

**P-20 Educator Subcommittee Meeting
July 22, 2008, Held at CEA**

DRAFT: Not yet approved

Notes compiled by: Tanya Tyrrell, CEPA, SPA, UCD

Committee staff: Robert Reichardt, CEPA, SPA, UCD

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Introductions, in attendance:

Committee members

Public

John	Sowell	Linda	Barker
Kathleen	Stiles	Toni	Larson
Lisa	Weil	Lisa	Medler
Robert	Fulton	Jackie	Paone
Jami	Goetz	Joanne	Pasqua
Ian	Macgillivray	Tony	Salzar
		Angelika	Schroeder
		Nancey	Shakowski
		Jack	Kronser
		Sean	Vanberschot
		Cingy	Gutierrez
		Karen	Lowenstein
		Karla	Haas Moskowitz
		Lisa	Martin
		Mindy	Armbruster
		Elaine	McCain
		Sasha	Sidorkin
		D	Scheffel
		Charlotte	Mendoza

Schedule for Future Meetings

Human resource professionals, principals, new teachers, and national experts will present during future meetings. Committee will then prepare recommendations.

- Tuesday, August 12, 2008, 9 a.m. to 12 p.m.
 - Hirers, i.e., human resource professionals and principals
- Tuesday, August 26, 2008—no meeting due to Democratic National Convention
- Tuesday, September 9, 2008, 9 a.m. to 12 p.m.
 - New teachers
- Tuesday, September 23, 2008, 1 p.m. to 4 p.m.
 - National experts
- Tuesday, October 14, 2008, 9 a.m. to 12 p.m.
 - Initial ideas
- Tuesday, October 28, 2008, 1 p.m. to 4 p.m.
 - Hone ideas
- Tuesday, November 11, 2008, 9 a.m. to 12 p.m.
 - Final recommendations

Minute Approval

Previous meeting's minutes approved with correction to Ian Macgillivray's presentation.

Update on Alternative Compensation—Jami Goetz

The Alternative Teacher Compensation Grant, designed to establish alternative compensation systems, was amended into HB 08-1388 (Financing of Public Schools), Article 69. P-20 recommendations were incorporated through the amendment process.

The legislation:

- Is transparent as to how a teacher qualifies,
- Outlines procedure for challenging adverse decisions,
- Defines process for continual evaluation.

The grant is quasi-competitive. Specific selection criteria have not been established. School districts apply, receive funds, design a system, submit the plan, including method for continual evaluation, then report to Colorado Department of Education (CDE). Total grant funding is \$1 million plus 2% for direct/indirect costs. Funds must be used by the end of FY08. Report to the governor due February 2010.

CDE will make research and other materials concerning alternative teacher compensation plans collected by the P-20 Council available to each school district that receives a grant.

Questions to consider:

- What is the profile for a school district applying for a grant?
- What are the criteria for evaluating school district's applications?
- Should there be any eligibility restrictions for the grant? *Are all districts equal?*
- Should districts receive technical assistance when completing the application? *If yes, what kind of technical assistance?*

Traditional Preparer Presentations

Cindy Gutierrez, University of Colorado at Denver (UCD)

Program Demographics

- 350 candidates at one time
- 90% graduate students, 10% undergraduate students
- 10% candidates of color
- 12 or 18 month preparation program
- Licensure areas
 - Elementary
 - Secondary—English, math, science (graduate only), social studies, foreign language
 - Special education (graduate only)—K-12 generalist, early childhood

Program Niche

- Focus on urban education
- Curriculum reflects diversity
- Merged special and general education approach to prepare teachers. General educators and special educators prepared side by side through collaboration of

- general education and special education faculty. The dual SPED (special education) elementary and secondary licensure programs fill special education needs.
- Extensive K-12 collaborative preparation and school renewal model in use since 1993. Includes 27 Professional Development Schools (PDS) in six districts, a collaborative K-12 and Teacher Education Governing Site Council which meets monthly, and a year-long PDS Leadership Institute incorporating administrators, faculty, and teachers to work together strategically.

Unique Program Processes

- Strong admissions process: K-12 and university faculty collaboratively review applications and interview candidates
- Simultaneous immersion in coursework and internships at PDS sites: students work side by side with teachers in a PDS, “living the life of a teacher” while completing university coursework. Teacher candidates receive extensive coaching support weekly from a university site professor and site-based coordinator during their series of internships as the teacher candidate gradually assumes more teaching responsibility over the course of their program.
- Well-developed performance based model of teacher preparation: all courses have performance-based assessments carried out in the internship site. Internship sequence has a very well developed evaluation tool to examine teacher candidate performance. K-12 and university faculty meet monthly to continually refine and develop shared expectations for teacher candidates and the simultaneous renewal of teacher preparation and best practices in PDSs.
- Candidate transition to a master degree: teacher candidate licensure work counts towards a master degree in an area of specialization they would like to pursue, e.g. literacy, linguistically diverse education, math and science content, etc. Most candidates finish licensure, securing a teaching position, and continue working on their master degree during the first few years of teaching.

