

EXCELLENT EDUCATORS FOR EACH AND EVERY CHILD

A Policy Roadmap for Transforming the Teaching and Principal Professions



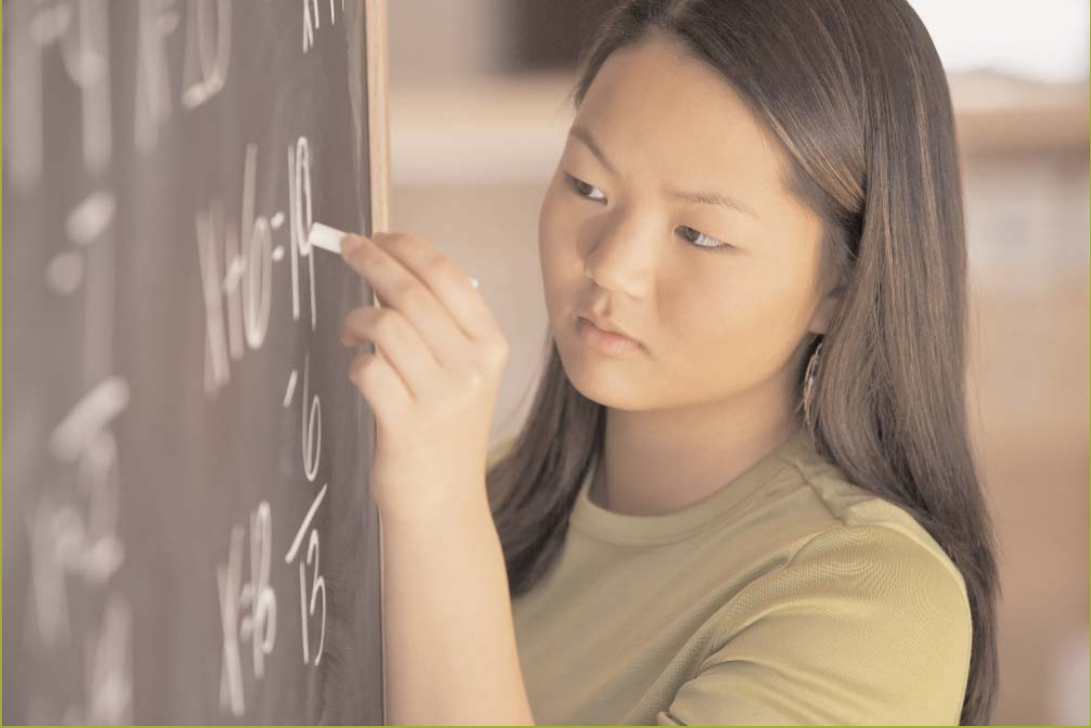
COALITION FOR
TEACHING
QUALITY
PREPARED AND EFFECTIVE
EDUCATORS FOR ALL

October 2014

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#Recruitment



#ProfessionReady



#GrowthLearn



#LeadershipandVoice

Excellent Educators for Each and Every Child

A Policy Roadmap for Transforming the Teaching and Principal Professions

Every student deserves to be taught and led by excellent teachers and school leaders. Unfortunately, many high-need schools and students, especially low-income students, students of color, and students with disabilities, do not have equitable access to well-prepared and well-supported educators. To address this reality, policies must be shaped by a comprehensive vision of teaching quality, not just educator effectiveness. Intentional support strategies that strengthen and invest in teachers and principals must be included to ensure that their leadership, knowledge, skills, and expertise are leveraged to improve outcomes for every learner.

Research makes it clear that teachers, together with principals and school leaders, are the most important school-based influences on student learning.¹ With changing demographics in schools nationwide, in order to prepare every student to meet the demands of society and the global economy, we must do a better job of preparing and retaining effective educators, who are the backbone of our nation's economy.² Meeting this challenge requires the development of a coherent, performance-based professional continuum for teachers and principals that begins in preparation and leads to accomplished practice and the opportunity to serve in leadership roles. This recognition demands that we:

- strengthen the recruitment pipeline;
- ensure that the next generation of educators are profession-ready;
- create opportunities for continuous professional learning and growth; and
- provide pathways for teacher and principal leadership.



Recruitment, rigorous preparation, professional growth, and leadership opportunities are worthy of intentional focus and investment by federal, state, and local policymakers to help principals, teachers, and students succeed.

Profession-Ready Teachers and Principals for Native Communities

Native educators teaching language and culture should be exempt from state-approved educator accreditation, credentialing, and preparation programs. Native elders and leaders are often best suited for teaching Native languages and local cultural traditions. As such, state credentialing must not preclude them from educating Native students in those subjects. It is also critical that Native students have access to teachers and principals who understand their unique cultural and academic needs. Although profession-ready teachers and principals in Native communities can be both Native and non-Native individuals, they should be tribally approved, rather than state approved, to ensure they are knowledgeable of unique local customs, cultural sensitivities, and linguistic characteristics.



