School District Investment in the Preparation and Induction of Student Teachers

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Abstract

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There has been increasing negative attention cast on the preparation of our Nation's teachers given the rise in accountability and evaluation measures focused on students and their teachers. Efforts presume that an increased evidence-based education system will solve the problems facing education (Cochran-Smith, 2006). Conversations and subsequent policy development have targeted university teacher preparation programs with goals of improving candidate preparedness and effectiveness in the classroom in order to raise student achievement. In this paper I instead argue that a central problem with teacher preparation programs are issues embedded within a larger dilemma; the fragmentation and lack of programmatic structure between university preparation programs and school districts. I suggest that school districts should be the driving force in developing more integrative approaches to teacher preparation by investing in the preparation and induction of student teachers into the career. However, to realize this opportunity districts must reimagine their roles and responsibilities in the student-teaching preparation process. This paper will suggest and provide organizational structures, frameworks and tools to support school districts in looking at the investment beyond the initial student teaching experience to align practices with induction and orientation practices in order to prepare, hire and retain more highly qualified teachers.

Introduction of the Challenge

Negative attention has heightened reform efforts in teacher preparation due to noticeable declines in student achievement particularly in comparison to their worldwide counterparts (Darling-Hammond, 2006; Levine, 2006; National Council on Teaching Quality [NCTQ], 2013). Countries that had previously been unacknowledged for their achievement gains in education have risen and surpassed the United States in student achievement leading to an increased focus on developing and retaining highly qualified teachers. Conversations and policy development target university-based preparation programs as a fundamental weakness due to the perceived lack of preparedness and insufficient subject matter preparation to meet the complex and diverse needs of our Nation's students (Darling-Hammond, 2006; Levine, 2006). The quality of teachers in classrooms is becoming equated to their degree of preparation, which has now shifted the attention to the "crisis" of teacher preparation and has prompted urgent changes in educator preparation (Bullough, 2014). As a result of the inconclusiveness of research and continual criticism that there is minimal application of learning from the teacher education program, teacher preparation program reform efforts have shifted to become more evidence-based and outcome oriented in attempting to understand and prove effectiveness of teacher preparation programs (Cochran-Smith, 2006).

Given the extensive nature, scale, depth, and timing of policies, policy goals focus on improving candidate preparedness and effectiveness in the classroom to raise student achievement. Reform efforts have focused on evaluation tools, such as performance assessments like the education Teacher Performance Assessment (edTPA), which intend to provide data which indicates teacher candidate's learning and abilities from their programs as well as their readiness to enter the classroom (Stanford Center for Assessment, Learning and Equity

[SCALE], 2013). However, policymakers have not fully and accurately identified the problem to which they are hastily providing solutions. The identified problems of teacher preparation programs are instead issues incisive to a larger dilemma, the perpetual fragmentation and disconnection between university preparation programs and school districts. Instead of an exclusive policy focus on mandates and assessments to determine the value of a program and readiness of a candidate, as currently is directed by policymakers, policy goals should invest in district capacity building in an effort to construct coordinated responsibility and partnerships between school districts and preparation programs.

Project Focus

The focus of this project was to examine how school districts are reacting to this increased public and political pressure to put better teachers within their classrooms. A central question driving this work was; Are districts leveraging their investment in the student-teaching process in an efficient and effective way? Additionally, the project tried to consider how school districts can evolve to make a concerted effort to leverage their investment in the student-teaching process in order to prepare, hire and retain more highly qualified teachers. This project was not designed to be an exhaustive, research study of the challenges of improving the student teaching experience, cooperating teachers, or district hiring practices writ large, but rather an initial exploration into one district and the challenges it faces in all three of these areas. The degree to which this project can inform how others explore the challenges within their districts, will depend in large part on the similarities of size, demographics, and history within their district.

This paper intends to understand school district investment in the preparation and induction of student teachers by: 1) exploring the literature 2) highlighting the central problems with student-teaching induction within districts 3) describing probable accountability measures for school districts to better invest in the teacher preparation process, 4) providing organizational frameworks and tools to support school districts in looking at the investment of induction and orientation practices and finally, 5) exposing challenges to implementation and next steps. Accordingly, I focused my exploration into district investment processes by assessing and evaluating the practices in a large suburban school district in the Pacific Northwest.

District Contextual Background

In order to examine the problem of practice and understand this project design it is necessary to be aware of the contextual background of the school district and my role within the mentoring program in the district. The district examined is a large public school district in the greater Seattle area. It is one of the six largest districts in the state with over 26,000 students in 53 schools with over 1,500 teaches (LWSD, 2015). The district enrollment projections forecast a 12.9% increase over the next six years; an estimated 4,000 students (LWSD, 2015). This continued growth suggests and increase in the number of new teachers hired.

Due to the consistent growth and concern in retention among novice teachers, one of the distinctive programs that this district invests in is a first and second year teacher mentoring program. The mentoring program was implemented in the 2001-2002 school year by district administrators and the Education Association as a way to attract, retain and support the best new teachers available, and to assure that every student in the district would receive the best education possible. This program consists of seven consulting teachers whom mentor and

support over 100 teachers new to the profession and an additional 80 in their second year of teaching. I am one of the seven consulting teachers within this mentoring program. The purpose of the program is to 1) Provide teachers in their first and second years of teaching individualized guidance, resources, and support through mentoring and instructional coaching; 2) Accelerate instructional skills of the classroom teacher in order to improve student learning; and 3) Assist Year 1 and Year 2 teachers in their transition to the culture and standards of the district.

In my role as a consulting teacher, it has been noticeable among first year teachers that there is a transitional period that exists between Pre-service educators' student teaching experience and their first experience in their own classroom, where novice teachers transition what they know about teaching from their university experience into application in their classrooms (Feiman-Nemser, 2001).

While most all teachers supported have a definite transition as they embark on having their own classroom, it is important to note that this professional transition has been less significant in first year teachers whom student taught within the district. The opportunity to student teach and then be hired in the same district provides them an advantage on learning and understanding the district systems; some of which include the overall district mission/vision, evaluation system, grading systems. Even more interesting in my work with first year teachers is the professional transition has been less intense and exigent in first year teachers whom student taught and then were hired in the same grade level and building. This noticeable difference led me to investigate the district student teaching preparation practices and history of this department work.

In 2011, with the transition of a New Superintendent, the Student Teaching placement process was shifted from the responsibility of Human Resources Department to the current

Professional Learning Department. Before 2011, district administrators or teachers were contacted for placement of student teachers and were responsible for referring candidates for hiring at the completion of their program. The departmental shift was aimed to have one person, the district placement coordinator, to intercept placement requests and be involved in placement processes in order to learn and know where student teachers were in the district. As a result, the placement coordinator now communicates with all universities for placement processes. The district currently places student teachers from over thirteen university programs across the region and out-of-state. These range from online degree programs, bachelor programs to master programs. There are University Affiliation Agreements which designates a Partner University between the district and eight of these programs which signifies that the universities have a demonstrated track record of supplying quality candidates and providing strong, ongoing support. The district currently has had over 90 student teachers in the 2014-2015 school year, with a goal of continuing growth to over 100 student teachers.

My work in supporting first year teachers, coupled with an increasing number of student teachers, led me to discover this challenge of supporting student teacher candidates in their induction into the district. It has become apparent in my work that given the increased demands on teachers there is a necessity for districts and universities to partner to support candidates to be better prepared for their first year(s) in the profession. The growing quantity of student teachers and hap hazardous investment is not okay given increased demands and expectations on first year teachers. I suggest that school districts should be the driving force in developing more integrative approaches to teacher preparation by investing in the preparation and induction of student teachers into the career.

Review of the Literature

In order to understand the challenge and problem of district investment in the preparation and induction of student teachers it was critical that the project design be informed by substantial literature. A review of the literature ensured that the defined problem, project focus and artifact development were informed by research and data from the literature review. Below is the review of literature which is comprised of three general exam questions followed by the literature examination. This review of literature highlights an understanding of 1) history of teacher preparation programs 2) current shifts in policy around accountability for student learning outcomes and finally, 3) policy design perspective and the current national conversations about teacher preparations programs.

Question One

What has been and should be the role of teacher education in pre-service teacher preparation? In order to begin to develop an answer to this debate, respond in two parts. In the first, describe the historical and theoretical foundation of teacher education from the research and theoretical literature. Include research about what pre-service teachers do and don't learn from teacher education programs. In the second part, describe your position on what teacher education programs should provide and how they might be structured in terms of teacher preparation.

Introduction

Education matters more today than ever as classrooms are becoming increasingly diverse and competition throughout the world amplifies (Darling-Hammond, 2006). Everyone from parents to policymakers attempts to identify how to afford students with complex knowledge and

skills required to be successful in today's twenty-first century; centering attention on the preparation of America's teachers (Darling-Hammond, 2006). The search for extraordinary teachers involves the process of understanding how and what is crucial in the development of teachers, a question that has beleaguered the profession of teaching for centuries in America. The history of teacher preparation is defined by the ongoing struggle to determine what is vital for teachers to learn, who should teach prospective teachers, and how and if teachers should be prepared. Understanding the history of teacher preparation is critical in order to understand the role preparation programs should play today. In the following paper I will first summarize the historical and theoretical foundations of teacher education in the United States. I will then draw attention to the research that shows what pre-service teachers do and don't learn from teacher education programs. I will conclude by describing my position on the necessary elements and structure for effective teacher preparation programs.

Historical and Theoretical Foundation

Colonial Era

The history of education in American began during the colonial era and was characterized by the intimate connection between church and school (Gutek, 1970). The educational structure, teacher preparation, and even the meaning of the words teacher and school were vague and imprecise throughout this time period (Fraser, 2007). Education remained localized and decentralized with little regard to teacher preparation. Instead, colonies had individualized processes, typically based on religion, politics, and in rare cases instructional skills in literacy or arithmetic, for selection and certification of teachers (Gutek, 1970). If a person sought to be a teacher, the typical requisite was a desire to want to teach (Fraser, 2007).

Common School Movement & Normal Schools

In the beginning of the nineteenth century social reformers including Horace Mann of Massachusetts and Henry Barnard of Connecticut began the Common School Movement in an effort to develop literate citizens. The Movement placed emphasis on compulsory, public supported and controlled education including a centralized curriculum and teacher requirements (Gutek, 1970). As common schools gained acceptance, reformers and proponents noticed deficiencies among the teachers due to a perceived lack of preparation. The surfacing of deficiencies drew the public's attention to the preparation of teachers. The American Institute of Instruction reported that, "Too often, classrooms were filled by person exceedingly incompetent in many respects," (Fraser, 2007, p.63). It was recognized that the success of the common schools was reliant upon developing a qualified cadre of teachers. Mann considered the subject of teacher education of the highest importance to improve schools. He advocated, "In order to bring our schools up to the point of excellence demanded by the nature of our institutions, must there not be a special course of study and training to qualify teachers for their office? No other worldly interest presents any question comparable to these in importance" (as cited in Gutek, 1970, p.103).

It was believed by reformers like Horace Mann and Henry Barnard that only a standardized system of preparation for professionals could amend this impasse and thus the first Normal School was formed in 1839 (Fraser, 2007). They were designed as a training institution and way to promote formalized teacher preparation, ensure teacher qualifications, and ensure standards for every schoolroom (Fraser, 2007). The preparation schools included a curriculum that prepared prospective teachers in foundational knowledge in subject areas, pedagogy, instructional methodology, training in government of the school, and practice in training schools (Fraser, 2007). Proponents of normal schools and formal teacher preparation believed that a

formalized and systematic preparation program was the best way to prepare teachers because it established an understanding of pedagogical skills, high standards for the profession, and centralized control (Fraser, 2007). However, critics asserted that teachers did not require formal professional training because of the widely held belief that anyone could teach. One of the first debates in the realm of teacher preparation occurred in 1840 as opponents argued that teaching was not actually a profession and therefore knowledge of content sufficed for teaching and that multiple routes were adequate in developing effective teachers (Fraser, 2007).

Normal schools were still considered the elite form for teacher preparation until the early 1900s (Fraser, 2007). However, the first decade of the twentieth century became a time when the struggle over control of teacher preparation was becoming particularly significant as normal schools evolved into state colleges and universities. Schools that had been devoted exclusively to the preparation of teachers mostly disappeared as colleges and universities assumed responsibility for teacher education (Darling-Hammond & Bransford, 2005).

College & University-Based Preparation Programs

Normal schools were nearly obsolete by the 1940s (Fraser, 2007). The disappearance of normal schools took away the autonomous professional school dedicated to the teaching profession and the dominating concern with practical pedagogy (Clifford & Guthrie, 1988, as cited in Lampert, 2010). Practitioners were replaced by university faculty as the primary instructors resulting in a mounting umbrage among the educational practitioners and academic professors on campuses (Darling-Hammond & Bransford, 2005). Concern was raised that university programs privileged theoretical knowledge about teaching, while marginalizing practical opportunities to learn how to teach (Lampert, 2010).

The rise of the university teacher education program surfaced continual theoretical arguments about which elements were critical in preparation. During this time, Dewey (1904/1965) wrote extensively about the theoretical and practical preparation of teachers in his paper, *The Relation of Theory to Practice in Education*. He argued that developing successful teachers required not only theoretical training, but adequate time in practical work. He outlined two types of practical work: 1) apprenticeship work, which provides opportunities for novices to develop the practical skills needed to do the job smoothly on a daily basis and 2) laboratory work, which provides opportunities for novices to experiment with new practices and untested proposals. He insisted that educational theory and subject matter were essential for prospective students and that "unless the teacher has learned a subject deeply and flexibly, it will be near impossible to lead students to learn it deeply themselves" (Shulman, 1998, p.514).

In 1957, the Soviet Union successfully launched Sputnik into space. This achievement dramatically changed the perception of the American educational system, as it was now inferior to worldwide counterparts, and brought education into an international spotlight (National Council of Teacher Quality [NCTQ], 2004). Teacher preparation programs were urged to reform by addressing the perceived imbalance between liberal arts and humanities as well as pedagogy and methods which had resulted during the merge from normal schools to university-based programs (Cochran-Smith, 2006). It prompted a reconsideration of the role of the federal government and federal legislation in improving teacher preparation in order to increase student achievement (NCTQ, 2004). Teacher education programs were ridiculed and criticized for low standards and started a trend towards higher academic standards.

In response, there were dramatic shifts in university-based preparation programs in the 1960s including specialization in content areas, focusing on academic standards and research

studies which examined outcomes of various instructional pedagogies. It became apparent that teacher education could not rely merely on a transmission of basic skills of reading, writing and arithmetic (NCTQ, 2004). Therefore, preparation programs focused closely on determining the critical attributes and qualities of prospective teachers and teacher education programs (Cochran-Smith, 2006). A liberal arts education, complemented by an apprenticeship experience in a school, was considered one of the most effective way to train teachers (Zeichner, 1993). Yet, debates centered upon the balance between courses in arts and science versus education classes, the scholarship of teacher education students and faculty, and the organizational structure of the programs developing teachers.

In the decades that followed, teacher preparation centered on understanding which teaching strategies and processes effective teachers utilize and what teacher education processes ensure that prospective teachers learned those necessary strategies (Cochran-Smith, 2006). This time period was grounded in a behavior model of learning which focused developing highly effective teachers on learning practices or competencies, as they were referred to at this time (Lampert, 2010). The premise was that there were identifiable discrete competencies in which the teachers' role could be broken down into these discrete competency statements (Lampert, 2010). Not only did it include identifying discrete competencies for teaching, but also offering opportunities for novices to practice and re-practice these discrete skills (McDonald, Kazemi, & Kavanagh, 2013). Preparation programs incorporated various methodologies during this time period including laboratory approaches and micro-teaching simulations which were aimed at simplifying complexities and competencies of teaching since learning was believed to result from repetition (McDonald, Kazemi, & Kavanagh, 2013).

The paradigm shift from behavioral to cognitive psychology in the 1980s led researcher's efforts from teachers' behaviors to teachers' thinking and knowledge; negating the improvisational capacity of teaching (McDonald, Kazemi, & Kavanagh, 2013). Process-product research linked teacher behaviors with student outcomes to develop the essential practices for novices (Lampert, 2010). As a result of the competency movement, candidates were trained to display explicit teaching behaviors in the classroom (Cochran-Smith, 2006). Influenced by the new studies of the scientific basis of teaching, teacher education programs developed objective, standards and criteria to evaluate candidates. Teacher programs implemented more integrated, coherent programs that emphasized a consistent vision of good teaching (Darling-Hammond & Bransford, 2005). They attempted to construct cohesiveness between courses, clinical experiences and formal coursework and addressed pedagogy which connected to classroom practice by structuring programs around theories of professional learning.

