without a thorough grasp of the subject they will teach—typically acquired by majoring in an academic discipline—secondary teachers will be unable to provide the sophisticated level of instruction that their students need to progress. All children deserve to have teachers who are well versed in each and every one of the subjects they teach, regardless of teacher shortages that may be used to justify preparation shortcuts. Alternative certification programs should make sure, by either reviewing transcripts or requiring that candidates pass rigorous assessments, that before secondary candidates enter the classroom as the teachers of record they know the subjects they will teach.

This is page 1 of the *TPR 2014* rating sheet for the YES Prep Public Schools (TX) secondary internship program


Questions about NCTQ and *TPR*?

Q & A

TPR 2016 Standards for Secondary Non-Traditional Programs

- ▶ **“Key” standards mirror key standards for traditional grad secondary programs**
 - Selection Criteria
 - Subject Area Expertise
 - Supervised Practice
 - ▶ **Ditto for “booster standard”: Classroom Management**
 - ▶ **If state VAM results are available, we will rate program on Evidence of Effectiveness Std.**
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Standards reflect

- ▶ **Essential components of prep:**
 - **Getting the right people in**
 - **Making sure they know what they will teach**
 - **Giving them plenty of support as they practice**
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Selection Criteria Std:

For research support see Std. 1 rationale

- ▶ GPA of 3.0 or higher
OR
Average GPA for the
most recent incoming
class of program
candidates 3.3 or higher
AND
Scores on GRE or like test
OR
An audition process

Traditional Graduate
Secondary Std.

- ▶ GPA of 3.0 or higher
OR
Average GPA for the
most recent incoming
class of interns/residents
3.3 or higher
AND
Scores on test placing
applicant in top 50% of
college population
OR
An audition process

Non-Traditional
Secondary Std.

What evidence do we look for?

▶ Either:

- An official policy statement on what prospective interns/residents need in terms of GPAs and/or test scores to get into the program

OR

- A signed document from a program leader attesting that the average GPA of the most recent cohort of successful applicants was 3.3 or higher

AND

- A documented audition protocol
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Subject Area Expertise Std:

For research support see Std. 8 rationale

Each pathway to certification requires:

- A passing score on a subject-specific test in every subject a teacher candidate will be qualified to teach

OR

- If no such test is required, the candidate must have a 30-SCH major (single-subject cert) or two 15-SCH minors (multiple-subject cert)

Prior to entering the classroom as the teacher of record, the content proficiency of interns/residents is demonstrated either by:

- ▶ Passing scores on appropriate subject-specific standardized assessments


OR

- ▶ Transcript reviews that ascertain that the intern/resident had a 30-SCH major (single-subject cert) or two 15-SCH minors (multiple-subject cert)

**Traditional Graduate
Secondary Std.**

**Non-Traditional
Secondary Std.**

What evidence do we look for?

- ▶ **Certifications offered by program**
 - ▶ **Adequacy of state tests for those certifications**
 - ▶ **In the absence of adequate state tests, the official policy regarding the program's own testing requirements and/or transcript review policies for each certification offered**
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Supervised Practice Std:

For research support see Std. 14 rationale

- ▶ The student teacher is formally observed 5 or more times at regular intervals during the placement
- ▶ The program communicates that cooperating teachers must be capable mentors and effective instructors (as measured by student learning)
- ▶ The program plays an active role in selecting cooperating teachers with the two characteristics listed above

Traditional Graduate Secondary Std.

The program requires at least 8 weeks of classroom-based practice with: (a) at least 3 weeks of full classroom instruction, and (b) at least 5 formal observations

OR

The program requires co-teaching for the first 6 weeks and at least 5 formal observations in the first 12 weeks

OR


The program combines features of both options above

AND

The program requires that cooperating/mentor teachers must be capable mentors and effective instructors (as measured by student learning)

Non-Traditional Secondary Std.

What evidence do we look for?

- ▶ Documents, such as handbooks provided to residents, that explain how their teaching practice will be supported during their internship/residency by program supervisors providing formal observations and written feedback
 - ▶ Documents showing that the program:
 - requires that cooperating teachers be effective teachers and capable mentors, and
 - selects among nominated teachers on the basis of information about those and other substantive characteristics
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Classroom Management Std:

For research support see Std. 10 rationale

At least one of the typical student teacher observation forms used by the program addresses each of the following:

- ▶ establishing behavior expectations
- ▶ maintaining student engagement and managing time, materials and the physical environment
- ▶ recognizing appropriate behavior with positive reinforcement
- ▶ using least intrusive means to prevent misbehavior
- ▶ handling disruptive misbehavior

**Traditional Graduate
Secondary Std.**


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- ▶ handling disruptive misbehavior

**Non-Traditional
Secondary Std.**

What evidence do we look for?

Formative and summative observation instruments used by program supervisors (or program supervisors and cooperating teachers) to evaluate resident performance on use of classroom management techniques



Evidence of Effectiveness Std.

- ▶ The state's own criteria for evaluating programs will determine the rating under this standard

Traditional Graduate Secondary
Std.

