

PROFESSION-READY TEACHERS & PRINCIPALS

For Each and Every Child



[#ProgramCompletion](#)

[#ResidencyandMentoring](#)

[#DegreeandSuccess](#)

[#PerformanceAssessment](#)

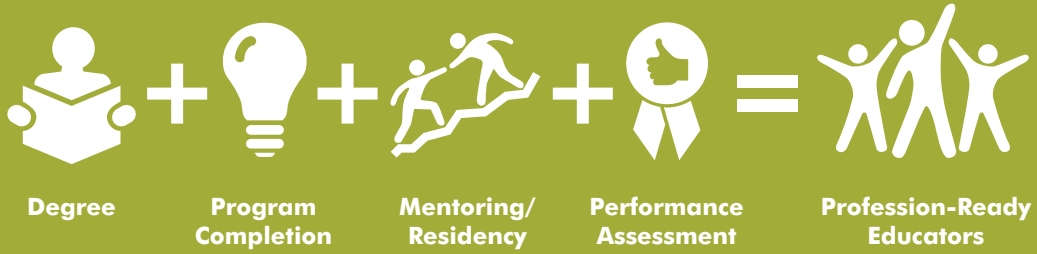
COALITION FOR
TEACHING
QUALITY
PREPARED AND EFFECTIVE
EDUCATORS FOR ALL

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Profession-Ready Teachers and Principals for Each and Every Child

All students deserve profession-ready teachers and principals. We have an opportunity and obligation to ensure that students in high-need schools have access to fully prepared teachers and leaders. Knowing that teacher and principal quality are the two greatest school-based factors influencing student achievement, it is critical now more than ever that policies support the development of a coherent, performance-based professional continuum for teachers and school leaders.¹ In this brief, the Coalition for Teaching Quality (CTQ) calls on federal lawmakers to promote policies that help prepare teachers and principals to support the success of all students.

Profession-ready teachers have completed a robust preparation process and are fully licensed by the state in which they teach. Profession-ready teachers possess the content knowledge of the subject they will teach and the pedagogical skills and capabilities to translate that knowledge into effective instruction that meets the needs of all students in the classroom. Profession-ready teachers are comfortable leading a classroom because they have had extensive practice through clinical experiences and a teaching residency. By passing a performance assessment prior to becoming a teacher of record, profession-ready teachers have demonstrated that they are capable of leading a classroom. All of these components combined ensure that prospective and early-career teachers are on the pathway to accomplished practice and that all students will have access to excellent teachers.

Profession-ready principals have completed a robust preparation process and are fully licensed by the state in which they are employed. Profession-ready principals possess a strong instructional background as a teacher and have an advanced degree. They can demonstrate abilities related to effective school leadership competencies and show prior success in leading adults. Profession-ready principals are comfortable leading a school because they have had hands-on instructional leadership experiences during a year-long residency under the guidance of an effective principal.

Additionally, they have demonstrated their leadership competencies through assessments prior to and upon completion of their preparation and residency experiences. All of these elements ensure that prospective and early-career principals are prepared and ready to be effective leaders and that all students will have access to excellent school leaders.

In recent years, several national organizations and foundations—including the American Association of Colleges for Teacher Education (AACTE), the American Federation of Teachers (AFT), the Council for the Accreditation of Educator Preparation (CAEP), the Council for Chief State School Officers (CCSSO), the National Board for Professional Teaching Standards (National Board), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the National Education Association—coalesced around a number of components that define a profession-ready educator.^{2,3}

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.



Profession-Ready Teachers

All students deserve a teacher who demonstrated through clinical practice, residency, passage of a performance assessment, and full licensure by the state that he or she is ready to serve as a teacher of record. The coalition recommends policymakers support that individuals should only serve as a teacher of record after demonstrating that they are profession-ready by completing the following four elements:

Hold a bachelor's degree and demonstrate in-depth content knowledge in their area of licensure.

A bachelor's degree should be a simple baseline for entering the teaching profession, and a thorough understanding of the subject matter should be demonstrated through appropriate assessments or licensure.



Successfully complete a state-approved preparation program that includes clinical experiences that use models of accomplished practice and instructors with K-12 experience to prepare teacher candidates for the realities of the classrooms and the schools they will encounter.

Through their preparation program, candidates should develop the knowledge and skills to address the individual learning needs and backgrounds of all students in both classroom design and instruction. Candidates should also develop cultural responsiveness and the ability to effectively manage a classroom, work with families, and collaborate with colleagues to improve their own practice and the success of each student. It is clear that weaving content and pedagogy with clinical practice throughout the teacher preparation process is essential to ensuring that prospective teachers know how to integrate theory and practice.



Extensive and well-supervised student teaching, which provides candidates frequent opportunities to engage in the actual practices involved in teaching under the guidance of an accomplished teacher, has been shown to lead to higher K-12 student achievement during the teacher's first year.⁴

Complete a teaching residency experience under the guidance of an accomplished teacher.

Research shows that teachers will improve their practice and effectiveness by spending a substantial amount of time applying the theory and skills of teaching to real-world settings under the guidance of accomplished teachers in residency schools designed for this purpose.^{5,6,7} In the medical profession, physicians are required to complete a residency program in a teaching hospital before practicing independently. The federal government allocates \$11.5 billion each year to support this training.⁸ During the residency period, the knowledge and skills learned in medical school and through clinical experience become anchored in practice caring for patients under close supervision of more experienced physicians. Similarly, in order to be profession-ready, each teacher should com-



plete a teaching residency to ensure that the knowledge and skills learned in his or her coursework become anchored in practice before becoming a teacher of record. This residency experience should include experiences working with diverse student populations and opportunities to collaborate with specialized instructional support personnel to address specific academic, behavioral, and social-emotional needs of students.