The educational reform movements that began in the 1980s were prompted by public concern about the quality of teaching and teacher education from the 1983 report *A Nation at Risk* which admonished the education system (Fraser, 2007). The report created concern and outrage across the nation. University-based schools of education were in a state of intellectual disarray and debates focused on establishing intellectually solid programs in order to increase student achievement in America's schools (Cochran-Smith, 2006). In response to the public tumult, in the spring of 1986, two educational reports: *A Nation Prepared* by Carnegie Forum and *Tomorrow's Teachers* by Holmes Group focused on solutions to the preparation concerns and transformed the landscape of education in a push towards professionalization (Fraser, 2007). Together, the reports redefined teacher education in the United States by urging increased rigor, standards and professionalization from preparation institutions.

Provoked by the professionalization agenda, the 1990s reform efforts focused primarily on implementation of a standards-based profession (Cochran-Smith, 2006). As a result of the Carnegie Forum and the Holmes Group Reports, the majority of states changed their certification laws (Fraser, 2007). Institutions worked to develop coherent models which ensured that candidates were prepared in programs of study which included a disciplinary degree at the undergraduate level; better defined and integrated education coursework, and more extensive and stronger clinical practice, often in professional development schools that including model state-of-the-art practice (Darling-Hammond & Bransford, 2005). In 1996, The National Commission of Teaching and America's Future (NCTAF) argued U.S. teacher education suffered many failings, including "inadequate time for candidates to learn how to teach and fragmentation of coursework in both liberal arts schools and education schools with clinical training" (Darling-Hammond, 2006). It also identified the prevalence of uninspired teaching methods, superficial curriculum, and traditional views of schooling.

Reports such as the National Commission of Teaching and America's Future further increased the power of alternate teacher routes for teacher preparation. Consequently, the conservative agenda attempted to reduce standards for credentialing and licensure and instead focused on alternative teacher certification pathways, viewing standards as "unnecessary, ineffectual, or an obstacle to recruiting talented candidates" (Fraser, 2007, p.238). The American Educational Research Association panel on Teacher Education and Research reviewed North-American research on teacher education and concluded that there was no salient empirical evidence that teacher education programs make a difference in the preparation of teachers (Cochran-Smith & Zeichner, 2005). Thus, there has been continued debate and research on which elements impact effectiveness or ineffectiveness of teacher preparation programs.

Developing prospective teachers' subject matter knowledge is one element of preparation programs which has been researched. Several studies have shown a positive connection between teachers' subject matter preparation and both higher student achievement and higher teacher performance on evaluations particularly in math, science, and reading (Darling-Hammond, 2000; Goldhaber & Brewer, 2000; Guyton & Farokhi, 1987; Monk, 1994 as cited in Wilson, Floden & Ferrini-Mundy, 2001). Conversely, other studies have shown no effect. One study showed there was no effect of having a full mathematics major on student achievement, though having coursework in mathematics did matter (Monk, 1994 as cited in Wilson et al., 2001).

In contrast to subject-matter courses, some focused on the need for increased content knowledge and lesson pedagogy (Grossman, 1990). Pedagogical preparation research has typically involved examining certified versus uncertified teachers and studies have shown that students of certified math teachers scored higher on standardized mathematics tests than those of uncertified teachers (Wilson, et al., 2001). Additionally, certified math teachers also scored higher on mathematics and teaching knowledge tests (Hawk, Coble & Swanson, 1985 as cited in Wilson, et al., 2001). Another study showed that secondary teachers with no pedagogical preparation were limited in their ability to engage high school students in subject matter, and that those new teachers taught as they had been taught (Grossman, 2009). So, while it appears that a teaching credential is a potential indicator of student learning, still absent is an understanding of specific aspects of pedagogical preparation that are critical (Wilson, et al., 200

Contemporary Preparation Programs

As a result of the inconclusiveness of research and continual criticism that there minimal application of learning from the teacher education program (Darling-Hammond, 2006), teacher preparation program reform efforts have shifted to become more evidence-based and outcome

oriented attempting to understand and prove effectiveness of teacher preparation programs (Cochran-Smith, 2006). The Higher Education Act 1998, No Child Left Behind, and Race to the Top Policy reforms have created profound changes due to stipulating numerous mandatory reporting and accountability requirements for teachers education, linking state grants to the revision of certification, and providing funding for alternate routes (Earley, 2004, as cited in Cochran-Smith, 2006). Teacher preparation programs have had make modifications due to accountability measures. The measure of a quality teacher is being equated with the teacher's degree of preparation (Darling-Hammond, 2006). Consequently, the role of research, data, and the science of education now play a prominent role towards improvement of teacher quality and preparation program quality and defining measureable outcomes of their success.

In an effort to measure candidate effectiveness and quality, states have adopted and implemented performance based assessments like the education Teacher Performance Assessment (edTPA) to measure candidate readiness (SCALE, 2013). The edTPA serves as a bold effort to reform teaching and learning at the beginning of the professional life cycle of teaching. This policy is centered on an integrated, educative design that supports teacher candidates, teacher preparation programs, and states with tools to ensure that every P–12 student has a well-qualified teacher (SCALE, 2013).

What Pre-service Teachers Do or Do Not Learn

Determining what pre-service teachers may or may not learn in their preparation program is complex and difficult. The fact that there are over 2,000 identified independent providers of teacher training (Teaching Works, 2012) intensifies the challenge. The vast number of preparation programs and variability among the programs makes it nearly impossible to definitely assert what candidates learn in their programs. There appear to be some similarities

among programs; most include a focus on increasing teachers' professional knowledge, be it theory, foundational courses, subject matter, or pedagogical preparation. Most forms of professional preparation also include opportunities to use knowledge in a variety of practice settings (Grossman et al., 2009, p. 2061). But, the National Quality of Teacher Preparation (2013) asserted that teacher preparation in the United States seems to make no impact due to the variability. There is variability in subject matter courses and what constitutes a course across the preparation institutions. There remains variability in pedagogical preparation and knowing what and how teachers learn to meet the needs of the diverse populations they will encounter (Wilson, et al., 2001). And finally, there is variability in field experiences ranging from placement, time, and of course the unpredictability of the learning that occurs in the experienced cooperating teacher's classroom. The variability in the field experience creates the greatest uncertainty of knowing what a candidate does or does not learn in their program (NCTQ, 2013).

Variability in Student Teaching Experience

In virtually all pre-service teacher education programs, a central component is the student teaching (Borko & Mayfield, 1995). Teachers consistently rate student teaching as the single most beneficial component of their preparation programs (Guyton & McIntrye, 1990 as cited in Valencia et al., 2009). While student teaching has the potential to help novice teachers make fundamental changes to their practice and learn to teach (Feiman-Nemser & Buchmann, 1987 as cited in Valencia et al., 2009), others have cautioned that student teaching can have adverse affects particularly on impact of pedagogical skills or reflecting (Feiman-Nemser, 1983; Zeichner, 1985; Hoover, O'Shea & Carroll, 1988 as cited in Valencia et al., 2009).

Field experiences have often been disconnected from other components of teacher preparation, and prospective teachers had difficulty applying what they had learned in those

components when they entered the practica (Shulman, 1987). However, research has shown that when student teachers are paired with cooperating teachers whose ideas and practices are different from their own, the student teachers learn more from their clinical experiences (Hollingsworth, 1989). While program criteria and/or standards might exist to guide this time in the classroom, there is typically little coordination efforts in truly knowing what a candidate learns during the duration of their clinical practice. There has been demand for more structure and organization in clinical settings due to the lack of change in pre-service teachers' understandings about teaching (Weinstein, 1990). With greater consistency in program structures, curriculum, pedagogy, practice, and standards there can be a greater chance of knowing what candidates are learning in their teacher preparation programs.

Necessary Elements and Structure for Effective Programs

Research has shown that student teachers are often faced with the challenge of integrating the seemingly disconnected experiences of the university and the school (Korthagen, 2011). Given this challenge and the complexities that that learning to teach entails, I suggest that an effective teacher education program is coherent, reliant upon partnerships with school districts settings, and integrated with practice. An effective program includes ample opportunity for candidates to construct knowledge around theory, content and subject matter, embedded with consistent opportunity for practice and reflection.

Coherence

The curriculum of professional training should be the first object of teacher educators' attention. Darling-Hammond & Bransford (2005) found that teacher education programs that have "coherent visions of teaching and learning, and that integrate related strategies across courses and field placements, have a greater impact on the initial conceptions and practices of

prospective teachers than those that remain a collection of relatively disconnected courses" (p.392). Because settings, namely university and the field, shapes the work of teacher education so drastically, having a common framework across settings will help scholars and practitioners aggregate knowledge from diverse settings (McDonald, Kazemi, & Kavanagh, 2013). Programs need a balance, scope, and curriculum so classes build on one another and are also interwoven into the classroom experiences that pre-service teachers experience. Establishing programmatic coherence would further the profession by determining a domain of skilled performance or practice, and the ability to learn from experience as theory and practice interact (Shulman, 1998).

Partnership

There is a need to diminish organizational barriers between the universities and school districts and breakdown historical conceptions of responsibility to have a holistic view of creating a culture which prepares teacher educators in both settings. Notoriously, maintaining coherent connections and collaborative communities between universities and classroom settings has been difficult to sustain (Valencia et al., 2009). Most typically there has been difficulty in developing common goals for student teaching and aligning coursework and clinical experiences (Valencia et al., 2009). By creating settings that merge theoretical and practical learning, connections to the schools where students are doing their clinical practice will help transmit a common set of expectations that link preparation and practice (Darling-Hammond & Bransford, 2005). Increased partnerships will allow college and P-12 faculty to work closely developing more integrative approaches to teacher preparation (Darling-Hammond & Bransford, 2005, p.460). Partnerships provide venues for developing the knowledge base for teaching by becoming places in which "practice-based and practice-sensitive research can be carried out

collaboratively by teachers, teacher educators, and researchers" (Darling-Hammond & Bransford, 2005, p.460).

Preparation programs must also collaborate and align to school districts in order to remain current on the policy and reform efforts that are affecting each institutions work. Programs must strive to bridge the knowledge from coursework to the field placements in an effort to develop highly effective candidates and ultimately highly effective novice teachers. By leveraging partnerships, preparation programs will be able to integrate course work, theory and pedagogy with practitioner knowledge.

Integration of Knowledge & Practice

Novices often struggle to transfer skills and knowledge that they gain in one area of their teacher education, into their work and learning in another and therefore integration of learning and practice becomes critical in programmatic structures (Smagorinsky, Cook, & Johnson, 2003). Candidates need opportunities for repeated experiences with a set of conceptual ideas, along with repeated opportunities to practice skills and modes of analysis, to support deeper learning and the development of expertise (Ericsson, Krampe, and Tesch-Romer, 1993; Gick and Holyoak, 1983 as cited in Darling Hammond & Bransford, 2005). It is necessary to have a clearly designed curriculum with intentional pedagogical practice opportunities which enhance students' learning integrated throughout coursework.

University-Based Practice

Embedding opportunities for practice within the university classrooms can provide learning opportunities that are either lacking or entire absent from the clinical experience (Grossman, Hammerness, & McDonald, 2009). Given the complexity of teaching, Ball & Cohen (1999) advise that developing highly effective teaching skills require improvisation,

conjecturing, experimenting, and assessing so that teachers can develop their instruction and engage in practice. It is also imperative the university-based setting incorporate a high level of decomposition of practice, representations and approximations to allow novices to engage in refining their practice and skills (Grossman, et al., 2009). Practicing with colleagues in the university setting also allows novices an opportunity to "experiment, falter, regroup, and reflect" (Grossman et al., 2009, p.2076). Incorporating these pedagogical strategies in the university setting can support teachers in their ability to represent theories and develop and refine their practice.

Classroom-Based Practice

Practice must also occur in classrooms with intentional placement with highly effective cooperating teachers. The clinical experience allows novices the opportunity to integrate learning from the university setting and develop ways of seeing and understanding professional practice. Practicing in classrooms allows for repeated opportunities for novices to practice carrying out the interactive work of teaching and not just to talk about that work (Ball & Forzani, 2009). Shulman (1998) asserts, "Whether an apprentice, experienced or master-level teacher skills are best learned in a true apprenticeship, when someone is indeed on the job, authentically responsible for the classroom and not simply observing or role playing" (p.523). The clinical experience(s) provide an opportunity to observe and analyze instructional moves to evaluate their effectiveness. The NCATE (2010) adds, "Only when preparation programs become deeply engaged with schools will their clinical preparation become truly robust and will they be able to support the development of candidates' urgently needed skills and learn what schools really need (p.111).

Given the incredible complexity in learning to teach integration of coursework with practice will offer candidates the ability to see how the theoretical and conceptual work of education can work together to inform knowledge of teaching and the application of that knowledge in a real world setting (Wilson, 1994). Lampert (2010) remarked that simply teaching candidates teaching theory will not necessary result in "thoughtful and productive interaction or adaptive expertise" (p.31). Likewise, Shulman (1998) emphasizes that practice serves as a critical tool for "testing the validity and efficacy of theory, both for learning a profession and for developing theories more generally" (p.523). Learning and developing the complex skills required for novice teachers necessitates "robust opportunities to develop as practitioners via expertly mentored experiences in the field and through pedagogically designed approximations of practices such as case studies and simulations that allow candidates to study and observe practice and test their skills" (NCATE, 2010, p.112).

Opportunities for Reflection

A final critical element to the development of effective pre-service teachers is the ability to become a reflective practitioner in order to consider the purposes and consequences of the work in teaching. Shulman (1998) writes that, "Teachers must be educated and socialized to develop dispositions toward inquiry, reflection, and an orientation to direct their attention at the underlying intellectual and motivational processes of the child" (p.512). It is essential that novice teachers can reflect on practice and pedagogical approaches and the resulting student learning and behavior. A novice must reflect to analyze their instruction and its effectiveness for student learning and adjust instruction as needed. The goal of teacher education should be to "encourage critical reflection on practice and develop an inquiry orientation around the process of teaching and learning, using case/case methods" (Levin, 2002, p.215).

Conclusion

To solve the problems which exist today in teacher preparation programs, we must continue to acknowledge the conditions which have existed throughout history. According to Dewey (1938),

> The institutions and customs that exist in the present and that given rise to present social ills and dislocations did not arise overnight. They have a long history behind them. Attempts to deal with them simply on the basis of what is obvious in the present is bound to result in adoption of superficial measures which in the end will only render existing problems more acute and more difficult to solve. (as cited in Gutek, 1970, p.94)

This paper primarily intended to present and analyze the role and development of teacher preparation programs throughout history in an effort to establish what the role of teacher preparation programs should be today. By examining the historical and theoretical foundation of teacher education, as well as current reforms in the United States I hoped to have exposed the complexity of understanding the task of teacher preparation in America. Some of the major challenges facing preparation programs have been examined as a way to understand what I believe should be the role of teacher preparation programs today. If history is an indicator, debates and reforms concerning what teachers need to know, will continue to evolve and change in response to "changing social, economic, and political agendas" (Grant, C., as cited in Cochran-Smith, M. et al., 2008, p.129). What remains decisive is the desire to remain firmly committed to maintaining the highest standards for education.

Question Two

The current shifts in policy around accountability for student learning outcomes is shaping both teacher pre-service preparation and the work of practicing teachers in classrooms. As such, it is also shaping the nature of the mentoring relationship between teacher candidates and cooperating teachers. Briefly review the development of the EdTPA for pre-service teachers and the TPEP now adopted in Washington State. What are the features of the policy and practice for each? What are the precursors for these policies? Discuss how these parallel practices might change the work of mentors and student teachers and what role the district should play in coordinating these evaluation activities.

Introduction

One of the most important challenges facing public education is to ensure that the nation's teacher workforce is not only prepared but also effective in meeting the needs of all students (Darling-Hammond, 2006). Due to the federal mandates imposed by recent policies like No Child Left Behind and Race to the Top, education has been forced to embrace a new more strict set of standards and accountability measures that ensure teachers' readiness and effectiveness. The current shifts in policy around accountability for student learning outcomes are shaping both pre-service teacher preparation and the work of practicing teachers in classrooms (SCALE, 2013). Preparation programs are being asked to develop and assess new teachers' abilities to put their growing knowledge into action (Darling-Hammond, 2006), while districts must ensure that there is a highly effective teacher in every classroom.

Performance based assessments are one strategy which offer common standards to measure readiness for teaching and teacher effectiveness (WSTEP, 2014). This year marked the operational nationwide launch of the student-teacher performance based assessment edTPA.

Washington State opted to use the edTPA in January of this year, and adopted policies which now require passing the assessment to become a teacher. This school year also marked the statewide implementation of the teacher performance based assessment Teacher/Principal Evaluation Project (TPEP) for Washington State. This paper attempts to show how the implementations of the evaluation systems are shaping both pre-service preparation and the work of practicing teachers in the classroom. The paper will: 1) Review the precursors, development, features and practices of the edTPA and TPEP; 2) Discuss how these parallel practices might change the work of mentors and student teachers and finally; 3) Describe the role school districts should play in coordinating these evaluation activities.

