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Montana State U.*



TEAC INQUIRY BRIEF FOR TEACHER EDUCATION:

NORTHERN PLAINS TRANSITION TO TEACHING PROGRAM

**NORTHERN PLAINS TRANSITION TO TEACHING PROGRAM
MONTANA STATE UNIVERSITY
BOZEMAN, MT**

A Public
Statement

Program Overview

“The Northern Plains Transition to Teaching program [NPTT] is designed to provide a compact, rigorous, and diverse system of [online] preparation to move seasoned professionals with established records of excellence into a new career in the public school classroom as competent educators prepared to meet the needs of all learners and to continue their own professional development throughout the course of their new career.”

BACKGROUND & CHARACTERISTICS

- 2002 “TRANSITION TO TEACHING” GRANT
- SECONDARY LICENSURE ONLY
- GRADUATE LEVEL (24 cr; 30 cr)
- ENTIRELY ONLINE, AND ASYNCHRONOUS
- COMPRESSED FORMAT COURSES
- EARLY IN-SCHOOL EXPERIENCES
- PAID INTERNSHIP or STUDENT TEACHING
- ADMITS ABOUT 80 PER YEAR
- 12% OVERSEAS (IB & US Schools)
- ACCREDITED BY TEAC in 2010

Circa 1999 “Back in the day....”

- **Venerable Computers**

- Windows 98
- Dial-up Modems
- Free Word Processors
- Technological Difficulties
- Few online resources



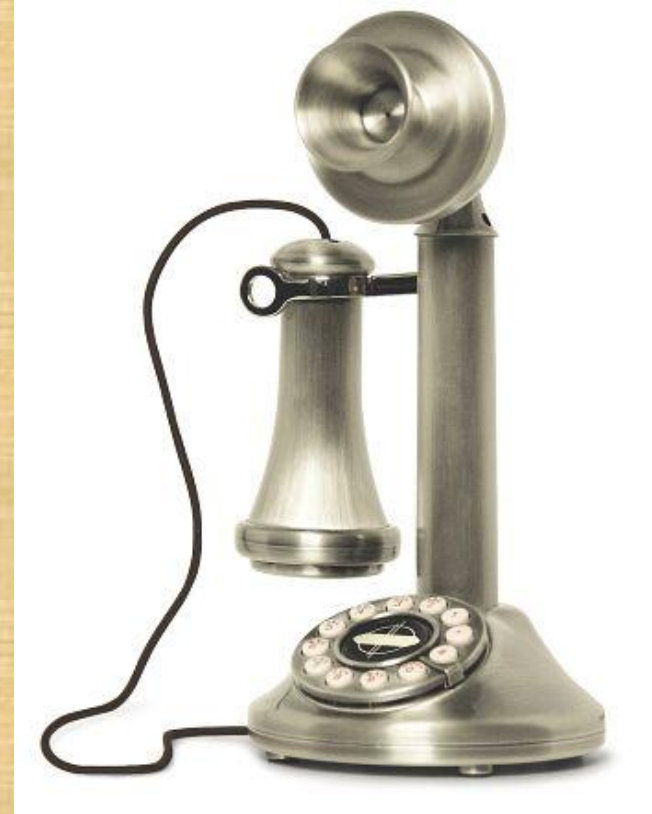
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And all kinds of
compatibility
issues!

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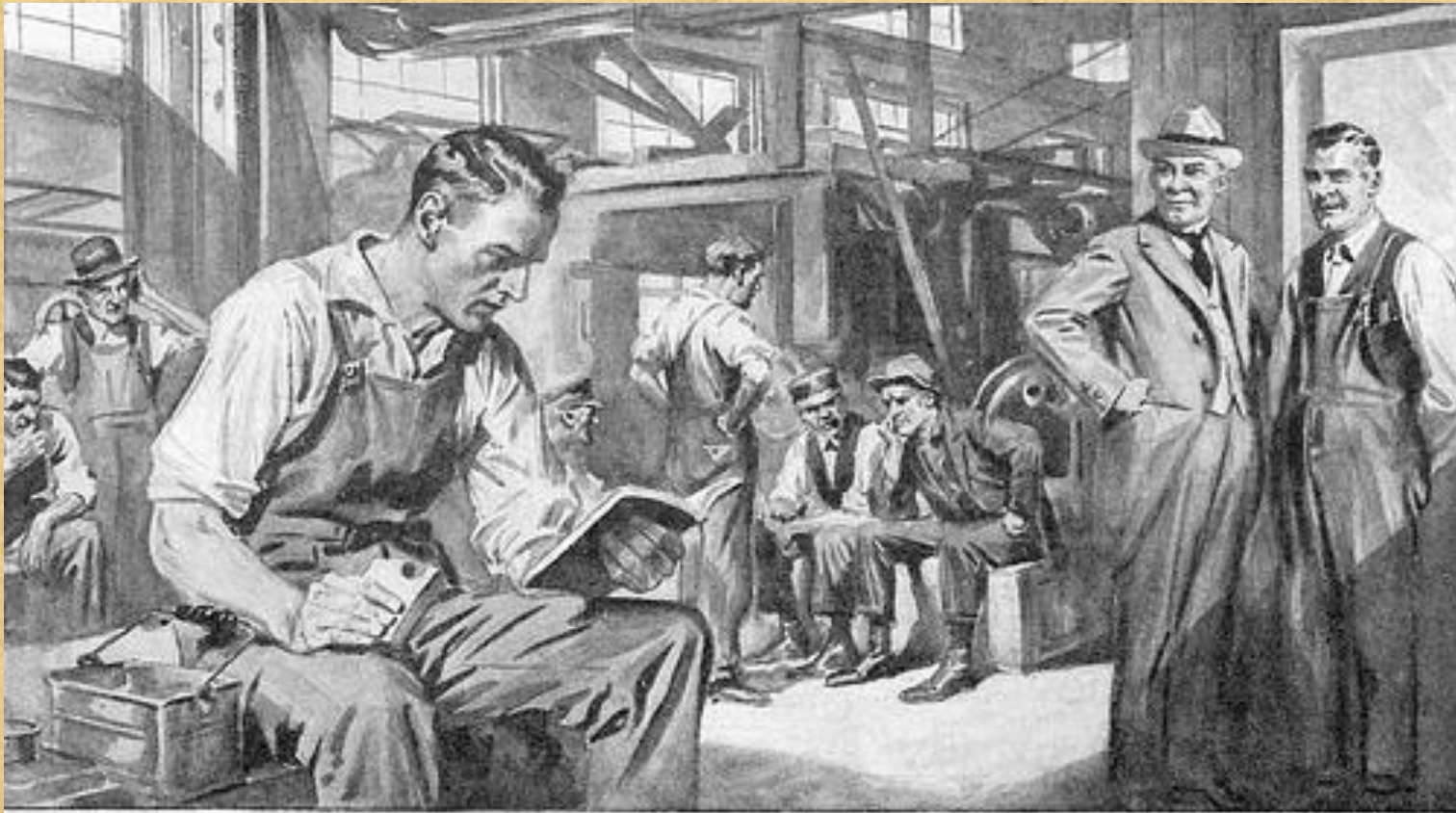
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Grading papers the old fashioned way

