A New Direction for Training Highly Qualified 
and Effective Beginning Teachers

John S Luster, Ed. D. 
Assistant Professor, National University 
San Diego, California

During the past several decades, Federal and state public policy makers have discussed requiring 
teacher credential candidates to pass a subject matter teacher licensure assessment as a pre- 
requisite for a preliminary teaching credential. Today, with the emergence of common standards, 
states are considering a wide range of measures for documenting teacher candidate performances in both academia and classroom settings. As states continue to face increasing Federal mandates requiring teacher education institutions to evaluate teacher education programs on based on student data, they are reevaluating not only requirements for a preliminary teaching 
credential but kinds of data to collect for program learning outcomes. A common concern among 
state teacher credential programs is meeting Federal mandates for training highly qualified and 
effective beginning teachers (HQT) as required by No Child Left Behind (NCLB) legislation. Six 
states currently require teacher credential candidates to pass one or more teacher licensure 
assessments. This paper examines a new direction for teacher credential programs designed to 
meet both national panel program recommendations and NCLB standards for training highly 
qualified and effective beginning teachers. A new direction for teacher education needs to 
contain built in procedures for collecting multiple data to assess program outcomes. President 
Obama and Secretary of Education, Duncan have both supported the premise that reviews of 
teacher education programs should be evidentiary based (U.S. Department of Education, 2009). 
The overarching question of this paper is: what data would be useful for teacher education 
programs to collect to determine whether a teacher education program prepares graduates to 
meet the Federal requirements for training highly qualified and effective teachers?

Key words: High Qualified Teachers, Effective Teachers, Teacher Licensure Assessment, 
Common Standards, Effective Teaching, Teaching Performance Assessment (TPA), California 
Teaching Performance Assessment (CalTPA), California Teaching Performance Expectations 
(TPE), California Standards for the Teaching Profession, teacher licensure assessment, 
preliminary teaching credential.
Introduction

Today, many urban school districts are struggling to staff highly qualified teachers under NCLB guidelines. In California, districts are laying off teachers in an attempt to balance already tight state and district budgets. State and national political rhetoric has shifted from general discussions of statements of what constitutes highly qualified and effective teaching to what newly credentialed teachers should know and be able to do. This discussion has intensified during the past few years led by the most intensive development of educational policy in American history intended to address issues of teacher quality (White, M., Makkonen, R., and Stewart, K., 2009). In the past, as national panels studied new directions for teacher preparation and licensure programs they recommended institutional standards for teacher preparation and licensure programs. Researchers began to discuss a link the between the importance of teacher knowledge and student achievement. Several reports including, The Nation at Risk, The Holmes Group; John Goodland’s National Network for Educational Renewal; the Renaissance Group; The Project 30 Alliance, The National Commission on Teaching and America’s Future, The National Board for Professional Teaching; and the National Council for Accreditation of Teacher Education (NCATE) were critical of teacher education institutions and recommended more rigorous and measurable teacher credential candidate standards, higher teaching expectations including academic performance, and explicit calls for teacher preparation programs to be evaluated partially by how well their graduates meet performance standards, (Hitz, 2008).

National Panels Report Teacher Credential Programs Fail To Train Highly Qualified and Effective Beginning Teachers

Additional national panel reports on the status of teacher credential programs recommended performance standards for teacher credential programs have surfaced. A landmark study by Ferguson (1991) supplied data that supported the notion that teacher’s experience-as measured by scores on a licensing examination, master’s degrees, and experience-accounted for about 40% of the measured variance in student reading and mathematics in grades 1-11. The Ferguson study asserted that after controlling for economic status, the large disparities in achievement between black and white students were almost entirely accounted for by differences in the qualifications of their teachers. The notion of raising teacher performance standards continued to be fueled by recommendations of the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the performance-based standards of the National Council for Accreditation of Teacher Education (NCATE) (Hitz, 2008)

