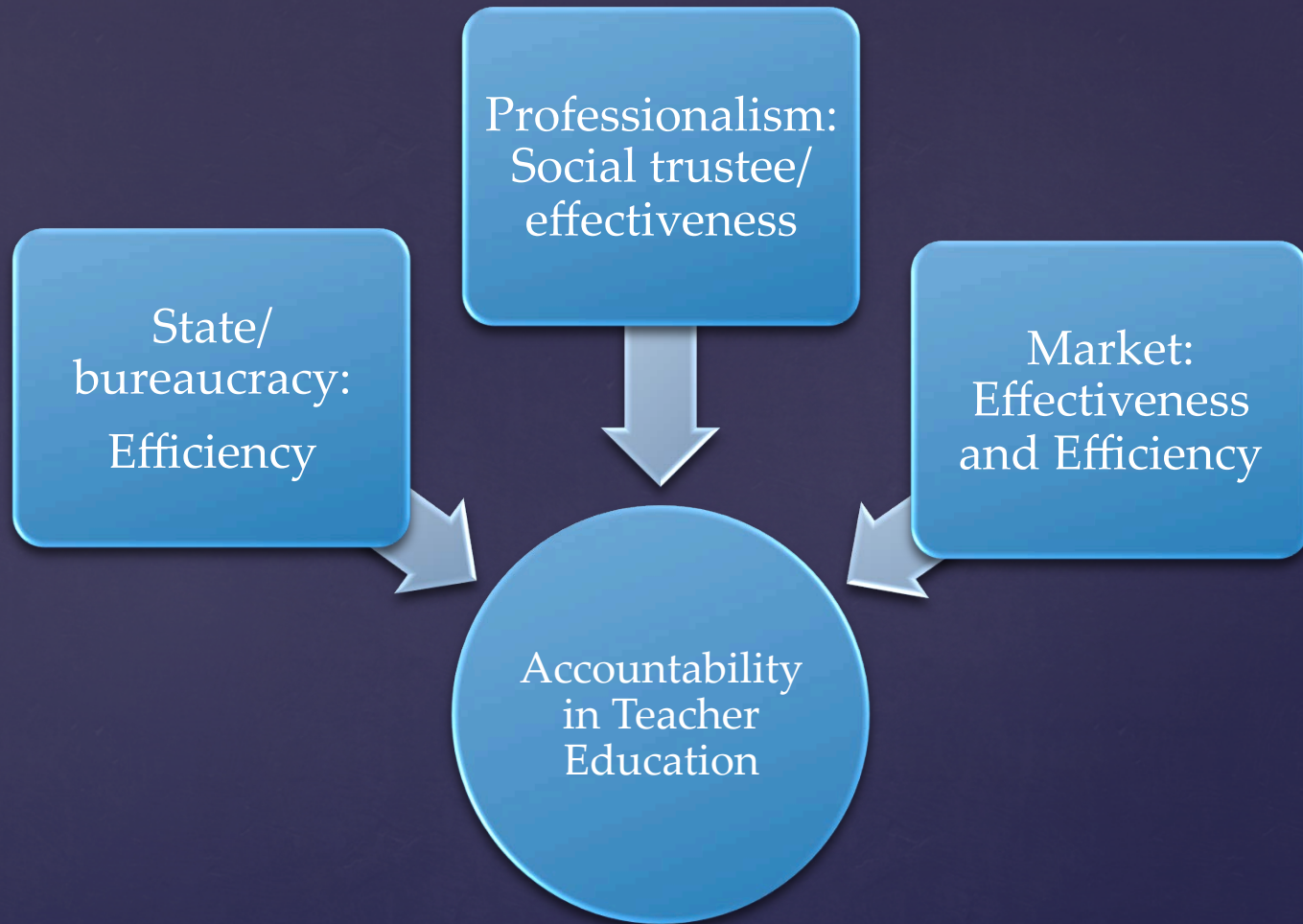


To whom should teacher educators be accountable?