A Tale of Red Pens, and the U.S. Mail



When is “Distance Learning” not just a fancy name for “Correspondence School”?

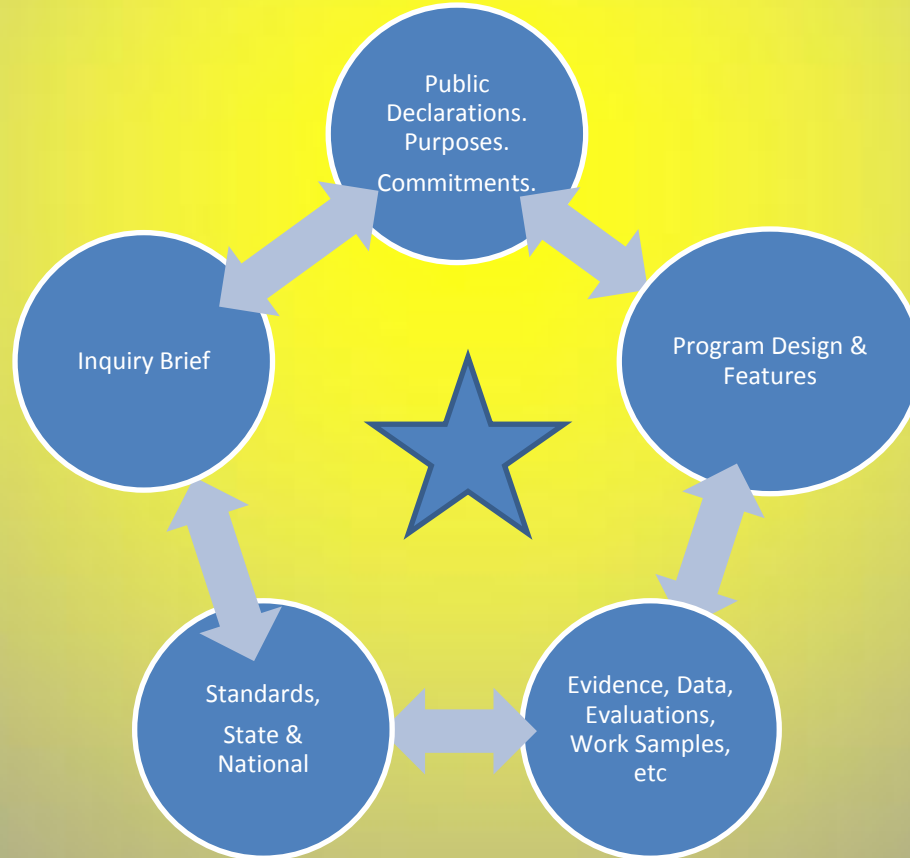


“Keep Your Eye on Jim!”

WHAT WE LEARNED

- The materials must be conceptually rich but sparse
- Courses should have a similar look & feel
- Course design should be spartan yet purposeful
- Establish a dynamic “cadence” to the class
- Cultivate scholarly habits
 - Use of APA, Evidence & Reasoning
- Require current hardware & software
- Use “track changes” to grade papers
- Diversify the work and the assessments
- Set high standards immediately and maintain them
- Cultivate a Learning Community.

PROGRAM DESIGN PROCESS



PROGRAM DESIGN PROCESS

STANDARDS & RESEARCH BASED

ANALYSIS OF STANDARDS

Policy Documents

INTASC. NBPTS.

NCATE. TEAC.

MT, SD, WY.

