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Subject: agenda and materials for tomorrow's Chiefs call
Attachments: 9-16-11 C4C Call Agenda.doc Sr Staff Brfg Deck 9-2.pptx Teacher Prep Narrative 8-11-11.docx Testimonials.doc

Chiefs,

I apologize for the lateness of getting this to you.

Talk with you tomorrow.

Patricia



Foundation for
Excellence
in Education

**Chiefs for Change Conference Call
Friday, September 16, 2011
9:30am-10:30pm EST
Agenda**

Call-In Info: Number: 850-391-0329/Passcode: 84940

- I. ESEA Waiver Policy-- Hanna Skandera and John Bailey**
- II. PARCC update – Tony Bennett**
- III. PISA for Schools update – Patricia Levesque**
- IV. USDE briefing on Teacher Prep – John Bailey**
- V. Senate ESEA bills – John Bailey**
- VI. Summit update – Patricia Levesque**

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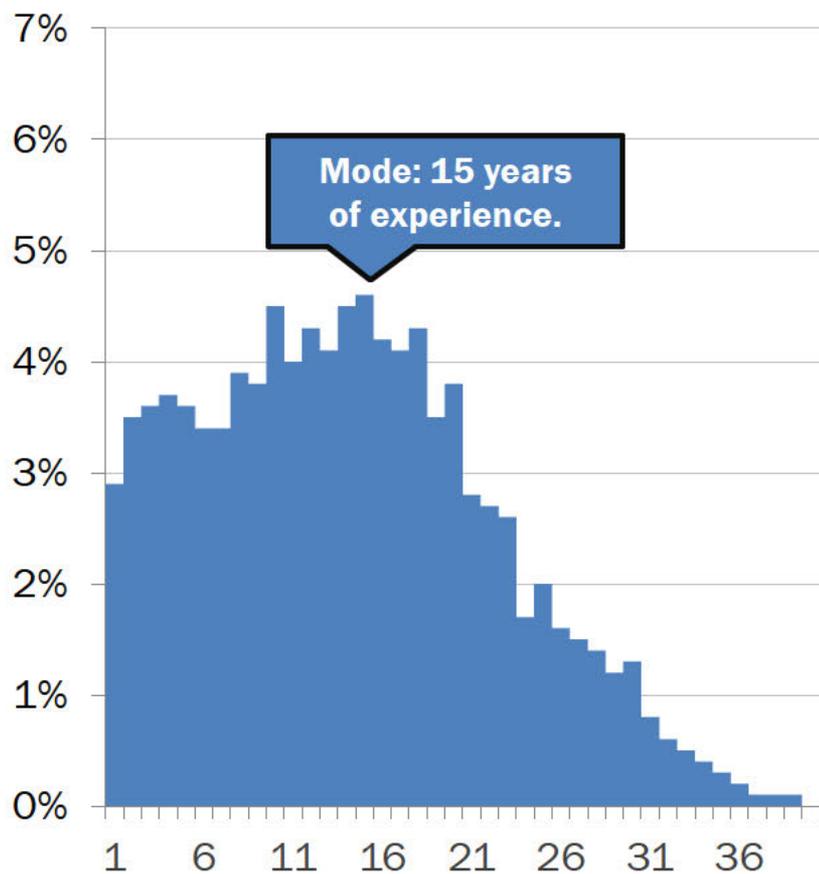
Teacher Preparation Strategy

U.S. DEPARTMENT OF EDUCATION
September 2, 2011

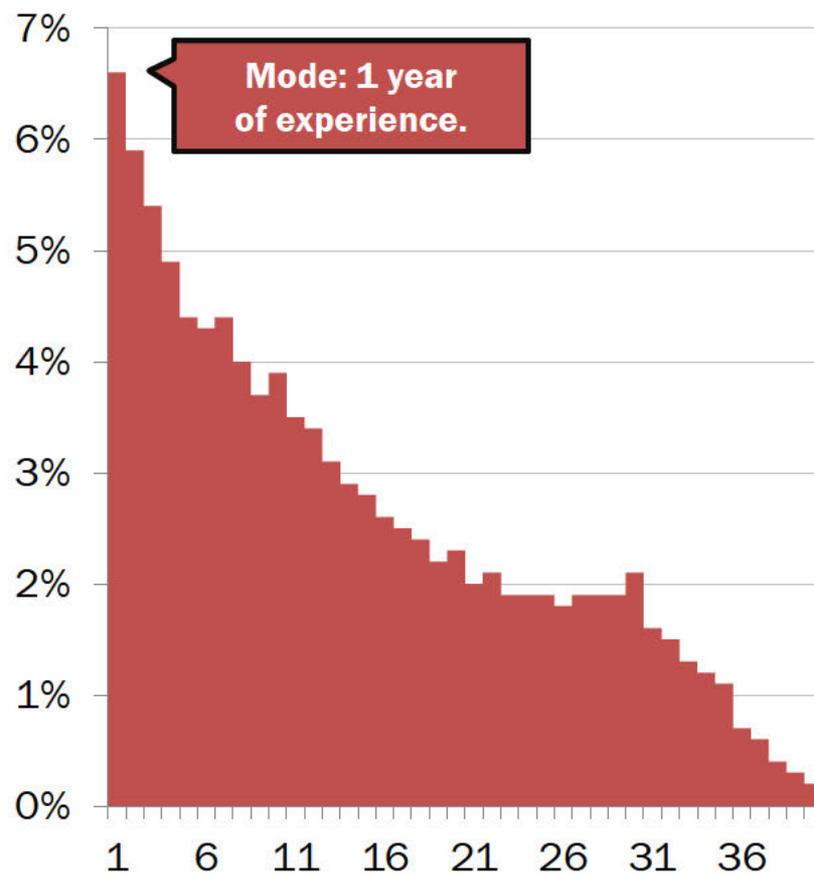
The shape of the teaching profession is changing, raising the stakes on teacher preparation.

