

# **Our Future, Our Teachers**

## **The Obama Administration's Plan for Teacher Education Reform and Improvement**

United States Department of Education

September 2011

Note: The front cover of the printed version contains the US Department of Education seal. In addition, there is a picture of a teacher working with two students. The back cover contains the language: The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. <http://www.ed.gov>

**U.S. Department of Education**

Arne Duncan

*Secretary of Education*

September 2011

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*“From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it’s the person standing at the front of the classroom... America’s future depends on its teachers. That is why we are taking steps to prepare teachers for their difficult responsibilities and encouraging them to stay in the profession. That is why we are creating new pathways to teaching and new incentives to bring teachers to schools where they are needed most.”*

*President Barack Obama  
Remarks to the Hispanic Chamber of Commerce  
March 10, 2009*

## **Foreword**

Arne Duncan  
*U.S. 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.

Supporting a strong teaching force and school leadership is a top priority for the Obama administration. Making improvements in teacher and leader effectiveness is one of four pillars of the Administration’s education reform agenda. Unfortunately, our public education sector has been among the hardest hit during these difficult economic times. That’s why President Obama made it a national priority to ensure that teachers don’t lose their jobs because of state and local budget cuts, including a \$30 billion fund to prevent teacher layoffs in the American Jobs Act. This is just one of the many ways that we are working to support teachers and leaders in schools across the country; and we know much more work needs to be done to support teachers while in the classroom and to reward them like the true professionals they are. Still, the first step is with how we handle teacher preparation—what happens before many teachers even step foot in the classroom.

While there are many beacons of excellence, unfortunately some of our existing teacher preparation programs are not up to the job. They operate partially blindfolded, without access to data that tells them how effective their graduates are in elementary and secondary school classrooms after they leave their teacher preparation programs. Too many are not attracting top students, and too many states are not setting a high bar for entry into the profession. Critical shortage areas like science, technology, engineering, math, and special education are going unfilled. 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 who hire large numbers of new teachers, as I did in Chicago, have been frustrated at having to retrain new teachers.

Still, I'm optimistic about what's happening across the country. Thanks in part to investments that our Administration has made to support new data systems, over a dozen states now link teacher preparation programs with meaningful P-12 impact data on how their graduates are performing in the classroom so programs can improve themselves. Investments in the American Recovery and Reinvestment Act have supported dozens of colleges of education across the country as they develop new clinical programs that provide students with training in the concrete skills they will need to be effective in the classroom. Leaders from all teacher preparation pathways, both traditional and alternative route programs are uniting around a vision of teacher preparation that puts student results and effective teaching front and center.

We want to build on this emerging consensus and on the reforms that our Administration has supported to re-design the No Child Left Behind Act and spur a Race to the Top in our schools. This package of teacher preparation initiatives 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 be held to a clear standard of quality that includes but is not limited to their record of preparing and placing teachers who deliver results for P-12 students. The best programs will be scaled up and the lowest-performing will be supported to show substantial improvements in performance. Significant new scholarship funding will help recruit the next generation of teachers to attend the most successful teacher preparation programs across the country. 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 this great profession.

Our goal is simple: We want every teacher to receive the high-quality preparation and support they need, so that every student can have the effective teachers they deserve. This administration looks forward to working with Congress, with leaders in the fields of teacher preparation and development, and with all who share this vision to bring this plan to life.

## Support for Reform

“We need to take the lead in recruiting and training teacher candidates. Let’s start by giving them the best preparation anyone could imagine on the front end, before they ever set foot in a classroom. Students need and deserve our best efforts and our best educators. **The Administration’s ’s proposal *Our Future, Our Teachers* provides a strong roadmap for promoting and highlighting excellence in teacher preparation programs and providing long overdue support for teacher preparation programs at minority-serving institutions.**”

*Dennis Van Roekel*  
*President*  
*National Education Association*

“Research has shown that teachers are the most important school-based factor in determining student achievement. Comprehensive teacher effectiveness reform must include bringing accountability to teacher preparation. **Ultimately, colleges of education should be reviewed the same way we propose evaluating teachers - based primarily on student learning. We applaud the Administration for taking an important step in advancing these reforms, collecting better outcome data, and supporting state reforms.**”

*Chiefs for Change*

“**Teacher preparation must, in the words of a recent NCATE Blue Ribbon Panel report, be ‘turned upside down.’ We have to raise the bar for teacher preparation so that excellent programs and practices are the norm across our nation. We applaud the efforts of the Obama Administration in its strategic plan *Our Future, Our Teachers* to develop a comprehensive agenda that will promote effective teaching at every stage of the career pipeline.** We are eager to work together with the Department and with all stakeholders to build a new system of teaching effectiveness that serves all our nation’s learners.”

