

**Hawaii Teacher Standards Board
Clinical Experience Work Group
Final Report**

Workgroup members:

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Meeting dates: Oct. 26, 2010; February 9, 2011, March 15, 2011, March 31, 2011

Workgroup Charge:

New Business Item 09-77, passed June 14, 2010 :

The Hawaii Teacher Standards Board approves the following requirements for clinical experience during preservice teacher preparation for all Hawaii State Approved Teacher Education Programs, effective August 1, 2011:

- A minimum length of 450 hours of supervised clinical experience will be required of and provided to each teacher candidate; and
- This requirement will apply to all teacher preparation routes until such time as the HTSB approves a valid, reliable teacher performance assessment to allow candidates to “test out” of clinical experience requirements.

The Board directs the Interim Executive Director to convene a Work Group to investigate current high-quality teacher performance assessments, make recommendations for adoption of such an assessment, and report to the Board no later than the February 2011 Board meeting. This Work Group should be composed of a member of the HTSB Teacher Education Committee, appointed by the Chair; a member of the HTSB Teacher Standards Committee, appointed by the Chair; two members of the Teacher Education Coordinating Committee (TECC), one from the University of Hawaii system and one from the private universities, appointed by the TECC Chair; and the Superintendent of Education or designee.

History

The *Report of the Blue Ribbon Panel on Clinical Preparation* (NCATE, 2010) states that to prepare effective teachers for 21st century classrooms teacher education must move to programs where clinical preparation is integrated throughout every facet of teacher education. Content and pedagogy should be woven around clinical experiences throughout preparation, in course work, in laboratory-based experiences, and in school-embedded practice.

School embedded practice focuses on developing complex analytic and practical skills and helps teachers develop content-specific and general teaching skills. It provides opportunities for candidates to become active members of learning communities, develop skills and dispositions associated with teaming, and work with parents within the community.

Laboratory experiences provide prospective teachers opportunities to learn through on-line and video demonstrations, analyzing case studies representing both exemplary practice and common dilemmas, and participating in peer and micro-teaching. Such experiences offer the opportunity to analyze a virtual student's pattern of behavior, or engage candidates in the life of a virtual school, calling upon the candidates to investigate and make decisions, and to see the consequences of those decisions.

The Clinical Preparation of Teachers (AACTE, 2010) states that research on the impact of clinical preparation on teacher efficacy, retention, and student achievement indicates that teachers prepared in clinically-rich programs report a higher sense of efficacy, are evaluated more highly by supervisors, are more sought after, and have higher retention rates particularly in hard to staff schools. Several of their Recommendations for States include:

- ***All states should require clinical experience during preservice teacher preparation.*** A minimum length of one semester, or 450 hours (15 weeks at 30 hours per week), should be required of and provided to each candidate.
- ***The same clinical preparation requirements should apply to all teacher preparation routes.*** With the exception of candidates who successfully test out of clinical experience requirements based on a valid and reliable teacher performance assessment, all candidates, regardless of the pathway to teaching, should be required to complete a supervised clinical preparation program of the same length and rigor.
- ***A high-quality teacher performance assessment should be required of all candidates.*** AACTE encourages all states to join the 20 that are piloting and moving toward adoption of a valid and reliable teacher performance assessment, which will enable teacher candidates who are competent and qualified to enter the classroom as soon as they demonstrate these competencies.

Based on current trends, the Hawai'i Teacher Standards Board decided to take action on clinical preparation requirements.

Clinical Experience Work Group Recommendations:

- A SATEP program would be allowed to implement policies to provide candidates with multiple ways to demonstrate proficiency in teaching performance prior to program completion and recommendation for licensure. The options would include:
 - Completion of student teaching/internship/residency as defined in program accreditation requirements.
 - Demonstration of teaching proficiency through a combination of documented satisfactory work experience and limited observation by the SATEP. Work experience may include long-term substitute teaching, serving as an emergency hire teacher, or working in private or other school settings that do not require licensing.
 - Passage of an HTSB approved performance assessment normed for Hawaii in combination with any other requirements (or no other requirements) determined by the SATEP. The SATEP may require some teaching experience with this option if they so desire.
- The SATEP would determine the options it wants to provide and would oversee the process and maintain records related to the assessment of performance.
- These options could be used in either traditional or alternative routes to licensure.
- The Clinical Experience Work Group agreed that the ETS assessment *ProTeach* would best fit the needs for the performance based assessment for several reasons:
 - ✓ The three entries in the *ProTeach* address the areas deemed important for a performance-based assessment. The entries ranges from instructional planning to impact on student learning. The three entries are described below.

Professional Growth and Contributions: Measures analysis of and reflection on professional growth and its impact on student learning. A very significant component is “student Voice” where the student articulates their own learning and what they need to do to move

forward – shows impact on student learning.

Building a Learning Community: Measures the description and analysis of the learning environment established in the single class or classroom.

Curriculum, Instruction and Assessment: Measures the analysis of and reflection on the curriculum, instruction and assessment, as well as the impact on the learning of three focus students.

- ✓ The assessment closely follows National Board Certification but is less rigorous.
- ✓ The test was developed using the same rigorous procedures that ETS uses for development of all of their tests.

The Work Group recommends that the HTSB consult with ETS to determine if ProTeach can be used as a valid test in Hawaii.

The *ProTeach* was developed by Washington Educators with the guidance of ETS.

ETS will be consulted to see if this test can be validated for Hawaii.

The test would be scored by HI educators who would go through ETS training and qualifying. The scorers are constantly calibrated to the rubric by ETS.