# Arizona State University

*Documentation of the Teachers for a New Era Learning Network*

*October 2009*

### INTRODUCTION

The Academy for Educational Development (AED) sent a research team to Arizona State University (ASU) on October 20-21, 2008 to conduct interviews with individuals who play important roles in the university's teacher preparation program (see Appendix A). These interviews, along with additional documentation provided by ASU and identified by the AED research team, provide the basis for this case study.

The Teachers for A New Era (TNE) Learning Network was established in 2005 with a grant from the Annenberg Foundation and additional support from Carnegie Corporation of New York (CCNY). Its purpose is to broaden and deepen the profession's understanding of how the Teachers for a New Era design principles could contribute to the reform of teacher education, and to encourage the institutions of higher education that belong to the Learning Network to reach out to others with similar interests. Like Teachers for a New Era (TNE)[1], launched in 2001 by CCNY, with additional support from the Ford and Annenberg Foundations, the Learning Network promotes the TNE design principles: (a) grounding teacher education on sound evidence, including measurement of pupil learning; (b) engaging the arts and sciences disciplines; and (c) understanding teaching as an academically taught clinical practice profession. Thirty colleges and universities, selected through a competitive invitational process, belong to the TNE Learning Network.

This case study is one of nine prepared by AED to document evidence of *institutional change in teacher preparation* at nine of the 30 universities that took part in the TNE Learning Network. AED selected the nine universities based upon a variety of factors, including their degree of engagement in the Learning Network, and their willingness to specify a program objective and indicator (s) of change that reflected important work underway and would serve as the focus of this case study.

Institutional change, for the purposes of this study, means change that goes beyond adjusting course curricula, or degree requirements, or even holding meetings across university departments. It means

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1) The goal of TNE was to strengthen K-12 teaching by developing state-of-the-art teacher education programs at selected colleges and universities through a focus on the three design principles. The 11 institutions participating in the TNE initiative are Bank Street College of Education; Boston College; California State University, Northridge; Florida A&M University; Michigan State University; Stanford University; University of Connecticut; University of Texas at El Paso; University of Virginia; University of Washington; and University of Wisconsin, Milwaukee. Most are completing the 5-7 year process of institutional change under TNE.

change that transforms a teacher education program's organizational structure, culture, external relationships, and ways of assessing the outcomes of its work. Such change is often based on research evidence, involves sustained partnerships with school districts and personnel, establishes cross-college and cross-departmental pathways for work and communication, increases the quality and length of time that candidates spend in school settings, and assesses its teacher candidates on their effectiveness in the classroom. Institutional change is not change for change's sake, but a mission-driven effort to refocus the activities of the teacher education program on the effectiveness of their graduates in helping pupils learn.

Based upon the nine case studies, the AED research team will prepare a cross-case study that will document and analyze evidence with bearing on four broad research questions:

1. Is there evidence of institutional change along the lines of the TNE design principles in the preparation of teachers at these institutions?
2. What are the primary categories of change being undertaken on each campus?
3. What are the indicators of these institutional changes?
4. What aspects of the Learning Network, if any, are reported to have triggered or enhanced the occurrence of change or supported its continuation?

The cross-case study will be issued as part of a major publication, also funded by the Annenberg Foundation, which will serve as a final report and recommend next steps for the TNE Learning Network.

### DETERMINING THE FOCUS FOR THIS CASE STUDY

University-based teacher preparation is a complex enterprise with many elements and many players, and this is especially true for universities attempting fundamental change. To provide a manageable focus for these case studies, AED staff asked the TNE Learning Network universities to select one program objective by which they would wish to document their progress (see Appendix B). AED asked that this objective (1) reflect an important aspect of teacher preparation at their institution, (2) address one or more of the TNE principles, and (3) logically connect to pupil success. They were also asked to specify indicators that the change sought was occurring.

The authors of the ASU statement selected as their objective:

> Creation of an assessment model and database to track the retention in the profession, the success and consequent impact of Arizona teacher preparation graduates on K-12 pupil learning.

