Teacher Preparation for Next Generation Teachers: Alternative isn’t Alternative Anymore

Dr. Lucile Heald-Oldham
PDCP Coordinator
Professional & Personalized Learning
Lake County Schools
Gratitude & Optimism

Gratitude: What am I most grateful for in my life?

Optimism: What am I most looking forward to?

Seven Chairs (tables) and Pair
Stand up and walk away from your seat. Touch seven tables before stopping and pairing up with the person closest to you. Share your responses.
Attitudes that Affect Academic Success

Hope to fuel long-term effort, one must feel the *end point* is *possible*.

Growth mindset belief that *the process* is possible and desirable.

(Jensen, 2016)
What I’m most grateful for…. My granddaughter Olivia
What I’m most hopeful for…..future generations of great teachers
Teacher Preparation Matters

~because every child deserves a great teacher~
What is the current need for teachers nationwide?

“A more thorough review of long-term trends indicate that the nation as a whole is unlikely experiencing a shortage crisis” (p. 3).
On balance, the production of new teachers is relatively stable.

Does Florida have a teacher shortage?
Routes to a Florida Teaching Certificate

- Teacher Preparation Programs
  - Initial Teacher Preparation Program
  - District Professional Development Certification Program
  - Educator Preparation Institute

- Reciprocity
  - Out-of-State Certificate
  - Out-of-State Approved Teacher Education Program
  - National Board for Professional Teaching Standards
  - American Board for Certification of Teacher Excellence

- Other Routes
  - College Teaching Experience
  - Professional Teaching Option
  - Professional Preparation College Coursework Option
## Critical Teacher Shortage Areas, 2016-17

<table>
<thead>
<tr>
<th>Certification Areas</th>
<th>Rank Based on % of Courses Taught by Teachers Not Certified in the Appropriate Field for the Course (as reported by school districts)</th>
<th>Rank Based on Projected Vacancies (as reported by school districts)</th>
<th>Rank Based on % of Completers (as reported by teacher preparation programs)</th>
<th>Overall Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science-General*</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Science-Physical*</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>4</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>18</td>
<td>3</td>
</tr>
<tr>
<td>ESOL*</td>
<td>7</td>
<td>14</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Reading*</td>
<td>2</td>
<td>6</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>ESE*</td>
<td>5</td>
<td>2</td>
<td>23</td>
<td>7</td>
</tr>
</tbody>
</table>
Reflecting on the Data

- Completers from prep programs decreased:
  - 2008-09 (9700)
  - 2013-14 (7000)
- Number of Initial Certificates increased:
  - 2008-09 (14,525)
  - 2013-14 (17,441)
- Student Enrollment Increasing
- Critical Need Areas remains constant: Math, Science, English Lang Arts, ESOL, ESE

So, what happens to teachers on temporary certificates?
What Happens to Teachers on Temporary Certificate

- Earned certificate through other routes: 13%
- Earned state approved program certificate: 20%
- Did not earn certificate: 36%
- College coursework: 31%

2014, FLDOE
Trends in Teacher Prep Program Enrollment

Alternative Certification

Trend in Alternative, not IHE-based Teacher Preparation Program Enrollment

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>335</td>
<td>645</td>
<td>901</td>
</tr>
</tbody>
</table>

Traditional Teacher Prep

Trend in Traditional Teacher Preparation Program Enrollment

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>9,935</td>
<td>11,305</td>
<td>10,529</td>
</tr>
</tbody>
</table>
Turn to your shoulder partner and create a T-Chart comparing and contrasting Traditional Teacher Prep and Alternative Teacher Prep.
There is a transformation underway causing shifts in how teachers achieve professional teaching certification.

Could it be that teacher prep is being remodeled in a theatre of experience?
Magnet Statements

- Statements are located on posters around the room
- Go stand by the statement that most “attracts” you
- 7 min discussion: Why are you attracted to this statement
- Come up with a 1-2 sentence summary of your group’s discussion
Magnet Statements

• There are some benefits to learning that can only be gained in a traditional teacher prep

• Some, but not all teachers, should be prepared in a hybrid environment (F to F, plus online)

• There are potential pitfalls of online teacher prep

• There are unique opportunities when engaged in competency based, job embedded teacher preparation

• One day, teacher preparation will be conducted and credentialed in a simulated virtual environment by performance assessment
Recruiting and Retaining the Generations