SCHOLARSHIP AND PROGRAMMATIC

COMMITMENTS OF THE FACULTY

INTELLECTUAL CULTURE

CONCEPT-DRIVEN PEDAGOGY

DEMOCRATIC ETHOS

TEACHING IS A PROFESSION

FOUR CENTRAL THEMES:

1. CULTURAL* / ACADEMIC
2. PEDAGOGICAL
3. SOCIAL *
4. PROFESSIONAL

Example

Theme 1 -- Cultural/Academic

1. Intellectual Culture, not 'subject matter'
2. Comprehend each discipline through its developmental history
3. A cultural-historical perspective on intellectual culture. (eg. Kieren Egan; Vygotsky)
4. Study the history of intellectual culture for the context of your own discipline
5. Recognize the thematic interaction & coherence between disciplines (ie. cultural epochs)
6. Appreciate the entire human cultural achievement for its uniqueness and diversity
7. The 'structure of the disciplines' (cf. INTASC)

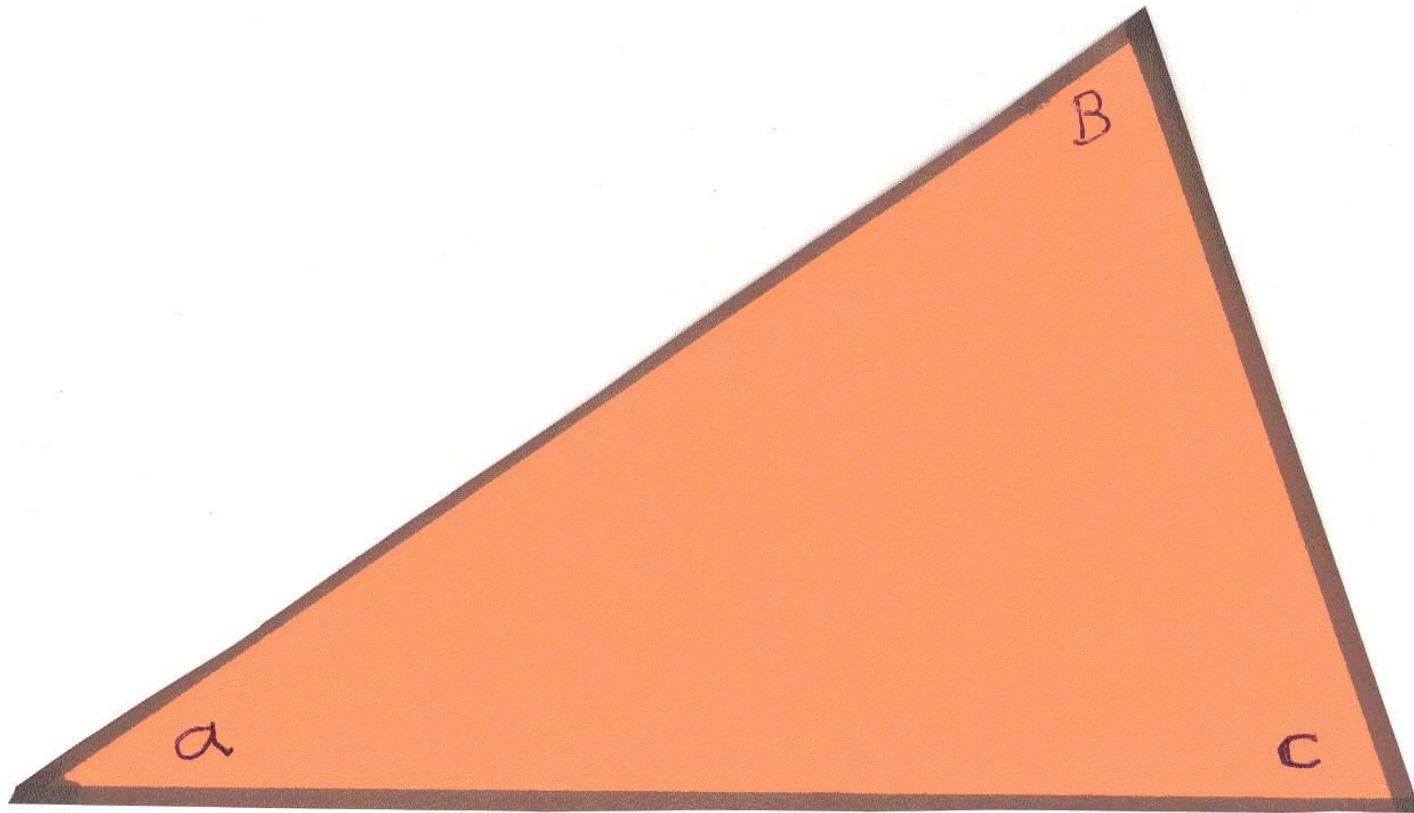
Theme 1 -- Cultural/Academic (cont.)

8. The nature of the disciplines (eg. Paul H. Hirst)
9. Trace higher order cognition back to its adaptation of naturalistic cognitive abilities (cf. cognitive archaeology)
10. Understand how the brain/mind engages in learning (braining imaging & cognitive science)
11. Understand the role language, symbols, and other cultural tools play in enabling the capacities of the mind
12. Identify the **conceptual points of transition** in your discipline and teach those with care. They embody conceptual change.
13. Foundational perspectives provide the balance between dogmatic inculcation and learner-centered pedagogy (See esp. historical & philosophical dimensions)