Historically, a 1996 a report from the National Commission on Teaching and America’s Future was published with the following challenge; “By the year 2006, America will provide every student with what should be his or her educational birthright: access to competent, caring and qualified teaching” (Darling-Hammond 1996, p. 1). The report further documented the relationship between student achievement and teacher skills by stressing what teachers know and can do is crucial to what students learn (National Committee on Teaching and America’s Future, 1996). Similar findings were reported by Darling-Hammond & Bell (1995; 1997); Darling-Hammond (1995, 1997); and Honawar (2008). These and other results continued to support the contention that a highly qualified teacher possesses the ability to raise student achievement. Several national projects including the Common Core State Standards Initiative, contend that rigorous standards are necessary for the success of high school students (National Governors
Association, Chief State School Officers and Achieve, 2008). It follows that teachers teaching these same high school students are also be held to rigorous standards. Unfortunately, for students, few states achieved this standard.

**Teacher Knowledge and Student Achievement**

Elmore (2002) suggests that the knowledge, skills and abilities necessary for what a teacher should know and be able to do reside in three domains: (1) deep knowledge of the subject matter (e.g., math, science, history-social science) and skills (e.g., reading and writing) that are to be taught; (2) expertise in instructional practices that cut across specific subject area, or general pedagogical knowledge; and (3) expertise in instructional practices that address the problems of teaching and learning associated with specific studies and bodies of knowledge, referred to as pedagogical content knowledge (p.17).

According to the California Commission on Teacher Credentialing (CTC), the California Standards for the Teaching Profession and the Teaching Performance Expectations denote what a successful beginning teacher should know and be able to do (California Commission on Teacher Credentialing, 2008). Reports published at the beginning of the 21st century examined the effect of licensure testing on the demographic and academic characteristic of prospective teachers. Moreover, it has long been held that state licensure assessments restrict the overall pool of candidates as teacher licensure assessment attempt to ensure uniform expectations of beginning teacher quality and effectiveness (ETS, 2007).

**No Child Left Behind**

Through authorization of the Higher Education Act, Congress imposed reporting regulations on all schools and colleges of education through Title II in an attempt to ensure the quality of teacher preparation programs. Using data from the Title II requirements, the U.S. Department of Education issued a report titled, “Meeting the Highly Qualified Teachers Challenge: The Secretary’s Annual Report on Teacher Quality.” The data collected from this report suggested that schools of education and formal teacher training programs were failing to produce the types of highly qualified effective teachers that the NCLB Act demands. The report continued to question the value students receive from attending schools of education and recommended the implementation of alternative teacher education programs and streamlining teacher certification through alternative routes (Hitz, 2008). The NCLB provisions included the HQT provision mandating that all students were to be taught by teachers who not only were licensed but who could demonstrate competencies in subject matter that they taught. Hence, every teacher education program required multiple and single subject competency testing. Since only those who pass subject matter tests meet state credential standards and are eligible to teach in public schools, whether or not institution meet their goal of one hundred per cent pass pass rates may suggest the effectiveness of a teacher credential program in meeting NCLB goals (ETS, 2007).

Federal policies mandate reporting of state and institutional data on teacher candidates so that all beginning teachers work toward meeting state requirements for being highly qualified in the subjects that they teach (ETS, 2007). The Council of State School Office (CSSO) recommends beginning teacher performance testing in the areas of content knowledge, teaching knowledge, and an assessment of actual teaching (CCSS, 2009).
Alternative Teacher Licensure

Under No Child Left Behind (NCLB) legislation, states have greater flexibility in how they use federal education funds, how teachers are credentialed, and the reduction or revision of several licensure requirements (U.S. Department of Education, 2002). Responding to NCLB’s call for developing alternative certification and the reduction, revision, or elimination of licensure requirements, several alternative teacher preparation programs have been developed and implemented. Notable alternative teacher credentialing programs include; Teach for America and the teaching residencies of Chicago’s Academy for Urban School Leadership (AUSL), the Boston Teacher Residency Program, and the Boettcher Teachers Program in Denver (Darling-Hammond, 2008).

