

# ON DECK

Preparing the Next Generation of Teachers



hope street group

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## Preparing the Next Generation of Teachers

Hope Street Group (HSG) National Teacher Fellows (NTFs) are fulltime classroom teachers who serve as local and national spokespersons, trained to explore their state's education policy efforts and engage their peers in solutions-based conversations. This year, our NTF cohort consisted of 18 teachers and instructional coaches representing 17 states. Together, they collected data the United States Department of Education (USDOE), the American Association for Colleges of Teacher Education (AACTE), and state leaders can use to inform their policy decisions in order to improve teacher preparation for future educators.





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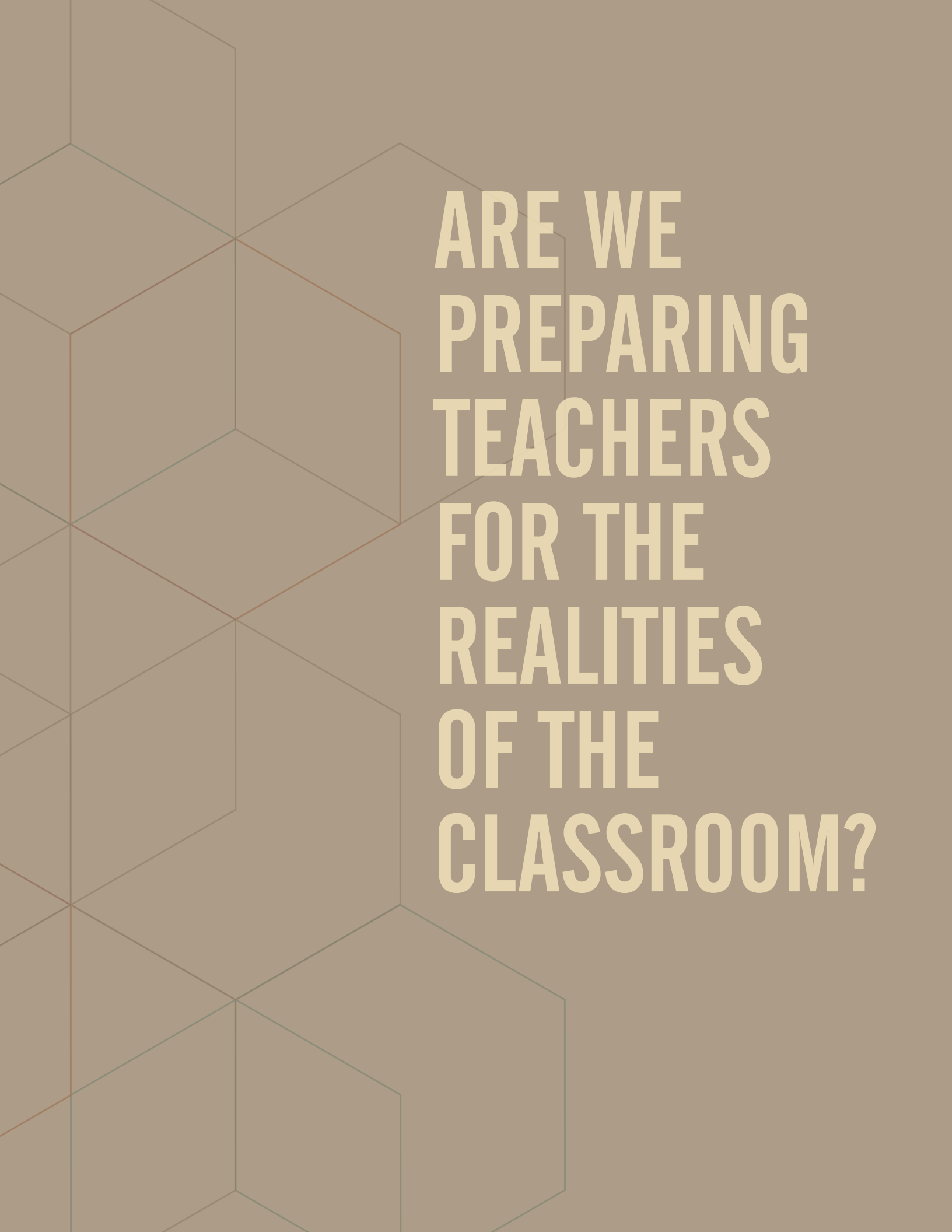
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**ARE WE  
PREPARING  
TEACHERS  
FOR THE  
REALITIES  
OF THE  
CLASSROOM?**

