



Consortium District Exemplars for Teacher Preparation Program Quality and Accountability

The district examples listed below are of those demonstrating promising practices with regard to the recommendations put forth by the Consortium for more effective teacher preparation policies and programs. While few districts have implemented all the conditions effectively, these districts are making strides on particular conditions, and they show what is possible. Further information is available upon request.

Promote and support high quality induction and mentoring programs

Arlington Public Schools

- Arlington Public Schools provides an intensive five-day paid orientation for all new teacher hires the week before all staff report to their schools. This highly-structured program includes: a day-long overview of the district and its resources and a half-day on teacher evaluation and accountability; information, instruction, best practices, and pedagogy on each curriculum and program area, as well as basic classroom management and set-up with actual teacher classrooms being used as examples; new teachers are grouped and re-grouped throughout those three and a half days according to their specific needs and/or teaching assignments; and new teachers are provided with time to work individually at their assigned schools setting up their classrooms and planning for the year. Each new teacher is then assigned an experienced teacher at that school to serve as a mentor (paid through an additional stipend) throughout the school year.

Montgomery County Public Schools

- The Montgomery County Public Schools New Teacher Induction (NTI) program is a nationally recognized program that provides comprehensive induction to teachers new to MCPS. The primary goal of the NTI program is to support and retain novice and experienced new-to-MCPS educators through a comprehensive induction system that improves instructional practice. The cumulative research on induction offers a strong argument for providing beginning teachers with a comprehensive package of supports. “Comprehensive induction” combines high-quality mentoring with rigorous mentor selection criteria; common planning for regular scheduled interaction with other teachers; participation in seminars and intense professional development; and on-going communication and support from school leaders (Ingersoll & Strong, 2011).

Virginia Beach City Public Schools

- The primary goal of the Teacher Induction Program of Virginia Beach City Public Schools (VBCPS) is to develop highly effective beginning teachers through opportunities to explore, practice, and refine instructional practice. During the course of the induction period, beginning teachers are supported as reflective practitioners who use their experiences to learn and grow in a cycle of continuous reflection and inquiry. The program is framed by the following guiding principles.

- The first two to three years of a teacher’s career is an important and unique phase of teacher development and thus, requires a differentiated approach to professional learning.
- The induction program should be aligned and supported by the larger system of teacher development, including the Professional Learning Program and Teacher Evaluation System.
- Effective induction programs are focused on teacher practice and student learning.
- School-based mentors are important to the success of a beginning teacher and therefore should be well-qualified, carefully selected, and supported with time, resources, and ongoing training.
- Reflective, formative processes through evaluation, mentoring and professional learning guide the development of the new teacher.

Encourage greater alignment between teacher candidates' capabilities and training and school districts' specific human capital needs

Baltimore County Public Schools

- Baltimore County Public Schools has partnered 84 schools with seven area colleges and universities to support aspiring teachers and the continuous professional development of school system educators and higher education faculty. Participating schools are called Professional Development Schools and the focus on the school-university partnership has improved student performance through research-based teaching and learning. In recent years, approximately 600 college interns each year experience performance-based learning through the program, which benefits BCPS and other area school systems, by better preparing new teachers and other professionals, such as library media specialists, counselors, nurses, occupational therapists and speech language pathologists. Interaction between higher education faculty and current teachers enhances faculty understanding of what new teachers need to know and provides current teachers with access to the latest research and best practices.

Poway Unified School District

- Poway Unified School District is part of an eight-district consortium that recruits and funds faculty members for California State University-San Marcos’ teacher preparation program. The DTiR (Distinguished Teacher in Residence) program enlists teachers from member districts to render full-time service for two years as instructional faculty in the CSU-SM College of Education. DTiR’s - who remain salaried employees of their respective districts during their university tenure – team teach, provide guest lectures in specialized content areas, conduct research, and facilitate student teaching seminars. DTiRs are afforded opportunities to share their classroom teaching expertise with the widest spectrum of pre-service teachers in a variety of teacher credential program courses. Consortium-member districts can also design and submit grant proposals that, if awarded, are staffed and overseen by DTiR teachers.

Provide support for the innovation and scale of successful preparation programs

Gwinnett County Public Schools

- Teach Gwinnett was approved by the Georgia Professional Standards Commission in 2008 as an alternative to prepare non-traditional teacher candidates in Gwinnett County Public Schools for full certification in Georgia. Now in its fifth year, the Teach Gwinnett program has expanded to not only include the critical shortage areas of Mathematics, Science, and Special Education, but additional curriculum areas as well. Candidates who complete the program will be diagnostic, prescriptive teachers who learn, teach, and nurture on a daily basis. The Teach Gwinnett

program is tailored to Gwinnett’s standards of excellence and is fully approved by the Professional Standards Commission. To date, 209 candidates have completed the program. The 2012–13 cohort includes a total of 87 candidates, 26 of whom are Special Education teachers.

Wake County Public School System

- Wake County Public School System's Effective Teaching Framework began recently as a way to provide a common language for understanding the skills, strategies, and resources needed to create classrooms that benefit all students. It identifies effective teaching methods and creates a way for teachers to replicate those practices. The framework supports the work of teachers by defining and providing models of the research based skills and strategies that are the foundation of effective teaching. It enhances teacher knowledge and skill by providing educators with tools needed to be reflective practitioners who create optimal learning environments for all students.