



VANDERBILT  
PEABODY COLLEGE

College of Education &  
Human Development



# CAEP Preconference Workshop on Standards Setting

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# Challenges

- Schools of education are under attack
  - Discipline is considered intellectually flabby
  - Graduates are widely viewed as not competitive
    - Success of Teach for America teachers
  - Public does not know/understand the value we add
- NCATE/TEAC viewed as rubber stamps
  - If everyone passes, how can hirers/public have confidence in our products?
- We need to shift from just thinking about compliance to also thinking about inquiry
  - Practice and programs constantly adjusted based on what we know (or what we can learn)



# Implications for inquiry

- Recruiting/admissions
  - Are we asking the right questions to get the right candidates?
    - Risk takers
    - Flexible and bold thinkers
    - Attentive and responsive
    - Faith in kids and their capacities
    - Long-term commitment to kids and communities
  - Academic standards
  - Partnerships with schools and communities



# Implications for inquiry

- Assessment
  - Are we assessing the right things?
    - Formative and summative
    - Role of TPA
  - Predictive value for future performance?
  - Is assessment fundamentally a habit of mind (for us and our candidates) and a tool for inquiry?
- Use of data
  - Are we using data for program improvement?
  - Are we teaching our candidates how to use data for learning (is data a club or a tool)?
  - What is the role of student achievement data?



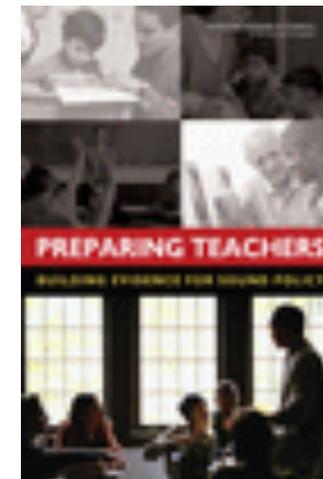
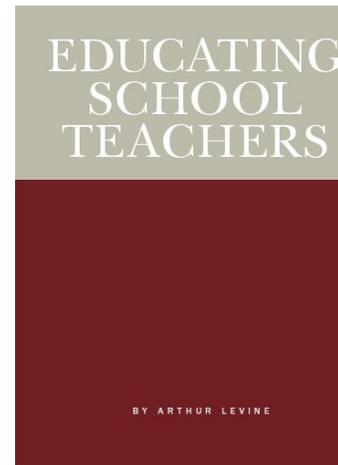
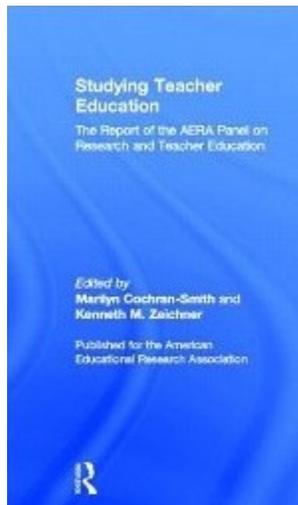
# Implications for inquiry

- Diverse learners
  - 2008 study by National Comprehensive Center on Teaching Quality and Public Agenda found:
    - 76% of teachers say diversity was covered but only 39% say it helped “a lot”
  - Do we (and our candidates) believe that kids have something interesting to teach us, no matter who they are?
  - What kind of standard will fix the disconnect?
- Math and literacy
  - How can standards improve math and literacy?
  - Role of the Common Core
  - Do standard incorporate what we know about how people learn?



# The problem of evidence

- Lack of evidence on what works in teacher education
- Recent reports
  - National Research Council (2010)
  - Education Schools Project (Levine, 2006)
  - AERA (2005)





# Suggestions

- View this effort as an opportunity for inquiry
- New standards must be rigorous
- Standards should cite the relevant evidence base
- Strength of evidence base for each standard should be graded
  - Where evidence is lacking, this should be acknowledged



## Five outcomes

- New rigorous standards
- Preparation based on evidence, improving as we learn
- Agenda of critical research questions for institutions and for advocacy
- Better public understanding of what we do
- Improved student achievement