Popular alternatives to the traditional university teacher-credentialing program as Teach for America and the New Teacher Project (Quaid, 2009). Several projects are underway nationwide to provide teacher credential students with a clinical (residency) component to their training. Examples include the teacher residency program, the Denver Teacher Residency Urban Teacher Residency United. Grants funded by the Obama administration in Title II Teacher Quality Enhancement. These grants are provided support teachers in math and science and who are working with English language learners by aligning the teacher credential program with a district’s curriculum and student achievement goals (Cochran-Smith and Power, 2010). Several programs view practice as the lynch pin of teacher education and design programs that reflect the core of teaching. Redesigned programs that focus on practice include the University of Michigan, the University of Washington, and the National Council for the Accreditation of Teachers (NCATE). The common thread of these programs is to provide teacher credential candidates more clinical teaching experiences (Cochran-Smith and Power, 2010).

These reports confirm that Federal and state public policy makers should continue to consider mandating the successful passing of a teacher performance assessment, in addition to content knowledge, as a pre-requisite for a preliminary teaching credential. Today, a teaching performance assessment is required in six states to comply with Federal mandates requiring teacher preparation institutions to train highly qualified and effective beginning teachers under NCLB.

Teacher Licensure Assessment

In support of teacher licensure reform, CCSSO outlines key areas of knowledge and skills teachers need for the 21st century learning environment. They include moving from lecture to engagement, scaffolding, and cognitive learning, building meta-cognitive skills including a focus on high quality intellectual skills, using effective formative assessment and nurturing reflective practice (CCSSO, 2008). In addition, CCSSO recommended several other areas of preparation including technology literacy, helping students to appreciate different perspectives across different cultures, strategies for teaching English Language Learners, strategies for teaching students with disabilities and students from lower socio-economic backgrounds. Collaboration skills and global awareness are the final two knowledge and skills teachers need for the 21st century (CCSSO, 2008).

The CCSSO report supports the inclusion of a teacher licensure assessment as a continuing assessment for beginning and experienced teachers. The focus of this paper is the licensure of beginning teacher credential candidates. The teacher licensure recommendations of CCSSO form key design principles of a new paradigm of beginning teacher licensure assessment. The Council of Chief State School Officers recommendation that beginning teacher
licensure assessment include, measures of literacy/numeracy, content, pedagogy, actual classroom performance, teacher dispositions including flexibility, cross cultural skills, leadership and collaboration (CCSSO, 2008).

An assessment developed and tested by the Interstate New Teacher Assessment and Support Consortium Test of Teaching Knowledge (TTK) measures a beginning teacher’s ability to meet the INTASC model core standards, considered essential for competent teaching access a beginning teacher’s professional knowledge in areas including theories of teaching and learning, cognitive, social and physical development, diagnostic, and evaluative assessments, language acquisition, the role of student background in the learning process and other foundational knowledge and skills essential to the profession of teaching. The INTASC recommendations for licensure of beginning teachers recommends that a candidate pass at least three licensing tests before they are issued a permanent license, instead of a requirement for an initial or provisional license. The three recommended assessments tests include: (1) a test of content knowledge (math, science, etc), (b) a test of teaching knowledge (pedagogy, etc), and (3) an assessment of actual teaching. The first two tests on content and teaching knowledge are recommended by the state at the end of formal preparation prior to receiving a provisional license covering the first few years of teaching. The third test, is to be used at the end of the first of second year of teaching and will be the final evidence to issue an ongoing or permanent license CCSSO, 2009). An important component of teacher licensure according to CCSSO is providing feedback to candidates who do not pass the licensing assessment so that they know where to focus their remedial efforts (CCSSO, 2008, p. 5).

