

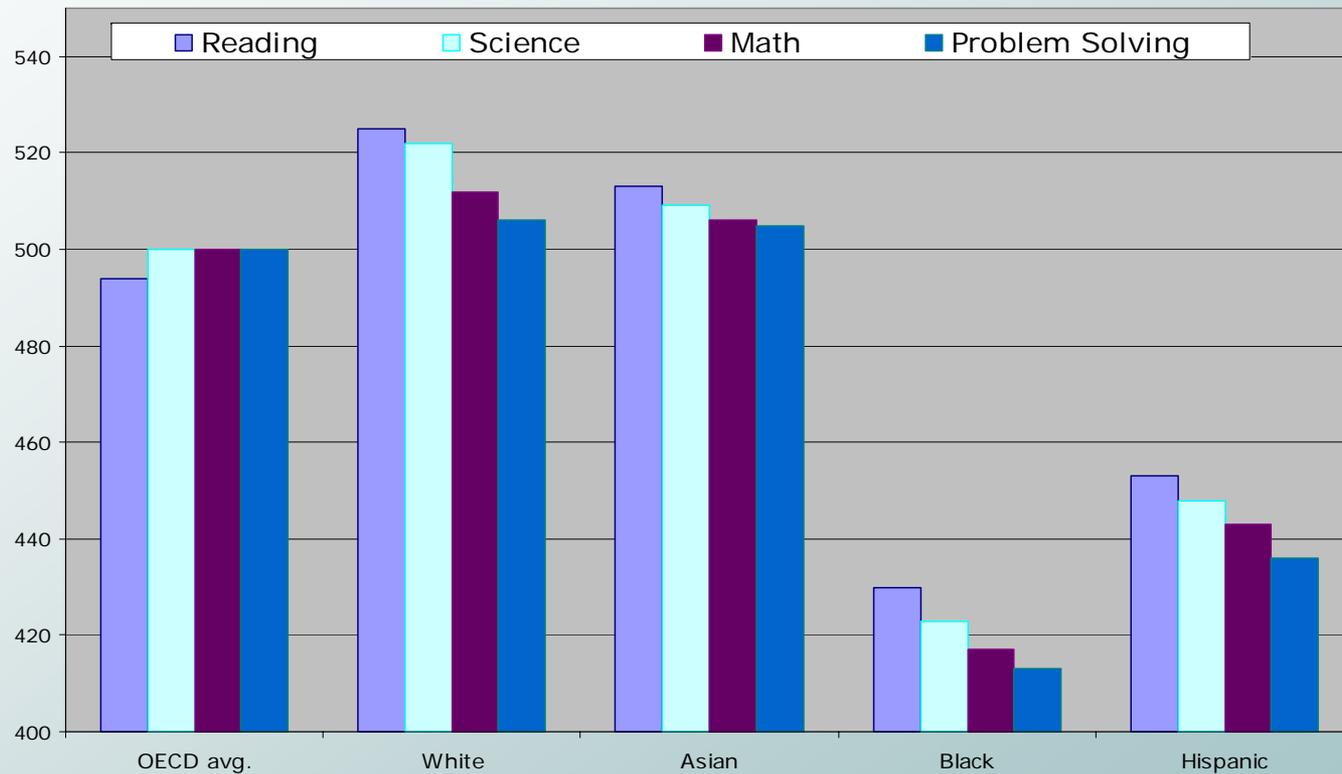
## Teacher Education and the American Future





