OUR YOUNG PEOPLE CAN'T BE LEFT TO CHANCE: Making Responsible Entry-level Teaching the Norm

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Education Writers Association

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SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

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ANALYZING STUDENTS' ERRORS

What mathematical steps produced each of these answers?

Why might someone do the problem in this way?

(a)

$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 405 \\ 108 \\ \hline 1485 \end{array}$$

(b)

$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 225 \\ 100 \\ \hline 325 \end{array}$$

(c)

$$\begin{array}{r} 49 \\ \times\ 25 \\ \hline 1250 \\ 25 \\ \hline 1275 \end{array}$$

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RAISING UP TEACHING AS THE #1 POLICY IMPERATIVE OF OUR TIME

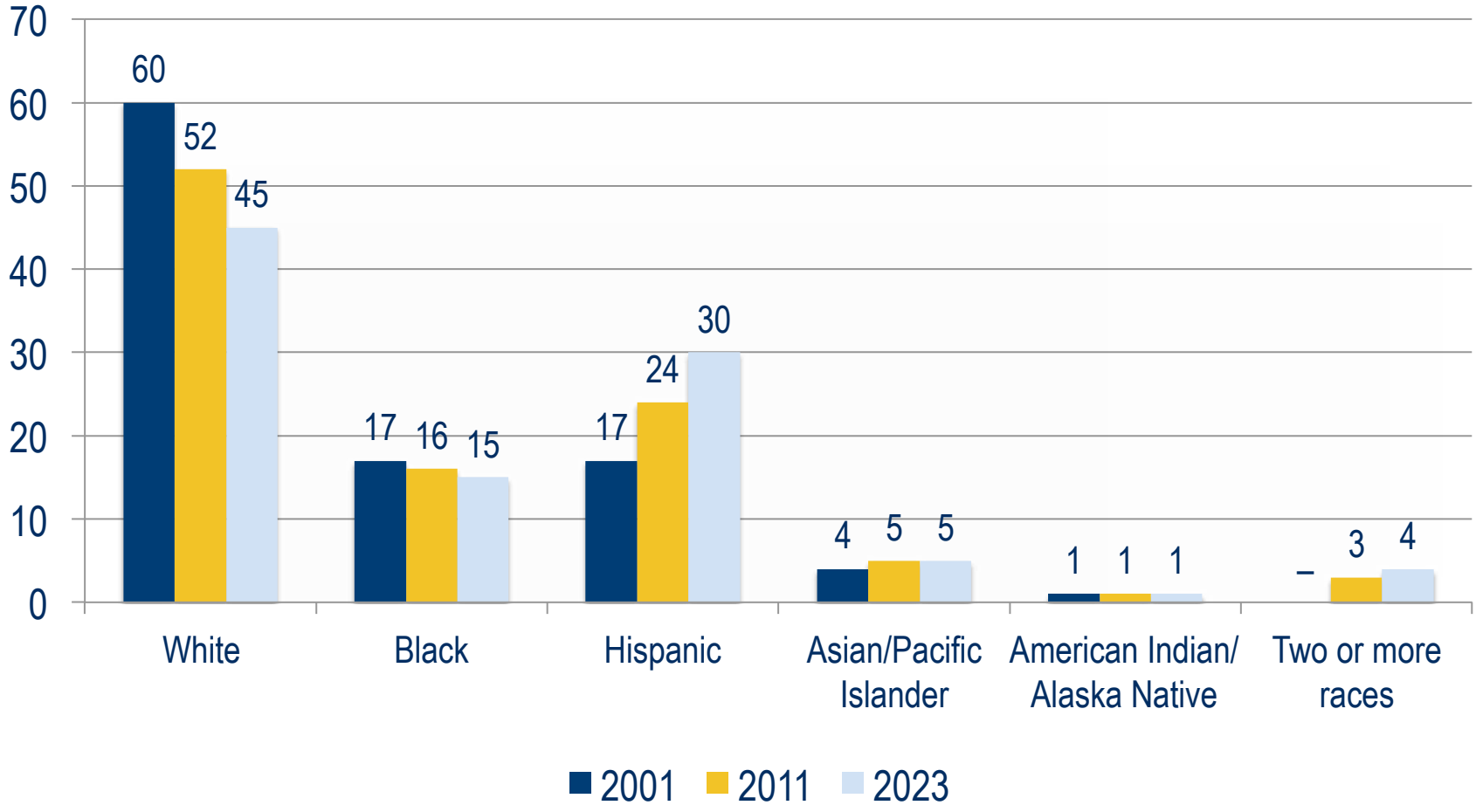
- 74,000,000 children in U.S.
- Schooling: Our society's commitment to individuals' lives and to the future of our society
- The U.S. spends more per pupil than any other OECD country
- U.S. students score below the median of the OECD countries
- Educational opportunity and quality are inequitably distributed and significantly associated with income and race
- Evidence of the power of skillful teaching
- Overwhelming lack of public respect for the work of teaching

→ This is a public policy problem of vital moral, practical, and political urgency.