The paradigm shift in policy toward teacher licensure assessment was supported by a report released by the CCSSO, recommending supports for what state officials need and want in new assessments for the licensing of teachers. The report supports efforts to bring together the resources of business and education to help build a complete new paradigm of teacher licensure. “The new imperative is that students need 21st century skills because the world has changed” (p. 4.) To accomplish this change, the report recommends building of a new system of teacher licensure. The report recommends reform in four areas of teacher licensure. Initially, states need identify a common core of student standards to support the development of a framework of skills and competencies needed for 21st century student success. Second, states need to refine and expand data reporting systems between Federal and state agencies. Third, states need to continue to explore and rethink about what supports students will need for student learning in the 21st century particularly online and virtual models. Finally, the report recommends the development of an educator support system that begins from when candidates first consider becoming teachers through retirement. Implementation of CCSSO recommendations a new comprehensive framework for building a system of teacher licensure for the 21st century (CCSSO, 2008).

The discussions resulting from teacher certification reports set the stage for a discussion of teacher licensure certification, based on common standards, including the passing of both a subject matter and a teaching performance assessment.

**New Trends in Teacher Preparation**

As national panels discuss educational excellence, they continue to focus on the recommendations of educational reform panels. These studies report that students in the United States are not prepared for either work or for higher education. President Obama and Secretary of Education Duncan both support overall reform of our education system including rigorous new standards and assessment for students coupled with a more talented and effective teaching force.
In addition, both the President and Secretary of Education support a system of evidence based teacher education (Cochran-Smith and Power, 2010). The Common Core State Standards with rigorous common standards for high school students across the states continues to gain support in educational communities from the National Governors Association (NGA), the CCSSO and Achieve, 2008. (Cochran-Smith and Power, 2010). Another reoccurring theme in teacher preparation is that teachers should be fully prepared and certified in their field of study in newly revised university teacher certification programs (Darling Hammond, 2007). Recently there has been a call by various commissions and panels for evaluation of university teacher preparation program by evaluation of how well students achieve when taught by graduates of various teacher preparation programs. Secretary Duncan supports a system of statewide data collection linking teachers, student and teacher preparation. The most widely quoted state data collection systems is the Louisiana Value Added Teacher Preparation assessment (Noel & Burns, 2009).

Practitioner research and inquiry continue to be an integral part of the new teacher preparation programs. These programs require residents to gather student information using case studies to plan whole class instruction and adapting instruction based on the results of their case study data (Cochran-Smith and Power, 2010). The last new trend is the emergency of a large population of students with diverse needs. These populations include English language learners present in the classroom who are increasingly diverse in terms of student’ cultural, ethnic, religious and linguistic backgrounds. Leading the way is California requiring work in teaching English language learners and students with special needs prior to licensure (Cochran-Smith and Power, 2010).

The above trends have risen to the top of discussions about reforming teacher preparation programs particularly in the light of changing expectations of teachers and teaching and the greater goal of preparing a citizenry for participation in a democratic society.

A New Direction For Teacher Preparation

In response to NCLB recommended requirements six states, California, Florida, Illinois, North Carolina, Ohio, and Texas have passed legislation requiring all teachers demonstrate a knowledge of state teaching standards (White, Makkonen, & Stewart, 2008). In addition to a subject matter test, in 2006, the California legislature mandated an additional TPA as a requirement for teacher credential candidates entering a multiple, single or dual (special education and teacher education) program after July 1, 2008 (White, Makkonen, & Stewart, 2009; CTC, 2008).

The CalTPA and the PACT developed by Educational Testing Service rank high on the list of teacher preparation assessments because they are based on adapting and analyzing case studies, planning and enacting a class lesson, developing and conducting a class assessment, and an overall culminating teacher activity that includes a videotaped example of instruction (Cochran-Smith and Power, 2010).

