

# Supporting Teacher Education and Development

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## The Challenge

The context in which teachers operate has radically changed over the past twenty years. During this time political reforms such as the introduction of national curricula, national testing, an emphasis on vocational education and training and quality assurance methods have had a profound impact on the profession and in particular classroom interactions. Developments in technology and media have altered the way in which information is accessed, processed and shared by young people. An increasingly globalised workforce has driven the demand for international benchmarks in education and the desire for students and their teachers to speak a shared language - English. Indeed many students learn curriculum content through English whether or not it is their mother tongue. Teachers also have to deal with increasingly challenging behaviour and yet still have the central role in driving up attainment.

All the evidence from high performing and low performing systems shows that the most effective way to deliver sustained and substantial improvements in outcomes is to improve instruction in the classroom.

The key factors and practices that explain teacher effectiveness in top performing education systems include:

- Recruiting the right people to become teachers: a teacher's own levels of literacy and academic ability affects student performance more than any other measurable attribute and as such should be more effectively used in identifying suitable candidates for Initial Teacher Training
- Training teachers effectively: We need to ensure that every teacher is taught the critical content knowledge and pedagogical skills during his/her training program that research shows will most impact success in the classroom
- Continual professional development of the workforce: Ensuring teachers receive from the outset the mentorship support and professional development that will not only improve their onthejob performance but lessen the chances that they will leave the profession before they "hit their stride." Singapore, a leading education system, requires its senior and master teachers to coach and develop junior teachers in all its schools<sup>1</sup>.

## 2. How Pearson can help

Pearson is the largest information and education solutions provider in the world, with over 30,000 employees. Pearson has been supporting education and learning internationally in higher education and schools and providing assessments for over 30 years. Our education business operates in more than 110 countries, helping to educate more than 100 million people worldwide. Through organic growth, acquisitions, strategic alliances, we have put in place the pieces necessary to create the world's leading learning company. These pieces include the most comprehensive range of educational programmes; leadership in testing, assessment, and enterprise software; and the very best in online consumer and professional learning. We are engaged in these activities for every age and level of student from preschool through kindergarten, primary and secondary school, college and university and on into professional life. We have an active program of research and development to support new programs and efficacy.

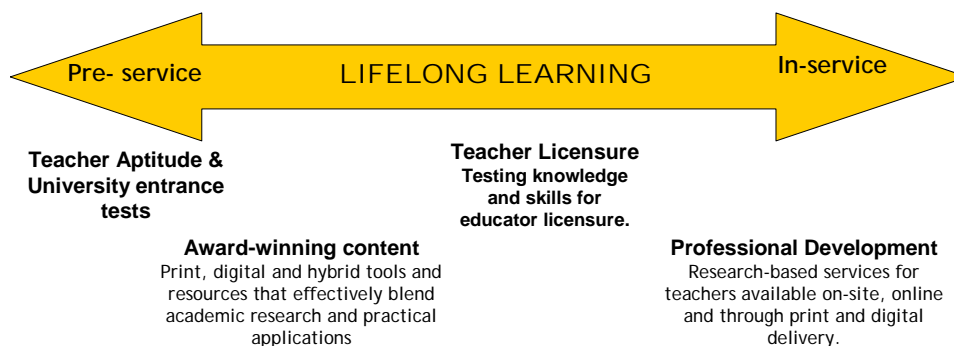
<sup>1</sup>How the world's best performing school systems come out on top', McKinsey & Company, Sept 2007

On a daily basis, Pearson works with governments, universities, schools and major corporations around the world in the provision of educational services, materials and technology. Pearson’s education businesses offer a wide range of innovative resources, technology and services in the areas listed below that enable it to provide complete and tailored education solutions that engage and inspire learners and meet industry needs on both a local and international level.

In summary, our Teacher Education and Professional Development capabilities include:

- Development of Leadership and Teacher standards
- Leadership development
- Teacher recruitment tests
- Pre service teacher support
- Initial teacher training
- Teacher testing and licensing
- Teacher professional development
- School improvement services
- English language learning
- Teacher Development Qualifications

### Supporting Educators & Student Success



Learning any time, any place

### 3. Teacher Education and Professional Development

#### *a. Supporting pre service teachers in initial teacher training*

We need to ensure that every teacher is taught the critical content knowledge and pedagogical skills during his/her training program that research shows will most impact success in the classroom.

