

Teachers for a New Era: Evidence Study at California State University, Northridge

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TEACHER EDUCATION COUNCIL OF STATE COLLEGES AND UNIVERSITIES

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Teachers for a New Era

Carnegie Corporation of New York and other funders undertook an ambitious reform initiative, Teachers for a New Era, to generate evidence-based reforms that promote excellent teacher education programs at selected colleges and universities.

Success will require radical change in the allocation of resources, academic organization, criteria for evaluating participating faculty, internal accountability measures, and relationships with practicing schools and districts.

At the conclusion of the project, evidence will be analyzed to determine whether the teacher preparation program changes at the university level result in significantly improved K to 12 pupil learning.



Teachers for a New Era University Participants

Bank Street College of Education, New York City

Boston College

California State University, Northridge

Florida A&M University

Michigan State University

University of Connecticut

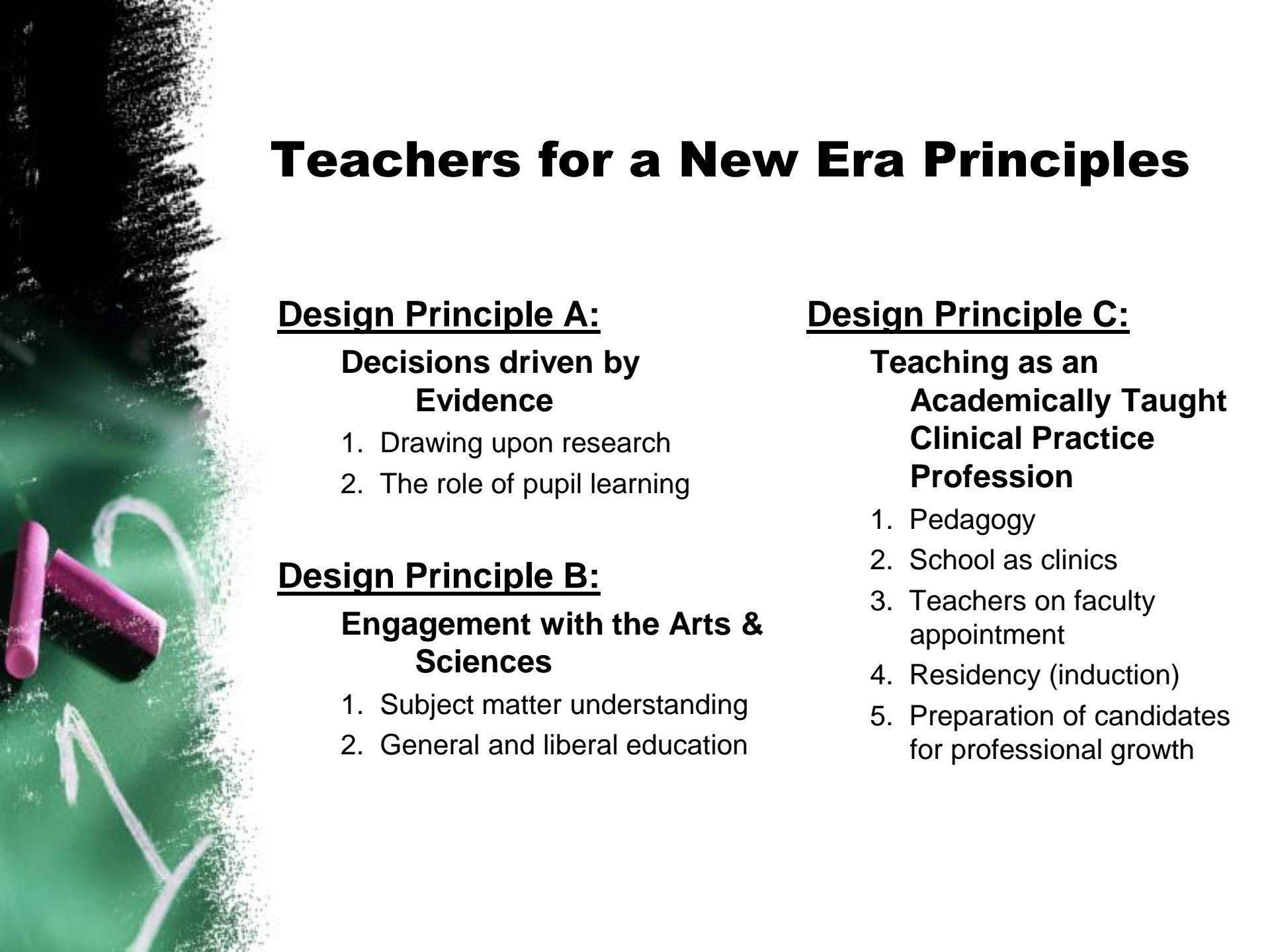
University of Texas at El Paso

University of Virginia

University of Washington

University of Wisconsin-Milwaukee

Stanford University



Teachers for a New Era Principles

Design Principle A:

Decisions driven by Evidence

1. Drawing upon research
2. The role of pupil learning

Design Principle B:

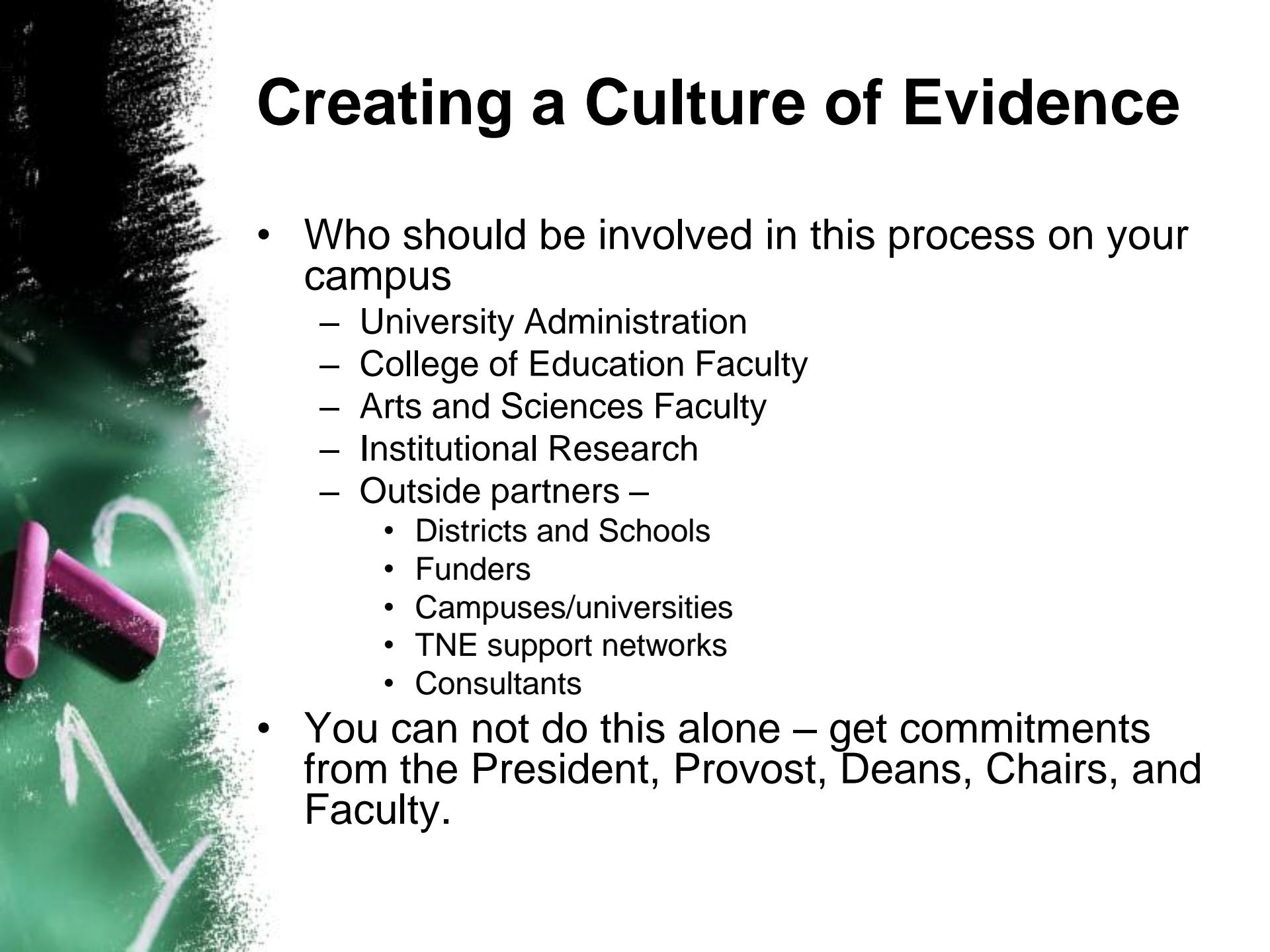
Engagement with the Arts & Sciences

1. Subject matter understanding
2. General and liberal education

Design Principle C:

Teaching as an Academically Taught Clinical Practice Profession

1. Pedagogy
2. School as clinics
3. Teachers on faculty appointment
4. Residency (induction)
5. Preparation of candidates for professional growth



Creating a Culture of Evidence

- Who should be involved in this process on your campus
 - University Administration
 - College of Education Faculty
 - Arts and Sciences Faculty
 - Institutional Research
 - Outside partners –
 - Districts and Schools
 - Funders
 - Campuses/universities
 - TNE support networks
 - Consultants
- You can not do this alone – get commitments from the President, Provost, Deans, Chairs, and Faculty.



Evidence

- **Goals:**
 - To locate the connections between teacher education and pupil learning
 - To create a permanent viable system of data gathering, data analysis, and data sharing.
 - To inform our programs and improve teacher education, pupil learning, and program efficacy

Continued

- **What is involved:**
 - Audit availability of data, quality of data, location of data, and access to data:
 - College level,
 - University sources,
 - System wide sources,
 - and District sources.
- **Lessons learned from these data sources:**
 - What is there and not there
 - Aggregate possibilities
 - Types of variables, fields, and definitions
 - Identifiers and confidentiality
 - Various data programs, dirty data, and data conflicts
 - Existing and needed data sharing agreements, Union issues, privacy, etc.

Continued

Catalysts for the culture of evidence

1. University and college missions
2. Internal assessment by programs and departments
3. NCATE/CTC
4. TNE
 - Demonstration of the impact of teacher education on pupil learning based on evidence.
 - Stimulate research on teacher education within the institution.
5. Other initiatives

Some tensions you will face

- Different agendas from outside agencies.
- Internal goals and driving perspectives for your programs.
- Overcoming resistance to change and using data for decisions.
- Qualitative v. quantitative data; test scores v. student work; process v. outcomes; etc.