To accommodate differences in teacher preparation programs across California, The Commission on Teacher Credentialing has approved three variations of a TPA for California Credential Candidates as a outcome of Senate Bill 1209 (Chap. 517, Statutes of 2006) mandating the statewide implementation of a TPA (CTC 2008). The purpose of a TPA is to sustain high quality standards for the preparation and teaching performance of credential candidates by: (1) assuring that all students recommended for a preliminary multiple or single subject teaching credential demonstrate a satisfactory level of mastery of the California TPE’s, (2) using TPA results as an indication of program effectiveness; (3) providing candidates a way
to judge their progress and needs with their teacher preparation program; (4) providing evidence of a candidate’s development for use in an induction program and (5) meeting the requirements specified in Senate Bill (SB) 1209 (chapter 517, Statutes of 2006) concerning the state wide implementation of a TPA (CTC, 2006, CTC 2008). Today, California universities offering a teacher credential programs are mandated by the State Legislature to implement a TPA measuring a teacher candidate’s knowledge of the ability to apply the TPE’s in a school setting. Three commissions approved TPAs include the California Teaching Performance Assessment (CalTPA), the Performance Assessment for California Teachers (PACT), and the Fresno Assessment of Student Teachers (FAST). The CalTPA is the CTC model and consists of performance tasks and the Culminating Teaching Experience. The PACT was developed by Stanford University and a consortium of public and private institutions of higher education. It consists of Embedded Signature Assignments (ESA’s) and the Teaching Event. The Fresno Assessment of Student Teachers (FAST) is a state-approved TPA system designed for use at California State University, Fresno. FAST assesses the pedagogical competence of teacher candidates, including interns, with respect to the 13 TPEs and the Teaching Sample Project. All three approved CTC assessments measure a candidate’s knowledge, skills and understanding of California’s TPE’s except for TPA 12 (Professional, Legal, and Ethical Obligations) in the CALTPA, which is measured within the teacher preparation program. Assessments of teaching performance are designed to measure a candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including a candidate’s demonstration of the ability to appropriately instruct all K-12 students in student academic content standards. Each of the TPA models requires a teacher candidate to complete defined tasks relating to subject-specific pedagogy, designing and implementing instruction, assessment of instruction, and complete a culminating teaching experience or event that includes a video lesson presentation.

When taken as a whole, teaching performance assessment tasks/activities measure knowledge the TPEs. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity. In sum, TPA(s) provide candidates with a series of performance tasks, each of which increase in complexity. The tasks are embedded within the teacher preparation program sequence and are both administered and scored by program sponsors. (CTC, 2009). The TPE tasks measured by each of the three TPA includes: (1) making subject matter comprehensive to students; (2) assessing student learning; (3) engaging and supporting students in learning; (4) planning instruction and designing learning experiences for students; (5) creating and maintaining effective environments for student learning; (6) developing as a professional educator.

For a candidate to be recommended for a Preliminary five year Single Subject teaching credential the candidate must complete assessments including a basic skills assessment, a California Subject Examination for Teachers, and a TPA. In addition, multiple subject candidates must pass the Reading Instruction Competency Assessment. California dual credential applications must complete the requirements for a teaching credential in addition to the special education portion of their credential program.

California universities require CTC assessor calibration for TPA assessors. In addition, National University offers additional opportunities for coached re-calibration online for assessors who fail to recalibrate annually. The California Teacher Commission requires that each university offering a teacher credential program randomly select fifteen percent of their TPA
assessments to a second assessor for assessment. Reassessment of fifteen percent of candidate submissions including reconciliation of assessor scores and assignment of a true score by a University lead TPA assessor is critical for each university to address assessor inter-rater reliability. The position of this author is that student performance on subject matter licensure tests and teaching performance assessments provides the IHE with a true indication of the effectiveness of a teacher credential program. Preparing teacher credential candidates to successfully pass a TPA has required a complete paradigm shift in California teacher credential program providers.

