



## Designing Policy Environments to Support High-Quality Teacher Preparation

### Preparing ‘Teachers for a New Era’

*What will it take to prepare a new generation of teachers who are able to work successfully with an increasingly diverse student population and help their students achieve new rigorous learning goals? What are the key features of teacher education programs that can provide the public schools with such teachers? And what are the implications of our best answers to these questions for state policy?*

Through its Teachers for a New Era (TNE) initiative, the Carnegie Corporation of New York is stimulating a thoughtful search for answers by supporting ambitious reforms in selected teacher education programs across the country. The Corporation’s intent is to establish demonstration proofs that new approaches based on these principles are feasible and are more effective than conventional approaches to teacher training. Carnegie has challenged eleven institutions across the country to develop exemplary teacher preparation programs based on three design principles:

1. **Decisions Driven by Evidence.** The new teacher education programs would be guided by a culture of evidence. Program content and pedagogical practice would be based on credible evidence drawn from research literature and from the experience of their students. Program effectiveness would be determined by the impact of their graduates on student achievement, and these data would drive the continuous improvement of their programs.
2. **Effective Engagement of Arts and Science Faculty.** The education of prospective teachers would include the full engagement of faculty in the disciplines of the arts and sciences, to ensure teachers obtained the subject matter understanding and pedagogical content knowledge needed to understand and address students’ learning needs. Arts and science faculty would collaborate with teacher educators to ensure that prospective teachers were well-prepared to teach the curricula of the public schools served by the institution.
3. **Emphasis on Teaching as a Clinical Practice Profession.** Teacher education would integrate academically rigorous experiences with immersion in clinical practice. This would entail close cooperation between colleges of education and K-12 schools; use of exemplary K-12 teachers as clinical faculty appointed to the college of education; and support for residency programs for beginning teachers over a two-year period of induction.

Participating institutions were chosen through an invitational competitive process. Those selected to implement TNE were awarded up to \$5 million for a period of five years, matched by equal funds provided by the institutions. The eleven institutions participating in the initiative are: Bank Street College of Education; Boston College; California State University, Northridge; Florida A&M University; Michigan State University; Stanford University; University of Connecticut; University of Texas El Paso; University of Virginia; University of Washington; and University of Wisconsin, Milwaukee.

These TNE institutions are reconsidering their use of the knowledge base, their institutional culture, and their school-based relationships to produce higher quality teacher candidates.

### **Exploring How State Policy Matters**

It is hoped that the experiences of these institutions will offer interested policymakers, university leaders, and state education officials blueprints to help them develop teacher preparation programs capable of producing the teachers needed to raise the performance of public school students.

At the invitation of the Carnegie Corporation, the Consortium for Policy Research in Education (CPRE), is hosting a series of invitational roundtable discussions of teacher education policy in ten states across the country. The primary goal of the roundtable is to identify ways that state policymakers can contribute to the successful implementation of the TNE principles in this state, to highlight the potential lessons that can be learned from TNE initiatives, and to identify strategies for sharing these lessons with other teacher training institutions in the state. Each roundtable includes policy stakeholders including Governor's staff, legislative leaders and staff, leaders of the higher education system, representatives of key agencies and interest groups, leaders from the TNE institution, and respected policy analysts and researchers.

To support roundtable discussions, CPRE has developed individual state policy profiles that explore the interactions of state policies and the three TNE principles. These profiles identify those policies currently supporting reforms underway at the TNE institutions – here, Bank Street College of Education – as well as those policies that may need alterations to ensure implementation, continuation, and spread of these reforms.

### **State Partner Organizations**

CPRE is working with a state partner organization, the Nelson A. Rockefeller Institute of Government, to co-convene the roundtable. Co-conveners play a critical role in the success of the roundtable. It is hoped that roundtable participants would be willing to sustain a state-level dialogue around teacher reform and discuss ways in which the lessons learned from TNE institutions can improve teacher education policy in the state.

States have an important role to play in this work. Through leadership, policymaking, resource allocations, and oversight, state governments shape the environments in which public and private teacher preparation programs operate. They can encourage and support efforts by these institutions to restructure their programs to foster a culture of evidence, engage arts and science faculty, and provide prospective teachers with the rich and sustained clinical experiences and support they need.

### **About CPRE**

CPRE is in its twentieth year of studying education reform in the United States. Based at the University of Pennsylvania, CPRE brings together expertise from five of the nation's leading research institutions to conduct practical research that aims to aid practitioners and policymakers at the local, state, and national levels. CPRE's staff is experienced at working with state policymakers to develop practical solutions to policy problems. For more information about CPRE and its work please visit [www.CPRE.org](http://www.CPRE.org).