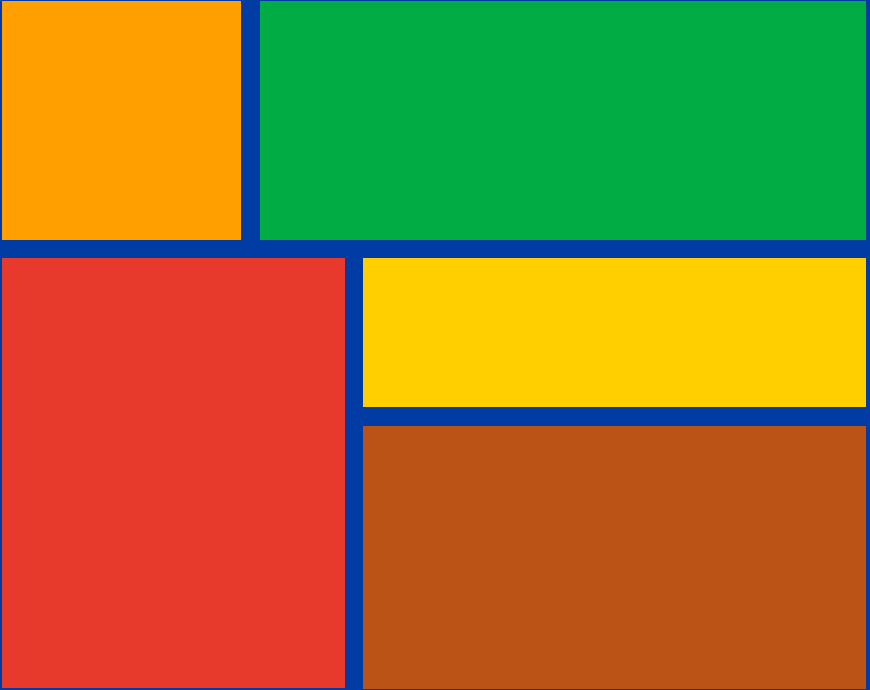# School of Professional Education (ScOPE)

A Framework for Enhancing University-Based Teacher Education

Center for **R**esearch, **E**valuation and
Advancement of Teacher Education

ABOUT CREATE

CREATE is a university research and development consortium whose mission is to advance the quality and effectiveness of teacher preparation in Texas universities. It includes 46 universities, comprising the institutions in The Texas A&M University System, The Texas State University System, The University of Houston System and The University of Texas System, as well as additional public and private universities throughout the state.

Center for **R**esearch, **E**valuation and **A**dvancement of **T**eacher **E**ducation

3232 College Park Drive
Suite 303
The Woodlands, TX 77384
936-273-7661 Main
936-273-7592 Fax
www.createtx.org

School of Professional Education (ScOPE)
A Framework for Enhancing University-Based Teacher Education

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A Framework for Enhancing University-Based Teacher Education

ABSTRACT

This monograph describes the School of Professional Education (ScOPE) Leadership Framework. The Framework is a tool for organizing the key functions of university-based teacher preparation programs in systematic ways in order to maximize outcomes in six areas:

1. impact on P-12 student learning,

2. impact on teacher retention in the profession,

3. beginning teacher effectiveness,

4. teacher production in targeted areas of certification,

5. depth and breadth of focused partnerships with public schools, and

6. depth and breadth of faculty engagement in specific teacher preparation activities.

Grounded in research and experiential feedback from practitioners, the Framework represents a refined vision for university-based teacher education that focuses on deep and continuous partnerships with public schools and high levels of faculty engagement in these schools as means to affect P-12 student learning in positive ways.

School of Professional Education (ScOPE)
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INTRODUCTION

Whatever the source, university-based teacher education programs increasingly find themselves besieged by critics. These challenges question the fundamental assumption that teacher education and preparation belong in the university. For many colleges, schools, and programs, the attacks are frequent and persistent. They are not likely to disappear any time soon.

Russell & Wineburg, 2007

Critics of university-based teacher education programs abound. Not only are university-based teacher education programs criticized for the process of how learning occurs, but also for the product, that is, what is learned (Russell, McPherson, & Martin, 2001). The result is intense questioning of the legitimacy of colleges of education to prepare teachers by arguing that neither the supply nor the quality of new teachers meets the nation's needs (Poliakoff, 2002; Zeichner, 2006). After years of scrutiny, programs today must still cope with negative perceptions regarding their difficulty in recruiting the most able students, the inadequacy of entry and exit standards, underinvestment by the university, poor coordination between education and liberal arts faculty, little consensus on what the pedagogical curriculum should be, and lack of standards for clinical experiences that are too brief (American Federation of Teachers, 2000).

In today's real world of rising costs and new demands for accountability, the influence of technology on learning, and intense competition for the most able students, university-based teacher education is at a crossroad. It can either continue on its current path to eventual elimination, or it can step forward to reclaim its historical birthright as a professional school (Howey, 1998).

The pieces of the puzzle are already in place to step forward, and reclaiming our place is more a matter of re-thinking rather than re-inventing what occurs every day in every teacher preparation program. Every teacher preparation program yields certain measurable outcomes that attribute cumulatively to overall program effectiveness. These outcomes are: 1) P-12 student learning; 2) teacher retention; 3) beginning teacher effectiveness; 4) program production of new teachers in needed certification areas; 5) the engagement levels, both depth and breadth, of the P-16 teacher preparation partnerships; and, 6) the engagement levels, both depth and breadth, of teacher preparation faculty. The first two outcomes, P-12 student learning and teacher

retention, may be called "impact" outcomes because they tend to demonstrate the greatest direct influence on student learning. The next two outcomes, beginning teacher effectiveness and program production of new teachers in needed certification areas, may be called "program" outcomes because they are most directly the result of decisions related to within-program policies and procedures. Decisions regarding candidate admission criteria, curriculum selection and sequencing, instructional methodology, the amount and place of field experiences, and performance on the certification examinations are all samples of program decisions that affect the two program outcomes. The last two outcomes, partnership engagement levels and teacher preparation faculty engagement levels, may be called "engagement" outcomes because they reflect the extent to which the faculty and the partnerships are involved in teacher preparation processes.