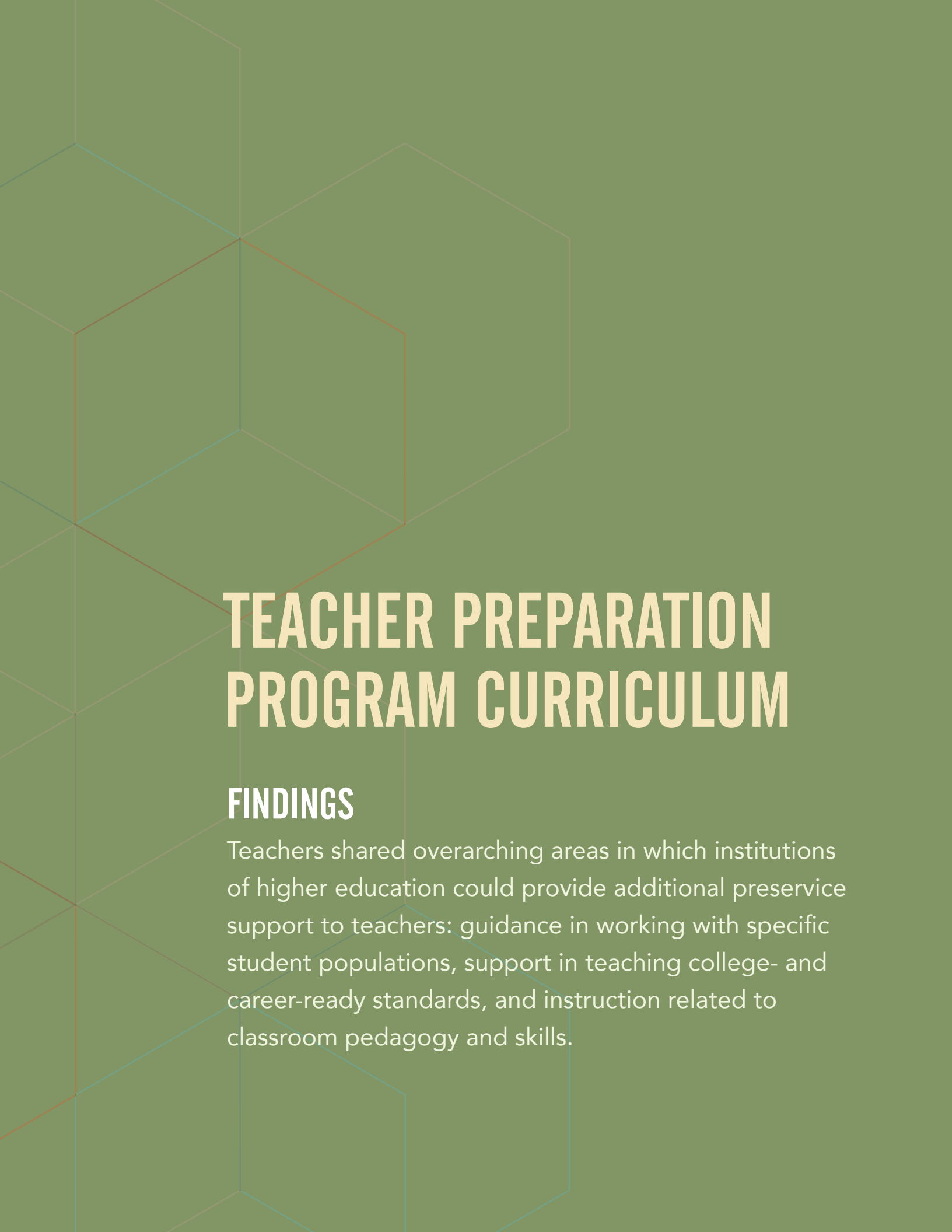
# EXECUTIVE SUMMARY

Hope Street Group (HSG) National Teacher Fellows (NTFs) serve as local and national spokespersons for teachers, trained to explore their state's education reform efforts and engage their peers in solutions-based conversations. This year, our NTF cohort consisted of 18 teachers and instructional coaches representing 17 states. Together, they collected data the United States Department of Education (USDOE) can use to inform its policy decisions regarding teacher preparation programs. This work is designed to inform the efforts of other national partners, such as the American Association for Colleges of Teacher Education (AACTE), as well as state leaders in order to improve teacher preparation for future educators.

Engaging almost 2,000 American educators through combined in-person and virtual research over the course of six weeks in September and October of 2015, NTFs heard from teachers in urban, suburban and rural schools across the country. Focus group and survey participants included professionals with varied pathways to certification who reflected upon their teacher preparation experiences in terms of curriculum and potential evaluation measures. With the next generation of educators (and learners) in mind, current classroom teachers—ranging from one to 31 years of experience, across all grade levels and subjects—discussed how teacher preparation programs can build upon current offerings to graduate high-quality professionals poised to impact young people in their communities.

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The following is an overview of findings and recommendations, organized by topic area and intended audience for each recommendation. Because HSG collaborated with both USDOE and AACTE on the development of the research questions, some of the recommendations in this report are specific to action that could be taken by USDOE and some are specific to action that could be taken by AACTE and its members. HSG has identified which entity should take each recommendation into consideration.



# TEACHER PREPARATION PROGRAM CURRICULUM

## FINDINGS

Teachers shared overarching areas in which institutions of higher education could provide additional preservice support to teachers: guidance in working with specific student populations, support in teaching college- and career-ready standards, and instruction related to classroom pedagogy and skills.

## 1. SPECIFIC STUDENT POPULATIONS

**Over half of teachers reported that they did not receive any instruction in their preservice programs related to serving in areas of high-need/persistently low-achieving populations.**

When colleges did offer courses or experiences, they were typically in special education, social and cultural awareness, or student teaching and internships. These experiences are not enough. Teachers want additional support in meeting the needs of their diverse student populations and working with different cultures.

## 2. COLLEGE- AND CAREER-READY STANDARDS

**More teachers reported that they learned about new college- and career-ready standards through on-the-job experiences or in-service professional development rather than through their preservice program.**

However, standards are becoming an important part of teachers' classrooms, changing the instructional focus to cover material with more depth and less breadth and with a stronger emphasis on critical thinking and career skills. As a result, teachers shared that preservice training in this area would help the next generation of teachers enter the field better prepared to address the standards.

## 3. ADDITIONAL INSTRUCTION

**When we asked teachers to share their suggestions for areas where they would like additional training, they highlighted:**



Classroom/behavior management



Hands-on experiences in classrooms



Courses on differentiated instruction



Content-based courses (i.e., reading, writing, math, science)



Child and adolescent development coursework

Teachers noted several potential improvements specifically related to the above preservice areas. Most teachers emphasized the value of providing earlier and more frequent opportunities for differing types of in-class and hands-on classroom experiences. Teachers also frequently emphasized the importance of support through mentors, coaches or veteran teachers; assistance in using different types of technology; and coursework specific to understanding the whole child (e.g., family engagement and home life, emotional/relational support).





# RECOMMENDATIONS

## 1. Adopt a Common Understanding of Preservice Curricula

Due to the variance in the types of classroom experiences and coursework offered to preservice teachers and given the real challenges of the profession articulated in this report—the rapid increase in service to high-need/persistently low-achieving populations, continued concern around classroom management, and a shift in focus on standards instruction—there is room for improvement in preservice curricula in order to prepare teachers for the realities of the classroom. As such, teacher programs should develop and adopt common language regarding the core elements of teacher preparation programs.

To build this shared understanding, we recommend that AACTE continue to support that institutions of higher education review their preservice courses and consider modifying or revising curricula to reflect the current needs of American teachers. edTPA, a performance-based, portfolio assessment developed by the Stanford Center for Assessment Learning and Equity (SCALE), is a common measure for evaluation that aligns with the most important areas identified by teachers in this research including: differentiated instruction, basic work skills, communication and collaboration skills, child and adolescent development, diversity and multicultural awareness, and classroom management.

## 2. Promote Funding of Clinical Teaching Programs

Teachers emphasized the importance of hands-on classroom experiences, especially when serving high-need/persistently low-achieving populations. We recommend that USDOE acknowledge the costs associated with high-quality clinical teacher preparation and consider funding clinical teaching programs at institutions of higher education in collaboration with local high-needs school districts under the Teacher Quality Partnership Grant Program in Title II, Part A of the Higher Education Opportunity Act (2015), a recommendation supported by AACTE and the Council for the Accreditation of Education Preparation (CAEP).

# EVALUATING TEACHER PREPARATION PROGRAMS

## FINDINGS

Given future regulations from USDOE around evaluating preparation programs, we asked teachers what measurement criteria would be most important. The majority of teachers requested that evaluations examine teacher retention in their schools or in the teaching profession, specifically exploring why individuals stay in teaching or why they leave. Teachers recommended other criteria including: job placement, graduation rates from preservice programs, educator effectiveness, college preservice coursework, and in-class and hands-on teaching opportunities in preservice. They also shared that it would be helpful to incorporate feedback on their preservice experiences into evaluations of teacher preparation programs.