To provide a mechanism for monitoring and adjusting to new information, California universities will provide online services through an online Assessment Management Service for students and faculty to monitor TPA tasks submissions and scoring reconciliation of student scores, and calibration and recalibration of university assessors.

**Teaching Diverse Populations of Students**

A continuing challenge of California teacher credential institutions is to train beginning teachers to raise achievement of California’s diverse population of students. The problem remains—how can teachers possible raise the achievement of all students? Some students benefit by instruction they receive and other do not. Reasons some students may be hard to teach include disabilities, disorders, motivational problems, and health problems to name a few. Another reason for student failure is that some students may not benefit from instruction if there exists a mismatch between the learning patterns of some students and the particular range of methods that a teacher is using (Sternberg, 2002).

Sternberg’s theory of successful intelligence supports the premise that many students who might like to study a given conventional subject area may stop because they believe that they cannot succeed in studying it. They may give up or stop taking courses in particular subject areas. Sternberg (2002) defines teaching for successful intelligence as teaching a student to succeed in life, given one’s own goals and environmental contexts.

Teaching for successful intelligence therefore forms not only a basis for school achievement but also achievement in life. A person is successfully intelligent to the extent that one effectively adapts to, shapes, and selects environments, as appropriate to their individual circumstances. To achieve success, students have three choices. They can adapt to fit the environment, they can modify the environment to fit their goals and needs, or they can select another environment that better fits their goals and needs (Sternberg, & Grigorenko, 2007). People adapt to their environment by capitalizing on individual strengths and begin to recognize and correct their own weakness. Each person has to find and refine his or her own particular pathway to success. One of the most useful strategies a teacher can teach a student is to help each student figure out how to use what they do well and find ways around things they do not do as well. Students need to learn to capitalize and compensate by balancing their analytical, creative, and practical abilities to reach success. Teaching for successful intelligence can guide teachers in
training to teach using a series of teaching techniques that reach as many students as possible (Sternberg, 2002; Sternberg, & Grigorenko, 2007).

Sternberg et al, (2007) continues by describing teaching for successful intelligence as a way of looking at the teaching-learning process that broadens the kinds of activities and assessment teachers traditionally do. Good teachers “teach for successful intelligence” spontaneously. However, for whatever the reason, most do not. Teaching for successful intelligence involves at a minimum, using a set of tasks that encourage students to engage in memory, analytical, creative and practical learning (Sternberg, 2004).

Teaching for memory learning is the most conventional way to teach. Teaching for successful intelligence is not about asking teachers to stop the way they are teaching. The theory of successful intelligence recommends that teachers build on memory learning. Teaching for memory becomes the foundation of all other teaching because students cannot think critically about what they know if they do not know anything. Teaching for memory includes assisting or assessing students memory of who, what, where, when, why and how. Teaching and assessing for memory includes recall and recognition of facts, matching one set of items with another, verifying statements and repeating what has been learned (Sternberg, 2002; Sternberg & Grigorenko, 2007).

Teaching for analytical learning recognizes that some students are not particularly adept as memory learners. Many students have the ability to learn but cannot memorize or recall a set of isolated facts. Teaching and assessing for analytical learning and thinking include: analyzing and evaluating an issue; explaining how something works; comparing and contrasting two or more items; and judging the value of the characteristics of something (Sternberg, 2002; Sternberg & Grigorenko, 2007).

Teaching for creative learning acknowledges that teaching should include encouraging students to use and develop their creative abilities. Some students learn best when they are allowed to find their own individual ways to learn material and then are left to explore ideas that go beyond those likely to be in books or in lectures. Examples for teaching and assessing for creative learning and thinking include: creating a game; inventing a toy; exploring new ways of solving problems; imagining what would happen if scenarios; synthesizing knowledge of a major event such as the Vietnam War or current conflicts (Sternberg, 2002). Sternberg (2002) argues, that to a large extent creative thinking represents a decision by teachers to think and do things in a certain way by redefining responses, taking intellectual risks; surmounting obstacles when people criticize one’s attempts at being creative; and working to persuade people of the value of creative ideas.

