Foreword

In October 2011, the Evaluation Systems group of Pearson gathered a group of educators and policy makers at a conference in Chicago to discuss preparing effective teachers for tomorrow’s schools. Through various presentations and a Q&A session, teachers, administrators, members of state departments of education, and others presented their thoughts on the future of education.

Linda Tomlinson discusses the systems change taking place in Illinois to respond to the needs of a changing world, covering not only content knowledge for students at every level but also assessment of teacher candidates to make sure they understand the needs of today’s students and are able to teach every child, no matter what their learning style.

Yong Zhao talks about teacher quality and global competitiveness, focusing on how different education philosophies are penetrating national boundaries, and how we need to make sure our teachers are properly prepared to teach international students, whose numbers are increasing at the K–12 levels. In the course of his presentation, he discusses his network of online teaching and learning tools, which promises to change the way we think about teaching.

Alexa Posny shows us the results of the “Teachers Matter” IQ Test and discusses the federal government’s plans for the future and the challenges we face in terms of accountability, alignment, recruitment, and retention.

Jim Cibulka discusses new assessment strategies within the context of the new accreditation body, the Council for the Accreditation of Educator Preparation, and the role data will play in helping produce higher levels of performance.

Rick Stiggins focuses on what he believes to be the foundation of good teaching: competence in classroom assessment. In addition to describing assessment responsibilities of both teachers and supervisors, he gives an overview of current assessment practices and details four essential competencies that should be part of all evaluation systems.

Terry Holliday discusses Kentucky as a leader in reform, detailing its system of leadership networks and its distinction as the first state to adopt and assess students on the Common Core standards; to align high-quality instructional resources with the standards; and to implement a next-
generation accountability system based on student achievement, growth, college and career readiness, graduation rate, and program reviews.

Antoinette Mitchell talks about the need for change in our schools of education, the difficulties inherent in making change happen, and the various ways people are motivated to change, while taking a thoughtful approach to moving faculty toward a deeper understanding of the importance of customized learning for all students.

Marcy Singer-Gabella and Jennifer Wallace detail the Teacher Performance Assessment, and its value at a time when the need for accountability and program renewal is becoming increasingly clear.

Diana Greene discusses blended instruction in the form of Marion Virtual School, whose creation was founded on the belief that students should be able to learn anytime and anyplace, on any path, and at any pace, and that by designing such a mode of instruction, a district can provide unlimited potential to its students.

David Driscoll moderates a Q&A session involving the speakers of the day.

Tony Bennett discusses Indiana’s changing role in instruction in the context of the recent changes made in the areas of competition, freedom/flexibility, and accountability. The new paradigm centers around the idea that every decision made must be focused on what is best for students.

Terry Kaldhusdal recounts many notable classroom experiences and discusses projects he has engaged in with his fourth-grade students to make his point about next-generation learning allowing students to realize they have the tools to solve the problems of today—and tomorrow.

Robert E. Lee, Carlos Nelson, Peter Auffant, and Rachel Perveiler discuss a community- and school-based residency model of urban teacher preparation from four perspectives: the university, the community, the school, and the teacher.

Ray Pecheone talks about the origins of the Teacher Performance Assessment; the principles behind it; and how a system to align schools and classrooms with a different vision of teaching, learning, and assessment can be built around it.

Terry Janicki discusses California’s Commission on Teacher Credentialing and the ways in which it has provided leadership in the areas of teaching performance assessment, accreditation, and English language learners.
Manuel Cox and Carlene Kirkpatrick offer a teacher’s perspective on the InTASC standards at work, sharing examples from the classroom in four main areas: the learner and learning, content knowledge, instructional practice, and professional responsibility.

Virginia Barry wraps up the discussion by giving us an overview of the topics covered, and reminds us that it is the responsibility of teachers and leaders to give children and families the support they need for the future.

In most cases, the informal tone of the speaker’s original presentation has been retained. Evaluation Systems wishes to acknowledge that all of the papers in this book represent a significant commitment of time and effort on the part of the authors to prepare and present this information at the 2011 conference, and later to prepare the papers for publication. Evaluation Systems thanks all the contributors to this book. The views expressed herein are those of the authors and do not necessarily represent the positions of the Evaluation Systems group of Pearson.

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