

The National Academies of
SCIENCES • ENGINEERING • MEDICINE

Committee on Understanding the Changing K-12 Teacher and School Leader Workforce
AGENDA, Meeting 3

University of California-Irvine
March 14, 2019: The Cove
March 15, 2019: The Graduate Resource Center

Meeting Goals:

- For each report section:
 - Summarize content
 - Identify gaps
 - Develop action plan for finishing writing
- Discuss major messages and possible conclusions
- Determine where additional information is needed
- Make writing assignments to complete before meeting #4
- Establish concrete action plan to ensure completion

March 14, 2019: The Cove

CLOSED SESSION

9:00 a.m. – 12:00 p.m.

OPEN SESSION

1:00 p.m. – 4:00 p.m.

First Open Session

Join from PC, Mac, Linux, iOS or Android: <https://nasem.zoom.us/j/462205990>

Or iPhone one-tap :

US: +16465588656,,462205990# or +16699006833,,462205990# Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 646 558 8656 or +1 669 900 6833 or 877 853 5257 (Toll Free) or 888 475 4499 (Toll Free)

Meeting ID: 462 205 990

International numbers available: <https://zoom.us/u/aegsklRIuo>

1:00 p.m. Welcome and Overview of the Study

Robert Floden, Committee Chair and Dean of the School of Education at Michigan State University

1:10 p.m. Panel I: Innovations in teacher education

As the statement of task requires the committee to explore innovative programs and practices, how have developments in technology offered new opportunities in pre-service education? What can be learned from these models and what might their implications be on pre- and in-service teacher education?

- **Charles Hughes** (*virtual*) is Pegasus Professor of Computer Science in the University of Central Florida's College of Engineering and Computer Science. He is also Professor of Digital Media, an

Affiliated Faculty member in Text & Technology, a member of the Modeling & Simulation Graduate Program faculty, and co-director of the university's Synthetic Reality Laboratory (SREAL). He has held prior faculty positions at Penn State and the University of Tennessee. He has been PI or co-PI on over \$20M in grants, is author or co-author of over 200 refereed research publications, and is one of the co-inventors of the patented TeachLivE paradigm and technology. Dr. Hughes holds a Ph.D. and M.S. in Computer Science from Penn State University and a B.A. in Mathematics from Northeastern University.

- **Elizabeth van Es** is the Associate Dean for the School of Education at the University of California-Irvine. Dr. van Es is interested in teacher thinking and learning and the design of pre-service teacher education and professional development. Her research is primarily concerned with how to support teachers' developing their noticing practices for ambitious and responsive instructional practice. Much of her work uses video to help teachers develop a vision of ambitious instructional practice and to learn to attend to student thinking during instruction. She has recently expanded her research to examine teachers' noticing for equity, focusing on how teachers' commitments to equity inform their noticing and instructional practice. She is launching a new study with the support from the National Science Foundation to develop a model of professional development that brings together secondary mathematics teachers, youth, and community leaders to advance teachers' noticing for equity in teaching. In addition, building on her research on pre-service teacher education, she received funding from the University of California Office of the President with colleagues at various University of California campuses to develop a data base that will study the influence of pre-service teacher preparation on beginning teaching practice. This study will take an improvement science approach to develop measures for assessing pre-service teacher effectiveness.

With colleagues at UCI, Beth established the Center for Teacher Preparation and Professional Practice. This center brings together faculty and graduate students on a regular basis to share research related to teacher development and instructional practice. Recent publications by Dr. van Es have appeared in *Cognition & Instruction*, *Journal of Teacher Education*, and *Teaching and Teacher Education*.

2:30 p.m. Break

Second Open Session Zoom

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2:40 p.m. Panel II: New models and evaluation in teacher education

With new approaches in teacher education, how have programs thought about new ways of structuring teacher education and incorporating new methods into teacher development? What findings and innovations can be

shared with other higher education and teacher preparation institutions? How might evaluation approaches to teacher programs and quality change to accommodate new practices?

- **Dan Coleman** is the Woodrow Wilson Academy of Teaching and Learning’s Chief Learning and Design Officer, was most recently a founding partner at Big Sky Blue and a principal at Continuum, both firms that focus on design and innovation. Dan previously spent 20 years in the world of education, teaching literature, writing, and philosophy at the graduate, undergraduate, and secondary levels; co-founding a teacher education program at Bennington College; serving in a number of academic administrative roles; and driving learning design for the ELA division of Amplify, an educational technology firm. Dan holds an interdisciplinary humanities degree from the University of Chicago and a Ph.D. in English from Cornell.
- **Kevin Bastian** is the Director of the Teacher Quality Research Initiative at the University of North Carolina- Chapel Hill. Kevin Bastian holds a Ph.D. in Public Policy from UNC Chapel Hill. Dr. Bastian directs the Teacher Quality Research Initiative, a collaborative research partnership with the UNC General Administration and the fifteen Schools of Education within the UNC university system designed to improve the quality of teacher and school leadership preparation in North Carolina. Bastian also co-directs the evaluation of the North Carolina New Teacher Support Program (NTSP), which provides comprehensive teacher support services to beginning teachers in school districts across the state. His research interests include teacher and school leadership preparation, labor markets, and on-the-job learning; estimating teacher and principal effectiveness; the effects of non-cognitive characteristics; the distribution of educational resources; and the evaluation of education programs. Dr. Bastian has recent publications in Educational Evaluation and Policy Analysis, Educational Administration Quarterly, Teachers College Record, Education Finance and Policy, Educational Researcher, Journal of Teacher Education, and Science and has authored multiple reports, policy briefs, and articles for education policy and decision-makers across North Carolina. He has also taught in rural North Carolina as a Teach For America corps member.

CLOSED SESSION

4:00 p.m. – 5:30 p.m.

March 15, 2019: The Graduate Research Center

CLOSED SESSION

9:00 a.m. – 5:00 p.m.