



# **“Made, Not Born”**

*The Obama Administration’s Teacher Preparation Proposals*

**U.S. DEPARTMENT OF EDUCATION**

**Jo Anderson, Jr.**

**Senior Advisor to the Secretary**

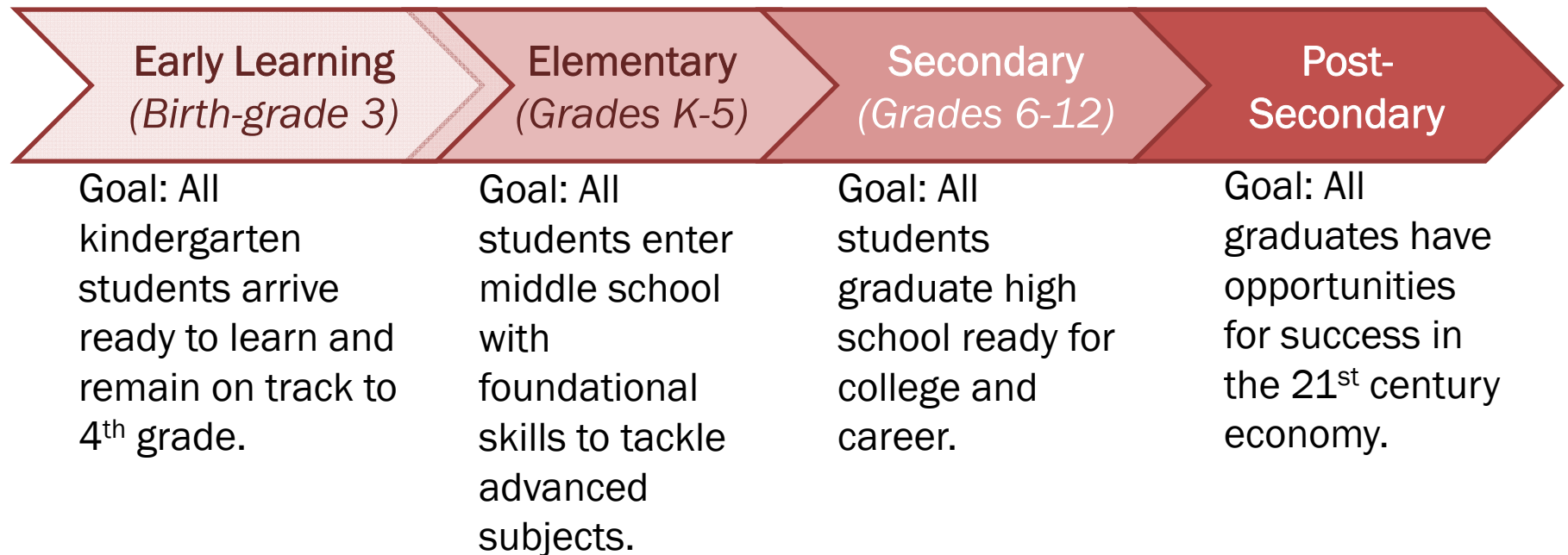
# Overarching Goal

**“By 2020, America will once again have the highest proportion of college graduates in the world.”**

President Barack Obama, February 24, 2009

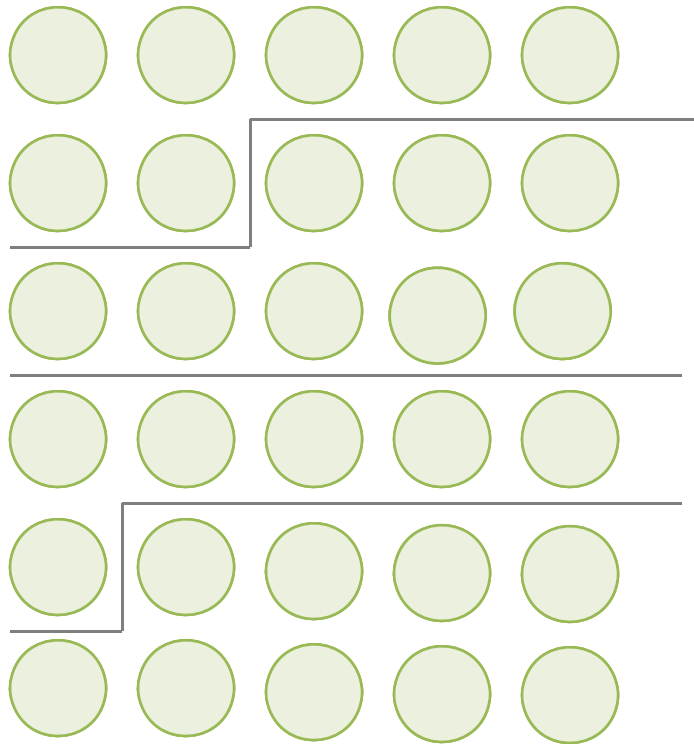
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## A Comprehensive, Cradle – to – Career Strategy



# The Challenge

If an incoming freshman class of 30 represented America...



