Teacher Education Alliance (TEA)
Transformation Initiative
Overview

The Teacher Education Alliance (TEA) is a collaborative project by four teacher preparation institutions and a public school partner focused on raising student achievement in high poverty schools and improving teacher preparation.
In the beginning. . .

- 2009 Discussion between Missouri State University and Springfield Public Schools about Title I sites not meeting AYP

- Project was born out of a desire to leverage university resources to support student learning in high poverty public schools

- 2009-2010 Three other teacher preparation institutions were invited to participate in the discussion; TEA was formed and submitted proposal to pursue the TI path to accreditation
## Partner Institutions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Classification</th>
<th>Total Enrollment for Institution (2012-2013)</th>
<th>Number of Program Completers (2012-2013)</th>
<th>Number of Candidates participating in TEA (2012-2013)</th>
<th>Total Number of TEA Candidates (2009-2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baptist Bible College</td>
<td>Private, church affiliated</td>
<td>371</td>
<td>6</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Drury University</td>
<td>Private, liberal arts, church affiliated</td>
<td>4,681</td>
<td>152</td>
<td>6</td>
<td>153</td>
</tr>
<tr>
<td>Evangel University</td>
<td>Private, liberal arts, church affiliated</td>
<td>1,879</td>
<td>65</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>Missouri State University</td>
<td>Public, comprehensive</td>
<td>47,833</td>
<td>422</td>
<td>48</td>
<td>79</td>
</tr>
</tbody>
</table>
Transformation Initiative Goals

*Teacher Education Alliance (TEA)*

- To support quality teaching and learning within the partner schools of the Teacher Education Alliance (TEA).

- To address the needs of high-poverty (Title I) schools that partner with TEA professional preparation programs.

- To contribute to the research base for effective teacher education, teaching, and student learning.

- To link prior research findings and ongoing TEA research to school practices and to the TEA professional preparation programs.
Transformation Initiative Revised Goals

Teacher Education Alliance (TEA)

- Develop and sustain an effective system for collaboration among institutes of higher education and public school partners.

- Prepare a cohort of teacher candidates to be highly effective teachers in high poverty schools.

- Deepen institution and candidate knowledge of social and culturally responsive issues related to high poverty students.
Evidence

- Survey data from cooperating teachers
- Survey data from teacher candidates
- Qualitative data from teacher candidate interviews
- Quantitative data from state student achievement tests
- Number of participants seeking TEA placements
- Number of TEA graduates obtaining employment in Title I schools
- Student achievement data from TEA candidate and TEA graduate classrooms
# Transformation Initiative

## Teacher Education Alliance (TEA) Goals Alignment Chart

<table>
<thead>
<tr>
<th>Goals</th>
<th>Activities</th>
<th>Research</th>
</tr>
</thead>
</table>
| To support quality teaching and learning within the partner schools of the Teacher Education Alliance (TEA). | *TEA professional learning provided for candidates each semester  
*Collaborative school sites  
*Collaborative site candidate interviews  
*Collaborative site supervisor  
*Collaborative site supervisor handbook | *Student teacher survey data  
*Cooperating teacher survey data  
*Candidate feedback from professional learning sessions |
| To address the needs of high-poverty (Title I) schools that partner with TEA professional preparation programs. | *Weller Elementary Action Plan  
*Bingham Elementary Action Plan | *Student Achievement Data from Weller Elem  
*Student Achievement Data-Title I Schools |
| To contribute to the research base for effective teacher education, teaching, and student learning. | Presentation at AACTE (Fall 2010)  
Presentation at MACTE (Fall 2010)  
Presentation at Critical Questions Symposium (Fall 2012) | *Research Brief 1 (Piccolo and Wernli, 2012)  
*Research Brief 2 (Piccolo and Chan, 2013) |
| To link prior research findings and ongoing TEA research to school practices and to the TEA professional preparation programs. | *TEA professional learning provided for candidates each semester  
*Cultural Competence Plan-3 year cycle of speakers addressing differentiation, poverty and English Language Learners  
*Collaborative professional development for first year teachers  
*Extended clinical experiences | *Strategy for the Evaluation of Teacher Education Programs and Projects Intending to Impact Student Achievement in Title I Schools: The Case of Teaching Academies (Sell, 2009)  
*Learning to Teach in Title I, High Poverty Schools: A Content Analysis of Teacher Candidates’ and School Principals’ Reflections on the Student Teaching Experience (Sell, 2010)  
*Spring 2011 TEA Online Survey: Summary of Qualitative Data Analysis (Sell, 2009) |
What is the evidence showing?

- TEA participation solidifies desire to teach in high poverty schools
- TEA participants feel more prepared to teach in high poverty schools as compared to non TEA participants.
- Participation in TEA has increased
- TEA graduates are seeking and obtaining employment in Title I schools
- Increased student achievement in TEA schools and grade levels
Improvement in Programs

- Extended clinical experience for all candidates
- Targeted professional development for TEA candidates
- Increased curricular emphasis on classroom management for all candidates
- Curricular focus on issues related to cultural competence
- Increase in quality of clinical experience sites
Unexpected Outcomes

- Paradigm shift within the higher education community
- Collaboration between institutions beyond TEA program
- Creativity in resource allocation
- Process for collaboration
Those who dare teach
must never cease to learn

-Marcel Proust

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