

# Nevada Teacher Education: Assuring and Building Quality

Presentation to the Board of Regents

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By UNR, UNLV, NSC, GBC Teacher Education Units

# Working together to ensure High Teacher Quality

- UNR, UNLV, GBC, NSC Deans and Directors are meeting on a regular basis to specifically work on and ensure quality indicators are addressed state-wide.
- Quality indicators are from the American Association of Colleges for Teacher Education (AACTE), the preeminent national organization overseeing educator preparation

# Teacher Quality- Six Indicators

- High admissions standards vs. open admissions
- High GPA in major
- Intensive preparation in subject-specific methods
- Extensive practice teaching opportunities
- Semester long or year-long clinical teaching experience
- High student satisfaction and employer satisfaction in early career years

# Quality Indicator 1

- High Admissions Standards for Teacher Education Program
  - Minimum college/university GPA over two to four semesters prior to admission to programs is B- to B (2.75-3.0)
  - Applicants must demonstrate competent communication skills in writing, speaking, organizing, and articulating
  - Dispositional and non-academic factors considered:
    - Demonstrated ability to motivate others
    - Leadership experiences
    - Successful work with parents and children
    - Demonstrated ability to think diagnostically and persevere in problem solving

# Quality Indicator 2

- High GPA in Major: Teacher candidates must demonstrate strong content knowledge
  - Maintain minimum 2.75 GPA (B-) in subject major
  - Pass Praxis II exams for content and pedagogy before being issued a license
    - NSHE institutions typically report about 95% passage rate for program completers

# Quality Indicator 3

- Intensive Preparation in Subject-specific Methods
  - Teacher candidates complete extensive coursework in their specific subject areas, often the equivalent of a major
  - Elementary candidates receive methods coursework in math, science, social studies, literacy, and reading
  - Methods courses are paired with field experience
  - Methods courses also include special education, English language learners, Common Core State Standards, classroom management, instructional strategies, student development, assessment, curriculum, etc.

# Quality Indicator 4

- Extensive Practice Teaching Opportunities
  - Early introduction to the classroom and culture of schools (pre-teacher ed- second year/200 level)- 30- 45 clock hours
  - Infusion of pedagogy and methodologies of teaching/learning (teacher ed- 3<sup>rd</sup> year/300 level)- 30- 100 clock hours
  - Matching high performing mentor teacher with pre-service teaching in a 'practicum' experience (4<sup>th</sup> year) 100-300 clock hours
  - Continuing high performing mentor teacher working with pre-service teaching in an 'internship' experience (4<sup>th</sup> year) 600-700 clock hours
  - Continuous evaluation (formative and summative) using common core infused evaluations tools, aggregating data, adjusting process for continuous quality improvement

# Quality Indicator 5

- Clinical Teaching Experience
  - Student teaching is a minimum of one semester
  - Performance assessments are based on INTASC Standards
  - Supervision by mentor teacher is daily and at least every 1-2 weeks by college faculty and P-12 administration
  - Development is promoted through verbal conferences, written observation reports, student reflective writings, and video reflections
  - Mentor teachers are selected in collaboration with P-12 administration and receive training in mentoring by the institutions



# Quality Indicator 6

- High Student Satisfaction and Employer Satisfaction in Early Career Years
  - Institutions conduct graduate and employer surveys each year for federal reporting
  - Results for all four institutions show very high levels of satisfaction in preparation by both program completers and employers