Strategies for Building A Continuum of Teaching Excellence

A strong teacher workforce is essential for ensuring student success. Unfortunately, many individuals with the potential to be excellent teachers are not pursuing this career path. The following strategies will help ensure we build a healthy continuum of teaching excellence.

Strengthen the Teacher Recruitment Pipeline

Recruitment of the next generation of profession-ready teachers should focus on individuals who:

1. Demonstrate the capacity to be high-caliber teachers.
2. Commit to teach in high-need schools or in high-need subjects.



3. Meet local teacher workforce needs.
4. Reflect the increasing racial, ethnic, and geographic diversity of the nation's students.

Ensure the Next Generation of Teachers Are Profession-Ready

Profession-ready teachers should:

1. Hold a bachelor's degree and demonstrate in-depth content knowledge in their area of licensure.
2. Fulfill the requirements of a state-approved preparation program that includes clinical experiences using models of accomplished practice and instructors with K-12 experience, and promotes cultural responsiveness and the ability of teachers to address the individual learning needs and backgrounds of all students.



3. Complete a comprehensive residency program in which a teacher preparation program and a local school district partner to engage teacher residents in a series of school-based experiences and teaching enrichment opportunities under the guidance of accomplished educators.
4. Demonstrate proficiency through a valid and reliable classroom-based performance assessment.

Create Opportunities for Continuous Professional Growth and Learning for Teachers



A continuum of professional learning and growth must include:

1. A strong professional learning and growth system that starts with a comprehensive mentoring program for novice teachers and leads to advanced certification for accomplished teaching. As with other professions, this system should build on the skills, knowledge, and dispositions that distinguish a teacher's practice at each stage of his or her career trajectory.
2. An educator evaluation system that is part of a larger professional learning and growth system. Together, these systems must recognize an educator's contribution to student learning, along with his or her instructional and professional impact within the school and the education and civic community.



Successful professional learning and growth systems are those that are developed in collaboration with all stakeholders and include the following:

- i. Feedback and reflective practice.
- ii. Multiple measures of classroom practice, student learning; and other evidence related to the teacher's contribution to schoolwide improvement.
- iii. High-quality training for mentors, teacher coaches, and evaluators, including teacher evaluators.

Provide Pathways for Teacher Leadership and Teacher Voice



Teachers should be provided:

1. Opportunities to serve as mentors, instructional coaches, or master teachers or take on increased responsibility for professional learning, curriculum, or school improvement activities.
2. Opportunities to play a meaningful role in shaping system policy and practice.
3. Significant and sustainable compensation to serve in leadership roles.



Strategies for Building A Continuum of Principal Excellence

Strong school leadership is essential for ensuring student success. Unfortunately, many people with the potential to be excellent principals are not pursuing this career path. The following strategies will help ensure we build a healthy continuum for strong educational leaders.

Strengthen the Principal Recruitment Pipeline

A strong principal workforce is essential for ensuring student success. In recruiting the next generation of profession-ready school leaders, efforts should focus on ensuring that:

1. District structures support a principal continuum.



2. Prospective principals commit to work in high-need schools in both urban and rural environments.
3. Prospective principals reflect the increasing racial, ethnic, and economic diversity of our nation's students.

Ensure Principals are Profession-Ready

Principals should:

1. Have an advanced degree and a demonstrated record of success as a teacher.
2. Demonstrate leadership competencies through an assessment prior to entry into a high-quality principal preparation program.
3. Complete a one-year residency program that includes hands-on instructional leadership experiences and guidance from a mentor or coach in preK-12 schools.



4. Demonstrate a deep understanding of the domains of effective school leadership and related competencies through a performance-based assessment.

Create a System of Continuous Professional Growth and Learning for Principals



1. The system must include mentoring and induction for principals during the residency program and throughout the first three years of a principal's career.
2. As a part of professional learning and growth, school districts must establish capacity-building principal evaluation systems that are:
 - Created in collaboration with practitioners;
 - Based on the domains of effective instructional leadership and key abilities, such as cultural responsiveness;
 - Considered within a school's context along with the individual principal's experience and grade-level responsibilities; and
 - Tied to a personalized professional growth plan.
3. Professional learning and growth systems for principals must be based on the domains of effective instructional leadership:



- Student growth and achievement;
- School planning and progress;
- School culture;
- Stakeholder support;
- Professional qualities and practice; and
- Professional learning and growth.

Provide Pathways for Principal Leadership



1. School districts must enhance leadership capacity through a full range of leadership roles for assistant principals, early career principals, and veteran school administrators.
2. Accomplished educational leaders must be supported to:
 - Cultivate their understanding of leadership and school improvement processes to meet high levels of performance;
 - Help novice principals gain a clear vision of instructional leadership;
 - Engage stakeholders in developing and realizing excellence in instructional leadership; and
 - Participate in meaningful community engagement and advocacy on behalf of their students, teachers, and schools.