Given that these outcomes occur, whether planned or not, the challenge is to improve their ultimate effect on student learning. What appears to be missing from most teacher preparation programs is a viable framework for planning systematically in order to maximize the contributions of each outcome to student learning.

The purpose of this monograph is to propose and describe a systematic and functional way to meet the challenges facing university-based teacher preparation and to reclaim teacher preparation as a profession. The solution will require that the people involved in university-based teacher preparation, especially those in leadership positions, are willing and able to restructure their organizations and to rethink and practice new leadership behaviors and skills. Not only is this possible, but it is an imperative.

CREATE and Its Framework for Schools of Professional Education

The Center for Research, Evaluation and Advancement of Teacher Education (CREATE) is a research and development consortium comprised of 46 public and independent universities. The consortium is cooperatively managed by Texas' four largest university systems, including The University of Houston System, The Texas A&M University System, The Texas State University System and The University of Texas System. CREATE's mission is to advance the quality and effectiveness of teacher preparation programs in Texas universities.

CREATE has developed a leadership framework for Schools of Professional Education (ScOPE) as a guiding tool for enhancing the quality and effectiveness of university-based teacher preparation programs. This framework is intended as a working model for reform and improvement of university programs. This framework, grounded in research, represents a refined vision for university-based teacher education in Texas. It focuses on deep and

continuous partnerships with public schools and high levels of faculty engagement in these schools as a means to improve program effectiveness and ultimately affect P-12 student learning. The two fundamental purposes of schools of professional education are to prepare effective teachers and to help public schools enhance the learning of their students. The major assumption and motivation for creating the ScOPE Framework is the belief that strong partnerships with public schools are critically important to the success of teacher education programs. This belief in the necessity of collaboration with public schools may, in fact, be mandated at the state level. In Texas, for example, teacher education programs are required by rule to collaborate with public schools in the governance of teacher preparation.
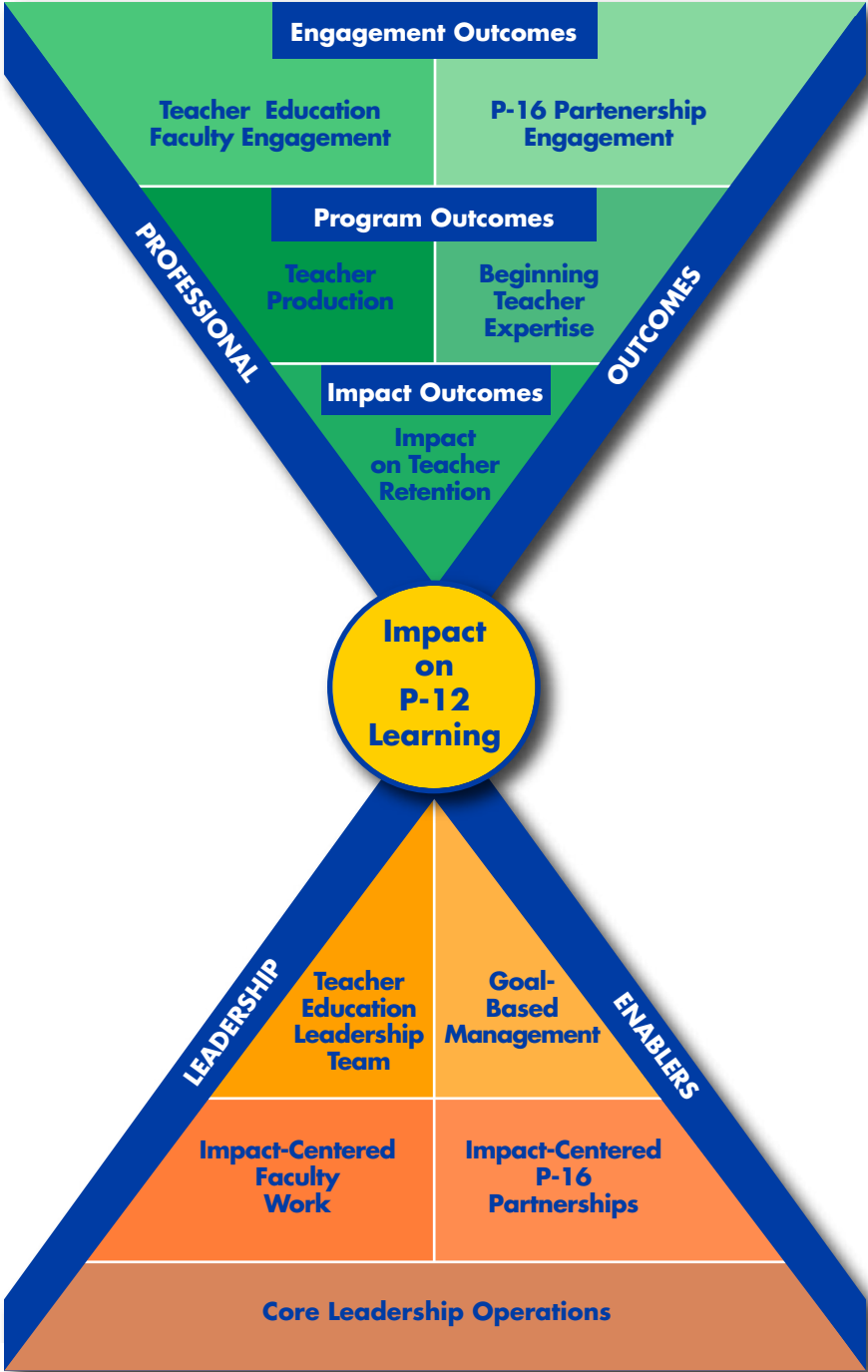
The ScOPE Leadership Framework is a goal-oriented and outcomes-driven leadership approach that requires goal setting, managing the level and frequency of faculty engagement in programmatic impact functions, and aligning and continuously improving core operations in order to achieve pre-determined professional outcomes.

ScOPE's fundamental theory of work requires university teacher preparation programs to develop and empower a functional university leadership team whose responsibility is to develop and articulate a set of targeted goals to achieve desired professional outcomes, coordinate the work of university faculty, and evaluate the on-going leadership enablers necessary to achieve the desired professional outcomes. The graphic representation that follows depicts the professional outcomes and leadership enablers that focus the work of teacher education. Notice that both halves of the graphic point to P-12 student learning. It is at the center of the model because all outcomes and leadership decisions are designed to enhance P-12 student learning.