Teacher experience as share of workforce

1987-1988



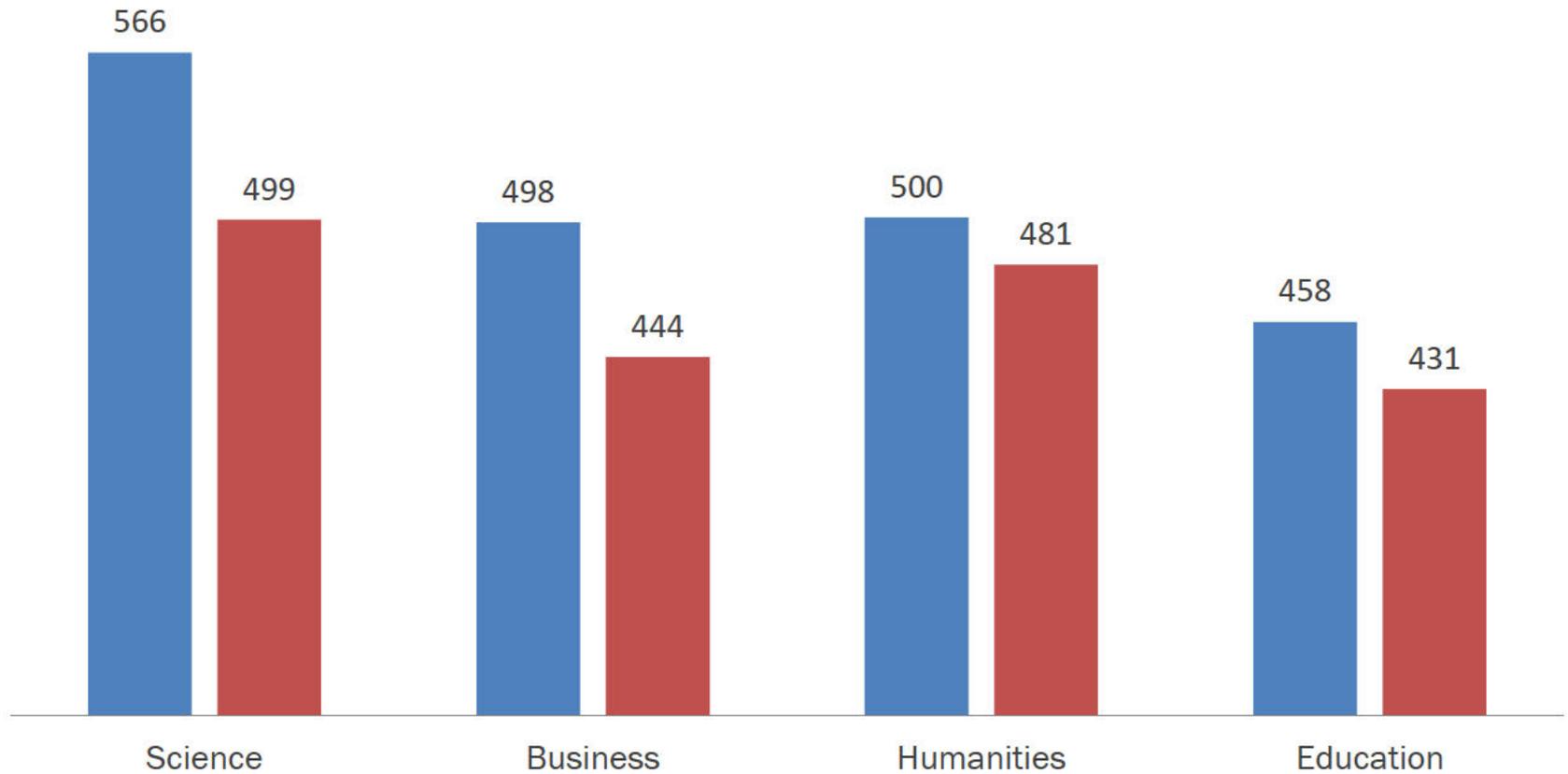
2007-2008



Education majors enter college with low entrance exam scores.