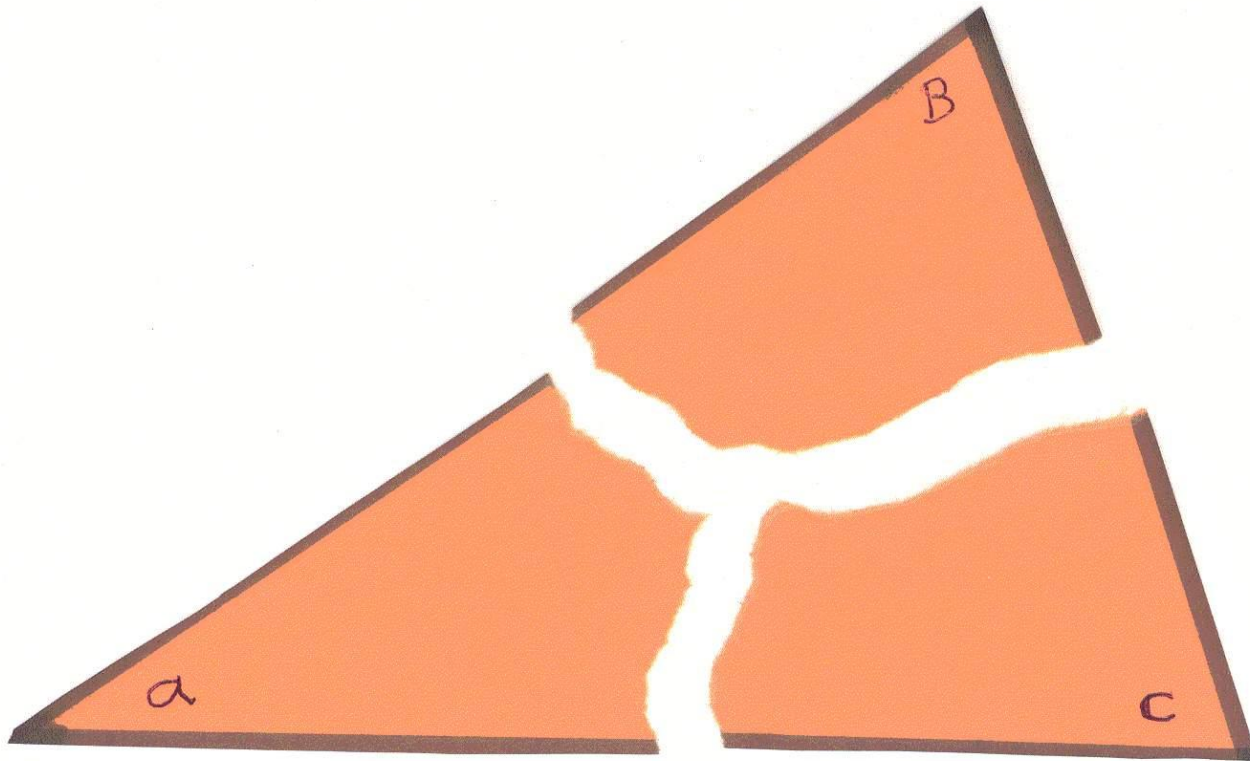
So... what does this
mean in practical
terms? A quick
example...



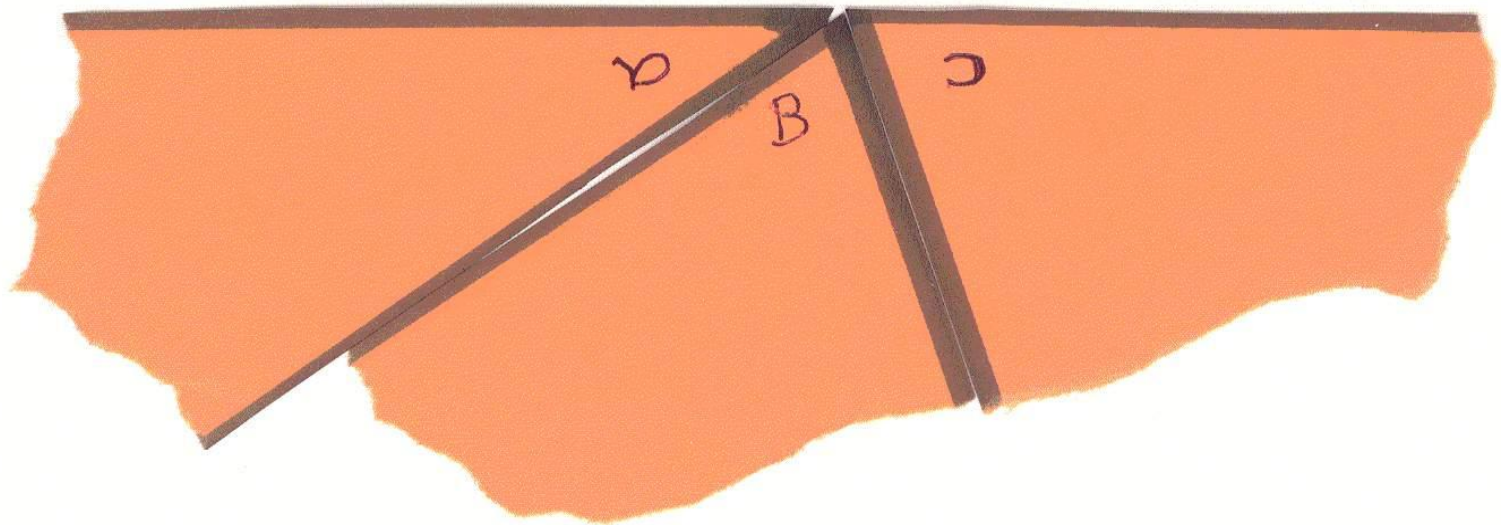
*The three angles of a triangle equal 180 degrees, right?
How would you prove it?*