At a conceptual level, the School of Professional Education (ScOPE) Framework provides reinforcement to good planning by describing the interrelationships among its elements. Furthermore, each element is described in detail sufficient enough to guide action planning.

The ScOPE Framework assumes that desired professional outcomes depend upon the degree to which the outcomes are based upon planned goals that stretch the teacher preparation program toward new levels of effectiveness. That is, rather than simply allowing things to happen, improvement is more likely to occur if careful attention is given to the process of setting measurable goals for each professional outcome that will transform the teacher preparation program.

Leaders and their practices are the most important force in improving the quality of educator preparation programs. These practices include: 1) a clear, common vision for the teacher education programs that is a university-wide priority; 2) partnerships with Arts and Sciences faculty, community colleges, and P-12 school personnel; 3) a system for setting program goals and managing results; 4) a recruitment process that identifies and nurtures outstanding teacher candidates and trains them as thought leaders; 5) a reward system that encourages teacher education faculty to be more deeply and personally involved in schools; and, 6) an expansion of research on teacher effectiveness.

Engagement Outcomes

Teacher Education Faculty Engagement

P-16 Partenership Engagement

PROFESSIONAL

OUTCOMES

Program Outcomes

Teacher Production

Beginning Teacher Expertise

Impact Outcomes

Impact on Teacher Retention

Impact on P-12 Learning

LEADERSHIP

ENABLERS

Teacher Education Leadership Team

Goal-Based Management

Impact-Centered Faculty Work

Impact-Centered P-16 Partnerships

Core Leadership Operations

A Scenario

Friday, August 22, 2015
Central State University, Somewhere, Texas

As Dean Frances Striver drove from her breakfast meeting with Javier Justice and Betty Parker, she felt good about their strong professional relationship. The three had met this morning to discuss last-minute details for tomorrow evening's Parade of Stars Celebration. Frances also updated Javier and Betty on the progress of the teacher recruitment partnership with her faculty at Central State University, Javier's Brightly Independent School District, and Betty's Quad County Community College. Frances chuckled to herself as she thought about how quickly change can happen when the motivation is strong. Since their first meeting on the recruitment project in January, faculty and teacher representatives from Brightly, Central State, and Quad County had planned and implemented a series of activities to increase the number of bilingual teachers needed in Brightly ISD. Frances was pleased to share at the breakfast meeting that Central State had met the Bilingual Education enrollment target the recruitment group had set.

> Substantive school partnerships enable university faculties to remain "grounded" in the realities of today's public school environment, providing them firsthand opportunities to observe and test the effects of their own instruction on a real-time basis. For these reasons, we conclude that genuine efforts to improve the quality and effectiveness of university-based teacher preparation must, out of necessity, rest upon strong partnerships with area school districts.

> **Responsive Research on Teacher Quality** is research that is designed and implemented in association with P-12 schools that strives to answer research questions of mutual importance to the university's teacher education faculty and to the P-12 schools.

Dean Striver arrived on her campus just in time to attend a beginning-of-semester meeting among Central State faculty and teachers and principals from neighboring partnership school districts. The purpose of the meeting was to discuss plans for the collaborative research projects that had been derived from the districts' needs assessment data collected last spring. Frances spoke briefly to the group to re-state the critical importance to the schools, as well as to the university, of good school-based research.

After the research meeting, the dean stopped in her office to meet with Traci Tallant, the local newspaper's education editor, about tomorrow's Parade of Stars celebration.

Traci was new to the community and had asked for time with Dean Striver to get some background information on the event. Frances was glad to oblige.

Traci began the interview by asking, "So what is the Parade of Stars event that is happening tomorrow evening?" Frances replied, "The Parade of Stars is basically a report to the public about our School of Professional Education – the successes we have had, the evidence we have to support our success, and our challenges for the coming year." "Interesting," Traci said and then continued, "I don't hear much about such events at other universities. But, before we go further, what exactly is a School of Professional Education?"

"In our community," responded Frances, "a School of Professional Education is a leadership framework that guides our daily operations. It is a framework for leading and operating university-based teacher preparation programs that collaboratively engages university faculty and school partners in a systematic effort to improve P-12 student learning.

We believe that a teacher education program can do more to demonstrate its commitment to high-level achievement of school children. The leadership framework reminds us of the critical importance of setting clear goals in several significant outcome areas and then implementing processes to achieve these goals.

> **Goal-Based Management** is the continuous improvement process used by the Teacher Education Leadership Team to set, monitor, and evaluate the Professional Outcomes.

Much of the success of a School of Professional Education depends upon close and focused partnerships with our neighboring school districts."

"Okay," said Traci, "so what will happen at tomorrow's celebration?"

> Teacher production is a primary indicator of the professional viability and responsiveness of any university teacher preparation program. To determine the adequacy of an institution's teacher production, university production patterns must be assessed over a multi-year period, and these outcomes must be examined within the context of school district employment needs within a defined geographic area.

Dean Striver leaned slightly toward Traci for emphasis and said, "We will accomplish two goals at the celebration. First of all, we will recognize teacher education faculty members as well as school teachers, principals, and superintendents for significant goal accomplishments in areas related to the leadership framework. Second, we will present a report, something like an annual

report that corporations make to their stockholders, in which we will present last year's goals, the outcomes that pertain to the goals, and the evidence we have to support these outcomes."

Dean Striver paused for a moment and then continued, "You see, unless we treat teacher education as a system and develop our processes in ways that show all of the interrelationships, we are not as likely to achieve at such high levels. For example, all teacher education programs certify teachers, but we do something different. We work with our partner schools and our faculty colleagues across campus to identify the greatest teacher needs in the near future. Then, we set specific certification targets in these identified areas. For example, just this morning, I met with some people to report that we had met our target to increase the number of bilingual education teachers we will certify. Last year, we certified 25 in bilingual education, and this year we will certify 35. This is not a chance occurrence. We focused our energies, set a goal, and worked hard to achieve the goal. We have done similar work in mathematics, science, and special education."

"You said that one of the goals is to recognize some people," said Traci. "What does this mean?"