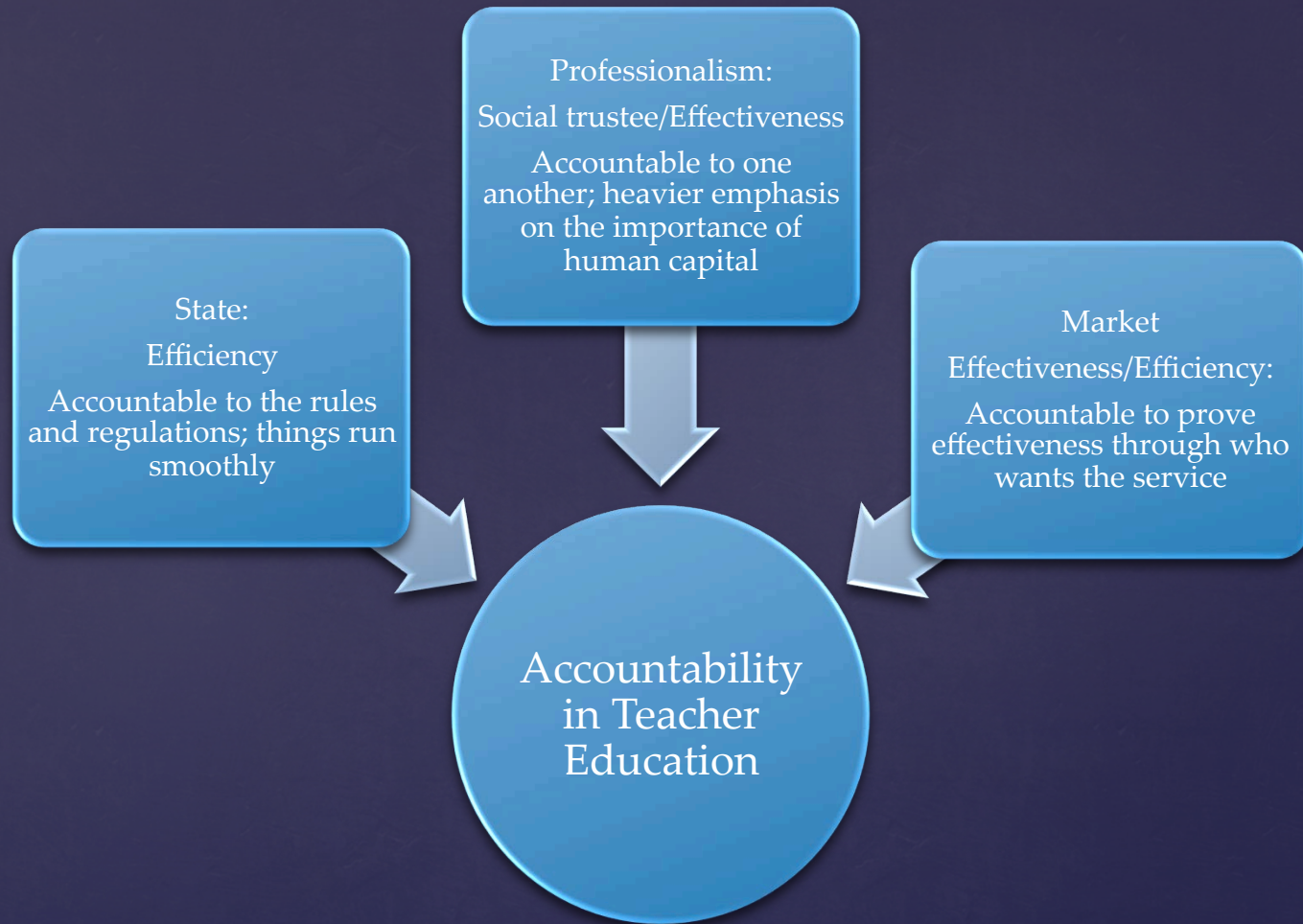
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three logics

- ❖ answerability: being called to account; transparency
- ❖ trustworthiness: worthy of trust
- ❖ responsibility: the duty to act in effective ways, a sense of moral obligation
- ❖ liability: legally bound, chargeable, blame-able

four pillars of accountability



three logics and different “takes” on accountability

- ❖ K-12 students who our graduates teach, now and in the future, individually and collectively
- ❖ Participants in our programs, individually and collectively
- ❖ Teachers and other educators who work with our program participants, now and in the future
- ❖ Other teacher educators in our programs and in the large communities in which we participate
- ❖ State departments of education
- ❖ Federal government
- ❖ The public

question two: accountable to whom?



three logics and accountability to whom?

- ❖ Course content/program requirements and alignment to standards/state mandates
- ❖ K-12 student learning (e.g., state test scores, sample work in candidate portfolios)
- ❖ Teacher candidate knowledge (e.g., test scores, graduation rates, GPAs)
- ❖ Teacher candidate teaching performance (e.g., end of the year evaluation)
- ❖ Candidate success as a teacher down the road

question three: accountable for what?

What?	Direct	Once removed
Selectivity (ability, diversity)	ACTs, SATs, GPAs, teacher tests, demographics	
Program/course content	Content analysis; alignment with standards	
TC Attrition/retention	Program data	
TC Graduation rates	Program data	
TC knowledge	Teacher tests, grades; GPAs	
TC practice	Collaborating teacher/field supervisor evaluation Principal assessments/surveys	
TC hiring	Surveys of graduates	
TC retention/persistence in career		Surveys of graduates
K-12 Student learning		Documentation in portfolios Standardized test scores Student Learning Outcome measures (SLOs)

To whom should teacher

Which
teacher
educators?

