

Improving Ed 4.4 (i)-0.228c677Bnvim37 >>7TTT52278 .5 (i61.9777Bnv)-(W53D67 Ed)mrTE1eA >>753D6278 E

- Broaden the educator preparation program experience to ensure candidates have additional time under the guidance and support of teacher preparation programs before they are eligible for a standard certificate.
- Incentivize universities to recruit and prepare more teachers (e.g., clinical teaching should be a full year; create “teacher preparing” universities; explore changes to semester credit hours and weighting).
- Establish financial supports necessary to fully engage in and sustain effective preparation for the profession (e.g., yearlong residencies)
- Offer multiple pathways in teacher preparation that seek to support the development of effective teachers
- Highlight the value of the educational aide experience in the transition to becoming a teacher and ensure that every core teacher has an aide.
- Maintain meaningful collaborations between teacher preparation programs and school districts.

What are the major factors that contribute to candidates enrolling in a PPE but not completing the program and becoming certified?

- Candidates are unable to pass certification tests
- Teacher preparation programs are reaching content as part of their preparation methods;
- There are financial constraints (e.g., it is hard to balance getting quality preparation for the profession and still be able to support a family)

What is the highest leverage move your EPP has made in the last year to improve teacher readiness?

- Developing and sustaining district partnerships
- Piloting TPA (i.e., benefits for being in the pilot has prompted programs' curricular decisions to support candidate development);
- Working in rural schools and
- Adopting teacher residency programs

- Recognition that our future educators are in our K-12 classrooms (we need the entirety of the educational community to help recruit, prepare, and support more educators so they stay in the profession);
- Embraced TPAs as a support system for teacher preparation programs, candidates, and school districts;
- Consider a robust tiered licensure system
- Acknowledge the importance

Breakout Room Discussions

During today's discussion, what were the recurring themes that should inform our recommendations to improve teacher preparation?

Task force members in Breakout Room #1 noted the importance in

- Maintaining high expectations for teacher preparation

