



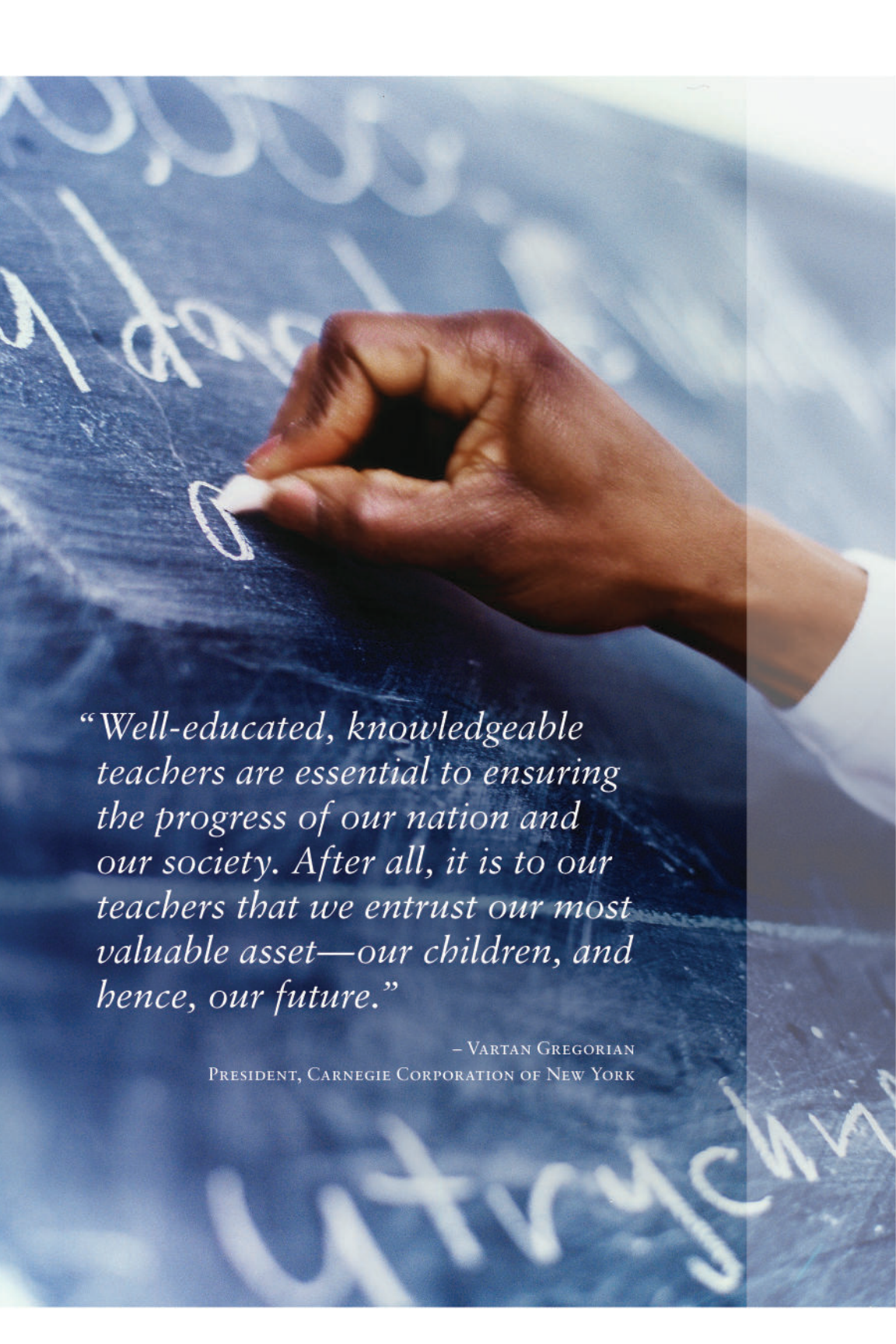
TEACHERS FOR A NEW ERA

TRANSFORMING TEACHER EDUCATION

Carnegie Corporation of New York

TEACHERS FOR A NEW ERA

with additional support from the Annenberg and Ford foundations

A close-up photograph of a hand holding a piece of white chalk, writing on a dark blue chalkboard. The hand is positioned in the center-right of the frame, with the chalk tip touching the board. The background is filled with faint, out-of-focus white chalk markings, including what appears to be the word 'country' at the bottom. The lighting is soft, highlighting the texture of the hand and the chalk.

