

Student: **David**

Point Total: **24.5**

Topic: **Preparing Teachers**

1. Number of Articles: **5**
2. Articles are related to the topic? **Yes**
3. Handouts
 - Citations included? **Yes**
 - Key points included? **Yes**
 - Clear and useful for audience? **Yes**
4. Strengths and/or weaknesses of each article are analyzed and discussed?

Yes, you knew the articles very well.

5. Applications for policy are considered?

Yes. You really understand the concept “policy implications,” which is great. It’s not just a question of what conclusions the authors may have made regarding policy, but your assessment of how these studies/results/etc. may relate to or influence stakeholders as well as decision-makers.

6. Questions are answered fully and appropriately?

Yes. The only thing I would say is don’t feel like you have to apologize if someone asks a question that you didn’t see addressed in the literature—you’re not actually expected to have read everything! ☺ Sometimes people go beyond the specific focus of the presentation with their questions.

7. Additional comments

- Nice job in your intro of framing the issue, mentioning the political elements, etc.
- I liked the inclusion of the additional readings, as well as the fact you referenced them throughout. They didn’t seem like a list tacked on, but instead a legitimate “you can read more about this in article X.”
- It was interesting to see the journal stats included each time—I like that idea.
- The question you brought up that stood out the most for me was whether making certification harder thus makes it more valuable—I think this is a **hugely** important question that is largely overlooked in the current debates over this issue. This is a line of research you could really expand.

WHAT IS THE BEST WAY TO PREPARE TEACHERS?

David Blaiklock

Background

No Child Left Behind requires Highly Qualified Teachers

There are many bureaucratic barriers to obtaining certification

Obtaining Certification through traditional pathways can be expensive and time consuming.

Many states encouraged to develop alternative pathways.

Contention

Secretary's report to the President (required by Title II of the *HEA*) criticized traditional teaching preparation programs and advocated for alternative programs.

Position in Secretary's report based on publication of Kate Walsh with Abell Foundation.

Linda Darling-Hammond responded with an analysis of Walsh's research that strongly questions the conclusion in the Abell Foundation paper.

Teacher Preparation Pathways

Traditional-Primarily an undergraduate or graduate program that focuses on teaching content knowledge and pedagogy. Includes practicum and teacher completes program prior to becoming a teacher of record.

Alternative-There is no standard alternative teaching pathway. The type of alternative pathways can be broken into 11 separate categories.

What do we want from teacher preparation?

Teachers who feel prepared.

Policy issue-Job satisfaction, teacher retention, administrative resources.

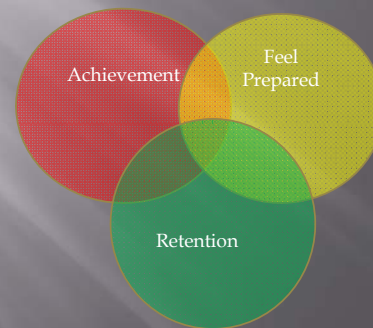
Teachers who will remain in the field.

Policy Issues- Teacher retention, cost of turnover, ability to develop capacity of effective teaching workforce.

Students to learn.

Policy Issues-Developing educated population, providing certified/effective teachers to hard to staff schools.

Teacher Preparation



Feeling Prepared

Darling-Hammond, L., Chung, R., & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach?. *Journal of Teacher Education*, 53(4), 286-302.

Journal of Teacher Education

- ▣ 5% Acceptance
- ▣ 11-20% Invited Articles
- ▣ 3 In-house reviewers
- ▣ 3 External Reviewers
- ▣ Published 5 times a year

Purpose

Examine if teachers prepared through alternative means feel as prepared as teachers prepared through traditional paths.

Rationale

Previous research has indicated that teachers prepared through traditional pathways feel prepared and are likely to remain in the field longer.

Participants

N=2956

- ▣ 80% Female
- ▣ 68% <35 Years Old
- ▣ 74% Certified
 - 66% Certified through University
 - 34% Certified through transcript review
- ▣ 65% White
- ▣ 15% Hispanic
- ▣ 13% African American

Context

The participants were all teachers who had taught for less than 4 years in the New York City Public School System

Procedure

A survey was mailed to the identified participants.

A follow up letter was mailed.

Programs with more than 20 participants were compared.

Sample was adjusted to teachers who had only taught for 3 years (reduced sample to 2,302).