- Last large scale hiring in education 30-35 yrs ago (Moore Johnson, 2012)
  - Women had fewer career options
  - Today women have many career options
- Education is competing for workers who have more choice
- While need may grow due to class size amendment, teachers have less experience and expect to leave (Abrams, 2014)
  - only 17 of 50 young teachers interviewed expect to make education a career
  - Workers will have between 4-7 jobs
  - Future teaching corps will look very different...practiced predominantly by beginners and the young (Ingersoll and Merrill)

(Susan Moore Johnson, Director of Harvard Project on Next Generation of Teachers, 2012)
Common Routes to Professional Teaching Certification

- Education coursework, PEC, exams
- District PDCP, PEC, exams
- Educator Preparatory Institutes (EPI)
- ABCTE & PEC
- Two Semesters Fulltime College Teaching & exams
- STEM Teacher Certification
Florida’s Professional Development Certification Program:

- **Initial Participant Preparation** prior to entering classroom

  - **Support Team** to coordinate and support the teacher
    - **Peer Mentor** to offer face-to-face feedback and assistance
    - **Assessor** to provide feedback & assessment of program tasks
    - **Building-Level Administrator** to support & verify successful demonstration of all education competencies (teacher evaluation)
    - **District Coordinator** to serve as a liaison between all involved parties (FDOE, district personnel, site-based administrators, assessors, mentors, and participants) as well as to oversee program operations

  - **Competency-based Tasks** to provide in-depth acquisition of the [Florida Educator Accomplished Practices](#).
  - **Online Tracking System** to document the progress of each teacher in successfully demonstrating the FEAPS
  - **Professional Education Test** preparation to demonstrate knowledge of educational pedagogy
  - **Reading Endorsement Competency #2** to demonstrate competency in reading methods and strategies
Professional Development Certification Program

Educator Preparation Website
http://www.fldoe.org/teaching/preparation/pdcp.stml

- Section 1012.56 FL Statutes, State Board Rule 6A-5.066
- Initial Program Approval Standards (PDCP IAS-2015)

- All Teacher Prep Programs: continued approval every 5 years
- FL Statutes hold all teacher prep accountable
  - APPR annual performance report
  - Two metrics
    - Retention
    - Teacher Evaluation based in part on student performance
- Site visit concurrent with Protocol Reviews
  - Focus on clinical practice
  - How teachers receive feedback
LCS PDCP Admission Requirements (completed by end of 1st year teaching)

- Teacher Induction (Ethics, 2 day New Beginnings event or Monthly NT session)
- Successful General Knowledge Exam
- Successful Subject Area Exam
- Completion of PEC
- Attend Orientation session
- Attend Screening/Interview
- Fee - $1500, payroll deductible
# Task Order Information

*Blocks are not time-bound. Completion time for each block can be adjusted depending upon when the participant either needs or wants to complete the program.*

## Block 1: To be completed or underway before going to Block 2

<table>
<thead>
<tr>
<th>Task Title</th>
<th>Prerequisite</th>
<th>Task Work Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the PDCP</td>
<td></td>
<td>Short</td>
</tr>
<tr>
<td>Introduction to the FEAPS</td>
<td></td>
<td>Short</td>
</tr>
<tr>
<td>Introduction to the State Content Standards</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Professional Development Goals and Strategies 1</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Classroom Management System</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Differentiated Instruction 1</td>
<td></td>
<td>Short</td>
</tr>
<tr>
<td>Communication Plan</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Collaborating for Student Achievement</td>
<td></td>
<td>Long</td>
</tr>
</tbody>
</table>

## Block 2: To be completed or underway before going to Block 3

<table>
<thead>
<tr>
<th>Task Title</th>
<th>Prerequisite</th>
<th>Task Work Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Instruction 2</td>
<td>Differentiated Instruction 1</td>
<td>Long</td>
</tr>
<tr>
<td>Parent-Teacher-Student Conference</td>
<td></td>
<td>Short</td>
</tr>
<tr>
<td>Rubric-based Assessment</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Unit Plan 1</td>
<td></td>
<td>Long</td>
</tr>
<tr>
<td>Teacher and Student Interactions</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Student Evidence of Learning</td>
<td></td>
<td>Long</td>
</tr>
<tr>
<td>Higher Order Thinking</td>
<td></td>
<td>Middle</td>
</tr>
<tr>
<td>Deepening and Enriching Content Knowledge</td>
<td></td>
<td>Middle</td>
</tr>
</tbody>
</table>

## Block 3

<table>
<thead>
<tr>
<th>Task Title</th>
<th>Prerequisite</th>
<th>Task Work Time*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan 2</td>
<td>Unit 1</td>
<td>Long</td>
</tr>
<tr>
<td>Differentiated Instruction 3</td>
<td>Differentiated Instruction 1  and 2</td>
<td>Middle</td>
</tr>
<tr>
<td>Professional Development Goals and Strategies 2</td>
<td>Professional Development Goals &amp; Strategies 1</td>
<td>Middle</td>
</tr>
</tbody>
</table>
**PDPCP Support Team**