## RECOMMENDATION


### 1. Honor Teacher Retention and Job Placement in Accountability Systems

Based on teacher suggestions for evaluating teacher preparation programs, the needs of next-generation teachers, and pending legislation, we recommend that USDOE consider teacher retention and job placement as two important indicators that should be included as additional comments on proposed regulations for the teacher preparation accountability system under Title II of the Higher Education Opportunity Act. We also recommend that State Education Agencies (SEAs) look to these recommended criteria as they create and refine their Institutional and Program Report Cards.

## CONCLUSION AND NEXT STEPS

If we intend to send more high-quality teachers into schools, the next generation of teachers needs to be trained with robust preservice curriculum that includes instruction on how to serve areas of high-need/persistently low-achieving populations, a rich understanding of college- and career-ready standards, and coursework that is directly connected to real classroom experience. Investments in—and evaluation of—such teacher preparation programs will best prepare individuals for the unique challenges they will face in the classroom as new, and hopefully lifelong, educators.

Teacher preparation programs play an integral part in what happens next in education, and their graduates are eager to contribute to that conversation. This research was conducted by current classroom teachers who led their peers in productive, professional dialogue in order to identify positive, solutions-focused recommendations for how educator pipelines might be improved. With the future of the profession in mind, they are now energized and are looking for opportunities to collaborate with state and national policymakers, teacher preparation program leaders, and their school districts to ensure that teacher voice aids in the refinement of preservice programs.



**OUR  
KNOWLEDGE  
AND FOCUS  
WILL BE  
THEIR  
SUCCESS**

# BACKGROUND

Hope Street Group (HSG) National Teacher Fellows (NTFs) are classroom teachers and instructional coaches who, as peer leaders, operate as agents of change in their school communities. HSG trains them to mobilize their colleagues' voices in an effort to impact education policy. NTFs interact online and in-person with other teachers, school administrators, state (and in some cases, national) legislators, and policymakers to share ideas and experiences with the goal of informing education policy.

Every year, HSG selects a new group of NTFs who receive a stipend for their contributions during a one-year fellowship. As local and national spokespersons for teachers' ideas and perspectives, NTFs are responsible for exploring their state's educational reform efforts and engaging colleagues in solutions-based conversations to help policymakers solve some of the most pressing public policy challenges that teachers encounter daily in their classrooms, schools and districts.

## Current NTFs

**Ali Ashley**

Austin, Texas

**Anna Baldwin**

Arlee, Montana

**Danielle Brown**

Fort Huachuca, Arizona

**John E. Clark**

Deltona, Florida

**Jill Cullis**

Aurora, Colorado

**David Edelman**

New York, New York

**Meghan Everette**

Daphne, Alabama

**Sarah Giddings**

Ann Arbor, Michigan

**Robyn Howton**

Wilmington, Delaware

**Stephanie Johnson**

Columbia, South Carolina

**Tim Mullen**

Grayson, Georgia

**Cody Norton**

Washington, DC

**Tabitha Pacheco**

Murray, Utah

**Freeda Pirillis**

Chicago, Illinois

**Lauren Stuart**

Beverly Hills, California

**Terri Vest**

Plainfield, Vermont

**Amanda Ward**

Bainbridge Island, Washington

**Amanda Zullo**

Saranac Lake, New York

## Current NTF Activities

The core work of this year's NTF cohort is the collection of qualitative data—through in-person focus groups and an online survey—that the United States Department of Education (USDOE) can use to inform decisions it will make in coming months regarding teacher preparation. Additionally, HSG formed a partnership with the American Association of Colleges for Teacher Education (AACTE) to collect data that can inform work AACTE may engage in with its membership.

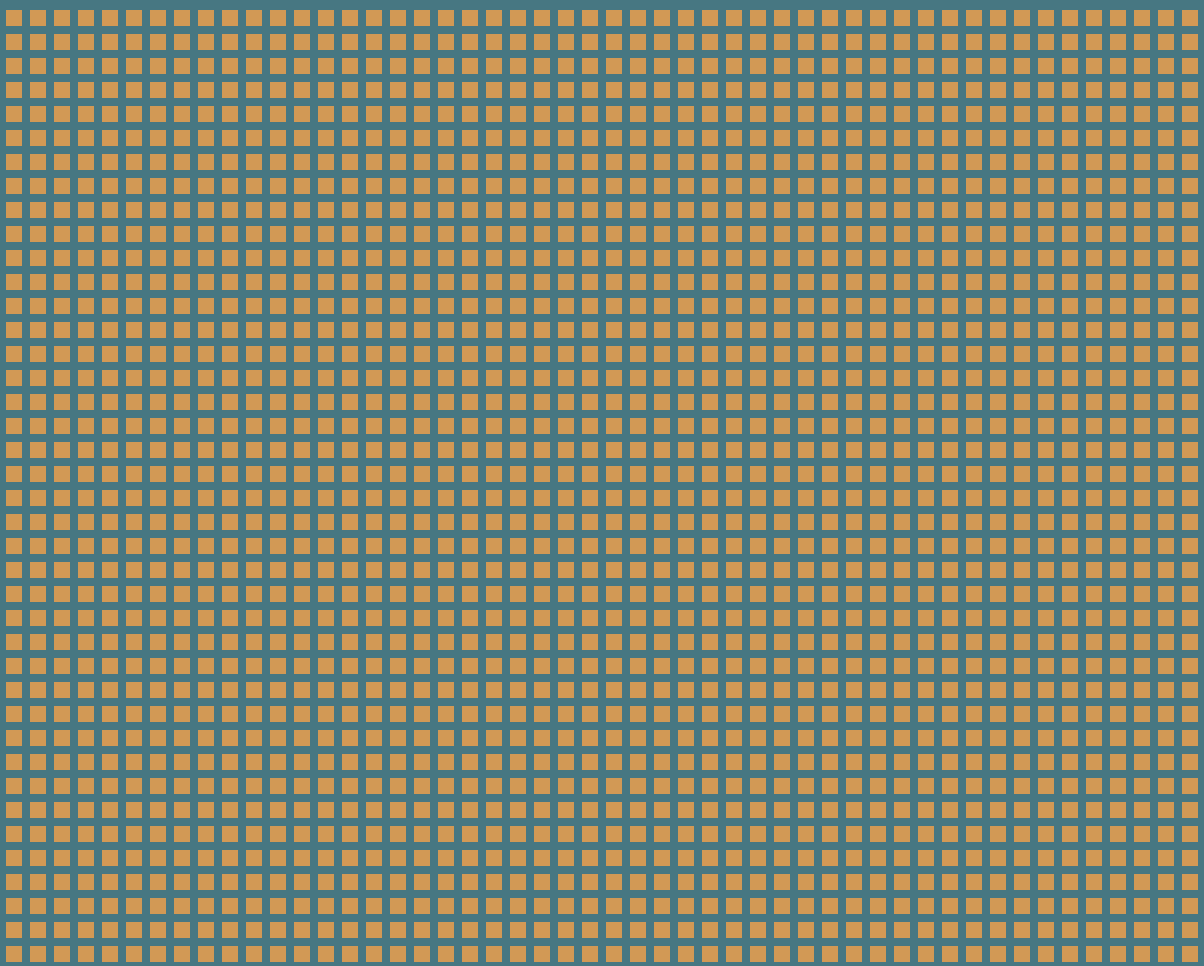
NTFs have received training to help them effectively moderate focus groups, interact and engage with peers, use social media to mobilize teachers, and create a personal narrative. Additionally, they have been trained on how to effectively interact with policymakers.