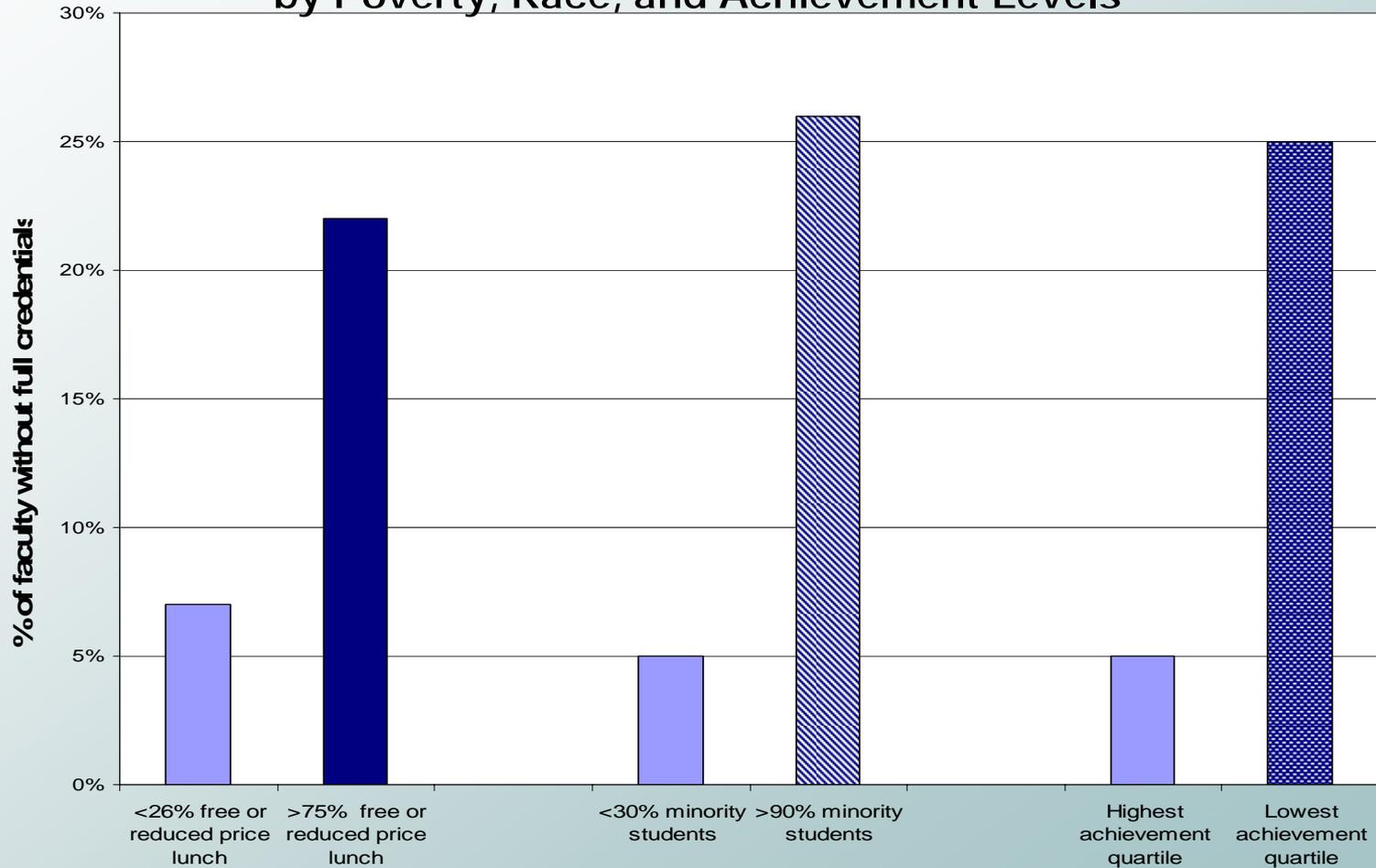
# Inequality Influences Low US Rankings

**Figure 1**  
**U.S. PISA Results, by Subgroup, Compared to OECD Average**



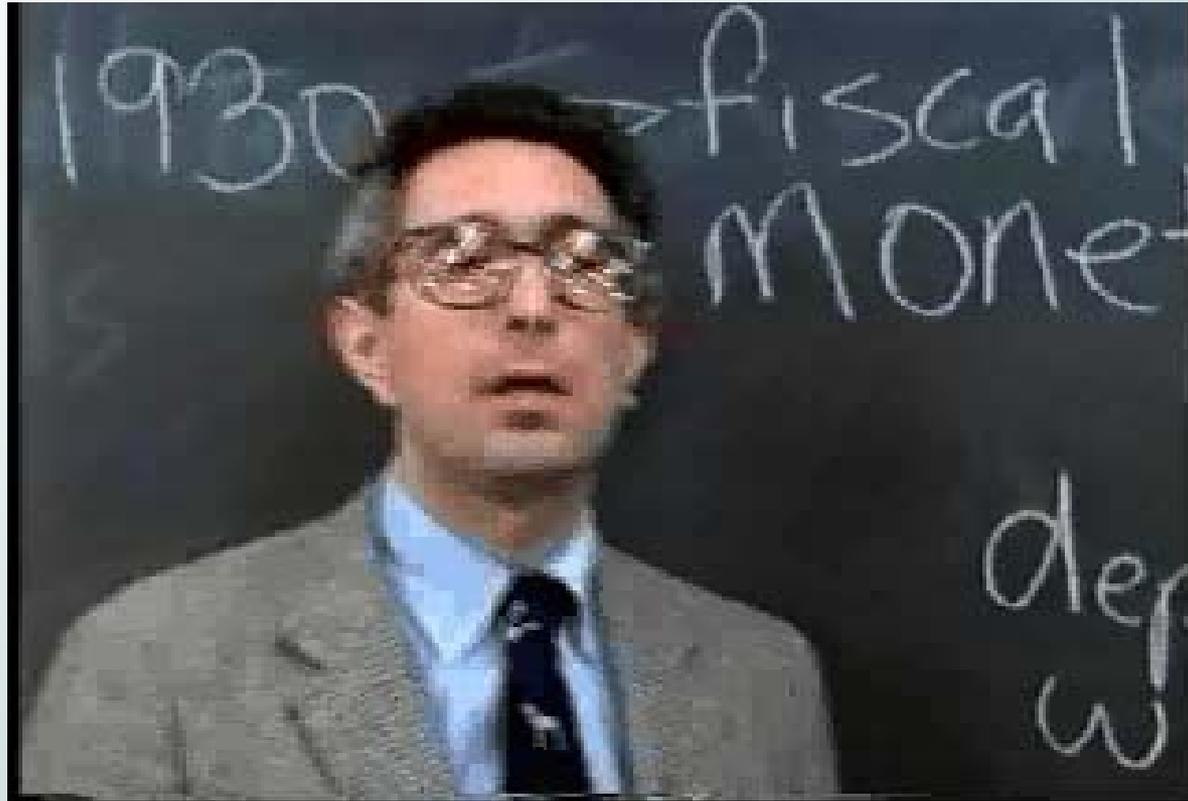
# Unequal Access to Qualified Teachers (California)

## Distribution of Uncertified Teachers by Poverty, Race, and Achievement Levels



Source: Shields et al., 2001

## The Need for More Powerful Teaching



## Effective Teachers...

- Engage students in active learning
- Use a wide variety of teaching strategies
- Create ambitious tasks