The education Teacher Performance Assessment (edTPA)

Precursors

Before the 1960s the State Board of Education specified the number of credits and types of courses that teachers were required to complete in their preparation programs (Harding, McLain & Anderson, 1999). The first statewide designation of required standards, skills and competencies that teacher candidates must acquire during their preparation was implemented in the 1970s (Harding et al., 1999). The State Board of Education created new standards in 1997 based on recommendations from the Washington Association of Colleges of Teacher Education (WACTE) which required candidates to demonstrate impact on student learning (Harding et al., 1999). Washington and Oregon were the only states to initially require a demonstration of positive impact on student learning as part of their state standards for teacher preparation programs (Harding et al., 1999). By August 2000, preparation programs had to comply with new standards that emphasized candidate performance (Harding et al., 1999). Initially, evaluations were based largely on content knowledge. By 2002, candidates were required to pass basic skills

tests, assessments of subject knowledge for endorsed areas, as well as take the West-B and West-E. Just two years later, the Washington State Performance-Based Pedagogy Assessment (PPA) was developed by the Office of the Superintendent of Public Instruction and the Washington Association of Colleges for Teacher Education (NCATE, 2010). The assessment was designed for use in student teaching experiences, as an authentic measure of candidate and student performance in order to address the concern over the academic achievement gap (NCATE, 2010). By 2011-12 The PPA assessment was required to be administered to all pre-service teachers enrolled in state approved teacher preparation programs.

Development of the edTPA

Teacher preparation programs are tasked with meeting the critical goal of preparing candidates to meet the learning needs of all students and informing their own practices as teacher educators (SCALE, 2013). Modeled after highly regarded performance based assessments such as the National Board for Professional Teaching Standards, as well as the latest research on teaching quality, the education Teacher Performance Assessment (edTPA) was developed as a performance-based assessment system with a focus on strengthening beginning teaching, teacher education, and improve P-12 student outcomes (SCALE, 2013).

Development of the edTPA was led by Stanford University's Center for Assessment, Learning and Equity (SCALE); it was designed as a common assessment to engage teacher candidates in demonstrating their understanding of teaching and student learning to measure candidates' readiness to teach (SCALE, 2013). The assessment was also developed for preparation programs, in order to increase focus on teacher-candidate learning and hold candidates accountable for the skills and practices that are known to lead to effective teaching and student performance. Initial design began in 2009 and included an extensive, multi-year

development process involved teachers and teacher educators in the assessment's design, review, piloting, and field tests (SCALE, 2013). More than 1,000 educators from 29 states and the District of Columbia, and more than 430 institutions of higher education participated in the development of edTPA (SCALE, 2013).

Features of the Policy

One of the key features of the edTPA is that it is the first nationally available, subject-specific assessment aligned to contemporary state and national standards which can allow teacher preparation programs and states access to a multiple-measure assessment system in order to measure teacher candidates' readiness to teach. It is designed to prepare candidates for the critical dimensions of teaching in order to assess their readiness to teach. The assessment, which occurs during student teaching or the internship, draws on evidence of a candidate's ability to teach their subject matter by documenting a series of lessons from a unit of instruction taught to one group of students (SCALE, 2014). The assessment systematically examines an instructional sequence focusing on evidence in 1) planning, 2) instruction, and, 3) student assessment. Candidates include lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited video recordings of instruction as evidence. Additionally, required analytic commentaries document teachers' thinking about their practices in order to reveal their knowledge about diverse students, and justify instructional practices that meet their students' varied strengths and needs (SCALE, 2013).

The edTPA is designed to be more than a summative measure of teaching effectiveness. Formative learning experiences facilitated by the edTPA resources provide opportunities for candidates to develop their practice within coursework and student teaching experiences (SCALE, 2013). The edTPA provides states and preparation programs with an assortment of

resources that support its educative implementation, including handbooks to guide implementation, extensive feedback to candidates and programs, and scoring opportunities for school- and university-based faculty in order to support candidate and program learning. While the policy informs program completion and licensure decisions, is also offers opportunities for candidate learning and preparation program growth and renewal (SCALE, 2014).

How It Looks In Practice

Understanding how the edTPA looks in practice begins by understanding the requirements for prospective teachers. To complete edTPA, all candidates submit their collection of evidence organized around three key tasks that represent a cycle of effective teaching: A planning task documents intended teaching, an instruction task documents enacted teaching, and an assessment task documents the impact of teaching on student learning (see Figure 1).

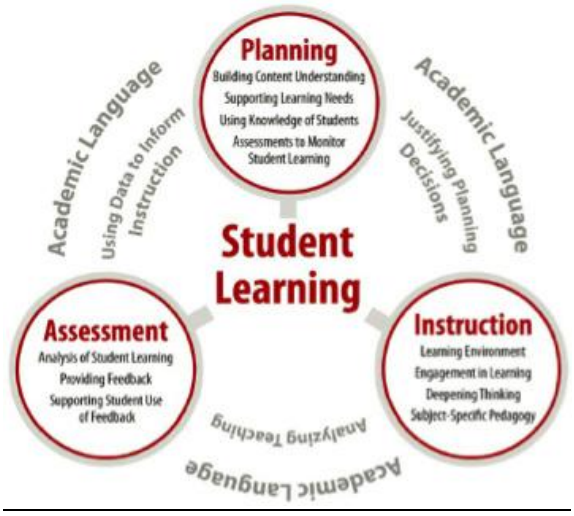

Figure 1: edTPA cycle of effective teaching (SCALE, 2013)

The process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. They must submit artifacts that represent authentic work completed by the teacher candidate and his/her students.

Furthermore, commentaries require candidates to explain the artifacts, justify the rationale behind the choice of artifact or instructional decision, and analyze what he/she has learned about students' learning and the effectiveness of his/her teaching practice (SCALE, 2013). They also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. In sum, candidates submit written documents, video clips, student work samples and reflections. Candidates are assessed on rubrics which show their ability to meet criteria which emphasize how they are able to support the learning of all students in their pre-service internship by means of understanding their students' prior knowledge, experiences, and cultural contexts, and by teaching with an eye toward equity (SCALE, 2013).

The edTPA is designed to embed continual formative experiences for prospective teachers during their preparation so that the assessment serves as a tool for learning, not purely a comprehensive evaluative measure (SCALE, 2013). The professional standards which teacher candidates are required to demonstrate are delineated within the assessment tasks and rubrics so that preparation programs can align their curriculum scope and standards to the performance based assessment in order for candidates to receive consistent feedback around standards of professional practice as they build their understanding of planning, teaching, and student learning, and learn how to demonstrate their growing abilities. The performance assessment is designed to provide immediate and measurable evidence focused on candidates' performance, abilities and readiness to teach within 27 possible subject-specific available assessments (SCALE, 2013).

The ability to easily collect individual data provides programs the ability to measure their effectiveness based on their candidates' performances in order to to vie for continual program

renewal. States set their own passing scores based on state standard setting that takes into account state-specific data, measurement data, and policy considerations. Candidate score reports include the score obtained on each of the edTPA rubrics, overall performance information, and a narrative that provides rubric language descriptors of the candidate's performance for each of their rubric scores (SCALE, 2013). The total score is calculated as the sum of the scores on all the rubrics and can range from 15 to 75 and states can select their candidates' passing rate. Washington selected a passing rate of 35 (Pearson, 2014).

Teacher/Principal Evaluation Project (TPEP)

Precursors

Evaluative criteria were initially developed by the Washington State legislature in the 1970s as a tool for principals to use as part of the review of teachers' job performance (Harding et al., 1999). It was the first time that the state legislature developed evaluative criteria for teachers. Decades later in 1993, the Washington Education Reform Act set high expectations for improving student learning including performance goals for students, performance assessments, and accountability measures for graduation requirements (Harding et al., 1999). The increase in student learning expectations surfaced questions surrounding teacher preparedness (Harding, et al., 1999). Until this point, there were no consistent statewide standards for what teachers should know and be able to do. Additionally, there were no standards to address performance expectations at each stage of a teacher's career. Accountability for ensuring teacher quality remained largely a local school district responsibility. In the early nineties, the legislature debated statewide performance assessments during several legislative sessions, but no authorization was provided (Harding, et al., 1999). Until 2010, districts self-selected frameworks

to base evaluative measures and evaluations were based on a two-tiered system of either satisfactory or unsatisfactory performance.

Development of the TPEP

The Teacher/Principal Evaluation Project pilot was created in March of 2010, when Engrossed Second Substitute Senate Bill 6696 (E2SSB 6996), an education reform bill, was passed by the Washington State Legislature in order to strengthen the state's position for winning one of the federal Race to the Top grants (WSTEP, 2014). The evaluation provisions in the bill were part of a larger reform effort made during Washington's Race to the Top application. The bill created the pilot project involving nine Pilot Sites and a Steering Committee, consisting of OSPI in collaboration with state associations representing teachers, principals, administrators, and parents (WSTEP, 2014). They worked collaboratively to move the state evaluation for certificated classroom teachers and principals from a two-tiered evaluative system, which evaluated as unsatisfactory to satisfactory to a new four-tiered evaluation system which delineates performance as unsatisfactory, basic, proficient or distinguished.

The first years involved pilot sites developing and eventually implementing, testing, and refining their newly developed four-tiered evaluation systems in order to ensure that the systems encouraged professional growth and also evaluated performance along a continuum which designated criteria teachers/principals met or exceeded (WSTPEP, 2014). The experience and voice of the pilot site practitioners was vitally important in developing rubrics, rules, and procedures for the revised system.

The Legislature passed ESSB 5895 in March 2012 which required the adoption of three preferred instructional frameworks: Charlotte Danielson's Framework for Teaching, Dr. Robert Marzano's Teacher Evaluation Model, and Center for Educational Leadership's (CEL) 5D+

Teacher Evaluation Rubric in order to support the new evaluation system (WSTEP, 2014). ESSB 5895 included a new state-wide criteria for teachers and principals, as well as provisions stating that student growth data "must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools" (ESSB 5895, 2012). Statewide implementation of the now, Teacher/Principal Evaluation Project, began this 2013-2014 year and school districts could decide whether to transition some or all of their certificated classroom teachers, principals and assistant principals to the revised evaluation system. By 2015-2016, the law stipulates that "all classroom teachers are evaluated under the newly revised system" (WSTPEP, 2014).

Features of the Policy

Through the cooperative effort and participation of many stakeholders within the pilot process, they developed core principles which guided the evaluation development and are key features of the policy design today. For starters, the evaluation system is designed under the premise that quality teaching and leading are both the critically important (WSTEP, 2014). This core principle is foundational to the policy.

An additional core feature is the premise that an evaluation system should consider inputs or acts with outputs or results (WSTEP, 2014). As a result, a fundamental feature of the Teacher/Principal Evaluation Project is that TPEP is a multiple measure evaluative tool which includes evidence from observations, as well as the essential inclusion of student work (as inputs) with the outputs or results being the student learning data to show educator effectiveness and student growth. Districts have moderate control over the tools and assessments utilized to measure effectiveness and growth data, however the TPEP steering committee approved

statewide rubrics for student growth so as to ensure consistency in implementation of the evaluation system across the state (WSTEP, 2014).

A key feature of the TPEP is its' focus in a student growth theory of action; focusing on student growth, not student achievement, in demonstrating impacts and effectiveness of teachers and principals (WSTPEP, 2014). The student growth action theory implies that by the state providing funding and a viable evaluation structure, and then district leaders will determine a vision for students, and as result, teachers and principals with set learning goals and monitor student growth (WSTEP, 2014). Additionally, the new evaluation system requires engaging in a professional learning community in order to improve instruction and leadership through collaborative professional learning to impact student learning (WSTEP, 2014). Student growth data and evidence is intended to be used as a diagnostic tool in order to improve leadership and instruction.

Given the focus on improved instruction and student growth, a further key feature of the TPEP evaluation system is that professional learning remains a key component. For that reason, the evaluative criteria for teachers and principals and teachers align in criteria themes in order to ensure consistency and greater success towards effectiveness and student growth (WSTEP, 2014). However, the evaluation system does not tie student test scores to evaluation ratings a critical requirement of Race to the Top. This feature of the policy recently has focused attention on Washington State as lawmakers have refused to tie student test scores to teacher evaluations and has resulted in the state losing a federal waiver that allowed it to skirt No Child Left Behind laws (NCTQ, 2014).

A final key principle and unique feature of the evaluation system is that it is designed on a continuum. It was designed to reflect and address the career continuum; as teachers and

principals advance in their careers the system fluctuates overtime as they progress from comprehensive years to focused evaluative years. The system is also designed along a performance continuum. The evaluation provides a four tiered continuum ranging from unsatisfactory, to basic, proficient or distinguished that intends to indicate the extent to which the criteria have been met or exceeded by teachers and leaders. The continuum measures improvement of teaching and learning, the ultimate goal of the evaluative system.

How It Looks In Practice

TPEP is intended to be an accountability measure for professional and student growth in order to show the continuous improvement of all schools and districts statewide each year. In order to provide measurable data, the practice involves a cycle of professional development planning and student growth analysis throughout a school year (WSTEP, 2014).

The evaluation process begins at the start of a school year with certificated classroom teachers/principals completing an initial self-assessment and teachers establishing individual professional goals as well as student growth goals. During the school year it provides the opportunity to collect evidence which aligns to your self-selected criteria component or and student growth goals. Evidence includes two required observations based on individuals' chosen instructional framework criteria, student growth data as measured by student growth rubrics, and any other additional evidence to indicate effective practice (WSTPEP, 2014). Professional learning communities also convene together to analyze student data surrounding growth goals in order to measure growth and determine future instructional decisions. Professionals must engage in reflective conversations for improved collective teaching (WSTEP, 2014).

At the end of the school year, summative assessment meetings occur to look at evidence collected throughout the year surrounding profession development and student growth. In terms

of evaluations, certificated classroom teachers fall into one of two categories depending upon years of experience; comprehensive or focused evaluations. While all people participate in the same cycle, a comprehensive evaluation assesses all eight evaluation criteria and each of the criteria contribute to the comprehensive summative evaluation performance rating; where as a focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected (WSTEP, 2014). The intended goal is that professionals are continually reviewing their evidence and goals to inform their instruction and leadership.

Given that that the TPEP is a performance based evaluative tool, there are clearly defined outcomes and consequences for unsatisfactory performances; including negative effects on tenure, probationary periods and plans of improvement. In 2016-2017, the state must tie the evaluation ratings to personnel decisions, where an ineffective evaluation could warrant dismissal (NCTQ, 2014). In the current evaluation program, districts can "begin discharge proceedings when a non-probationary teacher receives a comprehensive summative evaluation performance rating below level two for two consecutive years" (NCTQ, 2014). At the completion of the school year, school districts are required to complete and send evaluative ratings to the Office of Superintendent of Public Instruction (OSPI) (WSTEP, 2014).

Potential Changes to the Work of Mentors and Student Teachers

Given the centrality and significance of the student teaching internship in most programs, it is critical to anticipate and consider how the recent reform efforts of the edTPA and TPEP have the potential to influence the roles, relationships and learning among prospective teachers and cooperating teachers. Potential changes may include increased alignment, collaborative conversations, evaluative focus, and increased collaboration beyond the typical dyad.

Alignment

Both the edTPA and TPEP place an emphasis on collecting evidence about instructional practice in order to reveal knowledge about student learning. The edTPA clearly defines the expectations of candidates and so, the cooperating teacher and student teacher must collaborate to embed and align the edTPA requirements within the highly structured and standardized district curriculums influencing classrooms today. Cooperating teachers must know and understand the teacher education program philosophies, support the student in bridging the knowledge from coursework to the field placement, as well as offer feedback to increase candidates' learning in the cycle of effective teaching for the edTPA. This required alignment creates the possibility of tensions as both the cooperating teacher and student teacher attempt to understand the specific goals of the field experience. Valencia et al. (2009) points out that most typically there has been difficulty in developing these common goals for student teaching and aligning coursework and clinical experiences to optimize opportunities for practice.

However, on the other hand, the increased focus and alignment between district work, university work and the evaluation systems could help develop a common shared language of teaching and learning within the dyad and serve as a catalyst for more meaningful and authentic discussions around learning to teach (Valencia et al., 2009).

Collaborative Conversations

The heightened focus on student learning and growth is a fundamental change for the work of student teachers and their mentors. This change requires increased collaborative conversations and a marked focus on examination and analysis of instruction and student work. The relationship must continually incorporate learning-centered conversations in order to examine and question student learning and identify growth amongst students. These are

extensive changes in the roles of cooperating teachers and student teachers which previously consisted primarily of providing feedback on a lesson or lessons. The shift to increase collaborative conversations around student growth requires investment among the dyad, and cooperating teachers will need to optimize conditions of learning and preparation for student teachers in order to maintain their classroom student learning and student growth for their own evaluation.

