AACTE Congressional Briefing

Teacher Preparation Reform: The Case for Federal Investment

Monday, June 10, 2013
Dirksen Senate Office Building, Room 138
Washington, D.C.

10:00 A.M. Welcome and Introductory Remarks
- Sharon P. Robinson, President & CEO, AACTE

10:10 A.M. Panelists’ Statements
- Lynn Moody, Superintendent, Rock Hill School District (SC)
- Alison Hilsabeck, Dean, National College of Education at National Louis University (IL)
- Samantha Baysinger, Teacher, Michael Anderson School (AZ)
- Stephanie Castillo, High School Math Teacher, Mendez Learning Center: School of Engineering and Technology (CA)
- Patrice Duncan, 3rd Grade Teacher, Clark Elementary School (KS)

10:35 A.M. Moderated Discussion with the Panel
- Moderator: Sharon P. Robinson, President & CEO, AACTE

10:45 A.M. Questions & Answers with the Audience

11:00 A.M. Conclude
The American Association of Colleges for Teacher Education (AACTE) is a national, voluntary association of higher education institutions and other organizations dedicated to ensuring the highest quality preparation and continuing professional development for teachers and school leaders in order to enhance PK-12 student learning. The over 800 institutions holding AACTE membership include private, state, and municipal colleges and universities large and small located in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam. In addition, AACTE has a growing number of affiliate members, including state departments of education, community colleges, educational laboratories and centers, and foreign institutions and organizations. Collectively, the AACTE membership prepares more than two thirds of the new teachers entering schools each year in the United States.

**Mission**

AACTE leads the field in advocating for and building capacity for high-quality educator preparation programs in a dynamic landscape.

**Goals**

1. Accelerate meaningful improvement in educator preparation by promoting and supporting the adoption of high standards for accountability and assessment that are linked to PK-12 student outcomes.

2. Lead the charge to secure state and federal policy that advances high-quality student learning through educator preparation and development.

3. Launch and sustain systemwide initiatives to promote the diversity of the professional community and to prepare educators who can serve diverse learners.

4. Advance implementation of high-quality learning practices.

For additional information, please contact
Mary Harrill-McClellan, Director of Policy & Programs, at mharrill@aacte.org.
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Samantha Baysinger, Teacher, Michael Anderson Elementary School (AZ)
Samantha Baysinger is a graduate of the iTeachAZ program (supported by the Teacher Quality Partnership Grant Program). She is currently a third-grade teacher at Michael Anderson Elementary School in Avondale, Arizona and has served as a cooperating teacher in the iTeachAZ program. She is a member of the district’s curriculum planning cadre, helping the district to implement the Common Core State Standards. Her work with iTeachAZ and her teacher candidates can be seen in a video featured on the Mary Lou Fulton Teachers College web site at Arizona State University (http://education.asu.edu/iteachaz). Mrs. Baysinger received the 2010-2011 BEST Beginning Teacher Award from ASU and her district in her first year of teaching.

Stephanie Castillo, Teacher, Mendez Learning Center: School of Engineering and Technology (CA)
Stephanie Castillo is a San Francisco Bay Area native and just completed her first year of teaching after receiving her preparation through the Los Angeles Urban Teacher Residency Program (funded by the Teacher Quality Partnership Grant Program). She received her B.A. in Mathematics and B.A. in Psychology from the University of California, San Diego. After completing her undergraduate work, she became a special education academic coach at High Tech Middle Media Arts (HTMMA). During her second year at HTMMA, she became a long-term substitute for eighth-grade math/science. Ms. Castillo then decided to go to graduate school to get the proper training to pursue becoming a teacher. After completing her teacher residency program, she spent her first year teaching Algebra 1 at Mendez Learning Center: School of Engineering and Technology and will continue teaching Algebra 1 and Geometry there next year.

Patrice Duncan, Teacher, Clark Elementary School (KS)
Patrice Duncan was born and raised in Wichita, Kansas. Ms. Duncan is a graduate of Wichita State University (a TQP grantee) and is currently a third-grade teacher at Clark Elementary School. She has 4 years’ experience working in the classroom and 2 years’ experience as a classroom teacher. Prior to becoming a teacher she was Director of First Impressions at PRN of Kansas. PRN of Kansas conducts pharmaceutical research for major pharmaceutical companies. She was also a substitute care provider at a home day care and a church school teacher.
Alison Hilsabeck, Dean, National College of Education at National Louis University (IL)
Alison Hilsabeck has served as dean of the National College of Education (NCE) at National Louis University since 2005, and she oversees the university’s work on its two Teacher Quality Partnership grants. Under her leadership, the college has pursued an agenda of innovation in teacher and school leader preparation vital for meeting the evolving demands of American education. Dr. Hilsabeck leads one of Illinois’ largest and most established colleges of education, one that serves more than 5,000 students each year in programs from the baccalaureate through doctoral levels. NCE ranks first in the state for the number of graduate degrees in education conferred and for the number of African-American recipients of master’s degrees.

Lynn Moody, Superintendent, Rock Hill Schools (SC)
Dr. Moody became Superintendent of Rock Hill Schools in South Carolina in August 2006, a school district partnering with Winthrop University on a project funded by the Teacher Quality Partnership Grant Program. Rock Hill Schools is in a bedroom community to Charlotte, North Carolina, with approximately 18,000 students. Dr. Moody’s work experience includes positions of teacher, counselor, coach, and administrator in Virginia, North Carolina, and South Carolina. Her undergraduate and master’s degrees are from North Carolina State University, and her doctorate in education is from Nova Southeastern University. She is a member of a number of professional organizations locally and nationally, including the Schlechty Superintendents Leadership Network and the League of Innovative Schools.