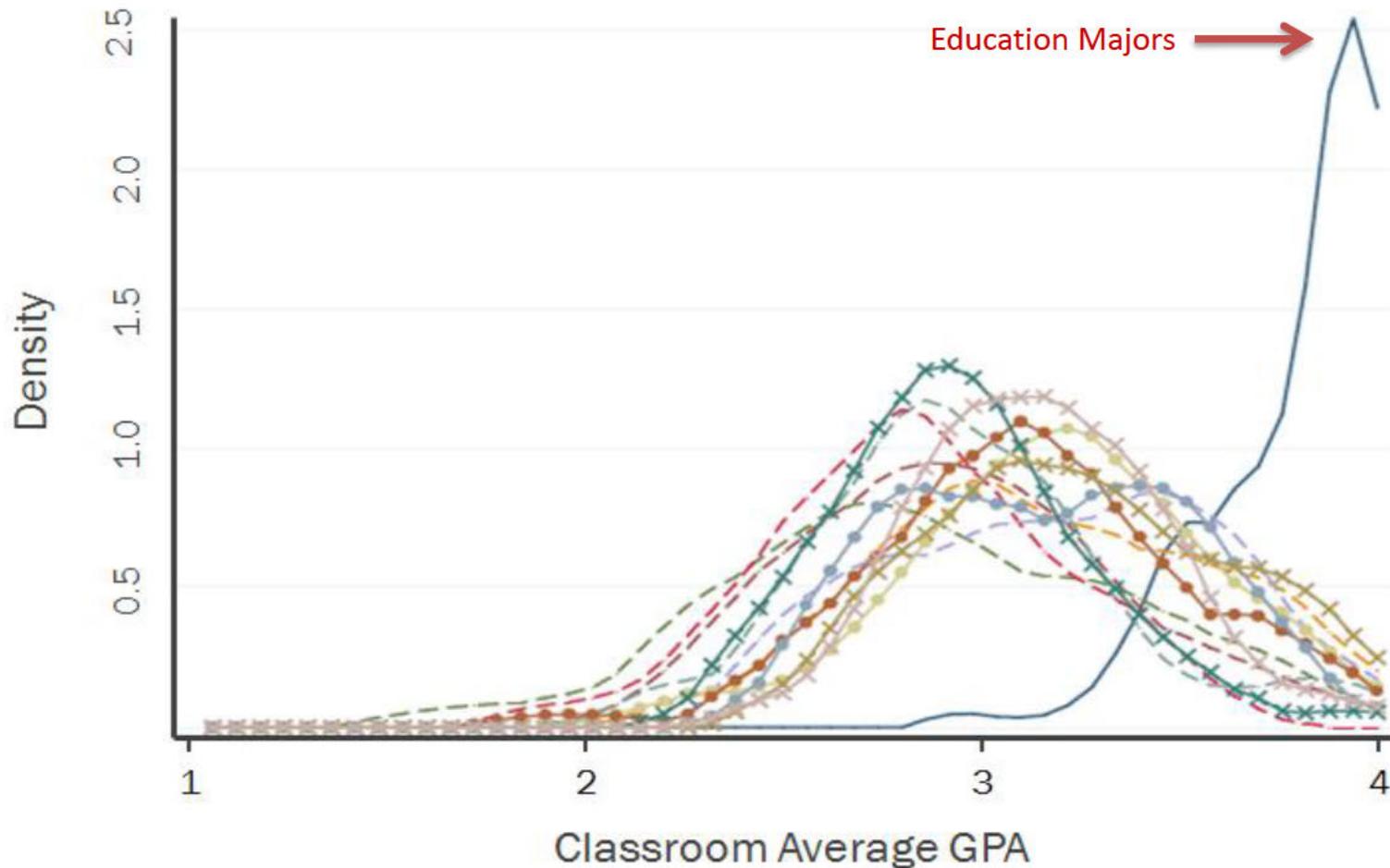
SAT Scores by Undergraduate Major

■ Math ■ Verbal



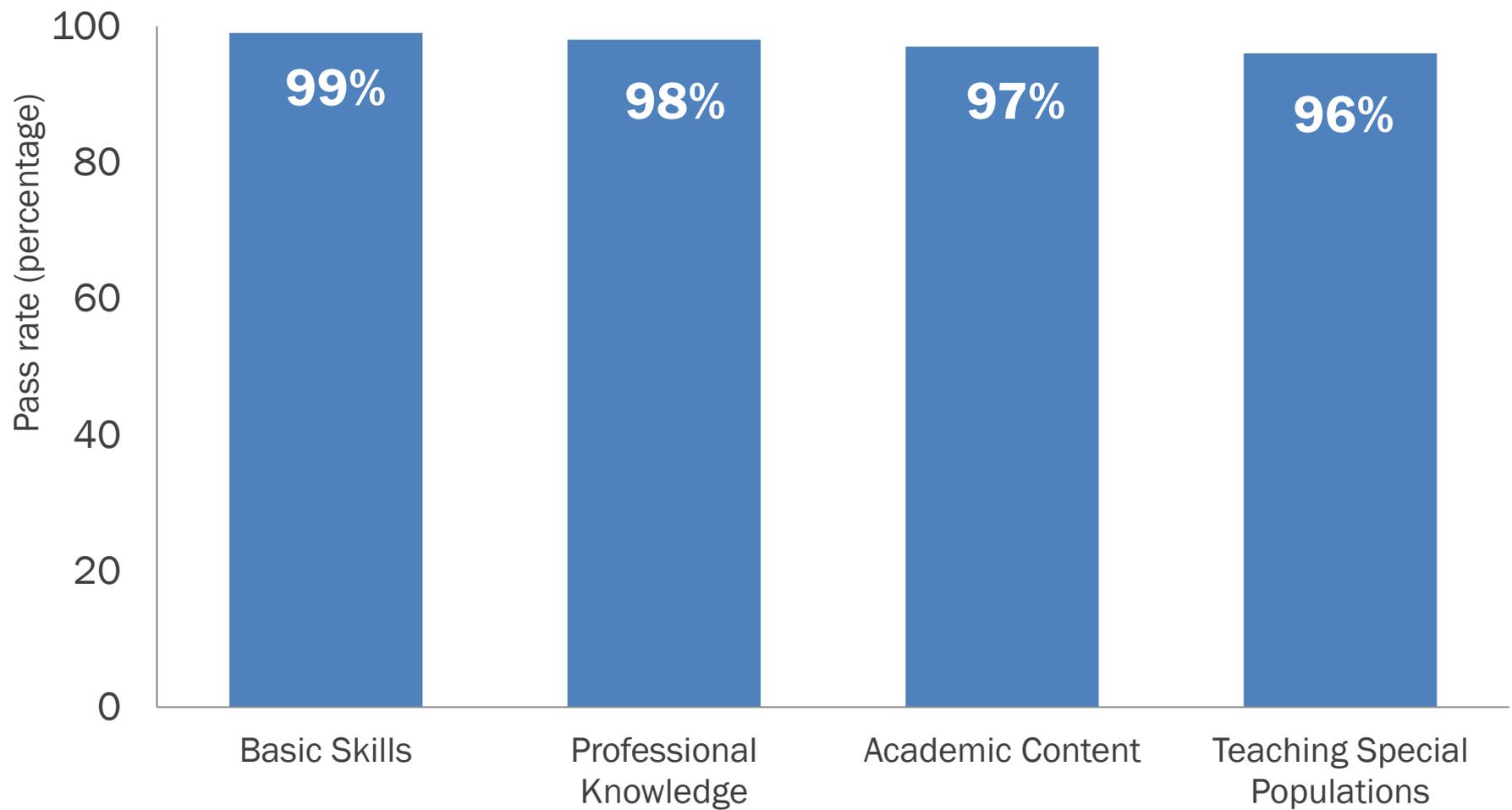
Education majors tend to earn higher GPAs in college than students in other fields.

Percentage Distribution of GPAs by Major



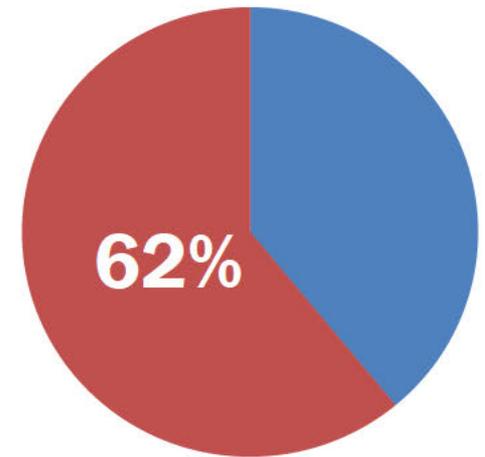
We have very high pass rates on paper-and-pencil licensure tests that are not rigorous, not reflective of the skills new teachers need, and lack predictive validity.

National pass rates on licensure exams.