Compared results for traditional pathway to alternate pathways (transcript review, TFA, emergency certification)

Survey

Developed by New Vision

Focused on the categories:

- Promoted student learning
- Teach critical skills and thinking
- Use technology
- Understand learners
- Develop instructional leadership

Results

Teachers prepared by traditional pathways reported significantly higher preparedness on knowledge about curriculum and instructional skills.

TFA felt significantly less prepared than traditional.

Teachers who began on emergency credentials felt less prepared than traditionally prepared teachers.

Overall traditional path teachers felt more prepared than nontraditional who in turn felt more prepared than uncertified teachers.

Successful Programs

Combine experience, reflection, and study.

Strong liberal arts education with intensive preparation for teaching.

Conclusions

Teachers prepared in traditional programs feel more confident and prepared than teachers prepared by alternative means.

Alternatively certified teachers feel less prepared which may contribute to lower retention.

Appropriate preparation may help teachers feel more prepared and will therefore result in lower turnover.

Policy Implications

Nontraditional certification can be more costly in terms of high turnover.

Traditional preparation provides a stronger feeling of effectiveness which may contribute to more effective teaching.

Strengths/Weaknesses

Strengths	Weaknesses
Large Sample	No information on the survey or how it was developed
	Statistical tests were not identified.
	Significance was reported but statistics were not.

Being Effective/Feeling Effective

Tournaki, N., Lyublinskaya, I., Carolan, B. V. (2008). Pathways to teacher certification: Does it really matter when it comes to efficacy and effectiveness?. *Action in Teacher Education* 30(4), 96-109.

Action in Teacher Education

- ▣ 20% Acceptance Rate
- ▣ 0% Invited Articles
- ▣ 3 External Reviewers
- ▣ 0 In-house Reviewers
- ▣ Published Quarterly

Purpose

To evaluate if alternative certified teachers are similar to traditionally prepared teachers in efficacy and effectiveness

Rationale

Previous research has had difficulty controlling for extraneous variables.

Using students who were graduating from the same college controls for when teachers entered the field, coursework taken, entry into the same school district.

Participants

N=83 (final analytic sample range 66-71)
 26 from a traditional pathway (TP) to teaching
 26 from an Alternative Path (AP 1) where teachers need 100 hours of pre-service training before they can become the teacher of record.
 31 from a second Alternative Path (AP 2) where teachers get 6 hours of summer coursework and must complete 110 hours of student teaching.

Data

Danielson's Observation Scale

Preparation
 Classroom Environment
 Instruction

Gibson and Dembo's Teacher Efficacy Scale

Efficacy defined as teacher's beliefs in their ability to effect student outcomes
 16 items on a 6 point likert scale

Procedures

Each teacher was observed by a retired school administrator twice in the Spring.
 Observations lasted 45-50 minutes.
 Observations were 2-3 weeks apart.
 The 2 scores were averaged.
 Reliability between observations was .85
 Teachers completed self-efficacy scale after second observation.

Analysis

ANOVA
 Multiple Regression using Effectiveness and Efficacy as Covariates

Results

ANOVA revealed no significant differences for effectiveness or efficacy.
 Multiple Regression was significant for classroom environment for AP 2.
 Number of years teaching had positive effect on planning, classroom environment, and instruction.

Conclusions

Alternative Preparation yields the same effectiveness and efficacy as Traditional Preparation.

Policy Implications

Alternative Preparation is a viable option.
 Removes bureaucratic barriers to certification.
 Removing bureaucratic barriers may attract a higher quality workforce.

Strengths/Weaknesses

Strengths	Weaknesses
Compares 3 separate alternate pathways	Only two observations (no report of them being blind).
Good description of efficacy and effectiveness	No measure of IOA
	No reliability reported with effectiveness scale.
	Discussion drifts outside of the scope of the article.
	All teachers were completing the same graduate program.

Retention

Latham, N. I. & Vogt, W. P. (2007). Do professional development schools reduce teacher attrition? Evidence from a longitudinal study of 1,000 graduates. *Journal of Teacher Education* 58(2), 153-167.

Journal of Teacher Education

- ▣ 5% Acceptance
- ▣ 11-20% Invited Articles
- ▣ 3 In-house reviewers
- ▣ 3 External Reviewers
- ▣ Published 5 times a year

Purpose

To determine if the Professional Development School (PDS) model prepares teachers who remain in the field longer than other pathways.