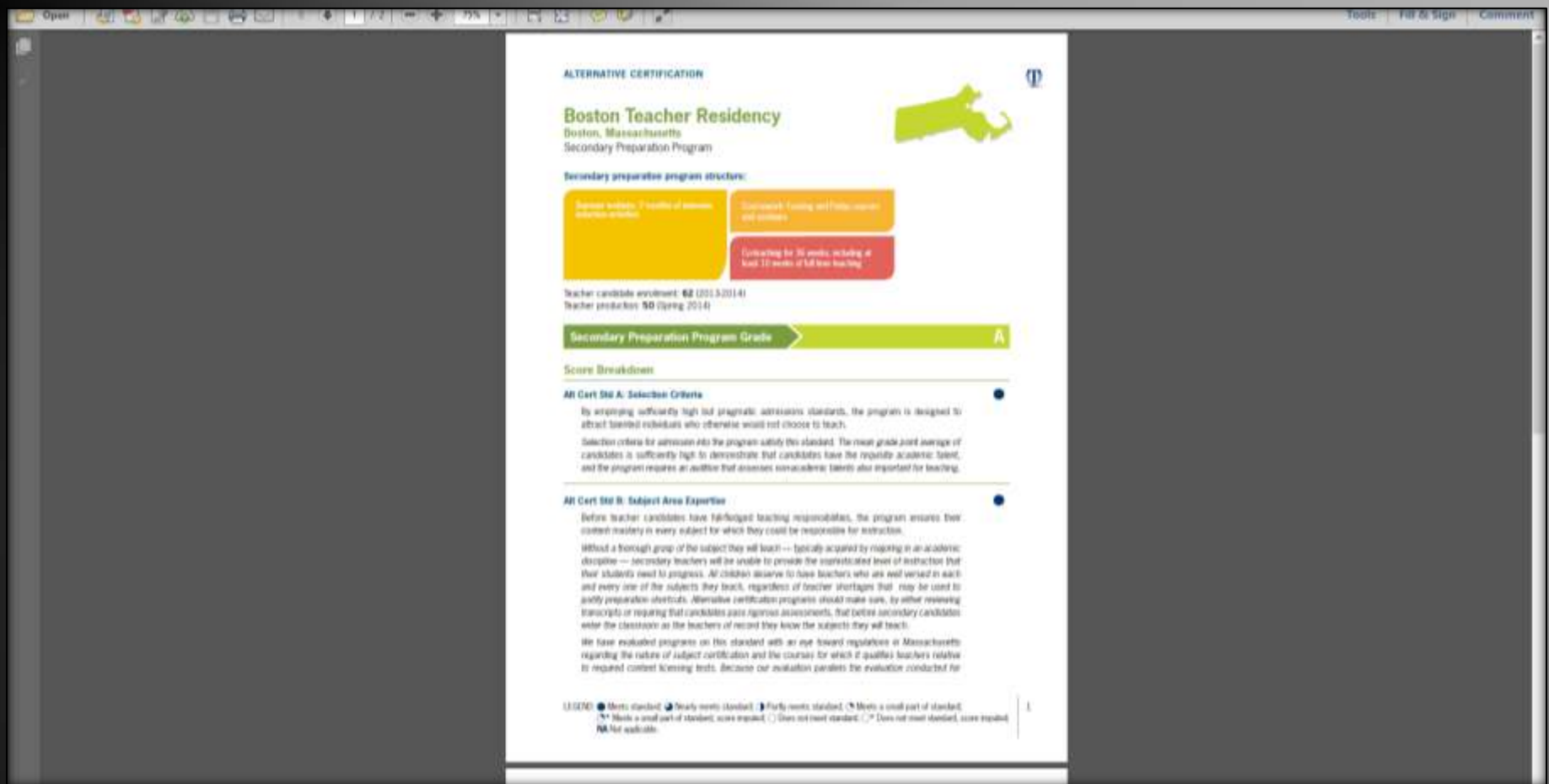
- ▶ The state's own criteria for evaluating programs will determine the rating under this standard

Non-Traditional Secondary
Std.

What evidence do we look for?


Results from analysis produced by value-added models that are evaluated using state criteria and published in state reports





This is page 1 of the *TPR 2014* rating sheet for the secondary program of the Boston Teacher Residency (MA) >>

Do NCTQ's stds. "fit" non-traditional secondary programs?

- ▶ If *TPR 2014* ratings and experience with BTR are guides, they fit very naturally
 - ▶ Greatest adjustment required to date has revolved around variations in supervision of clinical practice in internships, but basic indicators *are* sufficiently flexible
 - ▶ NCTQ will be sensitive to shared responsibilities of IHEs and programs in residencies
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Steps in residency data collection and review

- ▶ Step 1: *Option A*: NCTQ analysts collect from residency program websites relevant data organized by standard and send data to programs (by end of Sept. '15)
- ▶ Step 1: *Option B*: Residency completes data collection form and submits to NCTQ along with graphic depicting organization of program and roles of the IHE/program/district (by end of Aug. '15)
NCTQ confirms data (by end of Sept. '15)
- ▶ Step 2: NCTQ/programs interchange as needed to confirm data and graphic (Oct. '15 – March '16)
- ▶ Step 3: NCTQ sends final data and graphic to programs and resolves outstanding issues (April '16 – June '16)
- ▶ Step 4: NCTQ publishes ratings and grades (Oct. '16)

Questions about NCTQ evaluation of non-traditional programs?

Q & A

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