Drawing upon our resources of award-winning authors and content, Pearson builds teacher education courseware and customisable online courses/degree programmes that are supported by digital libraries of market-leading content. Additionally, personalised formative assessment programmes like **MyEducationLab** provide the “power of practice” to allow teachers to make instructional, behavioural, assessment and leadership decisions in a simulated classroom environment.

Through authentic inclass video footage, interactive simulations, rich case studies, examples of authentic teacher and student work MyEducationLab simulates the classroom environment. Resources include:

- **Video:** Authentic classroom videos show how real teachers handle actual classroom situations
- **Extended study:** These assignable activities give opportunities to understand content more deeply and to practice applying content
- **Individualised study plans:** Students have the opportunity to take pre- and post- tests before and after reading each chapter of the text. Their test results automatically generate a personalised study plan, identifying areas of the chapter they must reread to fully understand chapter concepts. They are also presented with interactive multimedia exercises to help ensure learning. The study plan is designed to help students perform well in exams and to promote deep understanding of chapter content
- **Building Teaching Skills:** These assignments help students practice and strengthen skills that are essential to quality teaching. By analysing and responding to real student and teacher artifacts and/or authentic classroom videos, students practice important teaching skills they will need when they enter real classrooms
- **Readings:** Specially selected, topically relevant articles from Educational Leadership journals expand and enrich student teacher perspectives on key issues and topics
- **Case Studies:** A diverse set of robust cases drawn from some of Pearson's bestselling books further expose students to the realities of teaching and offer valuable perspectives on common issues and challenges in education
- **Simulations:** Created by the IRIS Center at Vanderbilt University, these interactive simulations give hands-on practice at adapting instruction for a full spectrum of learners
- **Student and teacher artifacts:** Authentic student and teacher classroom artifacts are tied to course topics and offer practice in working with the actual types of materials encountered every day by teachers
- **Lesson and portfolio builders:** Standards based lesson plans and portfolios can be created, updated and shared.

MyEducationLab is supported by 80 marketing leading texts. In the majority of these markets the textbook is the market leader. As of October 2009, there are 52,828 registered users and this is growing rapidly since launch 18 months ago.

#### *b. Pearson Teacher Education and Professional Development*

Pearson's support of teachers covers the continuum with content and services that represent the research and knowledge of leading educationalists. Pearson offers a scientifically-based teacher professional development program based on decades of research. Almost 4,000 teachers at 175 schools across the US are using Pearson Learning Teams to improve instruction and student achievement. For example, in a spontaneous expression of support, more than 40 teachers in one large public school district wrote to their superintendent, saying that Pearson Learning Teams is the best professional development they've ever had and asked that the programs be continued despite a severe budget crisis.

Pearson provides sixty-one new online courses<sup>2</sup> in K12 curriculum and instruction (maths, science, technology), coaching, special educational needs, reading, English language learning, and leadership.

Developed by eLearning instructional designers and subject matter experts, these courses were created using a methodology designed to promote student retention

<sup>2</sup>Each course is approximately 27 hours of study

and success in any classroom environment. Current courses can be augmented with external content that can be easily imported into any course management system and then customised to meet specific course needs. Each course includes:

- A variety of interactive multimedia elements, assignments, and discussion questions will help save time with course preparation and assessment.
- Flash-based video and interactive readings
- All cognitive assessments are correlated to Bloom's Taxonomy<sup>3</sup>, ensuring that the courses are pedagogically sound and cover higher order thinking skills
- Online reading exercises integrated within the course
- Rubrics, downloadable lectures, instructor guides, sample syllabi and pre-created assignments

Education Leadership online courses focus on the leadership requirements for 21<sup>st</sup> century schools.

The teaching skills and classroom management courses are appropriate for an international audience and these areas include: classroom management, classroom assessment, inclusion, differentiated instruction, cultural diversity, problem based learning, active learning, survival skills for new teachers, parental involvement

### *c. Improving the Quality of Instruction for English Learners*

Many learners today need to access curriculum content in English when English is not their mother tongue. Pearson has developed the SIOP (Sheltered Instruction Observation Protocol) model to provide teachers with effective practices which can be implemented and quantified. This research-based model is currently used in most of the 50 states and in hundreds of schools across the U.S. as well as in several other countries.