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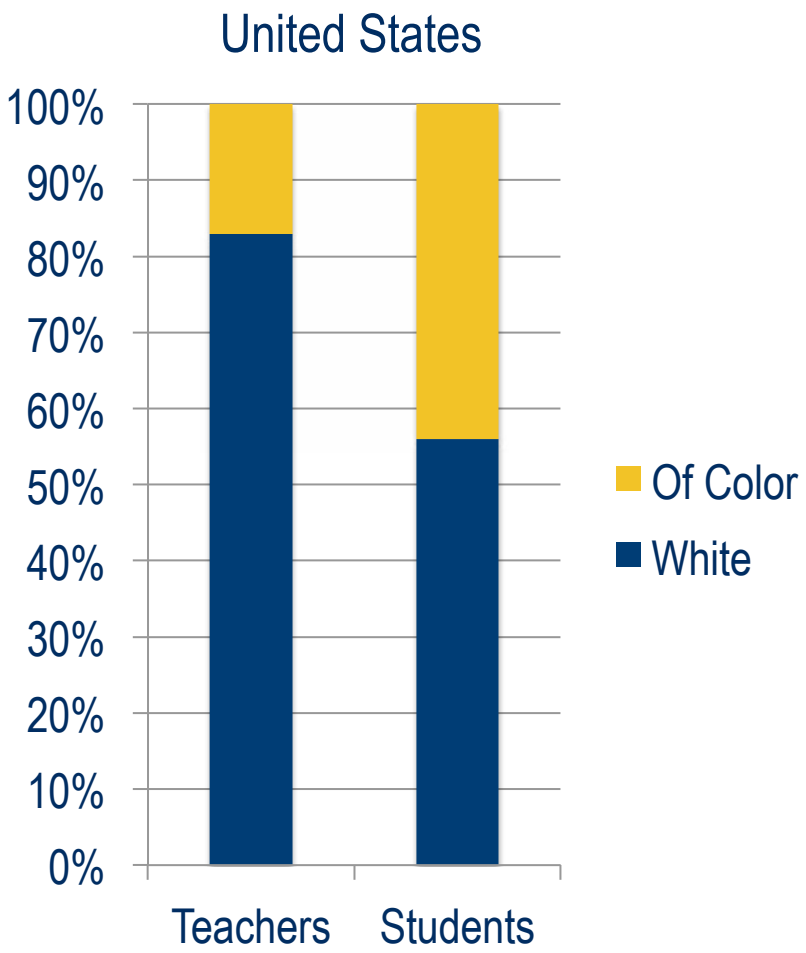
CHANGING DEMOGRAPHICS OF PUBLIC SCHOOLS