Four years later, only **23** will graduate high school ...

Of those, only **15** will enroll in post-secondary education immediately following graduation...

Of those, only **9** will earn a 2 or 4 year post-secondary degree before age 27.

# Our Theory of Action for Reform



# Four Assurances



**Raise standards  
and improve  
assessments.**



**Recruit, retain & support  
effective educators, and  
ensure equitable distribution.**



**Build robust data systems  
that track student progress  
and improve practice.**

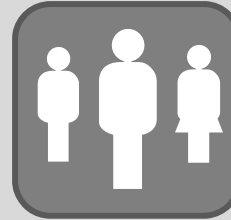


**Turn around low-performing  
schools, focusing on dropout  
factories and their feeder schools.**

# Core Areas for ESEA Reauthorization



**College- and  
Career-Ready  
Students**



**Great Teachers  
and Great  
Leaders**



**Meeting the  
Needs of Diverse  
Learners**



**A Complete  
Education**



**Successful, Safe  
and Healthy  
Students**



**Fostering  
Innovation and  
Excellence**



## Great Teachers and Great Leaders - Principles

- Treat teachers like the **professionals** they are.
- Shift focus from inputs to **outcomes**.
- Strengthen teacher and leader **preparation**.
- Ensure **equitable distribution** of effective teachers and leaders.



# Great Teachers and Great Leaders - Structure

## Effective Teachers & Leaders (\$2.5b)

Improve the effectiveness and equitable distribution of teachers & leaders.

Preparation  
& support

Equitable  
distribution

Meaningful  
evaluations

Flexibility  
with results

### Teacher & Leader Innovation Fund (\$500m)

Support ambitious reforms in teacher & leader placement, compensation, recognition & advancement.

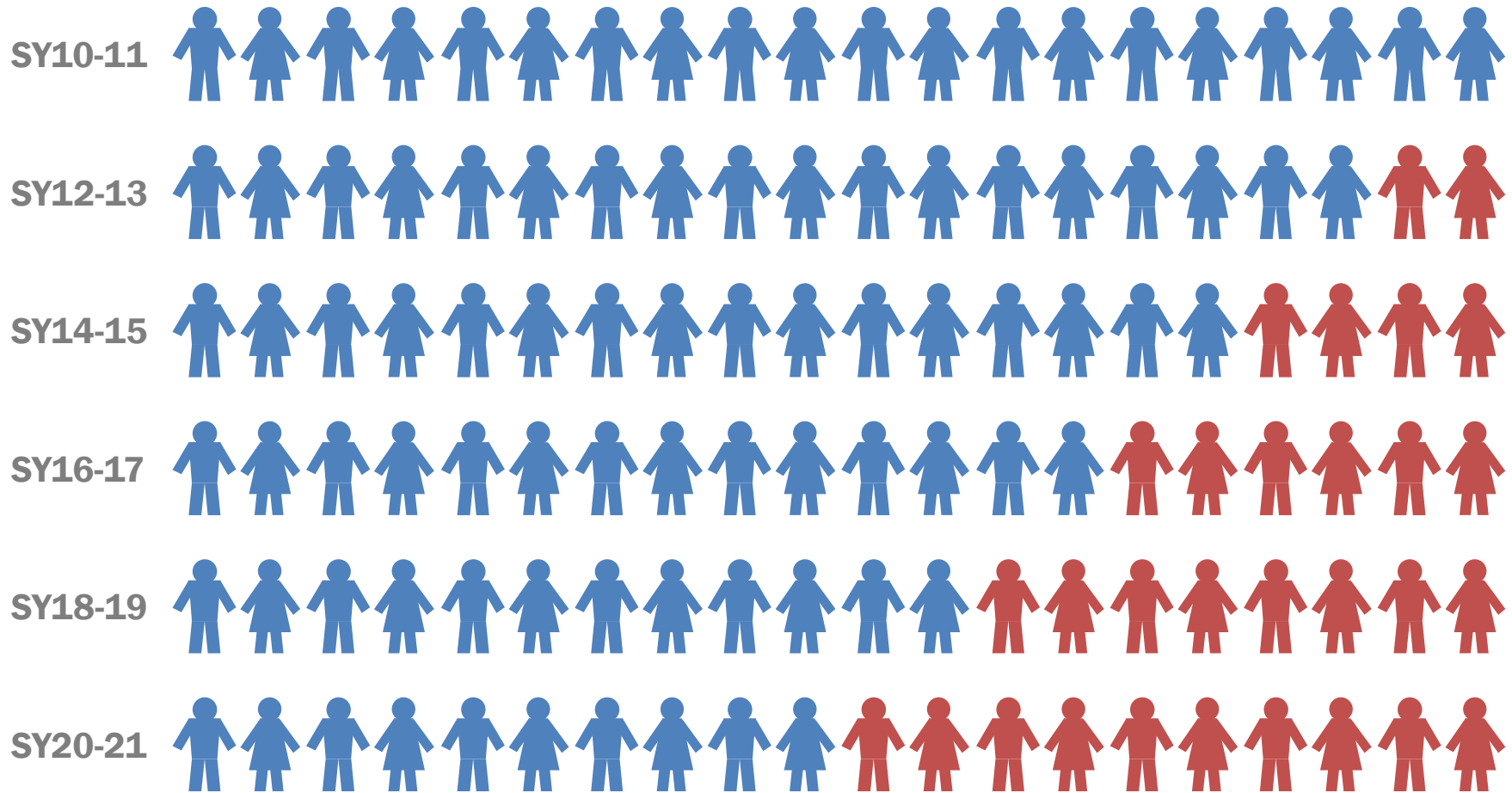
### Presidential Teaching Fellows (\$185m)