"Well," said Dean Striver, "the faculty and teachers are the ones who make all of this work, and we want to publically acknowledge their success. Most of the work done is in teams, so it is the teams we will recognize. Each team will make a brief report to the audience about their goal-related project, and they will present data-based evidence of their accomplishments. Then, each team member will receive some meaningful recognition – a gift card to the university bookstore, reduced tuition for a graduate class, etc. Furthermore, we will publish their accomplishments in both a paper and an online newsletter."

> The Teacher Education Leadership team meets regularly to analyze and evaluate teacher education program operations, to make goal-centered changes or to recommend changes to those with authority, to assist in implementing of goal-centered decisions, and to document and report team decisions to key stakeholders.

"This is all well and good," Traci began with some skepticism, "but how do you make it all work?" That," responded Frances, "is the ultimate question. We believe that to make a School of Professional Education work to full advantage, a coordinated team of people must attend to every aspect of the framework on a continuous basis. We want each team member to carry the authority of his or her office so that decisions can be made when we meet. Therefore, our team consists of representatives from the colleges on campus

that are involved in teacher education, representatives from the superintendents' offices of our partner schools, representatives from our feeder community colleges, and me. A significant obligation of each team member is to be a trusted representative of his or her constituency. We purposely do not ask faculty members or teachers to serve on this team because we believe that the superintendent or the dean is obligated to know the wants and needs of teachers and faculty when they come to a meeting. Opportunities abound for faculty and teachers to be involved in every step of the process. The team exists to facilitate the coordination of teacher and faculty work toward maximum goal accomplishment."

"Thank you," said Traci. "I'm still curious, however, about the team recognitions. Can you give me some examples?"

"Of course. All of the teams are directly related to the outcomes proposed by the leadership framework," said Dean Striver. "Let me give you a quick overview."

Impact on P-12 Learning is the contribution and/or influence that a teacher has on the learning demonstrated by the P-12 students as a result of the teacher's interactions with the students.

"The leadership framework for our school of professional education proposed six major outcomes that must be coordinated in a systematic way. The first of these is the impact we expect our teachers to have on the learning of the children they will be teaching. The other five outcomes are aligned to help achieve this primary outcome. So, we have a team of faculty and teachers whose responsibility it is to monitor student achievement.

The second outcome is our impact on teacher retention. We accept the responsibility to work with our partner schools to pay attention to the things that affect whether or not a good teacher will stay in the profession. We have a team that devotes time and energy to teacher retention.

The third and fourth outcomes are programmatic in nature. We pay attention to beginning teacher effectiveness and to new teacher production in specific teaching fields. We expect our beginning teachers to hit the ground running, and we expect to do our part to satisfy the specific needs for new teachers in our geographic area."

"Let me interrupt you here, if I may," said Ms. Tallant. "I thought that students could freely select what teaching field they wanted. Is this not the case?"

"Well, yes and no," responded Dean Striver. "Because we know so well what the need for new teachers is for each teaching field in our geographic area, we spend a great deal of advisor and faculty effort to fully inform our teacher education students about opportunities upon graduation. We have found that this effort pays off, and even though we do not deny admission to any qualified student, we tend to be very frank with them about their future employment prospects."

"Okay, I have explained four of the outcomes, so we have two more. These, in my opinion, are the foundation outcomes insofar as what happens here tends to drive the other four outcomes. We are diligent in our attention to the depth and breadth of our engagement with our P-16 partners and to the depth and breadth of faculty engagement in specific teacher-related work. I cannot say enough about the importance of strong, focused partnerships to help insure the quality and effectiveness of our teachers. To make the partnership idea work, we focus our partnerships in one or more of six areas – field-based instruction, teacher candidate recruitment, new teacher placement, new teacher induction, professional development for teachers, and research that responds to school needs. We encourage faculty to work in one or more of these areas along with teachers to set and achieve meaningful goals."

> **Teacher Education Faculty Engagement Level** is a measure of the frequency and depth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-16 school partners.

"In conclusion," said Dean Striver, "we have engaged faculty and teachers doing meaningful work in robust partnership arrangements to affect student learning in positive ways.

We try to organize the leadership team and faculty/teacher teams to reduce entropy in the system. We have achieved a lot in three years, and we expect continued improvement in the future."

"Thank you, I'm looking forward to tomorrow night," said Traci.

ScOPE Framework:
Professional Outcomes and Leadership Enablers

The ScOPE Framework is designed as a tool to guide teacher education leaders as they strive to increase the positive impact that their teachers have on student learning. Because improved student learning is the widely agreed upon purpose of effective teaching, the ScOPE Framework places this purpose at the very center of the graphic representation of the Framework.

It is best understood by thinking of it systematically, or holistically. Because all elements of the Framework are interconnected in significant ways, the order in which the elements are described is unimportant. That is, one might start at the top and describe downward to the impact on student learning circle, or one might start at this circle and describe upward. A similar procedure applies to the bottom part of the graphic representation. However, to facilitate clarity here, the elements will be described from top to bottom, left to right for the top portion of the graphic representation and from top to bottom, left to right, in the lower portion. See Appendix A for operational definitions for each component of the Framework.

ScOPE Leadership Framework

Professional Outcomes

The ScOPE Leadership Framework identifies six professional outcomes for a university-based teacher education program that can be categorized into three types of outcomes. Engagement outcomes focus on the depth and breadth of faculty engagement and P-16 partnership engagement in teacher education functions; program outcomes focus on the quantity and quality of new teachers prepared by a university; and impact outcomes focus on the retention of teachers in the profession and the P-12 student learning that is gained.
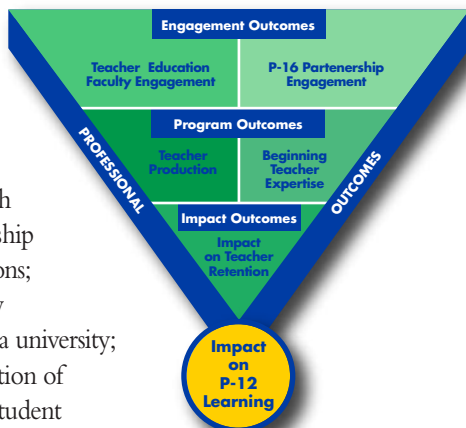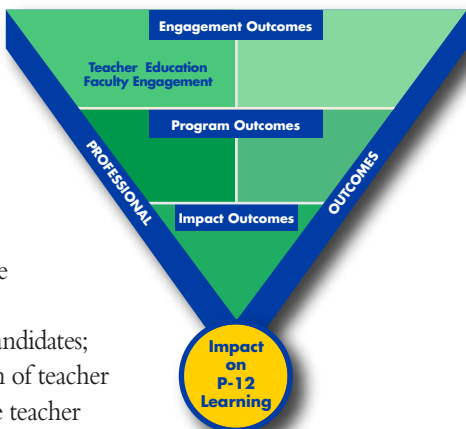
Engagement Outcomes

