

GERA Proposal

Same Song, Different Choir

Abstract

The CAEP standards have led to more precise, outcomes based expectations. However, the standards may have an adverse effect on Historically Black Colleges and Universities (HBCU) according to a group of HBCU education deans and administrators. This group represented educator preparation programs that graduate more than 50 percent of all Black public school teachers. The group contends that the CAEP standards will negatively “impact the delivery of their educator programs.” Some concerns are increased admissions criteria, accountability issues beyond a program’s control, and the ‘for-profit’ teacher training programs (Hawkins, 2013).

Teacher preparation programs are now challenged to provide more functional field experiences, requiring increased collaboration between K-12 school systems and institutions of higher education (NCATE, 2010). These collaborations must lead to more instructional responsibilities for teacher candidates prior to the prominent, one-term “student teaching course.” There is significant evidence that extensive field experiences will promote higher student achievement gains (Daniels, Patterson & Dunston, 2010; *TEACHING 2030, 2014*).

Several models have proven to be effective for clinically based (NCATE, 2010) field experiences. These models generally fall within three categories--Teacher Residency, Blended, and Professional Development Schools. Given the scenarios that CAEP standards will have for HBCUs, the ‘best fit’ is a true quandary.

Proposal

The presenters propose to establish a round-table discussion. The Round-table format will provide an opportunity for participants to share the process of planning, selecting, and implementing clinically based teacher education programs at their perspective institutions. Participants will be able to segment the uniqueness of their individual institutions, teacher candidates, and the challenges of the process.

The presenters will begin the round-table discussion with the purpose/scope of the format, a review of the literature/NCATE Blue Ribbon Panel, and an overview of the university/college. Second, presenters will discuss the primary concerns/pitfalls of executing the CAEP standards; special emphasis will be on the struggles with designing and applying CAEP Standard 2: Clinical Partnerships and Practices. Following will be a brief question/answer session from participants to presenters to bring clarity to the purpose/scope of discussions.

Third, the presenters will moderate discussions from the participants. These will be timed-segments for participants to share the uniqueness of their individual institutions, teacher candidates, and clinically based programs challenges. Lastly, the presenters will summarize and conclude.

It is anticipated that these discussions will assist the presenters with sharing information and suggestions to its college and P12 partners to finalize the implementation of a clinically based teacher preparation program. It is further anticipated that these discussions will serve as a springboard for research on the impact of CAPE standards on HBCUs.

The presenters are especially interested in institutions that are Historically Black Colleges and Universities (HBCU). Of equal interest to the presenters are collaborations between the university and reluctant K-12 school systems.

CONCLUSION

An indispensable component of teacher training is field/clinical experiences. The NCATE Blue Ribbon Panel suggests three models. But which model would be a “good fit” for an institution that struggles with a small number of faculty, limited resources, frequent leadership changes, and the community’s reluctance to establish partnerships? Will there be a significant difference in the performance of candidates engaged in the models set forth by NCATE? Will there be a significant difference in the achievement of K-12 students taught by teachers who fulfill the requirements set forth by NCATE? Could these requirements result in another type of loss?

IMPLICATIONS

The nation's need for minority teachers continues to rise. The evidence notes the influence teachers of color have on the achievement of K-12 minority students. Historically Black Colleges and Universities (HBCUs) produce more teachers of color than any other institution of higher education. However, the advent of criteria changes for admissions, financial aid, controversies with leadership, and program-cost efficiency will impact teachers of color much more than their counterparts. Implementing CAEP standards may threaten or exacerbate current teacher shortages and diminish an already fragile pool of minority applicants. Also, CAEP may further complicate the process for establishing effective K-12 partnerships necessary to improve student achievement for all K-12 students.

Key Words:

CAPE Standards

Clinical Partnerships and Practices

Historically Black Colleges and Universities (HBCU)

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A ROUND-TABLE DISCUSSION

Dr. Patricia Jenkins, Lead Presenter
Albany State University
Albany, Georgia
229.430.4898
229.639.3720 fax
patricia.jenkins@asurams.edu.

Dr. Valeisha Ellis, Co-Presenter
Albany State University
Albany, Georgia
229.430.3009
229.878.3010 fax
valeisha.ellis@asurams.edu