Evaluative Focus

Another particularly challenging tension is that the accountability measures increase focus on successful evaluation. Teacher candidates are now evaluated on their knowledge, skills, and ability to increase student learning (SCALE, 2013). Similarly, cooperating teachers are simultaneously evaluated and must provide measurable student learning data to show both effectiveness and student growth (WSTPEP, 2014). When evaluative measures are given too much priority it has the potential to diminish student teachers' willingness to take risks. Risks, as Borko & Mayfield (1995) suggest, should be an inevitable part of learning to teach in different ways. The dyad must negotiate the balance of evaluative pressures with specific feedback, suggestions around new ways of thinking and encouraging reflective practices which are known to optimize the potential of student teaching (Borko & Mayfield, 1995). It is critical to remember that effectiveness of student teaching is related to the help and guidance provided by the cooperating teacher and university supervisor (Glickman & Bey, 1990 as cited in Valencia et al., 2009). The "evaluative nature of the student teaching experience short-change the process of learning to teach by valuing student teachers' accomplishments and independence over their learning" (Valencia et al., 2009).

The situation of preparation now becomes critical for both the student teacher and the cooperating teacher as most members of the dyad must produce measurable data to show not only their growth but student growth in order to progress in their career. The preoccupation centered on evaluation and accountability measures may result in the help and guidance which is crucial in preparing novices, to dissipate. Cooperating teachers are now responsible for preparing prospective candidates for the complex world of teaching, and navigating the edTPA, all while maintaining an emphasis on their own evaluation, evidence collecting, and student growth.

Increased Collaboration

Traditionally, student teachers interact exclusively with their one cooperating teacher. Now, professional learning is a fundamental feature of both evaluation systems which requires establishing larger collaborative communities of practice to support learning. Given that the TPEP requires student growth goals designed among a common professional learning community, student teachers must also collaborate with other teachers on site to ensure professional and student growth. Additionally, student teachers are advised from the edTPA to communicate with families and administration about the necessary paperwork and evaluative criteria involved in their requirements (SCALE, 2013). Therefore, operating exclusively among the dyad as was more typical of the relationship before, instead changes to require broadening of student teachers' perspectives and opportunities to learn through collaborative relationships beyond their cooperating teacher.

Role of Districts in Coordinating Evaluations

Alignment with universities

The student teaching experience is more often characterized as a triad; with the student teacher, cooperating teacher and university supervisor. Districts should coordinate efforts in order to embrace and invest in the individuals with the triad. Research by Valencia et al.(2009) showed that it is often a "failed triad" due to uncertainty of roles (Borko & Mayfield, 1995), different perspectives (Bullough & Draper, 2004) and limited influence on student teachers' actually learning to teach (Borko & Mayfield, 1995). Due to the increase in accountability measures with the edTPA and TPEP, the triad relationship and alignment is more critical than ever and the importance of measurable outcomes of student growth. Slick (1997), posited that the triad needs alignment among the triad members in order for student teachers to practice what is learned in their coursework. For student teachers to learn to teach in ways that are fundamentally different than how they were taught, "cooperating teachers and university supervisors must be active participants in student teaching—by modeling new forms of pedagogy and challenge student teachers' beliefs and practice" (McDiarmid, 1990, p.516). And yet, research has shown that cooperating teachers are often more influential on student teachers than university supervisors (Calderhead, 1988; Karmos & Jacko, 1977; Richardson-Koehler, 1988 as cited in Valencia et al., 2009).

Districts need to work alongside preparation programs in order invest and re-imagine the role of the university supervisor. I suggest that districts could align with university supervisors to utilize their time in schools to instead help develop cooperating teachers skill sets as teacher educators and provide adequate preparation and support in working with the edTPA in an effort to maximize the likelihood that the student teaching would truly be teacher education (Borko & Mayfield, 1995).

Comprehensive Induction Continuum

Research has shown that "quality induction programs provide the solid foundation that novice teachers need as they enter a profession with increasing complexity and new challenges" (NCTAF, 2007, p.8). Hence, school district leadership should focus on coordinating efforts to design an induction program continuum that includes coaching and mentoring beginning with pre-service candidates in their student teaching placement, through the acquisition of professional certification or National Boards. Induction focused on professional development, coaching and successful completion of the edTPA can bridge the gap to the first year of teaching in order to increase likelihood of effectiveness with the TPEP standards and criteria. A comprehensive induction program which places emphasis on building Professional Learning Communities before the first year yields the opportunity to integrate new practitioners into the teacher community and school culture earlier to support their professional growth, effectiveness and student learning.

Additionally, by embedding coaching and mentoring that works alongside the university supervisor, it is more likely that prospective teachers would feel prepared for the complex world of teaching. Research has shown that hiring well-prepared teachers reduced first year attrition by 50 percent (NCTAF, 2007), thus districts would be more likely to retain teachers. Furthermore, Ingersoll & Smith (2004) found that when comprehensive approaches to teacher induction have been reviewed, statistics showed that they can reduce teacher turnover by more than 50 percent. Retaining highly effective teachers is critical for districts since numerous studies have shown that teaching effectiveness improves with experience during the early years of a teacher's career (NCTAF, 2007). Thus, investing early and intentionally in a comprehensive induction program can support candidates' early career success in order to be highly effective and mitigate the impact of new teachers on student learning.

Utilizing Data

School districts have a fundamental role in coordinating these policies but also in determining how to utilize the scores and evaluative data they will receive on individuals. For starters, the edTPA is designed to show significant predictors of later teaching effectiveness. Therefore, tracking data across time to show evaluative measures from Preservice through the early years of a career can show individual teacher growth over time. By designing a growth tracking model it can provide district's evidence to know if the edTPA is truly an indicator based on their later TPEP evaluations and evidence of effectiveness and student growth in early career teachers.

Furthermore, the TPEP evaluative measure delineates the effectiveness of teachers on a four-tiered scale. As a result, districts should have an obligation to utilize the Teacher Evaluation Scores as criteria for student teaching placement. The 2010 National Council for Accreditation of Teacher Education (NCATE) report calls for "clinical internships to take place in school settings that are structured and staffed to support teacher learning *and* student achievement" (p.ii). The report also calls on states and districts to require that candidates be supervised and mentored by effective practitioners. Therefore, student teachers should not be placed in a cooperating teacher's classroom that does not indicate that they are proficient and/or distinguished in the evaluative components. Currently, there is typically little attention to ensure that teacher candidates are placed in classrooms with highly effective teachers.

Conclusion

The current shift in policy around accountability for student learning outcomes has the potential to transform both pre-service teacher preparation and the work of practicing teachers in classrooms. This paper revealed how the Teacher Performance Assessment (edTPA) for pre-

service teachers and the Teacher Principal Evaluation Project (TPEP) now adopted in Washington State have the potential to change the work of mentors and student teachers. The paper showed how school districts should coordinate the evaluation activities in order to strengthen beginning teaching and teacher education. Overall, it is apparent that changes in the evaluation systems require an increase investment by teacher education programs and districts in the roles of cooperating teachers and student teachers. By increasing the investment and attention to the cooperating teachers and student teachers, we can guide the support and induction of new teachers in order to improve student learning within our education system.

Question Three

There is a considerable history of teacher preparation in our country, but more recently we have seen an accelerated focus on "teacher quality" and "teacher evaluation". These issues of "quality and success" in teaching have pointed a bright light on the programs that prepare these people for this critical work. First, from a policy design perspective, describe the current national conversations about teacher preparations programs (pay particular attention to the negative attention that they've receive). Have they misinterpreted what the "problems" are in the process of preparing teachers? Do they have the "wrong" program (policy) goals? From a teacher preparation program perspective, what are the main program (policy) constraints to their success (and have these changed over time)? Last, how and in what ways are school districts contributing to the challenges faced by preparation programs? How could participating districts do a better job of supporting teacher preparation programs, training teachers, and cooperating teachers? Are there ways that you believe districts could do a better job of

leveraging their relationships with training institutions, training teachers, and cooperating teachers?

Introduction

Debates and reform efforts concerning teacher preparation have penetrated the realm of education since the early 1800s when the first debates around preparation, systemization, and professionalization of teaching began with the increase in Normal Schools throughout the U.S. (Fraser, 2007). In 1957, Sputnik was successful launched into space by the Soviet Union and this achievement dramatically changed the perception of the American educational system and brought education into an international spotlight (National Council of Teacher Quality [NCTQ], 2004). It prompted a reconsideration of the role of the federal government and federal legislation in improving achievement in order to increase student achievement, particularly in math and science (Cochran-Smith, 2006). The educational reform movements that began in the 1980s were prompted by public concern about the quality of teaching and teacher education from the 1983 report *A Nation at Risk* (Fraser, 2007).

The Federal Government has become increasingly involved in creating policies to address the vast achievement gap which overwhelms our Nation. Legislators and policy-makers acknowledge the challenges and complexities facing states and local governments and are continually seeking ways to improve the performance of U.S. students and schools (NCTQ, 2004). Policies such as The No Child Left Behind Act (NCLB) and more recently Race to the Top have been developed to address these complexities. They have created profound changes in education and more specifically teacher education, as provisions stipulate mandatory reporting, accountability requirements and examine teacher quality, evaluation and effectiveness with consequences for poor performance (NCTQ, 2004).

In this paper, I will examine how recent reform efforts and the proliferation of accountability measures that dominate the educational agenda today impact preparation programs by: 1) Examining the current national conversations around teacher preparation programs from a policy design perspective 2) Interpreting the problems teacher preparation programs are facing, 3) analyzing the main policy constraints that are limiting teacher preparation program success, and, 4) Describing the school districts' role; specifically focusing on how they contribute to the challenges faced by teacher preparation programs and how school districts should leverage their relationships with training institutions in order to support programs in preparing prospective teachers and cooperating teachers.

Current National Conversations about Teacher Preparation Programs

There has been increasing negative attention cast on the preparation of our nation's teachers given that accountability measures have increased for students and teachers. Efforts presume that increased evidence based education system will solve the problems facing education (Cochran-Smith, 2006). Conversations and policy development have targeted university teacher preparation programs with goals of improving candidate preparedness and effectiveness in the classroom in order to raise student achievement. The current conversations surrounding teacher preparation in the United States are centered upon four primary factors; student achievement, developing and retaining highly qualified teachers, the continual debate between university-based versus alternate routes to teacher certification, accountability measures, and increased interest by stakeholders and the media.

Student Achievement

Most notably, negative attention has heightened reform efforts in teacher preparation due to noticeable declines in student achievement particularly in comparison to their worldwide

counterparts. The National Council of Teacher Quality (NCTQ) declared in their June 2013 report that "Once the world leader in educational attainment, the United States has slipped well into the middle of the pack." Countries that had previously been unacknowledged for their achievement gains in education have risen and surpassed the United States in student achievement leading to an increased focus on developing and retaining highly qualified teachers.

Retaining Highly Qualified Teachers

Achievement data has shown that students taught by first-year teachers lose considerable ground (NCTAF, 2007). And, with first-year teachers teaching around 1.5 million students every year (NCTQ, 2013), increasing attention has been focused on mitigating this impact. Today, novice teachers make up a greater share of the teacher workforce than ever before which has drawn attention to the significant attrition rates; indicating that nearly 40-50% of teachers leave the profession with their first five years (Anderson, 2000; Ingersoll & Smith, 2003; Maciejewski, 2007). This is particularly troublesome data when evidence from teacher evaluations indicates that effectiveness increases with duration in the profession. Teachers leaving prior to gaining experience greatly impacts student achievement (NCTQ, 2011).

Conversations and negative attention now center on the evaluative measures surrounding teacher performance which intend to measure classroom teacher effectiveness to ensure that teachers are indeed highly qualified and impacting student learning. Evaluation results have indicated that teachers are less than prepared for the complex diverse environments for which they enter (Darling-Hammond, 2006). The quality of teachers in classrooms is becoming equated to their degree of preparation, which has now shifted the attention to the "crisis" of teacher preparation and has prompted urgent changes in educator preparation (Bullough, 2014).

University-based versus Alternate Routes for Preparation

As conversations surrounding teacher quality and effectiveness have increased there has been increased debate on preparation methods; university-based versus alternative routes. Supporters of alternative routes to certification tend to view pedagogical training as an "unnecessary barrier to the teaching profession that dissuades bright candidates from entering the profession" (NCTQ, 2004, p.40). The recent *Teacher Prep Preview* released by the National Council on Teacher Quality (NCTQ) just last June, heighted awareness and focus on university-based teacher preparation as their report indicated that of over 1,300 institutions which house teacher preparation programs, only 4 made their "Dean's List" while the vast majority were deemed marginal at best (Bullough, 2014). Emerging research evidence has "cast serious doubt on the link between preparation and effectiveness" (NCTQ, 2013, p.10) leaving higher education institutions vie to prove effectiveness of their programs while alternative teaching routes circumvent traditional training.

Accountability

Concerns about the quality of teacher preparation have prompted calls and efforts to hold teacher training programs more accountable for their graduates' outcomes after entering the profession (DeAngelis, Wall & Che, 2013). Thus, there is a call for teacher preparation programs to establish solid scientific foundations within their program and develop data collection mechanisms to indicate effectiveness of their programs (Bullough, 2014). Consequently, the role of research, data, and the science of education now plays a prominent role towards improvement of university-based teacher preparation as programs ensure they are based on scientific research and measureable outcomes. As Cochran-Smith (2006) posited, reform is focused on an outcome question which centers on the ability to answer how programs will know when, and if, teachers know and can do what they ought to know and be able to do? The conversations are now

centered on evaluative measures and potentially making use of student performance data to evaluate teacher preparation programs. Reform efforts have focused on development of evaluation tools, such as performance assessments like the education Teacher Performance Assessment (edTPA), which intend to provide data which indicates teacher candidates learning and abilities from their programs as well as their readiness to enter the classroom.

Increased Interest: Stakeholders & Media

The political turbulence which bombards teacher preparation now is also due in part to the increasing involvement of stakeholders involved in educational policy from businesses, to special interest groups, think tanks and even media; drawing considerable attention and funding to educational reform (Cochran-Smith, 2006). Wirt and Kirst (2009) write, "There is political wisdom that any political contest changes in nature when the number of participants changes" (p.76). Through the use of media and the increase in stakeholders it appears to the nation that teachers are uncertain of best practices to meet the increasingly diverse needs of their students and so must not be getting adequate preparation within their programs. Presenting both teachers and students "in need" triggers action because of the positive values and desire of the Nation's populous to help teachers of children. By depicting students as victims of poor teaching and ill-prepared teachers, policymakers have capitalized on students as a normative symbolic tool to gain momentum to solve the perceived problem.

Interpreting the Problems Facing Preparation Programs

Policymakers have identified university-based preparation programs as a fundamental problem. Conversations and policy development have targeted university teacher preparation programs due to the perceived lack of preparedness and insufficient subject matter preparation to meet the complex and diverse needs of our Nation's students (Darling-Hammond, 2006). Given

the extensive nature, scale, depth, and timing of policies concerning teacher preparation; policy goals focus on improving candidate preparedness and effectiveness in the classroom to raise student achievement. Developing policy goals which support the development of teacher candidates and their preparedness for classroom instruction portrays the image that policies ultimately help "at risk" children and the educational "crisis". These values contributed to the social construction of university preparation programs as a policy target.

Policy goals, targets and tools focus on what university preparation programs do and do not provide and evaluating candidates on their abilities through assessments and standardization. Focusing on teacher preparation appears to the public to provide the appropriate solution to the problem of declining student achievement across the Nation, while also appealing to the societal values upheld regarding teachers, education and more specifically achievement of our students. However, the evidence below exposes that policymakers have not fully and accurately identified the problem to which they are hastily providing solutions.

The above identified problems of teacher preparation programs are issues incisive to the larger dilemma. Instead, I argue, the problem is the perpetual fragmentation that exists between universities and P-12 classrooms and school districts. Consequently, I urge that policy goals should focus on creating coordinated responsibility and partnerships with school districts to produce more effective teachers. There is a need to diminish organizational barriers between the universities and school districts and breakdown historical conceptions of responsibility to have a holistic view of creating a culture which prepares teacher educators in both settings. Instead of an exclusive focus on mandates and use of assessments to determine the value of a program and readiness of a learner, policymakers should incorporate policy tools which invest in capacity

building in an effort to construct and sustain university and district partnerships in order to diminish attrition, retain highly qualified teachers, and increase student achievement.