Demonstrate a beginning proficiency of skills and knowledge needed for classroom instruction through a valid and reliable performance assessment.

Pre-service performance assessments—which require candidates to document their plans, videotape and analyze their teaching, and collect and evaluate evidence of student learning—provide candidates the opportunity to demonstrate that they are ready to teach. Research shows that a candidate's proficiency on high-quality performance assessments is correlated with the candidate's success as a teacher of record.^{9,10} Research on newer assessments is not complete yet, but early data suggest that they are likely to have similar predictive validity.





Profession-Ready Principals

Aspiring principals are profession-ready when they have completed the four elements listed below. All students deserve a school leader who has completed his or her preparation and who has demonstrated through practice, residency, passage of a performance assessment, and full certification by the state that he or she is ready to lead a school community. The coalition recommends policymakers support the following key elements in ensuring all beginning principals are profession-ready:

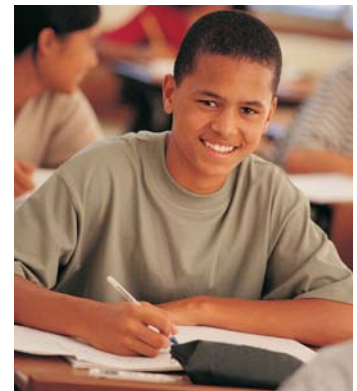
Hold an advanced degree and a demonstrated record of success as a teacher.

Institutions of higher education and alternative principal preparation entities must select high-quality candidates to enter their programs and ensure that graduates are committed to serving as school leaders. These programs must



require that candidates have demonstrated success as a classroom teacher. Individuals with strong instructional backgrounds are better able to relate to and lead teachers, and identify and model effective classroom practices. Candidates

must also have shown prior success in leading adults, have an advanced degree, demonstrate a passion and commitment to leadership, and possess the following: content knowledge, pedagogical skills, coaching and mentoring expertise, professional dispositions, aptitude in strategic planning, strong communication skills, an ability to develop relationships with education peers and community stakeholders, credibility, acceptance of accountability, and a team-oriented approach.



Demonstrate leadership competencies through an assessment prior to entry into a qualified principal preparation and certification program that includes partnerships between districts and local preparation and support programs.



The aspiring principal's skills should be assessed prior to the pre-service residency to determine the individual's strengths and improvement needs, and this data should be used to assist in developing and refining an individualized data-based professional learning plan. Preparation and support programs should regularly communicate and collaborate with school districts to ensure that preparation programs, including curriculums and residencies, are clearly aligned with the realities of school leadership and the "critical success factors" of an effective principal.¹¹

Complete a one-year principal residency program under the guidance of an accomplished school leader.



Aspiring principals should receive training during a year-long pre-service residency that includes coaching from an effective principal, hands-on instructional leadership experiences that are aligned with the expectations of the principalship, and a curriculum that focuses on:

- Effective instructional practices
- Recruiting and supporting effective staff and leadership teams
- Developing a school vision and continuous improvement plan
- Addressing the needs of specific student populations
- Effective practices to address the non-academic needs of students
- Managing school organizations
- Engaging community members and parents
- Evaluating the impact of school policy and climate on all students and families

During the residency, aspiring principals should be assigned a mentor who possesses interest in supporting the resident through the utilization of skills in emotionally literate leadership, actual experience in leading schools, and commitment to furthering the profession of educational leadership.¹²

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



Upon completion of a year-long residency, prospective principals must demonstrate effective school leadership through a pre-service performance assessment aligned to the following competencies that are in line with their preparation program and residency experience aligned with the competencies focused on in the preparation program and residency experience.

A promising use of pre-service performance-based assessments is being implemented in Connecticut. Since 2001, the state has used the Connecticut Administrator Test (CAT)—which is aligned to Interstate School Leaders Licensure Consortium (ISLLC) standards that provide challenging and authentic school leadership scenarios for aspiring principals—to demonstrate effective school leadership. Connecticut principals who have gone through their preparation program and successfully completed the CAT report being better prepared in the areas of teaching, learning, and school improvement than other principals across the country. The test is also used to evaluate preparation programs, as all programs must achieve a pass rate of 80 percent or the program must redesign its curriculum. Furthermore, experienced school leaders and university faculty are utilized to grade the assessment, which offers an invaluable professional learning opportunity for practicing principals across the state.¹³

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

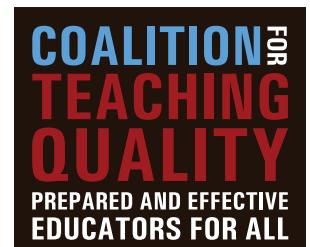
Young Voices-Providence, Rhode Island

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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- ⁵ Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). "How Teachers Learn and Develop." In L. Darling-Hammond & J. Bransford (Eds.), *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (pp. 385-389). San Francisco: Jossey-Bass.
- ⁶ Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. H. (2008, September). "Teacher Preparation and Student Achievement." NBER Working Paper No. W14314. Retrieved from <http://www.nber.org/papers/w14314.pdf>.
- ⁷ This model builds on other approaches, including model schools and professional development schools.
- ⁸ "Health Policy Brief: Graduate Medical Education," *Health Affairs*, August 16, 2012.
- ⁹ Wilson, M., & Hallam, P. J. (2006). "Using Student Achievement Test Scores as Evidence of External Validity for Indicators of Teacher Quality: Connecticut's Beginning Educator Support and Training Program." University of California at Berkeley.
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#LeadershipandVoice



#GrowthLearn



#ProfessionReady



#Recruitment