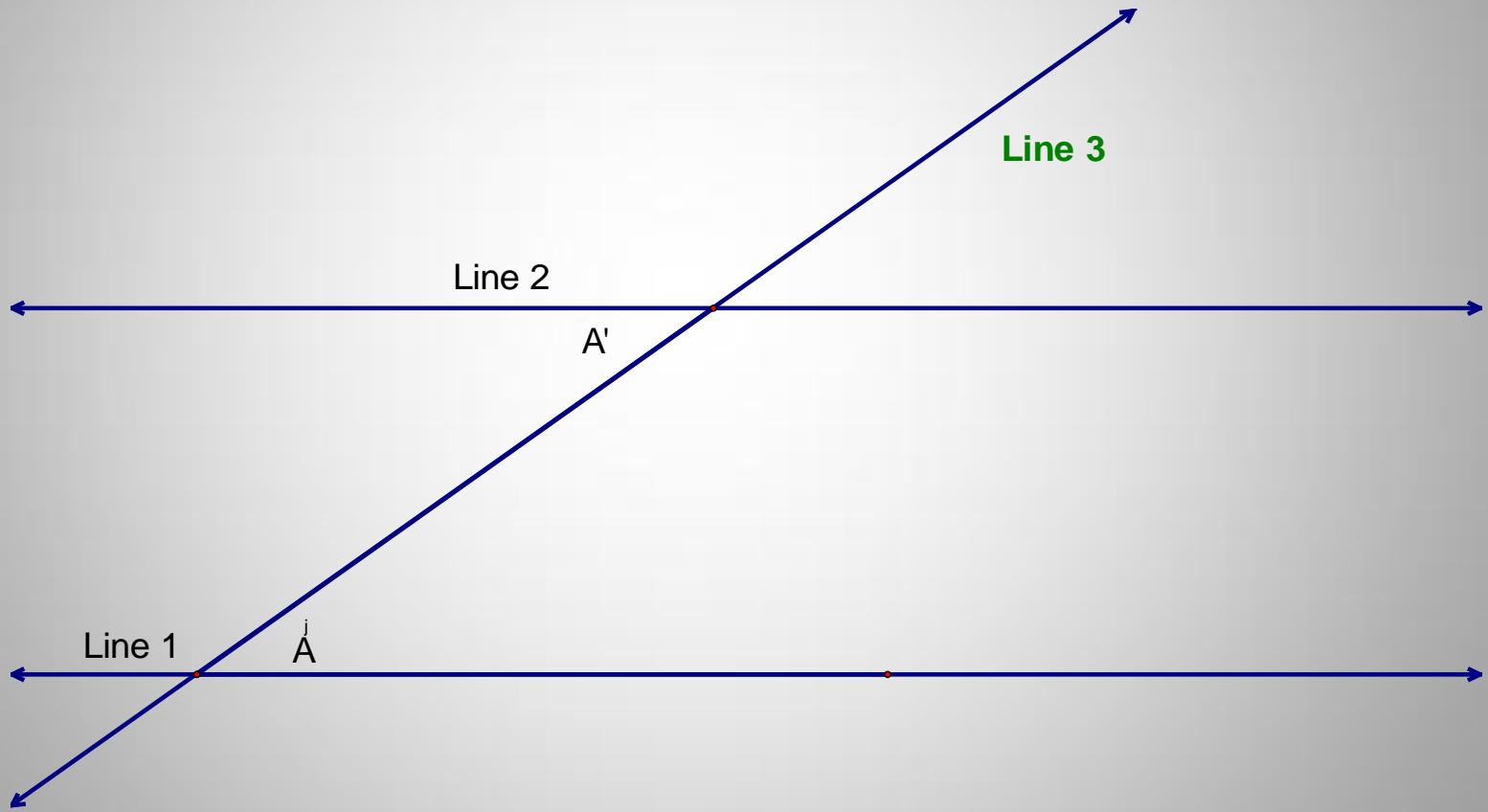
A simple empirical demonstration is, literally, to tear the triangle into three pieces so their angles can be brought together in alignment.



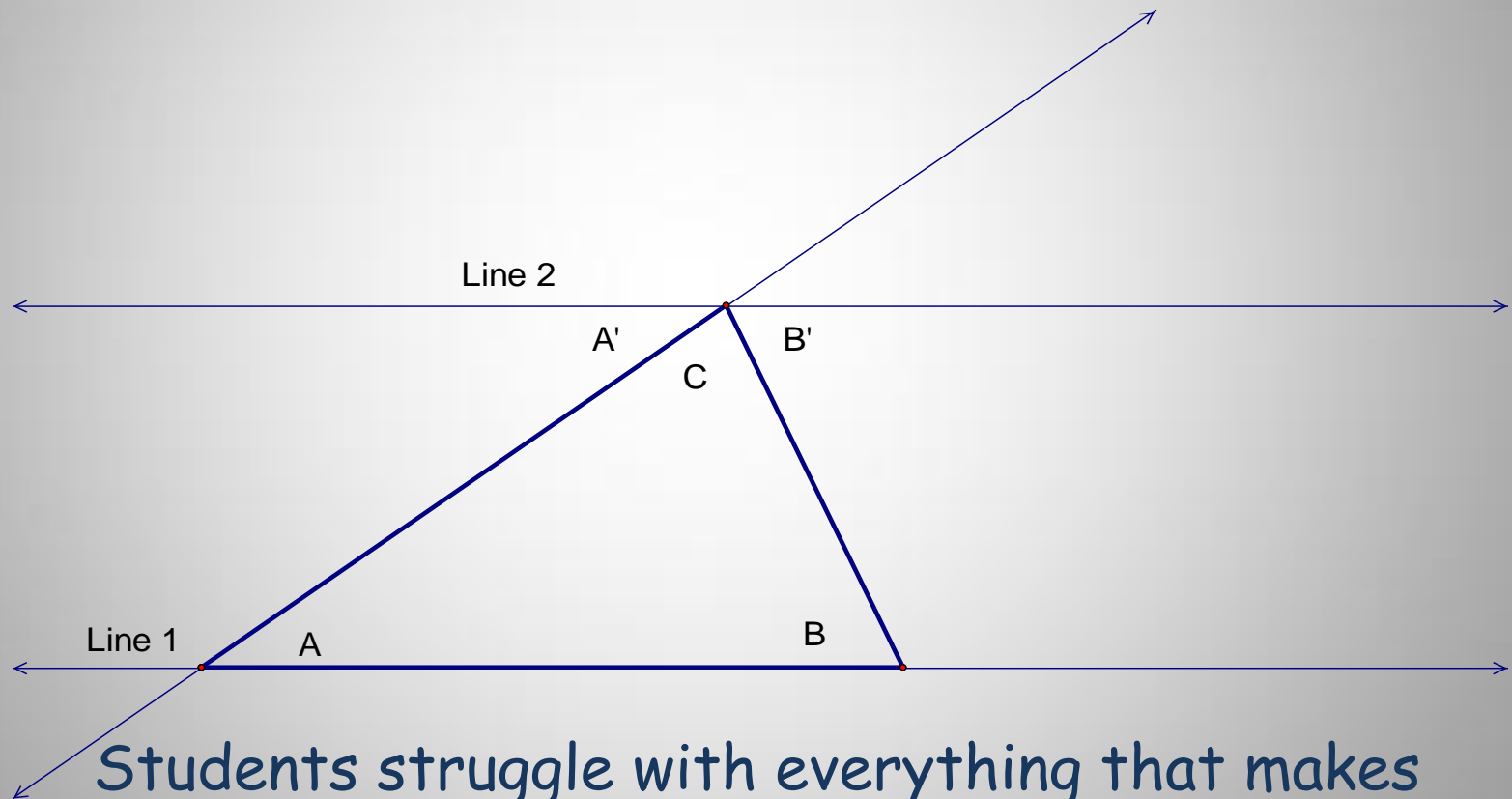
“Wow! It works! Doesn’t it? Well, it looks like it does. I mean, if you got the pieces lined up accurately, wouldn’t they form a straight line along that top edge? I think they would...”