Teacher Preparation Program Constraints

Until recently, teacher preparation program constraints were largely isolated to silos within institutions and primarily were logistical and economical constraints. Program constraints centered upon program capacity and time to identify programmatic standards and curricula in order to determine how to effectively develop teacher candidates. Typically programs fluctuated between methods courses, theory and practice and debated on which and how each prepared teachers for the work in classrooms. Programs were undoubtedly affected by economical constraints concerning allocation of resources, and programs dealt with capacity and sustainability constraints and ensuring there was time to invest in program development. Constraints were once more typically isolated to simple programmatic improvements within individual institutions. Yet, now due to increased accountability measures, as well as, increased stakeholders constraints have increased considerably as programs vie to prove their effectiveness.

The recent shift in education reform which aims to evaluate the success of higher education institution programs on the successes of novice teachers in their first year has considerably increased the political, economical, and logistical constraints. What follows is analysis of three critical growing constraints that preparation programs now must consider and address: 1) collaboration with districts, 2) faculty capacity, and 3) program variability.

Collaboration with Districts

Collaboration between university and districts has been fragmented and marginal at best in partnering to prepare effective teachers (Darling-Hammond, 2006). Most typically, the university-district partnerships have existed in order to facilitate the clinical experience/student-teaching for candidates. And, while teachers consistently rate student teaching as the single most beneficial component of their preparation programs, (Guyton & McIntrye, 1990 as cited in Valencia et al., 2009) there is debate surrounding the effectiveness of the student-teaching experience as it is contingent on the effectiveness of the cooperating/mentor teachers. Research suggests that the effectiveness of student teaching is related to the help and guidance provided by the cooperating teacher and university supervisor (Glickman & Bey, 1990 as cited in Valencia et al., 2009). Yet, currently, there is little attention to ensure that teacher candidates are placed in highly effective experienced teachers' classrooms (NCTQ, 2013). This critical placement of teacher preparation candidates is an immense constraint on programs. Now, given the emphasis on measurable data and the requirement of successful demonstration of effectiveness for both universities and districts, both educational settings must align and collaborate to ensure successful and effective placements.

Preparation programs must also collaborate and align to school districts in order to remain current on the policy and reform efforts that are affecting each institutions' work. Programs must strive to bridge the knowledge from coursework to the field placements in an effort to develop highly effective candidates and ultimately highly effective novice teachers. Notoriously, maintaining coherent connections and collaborative communities between universities and classroom settings has been difficult to sustain (Valencia, Martin, Place & Grossman, 2009). Most typically there has been difficulty in developing common goals for student teaching and aligning coursework and clinical experiences (Valencia, et al., 2009). But,

given the increased emphasis on accountability, cooperating teachers must know and understand the teacher education program philosophies and support the student in bridging the knowledge from coursework to the field placement. This means that courses are targeted to meet district reform needs including, for example, alignment to Common Core State Standards. It means preparing teachers for the ever-changing diverse and technological classroom of this generation. It means preparing teachers for the critical components on which they will be evaluated in their first year in the career. Political, economical and logistical constraints surface given that alignment to districts means investing time and resources to adapt and modify programmatic structures and curricula to keep up with the initiatives and mandates directly facing districts and classroom teachers.

Faculty Capacity

Faculty within teacher preparation programs are also under a spotlight for their contributions to the readiness of teacher candidates surfacing additional political, logistical and economical constraints for preparation programs. Given the increasing standards-based movement in both districts and university-settings, simply having faculty with content area knowledge does not suffice in preparing highly effective teachers. This becomes a massive constraint as many programs consist of not only a range of faculty, from lecturers, to adjunct to tenured professors; but also, faculty that are diverse in their roles within the university, not only a part of teacher preparation. Reform efforts assert that teacher education needs to gain stature and "solid-scientific-footing" (Bullough, 2014, p.1) which requires evidence and data integrated within instructional and structural program elements. Now, faculty must understand and have knowledge about preparing teachers as well as understand the needs of districts and teachers.

Program Variability

The National Quality of Teacher Preparation (2013) asserted that teacher preparation in the United States seemed to make no impact due to the variability. This variability is of course not a new constraint as this very issue led to the creation of Normal Schools in 1830. Still, institutions of preparation vary in admissions into their programs, expectations of academic proficiency maintained throughout the program, as well as exiting measures such as licensure and testing to enter into the profession (NCTQ, 2004). These variables are made even more pronounced because they are inconsistent even within one teacher preparation program; higher education institutions typically house multiple teacher preparation programs (elementary, secondary, special education) for both undergraduate and graduate training (NCTQ, 2013). A primary goal of policymakers therefore is to eradicate this constraint of variability which infiltrates teacher preparation programs by requiring a data collection mechanism which measures effectiveness. Federal and state policy makers want reliable, outcomes-based information to make sound decisions, so that teacher educators know how best to contribute to the development of effective teachers (Cochran-Smith, 2006). Political, logistical and economical constraints surface as preparation programs design or adopt (edTPA) a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs.

School Districts: Leveraging their Relationships to Combat Challenges

When reviewing the criticisms of teacher education and the constraints upon programs, as well as analyzing university and school district partnerships, it becomes apparent that there are three ways that districts are adding to the challenges of preparation programs. Districts have: 1) poor organizational structure and system for student teacher placement processes; 2) over

dependence on the cooperating teacher; and 3) deficient investments in candidates learning and advancement into the profession. The analysis which follows explores these challenges and suggests how school districts can make a concerted effort to leverage their relationships with training institutions in order to support programs in preparing prospective teachers and cooperating teachers.

Student Teacher Placement

Teacher preparation programs rely on cooperating teachers in order to provide candidates with the experience to become an effective teacher. Yet, in general, there is an overall lack of knowledge in placement processes concerning whether cooperating teachers' skills reflect standards for good teaching. In fact, the National Council for Teacher Quality (2013) found that only 5 states require that the cooperating/mentor classroom teacher is effective in the classroom. This is concerning that this is not always considered before placement given the recent reforms involving teacher performance evaluations. The NCTQ (2004) advises that districts calculate a clinical load, a maximum number of teachers the district can effectively support. Part of developing an effective system requires delineating a process for selection of cooperating teachers to ensure that they are suitable to have a student teacher. The 2010 National Council for Accreditation of Teacher Education (NCATE) report calls for "clinical internships to take place in school settings that are structured and staffed to support teacher learning *and* student achievement" (p.ii). The report also calls on states and districts to require that candidates be supervised and mentored by effective practitioners. In Washington State, for example, the recently adopted evaluative measure, Teacher/Principal Evaluation Project (TPEP), delineates the effectiveness of teachers on a four-tiered scale. Districts now have a responsibility to ensure

university student candidates are placed in classrooms with teachers whom are proficient and/or distinguished in the evaluative components.

Developing an effective organization structure and system for student teacher placement will leverage the relationship between school districts and universities to create high-yield practice experiences for candidates.

Over Dependence on Cooperating Teachers

The student teaching experience is often characterized as a triad; with the student teacher, cooperating teacher and university supervisor. With scarce budgetary resources and time, school districts rarely invest in the development of novice teachers, but instead rely exclusively on the triad. Research on the triad has shown that cooperating teachers are often more influential on student teachers than university supervisors (Calderhead, 1988; Karmos & Jacko, 1977; Richardson-Koehler, 1988 as cited in Valencia, et al., 2009); indicating that ultimately the responsibility of training the student teacher is dependent on one individual. There has often been insufficient time and training for cooperating teachers to help them bridge coursework knowledge the candidates gains from their university/preparation program with the student teaching experience. Additionally, the dependence upon the cooperating teacher is compounded by the fact that most cooperating are ill-prepared in the skills necessary for mentoring candidates (NCTQ, 2011). Feiman-Nemser & Buchmann (1985) posited, "Just as becoming a professional teacher involves a transformation from a person to a teacher, so becoming a teacher of teachers means shifting to another role. Here, too, experience along will not suffice" (p.65). The preparation of cooperating teachers is fundamental, since becoming a teacher of teachers is a transformation and we cannot assume that an effective classroom teacher signifies that they will be an effective mentor towards a student teacher (Darling-Hammond, 2006).

It is more critical than ever for school districts and universities to collaborate given the increase in accountability measures, and the importance of measurable outcomes of student growth. Districts need to work alongside preparation programs in order invest and leverage the role of the university supervisor in order to properly train prospective teachers. McDiarmid (1990) asserted, "For student teachers to learn to teach in ways that are fundamentally different than how they were taught, cooperating teachers and university supervisors must be active participants in student teaching—by modeling new forms of pedagogy and challenge student teachers' beliefs and practice" (p.516). Districts should align with university supervisors to utilize their time in schools to instead help develop cooperating teachers' skill sets as teacher educators in an effort to maximize the likelihood that the student teaching would truly be teacher education (Borko & Mayfield, 1995). Together the partnership can work to equip cooperating teachers with mentoring skills to effectively coach and mentor candidates. Districts can leverage the relationship with the preparation programs to benefit teachers and student growth across the school district.

Deficient Investments

Furthermore, districts typically do not invest and capitalize on the opportunity to have candidates in their field experiences in their classroom across their district. It appears that districts are unsure of the delineation of responsibility given the overall fragmented relationship which exists with university preparation programs. There is an overall lack of vested interest in understanding what candidates are arriving in districts/classrooms with or what programmatic elements universities are incorporating to train the pre-service teachers. As a result, prospective teachers are left to make sense of it all from their program to the classrooms. There currently is a

lack of a holistic view of preparation from central administrators, principals and veteran teachers towards investing in resources and time to develop effective candidates.

It is critical for districts to recognize the investment opportunity of having student teachers. Research has shown that "quality induction programs provide the solid foundation that novice teachers need as they enter a profession with increasing complexity and new challenges" (NCTAF, 2007, p.8). School districts should look at the investment beyond the initial student teaching experience to align practices with induction and orientation practices, recognizing that the investment of a student teacher, upon hiring, has the potential to mitigate some of the challenges faced by new teachers.

Leveraging administrator leadership is one way to increase the school districts' investment in prospective teachers. Principal involvement with the typical triad relationship varies tremendously, but leveraging the role of a principal is fundamental in developing and integrating novice teachers into the profession. Administrators can assist in the successful integration of prospective teachers into their respective schools and the profession which is critical given that research has shown that hiring well-prepared teachers reduced first year attrition by 50 percent (NCTAF, 2007). Retaining highly effective teachers is critical for districts since numerous studies have shown that teaching effectiveness improves with experience during the early years of a teacher's career (NCTAF, 2007). Thus, investing early and intentionally can support candidates' early career success in order to be highly effective and mitigate the impact of new teachers on student learning.

Conclusion

In this paper, I examined how the proliferation of accountability measures which dominates the educational agenda today is impacting preparation programs. It intended to present

and analyze the national conversations around teacher preparation programs in an effort to understand that school districts also have a responsibility in the development of highly effective teachers. First, I hope that by examining the current national conversations around teacher preparation programs from a policy design perspective, I have provided evidence to why there has been an increasing negative attention cast on the preparation of our nation's teachers. I hope to have shown that while policymakers have identified university-based preparation programs as a fundamental problem, policy goals should additionally focus on creating coordinated responsibility and partnerships with school districts to produce more effective teachers. I hope that I have shown how the increase in constraints for teacher preparation program affects their current success. And, finally I hope to have shown how school districts contribute to the challenges faced by preparation programs and, that school districts must leverage their relationships with training institutions in order to support the development of our future teachers. Overall, this paper intended to reveal that it takes highly effective teacher preparation programs, cooperating teachers, *and* districts to develop highly effective prospective teachers.

Central Problems

The review of literature and examination of the history and current problems provided the foundational knowledge to help in surfacing, understanding and defining the central problems with student-teaching induction within districts. The university-district partnership most typically exists in order to facilitate the clinical or student teaching experience for candidates. And, in virtually all pre-service teacher education programs, a central component is the student teaching (Borko & Mayfield, 1995). However, the collaboration between university and districts has been fragmented and marginal at best in partnering to prepare effective teachers (Darling-

Hammond, 2006; Levine, 2006). Collaboration instead looks like reliance. The university programs rely on school districts for the placement of their teacher candidates. The university program coordinators communicate with individual teachers or school administrators. Once candidates are placed, school districts rely on the university programs and supervisors trusting their guidance on the professional development of candidates. There is often minimal interaction at the district level and instead an exclusive reliance on the key triad members: student teacher, cooperating teacher, and university supervisor for the learning experience (Valencia, Martin, Place & Grossman, 2009). Instead of a partnership which coordinates to feel a shared responsibility for the guidance of student teachers, it functions more like an over-dependence or reliance on one another with vast assumptions that learning will occur.

Recent reform efforts, like the education Teacher Performance Assessment (edTPA), require preparation programs to develop and assess new teachers' abilities to put their growing knowledge into action, while districts must ensure that there is a highly effective teacher in every classroom. Consequently, it has become essential to diminish existing organization barriers and traditional partnership roles between the universities and school districts to work together in preparing candidates. Rather than school districts being directed by university programs, it is essential for school districts to be the driving force in developing more integrative approaches to teacher preparation. There is a pressing need to address the overwhelming lack of involvement, awareness and participation in the support of teacher candidates' learning. A shift must occur among university programs, school districts and teaching candidates to see the clinical student teaching experience as a beginning to their teaching career in a school district, rather than a culminating point in learning at the university-level (Borko & Mayfield, 1995). In the following section, I highlight three central problems occurring in school districts which hinder candidate

transitions into the teaching career: 1) deficient investment in induction, 2) lack of intentionality with placement and, 3) over-dependence on cooperating teachers.

Differential Investment in Induction

Guidance for student teachers is often considered the shared responsibility between university supervisors and cooperating teachers (Borko & Mayfield, 1995). As a result, districts typically do not capitalize on the opportunity to have candidates in their field experiences in their classrooms across the district. It appears that the lack of a holistic view of preparation from central administrators, principals and veteran teachers towards investing resources and time to develop candidates is due to the uncertainty of the delineation of responsibility given the fragmented relationship which exists with university preparation programs. There is an overall lack in understanding of what candidates are arriving in districts or classrooms with or what programmatic elements universities are incorporating to train the Pre-service teachers. Orientation of district philosophies and expectations is often the exclusive responsibility of the cooperating teacher and or building principal versus districts seeing themselves as contributors to the larger community of practice (Valencia et al., 2009). There is minimal accountability and commitment by school districts in orientating student teacher candidates to the profession, and instead an exclusive reliance on the teacher education programs and cooperating teacher for providing prospective teachers knowledge and skills to be successful.

School districts are missing a commitment opportunity to play a major role in helping novices learn to teach and an ability to guarantee the learning which occurs in a candidate's student teaching experience in their district. The current differential investment is problematic given that research has shown that "quality induction programs provide the solid foundation that novice teachers need as they enter a profession with increasing complexity and new challenges"

(NCTAF, 2007, p.8). With first-year teachers teaching around 1.5 million students every year (NCTQ, 2013) is has become essential for districts to invest early in teachers' careers. Ingersoll & Smith (2003) found that when comprehensive approaches to teacher induction have been reviewed, statistics showed that they can reduce teacher turnover by more than 50 percent. Teacher turnover results in a drain of district budgetary and time resources, diminished teaching quality, and undercuts closing the student achievement gap (NCTAF, 2007). Retaining highly effective teachers is critical for districts since numerous studies have shown that teaching effectiveness improves with experience during the early years of a teacher's career (NCTAF, 2007).

Lack of Intentionality with Placement

One of the recurrent challenges in preparing effective novice teachers occurs due to the lack of coordination between district and universities for candidate student teaching placement. Most typically, university placement coordinators contact building administrators within individual schools in order to locate student teaching sites for their cohort of teacher candidates. Then, the building administrator requests, often persuades, and sometimes assigns cooperating teachers to a candidate. The first problem with the current placement system is the lack of awareness concerning district capacity or clinical load. The National Council for Teacher Quality [NCTQ] (2004) advises that districts calculate a clinical load, a maximum number of teachers the district can effectively support in order to avoid a saturation or drain of resources. Therefore, an awareness of congruency in placement is imperative. Student teachers should be placed in areas of potential hiring. Research suggests that teacher preparation programs that produce higher student achievement gains had a strong "congruence" between the training experience and the first-year teaching assignment (Boyd, D., Grossman, P., Lankford, H., Loeb,

S., & Wyckoff, J., 2009). Additionally, Boyd et al., (2009) argue that well prepared novices with intensively supervised clinical experience are more likely to stay in teaching longer than those who enter the profession through programs with limited clinical experience. It becomes imperative for school districts to assess their potential future needs in order for placement of student teachers to be more intentional and aligned to hiring needs.