The Engagement Outcomes section of the Framework features two outcomes – Teacher Education Faculty Engagement and P-16 Partnership Engagement.
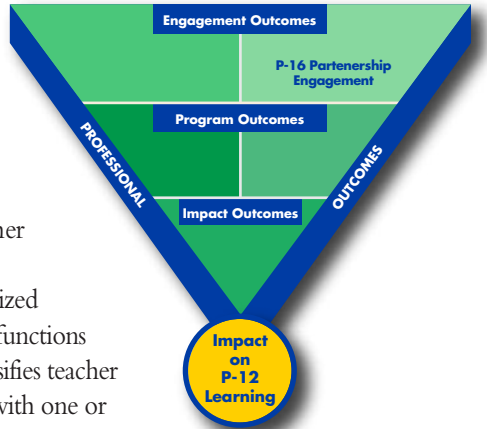
Faculty Engagement

Schools of Professional Education seek to optimize the frequency and depth of their faculty engagement in seven "impact functions" associated with the quality and effectiveness of university-based teacher preparation programs. These impact functions include faculty involvement in: 1) on-campus; classroom-based instruction of teacher candidates; 2) field-based instruction and supervision of teacher candidates; 3) recruitment of prospective teacher candidates for the university's teacher preparation program; 4) placement of university completers in partnering schools; 5) induction of novice teachers in their professional assignments in partnering schools; 6) professional development which supports continued, on-the-job learning of teachers in partnering schools, and, 7) research in teacher preparation and effectiveness.

P-16 Partnership Engagement

ScOPE's professional engagement outcome measures also seek to document parallel levels of public school partnership engagement, by classifying the types and documenting the levels of faculty involvement in teacher preparation partnerships. Such teacher preparation partnerships may be categorized in a manner consistent with the impact functions referenced above. Thus, this analysis classifies teacher preparation partnerships in accordance with one or more of the impact functions, including: 1) field-based preparation partnerships; 2) teacher recruitment partnerships; 3) placement partnerships; 4) teacher induction partnerships; 5) professional development partnerships, and 6) teacher quality research partnerships.

Engagement Outcomes

P-16 Partenership Engagement

Program Outcomes

PROFESSIONAL

OUTCOMES

Impact Outcomes

Impact on P-12 Learning

Program Outcomes

Schools of Professional Education attend to two types of initial program outcomes, which serve as near-term indicators of the quality and effectiveness of their teacher preparation program. These are longitudinal measures of program production, and performance measures on certification examinations by cohorts of program completers. The ScOPE Framework assumes that this combination of production and candidate performance offers program leaders a useful surrogate by which to gauge quality and effectiveness of their initial teacher preparation efforts. It is also assumed that both production and performance outcomes must improve simultaneously in order to achieve the standards associated with Schools of Professional Education.

Teacher Production

Teacher production is a primary indicator of the professional viability and responsiveness of any university teacher preparation program. To determine the adequacy of an institution's teacher production, university production patterns must be assessed over a multi-year period, and these outcomes must be examined within the context of school district employment needs within the proximal zone of professional impact (PZPI). Teacher production should also be assessed within the context of the university's total undergraduate degree production, i.e., a production ratio. Finally, university production may also be benchmarked against other comparable university-based teacher education programs in order to gauge teacher output relative to other similarly situated programs within the state.
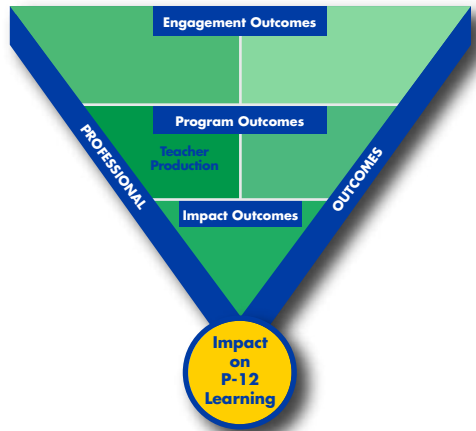
Beginning Teacher Expertise

Not only must universities provide an adequate supply of teachers to accommodate student growth and professional turnover, a School of Professional Education must also assure that program completers enter as well-trained and highly capable educators. To this end, a School of Professional Education may employ exit certification exams as reasonable surrogates for measuring initial levels of quality and potential for teaching effectiveness. ScOPE assumes that university faculties are continuously refining the instructional effectiveness of their teacher preparation programs so that successive cohorts are increasingly successful on their initial attempts at both the content and pedagogical examinations required for certification, i.e. a trend of increasing percentages of students scoring in the top two quartiles over time. By considering first-time test takers' scores, a better picture of initial student learning and understanding is obtained that will reflect the effectiveness of the initial instruction in the teacher preparation program.
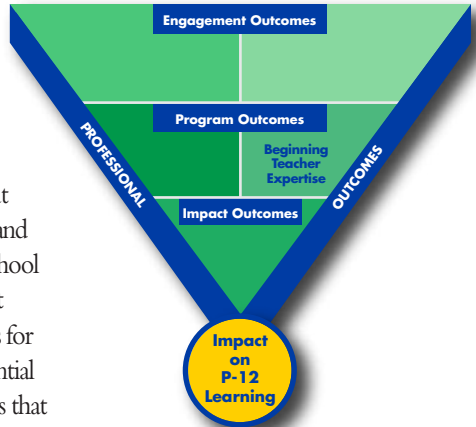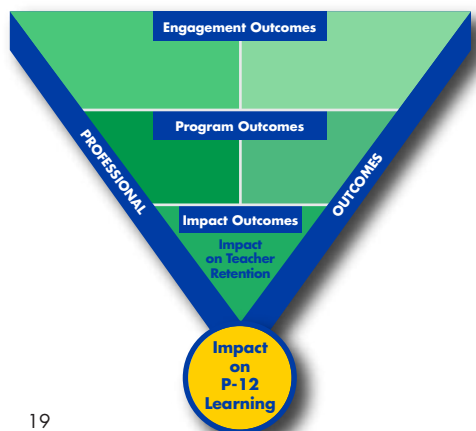
Impact Outcomes

A distinguishing characteristic of the ScOPE Framework is the assumption that university teacher preparation programs must ultimately assess their own effectiveness based upon the long-term impact of their teacher products in the field. A School of Professional Education must develop and provide teacher candidates who are prepared to stay in the profession and who are proficient in causing students assigned to them to attain high levels of success, as evidenced by student achievement on state and other assessment instruments.