HSG has secured several additional thought partnerships for this work including: the Council for Chief State School Officers (CCSSO), American Institutes for Research (AIR), and the Data Quality Campaign (DQC). Other partner groups like America Achieves, the North Carolina Educators Association, and the Association of American Educators shared the opportunity for involvement with their educators. These partnerships are essential to ensure that other organizations with key interests and constituencies benefit from knowing how teachers in the field feel about their preparation and how that preparation has or has not helped them excel in the classroom. These partnerships also offer an opportunity to collaborate with a broad variety of organizations who are engaged in work that is focused on improving the quality of teacher preparation.

While collecting data on improving teacher preparation programs is the centerpiece of their work this year, NTFs will also lead state and regional efforts to share the results of the research within their respective states. In fact, NTFs have already begun to meet with State Education Agencies (SEAs), state teachers' associations, higher education institution leaders, state legislators, and members of Congress. These meetings are designed to develop partnerships so that NTFs can provide advice and consultation to education leaders on both the data in this report and the teacher point of view on the quality of teacher preparation.

# IMPROVING EDUCATOR PIPELINES

**18** NTFs REACHED



**2,000** TEACHERS

AND WILL NOW  
**AMPLIFY**  
THEIR VOICE  
ACROSS



EDUCATION AGENCIES

TEACHER ASSOCIATIONS

INSTITUTIONS OF HIGHER ED

STATE LEGISLATORS

MEMBERS OF CONGRESS



**WE ARE  
THE VOICE  
OF NEARLY  
2,000 TEACHERS**



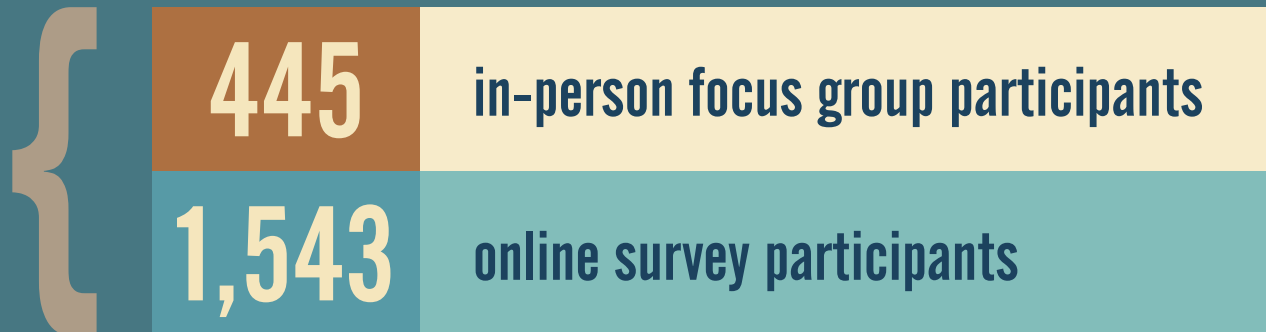
# RESEARCH

HSG developed the questions posed to respondents in focus groups and an online survey (hereafter referred to as simply “the survey”) in collaboration with USDOE and AACTE. NTFs beta-tested the questions for a five-day period to provide HSG with feedback on the content of the questions, the clarity of them, and the ease (or lack thereof) of navigating the survey online.

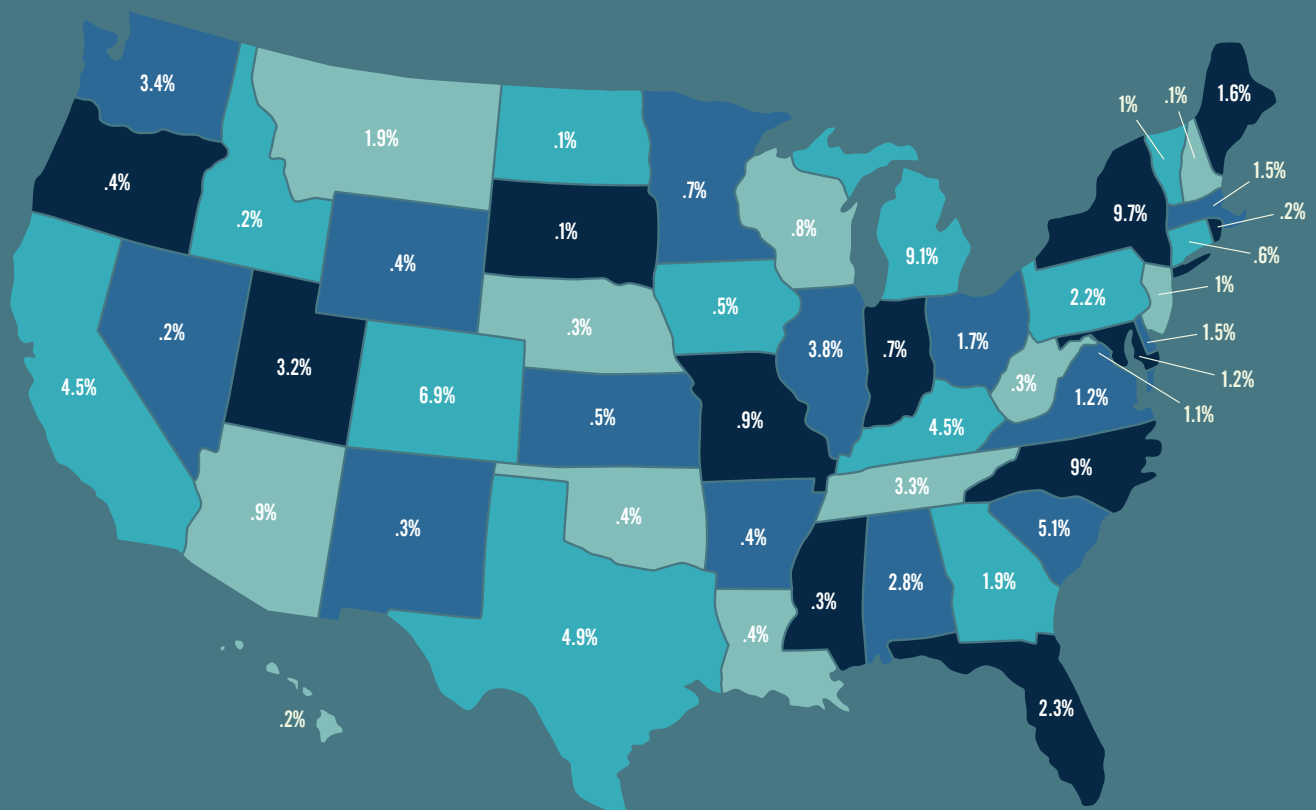
The following is a detailed scope of the data collection method and reach followed by findings and recommendations, organized by topic area and underscored by the intended audience for each recommendation. Because HSG collaborated with both USDOE and AACTE on the development of the research questions, some of the recommendations in this report are specific to action that could be taken by USDOE and some are specific to action that could be taken by AACTE and its members. HSG has identified which entity should take each recommendation into consideration.