In addition to evaluating capacity, school districts must ensure quality within these placements. Teacher preparation programs and districts rely on cooperating teachers in order to provide candidates with the learning experience to become an effective teacher. Yet, in general there is an overall lack of knowlege in placement processes concerning whether cooperating teachers‘ skills reflect standards for good teaching. The NCTQ (2013) found that there is minimal attention to ensure that candidates are placed in highly effective and experienced teachers’ classrooms. In fact, only 5 states require that the cooperating/mentor classroom teacher is effective in the classroom (NCTQ, 2013). While the student teaching experience is consistently rated as the single most beneficial component of preparation programs, the impact is questionable given that a lot is left up to chance due to placement of candidates with cooperating teachers (Borko & Mayfield, 1995). Research indicates that the only aspect of a student teaching arrangement that has been shown to have an impact on student achievement is the positive effect of selection of the cooperating teacher (NCTQ, 2013) and yet there is an overall lack of knowledge and investment in the process of placement by the school district.

Over-Dependence and Under Preparation of Cooperating Teachers

The student teaching experience is often characterized as a triad; with the student teacher, cooperating teacher and university supervisor. With scarce budgetary resources and time, school districts rely exclusively on the triad for the development of novice teachers. Yet, research

shows that the triad has often failed (Valencia, et al., 2009). The triad is often unsuccessful due to uncertainty of roles (Borko & Mayfield, 1995), different perspectives (Bullough & Draper, 2004) and limited influence on student teachers' actually learning to teach (Borko & Mayfield, 1995). Instead of the triad nurturing experimentation and inquiry-oriented practice the focus often shifts to staying on the university curriculum track, the candidate receiving a good evaluation and everyone getting along in the triad (Valencia et al., 2009). Cooperating teachers are often more influential on student teachers than university supervisors (Calderhead, 1988; Karmos & Jacko, 1977; Richardson-Koehler, 1988 as cited in Valencia, et al., 2009) which is disconcerting given that most cooperating teachers are ill-prepared in the skills necessary for mentoring candidates (NCTQ, 2011).

Ultimately, the responsibility of training the student teacher is dependent on one individual, the cooperating teacher, and they are often unsupported in their responsibilities. There has often been insufficient time and training for cooperating teachers to help them bridge coursework knowledge the candidate gains from their university preparation program with the student teaching experience. There is an assumption that they know how to support a student teacher and Feiman-Nemser & Buchmann (1985) cautioned, "Just as becoming a professional teacher involves a transformation from a person to a teacher, so becoming a teacher of teachers means shifting to another role. Here, too, experience alone will not suffice" (p.65). Becoming a teacher of teachers is a transformation and a district cannot assume that an effective classroom teacher signifies that they will be an effective mentor towards a student teacher (Darling-Hammond, 2006). Becoming a mentor involves intentional training since it requires teachers to make a transition from classroom teacher to teacher educator (Feiman-Nemser & Buchmann, 1987).

Theory of Action for Improving District Investment in Induction

The problems articulated above reveal that it is more critical than ever for the school district to be the driving force in diminishing existing organizational barriers between universities and school districts. It is important however, that solutions not be hastily conceived to solve the problems. Instead, as districts begin to negotiate and reimagine their investment, it is important that they are strategic and generate a theory of action that explains the specific intended investment changes to improve the organization structure.

The Theory of Action (Appendix A) was developed to articulate the most pressing problems for districts and design a successful course of action to improve district investment in induction. This Theory of Action is centered on the assessment and evaluation of a large-suburban school district and highlights the three central problems within the university-district partnership 1) an overall deficient investments in candidates learning and advancement into the profession 2) poor organizational structure and system to ensure quality, capacity and congruence within placement processes; and 3) insufficient support for cooperating teachers. The development of the Theory of Action highlighted changes that could be made in the district to address the central challenges to the existing process.

Support Tools to Improve District Induction Practices

The Theory of Action provides guidance to understand the specific changes that need to be made to improve teaching and learning for teacher candidates. It incorporates conceivable steps and designates a need for support tools and resources that districts, teacher educators and teacher candidates can access in order to better the candidate learning experience. The action

plan in coordination with the literature review concludes that by addressing these central problems in teachers' preparation at a school district level, there is an increased likelihood of preparing, hiring and retaining highly effective teachers in order to promote student learning within schools. Based on the conception of the problem(s) through district contextual background and the literature review, the framework served as a guide in development of tools to address the identified weakness and gaps in this school district studied. In the following section, I will unpack the tools I have developed to support districts in making changes to their practices.

Comprehensive Strategic Plan: PATHS

The PATHS Comprehensive Strategic Student Teacher Plan (Appendix B) is a model/comprehensive investment plan which resulted from the Theory of Action. The PATHS Organizational Model provides a basic structure to assess and delineate the process for the communication of information for school districts. It highlights the coordinated responsibility between all stakeholders (universities, district departments and candidates) to ensure investment in a candidates' learning experience.

The framework not only establishes investment in candidates, ensuring that various departments recognize their responsibility, but provides an induction continuum which launches candidates into their first year teaching. The model proposed puts the idea of placement, access, training, hiring and support into conversation for the purpose of offering districts, universities and candidates a clear framework to support novices (NCATE, 2010; NCTQ, 2004/2013; Calderhead, 1988; Karmos & Jacko, 1977; Richardson-Koehler, 1988 as cited in Valencia, et al., 2009). The framework was designed based on research that "quality induction programs provide the solid foundation that novice teachers need as they enter a profession with increasing complexity and new challenges" (NCTAF, 2007, p.8). Through the district's advanced

investment in a comprehensive induction plan it can support candidates' early career success in order to be highly effective and to potentially mitigate the impact of new teachers on student learning. The goal of the continuum is to create a consistent positive student teaching experience across school districts, increase teacher educator efficacy, and support the increased accountability for school districts' investment in candidates' student teaching. With the adoption of such a framework it is more likely that prospective teachers feel better prepared for the complex world of teaching and districts would have a more consistent, comprehensive and holistic view of the students teachers they had prepared.

The PATHS strategic plan also serves as an assessment tool for a district. Districts can focus attention to gaps within the continuum in order to identify structures or programs to implement. For the purposes of this project, after evaluating the current program within this large suburban district, it appeared that there was minimal, if not any attention given to most any of the critical stages of the PATHS continuum. As a result, the focus of this project was to develop and design structures to focus on: 1) placement 2) access/orientation and 3) training.

Placement Congruency

Districts must view student teacher placement and hiring as interrelated. Intended hiring needs should drive the placement of candidates across a district. Research has shown that preparation programs that have produced higher student achievement gains had a strong congruence between the student teaching clinical experience and the first year teaching assignment (Boyd, et al., 2009). Therefore, targeting district placement processes was a central focus for this project since most typically, program coordinators communicate to the school districts their placement needs. Instead, I urge a shift—a turn away from a predominant focus on the university program candidates' needs, towards specifying district hiring needs. This is a

fundamental transference, where school districts communicate *their* needs to the university programs. The aim is to develop an organization structure and system at the district central offices/human resources which highlights district areas of potential hiring need in order to address congruency in student teaching placement and potential hiring.

The Coordinated Placement Process Tool (Appendix C) highlights this shift in placement processes. This turn to focusing on district need requires a) communication with administrators on anticipated hiring needs in their building b) collecting district data to target high needs' buildings with greater turnover c) anticipating grade levels that typically have greater hiring or turnover rates. By targeting and anticipating these hiring needs a district can then communicate *their* anticipated placement needs to the university programs in order to generate greater congruency of candidate placement and ultimately greater feelings of preparedness among first year teachers. District cognizance of placement congruency has the potential to increase retention among novice teachers given that research has shown that well-prepared novices with intensively supervised student teaching experiences are more likely to stay in teaching longer (Boyd, et al., 2009).

Access and Orientation

Focusing on access and orientation was a significant emphasis for this project knowing that well prepared novices with intensively supervised clinical experiences are more likely to stay in teaching longer (Boyd, et al., 2009). Districts can aide in this longevity by increasing the support during the preparation and training. As a result, it was imperative to design a tool for the stakeholders and teacher candidates that would align to PATHS to ensure that there was a consistent investment into each candidate's learning experience. For this reason, two important

district tools developed during this project were: 1) The Student Teacher Accountability Record (Appendix D) and 2) Web Resource Portals (Appendix E-F).

The Student Teacher Accountability Record (Appendix D) was designed to hold both a student teacher and a district accountable for supporting and investing in a student teachers' experience in the district. It was intended to guide a candidate's experience, orient them to district expectations, and then be submitted to Human Resources in order to know they successfully completed their experience and are interested in employment. The tool identifies the necessary steps student teachers must engage in during their experience within the district and highlights the elements required to gain access to district resources as well as what is required to be considered for employment. It is anticipated that implementation of the Accountability Record can improve communication with Human Resources regarding student teaching experiences in order to more clearly and efficiently communicate student teacher effectiveness, and encourage greater congruence from student teaching placement to hiring.

Another important tool was the design of both the Cooperating Teacher Web Resource Portal (Appendix E) and Student Teacher Web Resource Portal (Appendix F). Both portals were designed as a way to initiate support and resources for the dyad during the student teaching experience. Given the scarce budgetary resources available for districts, the web resource portals provide an easily accessible tool to guide the work of both the cooperating teacher and student teacher. Housed on these two websites are various tools including district contact for support, expectations of the learning experience and mentoring tools for support. The web portals provide support for all members of the triad to increase communication, clarity of district purposes/investment and goals and overarching goals of the learning experience.

Training & Support

Developing systems to provide training and support for cooperating teachers was essential in order to ensure that mentors are equipped with the skills to be an effective teacher educator. Preparation and support for cooperating teachers/mentors has been shown to not only develop more positive attitudes towards teaching among their student teachers (Guyton & McIntyre, 1990), but also "provides a more stable field experience, more specific feedback, and a more positive affective experience" (Wheeler 1989 as cited in Guyton and McIntyre, 1990). Focusing on the training of district cooperating teachers is even more significant a focus for this project knowing that expectations of cooperating teachers are evolving with edTPA and Teacher Principal/Evaluation Project (TPEP) evaluations. Given that the cooperating teacher is often exclusively accountable for providing candidates with the experience to become and effective teacher (Valencia et al., 2009) it becomes essential to guide, support and prepare them in their new role as teacher educator.

The Orientation Guide, (Appendix G), First Days/Week Orientation (Appendix H), and Instructional Scope and Sequence (Appendix I) and are three of the more important tools available to support cooperating teachers on the Web Resource Portal. These tools were designed to support cooperating teachers in knowing what to demonstrate and teach during the candidate's experience in their classroom given that research shows, "Becoming a mentor involves making a transition from classroom teacher to teacher educator" (Feiman-Nemser & Buchmann, 1987, p.273). Not only do these tools provide guidance to a cooperating teacher, but it ensures at the district level that candidates receive consistent skills and learning during their experience in the district. The tools were also designed to help candidates and cooperating teachers learn processes and procedures that would help a teaching candidate to be more effective in their first year.

The scope and sequence and orientation check-lists are intended to serve as a coaching tool for mentors in order to induct their student teaching candidate into the district by familiarizing them with the evaluation standards and characteristics of effective teachers. In the district focused on for this project, one way that the district felt candidates could be more successful in their first year teaching was through gaining knowledge of the adopted evaluation framework during their student teaching experience. Therefore, for the purposes of this project, the tools embedded the components of Charlotte Danielson's Teacher Evaluation Framework (Washington State Teacher/Principal Evaluation Project [WSTPEP], 2014).

The check-lists were designed to be used in various ways; for instance, they could be utilized to either guide a progression of learning for the duration of a student teaching candidate's experience. They might also be utilized to assess student learning and evaluate their success in regards to the sequence or check-list. And, still more, it could be utilized to facilitate cooperating teachers, student teaching conversations around the focuses. Again, research has shown that cooperating teachers are often more influential than university supervisors (Borko & Mayfield, 1995) and yet most cooperating teachers are ill-prepared for mentoring. These tools can serve to ensure that the cooperating teacher is more successful in preparation of teacher candidates in order to mitigate the novice impact on student achievement.

Implementation

Anticipated Impact

The PATHS strategic plan and the Theory of Action serve as guides and assessment tools for a district. Districts can focus attention to gaps within the continuum in order to identify structures or programs to implement and measure anticipated impact. One way to determine if

the support tools and investment are having a positive impact is to measure the successful completion of the components in the PATHS strategic plan. Given that the PATHS strategic plan focuses on areas that the literature suggests a district should invest, they could measure positive impact within Placement, Access and Orientation, Training, Hiring and Support by collecting data on student teachers' successful completion of each of these stages of the PATHS process.

One anticipated impact is that when the framework is utilized a district could better anticipate the level of mentoring support that a novice teacher might require or need in their first year teaching. The Predictive Indicators of Level of Mentoring Support for a Novice Teacher (Appendix J) aligns with the PATHS strategic plan to provide three scenarios of possible mentoring support that would be required. While three scenarios are not exhaustive, the aim is to offer examples of an investment continuum and show the conceivable benefits and repercussions depending on the varying levels of district investment. The Ideal Scenario, Scenario 1, shows that by investing early in a candidates' student teaching experience, it has the potential to mitigate some of the support needed as a first year teacher. A district could anticipate that the novice teacher would need less professional learning given the early investment. On the other hand, Scenario 3 shows that a deficient district investment potentially leads to intensive support in their first years teaching. Scenario 3 demonstrates that a haphazard lack of investment, as was the case in the district observed for this project, is problematic and potentially results in tremendous interventions in teachers' first years in the career.

The Predictive Indicator tool demonstrates that by increasing the investment within each element of the PATHS framework, a district is more likely to achieve the central goal of

preparing hiring and retaining more quality teachers in order to increase student learning in schools.

Considerations and Recommendations

In looking at full implementation, it would be a priority to engage with and utilize the PATHS strategic plan as an assessment tool for a district. Districts can focus attention to gaps within the continuum in order to identify structures or programs for implementation. Evaluating a current program can pinpoint attention to the critical stages of the PATHS continuum. It is essential to gain leadership commitment and this tool offers a way to assign accountability to people and departments within the system to ensure investment and consistency. This tool is also recommended as a starting point for implementation as it creates a holistic induction continuum that is intentional at developing coherence in candidates' professional learning experience in the district.

What is critical is to prevent hap hazard selection of pieces of the framework to implement. The framework should serve to initiate the coherent investment process and prevent hap hazard selection of elements within the framework. The danger of only focusing on one component is that while it might improve the existing structure it still does not create the consistency, coherence to truly reflect an induction continuum which supports candidates' investment into the profession. Developing effective candidates requires an investment among central administrators, principals, and veteran teachers. With a holistic inclusion of the framework it is more likely that prospective teachers feel better prepared for the complex world of teaching and districts would have a more consistent, comprehensive and holistic view of the students teachers they had prepared.

Challenges

Successful implementation relies on an investment of the district in the coordination of district departments which has the potential of impacting the organizational culture. For this project, the district that was focused on relied exclusively on the Professional Learning Department for all responsibilities associated with student teaching. Instead, this project has shown that various departments must invest and know their responsibility within the successful preparation of teaching candidates. This is particularly challenging given that departmental structure in a district is a fundamental vehicle by which organizations achieve bounded rationality and alters roles (Simon, as cited in Thompson, 1967). Increased investment and coordination requires breakdowns of historic patterns of work and culture, which is a challenge in complex school districts, given that there develops "a particular way of life among a people or community," (Hatch & Cunliffe, 2006, p.177) that evolves, and exists and varies by degree in organizations. Successful implementation not only requires departments to work together but a shift to a culture which values the strategic investment in student teachers. Change challenges an individual's competence, change creates confusion, and change causes conflict (Evans, 1996) and therefore it becomes essential for a deliberate and cohesive implementation for successful implementation.

A second challenge with implementation is that it requires a deliberate and committed approach and therefore cannot be executed too quickly. District implementation of a strategic student teacher plan requires coordinated responsibility. There is a tendency for districts, given the tools provided, to employ a shotgun approach and quickly adopt portions of the recommended framework. However, it is not enough to just implement part of this plan or to rush into without the proper systems and sets of checks and balances in place, as mentioned above in the considerations and recommendations. Successful implementation first requires a

commitment to the entirety of the plan and process, and a fundamental agreement in a framework for the investment in candidates. It is not sufficient to haphazardly initiate tools given that it is quality induction programs that provide the solid foundation for novice teachers (NCTAF, 2007). Without intentional organization and planning it will, like many district initiatives, fail due to a lack of investment of the parties involved. It is only through the district's advanced investment in a comprehensive induction plan that it can support candidates' early career success.

Finally, a very real challenge maybe that a successful implementation of this plan would very likely result in a temporary decline in the number of student teachers placed in the district in order to successfully invest in their preparedness. In the district focused on for this project, an emphasis was placed on quantity of student teachers served versus an overwhelming uncertainty in quality. Successful implementation requires a candidate capacity which focuses on quality and consistency in candidate experience. A greater emphasis on quality versus quantity should allow districts to better guarantee an experience for candidates where there is intentionality at all stages of a candidate's induction into the profession.