*James G. Cibulka*  
*President, National Council for Accreditation of Teacher Education*  
*President, Council for the Accreditation of Educator Preparation*

“*Our Future, Our Teachers* 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 Loewenberg Ball  
Dean, School of Education  
University of Michigan at Ann Arbor*

**“Identifying and learning from top-performing teacher-preparation programs is an important strategy to further the teaching profession in our country.** It is critically important to analyze regularly the effectiveness of our teacher-preparation pathways, and that analysis should include an objective and rigorous examination of the average learning gains of students. States that annually conduct such analyses, such as Louisiana and Tennessee, are providing valuable feedback to teacher-preparation programs, including Teach For America, and helping to inform school and district hiring decisions.”

*Wendy Kopp  
CEO and Founder  
Teach for America*

“The quality of the nation’s new teacher pipeline has a tremendous impact on the overall quality of education that our students receive. The U.S. Department of Education’s insistence that states truly hold teacher preparation programs accountable will make it harder for weak programs to escape scrutiny. By investing in selective programs that take care to recruit minority teacher candidates and train them in effective methods of instruction, particularly in reading, the Department will establish a strong model for other programs to emulate. And by awarding fellowships to high achievers, the country will recruit the talent into the classroom our students deserve. **The Administration’s plan will get us closer to the day when schools of education come to be seen as invaluable to the teaching profession as medical schools are to doctors.”**

*Kate Walsh  
President  
National Council on Teacher Quality*

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.”

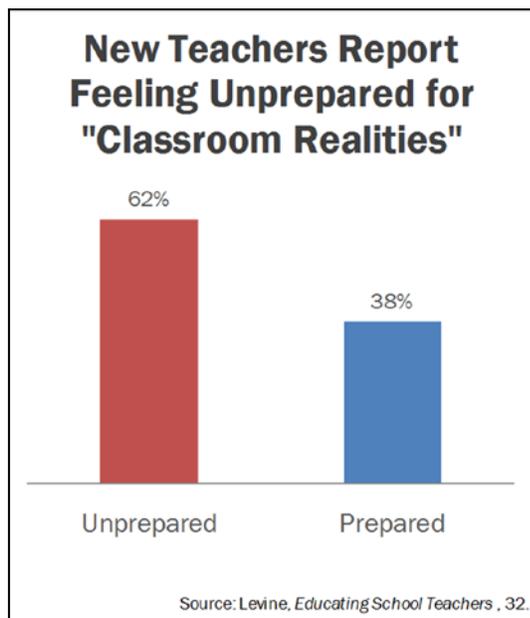
*Tom Stritikus  
Dean, College of Education  
University of Washington*

*Our Future, Our Teachers* provides a **valuable roadmap** for the future of teacher education as we seek to improve the ways our teachers are recruited, selected and prepared for their critical positions.

*David Ritchey*  
*Executive Director*  
*Association of Teacher Educators*

## 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.<sup>1</sup> Strong programs recruit, select, and prepare teachers who have or learn 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 whose students do not make sufficient academic progress.



Unfortunately, while there are shining examples of strong programs throughout the country, too many of our teacher preparation programs fall short. As a whole, America is 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.<sup>2</sup> Our differences with other nations are not due to teacher preparation alone. We must do more to support and reward excellent teaching at various stages in the education system. However, we can do more in the area of preparation. 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."<sup>3</sup>

Programs often do not 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.<sup>4</sup>

<sup>1</sup> Julie Greenberg, Laura Pomerance and Kate Walsh, *Student Teaching in the United States* (Washington, DC: National Council on Teacher Quality, 2011), 1, [http://www.nctq.org/edschoolreports/studentteaching/docs/nctq\\_str\\_full\\_report\\_final.pdf](http://www.nctq.org/edschoolreports/studentteaching/docs/nctq_str_full_report_final.pdf)

<sup>2</sup> Byron Auguste, Paul Kihn, Matt Miller, *Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching* (Washington, DC: McKinsey & Company, 2010),

<sup>3</sup> [http://www.mckinsey.com/clientservice/Social\\_Sector/our\\_practices/Education/Knowledge\\_Highlights/~media/Reports/SSO/Closing\\_the\\_talent\\_gap.aspx](http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/~media/Reports/SSO/Closing_the_talent_gap.aspx)