Sharon P. Robinson, President & CEO, AACTE
Sharon Robinson, Ed.D, has served as AACTE’s president and CEO since 2005. A lifelong civil rights activist, Dr. Robinson has waged a personal crusade to realize the nation’s moral and professional responsibility to educate and maximize the potential of minority and disabled students. Dr. Robinson was formerly president of the Educational Testing Service’s (ETS) Educational Policy Leadership Institute. While at ETS, she also served as senior vice president and chief operating officer, and as vice president for teaching and learning and for state and federal relations. Before joining ETS, Dr. Robinson was assistant secretary of education with the U.S. Department of Education’s Office of Educational Research and Improvement (now the Institute of Education Sciences). She also held a variety of leadership positions at the National Education Association, including director of the National Center for Innovation, NEA’s research and development arm.
The Teacher Quality Partnership (TQP) program supports the preparation of effective teachers for high-need schools and subject areas. Under this program, teacher preparation programs use federal funding to develop master’s-level teaching residency programs or to reform undergraduate preservice preparation programs. This program is the federal government’s only investment in reforming teacher preparation in institutions of higher education.

Program Highlights

- Grantees are partnerships among institutions of higher education, high-need local education agencies, and high-need schools that work together to develop a pipeline of effective new teachers.
- Grantees are required to provide extensive clinical preparation to teacher candidates.
- Grantees must provide an induction program for graduates’ first two years of teaching, at a minimum.
- Candidates participating in teaching residency programs are provided financial aid and commit to teach in high-need fields in the high-need district where they were prepared for at least three years.
- All candidates are prepared to teach students with disabilities, to teach English language learners, and to teach literacy strategies.
- Grantees are expected to maintain the reforms even after funding ends, and they must provide a 100% funding match.

Funding Background

- This bipartisan teacher preparation reform program was authorized at $300 million in Title II of the Higher Education Opportunity Act of 2008.
- Funding for this program, though, has never surpassed $50 million in the appropriations process, with the exception of $100 million dedicated to the program in 2010 through ARRA funds.
- Current funding in FY 13 is just under $43 million. Despite cuts to the programs over the years, grantees have been able to adapt and succeed with the remaining funds.

What Results Have TQP Grants Produced?

- By the end of the five years of this slate of grants, more than 10,000 teacher candidates will have completed their preparation after a one-year teaching residency or extensive clinical work.
- More than 500 high-need schools have received fully prepared teachers, many in high-need fields, who trained for a full year under highly effective mentor teachers.
- The grants have funded significant professional development opportunities for teachers in high-need schools, meaningful induction/mentoring programs for new teachers, and the implementation of curriculum reforms in preparation programs.

Please contact Jon Gentile at jgentile@aacte.org if you have any questions.
TEACHER QUALITY PARTNERSHIP GRANTEES

Arizona State University
California State University, Bakersfield
California State University, Chico
California State University, Dominguez Hills
California State University, Los Angeles
California State University, Northridge
Regents of the University of California, Los Angeles
Denver School District No. 1
Georgia State University
Kennesaw State University (GA)
University of Chicago
University of Illinois Chicago
Illinois State University
National Louis University (IL)
Governors State University (IL)
Trustees of Indiana University-Bloomington
Iowa Department of Education
MidAmerica Nazarene University (KS)
Wichita State University (KS)
Western Kentucky University
Louisiana State University and A&M College – Baton Rouge
Boston Plan for Excellence/Boston Teacher Residency
University of Missouri
Montclair State University (NJ)
William Paterson University (NJ)
Questa Independent Schools (NM)
Bard College (NY)
Hunter College (NY)
Teachers College (NY)
Research Foundation CUNY-Lehman College
University of North Carolina – Greensboro
East Carolina University (NC)
The Ohio State University
Winthrop University (SC)
Mid-Central Education Cooperative (SD)
National Math and Science Initiative, Inc. (TX)
Texas State University – San Marcos
Old Dominion University (VA)
Virginia Commonwealth University
Heritage University (WA)
**Wichita State University – Kansas**

**Wichita Teacher Quality Partnership (WTQP)**  
The WTQP partners—Wichita State University, Wichita Public Schools, community organizations, and area community colleges—are working together to transform teacher preparation and launch the first known early childhood residency program in the nation. The goal is to create a wide pipeline for the recruitment, education, induction, and retention of highly qualified teachers for urban schools. The prebaccalaureate program provides (1) extended field experiences and (2) study that emphasizes teaching students whose first language is not English, using instructional technology, applying assessment data in instruction, and teaching literacy across grade levels. Approximately 400 WSU teacher candidates are placed in more than 30 Wichita schools each semester. Initial indicators of the partnership’s impact show elementary students making gains of a few percentage points in reading and mathematics—gains greater than those made in the school district at large. Another value is the sustainability of the partnership beyond the term of the grant. Spring of 2013 marked 347 graduates to date under this grant, and by the end of the 5th year there will be as many as 588 graduates overall.

For more information, visit [http://webs.wichita.edu/?u=tqp](http://webs.wichita.edu/?u=tqp)

**Winthrop University – South Carolina**

**NetSCOPE – (NETwork of Sustained, Collaborative, Ongoing Preparation for Educators)**  
Winthrop University’s partnership, NetSCOPE, is a network of three university colleges, nine local school districts, and several state education agencies that provides collaborative and ongoing professional development and curriculum reform in high-need areas. NetSCOPE has sought to implement its reform through four key strategies:

1. Establish a Partnership Network centered on joint school-university faculty inquiry.
2. Conduct extensive reform of teacher preparation curriculum and clinical experience.
3. Implement high-quality, 3-year induction and mentoring programs.
4. Implement accessible school leadership programs.