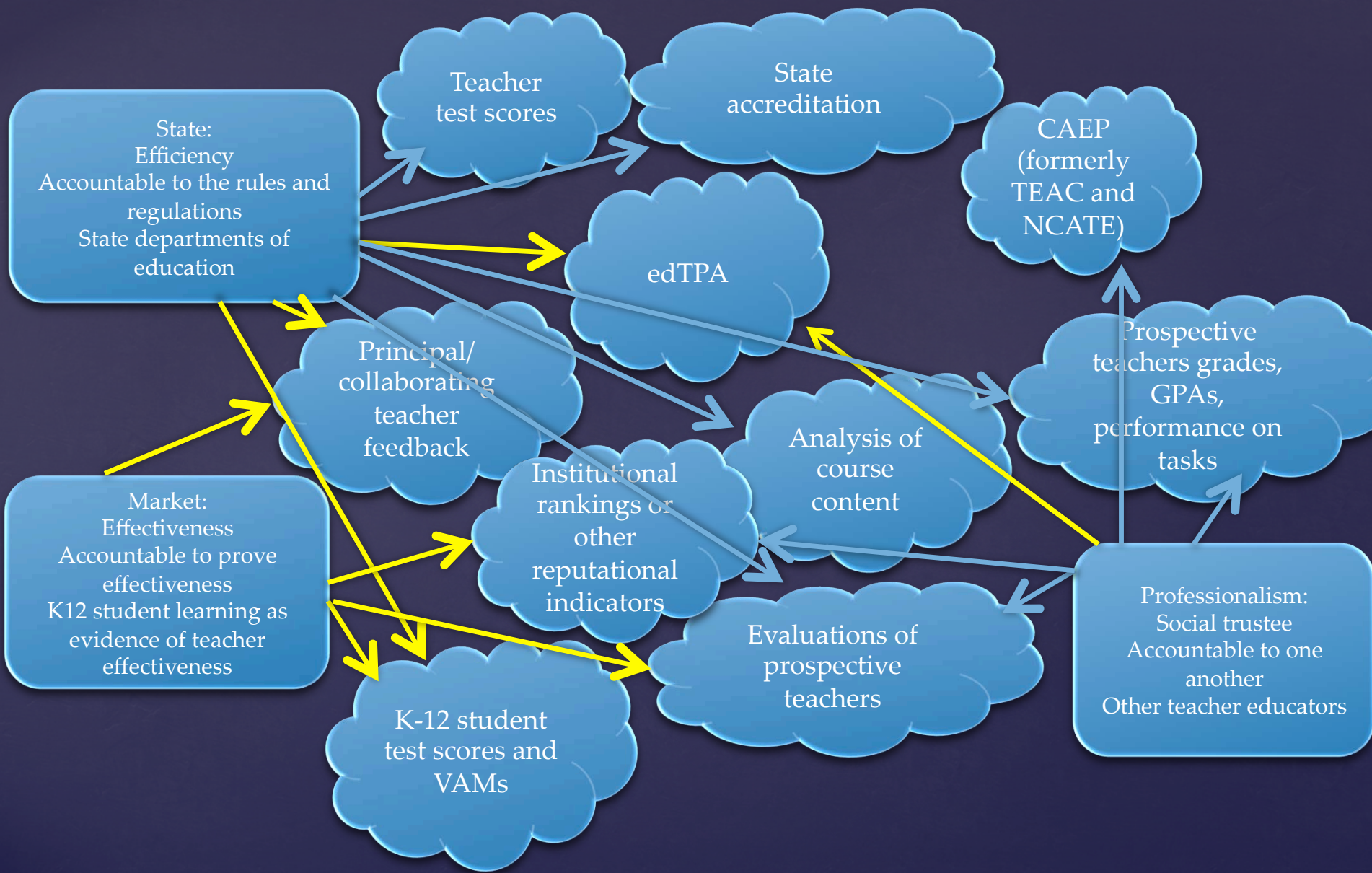
educators be accountable

What meaning
of
accountability?

for what?

Whose learning
and development
and for how
long?

in sum, our question has four parts



the current system of accountability

- ❖ a circus of accountability, rather than a system
- ❖ no one strong central voice for teacher educators
- ❖ indirect clients
- ❖ weak commitment to accountability among teacher educators
- ❖ weakening trust
- ❖ over-reliance on measures far removed from teaching practice, and unanchored to student learning

observations: a semiprofession

- ❖ The market, state, and profession act in a helpful “checks and balances” way
 - ❖ this means attending to external and internal audiences when demonstrating accountability (different whos and whats)
- ❖ Teacher educators might need to consider how to:
 - ❖ Build trust: validity studies of programs?
 - ❖ Demonstrate responsibility: tie practice to student learning?
 - ❖ Have means for transparency and answerability
 - ❖ Strengthen internal commitments to accountability, programmatically
 - ❖ Genuine liability, and means for dealing with ineffectiveness
 - ❖ Strengthen ties to relevant knowledge production

what to do?

Audiences	Means of accountability
K12 students, current and future	VAM, teacher portfolios
Program participants	Grades and evaluations Program evaluations from participants
Teachers and educators in the schools, collaborating teachers and future colleagues	State required surveys Accreditation required data
Teacher educators, within one's program and in the larger community	Accreditation insofar as teams have included teacher educators AACTE, Professional Education Data System (PEDS) edTPA Program internal reviews
State	Teacher tests, state accreditation and program review, edTPA
Federal	Title II reporting
The public	NCTQ rankings