EXCELLENT EDUCATORS
FOR EACH AND EVERY CHILD

A Policy Roadmap for Transforming the Teaching and Principal Professions

#Recruitment
#ProfessionReady
#GrowthLearn
#LeadershipandVoice

PREPARED AND EFFECTIVE
EDUCATORS FOR ALL

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Every student deserves to be taught and led by excellent teachers and school leaders. Unfortunately, many high-need schools and students, especially low-income students, students of color, and students with disabilities, do not have equitable access to well-prepared and well-supported educators. To address this reality, policies must be shaped by a comprehensive vision of teaching quality, not just educator effectiveness. Intentional support strategies that strengthen and invest in teachers and principals must be included to ensure that their leadership, knowledge, skills, and expertise are leveraged to improve outcomes for every learner.

Research makes it clear that teachers, together with principals and school leaders, are the most important school-based influences on student learning. With changing demographics in schools nationwide, in order to prepare every student to meet the demands of society and the global economy, we must do a better job of preparing and retaining effective educators, who are the backbone of our nation’s economy. Meeting this challenge requires the development of a coherent, performance-based professional continuum for teachers and principals that begins in preparation and leads to accomplished practice and the opportunity to serve in leadership roles. This recognition demands that we:

- strengthen the recruitment pipeline;
- ensure that the next generation of educators are profession-ready;
- create opportunities for continuous professional learning and growth; and
- provide pathways for teacher and principal leadership.

Recruitment, rigorous preparation, professional growth, and leadership opportunities are worthy of intentional focus and investment by federal, state, and local policymakers to help principals, teachers, and students succeed.

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.
Strategies for Building A Continuum of Teaching Excellence

A strong teacher workforce is essential for ensuring student success. Unfortunately, many individuals with the potential to be excellent teachers are not pursuing this career path. The following strategies will help ensure we build a healthy continuum of teaching excellence.

**Strengthen the Teacher Recruitment Pipeline**
Recruitment of the next generation of profession-ready teachers should focus on individuals who:
1. Demonstrate the capacity to be high-caliber teachers.
2. Commit to teach in high-need schools or in high-need subjects.
3. Meet local teacher workforce needs.
4. Reflect the increasing racial, ethnic, and geographic diversity of the nation’s students.

**Ensure the Next Generation of Teachers Are Profession-Ready**
Profession-ready teachers should:
1. Hold a bachelor’s degree and demonstrate in-depth content knowledge in their area of licensure.
2. Fulfill the requirements of a state-approved preparation program that includes clinical experiences using models of accomplished practice and instructors with K-12 experience, and promotes cultural responsiveness and the ability of teachers to address the individual learning needs and backgrounds of all students.
Successful professional learning and growth systems are those that are developed in collaboration with all stakeholders and include the following:

1. Feedback and reflective practice.
2. Multiple measures of classroom practice, student learning; and other evidence related to the teacher's contribution to schoolwide improvement.
3. High-quality training for mentors, teacher coaches, and evaluators, including teacher evaluators.

Provide Pathways for Teacher Leadership and Teacher Voice

Teachers should be provided:

1. Opportunities to serve as mentors, instructional coaches, or master teachers or take on increased responsibility for professional learning, curriculum, or school improvement activities.
2. Opportunities to play a meaningful role in shaping system policy and practice.
3. Significant and sustainable compensation to serve in leadership roles.
Strong school leadership is essential for ensuring student success. Unfortunately, many people with the potential to be excellent principals are not pursuing this career path. The following strategies will help ensure we build a healthy continuum for strong educational leaders.

**Strengthen the Principal Recruitment Pipeline**
A strong principal workforce is essential for ensuring student success. In recruiting the next generation of profession-ready school leaders, efforts should focus on ensuring that:
1. District structures support a principal continuum.
2. Prospective principals commit to work in high-need schools in both urban and rural environments.
3. Prospective principals reflect the increasing racial, ethnic, and economic diversity of our nation’s students.

**Ensure Principals are Profession-Ready**
Principals should:
1. Have an advanced degree and a demonstrated record of success as a teacher.
2. Demonstrate leadership competencies through an assessment prior to entry into a high-quality principal preparation program.
3. Complete a one-year residency program that includes hands-on instructional leadership experiences and guidance from a mentor or coach in preK-12 schools.
4. Demonstrate a deep understanding of the domains of effective school leadership and related competencies through a performance-based assessment.

**Create a System of Continuous Professional Growth and Learning for Principals**

1. The system must include mentoring and induction for principals during the residency program and throughout the first three years of a principal’s career.

2. As a part of professional learning and growth, school districts must establish capacity-building principal evaluation systems that are:
   - Created in collaboration with practitioners;
   - Based on the domains of effective instructional leadership and key abilities, such as cultural responsiveness;
   - Considered within a school’s context along with the individual principal’s experience and grade-level responsibilities; and
   - Tied to a personalized professional growth plan.

3. Professional learning and growth systems for principals must be based on the domains of effective instructional leadership:
   - Student growth and achievement;
   - School planning and progress;
   - School culture;
   - Stakeholder support;
   - Professional qualities and practice; and
   - Professional learning and growth.

**Provide Pathways for Principal Leadership**

1. School districts must enhance leadership capacity through a full range of leadership roles for assistant principals, early career principals, and veteran school administrators.

2. Accomplished educational leaders must be supported to:
   - Cultivate their understanding of leadership and school improvement processes to meet high levels of performance;
   - Help novice principals gain a clear vision of instructional leadership;
   - Engage stakeholders in developing and realizing excellence in instructional leadership; and
   - Participate in meaningful community engagement and advocacy on behalf of their students, teachers, and schools.
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 Palsey
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.
References


Works Consulted:


Phi Delta Kappa/Gallup. (2014). 46th Annual PDK/Gallup Poll on of the Public’s Attitudes Toward the Public Schools.