## Data Collection

HSG began collecting data from teachers on September 21, 2015. An online platform (Survey Gizmo) was used to collect responses to the survey. The survey was open for six weeks. NTFs moderated in-person focus groups during this period of time as well. Teachers across the country learned about the survey's availability via e-mails from NTFs as well as e-mails from HSG State Teacher Fellows (STFs) in Hawaii, North Carolina, and Tennessee. HSG gathered perspectives from 1,988 total educators who had received their preparation in 49 of the 50 states, plus the District of Columbia. A total of 445 teachers participated in the in-person focus groups and an additional 1,543 teachers completed the survey on Survey Gizmo.



equals **1,988** total teachers trained in 49 of 50 states  
by % below



# Findings & Recommendations

## TEACHER PREPARATION PROGRAM CURRICULUM

Teachers shared overarching areas in which institutes of higher education could provide additional preservice support to teachers: guidance in working with specific student populations, support in teaching college- and career-ready standards, and instruction related to classroom pedagogy and skills.

First, over half of teachers received no coursework related to serving high-need/persistently low-achieving populations. For the purposes of this research, this term was defined as inner-city, rural, low-performing and high-poverty schools and/or hard-to-staff subjects including math, science, computers and special education. When colleges did offer courses or experiences, they were typically in Special Education, Social and Cultural Awareness, or through student teaching and internships (Question 2 - page 29). Despite these experiences, teachers requested additional support in meeting the needs of diverse student populations and working with different cultures (Question 3 - page 31).



Second, more teachers reported that they learned about new college- and career-ready standards through on-the-job experiences or in-service professional development rather than through their preservice program. However, standards are becoming an important part of teachers' classrooms, changing the instructional focus to cover material with more depth and less breadth and with a stronger emphasis on critical thinking and career skills (Question 4 - page 35). As a result, teachers shared that preservice training in this area would help the next generation of teachers enter the field better prepared to address the standards (Question 5 - page 38).

Third, teachers shared several specific areas in which they would like additional instruction, including: classroom/behavior management; hands-on experiences in classrooms; courses on differentiated instruction; content-based courses (i.e., reading, writing, math, science); child and adolescent development coursework; and information on communities, cultures, and poverty. Teachers also requested additional training in several essential components of good teaching, including: basic work skills (e.g., time management, planning, organization), communication and collaboration skills (e.g., communicating effectively with other teachers, administrators, and families), seeing oneself as a teacher (e.g., knowing why one is teaching, understanding one's teaching beliefs, cultivating a passion for teaching), and seeing oneself as a continual learner (e.g., growth mindset, self-reflection) (Question 3 - page 31).



Teachers noted several potential improvements for the next generation of teachers related to areas of preservice support. Most teachers emphasized the value of providing earlier and more frequent opportunities for differing types of in-class and hands-on classroom experiences in addition to a well-rounded preservice curriculum spanning a variety of topics. Teachers also frequently emphasized the importance of support and resources through mentors, coaches, or veteran teachers; instruction in classroom management; assistance in using different types of technology; and coursework specific to understanding the whole child (e.g., family engagement and home life, emotional/relational support) (Question 5 - page 38).

Much of the feedback gathered from teachers in this data collection reflects what other research has found to be the current needs of American teachers.

**To be responsive to these growing needs, institutions of higher education should develop a common understanding for the development or revision of preservice curricula, and in doing so, consider that:**

- *Communities are rapidly increasing in the number of high-need/persistently low-achieving populations (Howard, 2007; Sanders, Haselden, & Moss, 2014; National Center for Education Statistics, 2015), but teachers have not always received effective preparation in this area (Bennett, 2008; National Research Council, 2010; Russell & Russell, 2014; Sanders et al., 2014). As a result, teachers have an increased need for support through coursework and in-person experiences that provide opportunities for self-reflection, self-awareness, and knowledge building around diversity and multicultural issues (McClanahan & Buly, 2009; National Center for Culturally Responsive Educational Systems, 2004; National Education Association, 2012; Sanders et al., 2014).*
- *Classroom management appears to be a continuing concern of preservice teachers (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014; Greenberg, Putnam, & Walsh, 2014; Pereira & Gates, 2013; Rosas & West, 2009), but most programs do not use research-based classroom management methods or allow preservice teachers opportunities to practice management strategies in classrooms (Freeman et al., 2014; Greenberg et al., 2014). This need could be addressed through the provision of a tri-fold approach in preservice programs, consisting of hands-on experiences, theory, and observations of effective teachers (National Research Council, 2010).*

*Furthermore, programs could focus on the big five strategies to effectively prepare preservice teachers in classroom management: rules, routines, praise, misbehavior, and engagement (Greenberg et al., 2014).*

- *Standards instruction is rapidly changing teachers' instructional focus (Association of Mathematics Teacher Educators, 2015; Common Core State Standards Initiative, 2015; Marzano & Toth, 2014). As a result, there is a need to align preservice coursework and experiences with the content and pedagogy of college- and career-ready standards (Achieve & The U.S. Education Delivery Institute, 2012). California and Tennessee have statewide initiatives in this area and offer examples of preservice alignment and integration with college- and career-ready standards.*

Many of the teacher requests for revised preservice curricula reflect components within edTPA, a performance-based, portfolio assessment developed by the Stanford Center for Assessment Learning and Equity (SCALE). This assessment provides a common measure for evaluating preservice teacher content and pedagogical knowledge before certification or licensure. During focus groups, teachers noted that the following areas, which align with one or multiple dimensions of edTPA, are important: differentiated instruction, basic work skills, communication and collaboration skills, child and adolescent development, diversity and multicultural awareness, and classroom management.

To facilitate effective responses from institutions of higher education, a common language regarding core elements of teacher preparation programs should be developed, as many programs currently vary in the types of classroom experiences and coursework offered to preservice teachers (National Research Council, 2010).