In the first 3 years of the partnership, there have been more than 1,800 professional development participants. The average teacher candidate spends over 1,000 hours in field experiences and clinical preparation. The partnership has made notable improvements for student achievement including a 30% increase in reading and math scores and a 20% increase in English and algebra end-of-course exam scores, and biology pass rates have doubled. By the conclusion of the grant, Winthrop anticipates that it will have prepared more than 750 new teachers for its partner schools.

For more information, visit [www2.winthrop.edu/netscope/](http://www2.winthrop.edu/netscope/)

**National Louis University – Illinois (Participant in Two TQP Grants)**

**Chicago Teacher Partnership Program (CTPP) – Prebaccalaureate Level**  
The CTPP is implementing reforms in three key components of teacher preparation: (1) teacher candidate recruitment, selection, and retention; (2) teacher preparation; and (3) teacher induction, development, and support. The driving force behind these reforms is to ensure that the partnering universities (University
TEACHER QUALITY PARTNERSHIP (TQP) GRANTEE PROFILES

of Illinois at Chicago, Northeastern Illinois University, Loyola University of Chicago, and National Louis University) are producing candidates who meet the needs of the Chicago Public Schools (CPS). CTPP’s achievements to date include the following:

- Recruiting a diverse pool of teacher candidates. More than 50% of the candidates are from underrepresented populations, representing a significant increase over prior years. At National Louis University, more than 90% of the candidates are from underrepresented populations.
- Reorienting programs around clinical experiences. For example, at National Louis University, teacher candidates are in the classroom beginning their freshman year of college.
- Developing teacher leaders across CPS by creating professional communities that support teacher leadership structures in CTPP’s 20 partner high-need CPS schools and by creating courses that fulfill the requirements of the Illinois teacher leader endorsement.

Academy for Urban School Leadership (AUSL) – Teacher Residency Program (Master’s Level)
National Louis University partners with AUSL to operate a teacher residency program to prepare high-quality new teachers for Chicago’s highest need public schools. In this program, teacher candidates complete a full school year’s teacher residency under the guidance of a mentor teacher while taking courses to complete a master’s degree at National Louis University. Residents receive a living stipend while participating in the program. One of the emphases of the program is to recruit individuals from underrepresented groups and career professionals into the teaching force. Through National Louis University’s partnership with AUSL, more than 370 teachers have been produced for CPS, and these teachers have more than doubled the district average improvement to test scores on the Illinois Standards Achievement Test compared to their CPS counterparts.

For more information, visit http://www.chicagoteacherpartnership.org/ and http://www.auslchicago.org

Arizona State University

ASU NEXT Grant / iTeachAZ
The goal of the ASU NEXT program is to reform 25 historically struggling schools in nine urban and rural partner districts. The NEXT program seeks to accomplish this goal by designing and implementing reformed, district-based prebaccalaureate and master’s (residency) teacher education programs that yield highly skilled new teachers. As the project approaches its final year, the project has met or exceeded its objectives in the following ways:

- The project reformed 40 teacher preparation courses in five core subjects at Arizona State University and its 11 partnering community colleges.
- The project not only implemented reformed teacher preparation for the nine original grant partners, but created a model that is now being used for all undergraduate teacher preparation programs at Mary Lou Fulton Teachers College.
- The project expanded its partnerships from nine urban and rural partner school districts to 28 partner districts across the state of Arizona.
- The project has trained more than 1,500 exemplary new teachers through the rigorous residency-based teacher preparation model (exceeding its original project goal of preparing 600 exemplary new teachers).
For the upcoming 2013-14 academic year, the ASU NEXT team expects to solidify a model that will be sustained by Mary Lou Fulton Teachers College beyond the federal funding period and that can be replicated nationally. In Year 4 alone, Mary Lou Fulton Teachers College hosted nearly 20 colleges of education and state education agencies looking to reform teacher preparation. In Year 5, Teachers College will formalize its national support by hosting a workshop and “residency open house” where it will share information and resources. In addition, the NEXT team is completing a pilot of three new tools that will be used collegewide beyond the federal funding period. The first is a program review tool, which will serve as a measure of program fidelity across all iTeachAZ sites statewide. The tool will measure the level of implementation for each of the key features of the model and will serve as a tool for program improvement. Second, the NEXT team will implement the new iTeachAZ Data Dashboard and Mobile Data Collection App that will provide accurate, timely data regarding teacher candidate performance. Third, the NEXT team will solidify a sustainability plan for the newly developed Professional Learning Library (www.pll.asu.edu), an online resource center that provides resources to in-service teachers, ASU instructors, mentor teachers, and teacher candidates aligned to the iTeachAZ model. The library includes just-in-time professional development, instructional videos, lesson plans aligned to Common Core, and opportunities for statewide collaboration.

For more information, visit http://orc.teach.asu.edu/node/77 & http://orc.teach.asu.edu/iteachaz

California State University – Los Angeles

Los Angeles Urban Teacher Residency (LAUTR)
The LAUTR program seeks to address the shortages of science and mathematics teachers in urban schools. LAUTR strives to achieve this goal by framing their program through a social justice lens focusing on equity, excellence, and community engagement. Candidates undergo a highly selective recruitment process before they are paired with a mentor teacher in the Los Angeles Unified School District (LAUSD). Once paired, residents undergo an intensive 6-week training session before they are introduced in the classroom and begin co-teaching with their mentor teacher for 1 year. During that time, resident teachers transition into assuming more responsibility for the classroom while receiving ongoing support from their mentor teacher. After the first year, resident teachers maintain responsibility for a classroom of their own while receiving ongoing online and mentor teacher support. To date, LAUTR has prepared three cohorts of mathematics and science teacher residents (almost 60 teachers) for high-need schools in Los Angeles.

