



Teacher Preparation, Development, and Leadership

Shaping The System to Position New Teachers for Success.

Because so many students—especially low-income students and students of color—have brand-new teachers, Teach Plus Teacher Leaders recognize that one of the most important things we can do for educational equity is ensure that new teachers are well-prepared and positioned for success as they enter the classroom. In 2019, Teach Plus Teacher Leaders collaborated to strengthen teacher preparation and improve opportunities for building knowledge and leadership. Policy efforts focused on three common priorities:

1

DATA AND ASSESSMENT:

What gets tested gets taught, and rigorous and relevant assessments are needed to measure the readiness of teaching candidates for the classroom. Teachers also know that what gets measured gets managed, so we need to identify and use relevant data on the quality of teacher preparation programs.

- Teach Plus Teacher Leaders in California and Illinois protected high-quality teacher licensure assessments against attempts to lower the bar for new teachers.
- Teach Plus Teacher Leaders in Texas influenced the adoption of a performance-based licensure pilot to prepare teachers with on-the-job skills before they enter the classroom.
- Teach Plus Teacher Leaders in California worked to secure and fund a new data system that will facilitate the improvement of educator preparation programs.



“Let’s adopt a portfolio-based set of assessment tasks that will ask our future teachers to consider a diverse range of pedagogical and content-based scenarios so that the licensure assessment matches what we’re asking of them in the classroom.”

—Teach Plus Policy Fellow Mark Rogers, Austin, Texas.

2

CLINICAL EXPERIENCE:

High-quality clinical, pre-service and induction experiences—such as teacher residencies and mentoring for new teachers—are among the most important factors in teachers' readiness to teach.

- Teach Plus Teacher Leaders in California and Indiana secured funding for high-quality teacher residencies.
- Teach Plus Teacher Leaders in Texas worked to pass new legislation and secure funding for school districts implementing high-quality mentoring programs for new teachers.



“For me, mentoring was where hope and success began. Career ladders and mentorship opportunities allow effective teachers to gain leadership experience while remaining where they are most needed: in the classroom with students.”

—Teach Plus Policy Fellow Lauren Moore, Indianapolis, Indiana.

“I am convinced that the stabilizing presence of a highly skilled mentor teacher is part of the solution to teacher retention, particularly in schools that serve students with high needs.”

—Teach Plus Policy Fellow Julianne Beebe, Long Beach, California.



3

HIGH-LEVERAGE CONTENT:

Teacher preparation programs must focus on the topics that are closest to the success of students, such as integrated whole child development and the science of teaching and learning.

- Teach Plus Teacher Leaders in New Mexico worked to gather data and help improve the teaching of social emotional learning in teacher preparation programs.
- Teach Plus Teacher Leaders in California worked to focus on the science of learning in the preparation and licensure of teachers.