The authors of the ASU statement proposed as their indicators of change:

> Arizona State University, Northern Arizona University, and University of Arizona, in conjunction with school, state, and business partners, and with support from the Arizona Community Foundation (ACF), are developing an assessment model by which the effectiveness of teachers produced by ASU, NAU, and UA can be meaningfully assessed. The model will be used for formative assessment, providing ongoing feedback to teacher preparation programs, teachers, schools, and state policy makers.

In defining the logical connection between their program objective and student success, the authors of the ASU statement noted that the assessment model would:

> …connect teacher preparation at the three state public universities and teachers' impact on K-12 pupil learning.

They added the caveat that "a statewide longitudinal data system for P-20 would need to be in place to fully develop and implement a model to connect teacher preparation to pupil learning."

## HISTORY OF INNOVATION

ASU was one of thirty universities selected by the Annenberg Foundation and Carnegie Corporation of New York to take part in the TNE Learning Network, whose most basic purpose was to encourage a broader circle of universities to adopt the three principles of Teachers for a New Era as the guiding directions for their work. Key members of the education faculty at ASU were early and enthusiastic in their support for seeking ways to integrate the TNE principles into the preparation of teachers at the university.

Founded in Tempe in 1885 as the Arizona Territorial Normal School by an act of the Thirteenth Territorial Legislature, the university was initially established as a teachers college. A series of name changes ensued, reflecting continued expansion of the curriculum. Eventually the institution began to engage in basic and applied research, and in 1958, the governor authorized its renaming as Arizona State University, the first step towards its becoming a comprehensive research university. In 1994, the Carnegie Foundation granted ASU Research I status.

Throughout these changes, ASU continued to fulfill its original mission of preparing teachers. With the inauguration in 2002 of Michael Crow as ASU's sixteenth president, however, a dynamic and transformational vision of "The New American University" became the driving force for the university. One aspect of that vision included a renewed sense of engagement and responsibility for the public schools of Arizona:

> Our K-12 school districts and community colleges play a fundamental role in the task of producing an educated work force, a work force that makes upward mobility possible. Our research universities must collaborate with our school districts and community colleges, and I see ASU as a driving force in this collaboration…. ASU should take the lead in addressing problems in our K-12 educational system. Beginning here in Phoenix, ASU needs to find out what our local communities need, and ASU should be structured to meet those needs.[2]

One important aspect of meeting the needs and addressing the problems in the K-12 system is ASU's role in graduating significant numbers of teachers of high quality who are well prepared to teach and to remain in the teaching profession. Enhancing that role was the impetus behind the three major initiatives at ASU associated with the Learning Network: the March 2007 conference, the mini-grant, and the development of the Arizona Teacher Tracking Initiative. The renewed commitment to

2) Michael Crow, President, Inaugural address, November 2002. http://www.asu.edu/inauguration/address/

graduating excellent teachers also led to the establishment of the Center for Research on Education in Science, Mathematics, Engineering, and Technology (CRESMET), an interdisciplinary center which has the mission of producing knowledge that leads to more effective ways of teaching mathematics and science, to which the National Science Foundation has made more than $18 million in grants. University faculty, K-12 teachers, and students have taken part in Phoenix-based CRESMET projects. One program, for example, identifies and prepares talented mathematics undergraduate majors to become high school teachers.

The vision of Teachers for a New Era synchronized well with this new vision and perspective on ASU's mission in terms of teacher preparation, and so the university's leadership vigorously pursued engagement with the TNE Learning Network, supporting faculty engagement and plans for the 2007 conference held at ASU, discussed below. The action plan that ASU's team prepared at the first, 2005 Learning Network annual meeting set forth action steps and long-term goals that included: establishing a mechanism to collect and preserve teacher candidate data and impact data on children in classrooms; and establishing a data base on ASU students regarding multiple variables, including the success of their pupils, leadership activities, degrees and certifications obtained, and current contact information.