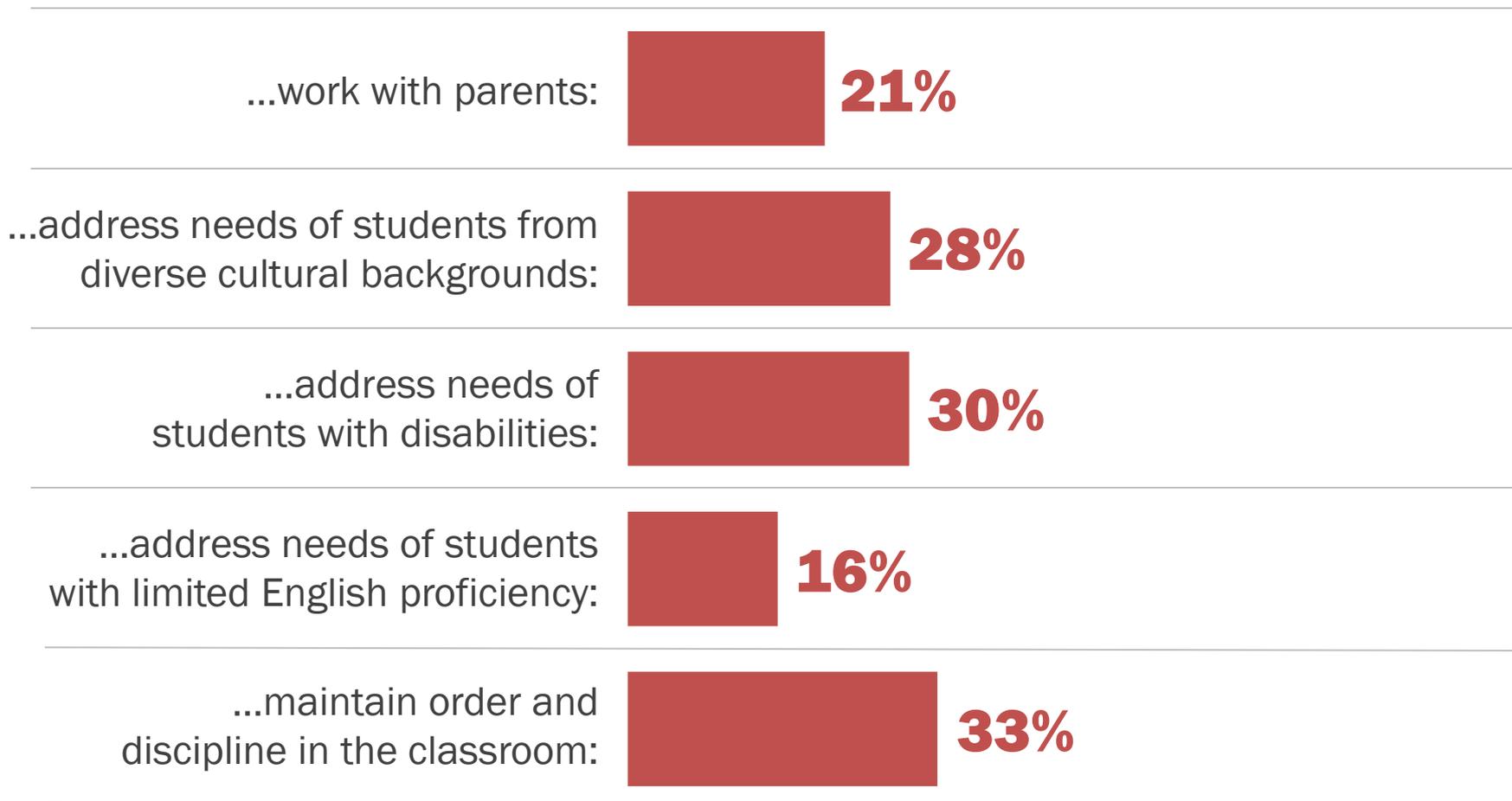
Teachers are dissatisfied with their pre-service training.

62% of new teachers **say** they graduated from their school of education **unprepared for “classroom realities.”**

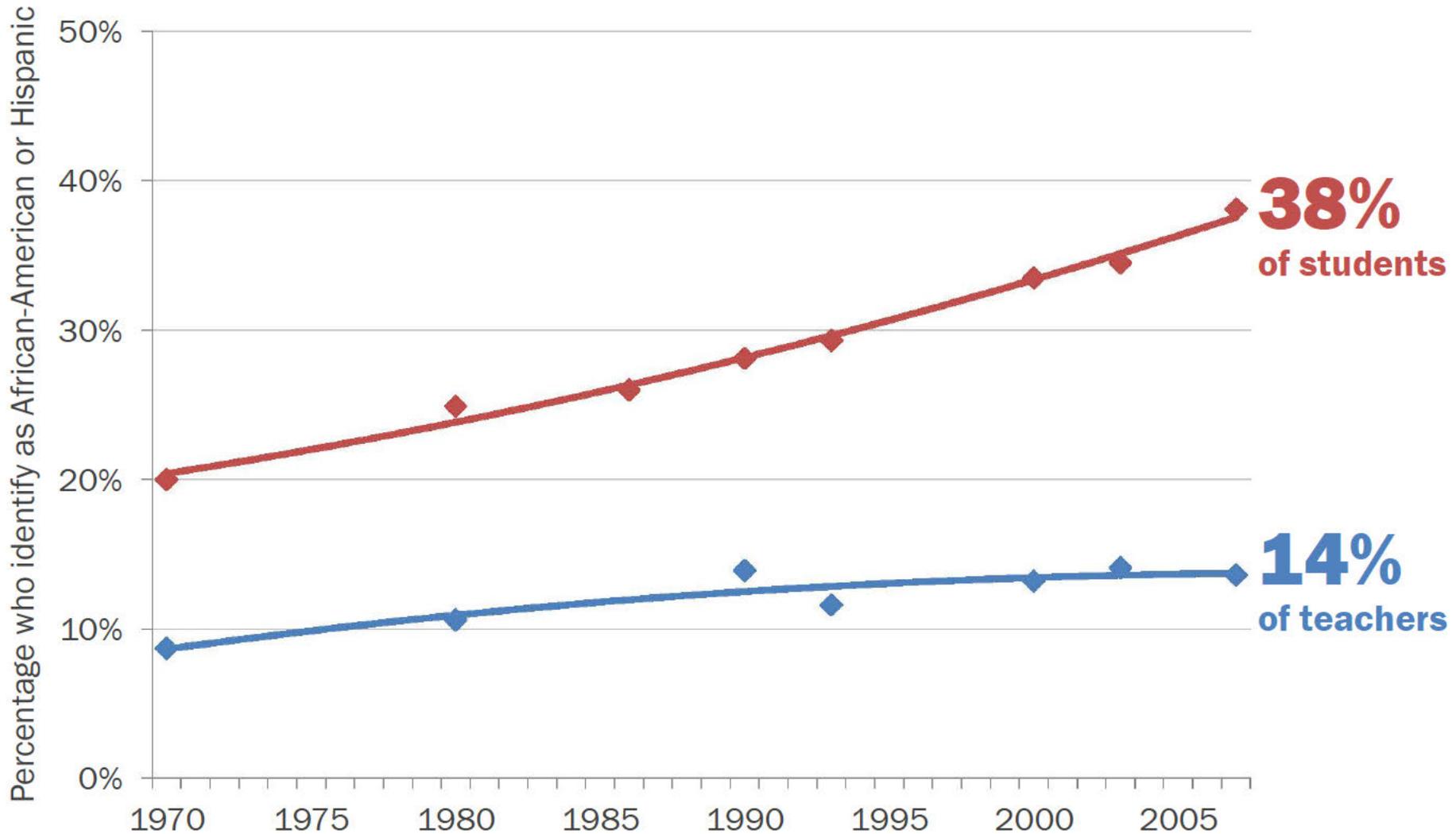


Superintendents and principals are dissatisfied with pre-service teacher training.

Principals reporting their teachers were prepared to...



Our teaching force does not reflect the increasing diversity of our students.



The good news is there's an emerging consensus in support of teacher preparation reform.



Teacher education associations are calling for preparation to be “**turned upside down.**” They want programs to be clinically-*based*.

States are creating a **feedback loop of meaningful data** between K-12 and teacher preparation programs.



Top alternative route and traditional programs are **recruiting talent & offering strong models.**



Ed schools and states are working to develop **performance-based licensure assessments** and **raise standards for entry** into teaching.