For more information, visit http://www.lautr.org/index.html
Thank you for the opportunity to speak about the importance of powerful teacher education programs.

Rock Hill Schools, the 11th largest of 83 districts in South Carolina, was the first to:

- Have a finalist in the S.C. Teacher-of-the-Year competition four of the last five years;
- Have a National Assistant Principal of the Year; and
- Be invited to join the League of Innovative Schools.

Our district is fortunate to have a strong partnership with Winthrop University. For years, Winthrop has been a leading institution for teacher preparation in South Carolina and the region. Within the last four years, Winthrop has received a $7.5 million Teacher Quality Partnership grant (called NetSCOPE) and a $3.75 million School Leadership grant (called NetLEAD) from the U.S. Department of Education. Both grants are designed to transform educator preparation through adoption of innovative clinical approaches that are built on strong partnerships with schools. In 2013, the Richard W. Riley College of Education at Winthrop received the National Association of Professional Development Schools (NAPDS) Award for Exemplary Professional Development School Achievement.

Winthrop has many impressive programs, but let me briefly tell about our Winthrop University School Partnership Network. This project recognizes teacher quality as the most important in-school factor for raising student achievement; through our joint efforts, we have documented its success in impacting student learning in our schools.

The four goals of the partnership are to:

1. Improve PK-12 student academic achievement;
2. Improve professional learning for school and university faculty as well as teacher candidates;
3. Strengthen the pre-baccalaureate preparation of teacher candidates; and
4. Increase district support for new teachers.

As part of the partnership, Winthrop has placed an emphasis on the clinical preparation of its students. Prior to this, for 15 years, Winthrop had in place the same 30-credit-hour education core curriculum. Now, students have more field experiences earlier in the program and enhanced preparation and experiences with diverse learners, specifically with students who have identified disabilities, are English language learners, or are identified as academically gifted. The yearlong internship experience represents a bridge between theory and practice and allows prospective teachers to have actual experience opening and closing the school year and participating as “junior faculty members” in a school throughout the year. There is a true sense of shared teaching and research practices between the university and school faculty members.

Rock Hill Schools has hired a number of the interns who have worked in our schools, and, as budgets permit, we would hire more. Having them in our schools early on as observers and then through a semester or yearlong internship has allowed us to determine if they are the caliber of teacher that we want before our students. When we’ve had an intern who we did not believe was performing well or was not ready for a field experience, Winthrop honored the requests of our principals.
This partnership between Winthrop faculty and Rock Hill teachers extends beyond the mentoring of teacher candidates. For example, university faculty and the school administration at a Partnership Network middle school worked collaboratively to set up language arts and math co-teaching teams across sixth, seventh and eighth grades. Results of our assessments showed significant improvement compared to the previous academic year. We are now implementing co-teaching teams throughout the district and Partnership Network as a result.

Teachers have also collaborated with site-based Winthrop faculty members to study project-based learning as a possible support to improve learning and close the achievement gap involving high-poverty students. Year 1 of the project resulted in gains in all first- and second-grade classrooms piloting the initiative. In addition to changing the practices of classroom teachers in Rock Hill Schools, this has caused Winthrop University to dramatically change its approach to teacher preparation and professional development.

This partnership is mutually beneficial to Rock Hill Schools and Winthrop University. Winthrop places many interns in our classrooms with outstanding teachers who are enthusiastic about working with prospective teachers, and several of our teachers have cohorts at Winthrop. Methods instructors from Winthrop have worked with our staff on professional development, and a math professor from Winthrop recently worked with our teachers on a data-gathering process. We are pleased with what has transpired and envision a relationship that, undoubtedly, will continue to improve and thrive.

I’m the mother of a son who is majoring in math education at Clemson University. I believe that every teacher needs to be trained in the context of a strong school-university partnership, with many extended opportunities to engage in schools and with a curriculum than reflects the needs and challenges of schools today. This is important nationwide in every school system and with every college and university. I want that for my son, and I know that I want the teachers in Rock Hill Schools to have these important learning experiences.

I strongly encourage our legislators to continue funding for the Teacher Quality Partnership program. It is having a positive effect on our schools, on the academic success of our students, and in the quality of teaching, leadership, and learning that is occurring.
Good morning and thank you for taking time to attend this panel presentation. I am here representing National Louis University, a partner in two TQP grants. NLU is a nonprofit, private university, founded in 1886 by one of the pioneers in the kindergarten movement. Our institution primarily serves working adults. The National College of Education offers undergraduate through doctoral degrees and typically provides education and field placements to over 1,000 teacher candidates every year.

It is hard to overestimate the importance of federal investment to build capacity in our education system. We need grants, like the TQPs, that can create the space for innovation and the resources for multiple stakeholders to collaborate in improving our education system. We all know that investment in our education system is critical to our future and could have a stunning impact on the U.S. economy.

As I mentioned, my institution, National Louis University in Chicago, is engaged in two TQP grants—one focused on undergraduate preparation and the other focused on graduate preparation through a residency program.