### INTRA-UNIVERSITY PARTNERSHIPS

From the outset of the Learning Network, ASU has sought ways to realize the second TNE principle, the engagement of the arts and sciences. A complication for ASU in cross-disciplinary work has been the existence of four campuses, all of which housed education faculty and teacher preparation activity as well as other disciplines.[3] The complications of intra-university collaboration are multiplied in complex ways when it must occur across campuses separated by geography (in a major metropolitan area) and service to different groups of students (traditional undergraduates vs. career changers, for example). Another complicating layer was the necessity of collaboration among four different education faculties as well as arts and sciences, similarly divided by geography and service emphasis.

The cross-campus "ASU-TNE Learning Network Scholarship of Teaching" conference, held in March 2007, was organized by a core team of ASU faculty who had participated in Learning Network annual meetings. Invited attendees included more than 100 education faculty from all four campuses, liberal arts and science faculty, and community partners and leaders. The conference themes focused particularly on arts and sciences engagement and featured speakers from the TNE program at the University of Wisconsin, Milwaukee who discussed their work with design teams of faculty in content areas. The purpose of the conference was to focus on collaboration around the TNE principles, to interest arts and sciences faculty at ASU more deeply in teacher preparation and, through discussion of the design team concept, to show how meaningful such engagement can be.

> The purpose of the conference was to focus on collaboration around the TNE principles, and to show how meaningful such engagement can be.

Among the speakers at the conference were ASU's Executive Vice President and Provost, who brought to the meeting her concern that the university's education schools were not responding adequately

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3) ASU has four campuses (Downtown, Polytechnic, Tempe, and West), but the Downtown and West campuses were under the same administration at the time of the site visit. As of spring 2009, all four campuses were reorganized within the same college and under a single administrative structure and dean.

to the governor's request for a substantial and rapid increase in the number and quality of science and math teachers graduated from ASU. She articulated her support for the TNE concept of cross-disciplinary initiatives as appropriate for ASU, and soon thereafter constituted a cross-campus STEM Task Force charged with ensuring that the university would produce more highly qualified teachers in math and science. Their first task, which they accomplished in one semester, was to create dual bachelors' degrees in math, physics, biology, and chemistry (as well as education), which would enable these teacher candidates to become certified. The provost also created a new division of undergraduate mathematics, under the direction of a respected researcher, who has involved math faculty in conversations about how to teach math in ways that engage young students. The university also appointed a professor of mathematics education to serve as the associate senior vice provost for STEM education, one of whose responsibilities is to work across campuses and disciplinary units to recruit, prepare, and retain teachers from among ASU students majoring in STEM content areas.

In addition to these cross-campus STEM-related education activities, the Teacher Development Council was created in September 2006 to sustain cross-campus focus on teacher preparation. Its predecessor was called the "Infrastructure Committee," a faculty and administrative staff group that began meeting in fall 2005 as an outgrowth of ASU's engagement with the Learning Network. The council evolved in different directions until its demise in May 2007. Meetings resumed a month later as the Teacher Education Collaborative, and the body was again reconstituted in September 2008 as a Steering Committee with subcommittees under the leadership of the dean of the College of Teacher Education and Leadership.

Despite the on-again off-again history of the Teacher Development Council, some at ASU regard the Arizona Teacher Tracking Initiative as an outgrowth of its activity. Further, the fact that the TNE principles served as a foundation for developing that initiative, they indicate, is reflected in the fact that arts and sciences deans as well as education deans serve on the governing bodies for the tracking initiative.

### PLANNING AND IMPLEMENTING THE ARIZONA TEACHER TRACKING INITIATIVE

With the decision to develop the Arizona Teacher Tracking Initiative, ASU took the lead on a statewide effort to create an assessment model and database that would enable all the state's Regents Universities to track the teachers they graduate, analyzing their retention in the profession and their effectiveness as teachers, specifically their impact on PK-12 pupil learning. The effort was named a "Presidential Initiative," reflecting the commitment of ASU's president, further underscored by the decision to allocate $275,000 over three years from the ASU President's Special Initiative Fund to begin the data collection and pilot the model for all of the Arizona Regents Universities to consider. The Arizona Community Foundation also awarded $75,000 per year for three years to the initiative, with the understanding that all three of the state's Regents Universities—Northern Arizona University and University of Arizona as well as ASU—would be involved.