## Adopt a Common Understanding of Preservice Curricula

To build this shared understanding, HSG recommends that AACTE continue to support (to the extent they can) that institutions of higher education review their preservice courses and consider modifying or revising curricula to reflect the current needs of American teachers. When doing so, they should take into account the various suggestions referenced by teachers in this report, particularly requests for instruction in working with high-need/persistently low-achieving populations, support with classroom management, and assistance in utilizing college- and career-ready standards. “Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do” (Darling-Hammond & Bransford, 2005) is one resource that supports this recommendation as well as many of the findings in this report.

Teachers in focus groups and in survey responses emphasized the importance of hands-on classroom experiences for serving high-need/persistently low-achieving populations, understanding pedagogy, and preparing future generations of teachers.

## Promote Funding of Clinical Teaching Programs

HSG recommends that USDOE acknowledge the costs associated with clinical teacher preparation (NCATE, 2010) and consider how it could provide resources for institutions of higher education that want to implement clinical models. For example, USDOE could consider funding clinical teaching programs at institutions of higher education in collaboration with local high-needs school districts under the Teacher Quality Partnership Grant Program in Title II, Part A of the Higher Education Opportunity Act (2015), a recommendation also supported by the Council for the Accreditation of Educator Preparation (CAEP) and AACTE.

The following are well-known reports that detail the need for and value of high-quality clinical experiences for preservice teachers.

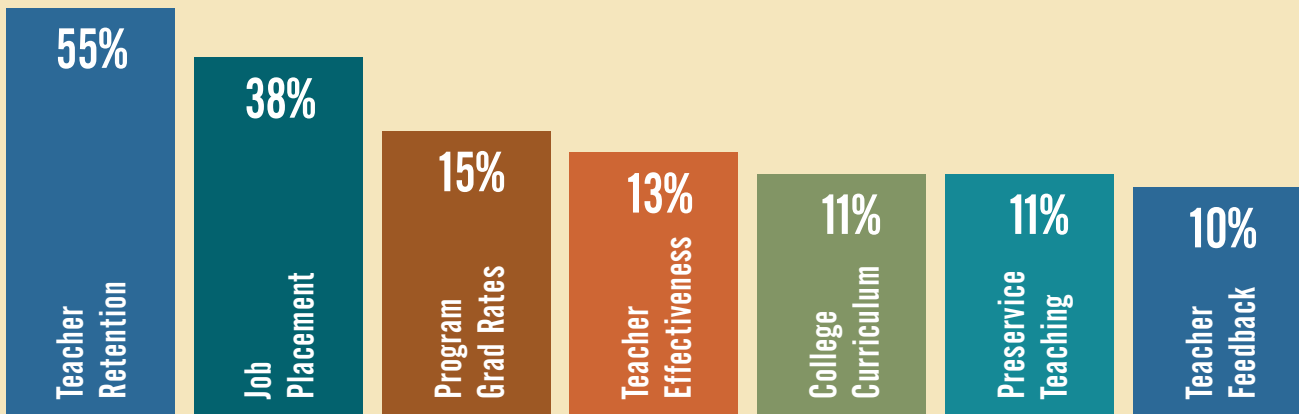
- *NCATE’s (2010) report, “Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers,” which provides several recommendations for effective implementation of clinical models in institutes of higher education, such as offering students opportunities to work in diverse areas and ensuring students have qualified mentors.*
- *NCTAF’s (2007) report, “Building a 21st Century U.S. Education System,” which offers insights on restructuring teacher education programs to allow for professional development schools that support clinical-type experiences for preservice teachers.*



- AACTE’s (2010) report, “The Clinical Preparation of Teachers: A Policy Brief,” which provides information on essential components of clinical programs, offers examples of clinical preparation, and provides specific recommendations.
- The Center for Teaching Quality (2013) report, “Teaching 2030: Leveraging Teacher Preparation 2.0,” which provides recommendations around the use of a cohort-based approach that incorporates fully immersive clinical experiences for teachers and offers examples of these programs in different locations, such as Boston and Chicago.
- Banks, Jackson, and Harper’s (2014) article, “Responding to the Call to Prepare Highly Effective Teacher Candidates in the United States: The Curriculum Redesign Effort in Advancing Teacher Education,” which discusses the importance of clinical experiences and offers insights into the development and implementation of Project CREATE, a clinical-based preservice teacher program at Cleveland State University.

## EVALUATING TEACHER PREPARATION PROGRAMS

Most teachers emphasized the importance of teacher retention as an essential metric in evaluating the quality of teacher preparation programs. Teachers also mentioned several other areas that could be measured, including: job placement, graduation rates from preservice programs, educator effectiveness (e.g., student and parent surveys, student growth measures, classroom observations), college preservice coursework, and in-class and hands-on teaching opportunities in preservice. Teachers also shared that it would be helpful to incorporate feedback on their preservice experiences into evaluations of teacher preparation programs.



## Honor Teacher Retention and Job Placement in Accountability Systems

Based on teacher suggestions for evaluating teacher preparation programs (Question 1 - page 27), the needs of next-generation teachers (Question 5 - page 38), and pending legislation, HSG recommends that USDOE consider teacher retention and job placement (the two outputs mentioned most often) as important indicators that should be included as additional comments on proposed regulations for the teacher preparation accountability system under Title II of the Higher Education Opportunity Act.



**TEACHERS  
ELEVATE  
THEIR  
PROFESSION  
THROUGH  
REFLECTION**



# FOCUS GROUP AND SURVEY DATA

HSG posed the following questions to teachers and collected their responses both from in-person focus groups and through an online survey via Survey Gizmo. A total of 445 teachers participated in the in-person focus groups and 1,543 teachers completed the survey, equaling an “N” size of 1,988 teachers. HSG then sent the results to Magnolia Consulting for analysis. After receiving the focus group data, Magnolia Consulting cleaned and prepared it for coding in Atlas.ti, a qualitative data analysis software. Atlas.ti allows users to divide data into segments, attach codes to the segments, and find and display all instances of similarly coded segments for analysis (Miles & Huberman, 1994).<sup>1</sup> This enables efficient data organization and analysis. Next, Magnolia Consulting conducted a content analysis of the data, which involved identifying, organizing, and categorizing recurring themes in the survey answers (Patton, 2015).<sup>2</sup> Magnolia Consulting staff regularly met to review existing codes, discuss emerging codes, and establish inter-rater agreement on recurring themes.

HSG presents categorized, recurring themes on the following pages with associated, anonymous quotes from participants describing each theme.

1. Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications.  
2. Patton, M. C. (2015). *Qualitative Research and Evaluation Methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

## THE FOCUS GROUPS AND SURVEY INCLUDED FIVE OPEN-ENDED QUESTIONS:

**Q1**

If your state was going to evaluate teacher preparation programs, which measures should be included? (i.e., teacher retention rates, teacher job placement, graduation rates, etc.)