## 4. Teacher Testing and Licensing

### *a. Teacher aptitude and university entrance tests*

A teacher's own levels of literacy and academic ability affects student performance more than any other measurable attribute and as such should be more effectively used in identifying suitable candidates for Initial Teacher Training.

Pearson Evaluation Systems has developed the **Texas Higher Education Assessment (THEA)**, an assessment used for entrance into university schools of education in the state of Texas. Evaluation Systems developed and currently administer this test. The THEA Test is the only assessment developed specifically to evaluate the readiness of students for university level in Texas. It was developed through a rigorous review and approval process supported by skilled and experienced Texas educators. All THEA Test questions have been reviewed by committees of Texas educators to ensure content accuracy and to prevent potential bias.

The THEA Test consists of three sections: Reading, Mathematics, and Writing. Each section of the THEA Test is designed to measure a student's academic skill against an established standard of competence. A student's score on each section of the test is based on his or her performance in relation to the skills being tested. Scores are not related to how well other students have performed on the same section.

<sup>3</sup>Classification of the different learning objectives that educators set for students

Pearson also develops and administers ACCUPLACER<sup>®</sup>, a university course placement examination. The purpose of ACCUPLACER tests is to provide universities with useful information about a potential student's academic skills in maths, English, and reading. The results of the assessment, in conjunction with a student's academic background, goals, and interests, are used by academic advisors and counsellors to determine university course selection.

### *b. Teacher Certification*

An examination that fully reflects and demands demonstration of a teacher's necessary knowledge and skills is essential to ensuring teaching effectiveness. The Evaluation Systems group of Pearson has more than 30 years of experience creating and providing large-scale teacher licensure testing programs and licences about a million teachers annually in the US. Pearson develops, administers, and scores hundreds of thousands of educator licensure tests annually in virtually every academic content area and in the areas of basic skills, pedagogy, and educational leadership. Every test developed has been customised for an individual state sponsor and is 100 percent aligned with that state's regulated standards.

A major client is the National Board for Professional Teaching Standards (NBPTS). Pearson was selected by the NBPTS in 2008 to manage, administer and design a new generation of teacher certification assessments. National Board Certification is a voluntary process developed by teachers, school counsellors, and other education stakeholders to recognise experienced educators for the quality of their practice. National Board Certification signifies that a teacher or school counsellor is accomplished, having met challenging professional standards as evidenced by the completion of performance-based assessments and content-based assessment exercises.

As part of the service for the NBPTS, Pearson manages

- **Assessment Development Analysis.** Pearson works closely with the NBPTS in maintaining the present assessments while creating a design for a new generation of National Board Certification assessments. The present design of the National Board Certification includes two components: a portfolio component having four distinct entries, and an assessment centre component that consists of six computer-based exercises.
- **Assessment Centre Management.** National Board Certification candidates are administered computer-based assessment exercises. In support of this, Pearson offers the National Board Certification candidates ample scheduling and assessment administration opportunities throughout each testing cycle. Pearson maintains the largest, most expansive network of secure computer-based assessment centres, with over 5,000 assessment centres in 162 countries throughout the world.
- **Registration and Information Systems.** The National Board Registration and Information System (NBRIC) is a critical component of the National Board Certification system. All of the critical processes, from My Profile (the NBPTS' "face" to candidates) to the receipt of scores from the portfolio entry and assessment centre exercise formula scoring, touch NBRIC. Pearson provides a complete NBRIC system design that results in program efficiencies and optimizations.
- **Scoring and Logistics.** Pearson manages and oversees the scoring services, by means of its network of 18 dedicated scoring centres in fixed locations covering every region of the United States. The benefits include permanent infrastructure, diverse geographic representation, permanent scoring management and support staff, standardisation of designed operational scoring procedures, and quality assurance processes optimised for scoring.
- **Publications.** Pearson is well equipped to meet the publications needs of the NBPTS, for the publications created by Pearson are wide ranging, yet program specific. The publications, to name a few, include certification program updates, candidate registration and test information, assessment study guides, online practice tests, faculty resource materials, and training manuals for scoring and test administration.