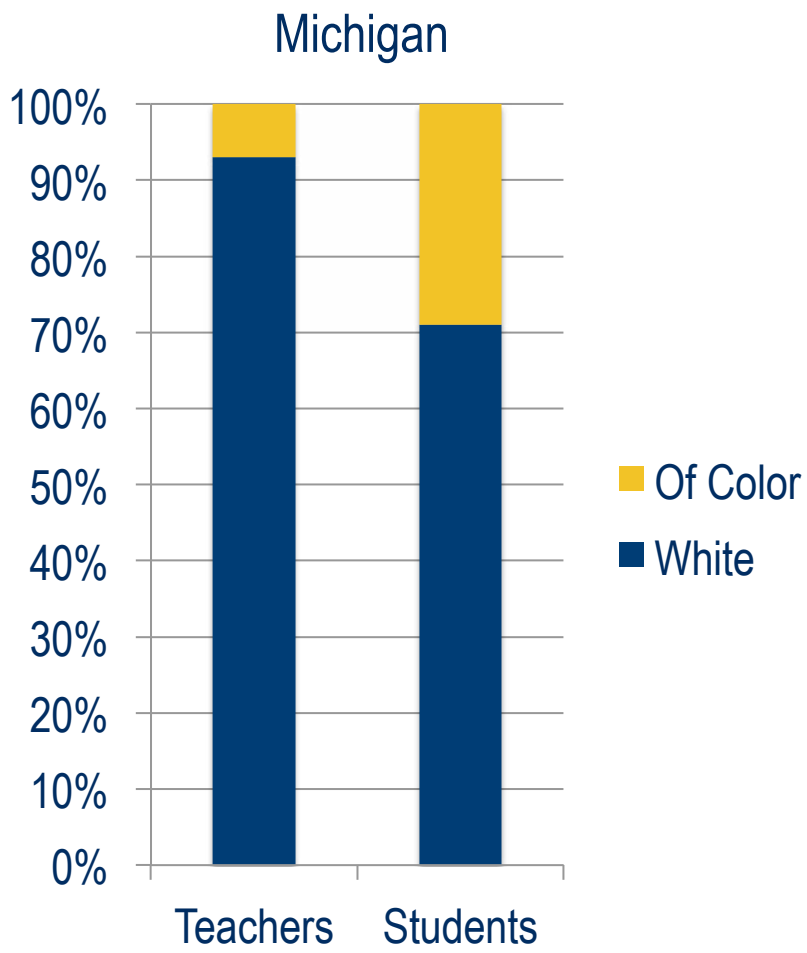


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DEMOGRAPHIC DIVIDE: K-12 TEACHERS AND STUDENTS





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A LEGACY OF BENIGN NEGLECT

- High demand led to an occupation that was easy to enter, and high turnover
- A broadly shared conviction that teaching cannot be taught, and depends on either
  - Talent (the "natural born" teacher), or
  - "Hard knocks" figuring out what works through experience
- The result? A "hit or miss" approach to supplying skillful teaching
- **It's time to put a stop to this.**

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ENTRY-LEVEL TEACHING AS A CRITICAL FOCUS

1. More U.S. schoolchildren have a teacher with fewer than five years of experience than a teacher with any other number of years of experience.
2. Most beginning teachers say they are underprepared for teaching, and on average they are less effective.
3. Distribution of beginning teaching is concentrated disproportionately in low-income and high-minority schools.

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PREDOMINANT APPROACHES TO "QUALITY TEACHING"

- Recruitment, raise selectivity
- Residency and induction programs
- Teacher evaluation (concerns for ineffective teaching)
- Small, local innovations

WHAT IS NOTABLY MISSING?

- A broad strategy for preparing responsible beginners

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NO PROFESSIONAL SYSTEM FOR TEACHER PREPARATION OR CONTINUED DEVELOPMENT

- More than 3,000 independent providers of initial teacher training
- No common specific curriculum for preparation for initial teaching
- A reliance on conventional academic credentials as the standard content knowledge
- No common standard of performance for entry to independent practice with (on) young people

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PRACTICING DEFIBRILLATION



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PRACTICING A GUIDED READING LESSON



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WHAT SHOULD INITIAL TRAINING AND LICENSURE DO?

1. Take as the central imperative the **rights of children**
2. Focus on preparing entry-level teachers who are ready to care for the **academic, social, emotional, and physical safety** of children, and to conform to standards of **ethical practice**
3. Provide assurance to parents and to the public that the beginning professional has met the standards necessary to be given **initial responsibility for students' learning**

In other words, ensure that the beginning teacher meets the standard of "safe to practice"

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MISSION AND GOAL

TeachingWorks is committed to building a system that ensures that teachers enter the profession with the appropriate entry-level skills and knowledge to teach skillfully and with care.

Our goal is that all students, wherever they are or whoever they are, receive responsible teaching that can help them grow and develop—every single year.

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CORE DESIGN

1. **A professional practice curriculum** that focuses on high-leverage practices of teaching essential for responsible beginning practice
2. **Training** and structuring **experience** to prepare novices to carry out these practices
3. **Performance assessments** required for entry to teaching

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SYSTEMIC STRATEGY: "TOP-DOWN" AND "BOTTOM-UP"

1. **SET A THRESHOLD FOR ENTRY**: Partnership to build a new generation of on-demand performance-based **licensure assessments** (Education Testing Service)
   - Design, field test, and validate the assessments (TeachingWorks content, ETS expertise in test development)
   - Partner with states for the field test, to improve the product and develop buy-in
2. **BUILD CAPACITY FOR PREPARATION**: **Program networks**
   - Partner with teacher preparation programs in states to refine and implement practice-based teacher training
   - Develop field-tested products and tools for use by other programs

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TeachingWorks

WHY CAN OUR APPROACH WORK?

- The fundamental elements have been developed and tested, and are ready to be scaled and further refined.
- The strategy is wired into the structure of the U.S. educational system, with state authority key.
- We are insiders to the enterprise, but are also known for breaking the mold.

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OUR BIGGEST CHALLENGES

1. Timing and being able to move quickly enough in the next five years
2. Changing ideas about quality teaching and how to get it: Building an effective and deeply-penetrating education campaign

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