I’d like to first discuss the undergraduate reforms we’re undertaking through TQP. The Chicago Teacher Partnership Program (CTPP) is a collaborative effort involving 20 Chicago K-8 schools, serving high-need student populations, and eight colleges (arts & sciences and education) across four urban universities (University of Illinois at Chicago, Northeastern Illinois University, Loyola University of Chicago, and National Louis University). This grant focuses on using the expertise and capacities of these institutions both to improve teacher preparation and to increase the capacity of the K-8 schools in the partnership. Because this grant focuses on the redesign of undergraduate teacher preparation, its most profound outcomes will not be documented before the end of the grant period. However, accomplishments to date include the following:

- We are deepening content knowledge for elementary teachers: Teams including university arts & sciences and education faculty, together with master teachers from our 20 partner schools, developed university curricula and common assessments to deepen and focus math, science, and literacy content knowledge for tomorrow’s educators and to address the challenges of teaching the new Common Core in mathematics and literacy as well as Next Generation Science Standards. A multi-institutional summit disseminated best practices for enhanced rigor in the content preparation of teachers.

- We redesigned our programs to embed teacher candidates in schools as early as their freshman year, even holding classes on site in our partner schools.

- We redesigned our programs to focus on teacher candidate learning that integrates traditionally isolated topics such as assessment, teaching English language learners, and working with students with special needs throughout the curriculum.

- We built capacity for teacher leadership with our urban school partners.
We offered four summits and additional professional development sessions that brought together higher education faculty, K-8 partners, and community partners to prepare for the implementation of Common Core standards and the new teacher performance assessment known as edTPA. We also conducted eight institutes to build long-term leadership in mentoring among teachers in our 20 partner schools.

We created an ongoing Teacher Leader Network that brings together teachers from across our K-8 partners as a professional learning community and to support the development of professional learning communities in their own schools.

We embedded university faculty in K-8 schools for reciprocal learning.

We enhanced recruitment approaches and academic supports to recruit a diverse teacher education student body from our own urban communities and to support first-generation college students to increase retention. We needed an initial federal investment, but now our model practices for recruiting and retaining diverse students are embedded in our institutional processes and will be sustained after the end of our grant period.

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<th>Year</th>
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<th># Under-represented minority candidates</th>
<th>% Under-represented minority candidates</th>
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</tr>
<tr>
<td>2012/13</td>
<td>127</td>
<td>69</td>
<td>54.3%</td>
</tr>
<tr>
<td>Total:</td>
<td>388</td>
<td>222</td>
<td>57.2%</td>
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Our second TQP grant involvement is in partnership with the Academy for Urban School Leadership (AUSL), a decade-long partnership between NLU and AUSL that created one of the first and most successful urban teacher residency models in the nation.

Urban teacher residencies prepare teachers through a combination of intensely mentored hands-on experience and rigorous course work, much as doctors are prepared through a residency. Teacher candidates work alongside a mentor teacher for an entire school year while taking specially tailored courses for a master’s in education. This TQP grant is enabling the ramp-up of a proven model that combines an urban teacher residency model with direct management of a growing network of high-need urban schools.

Accomplishments to date include these:

- We have significantly scaled up the number of teachers prepared for challenging, urban placements. For example, the annual residency cohort size has tripled during the grant period (from 56 to 180 residents), and is almost double the initial grant goal of 90 residents.

- We are getting the right teachers through significantly improving the recruitment process in sustainable ways, maintaining rigorous standards (15% acceptance rate) AND high rates of diversity, not only in recruitment, but in graduating residents. Ninety percent of this year’s graduating residents have already received teaching placements for next year, well in advance of
the end of this school year. This is strong evidence that principals working to turn around schools of prior disadvantage have found that residency-trained teachers understand how to bring success to their students.

- We are having an impact on the achievement of hundreds of students in Chicago Public Schools. With each graduating cohort, another 3,500 students in Chicago’s highest need schools now have a teacher who has been prepared specifically to address their needs and raise their achievement. By the end of the TQP grant, we will have graduated over 430 new teachers who will join the AUSL network in affecting the achievement of over 14,000 students in Chicago’s highest need schools.
  
  o Students in the AUSL network elementary schools improved by an average of 8 percentage points on the state’s standardized exams compared to last year, more than double the district’s average gain of 3.8 percentage points (data from CPS analyses).
  o In 2012, preliminary ISAT results also revealed that AUSL turnaround schools nearly tripled the district’s average in M/E growth, with an increase of 2.5 percentage points. This marks the 6th consecutive year of growth for AUSL turnaround schools, as they continue to provide students at some of the lowest performing schools with access to a higher quality education that has led to dramatic increases in student achievement.

- We are deepening the relationship between university and school partners in specific ways to enhance teacher candidate learning and competence. This year, the NLU liaison for the residency Elementary Education MAT has developed a new model for field supervision that links university faculty closely to schools.
  
  o The faculty liaisons connect to AUSL Mentor Resident Coaches during frequent visits to their school, for discussion of the residents’ development and to routinely spend time in the residents’ classrooms.
  o The University Faculty Liaisons help the residents connect NLU course work directly with their classroom practice.

- We are successfully expanding a model that has demonstrated that it not only can train highly effective teachers, but can prepare resilient teachers who stay in teaching. AUSL reports an 80% rate of retention over the course of its 10 years of training residents. In Year 5 of the grant, we will report on the 3-year retention rate of the 2011 graduates; our grant goal is that 85% will be teaching in high-need settings.