<sup>4</sup> Arthur Levine, *Educating School Teachers* (Washington, D.C.: The Education Schools Project, 2006), 32, [http://www.edschools.org/teacher\\_report.htm](http://www.edschools.org/teacher_report.htm)

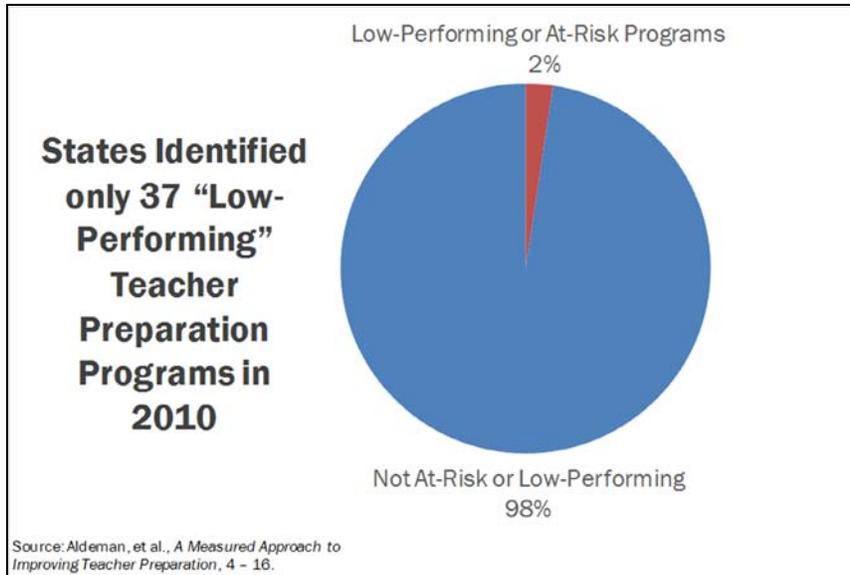
<sup>5</sup> U.S. Department of Education, *Policy and Program Studies Service Report Highlights: State and Local Implementation of the No Child Left Behind Act Volume VIII—Teacher Quality Under NCLB: Final Report* (Washington, DC, 2009), 3, <http://www2.ed.gov/rschstat/eval/teaching/nclb-final/highlights.Pdf>

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.<sup>5</sup>

These challenges persist for many reasons, including 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. Thirty-nine didn't identify a single low-performing program. Over the last dozen years, 27 states have never identified a single low-performing program.<sup>6</sup>



<sup>5</sup> U.S. Department of Education, *Secretary Arne Duncan's Remarks to National Council for Accreditation of Teacher Education on 6 November 2010* (Washington, DC), <http://www.ed.gov/news/speeches/secretary-arne-duncans-remarks-national-council-accreditation-teacher-education>

<sup>6</sup> Chad Aldeman, et al., *A Measured Approach to Improving Teacher Preparation* (Washington, DC: Education Sector, 2011), 4 - 16, <http://www.educationsector.org/publications/measured-approach-improving-teacher-preparation>

## 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 61% and in-state tuition of less than \$4,000, is preparing some of the most effective high school teachers in North Carolina.<sup>7</sup> 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 an intensive and continuing clinical experience that begins in a student's sophomore year and continues through to graduation. Additionally, some alternative pathway programs 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 – a vision strongly supported by the Obama Administration through the Teacher Quality Partnership grant program

At the state level, Louisiana and Tennessee have developed statewide systems that track the academic growth of a teacher's P-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 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.<sup>8</sup> That's powerful information for hiring superintendents and for teacher preparation program leaders who can use the data to drive program changes and improvement.

Moreover, there are marked differences within institutions. Tennessee's data suggest that while one of its colleges of education excels in producing high-performing math and science teachers, in the past it has been less effective in preparing English language arts teachers. That's important for the program to know in improving its teacher preparation program and for public 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 teacher training programs.