Rationale

Though teachers leave the field for reasons other than preparation, some preparation programs may better equip teachers for the classroom resulting in an increased likelihood to stay in the field. Previous research on PDS has used small samples or have focused on brief periods of time.

Participants

Sample drawn from U of Illinois graduates from 1997-2003.

N=1065 (PDS-506, Traditional-559)

965 Females, 100 Males

93% White, 3% African American, 3% Hispanic

48% started education at U of Illinois, 37% transferred from community college, 6% transferred from other institution, 9% already had bachelor's degree.

Data

Obtained from databases.

Controlled for gender, ethnicity, and native v. transfer, academic readiness

Entry into Teaching-Yes or no

Number of years persisting in teaching

Years not in education (to control for the differing number of years graduates could have been teaching)-Total number of year could have been teaching minus total number of years they were teaching

Procedure

PDS defined as students completing student teaching experiences that span more than one semester.

Traditional sample was drawn from 2,136 graduates

Traditional sample was created by stratified by year.

Number of PDS graduates was divided into number of traditional graduates for each year.

Sample was created using every nth strategy.

Analysis

Correlation-gender and years not teaching, gender and no employment, academic achievement indicators and either entry into employment or persistence

ANOVA-ethnicity and persistence in education, native v. transfer and years not in education

Chi-Square-employed or not for ethnicity, native v. transfer and ever employed

t-test-compared PDS to traditional

multiple regression-used to measure effects of traditional and PDS on persistence in education

Results

68% became employed as teachers at some point, 42% were employed immediately after certification, of teachers who began teaching and then left, 58% percent did so in the first year

No Significance:

Becoming Employed by ethnicity

Correlation between gender and years not teaching or gender and gaining employment

Correlation between academic ability and either entry into field or persistence in teaching

Significant Difference:

Between community college transfer students and native students on number of years not teaching

Between native v. transfer and gaining employment

PDS teachers were employed for longer periods of time than traditional prepared teachers.

PDS had higher percentage of being employed than non-PDS (Stat test not named) $p < .01$

Multiple Regression-PDS and higher GPA associated with persistence in field

Logistic Regression found PDS to be significantly related to gaining employment, community college transfer was significantly related to not getting employment.

Conclusion

PDS teachers were more likely to get jobs and stay in them longer, community college transfers were less likely to get jobs. Though they require more effort, PDS programs prepare teachers who stay in the field longer.

PDS significantly influenced teachers staying in the field, GPA predicted likelihood of gaining employment (challenges claim that brightest teachers are more likely to leave the field), community college transfers most likely to leave field

Policy Implications

Longer Practicum may increase retention.

Retention reduces costs associated with hiring and helps develop capacity.

Does making certification harder make it more valuable?

Strengths/Weaknesses

Strengths	Weaknesses
Objective literature review	Calculation of years not teaching.
Systematic selection of comparison group.	Not always clear on what statistical analysis was used.
	Great deal of discussion in results section.
	Only looked at employment in Illinois.

Achievement

Glazerman, S., Mayer, D., & Decker, P. (2006). Alternative routes to teaching: The impacts of Teach for American on student achievement and other outcomes. *Journal of Policy Analysis and Management*, 25(1), 75-96.

Journal of Policy Analysis and Management

- ▣ 6-10% Acceptance rate
- ▣ 0-5% Invited Articles
- ▣ 3 External Reviewers
- ▣ 1 In-House Reviewer
- ▣ Published Quarterly

Purpose

To examine if students taught by TFA prepared teachers achieve at the same rate as students taught by teachers prepared by other paths.

Rationale

Previous research has produced mixed results in examining if there is a difference in the achievement of students taught by traditional v. TFA teachers.

Participants

TFA (broken down into certified and uncertified categories)
n=41
Non-TFA- n=57 (18 novice, 39 veteran)
TFA taught 785 students
Non-TFA Taught 980 students

Context

Nationwide in schools willing to comply with random assignment of students to classrooms. Regions included Baltimore, Chicago, Compton, Houston, New Orleans, and the Mississippi Delta

Data

Abbreviated version of Iowa Basic Skills Test (IBST).