The innovative, sustainable, results-driven change that National Louis has effected in its preparation programs is produced through a disciplined national investment strategy—the TQP program. We’re in it for the long term, committed to partnering with other higher education institutions and with PK-12 schools to improve our education systems and increase student achievement. It is important, in an era of scarce resources, to leverage the capacity of institutions and local education communities through collaboration and commitment to shared goals. We need to be on the same page, working together toward clear, common outcomes. It is not easy to work across bureaucracies and across stakeholder groups. But it is absolutely necessary. TQP has made it possible to create space, time, and resources to enable that work. We will be able to sustain this work once the grant ends, but we would not have been able to make many of the changes necessary without this funding. Federal investment in this kind of partnership work is crucial and represents a key lever for systemic change.
I am pleased to be here on Capitol Hill today to talk about the importance of teacher preparation and the impact that the Teacher Quality Partnership grants are having on our schools. As a proud graduate of the teacher preparation program at Arizona State University and a third-grade teacher in a high-need school, I can attest to the importance of strong preparation. Now having a few years under my belt, I am pleased to continue working with Arizona State University as a cooperating teacher, mentoring teacher candidates.

Before I talk about my role as a cooperating teacher, let me tell you about Michael Anderson Elementary School. Many of our students are at-risk students. Some 95% of our students are on free or reduced-price lunch, and 65% of our students are English language learners. This could be a recipe for a failing school. Instead, though, our school works very hard to create a feeling of community among students, parents, and school staff and to support the success of every student. We are family oriented and put a big emphasis on respecting and celebrating our cultural heritages. We have also put into place many academic interventions and supports, such as afterschool tutoring in the areas of math and reading and Response to Intervention strategies, to build up our students’ academic skills. Our school had the greatest growth in the district last year, growing 16 points on a rigorous statewide formula. We have also had the best attendance in the district for the last 8 years. Nothing can substitute for a safe, loving, and nurturing environment at school.

I was honored when ASU faculty reached out to me to ask me to be a cooperating teacher in their program. Because of the quality of preparation I received at ASU, I knew that having ASU teacher candidates in my classroom would be beneficial to my students.

My teacher candidates were true assets to my class. As I mentioned at the outset, most of my students face not only the general challenges of being third graders but also the difficult challenge of fully acquiring a language. The benefits of the teacher candidates’ presence were numerous. Instead of having just one fully invested teacher in the room working to ensure their success, my students had three adults to instruct and support them. This enabled every student in the class to receive at least 20 minutes of small-group instruction each day during reading and math and, for half of the students, the opportunity to receive 40 minutes of small-group instruction during reading time.

One key responsibility of cooperating teachers is to model effective instructional practices. I made sure I modeled how to target students’ key needs and to fill those gaps that were creating deficits in learning. As the teacher candidates became more comfortable in the classroom, we were able to experiment more with our instructional strategies. Sometimes we used a co-teaching model to teach to groups at different skill levels. Other times, we implemented parallel teaching, breaking the class in half for higher level and lower level group work. And yet other times we employed station teaching, where one teacher begins giving direct instruction, and as students feel they are ready they can move on to the next station where another teacher is guiding the group work, and then move on to the independent work led by the third teacher. Being able to use multiple teaching strategies had direct impact on our students’ learning and gave the teacher candidates multiple tools to incorporate into their own instructional practices. During the first semester the teacher candidates were in my classroom, I saw 10% growth on unit testing, likely due to the simple fact that we were able to reach more students during the school day.
Having additional educators in the classroom really allowed us to meet individual students’ needs. We could further engage accelerated learners and slow down and fill gaps for students who had deficits in their content knowledge. I want to tell you about a couple of our students in particular and how having the teacher candidates in the classroom impacted these students.

When Alfredo, a student with severe emotional disabilities, came into our class, he was unable to speak with people or even look people in the eye due to his emotional disabilities. We ensured that someone was with him during the beginning of every lesson, explaining and modeling one on one with him so he would not be afraid to try it by himself. We also made sure that each of us would check in with him. When Alfredo left our classroom, he was functioning at the level of a typical 3rd grader. His emotional stability had improved substantially.

Another student, Kayley, came to us with a large deficit in reading, reading only 20-30 words per minute on average. She had lost her father the past year and had missed a lot of school, causing her to fall behind. During reading small groups, we used station teaching to focus on Kayley’s deficits. When she left third grade, she was reading 80-90 words per minute on average and passing her reading tests.

I was eager to take on ASU’s teacher candidates in the classroom not only because I knew they were receiving high-quality preparation, but also because I knew ASU would provide me with the professional development I needed to be an effective mentor to the candidates. And I was not disappointed! The extensive professional development ASU provided included training on different coaching strategies, different co-teaching models, and general strategies we would need during our time with the teacher candidates. Faculty were clear about the expectations and requirements embedded in the cooperating teacher role and supported us closely during the process. Each of our trainings had a different focus, and some sessions were held jointly with teacher candidates while others were for the cooperating teachers only. Perhaps one of the most important skills ASU prepared me for as a cooperating teacher was how to have those “difficult conversations” with teacher candidates and how to give feedback in positive ways. Any time I needed support or just had a question, the faculty coordinator was always available through e-mail or a phone call. Just as becoming a teacher requires very specific preparation, so does becoming an effective cooperating teacher. ASU recognizes this and has invested significant resources in a professional development program for cooperating teachers.

Thus, I urge Congress to continue funding the Teacher Quality Partnership grants! ASU has prudently and effectively leveraged federal funding from this program to build a stellar preparation program that develops highly effective first-year teachers and a cadre of cooperating teachers who can mentor them. ASU works closely with the schools in our communities to meet the needs of our PK-12 students. This is complex and expensive work, but it is critical to the future of our students. Congress must continue to support work toward giving every student access to high-quality educators!
Good morning everyone. My name is Stephanie Castillo, and I have not just survived my first year of teaching but I have thrived. This is because of the preparation I received through the teacher residency program at California State University—Los Angeles, which exists because of funding from the Teacher Quality Partnership grant program.