When two parallel lines are transected by a third line, opposite interior angles are equal.



The “logical” proof depends on a different strategy. Here, we construct line 2, through point c at the triangle’s apex, and parallel to the base of the triangle (which we extended as line 1). The proof depends upon another proof, that opposite interior angles are congruent when a line transects two parallel lines. In this case, angle A' becomes a proxy for angle A . Similarly, angle B' becomes a proxy for angle B . When we add A' , B' , and C , the resultant angles form a straight angle.



Students struggle with everything that makes this representation unfamiliar territory to them. Abstraction. Theoretical objects. Proof by logical argumentation.

Theme 3 – Social Dimensions

1. What is 'democracy'? (lip service vs. conceptual underpinnings)
2. Respect, Self-determination, Confidence.
3. Identifying where authority resides. (The text, the rules, the teacher?)
4. Deborah Meier: School Culture Matters
5. Alfred Adler: A psychological defense of democracy.
6. Directing energies to the service of others.
7. The essential equality of all people.
8. Dominance & Subordination
9. A classroom based on democratic social relationships.
10. Structuring schools toward mutual support.
11. Being invested in the success of others.
12. A dignified social space for each student.
13. Managing the relationships between groups.
14. The goal of learning, for all. Etc.

DEVELOPING THE INQUIRY BRIEF

Characteristics
& Features.

THE TEAC REVIEW IS A RESEARCH MONOGRAPH

BASED ON SYSTEMATIC STUDY OF YOUR DATA.

RATIONALE FOR ASSESSMENTS

VALIDITY & RELIABILITY

**CREDIBLE CONCLUSIONS BASED ON THE
EVIDENCE**

THE INQUIRY BRIEF

PROGRAM OVERVIEW



CLAIMS ARE GENERAL SYNOPTIC STATEMENTS



UNPACK THE CLAIMS INTO **ELEMENTS**.



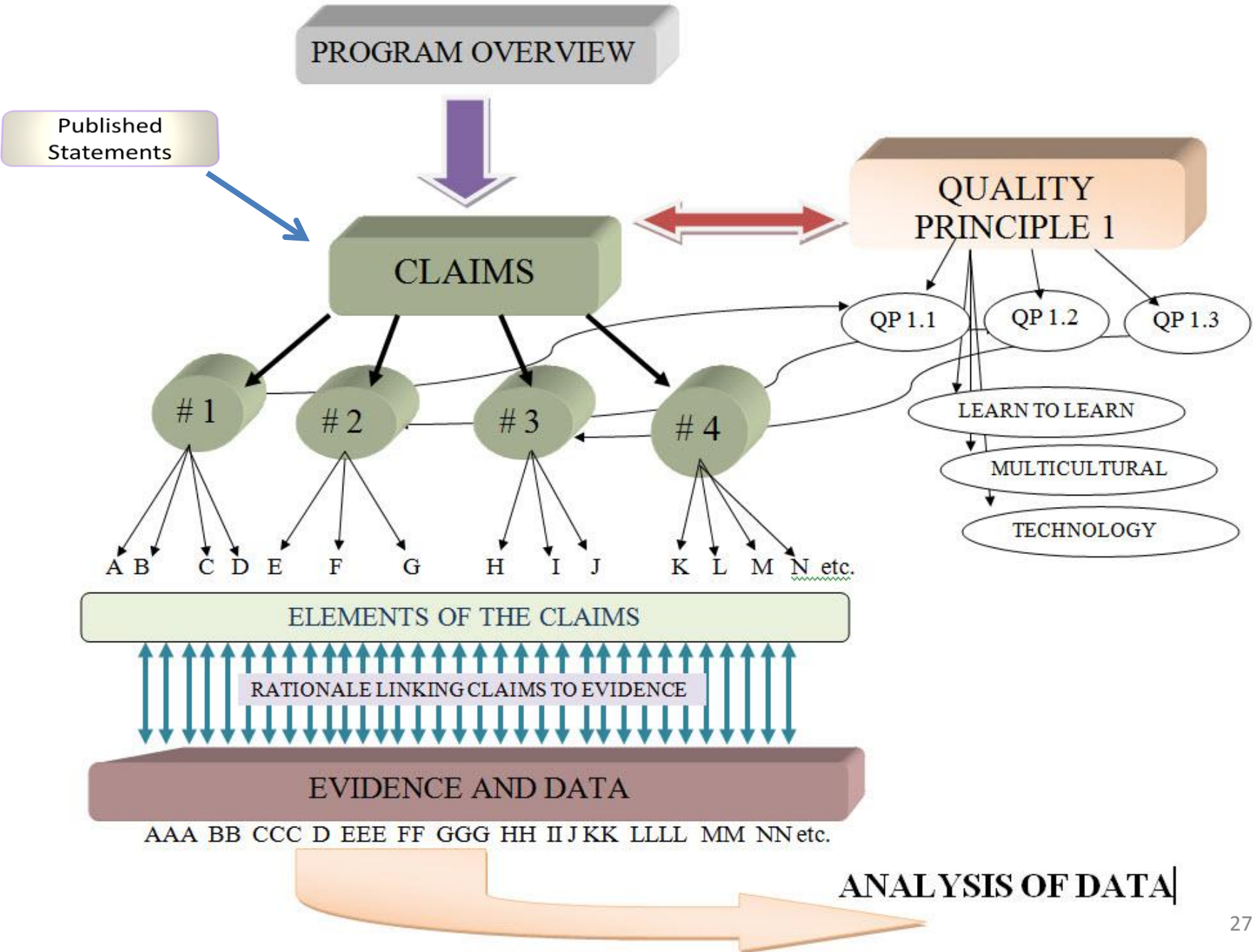
MAP THESE BACK TO THE **STANDARDS**.



