High-Quality Teacher Preparation

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Agenda

- Research -- Dr. Jeannie Oakes, Learning Policy Institute New Mexico

- A Neighboring Example—Dr. Cindy Gutierrez, University of Colorado, Denver

- Implications for Program Improvement—Dr. Maria Hyler. Learning Policy Institute, Washington DC

- Q & A

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Teaching for Deeper Learning

Deeper learning refers to the understanding and use of complex content knowledge as it is applied to new contexts and situations.

In addition to supporting students to acquire subject matter knowledge, curriculum, instruction, and assessment focused on deeper learning seek to support students' development of skills—such as collaboration, communication, and creative problem solving—required by life in the 21st century.

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Research on Teacher Preparation for Deeper Learning

Offer practitioners and policymakers interested in improving teacher preparation programs an opportunity to learn from existing programs that are creating and evolving the ways in which they prepare future teachers for 21st century student learning.
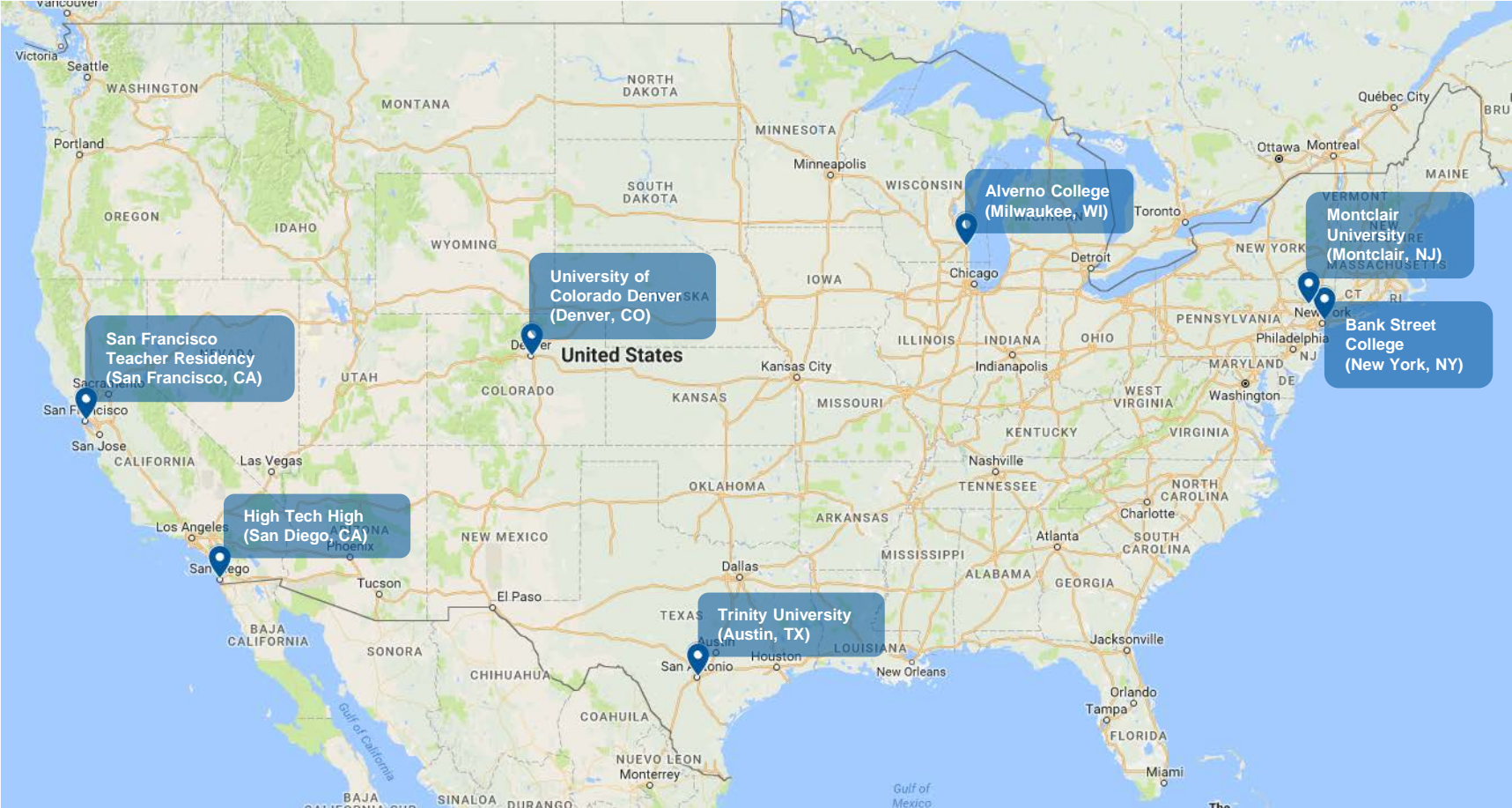
Study Design

In-depth case studies of seven promising teacher preparation programs that embody deeper learning practices and prepare teachers to use those strategies themselves:

- Understand the key features of these programs, how they prepare teacher candidates to teach for deeper learning, and the evidence that they are effectively.

- Understand common barriers to designing and implementing teacher preparation programs that prepare teachers for deeper learning and how programs are addressing these barriers.

- Understand the implications of our research for policy and practice.

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Case Study Sites

Alverno College (Milwaukee, WI)

Montclair University (Montclair, NJ)

University of Colorado Denver (Denver, CO)

San Francisco Teacher Residency (San Francisco, CA)

Bank Street College (New York, NY)

High Tech High (San Diego, CA)

Trinity University (Austin, TX)

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Methods

- Interviews

  - Program faculty (deans, instructors, supervisors)
  - Current teacher candidate
  - Program graduates
  - Mentors/master teachers/cooperating teachers
  - District and school leaders
  - Funders, community organizations, and other key stakeholders

- Classroom observations (clinical placements and preparation courses)

- Online survey of teacher candidates

- Review of program documents

- Analysis of program effectiveness data

- We looked for specific structures, strategies, and supports to prepare teachers for deeper learning with an explicit focus on equity and inclusion

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Finding #1:

Leadership, Resources, Partnerships

Programs provide the necessary conditions for preparing future teachers for deeper learning, relying on a combination of:

- Support from key leaders from within their respective institutions

- Investments in structures and supports for faculty and candidates

- Long-standing relationships with nearby partner schools and districts

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Finding #2:

Program Values, Dispositions & Culture

Programs provide direction and unity for their efforts through deliberate steps:

- Explicit missions and frameworks are aligned with deeper learning and equity

- Missions and frameworks are "living" - there are intentional efforts to support the values through program structures and commitments

- Missions and frameworks are embodied in recruiting, instruction, and clinical placement practices

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Finding #3:

Core Candidate Learning Experiences

Programs create a set of core candidate learning experiences that support the development of candidates' deeper learning competencies:

- Coursework, curriculum, and clinical experiences aligned with values that reflect deeper learning

- Courses in which faculty model deeper learning strategies

- Thoughtful clinical placements with carefully selected and supported mentors that foster deeper learning environments

- An explicit focus on equity-centeredness

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Finding #4:

Building Systems Capacity for Deeper Learning

Programs are taking steps to build structures to support deeper learning:

- Induction, early career mentoring and on-going support for graduates

- Intentional placements of candidates in schools with program graduates

- Development of reciprocal relationships with K-12 partner schools and districts

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Harvard Education Press, 2019

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