Subsequently named the Teacher Preparation Research and Evaluation Project (T-PREP), the initiative is governed by a collaborative that includes, in addition to the colleges of education at the three Regents Universities, the Arizona Education Association, the Arizona Department of Education, the Arizona K-12 Center, the Arizona Community Foundation, the ASU President's office, and the

Governor's P-20 Committee. It is led by a T-PREP Steering Committee with more than 30 members, and a T-PREP Working Group. The Steering Committee includes both administrators and faculty members from education and from arts and sciences at ASU, education deans from the other two Regents Universities, as well as representatives of the ASU president's office and technology offices, including Applied Learning Technologies Institute staff. Also serving on the Steering Committee are representatives of the Arizona Community Foundation and Arizona School Administrators Association. The Working Group is a smaller body composed of representatives from each university, about 6-8 people.

Formative assessment is the fundamental purpose of the T-PREP model: providing continual feedback to teacher education programs, teachers, schools, and policy makers. Although T-PREP is initially limited to Arizona's Regents Universities, it is intended ultimately to incorporate all teacher preparation institutions in the state, including community colleges and private institutions. The model is intended to enable universities to assess the impact of their teacher preparation programs, with the assumption that improving teaching will ultimately improve PK-12 learning. However, the architects of the T-PREP plan note that to fully develop a model to connect teacher preparation to pupil learning, Arizona would need to have in place a statewide longitudinal data system for P-20, which is not yet the case.

Following background research and initial planning, the T-PREP collaborative determined that the first task for T-PREP would be the development of a pilot exit survey at ASU. The introduction to the survey booklet explained to students that "T-PREP is organized to evaluate the quality of the teacher preparation programs offered by the state's three Regents universities" and continued:

> The purpose of this exit survey is to obtain your input regarding your satisfaction with your teacher preparation program and your ability to function effectively as a future teacher. Your input will be used to improve the quality of the teacher preparation programs in Arizona's three state universities… Through your participation, you will have the opportunity to shape the future of your alma mater's teacher preparation program. Your input is of the utmost value as your college of education continues to enhance and modify its teacher preparation program to more closely meet the needs of PK-12 pupils, their families, and the teaching profession in Arizona.[4]

The pilot survey was administered to students graduating from the initial teacher certification programs at ASU's three colleges of education in the spring of 2008, and achieved an overall response rate of 52 percent (387 of 749).

The AED site visit was timed to occur so that the visitors could observe meetings of the T-PREP Working Group and Steering Committee, which were reviewing the results of the pilot exit survey. The exit survey raised spirited discussion, primarily whether to use the data to compare ASU programs, rather than allowing each to use the data independently, as well as methodological questions concerning self-report surveys. It was agreed that the data from future exit surveys would not be reported in such a way as to invite comparisons of ASU teacher preparation programs against each other.

4.) Joshua H. Barnett, Audrey Amrein-Beardsley, Tirupalavanam Ganesh, Melissa Rivers, and Mari Koerner, (October 7, 2008) *The State of Teacher Preparation Programs in Arizona: First Year Results from the Teacher Preparation Research and Evaluation Project (T-PREP)*. Arizona State University.

At the time of the site visit, immediate plans were to revise the exit survey (piloted in the spring 2008) and administer it to the graduates of initial teacher certification programs at all three Regents Universities in fall 2008, spring 2009 and subsequent semesters. Secondly, plans were in place to pilot an entrance survey with ASU undergraduates entering their junior year in January 2009, since that is the transition where those focusing on teacher preparation begin taking directly related coursework.

A crucial element of T-PREP's long-term plans is IDEAL (Integrated Data to Enhance Arizona's Learning) a technical web-based platform that is the result of a partnership between the ASU Applied Learning Technologies Institute (alt^i) and the Arizona Department of Education (ADE). IDEAL is designed to provide teachers with access to a variety of resources and applications, including curriculum, assessment instruments, and tools for collaborating with peers, as well as professional development opportunities, university courses, libraries, and district and state sponsored workshops. All Arizona educators are provided with a personalized IDEAL user ID that enables them to access the system. At the time of the AED site visit, slightly fewer than half of all working certified teachers in Arizona (approximately 70,000) had logged on to IDEAL; of those who had, about 75 percent were active.