- Assess student learning continuously and adapt teaching to student needs
- Provide clear standards, constant feedback, and opportunities for revising work
- Work with colleagues to design and refine curriculum, instruction, and assessment



# The Critical Importance of Teacher Knowledge & Skills

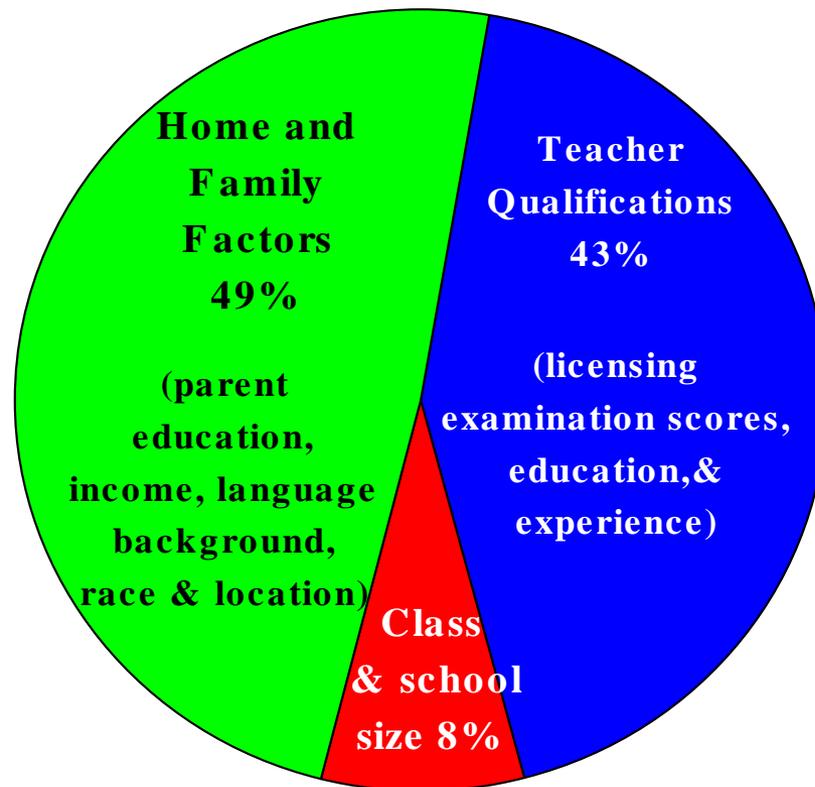
“What the evidence suggests most strongly is that teacher quality matters and should be a major focus of efforts to upgrade the quality of schooling. Skilled teachers are the most critical of all schooling inputs.”