Bob Fulton, Jones International University (JIU)

Program Overview

- Newest program among higher education institutions—approved by CDE in 2005
- Second largest program in the state and continuing to grow
- Committed to alignment with professional standards—will reach NCATE accreditation in two to three years
- 100% on-line—only on-line graduate degree program in education
- International flavor—faculty on all continents, many from prestigious schools
- Staff and faculty attentive to professional growth
- Comprehensive assessment of student learning model
- Student teaching based on clinical practice model, utilizing 360 evaluations and video of students
- Students complete one course at a time, finishing program in about two years (7% of 1,000 students are from Colorado)

Sasha Sidorkin, University of Northern Colorado (UNC)

Program Overview

- Early childhood education (P-3)
- Elementary education (K-6)
- Secondary education in 14 specific teaching areas
- K-12 education in art, music, physical education, special education
- 2,751 students enrolled in teacher preparation programs in 2007
- Nearly 100% placement rate for teachers
- Largest traditional teacher preparation program in the state

Things to Change

- Integrate state reauthorization with national recognition to reduce regulatory burden
- Shift focus on outcomes, not inputs
- Establish teacher ID, link to CSAP data
- Mind the limits of regulation
- Simplify standards, eliminate redundancies, and align with national SPA standards
- Revise Rules for Educator Licensing Act of 1991 (2260.5-R-13.00) to help integrate induction programs with graduate degree-seeking programs—alternative programs especially need strong induction support
- Eliminate PLACE or Praxis exam—rescind requirement to complete before student teaching
- Rescind proof of Lawful Presence requirement and eliminate fingerprinting process, check background with social security number
- College Opportunity Fund (COF) should be indexed to reflect cost of placements, field supervision, and driving

Long-Term Possibilities to Consider

- Merge licensure with program completion
- Allow part of field experience to be virtual
- Because cost of teacher turnover is between \$10,000 and \$15,000, and tuition is \$14,400 for four years, it may be cheaper to train teachers for free or pay them more

Charlotte Mendoza, Colorado College (CC)

Program Overview

- 30-40 students annually—more students in graduate program than undergraduate
- Supports liberal arts mission
- Encourages multi-national perspective and experiences
- Undergraduate program in elementary education and secondary education in some subjects
- Candidates must be strong in academic content field, meet grade point average requirement, and interview with school
- All educational courses are field based

- Intense block program—take one course for three and half weeks at a time—marries theory and practice
- Partnerships with local school districts
- Full-time student teaching
- Graduate program is 14 months, beginning in the summer
- Offers ninth semester option for graduate students—student teachers pay only for the cost of student teaching, not for a semester of tuition

Traditional Preparation Programs Discussion

What Is Working

- Strong teachers coach and encourage, continually building capacity of teaching
- North Carolina has alignment—great research in transforming education
- CC program incorporates teaching standards as defined by university faculty, principals, and mentor teachers in the field

What Is Not Working

- Induction programs need to support growth of teachers through their fifth year—unrealistic expectation that a first year teacher will perform the same as a veteran teacher
- More standards to cover becomes a game
- Accreditation processes need to be more closely aligned
- JIU developed curriculum on antiquated standards

Things to Consider

- Public and private institutions operate differently because they have different constituencies
- Independence of private institutions is important
- Accreditation systems are both prescriptive and rescriptive, using valid research to move from input models to outcome based performance models
- CDE/CDHE authorization is input based, NCATE is output based
- Many districts are tightening control of teacher placements

Alternative Preparer Presentations

Jack Kronser, Douglas County

Program Overview

- Waiver and endorsement program for hard to fill vacancies
- Professional In Residence (PIR)
- Access to teacher candidates that traditional programs do not reach
- Candidates complete 375 hours over two years
- Combination of on-line and classroom training, including weekends and summers
- Specialized Individual Teacher Plan
- Candidate has many resources: building resource teacher, mentor teacher, and administrator
- Instruction in this program demonstrates a commitment of resources

- 20 teachers currently in the program for 2008

Karen Lowenstein, Boettcher Program

Program Overview

- Graduate fellowship taking five years to complete—awarded full tuition in exchange for commitment to teach in low-income, urban public Colorado schools
- Earn a master degree in curriculum and instruction from the University of Denver and a Colorado teaching license
- Trained and endorsed to work with culturally and linguistically diverse students
- Offers urban teacher residences, year long teaching residency in classroom with skilled mentor—model borrowed from the medical profession
- Five year commitment
 - First year complete licensure requirements with support of mentor teacher
 - Years two to five—fellows are full-time salaried teachers in a Boettcher partner school
 - By end of year three—fellows have earned master degree
- Learning environment connects academic theory and practice
- Trained in schools for the context of the school’s district
- Three to four days in classroom, full day seminar, and additional coursework
- Small program—75 teachers by end of 2009
- 98% teacher retention rate