We're proposing a three part strategy to support the emerging consensus in the field.

1

HEA Title II Regulations

Revise federal reporting requirements to reduce burden and focus on the most important indicators of quality.

2

Presidential Teaching Fellows

A new \$185 million program to support rigorous state-level policies and provide scholarships to attend top programs.

3

Augustus F. Hawkins Centers for Excellence

\$40 million in first-time funding for a program supporting teacher preparation at minority-serving institutions.

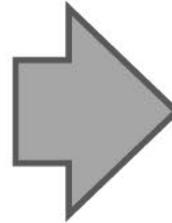
Together, these initiatives will **reward the best** programs, use data to **get the middle to self-police and improve**, and transform or **shut down the worst** performing programs.

We'll work with the teacher preparation community to make reporting less burdensome and more meaningful.

CURRENT

Federal HEA Title II survey has 440 fields, focused on inputs

- Includes whether applicants take Myers-Briggs personality test, undergo fingerprinting.
- Generally not useful in accountability or improvement.



PROPOSED

Fewer, more meaningful inputs

- Limit to meaningful measures like rigor of entry and exit standards.

Meaningful outcomes

- Student growth.
- Job placement & retention.
- Graduate & principal surveys.

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Presidential Teaching Fellows will support rigorous state-level policies and fund scholarships for teachers.

\$185 million in formula grants to leverage state reform and provide scholarship aid to top-tier teacher ed programs.



States set-aside to implement **performance-based licensure** and **teacher prep program accountability**. Receipt conditioned on **removal of barriers to effective alternative route programs**.



Top-tier programs, be they alternative or traditional route, receive subgrants to award **\$10,000 scholarships** to “Presidential Teaching Fellows.”



Presidential Teaching Fellows prepare to teach high-need subjects or fields, and teach three years in high-need schools.

Hawkins Centers for Excellence will help prepare the next generation of effective minority teachers.

The President's budget proposes **\$40 million** in first-time funding for this already-authorized program.



Minority-serving institutions receive competitive grants to reform and expand their teacher preparation programs.

Improvement activities to include:

- * **Heightened entry or exit standards;**
- * **Course redesign so that programs are clinically-based;**
- * **All candidates trained in reading instruction** methods that are evidence-based, and
- * **Partnerships with local school districts** or non-profits with demonstrated effectiveness in preparing and placing minority candidates in high need schools.

These three initiatives will support reforms already underway and tackle long-standing challenges.

1

HEA Title II Regulations

Revise federal reporting requirements to reduce burden and focus on the most important measures of quality.

2

Presidential Teaching Fellows

A new \$185 million program to support rigorous state-level policies and provide scholarships to attend top programs.

3

Augustus F. Hawkins Centers for Excellence

\$40 million in first-time funding for a program supporting teacher preparation at minority-serving institutions.

Together, these initiatives are in furtherance of a strategy to **“reward the best,” “improve the middle,”** and **“transform or shut down the worst”** teacher preparation programs.

MADE, NOT BORN

A Proposed U.S. Department of Education
Strategic Plan for Teacher and Leader Preparation

DRAFT



ARNE DUNCAN

United States Secretary of Education



Over the next ten years, 1.6 million teachers will retire, and 1.6 million new teachers will be needed to take their place. This poses both an enormous challenge and an extraordinary opportunity for our education system: if we succeed in recruiting, preparing, and retaining great teaching talent, we can transform public education in this country and finally begin to deliver an excellent education for every child.

While there are beacons of excellence in teacher education, unfortunately too many of our existing teacher preparation programs are not as good as they should be. They operate partially blindfolded -- without data indicating how effective graduates are in elementary and secondary school classrooms, and without data indicating where graduates get jobs or how long they stay in them. Too many states are not setting a high bar for entry into the profession. We use paper-and-pencil tests to gauge whether a new teacher is ready to teach on their own instead of relying on performance-based observations. Critical shortage areas like science, technology, engineering, and math go unfilled by teacher preparation programs that don't respond to district needs. And too few teacher preparation programs offer the type of rigorous, clinical experience that prepares future teachers for the realities of today's diverse classrooms. Superintendents, as I was in Chicago, Illinois, are frustrated at having to retrain newly hired teachers.

But there are signs for optimism. Drawing on the lessons of Louisiana and Tennessee, over a dozen states are building systems to provide teacher preparation programs with meaningful k-12 impact data so programs can improve themselves. Colleges of education across the country are developing new clinical programs that provide students with training in the concrete skills they will need to be effective in the classroom. States are embracing performance-based assessments for teacher licensure decisions. And leaders of traditional preparation programs, alternative route programs, and critically teacher education accreditation bodies are uniting around a vision of teacher preparation that puts student results front and center.

We want to build on this emerging consensus, the leadership of states like Louisiana and Tennessee, and the Elementary and Secondary Education Act reauthorization proposals contained in the Administration's *Blueprint for Reform*, with a package of teacher preparation initiatives that will support and further the transformation already underway in how we recruit and prepare teachers in this country.

Under this plan, teacher preparation programs will finally be held to a clear standard of quality, based on their record of preparing and placing teachers who deliver results for students. The best programs will be scaled up, and the lowest-performing will get time to improve but eventually be shut down. Significant new scholarship funding will help recruit the next generation of teachers to attend the best preparation programs in their state. We will invest needed resources in developing a teaching workforce that reflects the diversity of our students. And standards for entry into teaching will rise to a level worthy of a great profession.

My goal is simple: I want every teacher to receive the high-quality preparation and support they need, so that every student can have the effective teachers they deserve. I look forward to working with Congress, with the teacher preparation community, and with all who share this vision to bring this plan to life.

/s/

Arne Duncan

THE CHALLENGE

Teacher preparation programs play an essential role in our elementary and secondary education system, which relies on them to recruit, select, and prepare approximately 200,000 future teachers every year. Strong programs recruit, select, and prepare teachers who have the skills and knowledge they need to be hired into teaching positions, be retained in them, and lead their students to strong learning gains. Weak programs set minimal standards for entry and graduation. They produce inadequately trained teachers who have difficulty finding and staying in teaching positions for which they were trained and whose students do not make sufficient academic progress.

62% of education school alumni report they were **not prepared** for “classroom realities.”

Unfortunately, while there are shining examples of strong programs throughout the country, too many of our teacher preparation programs fall short. As a whole, programs are not following the lead of high-performing countries and recruiting the nation’s best and brightest into teaching. Instead, only 23% of all teachers, and only 14% of teachers in high-poverty schools, come from the top third of college graduates. After admission, too many programs do not provide teachers with a rigorous, clinical experience that prepares them for the schools in which they will work. Only 50 percent of current teacher candidates receive supervised clinical training. More than three in five education school alumni report that their education school did not prepare them for “classroom realities.”

