

Nevada Teacher Education: *Assuring and Building Quality*

Presentation to the Legislative Committee on
Education

May 28, 2014

By UNR, UNLV, NSC, GBC Teacher Education Units

Working together to ensure High Teacher Quality

- UNR, UNLV, GBC, NSC Deans and Directors are meeting on a regular basis to specifically work on and ensure quality indicators are addressed state-wide.
- Quality indicators are from the American Association of Colleges for Teacher Education (AACTE), the preeminent national organization overseeing educator preparation
- AACTE leads the field in advocating for and building high quality teacher preparation program capacity, especially in
 - Professional development
 - Best practices

AACTE Teacher Quality- Six Indicators

- High admissions standards vs. open admissions
- High GPA in major
- Intensive preparation in subject-specific methods
- Extensive practice teaching opportunities
- Semester long or year-long clinical teaching experience
- High student satisfaction and employer satisfaction in early career years

AACTE Quality Indicator 1

- High Admissions Standards for Teacher Education Program
 - Minimum college/university GPA over two to four semesters prior to admission to programs is B- to B (2.75-3.0) PLUS B or better in targeted courses
 - Admission portfolio reviews/interviews of Applicants, they must demonstrate competent communication skills in writing, speaking, organizing, and articulating
 - Dispositional and non-academic factors considered:
 - Demonstrated ability to motivate others
 - Leadership experiences
 - Successful work with parents and children
 - Demonstrated ability to think diagnostically and persevere in problem solving

AACTE Quality Indicator 2

- High GPA in Major: Teacher candidates must demonstrate strong content knowledge
 - Maintain minimum 2.75 GPA (B-) in subject major
 - Pass Praxis II exams for content and pedagogy before being issued a license
 - NSHE institutions typically report about 95% passage rate for program completers

AACTE Quality Indicator 3

- Intensive Preparation in Subject-specific Methods
 - Teacher candidates complete extensive coursework in their specific subject areas, often the equivalent of a major
 - Elementary candidates receive methods coursework in math, science, social studies, literacy, and reading
 - Methods courses are paired with field experience
 - Methods courses also include special education, English language learners, Common Core State Standards, classroom management, instructional strategies, student development, assessment, curriculum, etc.

AACTE Quality Indicator 4

- Extensive Practice Teaching Opportunities
 - Early introduction to the classroom and culture of schools (pre-teacher ed- second year/200 level)- 30- 45 clock hours
 - Infusion of pedagogy and methodologies of teaching/learning (teacher ed- 3rd year/300 level)- 30- 100 clock hours
 - Matching high performing mentor teacher with pre-service teaching in a 'practicum' experience (4th year) 100-300 clock hours
 - Continuing high performing mentor teacher working with pre-service teaching in an 'internship' experience (4th year) 600-700 clock hours
 - Continuous evaluation (formative and summative) using common core infused evaluations tools, aggregating data, adjusting process for continuous quality improvement

AACTE Quality Indicator 5

- Clinical Teaching Experience
 - Student teaching is a minimum of one semester
 - Performance assessments are based on INTASC Standards
 - Supervision by mentor teacher is daily and at least every 1-2 weeks by college faculty and P-12 administration
 - Development is promoted through verbal conferences, written observation reports, student reflective writings, and video reflections
 - Mentor teachers are selected in collaboration with P-12 administration and receive training in mentoring by the institutions

AACTE Quality Indicator 6

- High Student Satisfaction and Employer Satisfaction in Early Career Years
 - Institutions conduct graduate and employer surveys each year for federal reporting
 - Results for all four institutions show very high levels of satisfaction in preparation by both program completers and employers

Enrollment

Teacher Education – Undergraduate Enrollment

| | Fall '04 | Fall '06 | Fall '08 | Fall '10 | Fall '12 |
|--------------|--------------|--------------|--------------|--------------|--------------|
| UNLV | 1,778 | 1,370 | 1,252 | 1,216 | 913 |
| UNR | 1,133 | 919 | 860 | 913 | 974 |
| NSC | 166 | 274 | 347 | 463 | 488 |
| GBC | 191 | 285 | 237 | 372 | 191 |
| TOTAL | 3,268 | 2,848 | 2,696 | 2,964 | 2,566 |

Source: IPEDS

Degree Productivity

Bachelor's Degrees Awarded

| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------|------------|------------|------------|------------|------------|
| UNLV | 310 | 255 | 240 | 249 | 243 |
| UNR | 133 | 161 | 187 | 161 | 157 |
| NSC | 28 | 56 | 54 | 47 | 51 |
| GBC | 19 | 17 | 12 | 9 | 11 |
| TOTAL | 490 | 489 | 493 | 466 | 462 |

Source: IPEDS

Program Completers

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| | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------|------------|------------|------------|------------|------------|
| UNLV | 423 | 413 | 381 | 405 | 351 |
| UNR | 185 | 199 | 203 | 198 | 204 |
| NSC | 31 | 1 | 25 | 38 | 25 |
| GBC | 19 | 20 | 14 | 15 | 13 |
| TOTAL | 658 | 633 | 623 | 656 | 593 |

NOTE: Program completers are students who have completed a teacher licensing program. These students may include bachelor's degree-seeking students or students returning to complete a post-baccalaureate teacher education program leading to initial licensure. These figures include some duplication of the bachelor's degrees awarded (from the prior slide).



Questions?