What is critical for research purposes is that these IDs remain with the individual teacher throughout his or her career, enabling researchers to track individuals indefinitely. In order to ensure that researchers can begin tracking with the preservice years, ASU graduating teacher preparation candidates were offered an introduction to IDEAL and direct access to all IDEAL resources and tools, early in 2008. It was through IDEAL that these graduating students completed the first exit survey, discussed above. As of September 2008, all students enrolled in any of ASU's colleges of teacher education were assigned an IDEAL user ID, as were the faculty of these colleges—a total of more than 3200 students and 140 faculty members. These numbers will stay with the students beyond graduation into their employment in the field of teaching, which will enable T-PREP to track them into schools.

As these preservice teachers transition to their own classrooms and continue using their IDEAL user ID, they will continue to have access to tools and resources to which they became accustomed during their preservice years, along with new resources directly related to their district, school, and classroom. Additionally, T-PREP, IDEAL, and ADE are working to develop an online process through which graduating teacher candidates can retrieve their institutional recommendation letter and application for teacher certification through IDEAL. Because this process will be integrated with the ADE certification process, it will be easier for graduates to acquire their teaching certification.

Through the collaboration between T-PREP and IDEAL, students and faculty of ASU preservice teacher preparation programs gained direct access to the same resources currently in use in Arizona's classrooms. The great potential of IDEAL from the research perspective, however, is that it can become a vehicle or platform for collecting and analyzing data pertinent to the performance and experience of teachers. Plans were also to extend access to IDEAL through an account federation process by the end of 2008 to the teacher preparation programs at the University of Arizona and Northern Arizona University, and to community college partner institutions.

> T-PREP, IDEAL, and ADE are working to develop an online process through which graduating teacher candidates can retrieve their institutional recommendation letter and application for teacher certification through IDEAL.

**THE MINI-GRANT**

A separate, although related initiative, was ASU's successful application for a 2007 mini-grant from the Learning Network. The three goals of the funded project were:

1. gathering and analyzing data from the teacher proficiency tests required in Arizona,
2. using this data to evaluate content preparation for our teacher graduates, and
3. making changes as needed in courses and programs.

The study reflected the first TNE principle, in that it sought to obtain and analyze data that would inform the faculty about the adequacy of its preparation of teachers, and establish a feedback loop that would enable them to improve coursework and other aspects of the program.

Anyone applying for a certificate to teach in Arizona must complete the Arizona Educator Proficiency Assessment (AEPA), which examines proficiency in professional, pedagogical, and subject knowledge. ASU's mini-grant proposed to analyze AEPA scores to determine whether there was any relationship between courses required in the elementary education program, especially general studies coursework, and the pass rate on AEPA. Candidates may take the required general studies courses at ASU or transfer credits from other accredited institutions. Failure on any of the content areas covered by the test means failure on the entire elementary subject knowledge test.

Educators within the Mary Lou Fulton College of Education at ASU were concerned that the pass rate for their candidates on the professional knowledge test for early childhood and elementary education was 86 percent in 2005. They noted that:

➤ they had not analyzed the data to see how scores on test subsections related to coursework completed by the candidates;
➤ they did not know whether specific general studies courses provided by faculty in the arts and sciences increased the probability of passing the test; and
➤ there appeared to be a disproportionate number of minority students who did not pass the test.

As a result, the faculty felt that it was critical to conduct the proposed analysis to understand what factors might be contributing to success or failure.

The researchers conducted a pilot analysis of a sample of student transcripts to examine relationships between various factors that appear on student transcripts (such as GPA, coursework outside of ASU, ethnicity, etc.) and the pass/fail rates on the AEPA exam. The pilot results led to a subsequent analysis by the researchers of a random sample (N=59) of the entire data set of the 2006-2007 academic year AEPA subject knowledge tests, a total of 414 undergraduate tests.