Over **90%** of high-minority districts have difficulty attracting math and science teachers.

Programs often fail to respond to school district needs for teachers prepared to teach in high-need subjects like science, technology, engineering, and math, and high need fields like teaching English Learners and students with disabilities. Over half of all districts report difficulty recruiting highly qualified teachers in science and special education, and over 90% of high-minority districts report difficulty in attracting highly qualified math and science teachers. Finally, in a challenge that transcends any individual preparation program, the teaching workforce does not reflect the diversity of the nation’s students, with a student body that is increasingly black or Hispanic being taught by a teaching force that remains predominantly white.

Out of **1,700** schools of education, states identified only **37** as having a low-performing teacher preparation program.

These challenges persist in part because of a lack of accountability for teacher preparation program performance. Despite requirements under the Higher Education Act that states identify and improve low-performing programs in their states, few states hold programs to any meaningful standard of quality. In the most recent year for which data is available, states identified only 37 low-performing programs at the over 1,400 institutions of higher education that prepare teachers – and 39 states identified no low-performing programs at all. Twenty-seven states have never identified a single low-performing program. And even programs identified year after year after year as low-performing continue to be approved by their states to prepare teachers with little meaningful change.

THE OPPORTUNITY

Despite this grim picture, there are significant causes for optimism. At the program level, Fayetteville State University, a historically black university with an acceptance rate of 69% and in-state tuition of less than \$4,000, is preparing some of the most effective high school teachers in North Carolina. At Kansas’ Emporia State University, clinical training isn’t simply an “add on” semester after years of instruction in educational theory. Instead academic training supplements a clinical experience that begins in a student’s sophomore year and continues through to graduation. Alternative certification programs like Teach For America and The New Teacher Project are attracting new talent into the profession and developing new models for rigorously preparing and supporting their teachers. Teacher residency programs in Boston, Chicago, and Denver are pioneering a new vision for preparing teachers and posting extraordinary early results.

In Tennessee, graduates of the most effective programs are **two to three times** more likely to be in the **top quintile** of teachers, controlling for student characteristics.

At the state level, Louisiana and Tennessee are leading the field by developing state-wide systems that track the academic growth of a teacher’s k-12 students *back* to the preparation program from which that teacher graduated. North Carolina’s Institute for Public Policy has done the same for all public college teacher preparation programs in the state. The picture these feedback systems paint of the differentiation in teacher preparation program effectiveness is striking. In Tennessee, after controlling for elementary and secondary student population differences, the most effective programs produce graduates who are two to three times more likely to be in the top quintile of teachers in a subject area in the state, while the least effective programs produced graduates who are two to three times more likely to be in the bottom quintile.

Moreover, there are marked differences within institutions. Tennessee’s data suggest that Vanderbilt University, for example, excels in producing high-performing math and science teachers but in the past has been less effective in preparing English

language arts teachers. That's important for Vanderbilt to know in improving its teacher preparation program and for public and private schools to know when recruiting and hiring new teachers. The early lessons from Tennessee, Louisiana, and North Carolina are informing work being done by every Race to the Top winning-state developing similar feedback systems and by states and teacher preparation programs across the country looking to upgrade their pre-service teacher training programs.

In many ways, most heartening is that leaders within the teacher education community are recognizing the urgency of the challenges facing teacher education and leading reform efforts. A recent Blue Ribbon panel convened by the National Council for Accreditation of Teacher Education (NCATE) called for teacher preparation to be "turned upside down" and laid out an ambitious plan for reforming programs through greater selectivity, more rigorous accountability, and a focus on clinical practice. The American Association of Colleges of Teacher Education (AACTE), which endorsed the report, is working with 21 states to develop a teacher performance assessment that will replace low-level pencil and paper licensure tests with an assessment built around high professional expectations to which both teachers and preparation programs would be held accountable. AACTE has called for teacher preparation program accountability based on student outcomes as well as program input characteristics.

The federal role is neither to usurp nor undermine the significant progress already being made across the country, nor to prescribe any particular model for how teachers should be prepared. But the right set of federal policies and investments can accelerate and support progress already underway, and the federal government can shine a spotlight on exemplary models for replication and scaling. It can and should address challenges that for too long have been neglected, by supporting state-level policies that reward the best programs, improve the mid-performing programs, and transform or ultimately shut down the lowest-performers.

Regulations on **Sections 205-207** of the **Higher Education Act**, under existing statutory authority.

Focusing on meaningful measures: **K-12 student growth, employment outcomes, and customer satisfaction.**

THE PLAN

I. A Focus on Results: Higher Education Act Title II Regulations

This plan begins with finally providing prospective teacher candidates, hiring school districts, and teacher preparation programs themselves meaningful data on program quality to inform academic program selection, improvement, and accountability. Existing reporting and accountability requirements under the Higher Education Act have not led to meaningful change, in part because the data collected under them is not based on the most meaningful indicators of program effectiveness. Rather than focus on the measures that matter most for each program, institutions and states are asked to fill out a questionnaire with 440 fields, including whether programs require a Myers-Briggs personality test of applicants and whether applicants must be fingerprinted.

This fall, the Department will work with the education community – teachers, institutions of higher education, representatives of K-12 school -- to develop regulations that reduce the reporting burden of these requirements and focus instead on the most meaningful measures of program quality. Our goal is to develop not more, but less and better regulation. While the final regulations will be developed in consultation with the field, in general the Department aims to reduce input-based reporting elements that are not strong indicators of program effectiveness and replace them with three categories of outcome-based measures:

1. *Student growth of elementary and secondary school students taught by program graduates.* Building on the lessons of Louisiana and Tennessee, states would be asked to report on the aggregate learning outcomes of students taught by graduates of each preparation program. States could use multiple measures of student achievement to ascertain growth associated with graduates of preparation programs.
2. *Job placement and retention rates.* In order to gauge the effectiveness of programs in preparing, placing, and supporting teachers in a way that is aligned with school district needs, states would be asked to report on whether program graduates are hired into teaching positions, particularly in shortage areas, and whether they stay in those positions for multiple years.
3. *Surveys of program graduates and their principals.* Finally, building on the lessons of the California State University teacher education feedback system, in order to gather qualitative data that can inform improvement efforts and provide a fuller picture of program quality, states would be asked to survey recent program graduates and their principals on whether the preparation program provided its graduates with the skills needed to succeed in their first few years in the classroom.

