

Summary Notes of NGA-CCSSO Work Group Session February 11, 2002

SESSION 2: TEACHER QUALITY

Draft Statements:

1. Professional development, whether pre service training or continuing education, should be research-based and linked to standards-based student outcomes.
2. A comprehensive and coordinated system of teacher preparation and professional development is critical to teacher quality, recruitment and retention. It is critical that this system link college and university faculty with classroom instruction. (may need to soften language or separate into two statements)
3. All educators must have training in both subject matter content and research-based instructional strategies to provide positive outcomes for diverse learners.
4. The recruitment and retention of a quality teacher force is currently compromised by an imbalance: the focus on procedures over teaching skills. A reduction in the emphasis on process over instruction will enhance the recruitment and retention of quality teachers.
5. The use of funding earmarked in IDEA for professional development should be determined by states, based on state priorities.
6. There is an important federal role to ensure the availability of teacher training programs for low incidence disabilities.
7. IDEA should provide incentives to foster innovation, including the application of and training in new technologies.

Parking lot items to be considered at other sessions:

1. More resources and incentives are needed to recruit, prepare and support special educators in order to expand and retain a high quality workforce. (funding)
2. Funding for professional development should be equally as prominent as we believe professional development is. (funding)
3. Data collection

Items for General Introduction-

1. We cannot talk about teacher quality without addressing the issue of teacher quantity.

2. Attention must be paid to the No Child Left Behind (ESEA) legislation so that IDEA dovetails/is aligned.
3. It is of great importance that ownership of all students be promoted ("our" responsibility to ensure successful outcomes for all students).

BACKUP MATERIAL

Initial brainstorm list from which statements were developed:

1. Professional development, whether pre service training or continuing education, should be research-based and linked to standards-based student (kid) outcomes.
2. Resources should be allocated for the development of effective induction/mentoring programs and continuous CSPD to increase the retention rate of special education teachers.
3. All educators need to have higher education training that provides instructional practices to work with the diverse student population we serve.
4. States should work together on the reciprocity of certification of special educators to ensure seamless transition/transportability.
5. Special education teachers need to be provided with training in content areas; general education teachers need to be provided with training in pedagogy.
6. High quality teacher induction programs should include both continuous professional development and periodic demonstration of skills.
7. Alternative teacher preparation programs should be encouraged, but should not sacrifice teacher quality.
8. Innovation should be fostered -- in both teacher preparation programs and in the classroom. Examples include incorporating technology to reduce paperwork; organizing schools differently; etc.
9. Understanding, coordination and collaboration among all educators (special educators, general educators, administrators, ESL teachers, etc.) is critical in order to meet student needs effectively.
10. We must build collaborative models of teacher preparation and professional development between and among SEAs, LEAs, IHEs and our customers (students and parents) to foster innovative ways to deliver highly aligned, replicable services.
11. It is of great importance to teacher quality that higher education faculty are kept linked to what is going on in the classroom.

12. Leadership development for colleges and universities as well as for administrators on the district and local levels should include instruction about special education.
13. To ensure improved teacher quality and retention of quality teachers we must promote practices that focus on student instruction rather than on procedural requirements. (add reduction of paperwork language)
14. We should achieve an improved balance between Part B and Part D (there was not full support of this concept).
15. There is an important federal role to ensure the availability of teacher training programs for low incidence disabilities.
16. We believe teacher preparation is holistic and includes pre service, induction, mentoring and continuous CSPD.

Alternate wording for all or part of the statement

- Preservice and inservice should be seamless. It should be for all teachers. It should focus on both content and pedagogy. Quality professional development requires that districts, states and IHEs have meaningful and collaborative relationships. (For statements #2 and 3)
- There must be provision and associated funding in IDEA that will allow states to determine educational personnel training based on state priorities. (For statement #5)
- In IDEA there must be authorization and non-competitive funding formulas for all states to train educators based on state priorities (For statement #5).