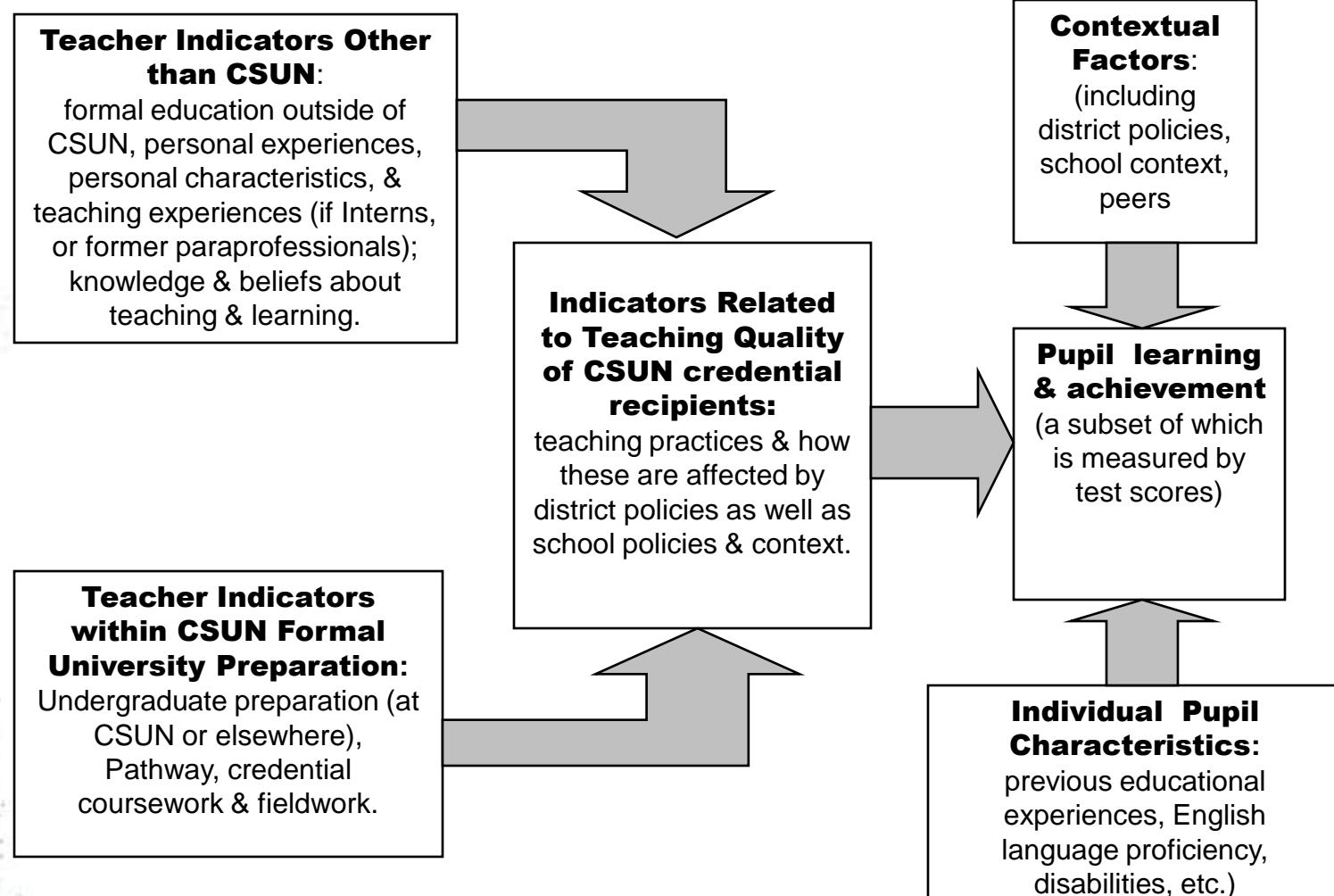
CSU- Northridge

**Emergent Products,
Lessons, and Research
Processes.**

Three of Many

- Conceptual Modeling and Data Mapping
- Data Warehouse
- Pilot Studies
 - Quantitative

CSUN's Conceptual Framework of TNE Evidence Components



Data Warehouse Categories

Teacher pre-program

- Demographic variables
- Knowledge
- Dispositions
- Skills
- Prior academic experiences
- Prior teaching experiences

CATEGORIES OF VARIABLES

Teacher preservice preparation

- knowledge, skills, dispositions at transition points
- work samples?
- narrative data regarding candidates' development?

Induction

- practices
- contextual variables
- impact on pupil learning (P-12) (qual. and quant.)
- narrative data regarding graduates' development?



CSUN Pilot Study Research Questions

1. Do significant differences exist between the reading and math achievement of pupils in grades K - 12 and the specific CSUN teacher preparation program (ACT, Multiple Subjects Intern, or Traditional) their teachers experienced?
2. Does a significant relationship exist between candidates' grades in content specific courses (e.g. reading and math methods courses) and the reading and math achievement gains of their pupils in grades K-12?



Quantitative Study Categories of Variables

- Pupil
 - Personal demographic
 - Family demographic (parents)
 - English Language fluency
 - All test scores
- School context
 - Participation in Title 1
 - Participation in Meal Program
 - Class size



Quantitative Study

Categories of Variables

- Teachers (district information)
 - Number of years teaching
 - Number of years teaching in district
 - Levels of education
 - Type of credential
 - Emergency or intern
 - Demographics



Quantitative Study Categories of Variables

- Teachers (CSUN Preparation Data)
 - Pathway
 - Credential awarded (Ed. Specialist, other)
 - Level (elementary, secondary)
 - Demographics
 - Grades in professional courses

Additional Resources

CSUN's TNE website:

<http://www.csun.edu/tne/>

Carnegie Corporation of New York

website: <http://www.carnegie.org/>

Carnegie's TNE Program website:

<http://www.carnegie.org/sub/program/teachers.html>

Next Steps

Continue working with our partners, the Los Angeles Unified School District, the CSU Chancellor's Office, and others to:

Develop VAM/HLM models that address our primary research question

Further develop and refine the database