States would not be required to implement these measures immediately, and the final requirements and timelines of these regulations will be determined only after extensive input from the field. These regulations will build on the existing capacity of state data systems, many of which already track teacher employment data and link students to their teachers and teachers to their preparation programs. Many states have already implement significant components of these proposals, and others are making substantial progress, supported in part by \$48.6 billion in funding under the State Fiscal Stabilization Fund and over \$400 million in State Longitudinal Data Systems grants.¹

Regardless of the exact form of the final regulations and each state's implementation choices, collection and distribution of outcome-based data can inform better decision-making at all stages of teacher preparation. States can make better decisions about which programs to approve and in which to invest. School districts and principals seeking reliable pools of effective teachers can make better decisions about which programs to partner with and from which to hire. Prospective teachers can make better decisions about which program to attend. And the programs themselves can identify areas for improvement and refine their curriculum.

II. Promoting Excellence: Presidential Teaching Fellows

¹ According to the Data Quality Campaign:

- 35 states already have systems in place that link K-12 student and teacher data;
- 28 states already share aggregate teacher effectiveness data with teacher preparation programs;
- 24 states already share graduate certification data with teacher education programs; and
- 14 states already share graduate employment data with teacher education programs.

Building on the data systems established as per HEA Title II regulations, the President's Fiscal Year 2012 Budget includes a \$185 million state teacher preparation reform grant program that would replace the existing, but suboptimally designed TEACH grant program with one of comparable size. The new Presidential Teaching Fellows program would provide formula grants to states that commit to establish rigorous systems for teacher certification and licensure and teacher preparation program accountability. The bulk of funds would be used for scholarships of up to \$10,000 for high-achieving, final-year students attending high-quality traditional or alternative teacher preparation programs.

State policies. Presidential Teaching Fellows funds would be allocated by formula to states that commit to ensuring high standards for teacher preparation and entry into the profession.

No teacher licensed or certified absent a performance-based indication of quality.

- First, states would ensure that teacher certification or licensure is determined on the basis of teacher performance, as measured by a performance-based assessment or demonstrated evidence of effectiveness. Certification no longer would be based on simply passing a low-grade, paper-and-pencil test that does not indicate an ability to teach effectively in a live classroom.
- Second, states would set rigorous standards for identifying top-tier and low-performing teacher preparation programs in their state based on the revised data collected under HEA Title II. States would assist first, but ultimately withdraw approval from teacher preparation programs persistently identified as low-performing.
- Finally, states would remove barriers to high-quality alternative certification programs.

A significant set-aside of up to 20 percent of funds would support state implementation of these activities. Further, states could set aside an additional 5 percent of funds, beyond the 20 percent, to develop a "master teacher" designation in consortia with other states. Master teachers would receive portable certification and could be eligible for leadership opportunities and additional compensation.

Presidential Teaching Fellows would receive a \$10,000 scholarship and teach for 3 years in a high-need school.

Scholarships. The vast majority of Presidential Teaching Fellow funds would go to teaching scholarships. States would give subgrant funds to top-tier programs, including both traditional and alternative certification programs. In turn, top-tier programs would award final-year Presidential Teaching Fellow scholarships of up to \$10,000 to high-achieving students, with a priority for students from a low-income background. These students would prepare to teach in a high need subject, such as science, technology, engineering, and mathematics, or a high-need field, such as teaching English Learners and students with disabilities, and would commit to teaching for at least three years in a high-need school.

This program would be a revision of the existing TEACH Grant program, maintaining and strengthening the program's core purpose of providing scholarships to recruit teachers to work in high-need schools. Under the current program, approximately \$130 million a year in grants are provided to all teacher preparation programs, without consideration of quality, and to students as early as their freshman year, before they may have the maturity or experience to commit to the teaching profession. In part as a result, nearly 80 percent of recipients are expected not to fulfill their teaching service requirement and will have to repay their grant with interest. Further, of the few teacher preparation programs that states currently identify as at-risk or low-performing, two-thirds receive funds under the TEACH grant program. By targeting funds to top-tier programs and to the final year of program participation, the Presidential Teaching Fellows program will ensure that program funds support individuals who fulfill their service requirement and enter the profession as effective teachers in high-need schools and subjects.

Current TEACH grant recipients would continue to receive 'grandfather' aid for the duration of their academic program. All teacher candidates, whether or not they attend a top-tier program, will have access to income-based loan repayment that caps monthly federal student loan payments to 10 percent of income and public service loan forgiveness that wipes clean remaining federal student loan debt following 120 months in public service work, including teaching.

III. Targeted Investments: Hawkins Centers for Excellence at Minority Serving Institutions

While the HEA regulations and Presidential Teaching Fellows program will create conditions for reform for all programs and students in a state, more targeted investments are also necessary. Research indicates that disadvantaged students benefit academically and socially from having teachers with whom they can identify. But such teachers are underrepresented in the workforce: 14 percent of teachers identify as African-American or Hispanic, compared to 38 percent of students, and only 2

38% of students are African-American or Hispanic, compared to 14% of teachers.

percent of teachers are African-American men. Minority-serving institutions (MSIs), which collectively prepare more than half of all minority teachers, must play a major role in preparing the next generation of effective minority teachers.

While many MSIs struggle in significant part because of a lack of funds compared to peer institutions, a number of MSI teacher education programs demonstrate better than average results despite being dramatically underfunded. According to a recent and extensive University of North Carolina study, Fayetteville State University consistently produces teachers who generate higher than average K-12 student academic achievement gains.

To support teacher preparation programs at MSIs, the Administration is requesting \$40 million for the Augustus F. Hawkins Centers of Excellence program. This program, authorized by Congress in 2008 but never before funded, would provide competitive grants to teacher preparation programs at MSIs or MSIs in partnership with other institutions of higher education to undertake a series of reforms to be developed in consultation with leaders of preparation programs at those institutions. Potential reforms may include:

- Heightened entry and/or exit standards for teacher candidates;
- Redesign to ensure that programs are deeply, clinically-based with academic coursework informing and supplementing field-experience;
- Training of all candidates in evidence-based methods of reading instruction and the use of data to drive classroom practice; and
- Partnerships with local school districts or with non-profit organizations with demonstrated experience and effectiveness in preparing and placing high quality candidates.

\$40 million to upgrade and expand MSI teacher education

Eligible institutions include Historically Black Colleges or Universities (HBCUs), Historically Black Graduate Institutions, Hispanic-serving Institutions (HSIs), Tribal Colleges or Universities, Alaska Native-serving Institutions, Native Hawaiian-serving Institutions, Predominantly Black Institutions, Asian American and Native American Pacific Islander-serving Institutions, and Native American-serving Nontribal Institutions with a qualified teacher preparation program. Consortia of MSIs as well as partnerships of non-MSIs and MSIs together are also eligible to apply. The statutorily required minimum grant is \$500,000, but awards are expected to average \$2 million per year. Grants would be awarded for three years, with an additional two years of continuation funding available conditioned on meeting performance targets. Eligible institutions may use up to 2 percent of the funds provided to administer the grant.

