

Missouri Transforming Educator Preparation (MoTEP) Meeting Notes March 3, 2016

Background

Missouri and other select states have been invited to join the Network for Transforming Educator Preparation (NTEP) for two years which began October 1, 2015. The meeting on March 3rd was the fourth statewide meeting. The fifty participants invited to these state meetings represent higher education, PK-12 education, professional associations and organizations and the Departments of Higher Education and Elementary and Secondary Education. Together these individuals make up MoTEP: Missouri Transforming Educator Preparation. This group is collaboratively formulating specific goals aligned to the work in other NTEP states in the following areas:

- Licensure
- Program Approval
- Data Collection, Analysis and Reporting
- Communication

MoTEP, as a part of NTEP, provides the opportunity to leverage the collective knowledge of the national network while capitalizing on the expertise in our state with a goal of putting excellent educators in every school.

Highlights from the state meetings

Work in each of the areas focused on 30-60-90 day and beyond plan of key activities. These key activities provide guidance for the work to come. Each area also discussed potential funding needed for completing any of the key activities. A representative from each area gathered to form a budget subcommittee to summarize the overall funding needs. The day concluded with reports from a representative of each area and the budget subcommittee.

Licensure

If Missouri has an effective system of licensure, then it will reflect a career path that promotes continuous learning for teachers, leaders and educators.

Members of the Licensure work group reviewed historic data on licensure over the past 60 years. They felt that a tiered system working effectively would show continuous learning. They suggested that our current system might be designed to do this if it were implemented better. They focused on a review of the revised mentor standards. They also discussed Beginning Teacher Assistance Programs (BTAP), induction and the Professional Learning Guidelines.

If Missouri has an effective system of licensure, then it requires all routes to certification meet the same high quality standards.

Members of the Licensure working group discussed the effectiveness of those who go through other routes. Another area of interest that this group would like to explore further is the retention of individuals certified through alternate routes.

Program Approval

If PK-12/IHE partnerships develop high quality clinical experiences that include experiences with different subpopulations of students and candidates successfully complete these experiences, then candidates will be ready to make a positive impact from day one.

Members of the Program Approval work group spent time in conversation about high quality clinical experiences. They also developed initial plans for hosting a Conference on Creating Quality Clinical

Experiences. This would highlight the need for PK-12/IHE partnerships, include a session on Certification 101, support and training for cooperating teachers and the clinical experience as a developmental tool, not a capstone project.

If a valid measure of Educator Preparation Program quality is developed from a clear set of standards, then continuous improvement will be promoted

Members of the Program Approval work group joined with the Data Collection, Analysis and Reporting work group to discuss this goal. A summary of this work is provided below.

Data Collection, Analysis and Reporting

If a data sharing system is developed, then it will inform and support continuous improvement of preparation programs

Members of the Data Collection, Analysis and Reporting work group and the Program Approval work group held joint discussions on this topic. A summary of their discussion is provided below.

If a data sharing system is developed, then it will inform the ongoing development of 1st year teachers and beyond

Members of the Data Collection, Analysis and Reporting work group and the Program Approval work group identified areas they felt necessary to providing data that ensures the APR promotes continuous improvement. The group discussed how the APR measures would fall into 3 overall categories/domains:

Candidate Qualifications (i.e. content assessments)

Candidate Effectiveness (i.e. performance assessments)

Early Career Effectiveness (i.e. survey data, student outcomes data)

The work group discussed how a transition from what is currently in place to something more effective and based on continuous improvement would occur. It would include:

The APR must evolve from its current Met/Not Met format

It should be based on points, be able to be flexible, focus on key areas of quality, and include measures of early career effectiveness

This working group also talked about the need to study things like recruitment, placement and retention to determine its potential role in program quality and accountability.

MoTEP Budget Subcommittee

Participants of this subcommittee, which included a representative from each of the three other work groups, identified the following areas for funding:

Additional MoTEP state team members participate in the next NTEP meeting \$15,000

Invite other states to attend a preconference in Kansas City before the NTEP meeting \$ 5,000

Group to organize: Pete Kelly, lead

Linda Kaiser

Uzziel Pecina / Connor Warner

Schedule a joint MACTE – MoTEP Conference in October with both PK-12 and IHEs \$25,000

Planning and Communication for the joint conference \$10,000

Suggested participants: Shawn Young, lead

Brandy Hepler

Linda Glasgow

Jim Masters

Phil Lewis

Ken Boning

TOTAL \$55,000

Communication and Stakeholder Engagement

If communication and stakeholder engagement is effective, then transparency and inclusiveness will drive consensus for the work of MoTEP

Participants of this work group received suggestions from the state team to develop a MoTEP webpage where meeting notes and updates will be posted. It should also list all contributing partners involved in the work and have an updated copy of the state plan.