My story begins like all other stories... with my parents. My parents migrated from the Philippines to provide their future family with the opportunities the United States had to offer. My father never completed high school and my mother never finished college. Knowing my parents’ history and their sacrifices fueled my motivation to make my education a priority. Going through school was a struggle for me. Although I was born in California, Tagalog (Filipino) was my first language. This affected my participation, involvement, and interaction in my early schooling, except in mathematics. In this subject I excelled!

In college I double majored in mathematics and psychology. I loved math, but I also took on that major as a dare of sorts: One of my male friends said that only boys are good at math, and I am not one who buys into gender stereotypes.

After college, I took a position at High Tech High in San Diego as a special education academic coach. I spent a year supporting, accommodating, and modifying the workload for students with Individualized Education Programs (IEPs) and 504 Plans, and then I was offered a long-term substitute position in an eighth-grade mathematics and science class. I’d had no previous preparation for teaching. Thus, I taught these students in the way I was taught—I lectured, and they took notes. During that year, I realized I needed formal preparation to be an effective educator. Though High Tech High had a teacher credential program, I did not feel it suited me. Additionally, those students were talking about broken iPhones and lost iPods as their struggles, which did not feel real to me—I am more connected to urban schools and urban struggles. I was not connecting with the students like I wanted to, nor did I feel like I was really making a difference. I wanted to teach in a place that needed me. These kids would do well in their studies whether I was there or not.

I needed a program that would equip me with the skills to be an effective math teacher and prepare me to teach in high-need schools. I knew the mathematics content really well, but it was clear that I needed strategies for managing the urban classroom and for effectively teaching the content to students. I also, though, was a college graduate with debt and very real living expenses. I couldn’t afford to go back to school and still pay my bills. Thus, I was thrilled to learn about the CSU-LA teacher residency program and to be accepted into it. This 14-month-long program has its teacher candidates in the classroom, paired with a mentor teacher, from the beginning of the school year to the end. And it pays a living wage stipend to cover expenses. All of the courses revolved around our experiences in the classroom. While I was working with the students in my classroom, I was learning strategies for addressing specific learning needs from my mentor teacher and from the faculty teaching my courses. I could bring my real classroom challenges to these expert educators and work with them to develop instructional solutions. The CSU-LA teacher residency program also ensured that I could teach to the Common Core State Standards for mathematics. This was a particular benefit of the program, as many schools in the LA area
(and I’m sure across the country) are struggling to implement these standards. I believe I started my first year of teaching ahead of the game due to the focus on the standards in my preparation program.

Because the Teacher Quality Partnership grant program requires partnerships between higher education institutions and high-need schools, the school where I conducted my teacher residency was very similar in terms of student demographics, school culture, and workplace conditions to the school where I just completed my first year of teaching. My residency was at Woodrow Wilson Senior High School in El Sereno, Los Angeles, five miles away from my current school at Felicitas and Gonzalo Mendez Learning Center, Engineering and Technology. Very similar to Mendez, the population at Wilson was 95% Hispanic. Hence, I worked with many Spanish-speaking students and English language learners. Although the language barrier may be viewed as a challenge, I saw it as an opportunity to share a common struggle because I was an English learner too. In retrospect, the similarities are quite parallel. In Mendez, my kids eat hot Cheetos because it’s all they can afford. They are late to school because they have to walk long distances, as their families don’t have cars and can’t afford bus fare. Many don’t have uniforms because their families can’t afford them. Often my students don’t complete homework because they have siblings they must care for at their homes. These are big challenges to meeting academic expectations, but I know how to work with my students to meet my expectations because I encountered these same challenges in my residency year.

Going into my first year, I had my fears, but I was more excited than anything. Talking to some veterans, I heard discouraging comments about the first year of teaching. “You will break down. You will get sick. You might want to change professions. Say no to extra activities.” All right, I get it! But little did they know, those negative remarks just fueled my motivation to do better. My focus in the beginning of this school year was classroom management and classroom culture—to build relationships, set routines, and create a safe and loving environment. I knew that if I set high expectations for learning, I needed to have a foundation of strong relationships with my students and their families. In my residency year, I conducted many home visits and learned how to build one-on-one relationships with the kids so that they were motivated to learn. I employed these strategies on day one of my first year. I also joined a Pioneer Program that provided formal observations and conferences with my principal and other professional colleagues on my instructional practices, which contributed to my continual growth as a teacher. In addition, I signed up to be the Jiu Jitsu, Anime Club, and Powderpuff advisor and coordinator. I wanted to encourage my students’ creativity and academic learning in activities outside the regular classroom. I also taught Saturday school to prepare our students for the California High School Exit Exam (CAHSEE), a test students must pass to earn a high school diploma, and our CAHSEE passing rate in math increased 11%.

If I did not share my zero-seniority status, no one would have thought I was a first-year teacher. My goals and the rigor of my classroom were equivalent to those of a veteran teacher. My students and I respected one another; my curriculum was created around student-centered approaches, and I knew how to quickly assess students’ abilities and learning struggles so that I could meet their learning needs. And I was more accepted as a first-year teacher because of my ability to collaborate. In fact, my colleagues had so much faith in me that they made me chair of the math department. I could not have achieved all of these successes without the preparation I received through the teacher residency program at CSU-LA.