Next Steps

Identifying the need for a comprehensive strategic student teacher plan, like PATHS, highlights the gaps within the district to know where structures or programs might best be implemented. For the purposes of this project the elements of the comprehensive strategic student teacher plan that were focused on were 1) Placement Congruency, 2) Access and Orientation for candidates and, 3) Training for student teachers and cooperating teachers. Next steps in this work would focus on exploring and developing tools for the remaining elements of hiring and support in order to complete the induction continuum.

In starting to address placement and hiring, the element of congruency and quality of placement must be at the forefront of discussion. While this project highlighted the necessary shift in districts determining their need and coordinating candidate placement accordingly, still absent is ensuring quality placement. Absent, and yet integral from this current district investment plan is making use of data, which is an important next step when understanding placement and hiring. With implementation of a comprehensive investment plan more intentionality should occur with candidate placement and communication tools like the Student Accountability Record Form, should allow hiring to become more efficient.

School districts have a fundamental role in determining how to utilize the scores and evaluative data they will receive on individuals; both teachers and teacher candidates. For starters, the TPEP evaluative measure delineates the effectiveness of teachers on a four-tiered scale. As a result, districts should have an obligation to utilize the Teacher Evaluation Scores as criteria for student teaching placement. The 2010 National Council for Accreditation of Teacher Education (NCATE) report calls for "clinical internships to take place in school settings that are structured and staffed to support teacher learning *and* student achievement" (p.ii). The report also calls on states and districts to require that candidates be supervised and mentored by effective practitioners. Therefore, student teachers should not be placed in a cooperating teacher's classroom that does not indicate that they are proficient and/or distinguished in the evaluative components. Currently, there is typically little attention to ensure that teacher candidates are placed in classrooms with highly effective teachers.

The edTPA is designed to show significant predictors of later teaching effectiveness. Therefore, edTPA scores might not only influence hiring but enable districts to track data across time to show evaluative measures from Pre-service through the early years of a career to show

individual teacher growth over time. By designing a growth tracking model it can provide district's evidence to know if the edTPA is truly an indicator based on their later TPEP evaluations and evidence of effectiveness and student growth in early career teachers.

Furthermore, provided that a district adopts a vision and comprehensive plan for student teaching, it then requires a need to align with preparation programs and more specifically, university supervisors in order to create a larger community of practice. A next step for my work includes focusing more on the training and support for cooperating teachers. One possible method of creating this shift to teacher educator is to utilize university supervisor time in schools to shift from a focus on student teachers to instead help develop cooperating teachers skill sets as teacher educators. Supervisors might shift from exclusive evaluators to teacher educator mentors; developing cooperating teachers' skills in bridging candidate coursework and working and understanding the edTPA in an effort to maximize the likelihood that the student teaching would truly be teacher education (Borko & Mayfield, 1995).

Conclusion

One approach to addressing the "crisis" in teacher preparation is to address the overall fragmentation that exists between universities and school districts. The focus of this paper was to push against the tendency in teacher education to default to the university preparation programs as the sole provider of teacher preparation or relying exclusively on the triad and instead argue that school districts must be a driving force. Again, this project was not designed to be an exhaustive research study of the challenges of improving the student teaching experience, but instead an initial exploration into one district and its' challenges; to under the problem of district investment in the preparation and induction of student teachers in one district.

The literature review, defined problem, project focus and artifact development were designed to support districts in potentially leveraging their investment.

Districts must evolve to make a concerted effort to leverage their investment in the student-teaching process in order to prepare, hire and retain more highly qualified teachers. I articulated the current problems with student-teaching induction and the need for coordinated responsibility within school districts to produce well-prepared novices into the teaching profession. The frameworks and implementation tools provide districts an initial starting point to bridge the work that traditionally occurred in isolation at the preparation institutions. The degree to which this project can inform how others explore the challenges within their districts, will depend in large part on the similarities of size, demographics and history of their districts. However, without such an investment at the district level, I argue that there will remain little advancement in the successful preparation of teacher candidates.

If we continue to develop and train Pre-service teachers without simultaneously considering how we will coordinate responsibility to achieve the necessary skills, teacher education will fall short of leveraging the fullest potential in candidates. Districts need to be the dynamic force in developing more integrative approaches to teacher education. One of the most important challenges facing public education is to ensure that the nation's teacher workforce is not only prepared but also effective in meeting the needs of all students (Darling-Hammond, 2006) and it is my hope that districts will engage collectively and collaboratively with teacher preparation programs to prepare teachers in order to improve the learning opportunities for students.

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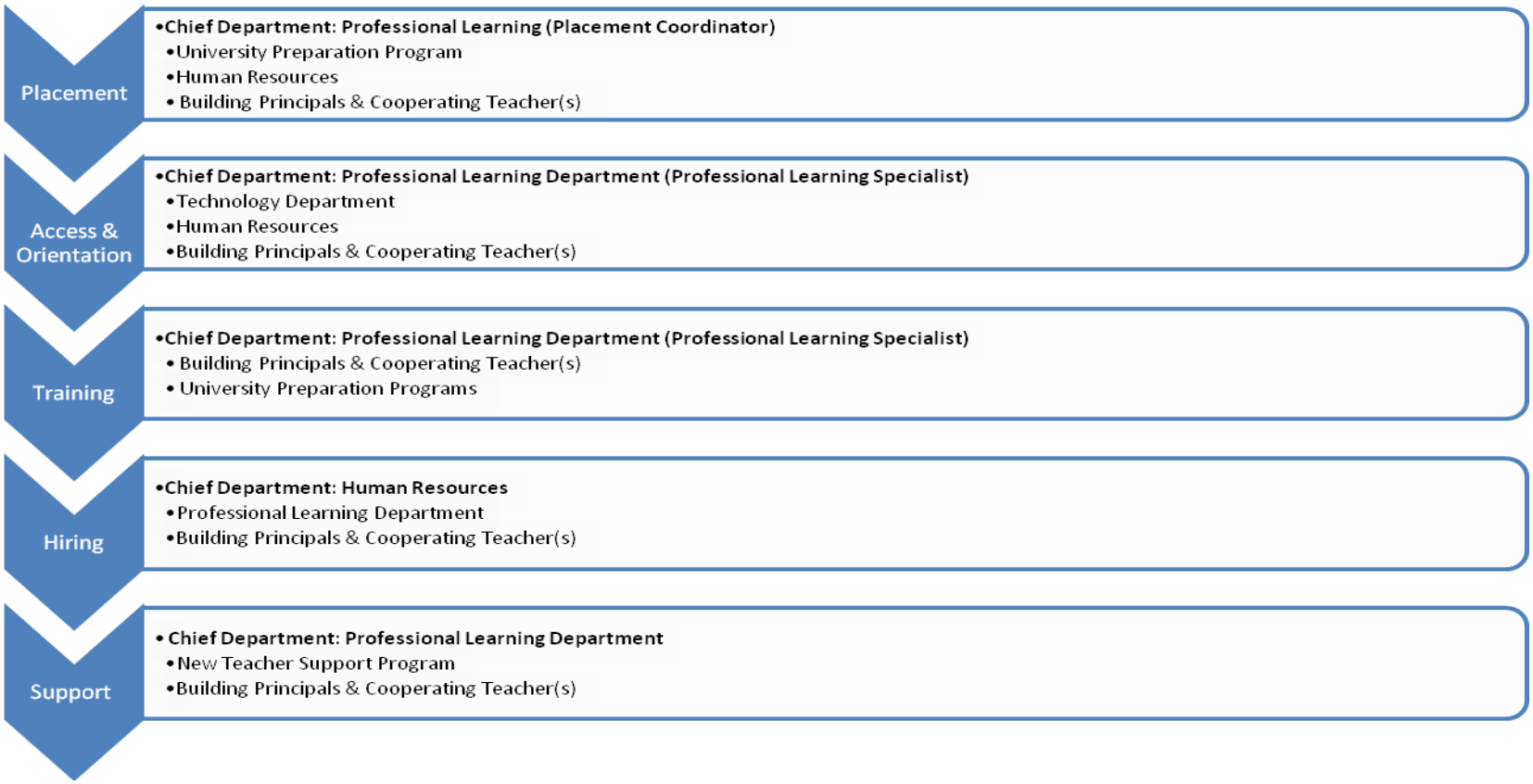
Appendix A: Theory of Action

Problem (s)	***If…***	***Then…***	***Which Will…***	***And Will Result In…***
Placement Poor coordination to ensure that Student Teacher Placement is placed in a building of "need" versus convenience and aligns with a highly effective cooperating teacher	If the school district coordinates placement efforts by identifying both areas of need and effective cooperating teachers…	The district will recognize a clinical load of appropriate amounts of student teachers to support. Candidates will be placed in buildings that will be potential hiring.	Diminish wasted time in preparing candidates for buildings that will not be hiring Teacher resources and candidates time more highly valued	Creating higher yield practice experiences for candidates in order to develop more effective teachers and prevent the novice impact on student achievement
Deficient District Investments in orientating candidates Deficient District Investments in candidates as possible hires; a lack of communication regarding effectiveness of candidates and lack of recognition in congruence when hiring	If student teachers are provided with support resources which outline the progression/goals for their learning in the district as well as provided an effective cooperating teacher There is greater communication between vested district stakeholders (ie: the placement coordinator, cooperating teacher, principals and the Human Resources coordinator)	The student teacher will understand the specific goals of the district through the field experience Then the district will more clearly know the effectiveness, skill-set and student teaching experience of all candidates prior to hiring	The student teacher will have a greater likelihood of success in their learning, their student learning, and potential career (particularly if hired in the same district) Increased congruence between student teaching experience and potential hiring placement	Candidates feeling supported/invested Increased retention among early career teachers Mitigate novice impact on student achievement
Training Cooperating teachers are unsupported in their responsibilities as a cooperating teacher; there is an assumption that they know how to support a student teacher (teacher educator) and that they know the district's goals for student teachers	If cooperating teachers are provided with support resources which outline the progression/goals for student teachers in the district and mentoring for their role as a teacher educator	The cooperating teacher, student teacher, and university supervisor will understand the specific goals of the district through the field experience	An increase in Cooperating teachers' skill-set/mentoring skills in order to maximize student teaching experience to be teacher education	Increased teacher preparation effectiveness and building capacity within cooperating teachers.

Appendix B: Comprehsive Strategic Student Teacher Plan

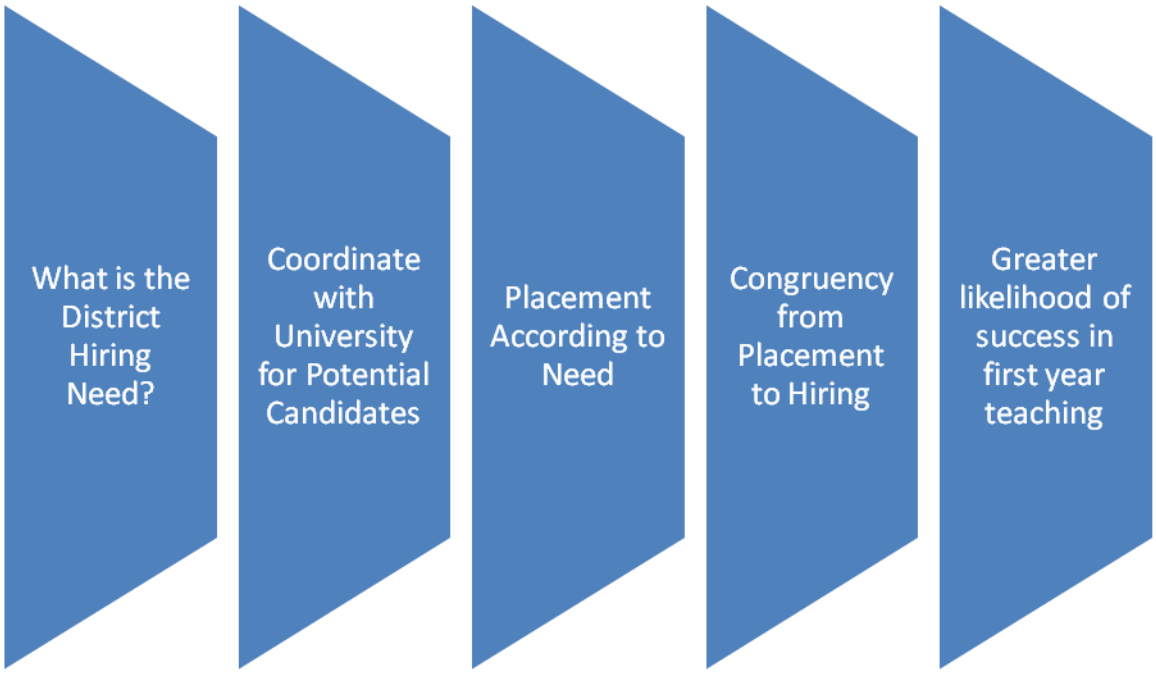
"PATHS": Comprehensive District Strategic Student Teacher Plan

Preparing, Hiring, & Retaining Highly Qualified Teachers



*this model indicates the progression and the person/department responsible at each progression of a candidate's induction

Appendix C: Coordinated Placement Process



Appendix D: Student Teacher Accountability Record

Student Teacher Accountability Record

***Name*_____ *University* _____**

***Year*_____ *Semester*_____**

***School Placement* _____*Grade*_____**

***Cooperating Teacher* _____**

Student Teacher Accountability
Check the Box showing verification of completion and/or learning.

Prior to Starting Student Teaching Experience

- ☐ 1. **Acceptance Form:** Signed Student Teacher/Internship Acceptance Form ***Initials*** _____
  Returned to Professional Learning Dept. Attn: Placement Coordinator
- ☐ 2. **Badge:** Acquire your badge ***Initials*** _____
  Resource Center in Human Resources up to 2 weeks prior to start
- ☐ 3. **Technology Access** ***Initials*** _____
  Skyward Account access via email from Technology Operations Department
- ☐ 4. **Orientation to District** ***Initials*** _____
  Visit the Student Teacher Haiku Site following access to email

During your Student Teaching Experience

Observations by Cooperating Teacher

☐ #1 Date_____ ***Initials*** _____ Content _____	☐ #2 Date_____ ***Initials*** _____ Content _____
☐ #3 Date_____ ***Initials*** _____ Content _____	☐ #4 Date_____ ***Initials*** _____ Content _____

Observations by Your Building Administrator(s)

☐ #1 Date_____ ***Initials*** _____ ☐ Content _____	☐ #2 Date_____ ***Initials*** _____ Content _____

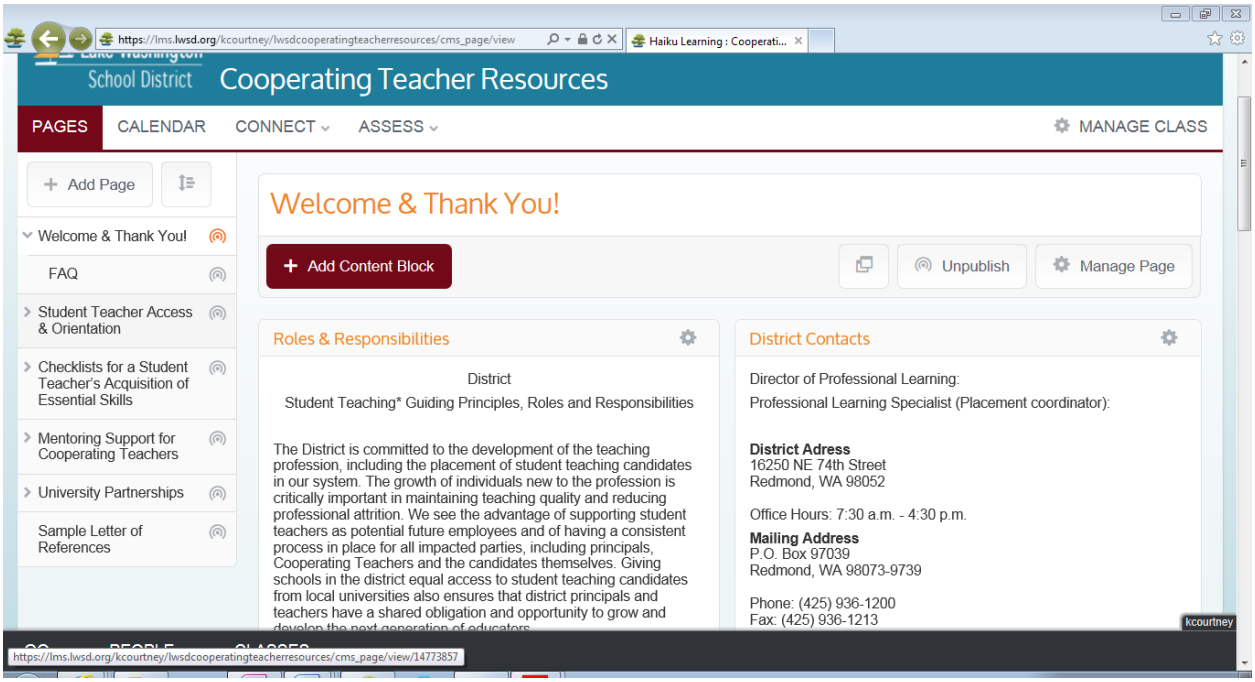
Culmination of Your Student Teaching Experience