Teacher Retention

Teacher retention is one indicator of university success in preparing and placing teachers with the skills, dispositions and professional tenacity to make lasting and long-term contributions to the profession and to the student.
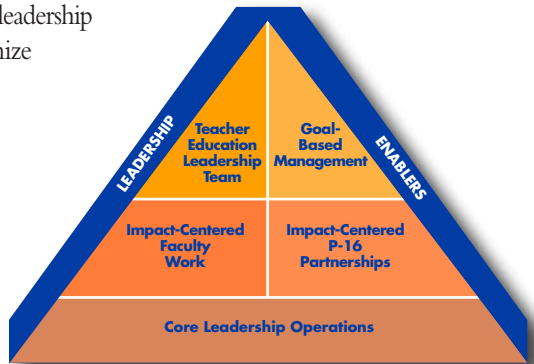
Impact on P-12 Learning

P-12 Student Learning

One of the most challenging outcomes for universities to determine is that of the long-term instructional effectiveness of the teachers that they produce. Addressing these questions requires universities to follow the work of their teacher completers over a sustained period of time to assess the effects that these teachers have upon student learning (i.e., achievement) in their own classrooms. Not only does this research take time and resources, but it also requires specialized access to identifiable student and teacher performance information in order to assess the value-added contributions of the university's teacher products.

Leadership Enablers

The Leadership Enablers are those leadership activities that are necessary to optimize achievement of the professional outcomes. These enablers are systematic in nature, and are, therefore, closely interrelated. The Leadership Team is the primary body charged with responsibility for ensuring a systematic approach to Goal-Based Management and Core Leadership Operations.

LEADERSHIP ENABLERS

Teacher Education Leadership Team

Goal-Based Management

Impact-Centered Faculty Work

Impact-Centered P-16 Partnerships

Core Leadership Operations

Teacher Education Leadership Team

Optimally, a Teacher Education Leadership Team is comprised of a group of people involved in teacher education decision-making, with representation from within the university and from the teacher preparation partner schools. This team meets regularly to facilitate setting performance goals for the engagement, program, and impact outcomes. It analyzes, evaluates, and recommends goal-centered changes to teacher education program operations and assists in implementing these decisions. The team assigns supervisory responsibility to team members for monitoring and reporting on goals set for each outcome.
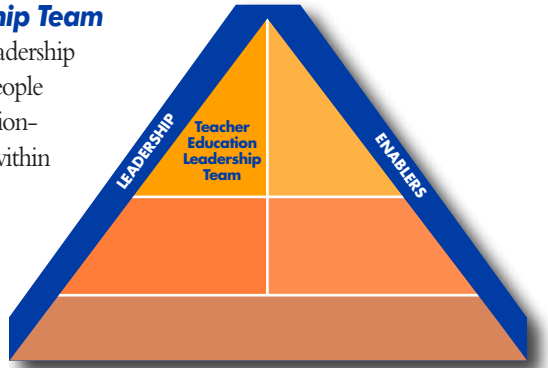
Goal-Based Management

Optimally, a Leadership Team facilitates setting performance goals and monitors and reports progress for six professional outcomes: 1) faculty engagement levels for classroom instruction, field-based instruction, recruitment, placement, teacher induction, professional development, responsive research on teacher quality; 2) public school partnership engagement levels for field-based instruction, recruitment, placement, teacher induction, professional development, responsive research on teacher quality; 3) teacher production by certification area; 4) beginning teacher quality indicators; 5) teacher retention; and 6) P-12 student learning.
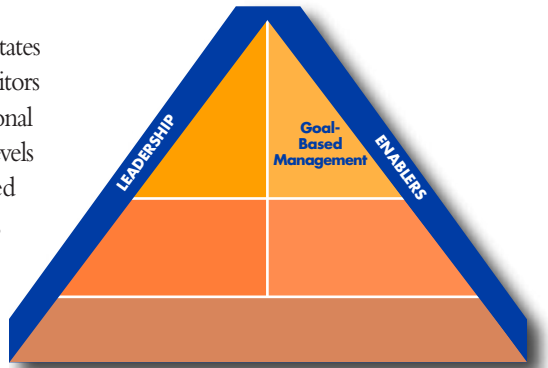
Impact-Centered Faculty Work

Optimally, a Leadership Team insures that: assigned faculty responsibilities are aligned with goal statements; faculty engagement in the programmatic impact functions is measured and reported; new faculty positions are announced and filled based on programmatic impact function needs; written tenure and promotion policies are aligned with stated faculty roles and responsibilities; and a significant number of the faculty are deeply engaged in one or more of the programmatic impact functions with specified responsibilities and quantifiable expectations.
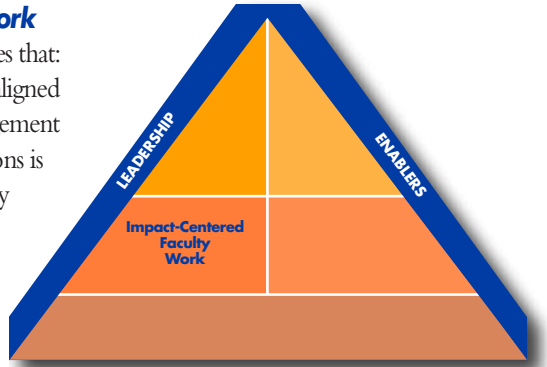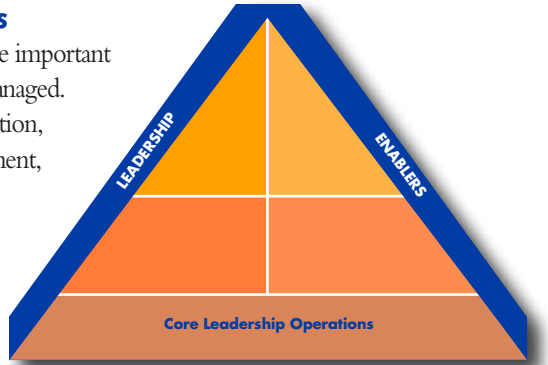
Impact-Centered P-16 Partnerships