Procedure

Students were randomly assigned to classrooms. A pretest of the IBST was administered at the beginning of the year and a posttest was administered at the end of the year.
A formula was developed to estimate the impact of being taught by a TFA

Results

TFA predicted significantly greater gains in math, also made greater gains in reading but not significant
Using impact formula standardized effect size is .15 (10% of a grade equivalent)
TFA v Novice-TFA performed better on math (effect size .26)
TFA v. Traditional- Traditional performed slightly better on reading and math
Sensitivity test yielded no significant differences amongst subgroups.

Conclusion

TFA teachers have a positive impact on math. There is no explanation for why they do not have a similar impact on reading. At best, TFA teacher preparation is comparable to traditional teacher preparation. Though TFA teachers may not be the perfect solution, for low-SES hard to staff schools they will provide a better education than the uncertified personnel that is teaching there.

Policy Implications

TFA may be a strong alternative for teacher preparation.

Using TFA may help bridge the achievement gap between high and low-SES schools.

Is better than what they have good enough for these high need schools.

If low SES-schools are attracting the least qualified teachers and the TFA teachers are barely outperforming them then is the TFA model really solving the problem?

Strengths/Weaknesses

Strengths	Weaknesses
Excellent description of TFA	Potential Reliability issue with abbreviated ITBS
Random Assignment	All TFA teachers grouped together
	Dismissive of certified teachers outperforming TFA teachers.

Achievement

Gimbert, B., Bol, L., & Wallace, D. (2007). The influence of teacher preparation on student achievement and the application of national standards by teachers of mathematics in urban secondary schools. *Education and Urban Society* 40(1), 91-117.

Education and Urban Society

- ▣ 19% Acceptance Rate
- ▣ 0-5% Invited Articles
- ▣ 3 External Reviewers
- ▣ 0 In-House Reviewers
- ▣ Published 6 times a year

Purpose

To compare alternatively certified with traditionally certified teachers on teaching mathematics.

To compare the ability of alternatively certified teachers to traditionally certified teachers in implementing a standard curriculum

Rationale

Previous research indicates students of alternative path teachers learn at rates similar to those of traditional path teachers. Research has also supported following specific standards for mathematics

Participants

6 first year TTT (4 high school, 2 middle) were paired with
6 first year traditional path (4 high school, 2 middle)
Schools were designated Title I (47-52% disadvantaged)

Context

In a Virginia school system that had received a
Transition to Teaching (TTT) grant for hard to staff
schools.
The TTT program was a career switcher program that
was tied to a university.
Must complete a 5-week summer institute.
Commit to 3 years of teaching.

Data

SOL scores

District Scores

Taken Quarterly

Multiple Choice

Observation Form

4 point Likert scale

Reliability = .87

Interobserver Agreement = 67%

Procedures

Students randomly assigned to Algebra I classes
Quarterly District Tests and SOLs were administered
according to district practices.
Observations were completed 3-4 times throughout
the school year.

Analysis

ANOVA
MANOVA
Descriptive analysis of mean scores on observations.

Results

No significant difference on SOL (alt students had
higher mean score, student with traditional scored
significantly higher on statistics)

Trad path students scored higher on first quarter
district test, alt path students scored sig higher on
2nd quarter district test, no significant differences

Alt had higher mean observation scores on most
observation items, observations had negative
correlation with test scores

Conclusions

Alt path teachers from TTT can produce similar results as traditional path teachers

Policy Implications

Alternative Certification pathways may be a good option to resolve personnel shortages.

Grant programs to districts help contextualize the alternative pathway to serve the district's specific needs.

Strengths/Weaknesses

Strengths	Weaknesses
Excellent Literature Review	Small N
Matched Pairs Teachers	Low Interobserver Agreement
Random Assignment to Groups	Inverse relationship between observation forms and test scores.
	34% Attrition

Summary

TFA produces teachers who are comparable to certified teachers in hard to staff schools.
Retention and capacity may be an issue.

Traditional pathways produce teachers who feel more prepared than alternative pathways.

Longer preparation programs may develop stronger investment in the field resulting in lower turnover.

Policy Issues

Turnover

- ❑ Cost to hire
- ❑ Time resources to hire
- ❑ Applicant Pool

Feeling Prepared

- ❑ Develop Capacity
- ❑ May contribute to student achievement

Achievement

- ❑ Closing the Gap in hard to staff schools
- ❑ Effective instructional practices

Alternate Programs

- ❑ Contextualized to needs of school system