Targeted funding to high-performing teaching candidates to attend high-performing preparation programs for high need schools.

### Teacher & Leader Pathways (\$250m)

Develop & scale up programs that prepare teachers & leaders to be effective where needed most.

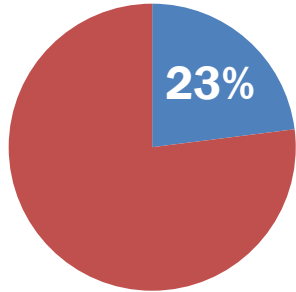
**Over the next 10 years, 1.6 million teachers will retire.  
1.6 million teachers will be needed to take their place.**



 = 160,000 teachers

# Our system for preparing teachers isn't up to the job – this isn't fair to teachers, and isn't fair to students.

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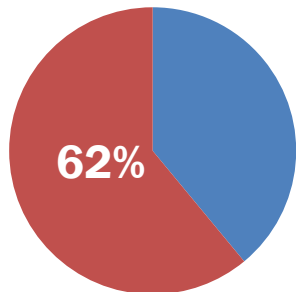
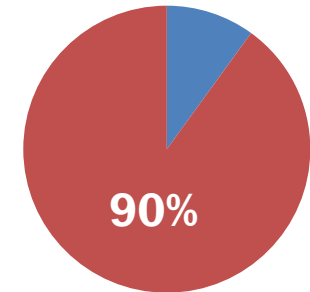
## We're not setting a high bar for entry.

Only 23% of teachers come from the top third of college graduates – only 14% in high-need schools.

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## We're not preparing the teachers we need.

90% of high-minority districts report difficulty attracting teachers prepared to teach math and science.



