Standard 13: Equity

The program ensures that teacher candidates experience schools that are successful in serving students who have been traditionally underserved.

Why this standard?

Placement in schools whose staffs are successfully teaching students living in poverty can help teacher candidates maintain high expectations for disadvantaged students and learn effective instructional methods.

What is the focus of the standard?

This standard examines the proportion of a program's student teaching placements that are in high-performing, high-poverty schools, ensuring that programs are taking full advantage of strong placement options.

Standard applies to elementary programs.

Standard and Indicators

Standard 13: Equity

The program ensures that teacher candidates experience schools that are successful in serving students who have been traditionally underserved.
Standard applies to: Elementary programs.

Indicator by which the program will be compared:

Programs will not be scored for their performance relative to this standard. As NCTQ has done in an earlier review of teacher preparation programs, data on program performance will be made publicly available in a manner that allows for comparison of institutions in relative geographic proximity.

13.1 When evaluated in the context of teacher preparation programs that are in relative geographic proximity, the proportion of a program's student teaching placements that are made in schools that can be classified as "high functioning and high needs" can signal a commitment to ensuring that all teacher candidates experience teaching in such learning environments. For purposes of classification, schools are designated as "high functioning and high needs" if:

- Average student performance in either reading or mathematics exceeds the district average.

  AND

- Forty percent or more of students are eligible to receive free or reduced-price meals.

Rationale

Standard 13: Equity

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Standard applies to elementary programs.

Why this standard?

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What is the focus of the standard?

This standard examines the proportion of a program's student teaching placements that are in high-performing, high-poverty schools, ensuring that programs are taking full advantage of strong placement options.

Note: *Methodological challenges in using the data provided by institutions prevent rating programs on this standard, although we are able to report on this standard. We will revisit this standard in future editions.*

Rationale

Research base for this standard

"Strong research"[1] shows that entering teachers learn crucial methods of instruction and management through observation of and supervised practice in schools where staff are successfully teaching students living in poverty.[2] Such a training model can also prevent teacher candidates from developing misguided notions that lower their expectations of what disadvantaged students can achieve.

Other support for this standard

This standard garners support from school district superintendents.

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[1] NCTQ has created "research inventories" that describe research conducted within the last decade or so that has *general* relevance to aspects of teacher preparation also addressed by one or more of its standards (with the exceptions of the Outcomes and Evidence of Effectiveness standards). These inventories categorize research along two dimensions: design methodology and use of student performance data. Research that satisfies our standards on both is designated as "strong research" and will be identified as such. That research is cited here if it is *directly* relevant to the standard; strong research is distinguished from other research that is not included in the inventory or is not designated as "strong" in the inventory. Refer to the introduction to the research inventories for more discussion of our approach to categorizing research. If a research inventory has been developed to describe research that generally relates to the same aspect of teacher prep as addressed by a standard, the inventory can be found in the back of this standard book.

[2] Ronfeldt, M. (2012). Where should student teachers learn to teach? Effects of field placement school characteristics on teacher retention and effectiveness. *Educational Evaluation and Policy Analysis, 34*(1), 3-26. A recent study supports the use of high-functioning schools (as indicated by low staff turnover rates) for student teaching placements.

Methodology

How NCTQ scores the Equity Standard

Standard and indicators

Data used to report on this standard

Evaluation of institutions on **Standard 13: Equity** uses the following sources of data:

- Information provided by teacher preparation programs on the schools in which teacher candidates are placed for student teaching
- Information gathered by NCTQ on the proportion of students receiving free or reduced-price lunches in the schools where programs place student teachers
- Information gathered by NCTQ on average student performance in reading and mathematics on state standardized student performance assessments for the schools in which programs place student teachers.
- Information gathered by NCTQ on average student performance in reading and mathematics on state standardized student performance assessments for the districts in which programs place student teachers.
- Information gathered by NCTQ on the geographic location of institutions of higher education (IHEs)

Who analyzes the data

General analysts evaluate data using a detailed protocol from which this scoring methodology is abstracted.

Scope of analysis

Reports on equity for both **undergraduate** and **graduate** programs are based on the proportion of student teaching placements made in high performing, high poverty schools.

Programs were asked to provide the names of schools used for placement. For each program, analysts collected data on students receiving free and reduced-price lunches, as well as standardized reading and math test scores for the school and the district, for up to 50 schools where they placed student teachers. (Note: If the names of more than 50 schools were provided by the IHE, analysts randomly selected 50 on which to base the study.) For each school selected, analysts then reviewed the data collected to determine what proportion of those schools are high performing and high needs, according to our criteria. The schools were classified as "high performing and high poverty" (HP/HP) if two conditions were met:

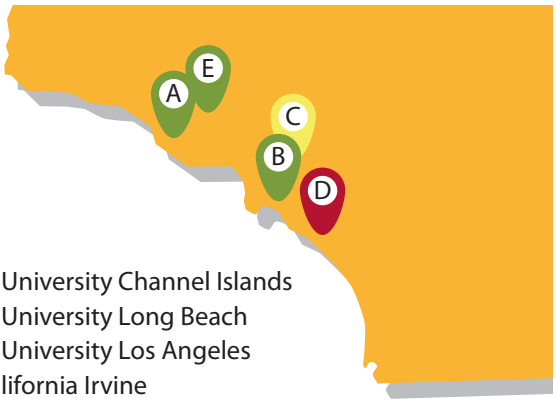
- Forty percent or more of students receive free or reduced-price lunches
- The average student performance in either reading or mathematics on the state's standardized student performance assessments equals or exceeds the average for the school's district.

Because NCTQ has established no minimum level of placement in HP/HP schools and provides reports that allow comparison of the level of placement in one program with the level of placement in a program in geographical proximity, programs could not be evaluated in isolation. Moreover, it is difficult to define "geographical proximity," since the distances between an IHE's campus and schools used for student teaching placements might vary considerably from IHE to IHE, depending on its setting.

