NYU Steinhardt
Steinhardt School of Culture, Education, and Human Development

Mary Brabeck, *Gale and Ira Drukier Dean*

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United States Senate
Committee on Health, Education, Labor and Pensions
428 Senate Dirksen Office Building
Washington, D.C. 20510

Dear Chairman Harkin and Ranking Member Alexander:

Thank you for the opportunity to share my perspective on teacher preparation and the reauthorization of the Higher Education Act at the March 25, 2014 Committee hearing. I also appreciate the opportunity to provide recommendations on streamlining and improving Title II reporting requirements that will support continuous improvement and accountability to the public, and will assist educator preparation programs in producing teachers who will raise P-12 student achievement.

Since the Committee's hearing, the Council for the Accreditation of Educator Preparation (CAEP) held its semi-annual accreditation conference. That gave Jim Cibulka, President of CAEP, and me the opportunity to meet with deans of colleges of education representing diverse institutions from across the country. We discussed their needs as we implement the rigorous, evidence-based accreditation standards and process developed by CAEP's diverse stakeholders. A recurring theme emerged from these conversations: the need for alignment of federal, state, and local district data reporting requirements that would focus on meaningful measures to support continuous improvement as well as accountability. The question is no longer why the field should collect data and demonstrate results on P-12 student learning; it is now how we can collect meaningful data to drive improvement to meet our mission in producing effective teachers for every classroom. The HELP Committee can make an important contribution in support of this mission and I provide the following recommendations for your consideration as you work toward the reauthorization of the Higher Education Act (HEA):

Priority Title II Reporting Recommendations:
CAEP offers the following general recommendations to better facilitate transparency, accountability, and most importantly, the improvement of teacher preparation programs.

Priority Recommendation #1-- Align Title II reporting with the outcome-based national accreditation's annual reporting, state licensure, and program approval systems, shifting the focus of reporting requirements under Section 205 (a) (institutional and program report cards) **and (b)** (state report card) **to meaningful, actionable measures grounded in evidence that supports continuous improvement of teacher preparation.** Currently, metrics on the Title II institutional and state report cards

Joseph and Violet Pless Hall | 82 Washington Square East, 4th Floor | New York, New York 10003-6680
212 998 5000 | 212 995 4191 fax | www.steinhardt.nyu.edu

do not capture what educator preparation programs and states need to know about program quality, outcomes, impacts, and characteristics.

I suggest using CAEP's outcomes-based annual reporting measures for this purpose. The measures include: (1) Impact on P-12 learning and development; (2) Indicators of teaching effectiveness; (3) Results of employer surveys, including retention and employment milestones; (4) Results of completer surveys; (5) Graduation rates; (6) Ability of completers to meet licensing (certification) and any additional state requirements; (7) Ability of completers to be hired in education positions for which they were prepared, and (8) Student loan default rates and other consumer information.

Priority Recommendation #2--Integrate a limited number of high leverage program characteristic measures into Title II reporting to support continuous improvement. This is needed both for accountability reporting and for continuous improvement. It would enable providers to associate attributes of their preparation programs with candidate outcomes and impacts, identifying courses and experiences that are working as intended and others that are falling short.

To implement this recommendation I suggest that the Committee specify high leverage aspects of preparation in which actual measures should be developed, including the following: (1) deep knowledge of content the candidate plans to teach and of the specialized knowledge that is needed to teach that content; (2) evidence of strong clinical practice with school district partners that have demonstrated success in P-12 learning for diverse students; (3) opportunities for candidates to practice and develop their skills with mentoring by trained clinical faculty; and (4) recruitment and selection of candidates who reflect the diversity of American P-12 students and demonstrate high levels of academic achievement and ability. The Department of Education should convene a diverse group of stakeholders, including institutions, alternative providers, states, researchers, accreditors, and employers to develop metrics and clear and consistent data definitions on program characteristics for Title II reporting. NCES and federal contractors responsible for collecting the data and other data analytics and systems developers should be engaged to provide recommendations on reducing reporting burden and duplication.

Priority Recommendation #3 --Support research and expand knowledge in the field of educator preparation. Amend HEA to give the Institute of Education Sciences (IES) explicit responsibility for research on educator preparation, including program characteristics that are most effective in producing effective teachers. IES should convene an advisory and oversight panel to regularly review and make recommendations on specific questions that research should address and on guidelines for ensuring reliability and validity of the results. The panel should include, among others, representatives of institutional and alternative educator preparation providers, the AERA, APA and organizations focused on educator preparation quality, such as CAEP. To support this effort, IES should be encouraged to set aside a minimum (e.g., 10 percent of grant funds) for this purpose annually.

Priority Recommendation #4 –Increase data capacity in the field and reduce duplicative reporting efforts by requiring the federal contractor responsible for Title II data collection, to collect, aggregate and report data to institutions, alternatives, and states. Currently, a federal contractor collects Title II data, but does not aggregate or report data back to states or institutions. The states are burdened with the heavy responsibility for aggregating all of the Title II data as well as collecting and reporting data on alternative programs. All educator preparation providers, including alternatives, should use the proposed and improved Title II data reporting system, allowing Westat or other contractors to aggregate the data and report it back to the states and programs for continuous improvement. The added responsibility of aggregating and reporting the data would significantly decrease reporting burden among the states and provide programs with meaningful information that would promote program improvement. By aligning data to accreditation's outcome-based system, the reporting burden among the programs would also be significantly decreased. Through this system, the Title II data collection and processing arrangements could aggregate data on a national level, providing useful information to Congress, policymakers, accreditors, the field, and the public.

Institutional and Program Reporting Recommendations

I. Existing reporting requirements that should be revised to be more useful to teacher candidates, school districts, institutions of higher education, state officials, and Congress.