Optimally, the Leadership Team monitors the development and implementation of agreements with public schools for field-based instruction (pre-student teaching and/or student teaching) and with community colleges for teacher candidate recruitment and transfer articulation. Public school and community college partners in the teacher education program's service area are perceived as collaborative partners, and regular meetings are held with them to identify needs and to develop cooperative intervention plans and strategies that are implemented, measured, and reported.
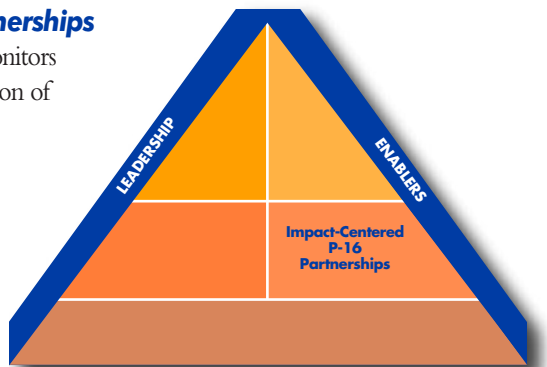
Core Leadership Operations

Core leadership operations are those important functions that must be routinely managed. These include stakeholder participation, program-centered faculty development, and curriculum evaluation.

LEADERSHIP

ENABLERS

Core Leadership Operations

Stakeholder Participation. Optimally, the Leadership Team ensures that collaborative agreements are made with public schools for field-based instruction (pre-student teaching and/or student teaching) and with community colleges for teacher education articulation. The team knows its public school and community college stakeholder partners in its area and meets with them regularly to identify needs, develop cooperative intervention plans and strategies, and to implement, measure, and report on interventions.

Program-Centered Faculty Development. Optimally, a Leadership Team facilitates faculty growth by encouraging faculty to engage in rich and focused discussions centered on the programmatic impact function goals of teacher retention and P-12 student learning. Furthermore, the Leadership Team organizes frequent faculty professional development opportunities that are attended and actively participated in by a high percentage of the faculty, that are highly correlated with their specific assigned responsibilities, that are aligned with public school needs, and that are aggregated and reported to key stakeholders.
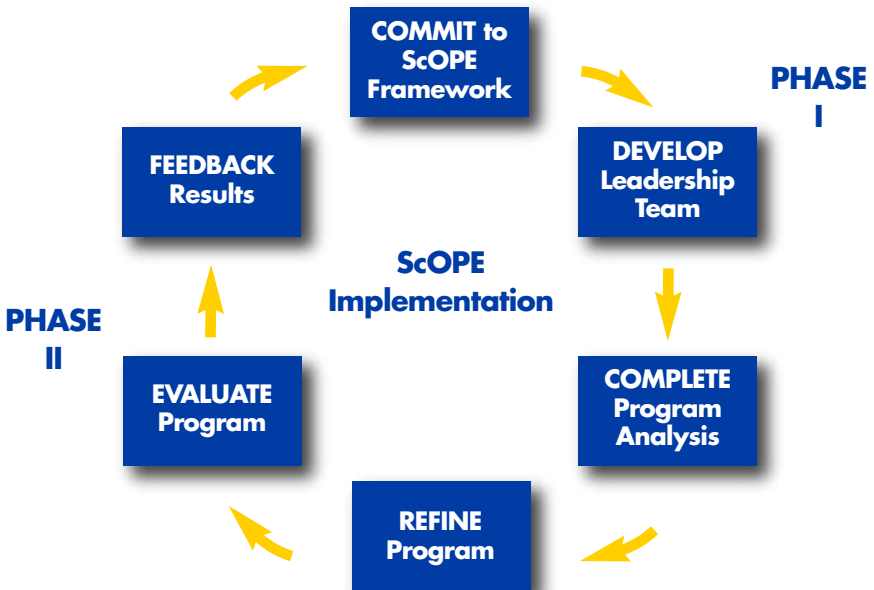
Curriculum Evaluation. Optimally, a Leadership Team works with the teacher education faculty to ensure that the curriculum is continuously evaluated and updated. This evaluation and updating process is facilitated by engaging in the following activities:

- Develop a curriculum evaluation plan with input from partner school representatives.
- Collect and analyze teacher candidate data, e.g., work samples and certification test scores.
- Meet regularly with partner school representatives to review the teacher education curriculum. This review should include discussion of the relationship between classroom instruction and field-based instruction and alignment of teacher education instructional methodology and public school practices.
- Analyze P-12 student performance data.
- Analyze beginning teacher performance evaluation trends.

Initial Considerations for ScOPE Implementation

Once the theoretical framework is understood, the question of "What does it look like operationally?" can be addressed. The flow diagram below outlines the steps of a continuous improvement model appropriate to ScOPE implementation.

ScOPE Implementation Flow Diagram

COMMIT to ScOPE Framework

PHASE I

FEEDBACK Results

DEVELOP Leadership Team

ScOPE Implementation

PHASE II

EVALUATE Program

COMPLETE Program Analysis

REFINE Program

Implementation of the ScOPE Framework is operationalized in two phases – Analysis and Implementation. There are three steps in Phase I. The first is to build commitment to using the ScOPE Framework as a tool for improvement. Gaining commitment and support from central administration, other academic units on campus, school partners, and teacher preparation faculty lays the foundation for successful implementation.

The second step is to identify a group of key people who will attend to teacher preparation in significant ways. This team must include representation from the P-12 school partners, arts and sciences, and teacher preparation. These representatives should hold decision-making authority.

