

# James I. Perkins College of Education Assessment Day

September 23, 2010

# Overview

- Culture of accountability
  - Higher education in US
  - Teacher education in US
- Accountability for the PCOE
  - Continuous improvement
  - Structures to facilitate accountability
  - Tools for the college

# Culture of Accountability

What is being said about higher education?

What is being said about teacher education?

What does it matter what they say?

# What is being said...

Arum, R. & Roska, J. (2011). Academically adrift.  
Chicago: University of Chicago Press.

Large numbers of four-year college students experience only limited academic demands, invest only modest levels of effort and demonstrate limited or no growth on an objective measure of critical thinking, complex reasoning and written communication.

# What is being said...

**Fifty percent** of sophomores in our sample reported that they had not taken a single course the prior semester that required more than **twenty pages** of **writing** over the course of the semester; **one-third** did not take a single course the prior semester that required on average even more than **40 pages** of **reading** per week.

# What is being said...

Students in our sample reported studying on average **only 12 hours per week** during their sophomore year, one third of which was spent studying with peers. Even more alarming, **37 percent dedicated five or fewer hours per week** to studying alone.

# What is being said...

Association of American Colleges and Universities, Liberal Education and America's Promise (2008). *College Learning for the New Global Century*. Retrieved from [http://www.aacu.org/leap/documents/GlobalCentury\\_ExecSum\\_3.pdf](http://www.aacu.org/leap/documents/GlobalCentury_ExecSum_3.pdf)

Fully **63 percent** of employers believe that too many recent college graduates **do not have the skills** they need to succeed in the global economy. Employers recognize the importance of higher education, but they see significant room for improvement in graduates' levels of preparation.

# What is being said...

A majority of employers believe that **only half or fewer** recent graduates have the skills and knowledge needed to advance or be promoted in their companies.



# What is being said...

In **none** of twelve skills and areas of knowledge tested— **from writing to global knowledge to ethical judgment** —do a majority of employers rate recent graduates as “very well prepared.” Only **eighteen percent** of employers rate college graduates as “very well prepared” in the area of **global knowledge**. More than **45 percent** rate them as “**not well prepared**” at all in this area.

# What is being said...

National Council on Teacher Quality (2011). Student Teaching in the United States. Retrieved from [http://www.nctq.org/edschoolreports/studentteaching/docs/nctq\\_str\\_full\\_report\\_final.pdf](http://www.nctq.org/edschoolreports/studentteaching/docs/nctq_str_full_report_final.pdf)

**Finding 1: Institutions are routinely exceeding the capacity of school districts to provide a high-quality student teaching experience— and exceeding the demand for new hires.**

**Finding 2: While the basic structure of many student teaching programs is in place, too many elements are left to chance.**

**Finding 3: Institutions lack clear, rigorous criteria for the selection of cooperating teachers— either on paper or in practice.**

**Finding 4: Institutions convey a strong sense of powerlessness in their dealings with school districts.**

**Finding 5: Institutions do not take advantage of important opportunities to provide guidance and feedback to student teachers.**

# What is being said...

National Council for Accreditation of Teacher Education (2010). Transforming Teacher Education through Clinical Practice: A National Strategy for Prepare Effective Teachers. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>

More rigorous accountability.

Strengthening candidate selection and placement.

Revamping curriculum, incentives and staffing.

Supporting partnerships.

Expanding the knowledge base to identify what works and supports continuous improvement.

