

California State University Summit
Monday, February 14, 2011
1:00 pm ~ 1:10pm
Beckman Center Atrium and Dining Room

I am thrilled to be here with you today to discuss the redesign of educator preparation to meet the needs of 21st century learners, the nation and an educated citizenry.

- NCATE embarked on an audacious initiative to transformation educator preparation accreditation in 2009. We commissioned “The Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning” that included three outstanding California leaders – CSU Chancellor Charles Reed, Long Beach Unified School Superintendent, Chris Steinhauser and Monica Martinez, President of New Tech High Schools.
- I believe that the Panel’s report will, in the future, be recognized as a watershed moment in the history of educator preparation in the United States.
- United States Secretary of Education Duncan said the report “marks the most sweeping recommendations for reforming the accreditation of teacher preparation programs in the more than century-long history of our nation's education schools.”

I also want to congratulate California’s support of the Report and its immediate action to organize the state to meet the recommendations of clinically-based educator preparation!

Specifically, what has the Blue Ribbon Panel report accomplished?

- The report provides a roadmap for redesign and transformation of educator preparation.
- It established 10 design principles for clinical preparation, creating a foundation for program redesign.
- The report presents a historic opportunity for the education community to co-construct a 21st century educator preparation system that is relevant to contemporary needs.
- I committed NCATE to immediate implementation of the Panel recommendations. To that end, NCATE has formed a three dimensional strategy, composed local clinical based teacher preparation sites, individual State Alliances under the aegis of a national NCATE Alliance for Clinical Teacher Preparation.
- CA and seven other states have agreed to work with NCATE to develop robust clinically-based educator preparation programs and more are signaling intent to join.
- Your leadership at the state level will be key to successful implementation of change in educator preparation nationwide.
- We want to ‘begin with the end in mind’ and so continually refer to our collective goals, originally set forth within the Blue Ribbon Panel report.

Goal 1 is to foster collaborative partnerships among schools, districts, and teacher preparation programs.

- Neither schools of education nor school districts can accomplish redesign of preparation programs alone. It will take people inside the education community and those who have a stake in a highly educated citizenry.

We have asked states to begin this work by

- Conducting an environmental scan to assess the current state of clinical preparation now.
- With that information, states will identify possible demonstration sites that have or will develop a strong partnership between preparation programs and school districts, with a particular focus on high-needs schools, and then
- States will test different delivery models for clinically based teacher preparation.

Goal 2 is to ask states to assess all aspects of performance on a continuing basis by:

- Collecting and analyzing multiple measures of formative and summative assessment.
- Linking performance assessments to state licensing requirements.
- Expecting demonstration sites to establish and implement an accountability system based on performance

Goal 3 is to identify and eliminate or address state and local institutional policies and practices that might impede innovation and offer incentives or establish policies to ensure teachers are prepared to meet school and district needs.

Finally, Goal 4 is the creation of a “scale-up” plan to expand from a limited number of clinical teacher preparation partnerships to state-wide systems of partnerships as a means for improving student learning – especially in high-needs schools.

California and the California State University System in particular are clearly leaders advancing clinically-based teacher preparation programs.

I look forward to continuing on this redesign journey with you, and congratulate you on your leadership in “turning teacher education upside down.”