

*Preparing High School
Teacher Candidates To Deliver
College and Career Ready
Instruction*

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Every Child a Graduate



ALLIANCE FOR EXCELLENT EDUCATION

“The challenge facing education schools is not to do a better job at what they are already doing, but to do a fundamentally different job. They are now in the business of preparing teachers for a new world.”

—Arthur Levine



Outline of the Brief

- Expectation of College and Career Readiness for All
- Shifting From Coursework to Performance
- Key Elements of What Secondary Educators Should Know and Be Able To Do
- Performance Assessments and Data Systems
- Federal Policy Recommendations



New Expectations For Teaching

- College and Career Readiness for All
- Increasing Diverse Student Population
- Wide Variety of Learning Needs



Shifting From Coursework to Performance

- Preparation appropriate for today's teacher candidates
- Focus on “outputs” instead of “inputs”
- Moving away from “alternative versus traditional”

One High Bar for All Teacher Candidates



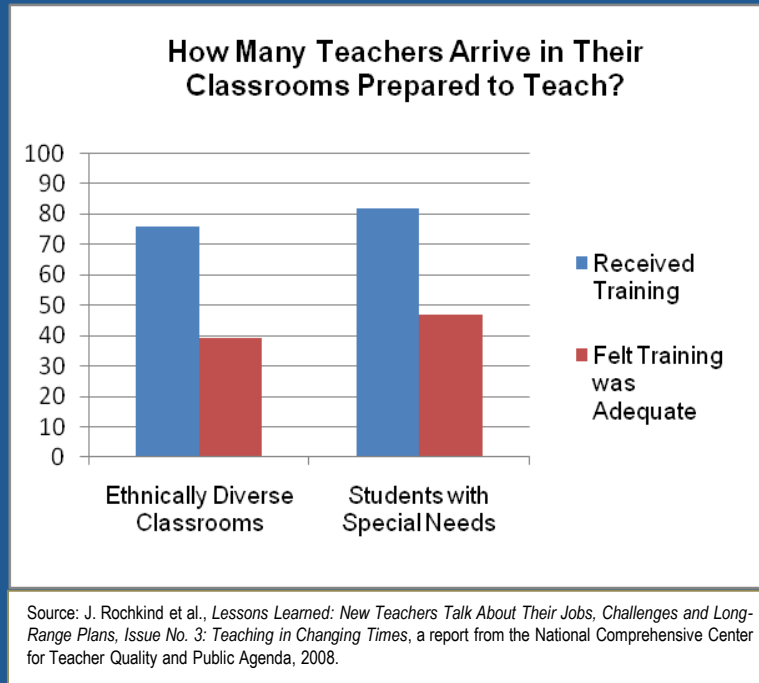
Key Elements

- Educating Diverse Learners
- Teaching Adolescent Literacy Skills
- Demonstrating Proficiency in Assessment and Data Use
- Preparing to Teach in High Needs Schools
- Mastering Content Area Knowledge and Content Specific Instruction



Key Elements (cont.)

- Educating Diverse Learners

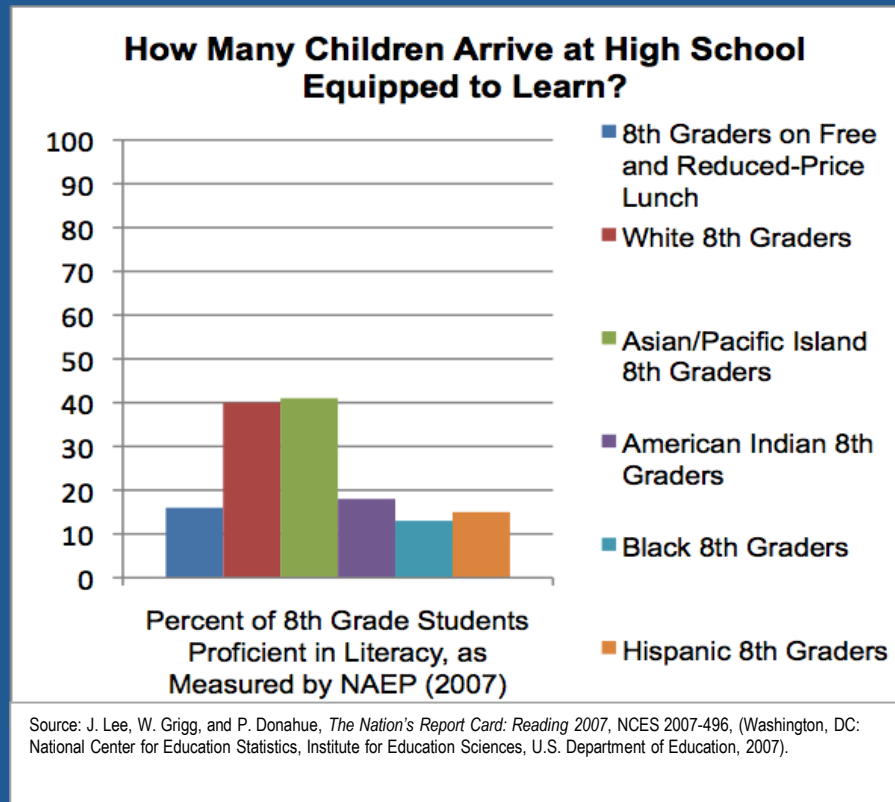


- **Example of Best Practice: Portland State University Secondary Dual Educator Program**



Key Elements (cont.)

- Teaching Adolescent Literacy Skills



- **Example of Best Practice: University of Michigan**



Key Elements (cont.)

- Demonstrating Proficiency in Assessment and Data Use
 - **Example of Best Practice: Teach For America**
- Preparing To Teach in High Needs Schools
 - **Example of Best Practice: Urban Teacher Residency Programs**
- Mastering Content Area Knowledge and Content Specific Instruction
 - **Example of Best Practice: Stanford Teacher Education Program**



Performance Assessments and Data Systems

- Performance Assessments
 - Challenges With Current Assessments
 - Opportunity for Teacher Candidates To Demonstrate Key Competencies
 - One High Bar For All Teacher Candidates in All Programs
 - **Example of Best Practice: national teacher performance assessment**
- Data Systems
 - Longitudinal Data System with Unique Teacher Identifier (currently only 21 states)
 - Linking Teacher information with Student Achievement
 - Sharing information with Teacher Preparation Programs
 - **Example of Best Practice: Louisiana**



Federal Policy Recommendations

- Focus on teacher performance instead of teacher education coursework.
- Encourage the creation of performance based assessments.
- Increase the supply of high quality teachers by supportive effective programs and closing ineffective ones.
- Build and enhance robust data systems.
- Invest in research.



Thank You!

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