“Well-educated, knowledgeable teachers are essential to ensuring the progress of our nation and our society. After all, it is to our teachers that we entrust our most valuable asset—our children, and hence, our future.”


— VARTAN GREGORIAN
PRESIDENT, CARNEGIE CORPORATION OF NEW YORK

TEACHERS FOR A NEW ERA: TRANSFORMING TEACHER EDUCATION

Good teachers produce good pupils—this statement is rather common sense, nonetheless recent findings now provide strong support for the proposition that teaching is more important for a child’s achievement in school than *any* other condition. With this in mind, *Teachers for a New Era* seeks to reinvigorate university-based teacher education, engaging students in a curriculum supported by cutting edge tools and professional enrichment to give them the necessary expertise it takes to help their pupils learn better. *Teachers for a New Era* brings the focus of education reform to the role of the teacher, building excellence in teacher education programs in many major universities. With effort placed on building a more effective curriculum, and strengthening the analytical research component taught in many teacher education programs, the nation can be assured that the best-quality teachers will be teaching the next generation of thinkers.

Since the 1983 report “*A Nation at Risk*” warned of the declining quality of American education, Carnegie Corporation has energetically pursued education reform. The Corporation’s initiatives have resulted, for example, in the establishment of the National Board for Professional Teaching Standards, the National Center for Education and the Economy, and the National Commission on Teaching and America’s Future, each of which gives voice to the essential issues and proposed solutions for improving teacher quality. *Teachers for a New Era* continues in this vein, working toward the goal of superior teacher education, so earnestly called for some 20 years ago.

With the knowledge that well-educated teachers have highly positive effects on student learning, in 2001 Carnegie Corporation of New York, with additional support from the Annenberg and Ford foundations, launched a multifaceted reform initiative designed to define excellence in teacher education. *Teachers for a New Era* supports a fully integrated approach using multiple resources within higher education institutions, as well as within school districts, relying on evidence to bring about continuous improvement. The motivation for launching the program was stated clearly by Vartan Gregorian, President of Carnegie Corporation of New York: “The quality of the teacher corps that is produced will largely determine the success or failure of our public education system and affect the future of our democracy for years to come.”



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WORKING TOGETHER TO BUILD A COALITION FOR TEACHER EDUCATION REFORM

Teachers for a New Era is composed of a carefully selected group of eleven diverse and qualified institutions of higher education with a commitment to the principles of education reform: Bank Street College of Education, Boston College, California State University at Northridge, Florida A&M University, Michigan State University, Stanford University, the University of Connecticut, the University of Texas at El Paso, the University of Virginia, the University of Washington and the University of Wisconsin-Milwaukee. To identify colleges or universities to respond to the Corporation's challenge, a team of policy analysts from the RAND Corporation assisted in developing detailed informational profiles of many schools. A distinguished national advisory panel assisted in making recommendations. This rigorous process took almost a year and resulted in invitations to institutions based on their capacity to make fundamental changes to their teacher education programs. The criteria for selection were: quality teacher education programs must currently be in place at the institution and must serve as an example to other institutions; institutions must positively impact efforts in teacher education reform; institutions should have a high caliber of faculty and administration; institutions should function in a leadership capacity, promoting the adoption of successful design principles at other universities; and institutions should function in an environment where local or regional public policy is most beneficial to the reforms in teacher education training.

According to the criteria for selection, the *Teachers for a New Era* initiative seeks to guide teacher education based on three fundamental principles:

- (1) All elements of the teacher education program are grounded on sound evidence, which includes measurements of the achievement of pupils taught by graduates of the program.
- (2) The program engages the disciplines of the arts and sciences.
- (3) Teaching is an academically taught clinical profession, to include continuing professional support during the first two full years of teaching.