After commitment to the ScOPE Framework as a tool for program improvement and formation of a teacher preparation leadership team, the third step is an analysis of the current teacher preparation program, using the elements of the ScOPE Framework. This analysis serves to identify the extent to which current program outcomes align with the six ScOPE professional outcomes: 1) P-12 student learning; 2) teacher retention; 3) beginning teacher effectiveness; 4) teacher production in needed fields; 5) depth and breadth of partnerships with P-12 schools and community colleges; and, 6) depth and breadth of teacher preparation faculty engagement in key practices specified by the framework.

The three steps of Phase II of the ScOPE Framework – program refinement, program evaluation using the ScOPE Framework, and the feedback of evaluation results into the next planning cycle – are completed with the model's leadership enablers in mind. That is, in order to achieve optimal program improvement, the ScOPE Framework suggests that the teacher preparation leadership team must facilitate the development of a clear set of goals in each of the six professional outcome areas and then develop and/or refine policies and practices related to partnerships and faculty work that will enhance the probability of achieving the goals.

A FINAL THOUGHT

The ScOPE Leadership Framework can be an effective tool to facilitate the work of university teacher preparation faculty and administrators as they seek ways to increase the knowledge and capabilities of the teachers they prepare. The Framework asks universities to rethink and revise their teacher preparation programs to reestablish their historical mission to prepare teachers and assist public schools to succeed.

ScOPE's focus on deep and sustained partnerships with public schools and high levels of faculty engagement in those schools provides the cornerstone for the Framework. University-wide support and commitment, especially from the arts and sciences, is also critical to maximize the connections between content knowledge and pedagogy. Equally critical are purposeful partnerships with community colleges which increasingly are part of the teacher preparation pipeline.

It is the collective capacity and shared expertise and knowledge among all sectors of the P-16 education system that will enable university-based teacher preparation programs to reach their full potential to provide the teachers that schools need, that is, teachers who can succeed in educating a growing, changing population of students in a climate of dwindling economic resources.

We believe that a systematic implementation of the ScOPE Leadership Framework will aid both universities and their school partners as they strive for continuous improvement of student learning.

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APPENDIX A:
ScOPE Framework Operational Definitions

PROFESSIONAL OUTCOMES

IMPACT OUTCOMES

I. Impact on P-12 Learning – *Impact on P-12 Learning* is the contribution and/or influence that a teacher has on the learning demonstrated by the P-12 students as a result of the teacher's interactions with the students.

II. Teacher Retention – *Teacher Retention* is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.

PROGRAM OUTCOMES

III. Beginning Teacher Expertise – *Beginning Teacher Expertise* is a measure that represents the extent to which a newly certified teacher is able to demonstrate the knowledge, skills, and dispositions necessary to succeed as a new professional educator.

IV. Teacher Production – *Teacher Production* is simply a count of the number of beginning teachers in each area of certification (teaching field) recommended for certification by a preparation entity in a specified year that begins on September 1 and ends on August 31 of the following year.

ENGAGEMENT OUTCOMES

V. P-16 Partnership Engagement Level – *P-16 Partnership Engagement Level* is a measure of the depth and breadth of purposeful and systematic activities in one or more Programmatic Impact Functions (defined below) that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-12 school partners.

VI. Teacher Education Faculty Engagement Level – *Teacher Education Faculty Engagement Level* is a measure of the frequency and depth of purposeful and systematic activities in one or more Programmatic Impact Functions (defined below) that are collaboratively planned and implemented by a university's teacher preparation program and one or more P-12 school partners.

PROGRAMMATIC IMPACT FUNCTIONS

a. **Teacher Candidate Recruitment** – *Teacher Candidate Recruitment* is the systematic process of bringing new students into the teacher preparation program for the purpose of increasing production of new teachers in specified areas of certification.

b. **On-Campus Instruction** – *On-Campus Instruction* is credit-generating teacher preparation instruction that occurs on a university campus.

c. **Field-Based Instruction** – *Field-Based Instruction* is teacher preparation instruction that occurs primarily on a P-12 campus and may be one of three types: Delivery of credit-generating teacher preparation instruction on a P-12 campus, supervision of student teaching, or supervision of pre-student teaching activities.

d. **Teacher Placement** – *Teacher Placement* is the systematic process of guiding new teachers into public school teaching assignments that will maximize the new teacher's opportunity to succeed.

e. **Teacher Induction** – *Teacher Induction* is the process of providing support to beginning teachers through effective university mentoring and professional development activities.

f. **Teacher Professional Development** – *Teacher Professional Development* is the planned and systematic set of activities delivered to teachers in service for the purpose of improving teacher effectiveness.

g. **Responsive Research on Teacher Quality** – *Responsive Research on Teacher Quality* is research that is designed and implemented in association with P-12 schools that strives to answer research questions of mutual importance to the university's teacher education faculty and to the P-12 schools.

LEADERSHIP ENABLERS

h. **Teacher Education Leadership Team** – *The Teacher Education Leadership Team* is a specified group of educational leaders that includes university-wide and external representation that sets performance goals for each Professional Outcome, meets regularly to analyze and evaluate Core Operations, assists in implementing goal-oriented decisions, and monitors and reports goal accomplishment.

i. **Goal-Based Management** – *Goal-Based Management* is the continuous improvement process used by the Teacher Education Leadership Team to set, monitor, and evaluate the Professional Outcomes.

j. **Impact-Centered Faculty Work** – *Impact-Centered Faculty Work* is the set of processes used by teacher education faculty and facilitated by the Teacher Education Leadership Team in order to accomplish Programmatic Impact Function goals.

k. **Impact-Centered P-16 Partnerships** – *Impact-Centered P-16 Partnerships* are the processes used by the Teacher Education Leadership Team and its P-12 partners in order to accomplish partnership goals in the Programmatic Impact Functions.

l. **Core Leadership Operations** – *Core Leadership Operations* are the processes and tasks that facilitate aligning and improving public school stakeholder involvement, program-centered university faculty development, and teacher education curriculum evaluation.

Center for **R**esearch, **E**valuation and **A**dvancement of **T**eacher **E**ducation

3232 College Park Drive
Suite 303
The Woodlands, TX 77384
936-273-7661 Main
936-273-7592 Fax
www.createtx.org