The major finding was a correlation between outside coursework and the pass/fail rate: For every course transferred in from outside ASU, the likelihood of failing the AEPA elementary subject knowledge test increased by a factor of 1.04. Neither GPA, nor remedial coursework, nor ethnicity, were found to be statistically significant factors in the pass/fail rate within this data set.

The subsequent goals of the mini-grant were to use the data to evaluate content preparation for teacher candidates from the Mary Lou Fulton College of Education, and make changes as needed in courses and programs. Achievement of these goals appears to have been delayed by two primary factors: the difficulty of obtaining details as to the failure rates on the subsections (content-specific) of the AEPA exams, and secondly, the reorganization of ASU's separate colleges and schools of education and consequent refocusing of their missions.

Nevertheless, the researchers do note as one significant finding of the mini-grant funded study the fact that nearly three-fourths of the transferred courses in the data set were prerequisite general education courses (such as math, science, English, and history), which underscores the importance of examining matriculation agreements and coursework taken outside ASU. What also remains of course is the original goal of examining correlations between coursework taken at ASU and pass/fail rates in specific content areas.[5]

### EVIDENCE OF INSTITUTIONAL CHANGE

At the outset, this case study described ASU's proposed program improvement objective, as well as the indicators of change that the authors hoped would show progress toward that objective and the evidence of student success that they hoped would result.

> Creation of an assessment model and database to track the retention in the profession, the success and consequent impact of Arizona teacher preparation graduates on K-12 pupil learning.

The AED site visit and other background information documented that ASU had taken the first steps toward this goal, with the conception and initial substantial funding of the Teacher Tracking Initiative/ T-PREP. The decision and steps taken to implement the IDEAL user ID system as an identifier that could be used to track preservice teacher candidates at all of Arizona's colleges and universities into their first school employment and throughout their careers was an extremely crucial step toward the realization of this program objective. Actually implementing a model and database capable of tracking teachers, their success and impact on pupils, will be the work of many years.

ASU's proposed indicators of change were:

> Arizona State University, Northern Arizona University, and University of Arizona, in conjunction with school, state, and business partners, and with support from the Arizona Community Foundation (ACF), are developing an assessment model by which the effectiveness of teachers produced by ASU, NAU, and UA can be meaningfully assessed. The model will be used for formative assessment, providing ongoing feedback to teacher preparation programs, teachers, schools, and state policy makers.

At the time of the site visit, ASU had successfully brought together a complex collaborative involving these and additional players, created two governing bodies (the steering committee and working group) that functioned effectively, and carried out the first T-PREP research effort, the pilot exit

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5) *Learning Network Mini-Grant — Interim Report*. (July 14, 2009) Arizona State University, Mary Lou Fulton College of Education.

survey. These steps, especially putting into place the funding and organizational structure for T-PREP, were crucial to the long-term goal of a formative assessment of teacher effectiveness, although achieving that goal remains in the future.

Lastly, ASU defined the logical connection between their program objective and student success as follows:

> …connect teacher preparation at the three state public universities and teachers' impact on K-12 pupil learning.

They added the caveat that "a statewide longitudinal data system for P-20 would need to be in place to fully develop and implement a model to connect teacher preparation to pupil learning." Like representatives of universities in other states, they recognize that the resolution to this barrier is a complex challenge that involves substantial political as well as technical barriers at both the state and local level.

## ELEMENTS OF LEARNING NETWORK INFLUENCE

A core purpose of the site visits was to document any evidence that participation in the TNE Learning Network had contributed to institutional change in teacher preparation at the university. ASU was an active member of the Learning Network, sending teams to all three annual meetings, planning and running the 2007 conference, applying for and securing a mini-grant, and seeking guidance from other institutions within the TNE and TNE Learning Network.

### Membership

The dean of the College of Teacher Education and Leadership at ASU's West Campus noted that the Learning Network "made people realize that teacher prep is a serious endeavor, that changes need to be made, and that you have to have data." She also credits the Learning Network with having triggered the provost's visible and proactive commitment to teacher preparation, for it "affirmed what she was already thinking."

