



Educational Leaders as Change Agents

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Overview

- Need for Qualified Teachers
- Problem: “Baby Boomer” teachers retiring
- Teacher shortage rising in California
- Influx of “pre-service teachers known as interns
- Question: Do new regulations, spearheading new organizations to support novice teachers, lead to the best education possible for PK-12 students?

Purpose of Paper

- Given the fact there is a NEED for new, highly qualified teachers, and there is an influx of “pre-service” teachers that are “apprentices” the purpose of this paper is to :
 - 1) establish strategies to support novice teachers
 - 2) find a “positive” answer to the “question” posed (Does implementing new regulations, spearheading new organizations to replace “seasoned” teachers with novices, lead to the best education possible for PK-12 students?)





Strategies to Support Pre-Service Teachers

- ▶ Well qualified University Support Providers
 - ▶ 1) Must have Master's Degree
 - ▶ 2) Must have a “clear” Education Specialist credential (for special education interns) or General Education “clear” credential
 - ▶ Have technology skills
 - ▶ At one IHE – completed and passed the “calibration exercise to insure Inter-rater reliability for candidate observation and evidence writing



Professional Development

- ▶ University Support Providers are willing to continue ongoing professional development
 - ▶ 1) Mentoring Matters: otherwise known as “cognitive coaching” to support the novice/pre-service teacher
 - ▶ 2) Continued training in writing specific and beneficial observation notes
 - ▶ 3) Positive Outlook:
 - ▶ a) Have a forgiving view of events and people. Accept the fact we live in an imperfect world.
 - ▶ B) Have an optimistic view of the world. Believe that most people are doing the best they can.

Conclusion

- Only by supporting seasoned university support providers that have met the adequate qualifications can the influx of novice pre service teachers be met with successfully outcomes for PK-12 students.
- This paper has brought forth various strategies to accomplish continual support and supervision (CTC, 1306) for candidates seeking their teaching credential. Above all else, respect for the individual is paramount!