## 5. School Improvement Planning Methodology

### *a. Pearson Learning Teams*

Pearson Learning Team<sup>4</sup> provides direct assistance to schools seeking to improve teaching, learning, and achievement. Based on 15 years of research the Learning Team helps establish an infrastructure of leadership and ongoing professional development at each school site that engages teachers to refine their teaching and produce better student results. The Learning Team model includes five elements, all of which are well grounded in school effectiveness research and contribute to improved teaching and learning. These five elements are: goals that are set and shared; indicators that measure success; assistance from capable others; leadership that supports and pressures; and settings that allow staff to get important things done. As part of the model, schools receive the services of a full time school improvement adviser who works alongside the school leadership team and classroom teachers training, coaching, planning, strategising, problem solving, and in leading the analysis of achievement and implementation data.

A five year scale-up study at nine Learning Teams elementary and six demographically comparable schools in the same district in the US indicate that Learning Teams schools produce significantly higher gains than non Learning Teams schools.

Elementary schools that successfully implement the Learning Teams program should yield the following outcomes within a 13 year period:

- Gains in student achievement that significantly surpass the average rate of gain among schools in the same district and throughout the state
- Highly effective teacher workgroup meetings in which teachers spend the vast majority of time constructively planning, evaluating, and refining their teaching
- Significantly greater capacity among teachers on staff to provide effective instructional leadership to teacher workgroups and the staff as a whole
- Sharper and more enduring focus on academic goals and outcomes
- Stronger collective commitment among staff towards improving teaching, learning, and student achievement

In a recent pilot study in secondary schools, groups of teachers demonstrated changes in their attitudes and practice, directly tied to the deliberate planning and analysis associated with Learning Team methods. LT is being implemented in over 220 schools in 11 school districts, in 6 states (California, New Jersey, New York, Ohio, Kansas, and Nebraska), 13 cities, and involves more than 1,100 Teacher Teams and 5,000 teachers.

### *b. Education Performance Management (EPM) methodology for School Improvement Planning:*

Rigorous self-evaluation lies at the heart of well managed and effective school improvement. It is based on evidence about the standards achieved by pupils, the quality of teaching and the effectiveness of leadership and management. The EPM is a methodology for school self evaluation, and a series of measures by which schools can understand their performance and prioritise their development plan. The EPM programme has been successfully implemented throughout Jordan as part of its national school improvement programme. EPM is also in use in other areas of the Middle East.

<sup>4</sup> LT HISTORY: The LT model is based on seminal work conducted during the 1970's and 80's (Tharp and Gallimore, 1989), an extensive, sixyear, single elementary school case study completed during the early 1990's (Goldenberg, 2004; Goldenberg and Sullivan, 1994), a successful, multiyear, 15 elementary school, quasiexperimental scaleup study conducted from 1996-2002 (McDougall, Saunders, and Goldenberg, 2007; Saunders and Goldenberg, 2005; Saunders, Goldenberg, and Gallimore, 2006), and recent pilot studies at secondary schools (Ermeling, 2005).

The EPM programme is based on four domains that describe the key functions of an effective school:

- Governance and Leadership
- Management and administration
- Professional and Career Development
- Student Characteristics and Support

The methodology used in applying EMP is based on school personnel conducting a self-assessment of key performance indicators. After the self-assessment is completed, there is a process whereby the District Supervisor/ Authority Adviser, together with the School Principal, verifies the ratings assigned and also agrees an annual improvement plan.

Ratings assigned by each school can be collated therefore providing an opportunity for District officials to compare the results between schools and within sub-regions in their district. This will help determine the common areas that are in need of priority actions for school improvement. Ongoing monitoring and review of progress and self assessment ratings relative to actions taken, contributes to an overall school annual review and the annual Improvement Planning process.

## 6. English Language Learning Solutions

### *a. English Language Training and Certification*

To ensure quality, practical and results-oriented teacher development, Pearson offers a new online teacher development course, Teacher Development Interactive: an Online Course for ELT Professionals (TDI) At present TDI includes four modules, each representing 2025 hours of online study. Each module was authored and developed by a well-known ELT expert. The four modules available are:

- 1) Fundamentals of ELT with H. Douglas Brown
- 2) Teaching Reading with Jeremy Harmer
- 3) Teaching Listening with Jack Richards
- 4) Teaching Speaking with Allen Ascher

In order to support the teachers' success with the online course, we recommend that TDI be supported by an online facilitator. Trained by Pearson Longman, these facilitators can provide orientation and ongoing support, correct written assignments and facilitate an online discussion forum.