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<sup>7</sup> Fayetteville State University Office of Institutional Research, *Fact Book Fall 2010* (Fayetteville, 2010), 17, [http://www.uncfsu.edu/ir/FactBook/Fall\\_2010\\_Fact\\_Book\\_draft\\_copy.pdf](http://www.uncfsu.edu/ir/FactBook/Fall_2010_Fact_Book_draft_copy.pdf)

<sup>8</sup> Tennessee Higher Education Commission, *Report Card on the Effectiveness of Teacher Training Programs* (Nashville, 2010), [http://www.tn.gov/the/Divisions/ftt/report\\_card\\_teacher\\_train/Report%20Summary.pdf](http://www.tn.gov/the/Divisions/ftt/report_card_teacher_train/Report%20Summary.pdf)

Sidebar Notes from Previous Page:

## **Reports from Louisiana**

**“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... 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*

**“All adults, including those preparing teachers, must be held responsible for the outcomes in our public schools. We have waited far too long... The U.S. Education Department’s plan is right on target.”**

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

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.<sup>9</sup> 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.

The federal role is to support states in their work. It is not to usurp the significant progress already being made across the country. It is not 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.

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<sup>9</sup> Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (Washington, DC: National Council for Accreditation of Teacher Education, 2010), <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

Sidebar Notes from Previous Page:

“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*

“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... **The Louisiana model is one...that should be replicated in other states.**”

*Barbara Freiberg*

*President, East Baton Rouge School Board*

*East Baton Rouge, Louisiana*

## The Plan



### I. A Focus on Results: Institutional Reporting and State Accountability (Higher Education Act Title II Regulations)

This plan begins with finally providing prospective teacher candidates, hiring school districts, and teacher preparation programs themselves with 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 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 heavily focused on program inputs as opposed to outcomes.

Beginning this fall and continuing into the winter, the Department will work with the teacher preparation community to streamline regulations that reduce the reporting burden of these requirements and focus instead on the best measures of program impact. The goal is to develop better regulation while reducing the reporting burden on states and teacher preparation programs. 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 or safety and replace them with three categories of outcome-based measures:

Sidebar Notes from Previous Page:

Focus on outcomes: **K-12 student growth, employment outcomes, and customer satisfaction.**

1. ***Student growth of elementary and secondary school students taught by program graduates.*** Building on the lessons of the Race to the Top states, Louisiana, North Carolina, Tennessee, and the New York City school district, states would be asked to report on the aggregate learning outcomes of K-12 students taught by graduates of each preparation program. In doing so, they should use multiple, valid measures of student achievement to reliably 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, to gather qualitative data that can inform improvement efforts and provide a complete picture of program quality, states would be asked to survey recent program graduates and their principals or gather other qualitative evidence as to whether relevant preparation programs provided graduates with the skills needed to succeed in their first 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. In all likelihood full implementation will be phased in over several years in recognition of the existing and near-term capacity of state data systems. The good news is many have already implemented significant components of these proposals. Many already track teacher employment data and link students to their teachers and teachers to their preparation programs and others are making substantial progress supported in part by \$48.6 billion in federal resources supplied along with the Recovery Act's State Fiscal Stabilization Fund and an additional \$400 million in State Longitudinal Data Systems grants.<sup>10</sup>

Regardless of the 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.

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<sup>10</sup> According to the Data Quality Campaign (<http://www.dataqualitycampaign.org>):

- 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.

Sidebar Notes from Previous Page:

Statewide Reform: **No teacher licensed or certified absent a performance-based indication of quality.**

## II. Promoting Excellence: Presidential Teaching Fellows

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 revamp and upgrade the existing \$110 million TEACH grant program. The revised TEACH grant program, renamed the "Presidential Teaching Fellows" program, would provide formula aid to states that commit to establish rigorous systems for teacher certification and licensure and teacher preparation program accountability. The bulk of funds (a minimum of \$135 million worth) 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. The aim is to send TEACH funds to the best programs for the best students with a priority on those with financial need.

*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.

- 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 information that includes but is not limited to outcome data collected under HEA Title II. States would assist first, but ultimately have to withdraw approval from teacher preparation programs persistently identified as low-performing, based on three categories of outcome-based measures – student learning growth, job placement and retention, and customer satisfaction survey results.
- Finally, states would approve any teacher preparation program, including non-traditional pathways, that can meet the same high teacher preparation standard for approval.

A 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.

