

Teaching for A New World: Preparing High School Educators to Deliver College- and Career Ready Instruction

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- *A effective teacher can demonstrate the knowledge, skills, and dispositions associated with professional practice.*



NEA: Principles of Professional Practice

- *Designs and facilitates instruction that incorporates the students' developmental levels, skills, and interests with content knowledge;*
- *Develops collaborative relationships and partners with colleagues, families, and communities focused on meaningful and deep learning;*
- *Provides leadership and advocacy for students, quality education, and the education profession;*
- *Demonstrates in-depth content and professional knowledge;*
- *Participates in ongoing professional learning as an individual and within the professional learning community;*



NEA: Principles of Professional Practice

- *Utilizes multiple and varied forms of assessment and student data to inform instruction, assess student learning, and drive school improvement efforts;*
- *Establishes environments conducive to effective teaching and learning;*
- *Integrates cultural competence and an understanding of the diversity of students and communities into teaching practice to enhance student learning;*
- *Utilizes professional practices that recognize public education as vital to strengthening our society and building respect for the worth, dignity and equality of every individual;*
- *Strives to overcome the internal and external barriers that impact student learning.*



- *All pathways leading to quality teaching must contain common elements.*



Common Elements

- A bachelor's degree that includes a liberal arts curriculum that ensures adequate basic skills in reading, writing, and computation.
- Preparation in and demonstration of subject matter knowledge in core teaching area and have an academic major in that same teaching area;
- Preparation in and demonstration of professional and pedagogical skills, knowledge, and ability;
- Participate in supervised clinical practice via an internship, student teaching, and/or mentoring program;
- Participate in a new teacher induction program that includes mentoring from a qualified teacher in addition to support and/or mentoring from university faculty, school administrators, and new teacher peers.
- Receives a full professional license only after demonstrating effective classroom practice as a teacher-of-record.



Strategies for Strengthening Teacher Preparation Programs

Linda Darling Hammond

- common, clear vision of good teaching - apparent in coursework and clinical experiences;
- curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice;
- extensive and connected clinical experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework;
- well-defined standards of practice and performance that are used to guide and evaluate coursework and clinical work;
- strong relationships, common knowledge, and shared beliefs among school- and university-based faculty; and
- extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice.

Arthur Levine

- transform education schools into professional schools focused on school practice
- focus on student achievement as a [primary] measure of success of teacher education programs
- make five-year teacher education program the norm
- establish effective mechanisms for teacher education quality
- close failing teacher education program, strengthen promising ones, and expand excellent programs.
- create incentives for outstanding students and career changers to enter teacher education at doctoral universities.

Exemplary Teacher Preparation Programs

- NCATE accredited:
 - Alverno College (Milwaukee, WI)
 - Trinity University (San Antonio, TX)
 - University of Southern Maine (Gorham, ME)
 - Wheelock College (Boston, MA)
- Urban Residency Programs
- “Grow Your Own” Programs

Factors Impacting Instruction

- High-stake assessments on instruction and content (e.g. 21st Century Skills)
- Meeting AYP or experiencing the consequences
- Working conditions (e.g. accessibility of resources)
- Out-of-field assignments



Next Steps

- Establishment of a national performance assessment
- Adoption of national teacher preparation standards
- Build and support robust K-16 councils
- Secure federal support for education research and robust data systems