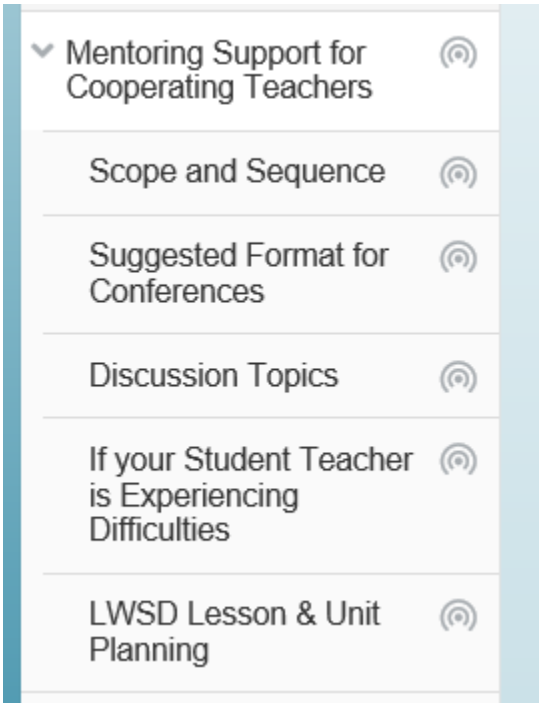
- ☐ 1. Return your ID Badge to Human Resources within 2 weeks following your Student Teaching completion

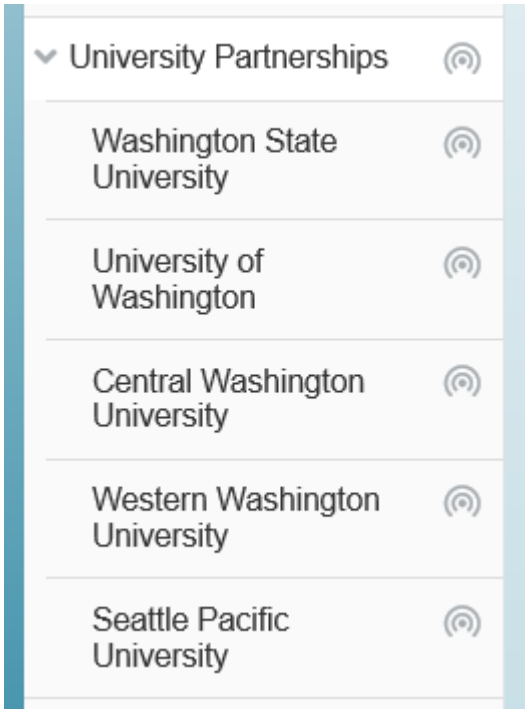
Applying for a Position
***upon application these individuals will receive an electronic form to complete**

- ☐ 1. Letter of Reference from your Field Supervisor
- ☐ 2. Letter of Reference from Cooperating Teacher
- ☐ 3. Letter of Reference from Administrator

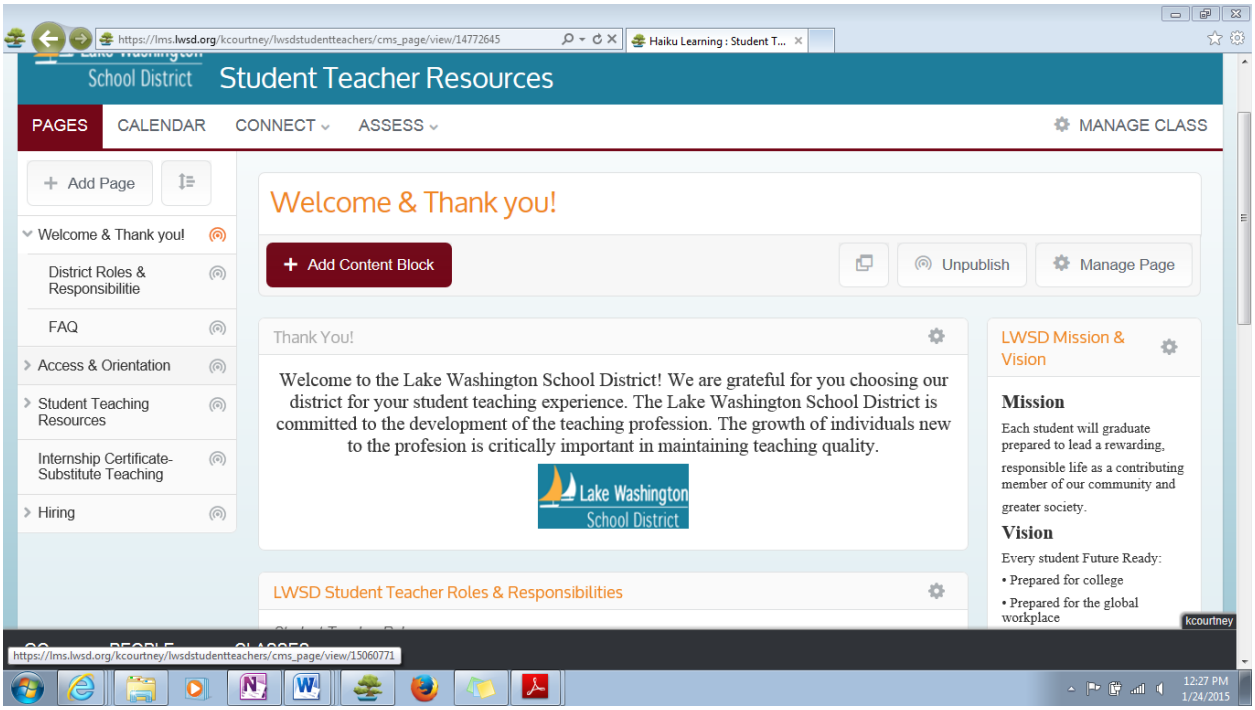
Appendix E: Cooperating Teacher Web Resource Portal







Appendix F: Student Teacher Web Resource Portal



Appendix G: Orientation Guide

Orientation Guide

Cooperating Teacher Checklist for a Student Teacher's Arrival (August)

1. **Learn about the student teachers background:**
   _____Degrees/Subject knowledge
   _____Pre-student teaching field experiences
   _____Special interests/skills
   _____ What drew them to teaching as a career?

2. **Explain your own background:**
   _____Degrees/Subject knowledge
   _____Philosophy of teaching
   _____Committees/roles outside of the classroom
   _____Special interests/skills
   _____ What do you love about teaching/What's your biggest challenge?

3. **Facilitate introductions to:**
   _____ Administration and faculty (custodial staff, secretaries, etc.)
   _____your teammates
   _____the building (copy machine, supply areas, staff room, bathrooms)
   _____your classroom

4. **Review & familiarize candidate to:**
   _____ School rules and procedures
   _____Parking & ID badges
   _____ District policy/student handbooks
   _____Student teaching responsibilities (staff meeting attendance, snow days, absences, etc.)

5. **Read the University student teaching handbook:**
   _____Understand basic responsibilities
   _____Review requirements and expectations for a cooperating teacher
   _____Review timelines of lesson plans, university supervisor visits and edTPA
   _____ Find out whom you can contact if you have questions or concerns

6. **Secure copies of materials to be used in orienting student teacher candidate:**
   _____School handbook
   _____Daily schedule
   _____Attendance procedures and policies
   _____School year calendar
   _____Plan book
   _____Grade Book
   _____Emergency policies/plans

7. **Make necessary arrangements for the student teacher to feel comfortable in the classroom:**
   _____Arrange for a desk or table
   _____Have necessary supplies
   _____ Prepare a file with any necessary or informative materials

8. **Secure copies of teaching resources:**
   _____Textbooks
   _____Curriculum Guides
   _____Proficiency scales
   _____Standards

9. **Support in gaining access to necessary technology:**
   _____Skyward Student Information System
   _____Envision & Wonders
   _____Participation and support of community initiatives
   **student teachers are not granted access to IEP online

10. **Develop a plan for the candidate's entry into teaching:**
    _____Introduction to the class
    _____Introduction to the students' families
    _____ Initial teaching activities

11. **Develop a plan for mentoring:**
    _____ Decide on a system for providing feedback to the candidate
    _____ Agree on a time that you will meet to review teaching, learning and questions
    _____ Decide on where is best to sit to observe lessons
    _____Discuss an area of teaching the candidate feels most confident
    _____ Discuss an area of teaching the candidate would like to see the most growth

Appendix H: First Days/Week

Initial Observations: First Days/Week

Cooperating Teacher Checklist for a Student Teacher's Acquisition of Essential Skills

1. **Learning about your Classroom Management System:**
   - _____Classroom expectations
   - _____Non-verbal cues
   - _____Attention signals
   - _____Transitions
   - _____Reinforcing expectations

2. **Familiarizing the candidate with routines & the daily schedule:**
   - _____Entry into the classroom
   - _____Exiting the classroom for specialists
   - _____Specialist Expectations
   - _____Recess expectations
   - _____Exiting and entering for recess
   - _____Lunch expectations
   - _____Closure: end of the day routine

3. **Learning about the classroom:**
   - _____Typical routines throughout each day
   - _____Procedures (lunch, attendance, pencil sharpening, jobs, etc)
   - _____Volume level s throughout the day
   - _____Classroom seating arrangements
   - _____flow and movement within the classroom
   - _____Non-verbal cues

4. **Learning about the students:**
   - _____Interaction patterns of students in the class
   - _____# of boys; # of girls
   - _____Students on IEPS
   - _____Strategies used to engage students
   - _____Attentiveness to students who follow/do not follow expectations
   - _____Special interests/skills of each student

Appendix I: Instructional Scope and Sequence

Scope & Sequence for Student Teaching Experience

Based on Charlotte Danielson's Framework for Teaching

Washington State Teacher/Principal Evaluation Project [WSTPEP] (2014).

Checklist for a Student Teacher's Acquisition of Essential Skills

Classroom Management & Classroom Environment

1. **Creating an Environment of Respect & Rapport:**
   - _____Respectful talk
   - _____Taking turns
   - _____Respect for students' background and life outside of the classroom
   - _____Positive teacher and student body language
   - _____physical proximity
   - _____Warmth and caring
   - _____Encouragement
   - _____Politeness
   - _____Active listening

2. **Establishing a Culture for Learning:**
   - _____High expectations supported through both verbal and nonverbal behaviors
   - _____Expectation and recognition of quality, effort and persistence
   - _____Expectation for all students to participate
   - _____Confidence in students' abilities

3. **Managing Classroom Procedures:**
   - _____Smooth functioning of routines
   - _____Little or no loss of instructional time
   - _____Students playing an important role in carrying out classroom routines
   - _____Students know what to do and where to move

4. **Managing Student Behavior:**
   - _____Clear expectations posted and referred to throughout instruction
   - _____Awareness of student conduct
   - _____Positive reinforcement/Preventative action when needed
   - _____Fairness

Planning & Preparation

1. **Knowledge of Content & Pedagogy:**
   _____Lesson & unit plans embed standards
   _____Clear and accurate classroom explanations
   _____Accurate answers to student questions
   _____Feedback to students that furthers learning
   _____Interdisciplinary connections in plans and practice

2. **Demonstrating Knowledge of Students :**
   _____Formal /informal information about students gathered for use in planning & instruction
   _____Student interests and needs learned and sued by teacher in planning
   _____Teacher participation in community cultural events

3. **Setting Instructional Outcomes:**
   _____Outcomes of challenging cognitive level
   _____Statements of student learning (learning targets)
   _____Assessment of student learning
   _____Outcomes differentiated for students of varied ability

4. **Designing Coherent Instruction :**
   _____Lessons support instructional outcomes and reflect standards
   _____Lesson activities represent high-level thinking
   _____Opportunities for student choice
   _____Use of varied resources
   _____Thoughtfully planned learning groups
   _____Structured lesson plans

Instruction

1. **Communicating with Students:**
   _____Clarity of the purpose of the lesson
   _____Clear directions and procedures specific to the lesson activities
   _____absence of content errors and clear explanations of concepts
   _____Students comprehend content

2. **Questioning & Discussion Techniques:**
   _____High Quality questions formulated by students and teacher
   _____Teacher uses the plural form in asking questions (What are some things…?)
   _____Effective use of student responses and ideas
   _____high levels of student participation in discussion

3. **Engaging Students in Learning:**
   _____Activities are aligned with the goals/standards of the lesson
   _____Evidence of student enthusiasm, interest, thinking and problem-solving
   _____Students highly motivated to work on all tasks
   _____Students are persistent even when the tasks are challenging
   _____Students active in learning vs watching the teacher "work"
   _____Suitable pacing
   _____Closure incorporated for student reflection

4. **Using Assessment in Instruction:**
   _____Teacher pays close attention to evidence of student learning
   _____Teacher poses questions which elicit evidence of student understanding
   _____Teacher circulating to monitor student learning and to offer feedback
   _____Students assessing their own work against criteria

5. **Demonstrating Flexibility & Responsiveness**
   _____Incorporation of student interests and events of the day into lesson
   _____Visible adjustment in the face of student lack of understanding
   _____Teacher seizing on a teachable moment

Professional Responsibilities

1. **Reflecting on Teaching:**
   _____Accurate reflections on a lesson
   _____Identification of specific ways to improve the lesson

2. **Maintaining Accurate Records:**
   _____Use of efficient routines and systems that track student completion of assignments
   _____Systems of information regarding student progress against instructional outcomes
   _____Students/families are able to see how they are progressing
   _____Process for maintaining accurate non-instructional records (forms, $, etc.)

3. **Communicating with Families:**
   _____Frequent and culturally appropriate information sent home regarding instruction
   _____Frequent and culturally appropriate information sent home on student progress
   _____Two-way communication with families
   _____Frequent opportunities for families to engage in the learning process

4. **Participating in a Professional Community:**
   _____Regular participation with colleagues to share and plan for student success
   _____Participation in school initiatives
   _____Participation and support of community initiatives

5. **Growing and Developing Professionally:**
   _____Teacher attendance in courses and workshops; academic reading
   _____Participation in learning networks with colleagues
   _____Participation in professional organizations supporting academic inquiry

Appendix J: Predictive Indicators of Level of Mentoring Support for a Novice Teacher

Scenario 1: Ideal	***Scenario 2: Satisfactory***	***Scenario 3: Problematic***
Placement: Candidate was placed in their preferred grade level during student teaching. Consideration was taken to ensure that the candidate was placed in a position that would be hiring the following semester/year	**Placement:** Candidate was placed in a grade level near their preferred grade level for student teaching. There was some consideration taken to ensure that the candidate was placed in a position that might be hiring the following semester/year in a different building	**Placement:** Candidate was placed in an undesired grade level for student teaching. No consideration taken regarding this placement leading to possible hiring.
Access & Orientation: Candidate was provided orientation to the district which overviewed roles and responsibilities and felt support and invested in by district offices, building administrator, building staff, and cooperating teacher.	**Access & Orientation:** Candidate received some orientation to the district predominantly at the individual building level. Felt support and invested in by building administrator and cooperating teacher.	**Access & Orientation:** No orientation provided. The Cooperating Teacher is the responsible person for their learning.
Cooperating Teacher: Evaluation results indicate they are an effective teacher; has mentoring skills; considered an ideal placement for learning and professional growth; wanted a student teacher candidate	**Cooperating Teacher:** Evaluation results show that they are proficient but not necessarily distinguished in their teaching practice. They have some mentoring skills but were encouraged to have a student teacher candidate.	**Cooperating Teacher:** Evaluation results were not considered in placement. The cooperating teacher did not want a student teacher but felt pressured.
Principal: observed multiple times and gave significant feedback	**Principal:** some observations and some feedback	**Principal:** no observation
Hiring: Hired at the same building they student taught and in the same grade level in which they student taught	**Hiring:** Hired at a grade level near where they student taught at either at same/different building.	**Hiring:** Hired at an entirely new grade level than they student taught (i.e.: K to 5th or 4th to 1st) and entirely different building.
Anticipated Support in first year teaching: ***Minimal***	**Anticipated Support in first year teaching:** ***Moderate***	**Anticipated Support in first year teaching:** ***Intensive***