Another available professional development option is the blended option, Teacher Development Interactive: The Classroom Companion. TDI: The Classroom Companion combines the online course with specially designed classroom-based curriculum crafted to enrich the online program. In this option, teachers will use the online program on their own and then receive additional classroom instruction from a trained "Master Teacher." The blended model is designed for 20 hours of online study and 20 hours of classroom instruction.

BTEC, the internationally recognised vocational qualification is used to certify learners completing a TDI programme. There are four 30 guided learning hour units which mirror the four TDI modules that can be aggregated to gain a Level 4 BTEC Professional Certificate in Teaching English as a Foreign Language. Learners pass each unit through the TDI test and by compiling portfolio evidence of classroom practice.

## 7. Development of Standards and Qualifications

Pearson has wide experience in the development of standards and qualifications in Leadership and Teacher development. In the UK we work with the Qualifications and Curriculum Authority to develop a wide range of qualifications. In the US, we work with Districts and State governments to develop standards and licence teachers against those standards.

For example, Edexcel, a Pearson company, offers a two Level 4 qualification called BTEC to encourage Continuing Professional Development (CPD) of teachers and trainers:

- **BTEC Level 4 Professional Certificate/Diploma in Best Practice in Teaching**
- **BTEC Level 4 Professional Certificate/Diploma in Training and Development**

BTEC qualifications vary in size and level; the smallest is an Award, the next size is a Certificate and the largest is a Diploma. The actual number of units and the amount of content within each is not fixed, but varies according to the design and focus of each qualification.

Both Teacher Development pathways are composed of 30 guided learning hour units, each of which constitutes an individual BTEC Award. Each unit focuses on generic pedagogy and principles and so are appropriate to educators in a variety of subjects and levels.

<b>Level 4 BTEC Professional Certificate/Diploma in Developing Best Practice in Teaching</b>
<b>Core units</b>
Develop creative approaches to learning
Maintain professional practice
<b>Option units - choose 3 for the certificate and 6 for the diploma</b>
Manage new developments to support learning
Use ICT to support learning
Update specialist skills and knowledge
Develop resources to support learning
Promote independent learning
Develop assessment practice
Undertake coaching to enable learning
Support and advise learners
Facilitate group learning
Manage review and evaluation

<b>Level 4 BTEC Professional Certificate/Diploma in Training and Development</b>
<b>Core Units</b>
Undertake learning needs analysis
Deliver learning programmes
Develop assessment practice
Manage review and evaluation
<b>Option units - choose 2 for the certificate and 4 for the diploma</b>
Deliver learning through demonstration and instruction
Design learning programmes
Develop creative approaches to learning
Develop resources to support learning
Undertake coaching to enable learning
Undertake mentoring to support personal development
Quality assuring vocational qualifications
Facilitate group learning
Support and advise learners
Maintain professional practice

Two smaller qualifications have been developed within the Training and Development pathway:

- **Vocational Assessor Qualification (VAQ)**
- **Vocational Trainer Qualification (VTQ)**

These specialist qualifications equip educators with the essential skills and best practice to deliver and assess vocational programmes. Dedicated e-learning content hosted on Fronter supports these two awards.

Working in conjunction with the Chartered Institute of Educational Assessors (CIEA), Edexcel has developed a **Level 7 BTEC qualification in Educational Assessment** which also gives learners membership of CIEA.

The qualification offers a classroom practice route to post graduate qualifications and will be accepted by a number of Universities towards a Master's degree in the UK (Bath Spa, Durham, Warwick, Leeds, Swansea Metropolitan, Queen's Belfast).

## 8. Conclusion

Pearson's approach to the education sector is both broad in scope and deep in expertise. We recognise that delivering substantial improvements in learner outcomes is challenging but achievable and something that Pearson can support. We have a strong global presence and provide thought leadership to a range of institutions, districts and governments by supporting delivery of reform programmes through content, capacity building, school improvement and structural reform.