*Scholarships.* The vast majority of Presidential Teaching Fellow funds would go to teaching scholarships. States would give subgrant funds to top-tier programs regardless of pathway. In turn, top-tier programs would award final-year Presidential Teaching Fellow scholarships of up to \$10,000 each 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 in a high-need field, such as teaching English

Sidebar Notes from Previous Page:

**No barriers to effective alternative route teacher prep programs.**

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

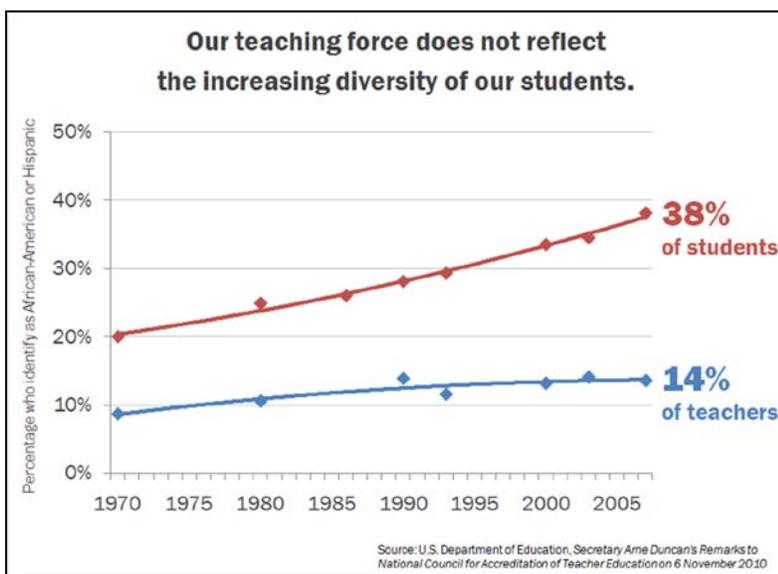
Learners and students with disabilities, and would commit to teaching for at least three years in a high-need school.

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 \$110 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. 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 students in the final year of program participation, the Presidential Teaching Fellows program will provide a strong incentive to graduating students and better ensure that program funds support individuals who fulfill their service requirement and enter the profession with the skills, knowledge, and disposition to be 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 10 years of 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, targeted investments are also necessary. Today, 14 percent of teachers identify as African-American or Hispanic, compared to 38 percent of students. Only 2 percent of teachers are African-American men and only 2 percent are Latino men.<sup>11</sup>



According to the Bureau of Labor Statistics, this increase in minority enrollment, combined with a shortage of minority teachers, should cause demand for effective minority teachers to increase. The supply must rise to meet this demand. Additionally, research indicates that disadvantaged students benefit academically and socially from having teachers with whom they can identify.

<sup>11</sup> U.S. Department of Education, *Secretary Arne Duncan's Remarks to National Council for Accreditation of Teacher Education on 6 November 2010*

Sidebar Notes from Previous Page:

**\$40 million to upgrade and expand MSI teacher education.**

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, a non-selective and relatively low tuition school, consistently produces teachers who generate higher than average K-12 student academic achievement gains. Fayetteville State is more successful than colleges with comparable incoming student body demographics and more successful than colleges that have more selective admissions requirements.

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. These projects will 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;
- Comprehensive interventions to help promising candidates meet heightened standards, particularly passing rigorous entry and licensure exams;
- 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.

Eligible institutions include Historically Black Colleges or Universities (HBCUs), Historically Black Graduate Institutions, Hispanic-serving Institutions,, 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 broader effort by the Obama Administration to ensure an effective, well-supported teacher for every child. They build on work currently being advanced through the Race to the Top and enabled by the Administration's reform of the No Child Left Behind Act. Together, these existing initiatives and the initiatives detailed 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](http://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 invested over \$140 million in innovative programs that provide intensive clinical training to prepare our next generation of teachers. With funds made available from Congress through the American Recovery and Reinvestment Act, the Obama Administration was able to offer 5 years of support for 40 projects under the Teacher Quality Partnership program. These grants will prepare teachers, based on the model of effective teaching residency programs, supporting partnerships between colleges, universities, and high-need schools to provide novice teachers with comprehensive induction in their first years of teaching and to support new pathways for those entering the profession from other fields.

In reforming the No Child Left Behind Act, the Administration has proposed a \$250 million investment in a new Teacher and Leader Pathways program, building off of the current Teacher Quality Partnership Program to provide grants to school 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. Regulatory reform and the new Presidential Teaching Fellows will put in place a stronger state system for ensuring the quality of teacher preparation, while this new investment supports and scales up individual high-performing programs.

***In-service development and support.*** Through Race to the Top and the Administration's ESEA Flexibility plans, new state systems of teacher evaluation and support 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, a teacher's demonstrated contribution to a

school's or district's success, and a teacher's instructional skills as measured by multiple measures of professional practices, such as observations by trained observers against a rubric that is based on clear standards and a shared understanding of what effective teaching looks like and what effective teachers should be able to do. 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.