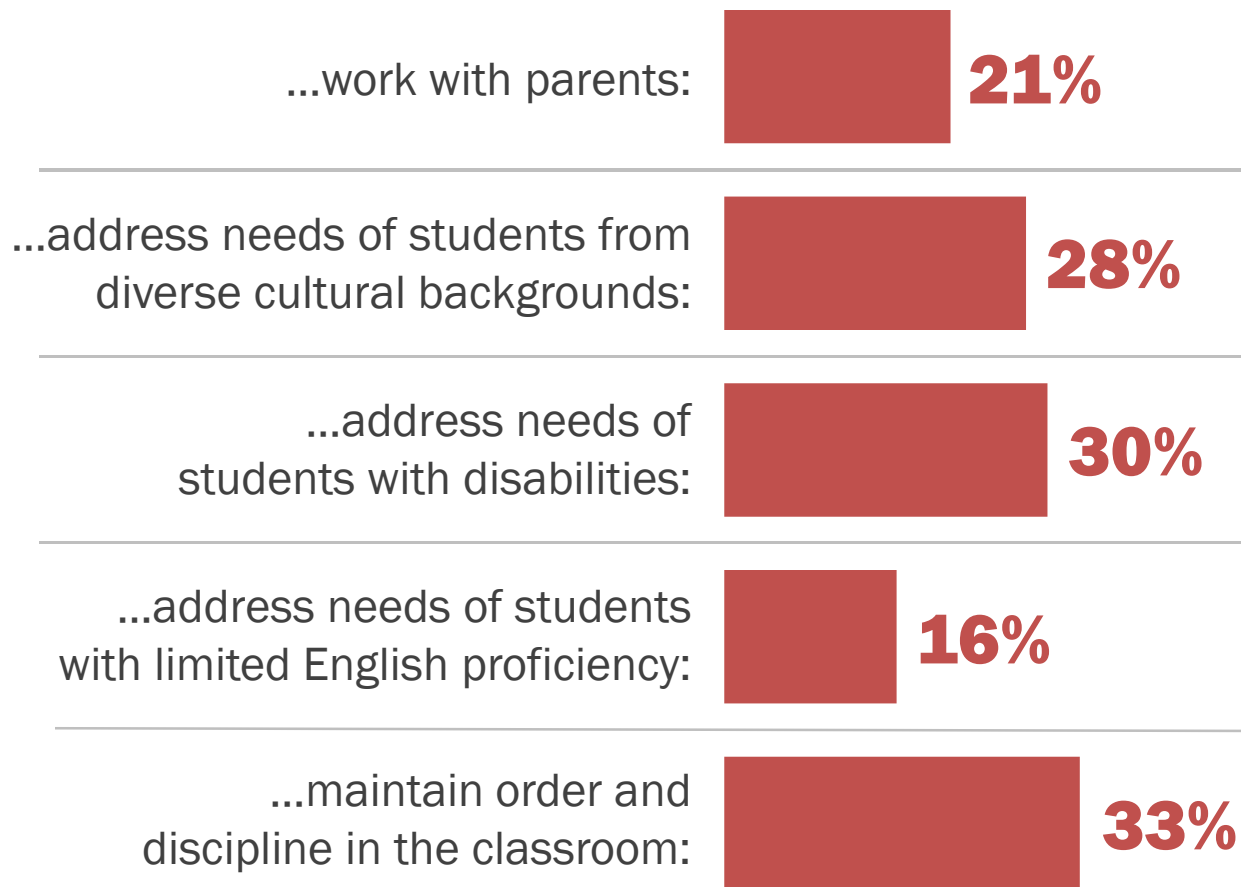
## We're not giving teachers the skills they need.

