CAEP Preconference Workshop on Standards Setting

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Challenges

• Schools of education are under attack
  – Discipline is considered intellectually flabby
  – Graduates are widely viewed as not competitive
    • Success of Teach for America teachers
  – Public does not know/understand the value we add

• NCATE/TEAC viewed as rubber stamps
  – If everyone passes, how can hirers/public have confidence in our products?

• We need to shift from just thinking about compliance to also thinking about inquiry
  – Practice and programs constantly adjusted based on what we know (or what we can learn)
Implications for inquiry

- **Recruiting/admissions**
  - Are we asking the right questions to get the right candidates?
    - Risk takers
    - Flexible and bold thinkers
    - Attentive and responsive
    - Faith in kids and their capacities
    - Long-term commitment to kids and communities
  - Academic standards
  - Partnerships with schools and communities
Implications for inquiry

• **Assessment**
  – Are we assessing the right things?
    • Formative and summative
    • Role of TPA
  – Predictive value for future performance?
  – Is assessment fundamentally a habit of mind (for us and our candidates) and a tool for inquiry?

• **Use of data**
  – Are we using data for program improvement?
  – Are we teaching our candidates how to use data for learning (is data a club or a tool)?
  – What is the role of student achievement data?
Implications for inquiry

• Diverse learners
  – 2008 study by National Comprehensive Center on Teaching Quality and Public Agenda found:
    • 76% of teachers say diversity was covered but only 39% say it helped “a lot”
  – Do we (and our candidates) believe that kids have something interesting to teach us, no matter who they are?
  – What kind of standard will fix the disconnect?

• Math and literacy
  – How can standards improve math and literacy?
  – Role of the Common Core
  – Do standard incorporate what we know about how people learn?
The problem of evidence

• Lack of evidence on what works in teacher education
• Recent reports
  – National Research Council (2010)
  – Education Schools Project (Levine, 2006)
  – AERA (2005)
Suggestions

• View this effort as an opportunity for inquiry
• New standards must be rigorous
• Standards should cite the relevant evidence base
• Strength of evidence base for each standard should be graded
  – Where evidence is lacking, this should be acknowledged
Five outcomes

• New rigorous standards
• Preparation based on evidence, improving as we learn
• Agenda of critical research questions for institutions and for advocacy
• Better public understanding of what we do
• Improved student achievement