LINK THE ELEMENTS OF CLAIMS TO THE **PROGRAM**



LINK ELEMENTS OF CLAIMS VIA **RATIONALE TO EVIDENCE, PERFORMANCE ASSESSMENTS [& STUDENT LEARNING]**.



GETTING THE CLAIMS RIGHT. WHY FEWER IS BETTER.

CLAIM # 1 -- ACADEMIC DIMENSIONS OF EDUCATION

“NPTT Program candidates value intellectual culture, are highly qualified in their subject matter, and are able to create interesting and effective curriculum materials and strategies to meet the needs of all students.”

[~ QP 1.1 – Subject Matter Knowledge.]

CLAIM #2 -- PEDAGOGICAL DIMENSIONS OF EDUCATION

“NPTT Program candidates use a variety of effective teaching strategies, assessment strategies, instructional technologies, and skills to effectively differentiate learning opportunities in the service of all learners.”

[~ QP 1.2 Pedagogical Knowledge.]

CLAIM #3 -- SOCIAL DIMENSIONS OF EDUCATION

“NPTT Program candidates are caring individuals who understand the characteristics of their students, value human diversity, and know how to create respectful and effective learning communities where all students are able to thrive.”

[~QP 1.3 Caring and Effective Teaching Skill.]

CLAIM #4 -- PROFESSIONAL DIMENSIONS OF EDUCATION

“NPTT Program candidates are committed and professional individuals who meet the ethical standards and expectations of their profession.

[~QP 1.3 Ibid: “... and to act on their knowledge in a professional manner.”]

Table 2.2: TEAC QP1.1 Equates Directly to NPTT Program Claim #1

TEAC QP 1.1 - Subject matter knowledge.

“Candidates for the degree must learn and understand the subject matters they hope to teach. TEAC requires evidence that the program’s candidates acquire and understand these subject matters.”

NPTT CLAIM #1 – Academic Dimensions of Education.

“NPTT Program candidates value intellectual culture, are highly qualified in their subject matter, and are able to create interesting and effective curriculum materials and strategies to meet the needs of all students.”

TEAC PROGRAM REVIEW

Understanding the Inquiry Brief

- **Overview of Program.** Concise, Clear, Accurate.
- **Standards.** You have to prove you have met these.
- **Claims.** Program-specific statement(s) about program results.
- **Elements of the Claims:** What these claims entail.
- **Program Design.** Courses, Practica, Portfolio Assignments, etc.
- **Evidence** of candidate competencies. Data, portfolios, grades, surveys, performance evals, [K-12 pupil achievement], etc.
- **Rationale.** Linking Evidence to Claims, and establishing criteria for degrees of Excellence.
- **Validity and Reliability** of Instruments and Procedures.
- **Analysis of Data.**
- **Interpretation of Results.**
- **Conclusions.** Limitations & qualifications of conclusions