Some students are practical learners meaning that they do not catch on unless they see some kind of practical use for what they are learning. Examples of teaching and assessing for practical learning include: putting into practice what you have learned, using knowledge learned in every day life, forecasting an event, or changing your own behavior. Examples of applying practical knowledge include applying knowledge of history in running for an elected office, using knowledge of paints to achieve a certain color, or using an understanding of good speaking.
to give a persuasive talk (Sternberg, 2002). Teaching for practical thinking is about teaching students to adopt certain attitudes when approaching intellectual work. These attitudes include combating the tendency to procrastinate, getting organized to get work done, figuring out how one learns best, avoiding using self-pity as an excuse for not working hard, and avoiding blaming others for one’s own failings (Sternberg, 2002).

In two separate studies (Sternberg et al., 1999) found that high school students who were taught in a way that, (at least some of the time), enabled them to use their preferred learning skill strengths, outperformed students who were not taught to use their strengths. A second study found that third grade students who were taught for successful intelligence outperformed students who were taught either for either memory or critical thinking. These results were duplicated across grade level, subject matter, and type of assessment (Sternberg, 1998 a, b).

Subsequently, Sternberg et al., (2002) relates that students who were taught for memory, analytical, creative and practical learning outperformed the students taught in the more conventional way on all assignments, whether for vocabulary, or reading comprehension, and whether teachers emphasized memory-based, analytical creative, or practical thinking.

**State Requirements For Teacher Licensure**

There are several issues to consider if a teacher credentialing institution decides to implement a teacher credential licensure assessment program. The first step in developing a career-long teacher assessment program is a beginning teacher licensure assessment. Several issues emerge in a discussion of implementing a beginning teacher licensure assessment. They include (1) cost of the assessment to students and the university, (2) defining what beginning candidate performance looks like, (3) evaluation and scoring of the assessment and ensuring validity and reliability especially with performance, (4) developing and storing performance items, (5) test security, (6) the role of university and the teacher education department cultural support for a TPA assessment and (7) providing appropriate technology for taking, scoring, reporting, and storing results of the assessment. Future performance based assessment for teachers will be based on teacher assessment in California and Connecticut. Both states provide a cost effective model that demonstrates effective beginning teacher performance (CCSSO, 2008).

A cross state analysis of the standards in the six states requiring teacher licensure assessment by White, Makkonen and Stewart (2008) summarized state progress towards instituting teacher licensure assessments: (1) California, Texas, Florida, Illinois, North Carolina and Ohio have developed their teaching standards to cover all teachers from beginning to experienced. Texas has developed its teaching standards expressly for beginning teachers, (2) the number of teaching standards in each state varies from 4 (Texas) to 12 (Florida), (3) states teaching standards address instruction of English language learners student through recognition or support of diversity, differentiation of instruction, knowledge of related theory or strategies, communication with students and families, assessment of students’ language status and development, and selection of related materials or curricula, (4) Instruction of students with disabilities is address through differentiated instruction, inclusion, collaboration with Individualized Education Programs, student rights, styles of learning, identification of students with disabilities, and use of technology for collaboration or communication, and (5) the teaching standards considered accountability and student learning standards through teachers’ knowledge and understanding of state learning standards, use of learning standards to plan instruction,
delivery of standards-based instruction, and assessment of students’ progress toward meeting state learning standards (White, Makkonen, & Stewart, 2008).

An analysis of CCSSO and INTASC teacher credential recommendations reveals that the thirteen standards of the California TPE parallel the recommendations of both panels regarding teaching performance assessment.