▪**Section I, Program Information:** (B) Retain minimum GPAs and minimum scores or group averages from nationally normed standardized tests. Improve reporting by adding cohort average GPA and normed test scores as key indicators of a program's selectivity. (C) Retain demographic information elements and add percentages and ethnicity/race data for whole institution as comparison indicators for recruitment and selection efforts. (D) Combine the number of full-time and adjunct faculty supervising clinical experience, and E) Combine Academic and Subject Areas charts.

Two of my "priority" recommendations, above, are directly relevant to existing requirements that should be revised to be more useful. Priority Recommendation #1 suggests revising the institutional and program reporting requirements and using CAEP's outcomes-based annual reporting measures instead. Priority Recommendation #2 suggests high leverage aspects of preparation for which explicit metrics should be developed, and also suggests how that could be implemented.

▪**Section III, Pass Rates and Scaled Scores**: elements including the number passing each test; pass rate percentile; statewide average pass rate percentile; and previous academic year summary pass rate data are already collected and reported. Reporting requirements on pass rate percentiles can be aggregated by the federal contractor responsible for data collection and reporting. Retaining pass rates and scaled scores by test administration would allow the field to determine how many teacher candidates pass the examinations the first time.

II. Existing reporting requirements that should be eliminated and why:

▪**Section I, Program Information:** (A) elements on program information on TQP grantee status; (B) elements including essay or personal statements, links to websites on admission requirements, binary element on conditionally admitting students; and narrative-based elements on additional or "other" information; Section I (D) narrative-based element asking for additional information on clinical experience; and (F) previous academic year data already collected and reported. These data elements are either duplicative or are not meaningful, actionable data that would support program improvement or enhance program accountability.
▪**Section II, Goals and Assurances:** narrative descriptions of strategies and steps to achieve goals and improve performance; previous academic year goals in shortage areas already collected and reported; narrative element asking for additional information on annual goals; and assurances section. Narrative elements are not outcome or performance-based.
▪**Section III, Pass Rates and Scaled Scores**: previous academic year summary pass rate data are already collected and reported.
▪**Section V Use of Technology; Section VI Teacher Training; and Section VII optional contextual information.** Compliance-oriented binary questions or narrative do not produce meaningful, actionable data that would drive improvement.

State Reporting Recommendations

I. Existing reporting requirements that should be revised to be more useful to teacher candidates, school districts, institutions of higher education, state officials, and Congress.

▪**Section I, Program Information:** (B) Retain minimum GPAs and minimum scores or group averages on national normed-national tests. Improve reporting by adding median GPA and normed test scores as key indicators of program's selectivity. (C) Retain demographic information elements and add percentages and ethnicity/race data for whole institution as indicators for recruitment and selection efforts. (D) Combine # of full-time and adjunct faculty supervising clinical experience and (E) Combine Academic and Subject Areas charts.

As in the section above on institutional reporting, my Priority Recommendation #2 on high leverage aspects of preparation for which explicit metrics should be developed is relevant here.

Section 5, Pass rates and scaled scores: Retain and add national scaled score.

▪**Section VII, Criteria for assessing the performance of teacher preparations programs:** Consider revising this section by eliminating binary questions and narrative elements with performance-based outcomes. I would repeat my Priority Recommendation #1 here on using CAEP's outcomes-based annual reporting measures in this revision.

II. Existing reporting requirements that should be eliminated and why:

Section I, Program Information: (B) entry and exit requirements for traditional programs (C) entry and exit requirements for alternatives (D) enrollees, (E) clinical clock hours and faculty supervision, (F) number certified, and (G) completers and certification disaggregated by different types of programs. If all teacher preparation programs, including alternatives, report this information in the program report, the federal contractor could aggregate data by state, reducing the state reporting burden (See priority recommendation #4).

Section II, Assurances: The current assurances are not relevant and do not provide meaningful or actionable information to improve program quality, and impact.

Section IV, State teacher standards and criteria for certification or licensure: Questions 10-17. The binary, compliance-oriented questions are not meaningful or actionable.

Section VI, Alternative routes to teacher certification. This section would be unnecessary if all educator preparation providers reported data directly through their program reports and Westat or another contractor aggregated data by state (See priority recommendation #4).

Section IX, Shortages of highly qualified teachers; The binary questions on whether or not preparation programs in the state address shortages do not support program improvement. It would be more useful to have the state identify shortage areas and anticipated number of educators needed to fill the shortage areas.

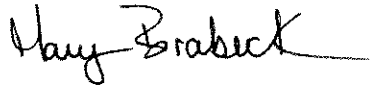
Section X, Use of technology: The current assurances are not relevant and do not provide meaningful or actionable information to improve program quality, and impact.

Section XI (efforts to improve teacher quality): The current assurances are not relevant and do not provide meaningful or actionable information to improve program quality, and impact.

Thank you again for the opportunity to provide recommendations on Title II reporting to improve the field of educator preparation. As I mentioned in my testimony, we now have a historic opportunity to do what the Flexner Report did for medical education in 1910. That report called on American medical schools to enact higher admission and graduation standards, to adhere strictly to robust scientific knowledge in teaching and research, and to shift toward a clinical model, spurring the transformation of the field of medicine into a profession of stature. Prior to the release of that report, medical schools differed greatly in their curricula, methods of assessment and requirements for admission and graduation, and clinical preparation. These are the current challenges in educator preparation. The Flexner report had an indelible impact on medical education and lifted the stature of the

profession. The reauthorization of the Higher Education Act could accelerate the urgent reform needed to prepare effective educators for every child in our nation's schools.

Sincerely,



Mary Brabeck, Ph.D.
Gale and Ira Drukier Dean
Professor of Applied Psychology