Did your preparation program offer any specific courses related to serving in areas of high-need/persistently low-achieving populations? If so, which courses were offered and how did they help prepare you?

**Q2**

**Q3**

As you reflect on your teacher preparation experiences, what do wish you had more of in terms of pedagogy? In addition to pedagogy, what skills do you need to be a good teacher?

How have new college- and career-ready standards changed your instructional practices? To what extent did your preparation prepare you to make such changes?

**Q4**

**Q5**

What would you change about teacher preparation for the next generation of teachers?

# Q1

## MEASURES FOR EVALUATING TEACHER PREPARATION PROGRAMS

If your state was going to evaluate teacher preparation programs, which measures should be included? (i.e., teacher retention rates, teacher job placement, graduation rates, etc.)

### TEACHER RETENTION (N = 1,116)

The majority of teachers requested that evaluations examine teacher retention in their schools or in the teaching profession, specifically exploring why individuals stay in teaching or why they leave. Additionally, teachers voiced a common interest that these evaluations occur at multiple points after teachers leave their preservice program (e.g., 1 year, 3 years, 5 years).

*"I think that teacher retention rate is an important measure. Teachers who are well prepared and love their profession despite the everyday challenges are more likely to stay in the classroom."*

*"I think that teacher retention would be a huge metric. Teachers that stay beyond 3 years, 5 years."*

### JOB PLACEMENT (N = 754)

Many teachers expressed interest in examining job placement and the number of teachers hired from specific teacher preparation programs, often asking for information on the types of K-12 schools where teachers have been placed.

*"I would like to know how many people get teaching jobs from their program."*

*"Job placement was top for me. I was investing a lot of time and money and wanted to be sure I would get a job."*

### GRADUATION RATES (N = 289)

Some teachers requested that evaluations include information about the graduate rates of preservice teacher preparation programs.

*"Graduation rates of teacher prep programs at the university level."*

*"It seems logical to connect the rate of graduation to teacher preparation programs."*

## MEASURES OF EDUCATOR EFFECTIVENESS (N = 262)

Some teachers requested data related to educator effectiveness in classrooms, specifying student and parent surveys, student growth and achievement measures, and classroom observations as useful measures. Teachers noted that it could be important to include these measures to assess impacts of college programs on newer teachers (i.e., within first three years of teaching).

*"The amount of individual student growth. Each child is looked at individually, not as a group."*

*"Authentic observations and evaluations of the teacher in their element."*

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## COLLEGE CURRICULUM (N = 227)

Teachers also requested that any evaluations consider the college curricula, including alignment to K-12 standards, and rigor and content of courses. Teachers commonly referenced the importance of courses on classroom management, pedagogy, and literacy; they also cited the value of coursework about working with different student ability levels and using technology.

*"Classroom management coursework."*

*"Teacher preparation programs should be measured by the curriculum requirements."*

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## PRESERVICE TEACHING OPPORTUNITIES (N = 215)

Teachers referenced the importance of examining the type, duration, and quality of preservice teaching experiences.

*"The programs should be evaluated based on the number of hours preservice teachers spend in classrooms."*

*"High quality student teaching. I believe that all teacher preparation programs should have lengthy student teaching requirements with a MASTER teacher."*

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## TEACHER FEEDBACK ON PROGRAM (N = 204)

Teachers shared that evaluations of teacher preparation programs should include retrospective teacher feedback collected once they have been placed in schools and are working in the field. Many believed that it would be helpful to collect this feedback — which should address the extent to which the program prepared them to teach—during the first 1–3 years after graduation.

*"Teacher evaluation of prep program once they've been teaching for a while."*

*"Ask teachers who are working in the field (with a reliable and valid survey) how their prep program prepared them."*

# Q2

## COURSEWORK RELATED TO SERVING HIGH-NEED/PERSISTENTLY LOW-ACHIEVING POPULATIONS

Did your preparation program offer any specific courses related to serving in areas of high-need/persistently low-achieving populations? If so, which courses were offered and how did they help prepare you?

**Note:** For this research, high-need/persistently low-achieving was defined as inner-city, rural, low-performing and high-poverty schools and/or hard-to-staff subjects including math, science, computers and special education.

### NO COURSES OFFERED (N = 1,099)

The majority of teachers reported that their preparation programs did not offer any specific courses related to serving these populations. Some teachers mentioned that they graduated before the importance of these types of courses was recognized.

*"No and I sure wish it would have."*

*"I have been in education for 36 years, and I don't really remember any classes for struggling students. I do remember learning the basics of reading and how to teach those."*

### SPECIAL EDUCATION COURSES (N = 185)

Some teachers noted that their preparation program offered courses specifically in Special Education, and that these classes were helpful for learning to differentiate instruction for varied student ability levels.

*"My program focused a lot on special education students."*

*"Most of the SPED classes are relevant to low performing populations."*

### COLLEGE OFFERED THESE COURSES (N = 155)

Some teachers stated that their college offered courses for high-need/persistently low-achieving populations, but they did not offer additional details about the types of courses available.

*"Yes, my training did offer this at a superficial level in the public school, university, teacher training program."*

*"I had one, and it was very informative and helpful. One of the few classes I took that went beyond pedagogy. It was practical and applied directly to the classroom."*

## COURSE ON SOCIAL AND CULTURAL AWARENESS (N = 146)

Teachers also reported taking courses addressing social and cultural awareness. Teachers reported that these courses helped them better understand the concerns of high-need or persistently low-performing students.

*"Yes. Our 201 class covered a variety of topics from diversity in social and economic status to diversity in culture. They helped by doing a lot of role play and looking at education from a different perspective."*

*"I had a multi-culture class at Metropolitan State University in Denver, Colorado, and it was an amazing class; the instructor brought in a variety of nationalities and they talked to us about their experiences in school."*

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## STUDENT TEACHING AND INTERNSHIPS (N = 124)

Teachers responded that their student teaching, internship, or field placement provided critical on-the-job experience for working with high-need/persistently low-achieving populations. Many teachers reported that these experiences were more meaningful than classes on these topics.

*"Nothing prepares you like experience. I felt my internship in a high-needs setting was best."*

*"We did have a course on teaching children in poverty. It was helpful, but no amount of study can prepare you for what it is truly like. Experience is the best teacher. Having the opportunity throughout my whole teacher prep program to be in classrooms as much as possible was the most beneficial."*

# Q3

## PART A: AS YOU REFLECT ON YOUR TEACHER PREPARATION EXPERIENCES, WHAT DO YOU WISH YOU HAD MORE OF IN TERMS OF PEDAGOGY?