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

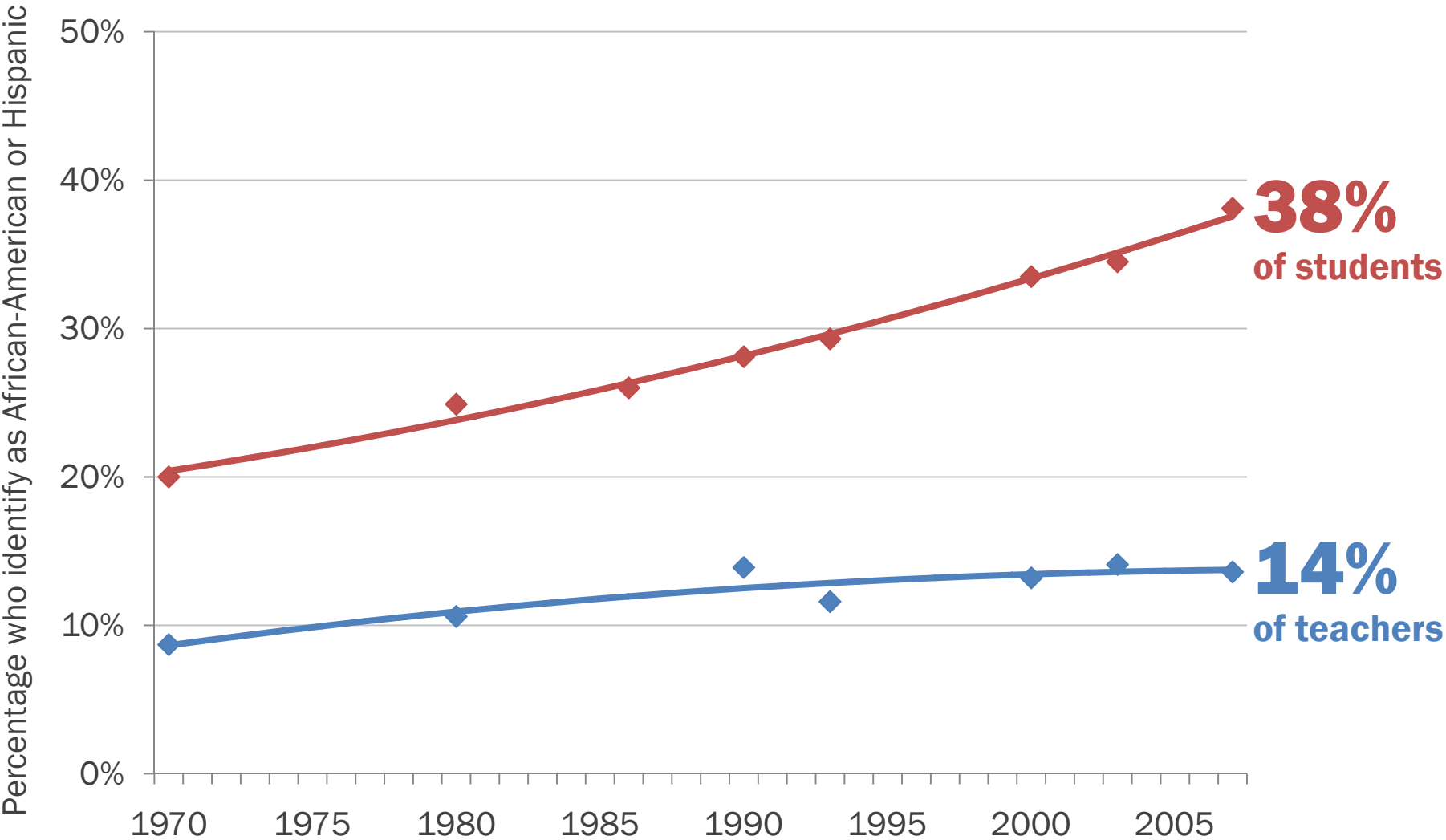
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# Programs don't provide teachers with the skills they'll need in the classroom.

Principals reporting their teachers were prepared to...



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





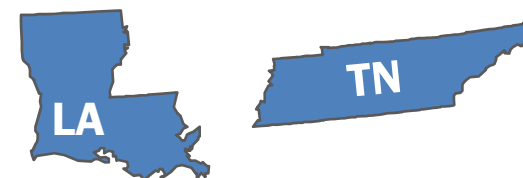
**But despite this grim picture, this is a time of incredible opportunity in teacher preparation.**



Teacher education associations are calling for preparation to be **“turned upside down.”**

Top programs are **attracting talent** & **offering strong models.**

States are beginning to measure programs based on **meaningful data.**



States & ed. schools are working to **raise standards for entry** into teaching based on performance.

**We're proposing three initiatives that will support this progress and tackle long-standing challenges.**

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**1**

### **HEA Title II Regulations**

Revising federal reporting requirements to reduce burden and focus on the most important measures.

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**2**

### **Presidential Teaching Fellows**

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

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**3**

### **Augustus F. Hawkins Centers for Excellence**

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

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**Together, these initiatives will reward the best programs, improve the middle, and transform or shut down the lowest-performing.**

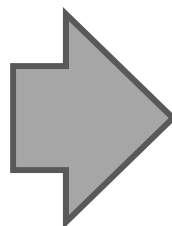
**We'll work with the teacher preparation community to make reporting less burdensome and more meaningful.**

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## **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.

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

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**\$185 million** in formula grants for proposed program.



States implement **performance-based licensure** and **preparation program accountability**.



**Top-tier programs** 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.

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**\$40 million** in first-time funding for already-authorized program.



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

**Raise standards** for program entry or exit.

Offer high-quality **clinical experiences**.

Train students in **using data** to inform instruction.

Train students in **evidence-based reading instruction**.

Grants for three years, with two year continuation based on performance.

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

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