Karla Haas Moskowitz, Teacher Institute at La Academia (TILA)

Program Overview

- Designed for people with undergraduate degrees seeking to change their career or enhance their professional status through teacher licensure—one year program
- Consists of three major components
 - Classroom teaching experience that is full-time, challenging, and inspiring
 - Direct pedagogical instruction in a seminar format that offers university graduate credit
 - Reflective and research-oriented competency based portfolio
- Outcome based program in all eight standards
- Special education specialty—one of three in state for alternative programs
- 85% of teacher candidates are special education teachers
- Close working relationship with UCD—credits transfer to UCD graduate program

Sean VanBershot, Teach for America

Program Overview

- Recruits, selects, and trains leaders/teachers
- Program is one year old in Denver
- Teachers train for five weeks during summer then have four weeks intense supervision, followed by two years of instructional support
- Teachers committed to teaching in low-income areas for two years
- Teachers in Denver work towards teaching certification

- 60% of teachers continue working in education long-term (39% stay in the classroom)
- At any time during the year, there are approximately 100 students in the program

Alternative Preparation Programs Discussion

What Is Working

- Alternative programs promote diversity in teaching profession
- Alternative programs provide diverse approaches to training teachers
- Alternatively prepared teachers may more readily embrace and be prepared to teach in on-line school models
- TILA alternative program trains many candidates for teaching positions in youth detention centers and other youth facilities

What Is Not Working

- Two entities in Colorado oversee supervision teacher preparation programs, CDE and CDHE—suggestion that oversight by one agency might be better
- Waiver route is a burdensome, arduous process
- Message that alternative licensure programs are not as difficult as traditional programs

Things to Consider

- What are teachers really facing in licensing?
- What is technology's changing role in both teacher and student learning?
- How does the state reinforce aspects of the system that work well?

Public Comment

Cost is a significant consideration between alternative and traditional teacher preparation programs. Foundation funding gives rise to questions about sustainability about some alternative programs. How can the P-20 Council look at the best pieces of alternative and traditional programs and use these pieces most effectively?

The state has responsibility to strategically use funding sources.

Questions/problems identified today

Traditional programs

1. The cap on total credits required for a degree (usually 120) means that the average graduate with a teaching certificate probably takes fewer classes within a major than the average person with a major—that is those who are only focused on a major will take more than the required minimum within their content area. This is more of a problem in the sciences
2. The element of good induction programs appears to be missing—at a minimum the quality of induction programs is variable across districts.
3. It is not clear that the system for assigning mentors to new teachers is effective at ensuring the high quality mentors.
4. The appears to be a barrier in transferring early childhood credits from 2 year institutions to 4 year degree programs

5. We are competing with Wyoming for both teachers and for candidates to attend our universities.
6. A standards based education system is good—but it is not clear that we have the right standards. Questions about standards include, are they:
 - a. Aligned between the administrator and teacher standards
 - b. Clear about teacher's progression for novice through master teacher
 - c. Aligned with national standards so that programs do not have to work to show alignment with both national and state standards.
 - d. Output based like the NCATE standards (a rhetorical question—CO standards are input based)
 - e. Dated? (another rhetorical question—they don't have workplace competencies as an example of a new innovation in the standards movement)
7. Districts seem to treat teachers as interchangeable in that new teachers are expected to be able to immediately replace or be a experienced, skilled teachers.
8. There is a tension between the needs of districts and colleges in the placement of student teachers.
9. There are no standards for cooperative teachers.
10. There is a tension between national accreditation and the ability of programs to be innovative.
11. There is a lack of coordination between traditional programs and districts with student teachers.

Alternative programs

12. The granting of waivers to programs like Douglas County and TFA call into question the need for regulation. What are the criteria for success of programs that receive waivers? At the same time it appears to be a burdensome process.
13. The financial incentives seem odd: teachers who pay nothing and go through TFA and pay nothing, or Douglas county and pay \$4,000 or a traditional program all get a license.
14. The application process for getting a state authorization to enter alternative programs is confusing
15. There is no network or mechanism for alternative programs to learn from each other or for alternative and traditional programs to share learning.
16. Course requirements for showing content expertise seems random.
17. There is a tension between testing and course requirements for showing content knowledge to NCLB and the state and the needs/strengths of individuals who want to be teachers (and want to hire those teachers).

General

18. How to acknowledge and support the need for teachers to have interpersonal and other 21st century skills?
19. How to make licensure respond to student needs?
20. Teachers who go through traditional routes feel punished when alternative routes exist

21. How to balance licensure needs with the need for relevance in preparation programs
22. 1 year is a very short time for teachers to meet the requirements of alternative routes—there is no room for mistakes—how to ensure those late hires get the support they need as they work to become teachers?
23. Why 2 state agencies engaged in licensure (CDE and DHE)?
24. Why 2 alternative routes (Alt Route and TIR)?
25. Are we allocating resources in the right way—in alt routes teachers are paid while they train while in traditional routes teachers pay both tuition and give up salaries.