Association with other universities engaged in TNE and the Learning Network offered ideas and models. According to the director of T-PREP, "Much of the design and structure of T-PREP comes from reviewing the work of TNE projects, specifically the work done at Boston College." Others noted that the speakers from Georgia State University and University of Wisconsin, Milwaukee at the 2007 conference, as well as the speaker from the Carnegie Corporation of New York, provided useful outside perspectives and ideas as well as enough controversy to create useful "disequilibrium."

### Annual Meetings

Representatives of ASU noted the value of the annual meetings as a place for the exchange of ideas, for social networking, and for a boost of infectious energy, and noted that the three years of continuity were also very worthwhile. The requirement to create an action plan, an aspect of the first meeting, helped the team focus their work, according to one team member who attended all three meetings. ASU's provost was a keynote speaker at the third annual meeting, enhancing the Learning Network's visibility with the ASU community.

### Culture of Evidence

Both the design of the 2007 mini-grant and the decision to embark on the T-PREP initiative reflected an embrace of TNE principle one by different players across the university, including leadership at the highest levels. The creation of T-PREP as an assessment model and database to track the impact of teacher preparation graduates on K-12 pupil learning, as well as their retention in the profession, became a "Presidential Initiative." Although commitment to a culture of evidence as a key element of teacher preparation is not yet pervasive throughout the university's teacher preparation programs, it has made significant inroads.

## OTHER FACTORS CONTRIBUTING TO INSTITUTIONAL CHANGE

Other factors appear to have contributed to the occurrence of institutional change in teacher preparation at Arizona State University.

### University commitment to teacher preparation

ASU has had a historical role since its founding as a source of teachers for the state of Arizona. At the time of the site visit, teacher preparation had a presence on four of ASU's campuses. Moreover, the president and executive vice provost had publicly emphasized this aspect of ASU's mission, and begun initiatives designed to improve the quality of ASU's teacher graduates, including T-PREP. They also spoke out about the mandate that ASU respond to the needs of the state and its school districts. In the provost's words, "Our mission dictates that we care about what the state cares about."

### Leadership by the university president, provost, or deans

The commitment to teacher preparation begins at the top at ASU, as the president has not only allocated significant funding over three years for T-PREP, but also been very public in his commitment to this aspect of the university's mission. As one of the deans of education noted, "That's uniquely different."

The provost has similarly spoken out about the importance of ASU's teacher preparation mission and taken a number of steps to strengthen the mission. For example, the provost constituted the STEM Task Force to promote the production of teachers in math and science, charging them specifically to create dual BA degrees in math, physics, biology, and chemistry, which was accomplished. The provost also noted that the value of T-PREP is its eventual capacity for teacher tracking: "We [the ASU leadership] care about the production of teachers and we want to follow them out."

### Collaborative working style

At least since the beginning of ASU's engagement with the TNE Learning Network, faculty and administrators have sought to work collaboratively to make the envisioned changes. One result is that through T-PREP, ASU is engaged in a collaboration with Arizona's other two Regents Universities, the University of Arizona and Northern Arizona University. T-PREP's Steering Committee also includes cross-campus representation from education programs as well as from the arts and sciences.

## APPENDIX A

*INTERVIEWEES*

Joshua Barnett, Director of T-PREP

Mari Koerner, Dean, College of Teacher Education and Leadership

Scott Ridley, Assistant Dean for Partnerships

Audrey Beardsley, Co-PI for T-PREP

George Hynd, Dean, Mary Lou Fulton College of Education

Elaine Surbeck, Associate Dean, Mary Lou Fulton College of Education

Carol Christine, Associate Division Director, Division of Curriculum and Instruction

Mary Lou Fulton College of Education

Elizabeth D. Capaldi, Executive Vice President and Provost

James A. Middleton, Associate Senior Vice Provost and Professor of Mathematics Education

**NAME OF INSTITUTION: Arizona State University**

**TNE PRINCIPLE BEING ADDRESSED: Design Principle A: Decisions Driven by Evidence**

**OBJECTIVE RELATED TO PROGRAM IMPROVEMENT: Creation of an assessment model and database to track the retention in the profession, the success and consequent impact of Arizona teacher preparation graduates on K-12 pupil learning.**