There is pressure on the kids I serve to fit the stereotypes that are cast upon them. Without my teacher residency program, I fear that I may have seen these students as a stereotype instead of working with them to show them that they can be successful learners. My goal as an educator is to prepare my students so that they have opportunities—like I do now, coming to Capitol Hill. Maybe they will testify
in a briefing like me, maybe they’ll be working as staff, like many of you in the audience, or maybe they will be Members of Congress who have the power to decide how to invest our federal dollars. I hope that if they pursue the last option, they will choose to invest in programs like the Teacher Quality Partnership grants, so that teacher residency programs like the one I completed can continue to prepare highly effective new teachers.
STATEMENT OF PATRICE DUNCAN
3RD GRADE TEACHER, CLARK ELEMENTARY SCHOOL
WICHITA, KANSAS

I look forward to talking to you about how my preparation at Wichita State University contributed to my successful first years of teaching. I don’t come from a long line of teachers. In fact, I am the first in my family. I am also the first college graduate of my immediate family. As I am the youngest of six children, you can imagine that this was quite the accomplishment.

I came into teaching a little later in life. I was a single mother who wanted to switch careers. Thus, I was thrilled to learn about Wichita State University’s Co-Op program. This program allows college students to work in their fields of interest (while receiving a paycheck) and earn college credits at the same time. The program enabled me to quit my full-time job with a pharmaceutical research company so that I could attend school full time to become a teacher. Being able to support myself while receiving top-notch preparation through Wichita State University’s College of Education has contributed significantly to my success as a new teacher.

Perhaps the greatest benefit to receiving my teacher preparation through Wichita State University and participating in the Co-Op program was that I was able to be in the PK-12 classroom from the first day of my program. Everything I learned in my course work was grounded in what was happening in real classrooms. And I could bring my experiences in the classrooms—my challenges and successes working with students—back to the faculty and analyze them together to see what I should do differently or how to build on my successes.

I was very excited when Judy Wright, the principal of Clark Elementary, contacted me to interview for my first Co-Op placement. She very plainly asked me, “Why do you want to be an educator?” I’m going to tell you what I told her: As a student, I never felt exceptional. It appeared to me that the only students who received that extra push, encouragement, and motivation from their teachers were either the academically gifted or the academically challenged. I was neither. I felt as if I was overlooked and left by the wayside. Thus, my aspiration as a teacher is to help each student reach her personal best. Especially those students that don’t have a support team designed for them.

After the interview, Principal Wright placed me in the fourth grade classroom of Tiffanie Shook. She was an awesome teacher! Her teaching style was somewhat similar to how I imagined my own. She was fun and engaging and had total control of her classroom. While in her class, I saw how she was able to reach the needs of all her students.

My instructors at WSU were very helpful, and it was clear that their goal was for each of us to succeed. I was finally getting the encouragement and push that I needed as a student. It was so refreshing to go into the classroom and put what I was learning in my courses into practice—such as the “Big 5,” scaffolding, and different math methods. The Human Growth and Development courses at WSU helped me to understand the physical and emotional needs of my learners. Combining the courses and clinical experience, I was able to adjust and modify my instructional practices to meet the skill level of my students. Was this a challenge? Indeed it was, but I learned how to use my resources very quickly.

Clark Elementary is a Title I neighborhood school with approximately 380 students. Of these students, about 2/3 of them are Black or multi-ethnic. The class sizes at Clark range from 18 to 25 students per
classroom, and my class sizes have been closer to the 25 mark. Several of our students have behavior problems and lack support from the home. However, the staff at Clark works together to provide student success both in and out of the classroom. Encouragement is provided to parents along with ways to be involved in their child’s learning.

During my preservice time at Clark, a behavior program called B.I.S.T. was implemented across the school. It had an immediate positive impact on classroom culture and student behavior. I remember being eager to get my very own classroom just so I could use portions of the program to enhance my classroom management and enable me to better meet the needs of my very own students.

Before I moved on to my next clinical placement, Principal Wright shared with me how thankful she was to have had me there. She said she saw so much promise in my teaching career and that I should contact her after graduating and receiving my teaching license.

My next placement was at Coleman Middle School. Although this placement wasn’t at the primary level, it was a very useful experience. There I worked as an Advancement Via Individual Determination or AVID tutor and as a least restrictive environment (LRE) educator. As an LRE educator, my job was to assist academically challenged students within the classroom. This work consisted of monitoring and helping them with their pacing and organization, as well as with clarifying lessons and assignments. This challenge gave me a deeper understanding of how to help a student succeed.

In May of 2011, I graduated from Wichita State University with my bachelor of arts in education. Many of the graduates were nervous about finding a job for the upcoming school year due to a hiring freeze within the district. I immediately thought about Principal Wright’s parting words to me when I finished my clinical placement at her school. I contacted her as soon as possible and secured an interview. In mid-August I got the good news that I was going to be a third-grade teacher at Clark Elementary. Fortunately, because I was previously employed with the district, I was considered to be an internal hire and not affected by the freeze.

I’ve just completed my second year at Clark Elementary as a third-grade teacher. It has been such a joy to experience my students’ success, to witness that “light bulb” moment when they really grasp and understand a concept.

At times my experiences at Clark are still challenging, but never more than I can handle. My preparation for the classroom was outstanding as it instilled so much knowledge and needed confidence in me. I am so very grateful for where I am today, and I attribute a great deal of my success to my preparation at Wichita State University. I urge Congress to continue funding the Teacher Quality Partnership grant program so that other higher education institutions can be as supported as Wichita State University is in their efforts to reorient their programs around clinical preparation to prepare their candidates to meet the needs of the diverse learners in today’s high-need schools.