Members of the Coalition for Teaching Quality

National Organizations

Alliance for Excellent Education
Alliance for Multilingual Multicultural Education
American Association of Colleges for Teacher Education
American Association of People with Disabilities
American Association of State Colleges and Universities
American Council for School Social Work
American Council on Rural Special Education
American Federation of Teachers
Association of University Centers on Disabilities
ASPIRA Association
Autistic Self Advocacy Network
Autism National Committee
Center for Teaching Quality
Citizen Action of New York
Citizens for Effective Schools
Coalition for Community Schools
Communities for Excellent Public Schools
Council for Exceptional Children
Council of Parent Attorneys and Advocates
Disability Rights Education and Defense Fund Inc.
Easter Seals
Education Law Center
FairTest, The National Center for Fair & Open Testing
First Focus Campaign for Children
Gamaliel Foundation
Helen Keller National Center
Higher Education Consortium for Special Education
Hispanic Association of Colleges and Universities
Latino Elected and Appointed Officials
Lawyers' Committee for Civil Rights Under Law
Leadership for the Common Good
League of United Latin American Citizens
Learning Disabilities Association of America
Movement Strategy Center
NAACP
NAACP Legal Defense and Educational Fund, Inc.
National Alliance of Black School Educators
National Association of Councils on Developmental Disabilities
National Association of Elementary School Principals
National Association of School Psychologists
National Association of Secondary School Principals
National Association of State Directors of Special Education
National Board for Professional Teaching Standards
National Center for Learning Disabilities
National Commission on Teaching & America's Future
National Consortium on Deaf-Blindness
National Council for Educating Black Children
National Council of Teachers of English
National Council of Teachers of Mathematics
National Disability Rights Network
National Down Syndrome Congress
National Down Syndrome Society
National Education Association
National Indian Education Association
National Latino Education Research & Policy Project
National Opportunity to Learn Campaign
National Urban League
Opportunity Action
Parents Across America
Partnership for 21st Century Skills
Progressive States Action
Public Advocates Inc.
Public Advocacy for Kids
Rural School and Community Trust
School Social Work Association of America
Southeast Asia Resource Action Center
TASH - Equity, Opportunity, and Inclusion for People with Disabilities
Teacher Education Division of the Council for Exceptional Children
TESOL International Association
The Arc
United Church of Christ Justice & Witness Ministries
United Cerebral Palsy

Members of the Coalition for Teaching Quality

State and Local Organizations

Abbott Leadership Institute – Newark, New Jersey

Action Now – Illinois

Action Now – North Carolina

ACTION United

Alliance for Quality Education (AQE)

Alliance of Californians for Community
Empowerment (ACCE)

Arkansas Community Organizations

Bay Area Parent Leadership Action Network

Brighton Park Neighborhood Council – Chicago

California Association for Bilingual Education

Californians for Justice

Californians Together

California Latino School Boards Association

Campaign for Quality Education

Center for the Future of Teaching and Learning Coalition
for Educational Justice

Citizen Action of New York

Delawareans for Social and Economic Justice

Educate Our State

Education Voters Pennsylvania

Grow Your Own Illinois

Inner City Struggle

Justice Matters

Legal Advocates for Children and Youth

Montgomery County Education Forum

Parent-U-Turn

Parents for Unity

RYSE Center

San Francisco Teacher Residency

Texas Association of Chicanos in Higher Education

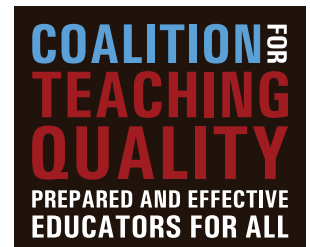
Young Voices-Providence, Rhode Island

Youth On Board – Somerville, Massachusetts

Youth Together

About the Coalition for Teaching Quality

The Coalition for Teaching Quality represents a broad cross section of more than 100 local, state, and national organizations representing civil rights, disability, parent, student, community, and education groups. Formed in reaction to a provision of federal law that allowed teachers in training to be identified as “highly qualified” and concentrated in low-income, high-need schools with diverse learners, this group has developed a new, comprehensive framework for teaching quality that will allow the nation to put a fully prepared and effective educator in every classroom.



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- ¹ See: Darling-Hammond, Linda (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Nation's Future*. New York, NY: Teachers College Press; Rivkin, S.G., Hanushek, E.A. and Kain, J.F. (2005). "Teachers, Schools and Academic Achievement," *Econometrica* 73(2), 417-458. Retrieved from <http://www.econ.ucsb.edu/~jon/Econ230C/HanushekRivkin.pdf>; Branch, G.F., Rivkin, S.G., and Hanushek, E.A. (2013). "School Leaders Matter: Measuring the Impact of Effective Principals," *Education Next* 13(1).
- ² Hussar, W.J. and Bailey, T.M. (2014). *Projections of Education Statistics to 2022*. U.S. Department of Education, National Center for Education Statistics. Washington, D.C: U.S. Government Printing Office.

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