- Ronald Ferguson

“Paying for Public Education: New Evidence on How and Why Money Matters.” *Harvard Journal of Legislation*, 28 (Summer 1991), pp. 465-498.

# Influence of Teacher Qualifications on Student Achievement

Gains in Math Achievement from 3<sup>rd</sup> to 5<sup>th</sup> Grade Due to:

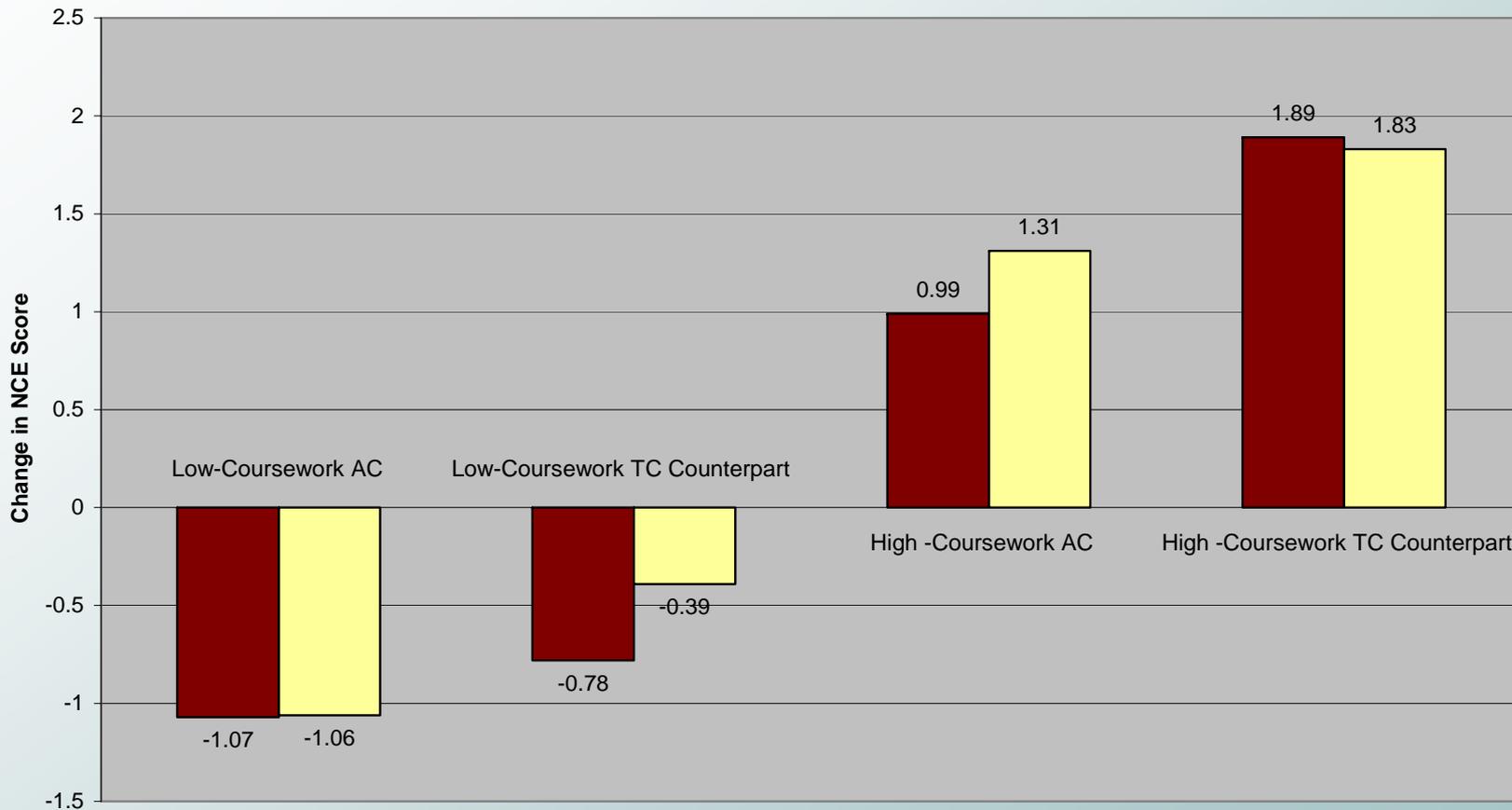


Developed from data presented in Ronald F. Ferguson, Paying for Public Education: New Evidence of How and Why Money Matters, *Harvard Journal on Legislation*. 28 (Summer 1991): pp. 465-498.