*... teachers will develop more fully
their abilities to assist in their
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A MAP FOR THE FUTURE: ENGAGING THE BASIC PRINCIPLES OF TEACHERS FOR A NEW ERA

EVIDENCE-BASED RESEARCH

As in any professional education program founded on sound principles, a qualitative, quantitative and experimental research base will provide the cornerstone of the improved teacher education curriculum. To encourage improvement, teaching programs will actively engage a broad range of research and evidence-based practical evaluation techniques. This not only fosters the use of effective tools, but also reinforces teacher pupil assessment. Credible evidence coupled with experience will not only make a teacher more prepared for the classroom, but will also help make his or her teaching more effective.

ENGAGEMENT OF ARTS AND SCIENCES FACULTY

Faculty in the arts and sciences will be actively participating, helping students gain confidence and expertise in the core competencies of a liberal arts education, as well as mentoring them in teaching techniques for the academic disciplines. In this way, teachers will be able to deal adeptly with multidisciplinary questions from pupils, while having command of their own area of expertise. Teachers will have deep knowledge of more than just the subject they are teaching and will be able to parlay simple questions into frameworks for knowledge growth, taking their students' understanding further.

CLINICAL PRACTICE

Teachers will be taught as in a clinical practice, with a two-year "residency" not unlike that in other academically-taught clinical professions. They will be taught pertinent pupil assessment tools and rigorous curriculum development, and they will benefit from master teachers in the school who will instruct them on best practices in advising on future education reform. During the clinical phase of teacher education, teachers will develop more fully their abilities to assist in their pupils' growth and development. Good clinical practice will include frequent formative assessment of pupil knowledge and appropriate differentiation of instruction.

*Commitment to teacher education
reform has been growing...*



TEACHERS FOR A NEW ERA: MOVING AHEAD AND PICKING UP SPEED

Commitment to teacher education reform has been growing since the initial eleven universities began to work within the design principles of *Teachers for a New Era*. Significant reforms are well underway within the *Teachers for a New Era* institutions and an additional thirty institutions have signed on for the *Learning Network*, a group of higher education institutions dedicated to information sharing and learning from the principles of *Teachers for a New Era*. The thirty institutions in the *Learning Network* are:

Alverno College	University of California, Santa Cruz
Arizona State University	University of Central Florida
CUNY Brooklyn College	University of Cincinnati
East Carolina University	University of Colorado, Denver
Georgia State University	University of Dayton
Indiana State University	University of Illinois at Chicago
Jackson State University	University of North Carolina, Greensboro
Johns Hopkins University	University of Northern Iowa
Montclair State University	University of Pittsburgh
New York University	University of Southern Maine
North Carolina A&T University	University of Tennessee at Chattanooga
Southeastern Louisiana University	Vanderbilt University
Teachers College, Columbia University	West Virginia University
Texas A&M University	Western Kentucky University
University of California, Los Angeles	Western Oregon University

SOME OF THE WORK IN PROGRESS

Universities chosen as the initial schools to lead the way in teacher education reform are actively engaging their prospective students in the principles of the *Teachers For a New Era* initiative. For example, in 2003, the University of Washington, through its newly established Washington Center for Teaching and Learning, has developed an undergraduate teaching program that is recruiting a more diverse student body. Drawing on the tenet of the need for quantifiable research, the university's Evidence of Learning Team is developing longitudinal data to examine the relation-

ship between preschool to high school student learning and the experience of the University of Washington's graduated teachers. Universities are ensuring that new teachers are well prepared by engaging prospective teachers in high-need areas of mathematics, science and literacy. A new two-year residency program at the university has also been established, to provide faculty mentorship. In Wisconsin, at the University of Wisconsin-Milwaukee, a five-year challenge grant helped support the program assessment team with a mandate to develop appropriate assessment instruments measuring the teacher candidate's knowledge content and pedagogical skill. With the data collected, the team expects to help improve the way liberal arts courses are taught. Six design teams have developed strategies for aligning the arts and sciences curriculum with the state's and Milwaukee public schools' content standards to help inform courses taught for teaching candidates. The process is twofold; it not only focuses the topics of arts and sciences on the needs of teachers and schools, but also lays the groundwork for professional mentorship between faculty and Milwaukee public school teachers. California State University, Northridge, and Michigan State University have each made pioneering studies linking pupil achievement with specific teachers in order to identify and correct weaknesses in their teacher education curriculum.