**Connecting Training High Quality Beginning Teachers and Raising Student Achievement**

To meet NCLB requirements, California has incorporated the recommendations of INTACS and CCSO by requiring a TPA that measures the state’s TPE(s) prior to an IHE recommending a candidate for a preliminary teaching credential. As a lead TPA assessor for the university recommending the largest number of credential candidates of any other single university in California for preliminary teaching credentials, my analysis of the California TPA prompts reveals that successful negotiation of a TPA requires candidates to respond to prompts demonstrating their knowledge of the TPE’s using intentional cognitive rationale. A review of the prompts also reveal that the principles of teaching for memory, analytical, creative and practical learning should assist candidates taking the TPA to organize their responses in an intentional way using for rationale from current research as the basis for their teaching strategies. Organizing student knowledge is a precursor for successfully negotiating a TPA.

When California teacher credential candidates become familiar with and practice the strategies of teaching for memory, analytical, creative and practical learning throughout their credential program, then they should be able to recognize students’ strongest learning skills, and how to successfully teach to those skills. Additionally beginning teachers will be able to teach students how to compensate for their weaker skills. The result will be that newly credentialed teachers would not be as likely to be teaching with a mismatch between the learning patterns of some students and the particular range of methods they are using to try to teach all students. The outcome of teaching for memory, analytical, creative and practical learning is that beginning teachers learn to teach with a balance of teaching strategies, concentrating not only in memory learning but also in analytical, creative, and practical learning. By teaching for analytical, creative and practical learning success, a beginning teacher is addressing some students’ strengths, at least some of the time and, at the same time, is allowing students to recognize work on and correcting their learning style weakness (Sternberg, 2002; Sternberg & Grigorenko, 2007).

As California teacher credential candidate’s progress through a new direction of university credential programs with TPE’s embedded in the curriculum, they will practice making intentional cognitive teaching decisions based on research rationale. By making intentional cognitive teaching decisions teacher credential candidates will identify and encourage students to use preferred learning skills instead of letting those skills go to waste. As teachers in training become more adept at learning and encouraging students to use their learning strengths while correcting learning weakness, student achievement will naturally increase (Sternberg, & Grigorenko, 2007). Teaching for memory, analytical, creative and practical learning, incorporating California’s TPE’s into a teacher-credentialing program and successfully
negotiating a TPA are three important steps towards defining what a beginning teacher should know and be able to do. The California TPE’s are an agreed upon standard for teacher preparation that moves teaching one-step closer to professional status. Other states may want to review the results from the first two years of data from the California TPA to determine if incorporation of TPEs and a TPA into their teacher credential program will support the training of highly qualified beginning teachers.

Conclusion

This paper discusses requiring a incorporating a subject matter assessment and a teaching performance assessment into a teacher credential program. Since July 2008, California has required the passing of a subject matter teacher licensure assessment and a teaching performance assessment as a requirement for a preliminary five-year credential.

However, there are several steps to implementing a teaching performance assessment and a subject matter teacher licensure assessment prior into an existing teacher credential program. Initially, there is added expense to the university teacher credential program for providing web-based technological support, such as an Accountability Management System (AMS), for assessment submission, scoring, result reporting, test security, and task reconciliation for candidates failing to pass their initial TPA task submission. Second, there are expenses to the university for train, and providing recalibration of university assessors after their initial year of scoring. Finally, there are added responsibilities and expenses for full time and adjunct faculty including compensation, providing administrative and clerical support, and a lead assessor to oversee university procedures for candidate submission, scoring, reporting results, reconciliation of student scores and training of University assessors. Ultimately, added expenses will be passed on to teacher credential candidates as additional fees.

Through state-wide of Implementing a TPA into a teacher credential program results are being used by the State Departments of Education, politicians, parents, universities, and local communities to discuss reforming the state’s teacher credentialing program to meet NCLB requirements. Most importantly, TPA(s) provide a standardized assessment of subject matter pedagogy, instructional design, instructional assessment and a culminating teaching experience, in a real classroom setting that can be used measure the progress of teacher credentialing institutions toward training highly qualified and effective beginning teachers for California’s diverse population of students.
References


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