**National Commission on Teaching & America's Future, *Doing What Matters Most*, 1997.**

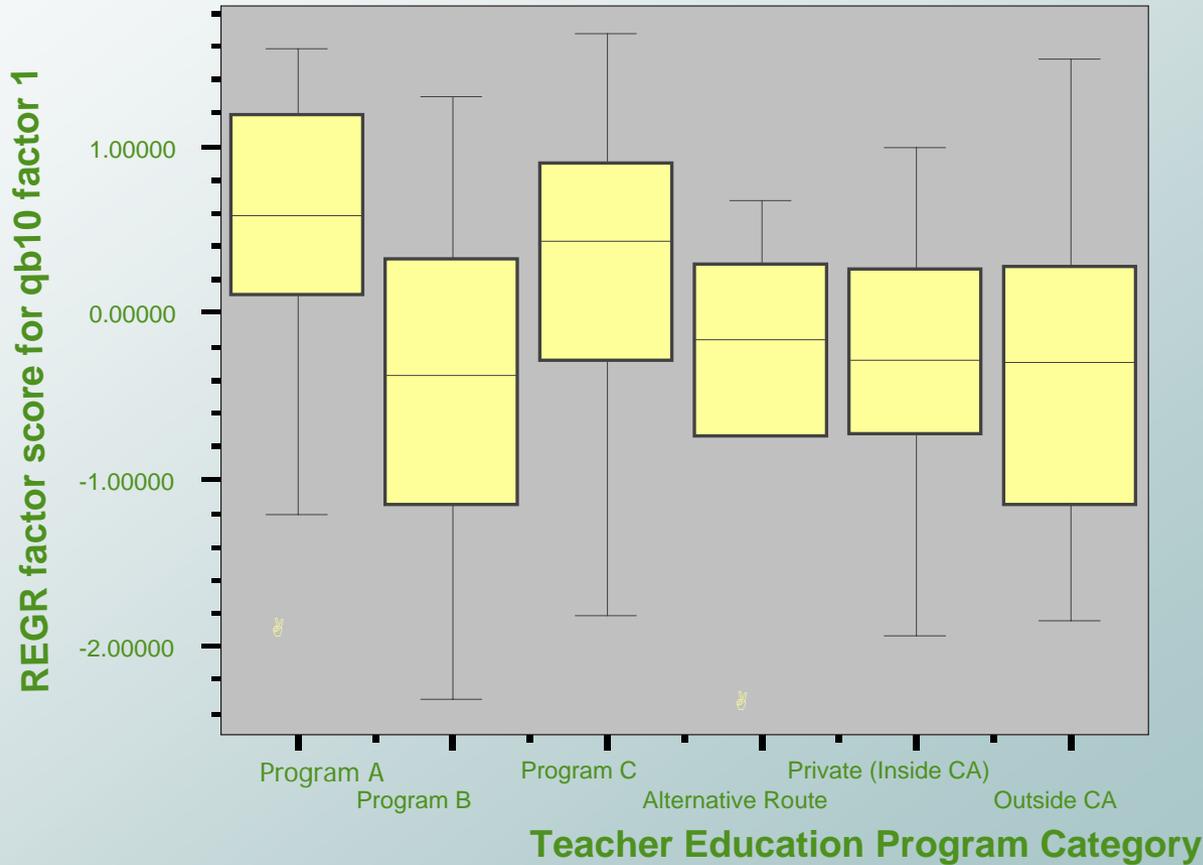
### Fall-to-Spring Test Score Gains / Losses of Students Taught by Alternative Route and Traditional Route Teachers