**PDPCP Coaches**
- Highly trained & principal recommended
- Site-based, role alike, knows school culture, teacher advocate
- Face to Face meeting, 1 hr weekly

**PDPCP Assessors**
- Highly trained & principal recommended
- Off-site
- Subject Area experts
- Objective assessment by rubric
- Communicates via email or Skype
Clinical Educator Training Required for Support Roles

- All PDCP Coaches & Assessors must be Clin Ed trained
- 5 year limit on Clin Ed certification
- Includes Teachlive simulation practice on interpersonal communication skills
Clin Ed Focus: Feedback and Feedforward

- Explicit and specific feedback is encouraged
- Feedforward is focused on where they need to go next
- It’s all about teamwork and celebrating success
LCS PDCP Coach & Assessor Training

Face to Face Calibration
• Assessors and Coaches practice task assessment in teams

Online Assessor Training
• Assessors access online training and materials via the website for follow-up
LCS PDCP Assessor Training

• **Face to Face**
  – Roles & Responsibilities
  – Support agreements
  – Team activities to understand common language, task format
  – Meet and Greet

• **Utilize Online Assessor Training as Follow-up**
  – Send documentation to district coordinator
PDCP Task Assessment and Monitoring

- Assessors record the rubric decisions and provide feedback on website.
- Progress and status of decision making viewable to coordinator.
- Embedded resources helpful.

Select the report you would like to view:
- Full Report
- Summary Report
- Task Progress Report
- Assessor/Mentor Assignment Report
• exchange contact information and communication preferences
• Establish method of task exchange
• Clarification of assessor expectations
PDCP Portfolio Assessment

1. 20 tasks on the 6 Educator Accomplished Practices
2. Strategize with mentor
3. Tasks are objectively assessed by PDCP Assessor
4. Administrator has final signature
5. Tasks are compiled in Eportfolio - documentation of proficiency
TeachLive Simulation: Parent, Teacher and Student Conference

Simulation practice in a virtual environment to master complex interpersonal skills in effective communication
We have adult avatars for parent-teacher conference rehearsal.
Monthly Support Meetings

Additional Layers of Support
Professional Learning for PDCP participants

- Professional Learning Community (PDCP Teacher Cohort Group)
- Reading Competency Two (Shultz Center)
- Project CRISS - (highly recommended)
Exemplary Teacher Observation

PDCP teachers choose an outstanding teacher to observe.
Non-Ed majors have subject area expertise and prior work related experiences that connect to student learning.

PDCP - Where TEACHers are students... LEARNing in real time
...the greatest effects on student LEARNning occur when the TEACHers become LEARNers of their own TEACHing and...

...when students become their own TEACHers.

John Hattie

– Visible Learning (2009, p. 22)
Hillsborough County School District

- Over 3000 teacher certified
- 90% + completion rate
- 76% retention rate across 18 years
- Currently 450 enrolled
- Most program participants complete in 18-24 months

PDCP Coordinator, Dr. Scott Richman
srichman@sdhc.us
Currently enrolled: 92 teachers and growing

Totally completers: 577

Completion rate: 90%

96% of the participants retained.

“Thank you, Sarah, for all of your wonderful support, advice and motivation as I completed this very valuable professional development course. I totally enjoyed this experience...Thank you once again for making me become a better teacher and person.”

Pasco Co. PDCP Teacher

PDCP Coordinator, Sarah Apsey sapsey@pasco.k12.fl.us
Brevard County

- Current Enrollment 78
- Completion rate 87%
- APPR 4.0
- 20 ACP teachers promoted to administrator
- 60 in teacher leadership roles
- Science Teacher of Year Secondary
- Math Teacher of Year Secondary

Peggy Yelverton, PDCP Coordinator
Yelverton.Peggy@Brevardschools.org
Pinellas County

- Current enrollment 158
- Retention rate 91%
- APPR 3.5
- Cost $1600 payroll deduction

Retired or former staff mentor support in Year 1 followed by site-based mentor Year 2/3

PD two nights per month followed by a task to demonstrate implementation of FEAPs

Carrie Rivera, Senior Professional Development Coordinator RIVERAC@pcsb.org
Questions & Answers

Dr. Lucile Heald-Oldham
PDCP Coordinator
oldhamc@lake.k12.fl.us