For both these reasons, we defined as "geographically proximal" programs whose lists of 50 randomly selected student teaching placements shared at least five of the same school districts. For those programs for which we had established that five or more of the same school districts were used for placements, we then conducted a second check of placement lists to ensure that we captured all overlap on the individual school level. If we had not, we added any additional shared placement schools to the lists to be evaluated for both programs.

Once each program's list of placement schools was complete and the proportion of HP/HP schools calculated, this information was displayed graphically as shown below in very general form for five IHEs in the Los Angeles, California area. Were this graphic to be complete, it would show for each of the five IHEs NCTQ's estimate of the proportion of student teaching placements made in HP/HP schools.

How NCTQ reports on Equity Standard findings



A. California State University Channel Islands
B. California State University Long Beach
C. California State University Los Angeles
D. University of California Irvine
E. California Lutheran University

While it is possible that programs compared in reports are experiencing different constraints on placements in HP/HP schools, the fact that they are in relative geographic proximity suggests that the programs experience the same opportunities or constraints on placements. This means that a significant difference in the placement rates across the programs may represent their relative commitment to training teachers in HP/HP schools.

To provide additional context for evaluation of our results for individual IHEs, we also compute and post a "baseline" proportion of HP/HP schools in the district by:

- Identifying all high poverty schools within a district;
- Collecting reading and mathematics test data for those schools;
- Determining which can be labeled HP/HP using the same criteria as above.

This will allow us to see how well each district's proportion of HP/HP schools aligns with the proportion of the programs that use them for student teaching placements.

Possible misconceptions about how analysts evaluate the Equity Standard:

An absolute standard is used to evaluate program placements in high performing and high poverty schools. Due to the fact that the availability of HP/HP schools can vary considerably among programs in different institutions of higher education, it would not be equitable to use an absolute standard to report on programs' commitment to training candidates in such schools.

The standard evaluates programs' placements in high performing and high poverty schools of teacher candidates in all forms of clinical practice. While use of HP/HP schools for the clinical practice that precedes student teaching is also important, this standard reports on the use of such schools only for student teaching placements.

Research Inventory

Researching Teacher Preparation: Studies investigating providing teacher candidates with experience in high-performing schools serving disadvantaged students

These studies address issues most relevant to Standard 13: Equity

Total Number of Studies	Studies with Stronger Design		Studies with Weaker Design	
	Measures Student Outcomes	Does Not Measure Student Outcomes	Measures Student Outcomes	Does Not Measure Student Outcomes
62	2 Citations: 7, 44	4 Citation: 15, 17, 23, 40	0	56 Citations: 1–6, 8-14, 16, 18-22, 24-39, 41-43, 45-62

Citations for articles categorized in the table are listed below.

Databases: Education Research Complete and Education Resource Information Center (peer-reviewed listings of reports on research including United States populations).

Publication dates: Jan 2000 – June 2012

See *Research Inventories: Rationale and Methods* for more information on the development of this inventory of research.

1. American Association of Colleges for Teacher Education. (2010). *Reforming teacher education: The critical clinical component.* Washington, DC: Author.

2. Anderson, L., & Stillman, J. (2010). Opportunities to teach and learn in high-needs schools: Student teachers' experiences in urban placements. *Urban Education, 45*(2), 10–141.

3. Anderson, L., & Stillman, J. (2011). Student teaching for a "specialized" view of professional practice? Opportunities to learn in and for urban, high-needs schools. *Journal of Teacher Education, 62*(5), 446–464.

4. Au, K. H. (2001). Culturally responsive instruction as a dimension of new literacies. *Reading Online, 5*(1). Retrieved from http://www.readingonline.org/newliteracies/

5. Barnes, C. (2006). Preparing preservice teachers to teach in a culturally responsive way. *The Negro Educational Review, 57*(1–2), 85–100.

6. Bates, A. J., & Rosaen, C. (2010). Making sense of classroom diversity: How can field instruction practices support interns' learning?. *Studying Teacher Education, 6*(1), 45–61.

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14. Chizhik, E. (2003). Reflecting on the challenges of preparing suburban teachers for urban schools. *Education & Urban Society, 35*(4), 443.

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17. Downey, J. A., & Cobbs, G. A. (2007). "I actually learned a lot from this": A field assignment to prepare future preservice math teachers for culturally diverse classrooms. *School Science and Mathematics, 107*(1), 391–403.

18. Everhart, B., & Vaugh, M. (2005). A comparison of teaching patterns of student teachers and experienced teachers in three distinct settings: Implications for preparing teachers for all settings. *Education, 126*(2), 221–239.

19. Foote, C. J., & Cook-Cottone, C. P. (2004). Field experiences in high-need, urban settings: Analysis of current practice and insights for change. *Urban Review: Issues and Ideas in Public Education, 36*(3), 189–210.

20. Friedman, A. A., & Wallace, E. (2006). Crossing borders: Developing an innovative collaboration to improve the preparation of high school English teachers. *Equity and Excellence in Education, 39*(1), 15–26.

21. Furman, M., Calabrese Barton, A., & Muir, B. (2012). Learning to teach science in urban schools by becoming a researcher of one's own beginning practice. *Cultural Studies of Science Education, 7*(1), 153–174

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27. Hagiwara, S., & Wray, S. (2009). Transformation in reverse: Naive assumptions of an urban educator. *Education and Urban Society, 41*(3), 338–363.

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36. Oh, D. M., Ankers, A. M., Llamas, J. M., & Tomyoy, C. (2005). Impact of pre-service student teaching experience on urban school teachers. *Journal of Instructional Psychology, 32*(1), 82–98.

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