■ Reading    ■ Math

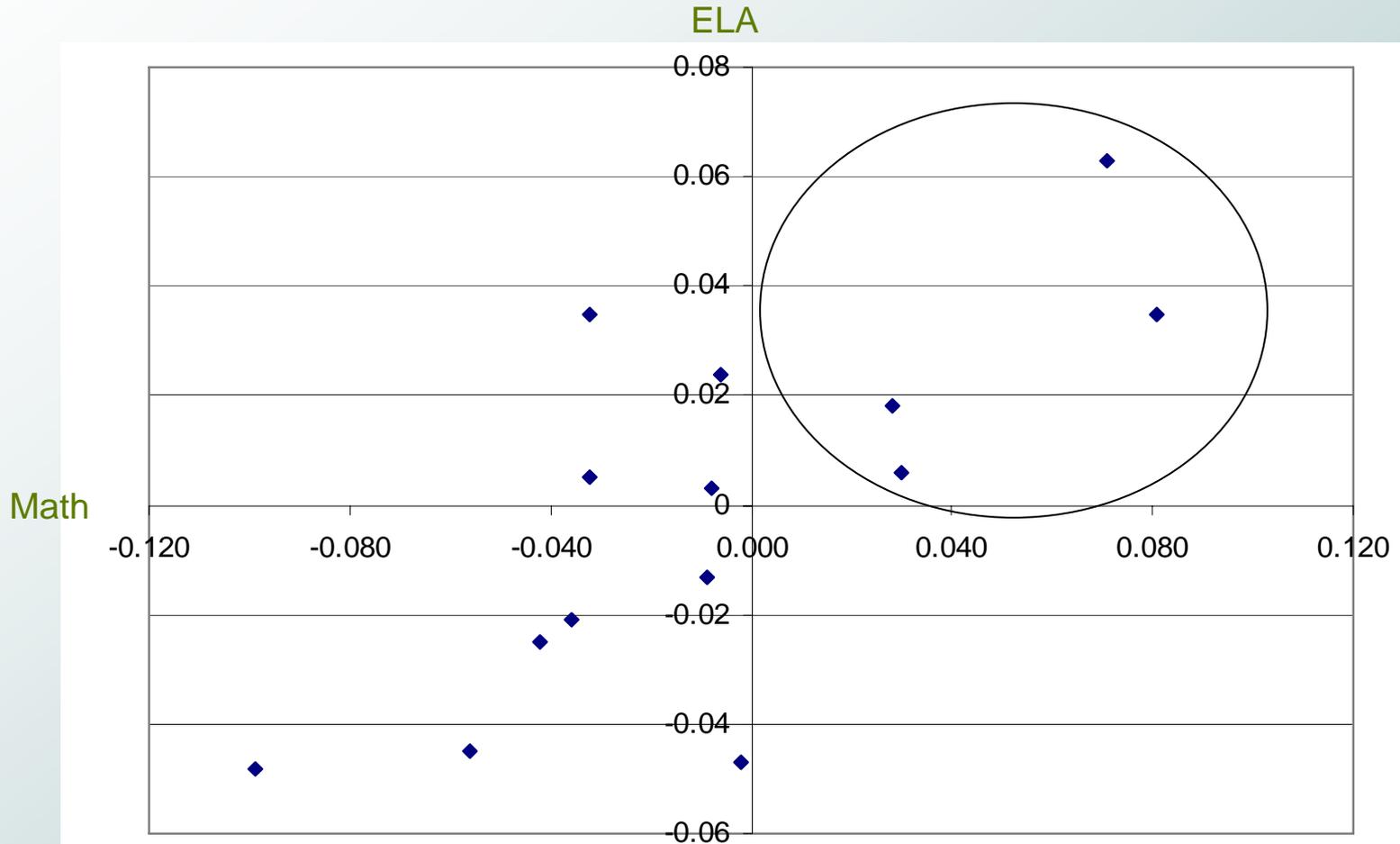


Based on actual (unadjusted) fall and spring scores

# Feelings of Preparedness by Program Type



# Program Effects on NYC New Teacher Value-Added Estimates 2001-2006



## Program Features Influencing Value-Added Estimates of Teacher Effectiveness

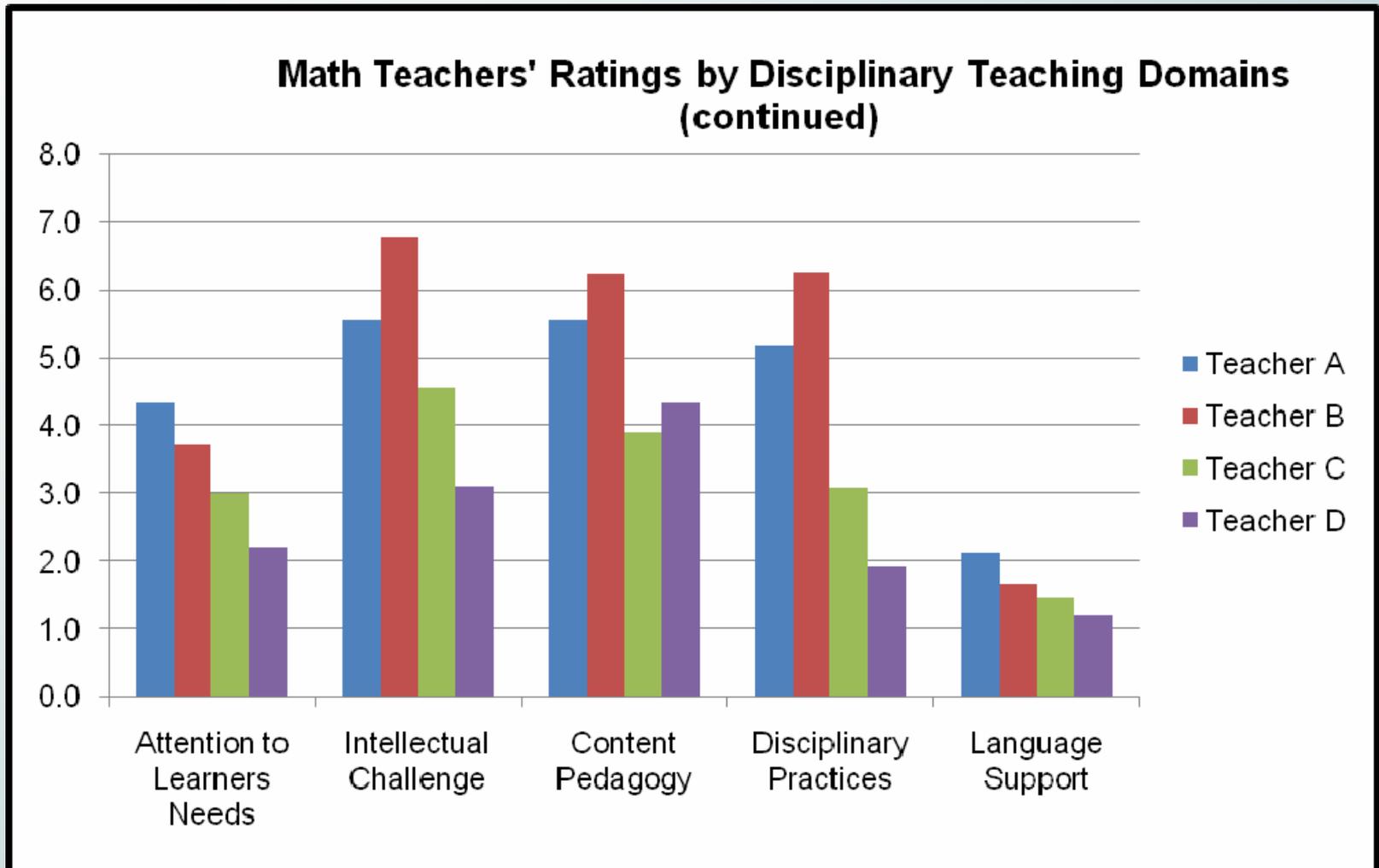
- Student teaching experience and match to 1<sup>st</sup> teaching assignment
- Control of clinical placements & quality of teaching
- Focus on learning specific practices and applying tools to clinical experience
- Content and content pedagogical courses
- Study of local district curriculum
- Capstone project
- Programs' percentage of tenure-line faculty, a possible proxy for institutional investment and program stability.

# Program A Teachers Rank Higher in Value-Added “Effectiveness”

Mean effectiveness ratings, with student demographic controls & school fixed effects



# “Effective” Teachers Exhibit Different Practices than Less Effective Teachers



## Features of Exemplary Teacher Education Programs

- A tightly knit set of experiences based on a **common, clear vision of good teaching**
- Well-defined **standards of practice and performance**;
- A **rigorous core curriculum** with emphasis on student learning, assessment, and content pedagogy;
- Use of **problem-based teaching methods** including cases, action research, and portfolios;
- **Extended clinical experience** (30+ weeks) with expert veterans, linked to coursework, in partnership schools