A COMPREHENSIVE AGENDA

These proposals are part of a comprehensive agenda to ensure an effective, well-supported teacher for every child. They build on work already achieved through the Race to the Top and other programs and complement proposals made in *A Blueprint for Reform*, which laid out the Administration's proposals for the reauthorization of the Elementary and Secondary Education Act. Together, these existing initiatives and the initiatives outlined in this document form a comprehensive agenda to recruit, prepare, place, support, develop, and advance teachers to promote effective teaching at every stage of the career pipeline:

Recruitment. Through the TEACH recruitment campaign, launched in October 2010 and accessible at www.TEACH.gov, the Administration has worked to promote the teaching profession and recruit high-potential, diverse individuals, including recent graduates and mid-career professionals, into teaching. Better data around program quality will allow new recruits to make more informed decisions in selecting preparation programs, and the \$10,000 scholarships offered under the Presidential Teaching Fellows program will support students enrolled in high-performing programs.

Preparation. In addition to the proposals outlined in this document, the Administration has already proposed the \$250 million Teacher and Leader Pathways program, which would provide grants to districts, nonprofits, and universities to create and scale up high-performing teacher preparation programs, with an emphasis on programs that offer a rigorous clinical experience and provide evidence of success in preparing teachers who achieve strong results in high-need schools. While the regulations and Presidential Teaching Fellows will put in place a stronger system for ensuring preparation program quality, these funds will support and scale up individual high-performing programs.

In-service development and support. Through Race to the Top and the proposals outlined in *A Blueprint for Reform*, the Administration has supported the development of systems of teacher in-service development and support that will ensure that all teachers – both veteran teachers and recent graduates of preparation programs – receive professional development and career advancement opportunities that are aligned with their identified strengths and needs. To inform these decisions, states and districts must work with their teachers to set a clear and meaningful definition of teacher effectiveness, one that considers both a teacher’s success in achieving student growth and a teacher’s instructional skills as measured by observations by trained observers against a rubric that is based on a shared understanding of what effective teaching looks like. This shared understanding of effectiveness will support collaborative learning environments in schools where teachers can learn from each other and benefit from professional development that is aligned with their needs, and can allow districts to reward, retain, and advance effective teachers in a way that promotes the effectiveness of all adults in a school building and ensures that every child has access to effective teaching.

Testimonials.doc

Testimonials

*“Louisiana was the first state to systematically break the silos separating teacher preparation and K-12 schools. Now, K-12 student results are linked to teachers and mapped back to the higher education programs that prepared those teachers. The feedback loop we created between K-12 and higher education has helped Louisiana identify the best teacher preparation programs and encouraged mid-range and struggling ones to improve themselves. A host of other states are now following Louisiana’s lead. **I applaud the U.S. Department of Education for working to take the Louisiana-model nationwide. Teacher preparation program accountability for K-12 results is an idea whose time has come.**”*

Paul G. Pastorek
Former State Superintendent of Schools
Louisiana Department of Education

Made, Not Born makes clear that the ability to teach is something to learn, and therefore to be taught. This report puts the focus where it should be: beginning teachers’ readiness to practice independently. Setting performance requirements for responsible teaching is one of the most important improvements that the U.S. could make to ensure learning by all students. Clear standards for what teachers should be able to do when they enter the classroom would shift the focus away from arguments over who should prepare teachers and how to select program entrants and toward beginning teachers’ actual instructional skills. **The Administration’s teacher education plan takes an important stand -- it’s the outcomes of teacher preparation that matter most.**

Deborah Lowenberg Ball
Dean, School of Education
University of Michigan at Ann Arbor

*Too many in education simply shrug their shoulders at one of the main causes, if not the main cause, for low student academic performance--underprepared new teachers. Simply re-naming school of education pre-service courses and slightly re-structuring coursework does not work. Prospective teachers need rigorous, engaging curriculum which includes classroom management and experience in real life (high poverty, high minority) settings. All adults, including those preparing teachers, must be held responsible for the outcomes in our public schools. We have waited far too long. Louisiana’s initiatives are what have been needed for decades. **The U.S. Education Department’s plan is right on target.***

Diane Roussel
Former Superintendent of Jefferson Parish Public Schools
Jefferson Parish, Louisiana

*“We know that the efficacy of teachers and school leaders is the most important school-related factor affecting student performance. Each year our school district hires hundreds of new teachers. In our efforts to hire the best teachers for each position, we have found the state rating system for teacher preparation programs to be a critical tool. Although there are almost 20 preparation programs in our state producing teachers in numerous areas of certification, we’re now able to look at the value that graduates from all programs in specific certification areas can bring to our classrooms. **We now have the critical guidance that allows us to hire the “best of the best.”**”*

*The Louisiana Value-Added Teacher Preparation Program Assessment Model has required universities and private providers to address current K-12 standards and core curriculum, thus making coursework more relevant to our current student academic needs and teachers more prepared to teach their specific content. In the effort to assure districts that their teachers will add the most “value” to student achievement, preparation programs have been carefully redesigned and some even closed; all are continuing to find areas in which to improve. Preparation programs have shared their positive practices across all universities and providers so that a greater number of students in Louisiana will be career and college ready in the future. This coordinated venture between K-12 and higher education has benefited school systems, administrators, teachers, and most importantly, students. **The Louisiana model is certainly one that should be replicated in other states.**”*

Barbara Freiberg
President, East Baton Rouge School Board
East Baton Rouge, Louisiana

“Over the last ten years, teacher preparation providers in Louisiana have worked collaboratively with K-16 state agencies to develop and use multiple measures of teacher preparation effectiveness. These measures served their purpose, as teacher certification requirements were strengthened, new and rigorous alternate and traditional pathways to certification were created, and teacher preparation programs were redesigned to meet national content standards and earn national accreditation by NCATE or TEAC.

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The U.S. Department of Education initiatives support the progress made in Louisiana, while challenging us to break new ground by moving toward new levels of accountability (e.g., performance-based licensure tests) and by addressing the need for a diverse teaching workforce.

Teacher preparation has been “shaken-up” in Louisiana. We’ve lived through the difficult ‘redesign’ years and we’re continuing to work out the kinks of the value-added data system. The proposed initiatives will provide impetus to seek improvement in new areas of need in teacher preparation. . . . Bottom line: I support Secretary Arne Duncan’s initiative.”

Vickie S. Gentry, Ph.D.
Dean, College of Education & Human Development
Northwestern State University
Natchitoches, Louisiana

“The Secretary’s proposed changes to the Teach Grant program will allow for a more strategic use of federal funds to support program improvement and continued innovation in teacher education. Understanding the influence of teaching training programs on student learning is an important first step toward creating a system which supports ambitious teaching and learning for our nation’s youth. The U.S. Department of Education is right to demand states use multiple measures to assess teacher training program quality, and I welcome the administration’s support of emerging tools like new teacher performance assessments that can be used to support deep program improvement in teacher education.”

Tom Stritikus
Dean, College of Education
University of Washington
Seattle, WA