The Learning Network's goal is to increase the number of institutions actively engaged in transforming teacher education in accordance with the design principles of the *Teachers for a New Era* initiative. In November 2005, the first meeting of the *Learning Network* was convened in Chicago (facilitated by the Academy for Educational Development) and brought together representatives from forty one institutions to participate in a working meeting on K-12 and teacher candidate assessment. Recognized experts in the field discussed strategies being used at other institutions committed to restructuring teacher education programs; participants also shared information, explored issues, and generated ideas for cooperation and collaboration. In addition, the *Learning Network* will continue to be a hub of information dissemination benefiting from the experiences and expertise of the initial eleven core universities in the *Teachers for a New Era* initiative.

These are just some examples of the ways in which *Teachers for a New Era*, as an innovative agent of change, is contributing to the improvement of teacher quality for our nation's schools. The eleven *Teachers for a New Era* institutions plus the thirty *Learning Network* institutions constitute a vanguard leading the way to excellence in education for future generations of teachers.

LOOKING FORWARD

“Our investment in *Teachers For a New Era* has many objectives, but one singular overriding aim. It is to improve student learning growth in schools in the United States, and thus to improve the life chances of our citizens. This improvement helps ensure the success of our democracy, leading, we hope, to a peaceful, just and enduring civilization,” says Daniel Fallon, Chair of Carnegie Corporation’s education division. *Teachers For a New Era* will not only help develop some of the best teacher education institutions in the country, but through dissemination of good policy, data and practice will promote continuing evidence-based progress in the education of the nation’s teachers.

Accomplishments to date:

BANK STREET COLLEGE OF EDUCATION

Bank Street College of Education has begun new partnerships with the American Museum of Natural History, the Lincoln Center Institute, Sarah Lawrence College, and others to deepen the knowledge of its faculty, graduates and teacher candidates in core academic subjects and to improve their abilities to blend subject matter knowledge, pedagogical knowledge and knowledge of children. A freestanding school begun in 1930, it had no arts and sciences faculty to draw on. With *Teachers for a New Era* support, Bank Street College has developed sustainable processes and structures for collecting and utilizing data at all stages of its programs.

BOSTON COLLEGE

Boston College developed the Collaborative Mentoring Program, which integrates teacher candidates and arts and sciences faculty on campus into communities clustered around content areas. This will, ideally, promote peer mentoring and electronic discussion during the early years of professional practice.

Boston College developed teaching labs, as part of their *Teachers for a New Era* course offerings, in which students explore strategies to teach the content they learned in the course; for example, in the teaching lab for a Shakespeare course, the students learn how they might teach the play they are studying.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

California State University, Northridge, in partnership with the Los Angeles Unified School District and the California State University system, is conducting a large-scale longitudinal study of the effects of its teacher education programs on K-12 pupil achievement.

Also with the Los Angeles Unified School District, California State University, Northridge is developing an induction/Master of Arts program in which both education and arts and sciences faculty teach.

California State University, Northridge funded new positions for *Teachers for a New Era* professors in six arts and sciences departments and obtained foundation funds to hire K-12 teachers-in-residence in the departments of English, mathematics and geography.

FLORIDA A&M UNIVERSITY

Florida A&M University has begun partnerships with the three other historically black colleges and universities in Florida in order to compare and quantify best practices in the education of African-American and other teachers of color across the state.

The *Teachers for a New Era* design teams at FAMU, with representatives from the colleges of education and arts and sciences, as well as K-12 and pre-service teachers, are making significant efforts toward curriculum alignment with the Sunshine State Standards as well as the Florida Teacher Certification Examination competencies.