# What does it matter?

Professional  
Responsibility

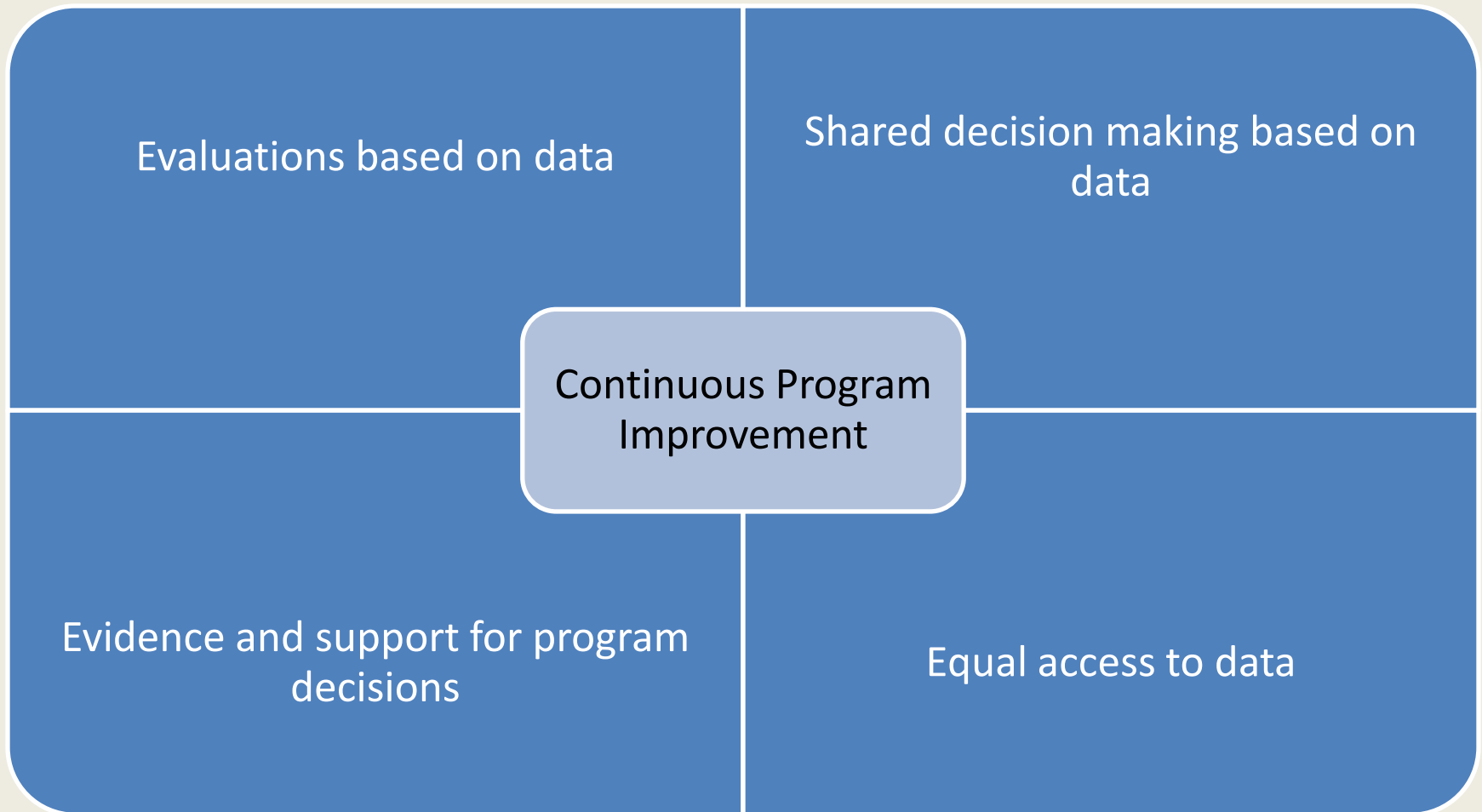
Policy and  
Funding

Future of  
Discipline

Obligation to  
Our Students

Agents of  
Change

# PCOE Vision of Accountability



# Structures to Aid in Accountability

Southern Association of Colleges and Schools

Program Associations

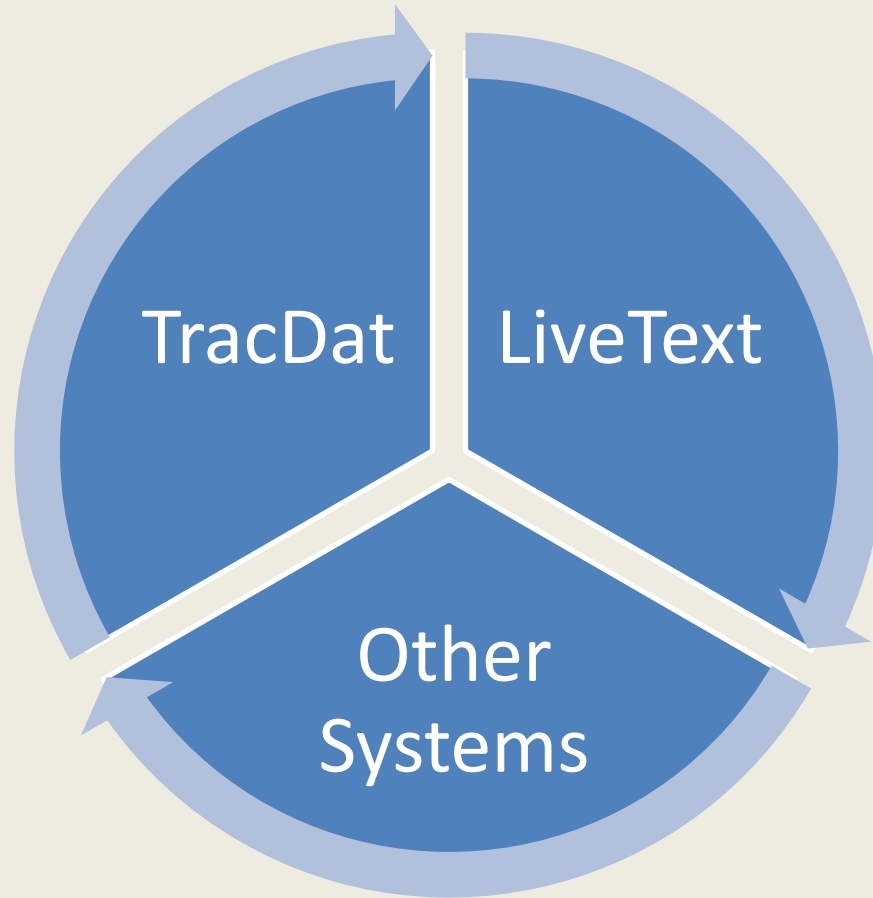
THECB

TEA

SBEC

NCATE/CAEP

# Tools for the PCOE



# Perspective

Education... has produced a vast population able to read but unable to distinguish what is worth reading.

**G. M. Trevelyan, *English Social History* (1942)**