**INDICATOR OF CHANGE IN INSTITUTION, PROGRAM, OR FACULTY:**
**Participation in the TNE Learning Network encouraged us to focus on this principle as a key to improvement on all three principles across all of our campuses (Downtown, Tempe, West and Polytechnic). The first year focused on cross campus discussions and coming to understand our similarities and differences across education units on 4 campuses. Year two we jointly supported a cross campus conference to focus on collaboration around TNE principles, and invited the Arts and Sciences faculty and administration (as well as other disciplines) to join with us in considering closer collaboration. A critical outcome of the conference was the engagement of our new Provost, Dr. Elizabeth Capaldi, in leading the work to be viewed as both cross disciplinary and cross campus. As a result, new leadership and committee structures have been created at ASU to institutionalize the TNE principles as well as to design and discuss a model of assessment for teacher preparation students at ASU. The creation of a model became a Presidential initiative: Funding was successfully sought and provided a provision that all three regent's universities in the state be included. Specifically, participation in developing and ultimately implementing a model now includes the education and arts and sciences Deans on all ASU campuses, the Education Deans of Northern Arizona University and the University of Arizona, the Arizona Education Association, the Arizona Department of Education, Arizona K-12 Center and the Governor's P-20 Committee. What follows is a description of where we are currently:**

**Teacher Preparation Research and Evaluation Project (T-PREP)**
An Initiative of Arizona State University, Northern Arizona University, and University of Arizona

*Project Overview*
Arizona State University, Northern Arizona University, and University of Arizona, in conjunction with school, state, and business partners, and with support from the Arizona Community Foundation (ACF), are developing an assessment model by which the effectiveness of teachers produced by ASU, NAU, and UA can be meaningfully assessed. The model will be used for formative assessment, providing ongoing feedback to teacher preparation programs, teachers, schools, and state policy makers. Although initiated by the three state public universities, the collaboration will be inclusive of teacher preparation institutions across the state, including community colleges and private institutions. This project also supports the Governor's P-20 Council agenda, especially as it relates to the improvement and enhancement of teacher pre-service training and professional development systems, and the role of data to support good decision making in the classroom and at the policy level.

*Need in Arizona*

With respect to public accountability, the understanding that teachers continue to learn and integrate knowledge gained in preparation programs throughout their careers, and the desire for continued program improvement, there is a need in Arizona to connect the impact of university teacher preparation programs with their graduates in terms of teacher development, retention, and K-12 pupil learning. This need will be addressed with the development of an assessment model.

**RELATIONSHIP OF OBJECTIVE AND INDICATOR TO STUDENT SUCCESS**
**[DESCRIBE LOGICAL CONNECTION OF OBJECTIVE TO STUDENT SUCCESS]**
*Project Goals*

The Arizona Community Foundation award of $75,000 per year for three years (2007-2010) will be used to do the following:

➤ **Year 1**: Develop an assessment model to connect teacher preparation at the three state public universities and teachers' impact on K-12 pupil learning. Funding will be utilized to bring in experts from around the country to be informed by the models which they are developing and using.

➤ **Year 2**: Pilot the model.

➤ **Year 3**: Develop a plan, related budget, identify and seek additional funding to enhance the model in size and scale.

Understanding the complicated nature of assessment, all three public state universities are committed to developing a model that takes into account many extraneous factors in order to use the data effectively to improve teacher preparation programs and PreK-12 schools.

While the three Arizona public universities can develop an assessment model and pilot it, a statewide longitudinal data system for P-20 would need to be in place to fully develop and implement a model to connect teacher preparation to pupil learning.

*Outcomes*

A sophisticated model will be developed that enables ASU, NAU, and UA to assess the impact of teacher preparation programs. This will improve the teaching and therefore the learning of Pre-K-12 students.

*Information*

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**Arizona State University Project**

The President at ASU has also provided more funding for this initiative for the education graduates. He has provided $275,000 over three years to start the data collection through a technology support system in place, IDEAL, and pilot our model for all of the Regents Universities. This is an indication of the institutional commitment and the impact this assessment is hoped to have on all programs.