MICHIGAN STATE UNIVERSITY

At Michigan State University, *Teachers for a New Era* has resulted in a major re-focusing of its efforts in the education of teachers, including the integration of assessment activities into arts and sciences courses, the development of a content-focused induction program, and introduction of changes in core arts and sciences courses taken by all students, including teachers, as part of general education.

STANFORD UNIVERSITY

The redesign of the Stanford Teacher Education Program has included the creation of school-university partnerships that involve not only placements for student teachers, but also the co-development of state-of-the-art practice through curriculum reform, school redesign, professional development and joint research in the university's partner secondary schools.

Stanford is conducting numerous research studies on teacher education that are motivated by the premise that high-quality teacher education programs and ongoing professional development can substantially help teachers to improve pupil achievement. The university is particularly interested in addressing the question, "How does teacher education make a difference?"

UNIVERSITY OF CONNECTICUT

The University of Connecticut has entered into a partnership with the Connecticut State Department of Education to develop a statewide database linking teacher characteristics and pupil learning data.

The university has also developed a new diversity studies minor for students who are interested in expanding their knowledge and skills in working in diverse settings, including Connecticut public schools.

UNIVERSITY OF TEXAS AT EL PASO

The University of Texas at El Paso, in partnership with the Canutillo Independent School District, is utilizing a longitudinal data system developed by the district—along with indicators of pre-service teachers’ performance at the university—to develop models that will be used in tracking the influence of teachers on pupil learning growth.

In partnership with the El Paso Community College and area school districts, the university is developing course modules and resources for teaching American and world history in the core curriculum as well as in K-12 schools. This work will extend to other content areas.

Faculty in the departments of mathematics and teacher education at the University of Texas at El Paso are engaged in review and revision of mathematics content taught to pre-service teachers. This review is based on assessments of teacher candidate knowledge and surveys of faculty.

UNIVERSITY OF VIRGINIA

The University of Virginia has established the Center for the Advanced Study of Teaching and Learning, which will carry forward *Teachers for a New Era’s* research agenda, drawing arts and sciences scholars together with faculty from the School of Education to produce optimal evidence of the improvement of teacher education.

Joint products of the College of Arts and Sciences and the Curry School of Education, the University of Virginia’s Counterpoint Seminars ask future teachers to turn their content training into the stuff of future K-12 teaching: each course reflects back on an undergraduate course that the future teachers have already taken, and asks them to translate the learning from that course into the best possible teaching for children.

UNIVERSITY OF WASHINGTON

The University of Washington is engaged in an evidence-based renewal process with its partner K-12 schools and colleagues in arts and sciences college to completely redesign elementary and secondary teacher education programs.

The University of Washington is engaged in developing a new minor in education, a new pathway within the English major and a new integrated sciences major to open up new pathways for undergraduates who wish to become teachers.

UNIVERSITY OF WISCONSIN-MILWAUKEE

The establishment of content and cross-cutting theme Design Teams—composed of over 140 faculty, staff, local schoolteachers, curriculum specialists, deans, the provost and Milwaukee Public School and Milwaukee Partnership Academy executives—has enabled *Teachers for a New Era* to change the culture at UW-Milwaukee, making teacher education a university-wide responsibility.

Through *Teachers for a New Era* at UW-Milwaukee, a new model for sustaining the Teachers-In-Residence program has been created by combining the Milwaukee Public Schools sabbatical resources with UW-Milwaukee assets, fostering the development of a “clinical faculty” and increasing the number of Milwaukee public school teachers on special assignment at UW-Milwaukee, thereby creating a link between academic teacher preparation and urban classroom practice.

Teachers for a New Era was created by Carnegie Corporation of New York to stimulate the major restructuring of teacher education and to strengthen K-12 education in the United States by developing state-of-the-art programs at schools of education. The Corporation's partners in the initiative are the Annenberg and Ford foundations.

www.teachersforanewera.org



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