Teaching 2030: Creating a Student-Centered Profession

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TEACHING 2030

What We Must Do for Our Students and Our Public Schools...

Now and in the Future

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Today

- **620 million** daily visitors to google.com users
- **126 million** blogs on the internet
- **2 billion** views on YouTube a day
- **260 billion** pages views on Facebook per month
Today and Tomorrow

- 22% children in poverty
- 3 million Americans homeless
- 30-40% kindergarteners “behind” when they enter
- 50% of public school students have non-English backgrounds by 2020

Classroom Realities
Teaching’s Long Arm of History
Emergent Reality #1

Transformed learning ecology for students and teachers

- More personalized system of learning for students and teachers
- 3D web environments, augmented reality, and mobile devices
- New tools to confront the limitations of 20th century testing and accountability
Emergent Reality #2

Seamless connections in and out of cyberspace

- Learning expands beyond 8am – 3pm school day
- Teachers prepared to teach “Googled Learners”
- Brick and mortar schools even more important in many communities
  - Wraparound services
  - Teachers trained as community organizers
Emergent Reality #3

Differentiated Professional Pathways

- Preparation and pay systems accommodate both those who teach for a few years and those who teach for a long career
  - Teacher residencies
- Teachers recruited and developed for specialized skills
- Collaborative teams maximize these diverse skill-sets
  - Spread teaching expertise
Emergent Reality #4

Teacherpreneurism

- Empowering and rewarding accomplished, entrepreneurial teachers who:
  - Develop their pedagogical talent
  - Spread and “sell” their expertise
  - Find innovation solutions to challenges their students face
- 600,000 teacherpreneurs by 2030
Levers for Change

#1: Public engagement
- Market to public that teaching is complex, results-oriented profession

#2: School finance
- Reallocate and invest to drive integrated service delivery, teacherpreneurism, & new partnerships

#3: Teacher education and licensing
- Use performance assessments to determine who is ready to teach and in what specific context
Levers for Change

#4: Cultivating working conditions
- Make high-needs schools easy-to-staff (resources, time, support, etc.)

#5: Reframing accountability
- Value 21st century learning
- Accountability systems identify, analyze, & spread expertise

#6: Unions as professional guilds
- Expect members to meet performance standards & broker teacherpreneurs.
Taking Action

- **NBPTS**: National Board revamps assessments
  - “Googled learners”
  - High-needs schools
- **Admin & Reformers**: Embrace idea that lines of distinction between those who teach in schools & those who lead them must be blurred
- **Universities & Districts**: Bundle resources to deeply invest in 21st century teacher education
Taking Action

- **Government Officials:** Close loopholes in teaching
  - No one teaches independently without passing performance assessments
  - Pay-for-performance rewards spreading teaching expertise

- **Unions:** Insist members meet performance standards and advance professional guilds

- **Teachers:** Join us at www.TEACHING2030.org
For More Information

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