

# **Background**

## **Teacher Preparation and Licensure Survey**

### **Background reading and resources from the Teacher Preparation Policy Study Group (TPPSG)**

MaryAlice Galloway, at the request of Mike Flanagan, has worked with one of the primary facilitators of the Teacher Preparation Policy Study Group (TPPSG) to develop questions that would surface the best thinking of Network of Michigan Educator members on issues, discussed by TPPSG, that most directly affect classroom teachers.

Mary Alice can't give copies of the report TPPSG made to Mike, but she can refer people to some of the research that prompted the proposals. She has listed some links below in response to several Steering Committee member suggestions to provide some back ground for this survey.

The hope is that the survey questions can surface legitimate concerns and original ideas from Network members.

**Three tiered system:** The idea is to provide a career ladder and to acknowledge excellent teaching. In our current system teachers who move up the career ladder must move out of the classroom. Here is some background.

Report from ECS on multi-tiered licensure (4 state profiles):

<http://www.ecs.org/clearinghouse/51/22/5122.doc>

Wisconsin Master Educator Process:

<http://dpi.state.wi.us/tepd/wmeapsumm.html>

The development of a **performance assessment** moves us toward some demonstration of pedagogical skill. As most teachers will tell you, a person can "know her stuff" and still not be able to teach it. In the area of performance assessment, the National Board certification process is considered a national standard for performance based assessment. Some states use Praxis III (Ohio, Arkansas) and some use a portfolio (Connecticut, California). These various models provide part of the research base for consideration of a performance assessment element in teacher licensure.

**Mentoring and Induction** – the MDE has provided some tools for mentoring and our state statutes pay lip service to the idea, but we don't have a coherent statewide system. More support during the initial years of teaching seems to be related to less turnover in the teacher workforce in the first five years. There is quite a bit of research and work on induction and mentoring. One helpful document is the National Commission on Teaching and America's Future report:

[http://www.nctaf.org/documents/NCTAF\\_Induction\\_Paper\\_2005.pdf](http://www.nctaf.org/documents/NCTAF_Induction_Paper_2005.pdf)

SBE Task Force Report on Ensuring Excellent Educators:

[http://www.michigan.gov/documents/Ensuring\\_118782\\_7.pdf](http://www.michigan.gov/documents/Ensuring_118782_7.pdf)

I hope this is helpful.

MaryAlice Galloway