	ADMISSIONS, GRADES, STANDARDIZED TESTS	PORTFOLIO AND LICENSURE PROJECTS	INTERNSHIP PERFORMANCE EVALUATIONS
SUBJECT MATTER KNOWLEDGE * NPTT CLAIM #1	Undergraduate GPA Transcript Analysis Praxis II GRE Scores EDCI 552 Course Grades		2007 and 2008 Intern Evals: (Item 1)
			2009 Intern Evals: (Items 1, 2, 3, 4, and 61)
PEDAGOGICAL KNOWLEDGE * NPTT CLAIM #2	EDCI 554 Course Grades EDCI 558 Course Grades	Portfolio Section # 7 (Assessment) Portfolio Section #8 (Exemplary Curriculum Unit)	2007 and 2008 Intern Evals: (Items 3, 4, and 7)
			2009 Intern Evals: (Items 12, 17, 18, 22, 23, 24, 25, 27, 33, 34, 35, 36, 37, 38, 39, 40, 43, 44, 45, 47, 55)
CARING TEACHING SKILL * CLAIM #3	EDCI 559 Course Grades	Portfolio Section #5 (Discipline & Management)	2007 and 2008 Intern Evals: (Items 2, 5, 6, and 8)
			2009 Intern Evals: (Items 5, 6, 7, 8, 9, 13, 14, 15, 16, 19, 26, 28, 29, 30, 31, 41, 42, 46, 48, 49, 50, 51, 52, 53, and 54)
PROFESSIONAL DIMENSIONS CLAIM #4	EDCI 556 Course Grades	Portfolio Section # 1 Portfolio Section #2 (Current Vita) Portfolio Section #3 (School & Community)	2007 and 2008 Intern Evals: (Item 13)
			2009 Intern Evals: (Items 10, 11, 20, 21, 32, 56, 57, 58, 59, and 60)
Cross-Cutting Theme: LEARN TO LEARN	EDCI 557 Course Grades	Portfolio Section # 4 (Teaching Philosophy)	2007 and 2008 Intern Evals: (Items 9 and 10)
			2009 Intern Evals: (Items 1, 2, 3, and 61)
Cross-Cutting Theme: MULTICULTURAL PERSPECTIVES	EDCI 553 Course Grades	Portfolio Section # 6 (Cultural & Ethnic Diversity)	2007 and 2008 Intern Evals: (Items 12)
			2009 Intern Evals: (Items 15, 16, and 19)
Cross-Cutting Theme: TECHNOLOGY	EDCI 555 Course Grades	[Completion of an entire NPTT Program Online]	2007 and 2008 Intern Evals: (Item 11)
			2009 Intern Evals: (Items 43 and 44)

Table 2.6: Alignment of NPTT Program Claims with Evidence

Table 4.14: 2009 Intern Evaluation Results for Claim #4

[See previous slide]

Eval Item #:	10	11	20	21	32	56	57	58	59	60	Overall
N=	54	38	34	35	69	56	69	69	69	59	55
Scale:	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5	1-5
Mean	3.56	3.89	3.65	3.60	4.43	3.68	3.99	4.19	4.38	4.00	3.94
Std Dev	0.84	0.86	0.88	0.81	0.72	0.83	0.78	0.83	0.75	0.79	0.81
% Adv Prof	15%	29%	18%	11%	55%	20%	28%	43%	52%	31%	30%
% Prof	31%	34%	35%	43%	35%	32%	45%	33%	35%	39%	36%
% Qualified	50%	34%	44%	43%	9%	45%	26%	22%	12%	31%	31%
% Below	4%	3%	3%	3%	1%	4%	1%	1%	1%	0%	2%

Test #	N=	CONTENT AREA TEST	NPTT cut	RANGE	MED	AVE RANGE	1st Q	2nd Q	3rd Q	4th Q
0030	1	Biol & Gen Sci (N/A)	n/a	250-990	570	530-610	0 (0%)	0 (0%)	0 (0%)	1 (100%)
0041	31	English, Major	155	100-200	177	166-187	0 (0%)	10 (32%)	10 (32%)	11 (35%)
0061	16	Math Major	125	100-200	144	128-159	0 (0%)	3 (19%)	2 (13%)	11 (69%)
0081	7	Social Studies BF	150	100-200	167	157-177	1 (14%)	1 (14%)	3 (43%)	2 (29%)
0113	2	Music Major	146	100-200	167	158-175	0 (0%)	1 (50%)	1 (50%)	0 (0%)
0120	2	Fam & Cons Scie	540	250-990	640	600-680	0 (0%)	0 (0%)	0 (0%)	2 (100%)
0121	2	Fam/Cons Sci (N/A)	n/a	100-200	170	160-178	0 (0%)	0 (0%)	0 (0%)	1 (100%)
1033	9	Art Broadfield K-12	149	100-200	171	162-180	2 (22%)	1 (11%)	3 (33%)	3 (33%)
0191	8	Spanish Major	154	100-200	176	163-188	1 (13%)	2 (25%)	3 (38%)	2 (25%)
0235	13	Biology	146	100-200	162	151-173	0 (0%)	1 (8%)	7 (54%)	5 (38%)
0245	6	Chemistry	147	100-200	160	148-174	0 (0%)	1 (17%)	3 (50%)	2 (33%)
0265	7	Physics	132	100-200	150	135-166	0 (0%)	1 (14%)	3 (43%)	3 (43%)
0310	3	Library Media	570	250-990	680	650-710	1 (33%)	0 (0%)	1 (33%)	1 (33%)
0435	10	General Science	149	100-200	165	153-179	0 (0%)	0 (0%)	3 (27%)	8 (73%)
0524	2	PLT 7-12 (N/A)	n/a	100-200	173	168-180	0 (0%)	0 (0%)	1 (33%)	2 (67%)
0700	2	Agriculture	490	250-990	570	530-610	0 (0%)	1 (50%)	0 (0%)	1 (50%)
0856	2	Health Enhance	147	100-200	164	156-171	0 (0%)	0 (0%)	1 (100%)	0 (0%)
0941	5	History	140	100-200	159	146-171	0 (0%)	0 (0%)	1 (20%)	4 (80%)
N=	128	Years: 2007, 2008, 2009			Totals (n; %):		5 (4%)	22 (17%)	42 (33%)	59 (46%)

Advice, Challenges, and Matters of Judgment

- Understanding TEAC's Strategy.
- Getting a sense of the relative scope and scale of Claims, Evidence, Rationale, Discussion, and Conclusions. How these relate and align.
- Establishing Validity & Reliability.
- Calibrating Claims to Reality. Then...
- Trust the Process.



Northern Plains
Transition to Teaching

<http://www.montana.edu/nptt/>

Thank You!