**Note:** For this research, pedagogy was defined as the discipline that deals with both the theory and practice of education; it thus concerns the study and practice of how best to teach youth.

### CLASSROOM/BEHAVIOR MANAGEMENT (N = 536)

Teachers reported a need for pedagogy related to classroom and behavior management, such as explicit support and instructional strategies for managing disruptive students.

*"My initial thought is always classroom management. I feel like management is square one. If you can't address behavior issues and off task things it doesn't matter how awesome your lesson is if no one is paying attention."*

*"Classroom management. It is so obvious to me. It is essential and not necessarily intuitive."*

### MORE HANDS-ON EXPERIENCE AND MENTORS (N = 382)

Teachers requested more student teaching and practicum hours, hands-on experiences in different classrooms, and mentorship support.

*"I wish that there had been more time to work with mentor teachers who could provide insight into handling tough, everyday situations."*

*"I think we need more hands on with students and mentor teachers."*

### HOW TO SUPPORT DIFFERENT NEEDS (N = 366)

Teachers requested pedagogy to help them support various student populations, including English language learners, low- and high-achieving students, and students with mental disabilities or special needs.

*"Our bilingual population is growing so we need more bilingual education."*

*"What we were probably lacking was a true sense of the real population of students and what low-achieving high-needs students need before they can even start learning."*

## CONTENT-BASED COURSES (N = 253)

Teachers requested content-based courses in various areas, such as reading and writing, math, and specific science areas.

*"I wish I would have had more content. My coursework was so focused on the paper work but my first year I didn't even know how to teach reading and that's what I needed to teach."*

*"I wish that I had more diverse coursework around teaching multiple subjects because I teach all subjects, most of my coursework was around literacy and math, a few social studies or science courses but not so focused, this makes it harder for me now to integrate any of these subject areas to do crosscurricular work because I don't have a deep content knowledge and I don't know how to transfer the instructional practice that I learned to other content areas."*

---

## RELATIONSHIP BUILDING WITH STUDENTS (N = 217)

Teachers emphasized a need to develop relationships with students. Teachers noted that preservice coursework on adolescent development, brain development, and strategies for collaborating with students could support greater understanding and stronger relationship building.

*"Relationship building w/ students—kids in my classroom have really high-needs (special education, high-needs school)—and often when they're doing work...they're doing it for me. Building relationships has been key to this."*

*"It takes time to figure out how each kid learns. Even if we were to teach the exact same way, we would get different results depending on my personal connection with student."*

---

## KNOWLEDGE FOR WORKING WITH DIFFERENT CULTURES (N = 131)

Teachers reported that they wish they had a better understanding of the communities, cultures, and poverty population in their school district in order to better serve their students and families.

*"More background knowledge for working families and cultures—working with them is something I felt ill-equipped to do."*

*"How to teach kids in poverty was missing. I grew up sheltered & my student teaching was in a sheltered school, but I needed to know how to deal with kids in poverty. To this day I still need help with that."*



# Q3

## PART B: IN ADDITION TO PEDAGOGY, WHAT SKILLS DO YOU NEED TO BE A GOOD TEACHER?

### BASIC WORK SKILLS (N = 352)

Teachers referenced several basic work skills as key to being a good teacher. Specifically, teachers mentioned time management, organization, stress management, patience, creativity, and the abilities to multitask and set up a classroom as essential skills for success.

*"There was never a time management course."*

*"You need to be able to multitask and jump from group to group and manage lots of things at once."*

---

### COMMUNICATION AND COLLABORATION SKILLS (N = 342)

Teachers noted that the art of communication and collaboration is an important skill for teachers. Specifically, teachers shared that the ability to collaborate and communicate effectively with other teachers, administrators, parents, families, community members and other stakeholders contributes to successful teaching.

*"Skills: teachers need to come out of school knowing how to involve community, talk to parents, and collaborate with all stakeholders."*

*"I do not feel I had enough preparation on how to collaborate with colleagues. Good teachers need to know how to collaborate with others. We can't close our doors anymore, we work as a collaborative team and educators need that skill."*

# Q3

## STRONG SENSE OF SELF AS TEACHER (N = 207)

Some teachers shared that a strong sense of self as a teacher is important for being an effective teacher. More specifically, teachers referenced the following areas as being important: a) knowing why you are teaching, b) understanding your teaching beliefs, c) having a passion for teaching and a positive attitude, and d) showing empathy and compassion for all children.

*"A good teacher needs to be empathetic, organized, adaptable, and kind."*

*"Wish I had an opportunity to consider my own personal orientation towards education and its purpose. I think teachers who have a strong conviction of the importance of what and why they're teaching are more effective at investing students in learning."*

---

## BEING A LEARNER (N = 197)

When discussing key teaching skills, teachers highlighted the importance of always being a learner. Specific attributes noted included having a growth mindset, always learning, and being self-reflective and flexible.

*"Some teachers feel they know it all and have done it all and teaching is always changing. Good teachers need to be willing to grow and learn from other people."*

*"A disposition of lifelong learning—I have more questions than answers after 20 years...there are dispositions, a mindset, that teaching is an ongoing journey."*

# Q4

## PART A: HOW HAVE NEW COLLEGE- AND CAREER-READY STANDARDS CHANGED YOUR INSTRUCTIONAL PRACTICES?

**Note:** For this research, college- and career-ready standards were defined as a set of grade-by-grade learning expectations for students in grades K-12 that establish clear, consistent, and high learning goals and are focused on preparing students for success in college and careers. This can include Common Core State Standards.

### INSTRUCTIONAL FOCUS (N = 442)

Teachers noted an impact of the standards on their instructional focus, including a) increased focus on standards-based lessons; b) increased organization; c) coverage of material in more depth and less breadth; d) greater attention to real world applicability of content; e) stronger emphasis on critical thinking; and f) more emphasis on career skills, such as time management, meeting deadlines, and respecting authority.

*"They give clear, externally derived and constant guidelines for teaching."*

*"I have definitely had to raise the rigor level in my classroom."*

### HAS NOT CHANGED TEACHING (N = 219)

Some teachers shared that college- and career-ready standards have not changed the way they teach.

*"I have not really changed by practices. Because my focus was always to make sure that my students were college- and career-ready."*

*"I really don't think I made changes. I feel like I was teaching those standards before. Maybe they were called something else, but I felt like I had high expectations and I continued to do them—I felt validated."*

### INCREASED USE OF TECHNOLOGY (N = 62)

Teachers shared that the college- and career-ready standards have required an increased use of technology in the classroom.

*"Technology is more seamlessly integrated to enhance instruction."*

*"MUCH MORE emphasis on using technology and integrating technology into teaching."*

## TEACHING NECESSITATES CONTINUAL CHANGE (N = 175)

Some teachers mentioned that teaching requires a need to be flexible and open to change. They noted that this ability to adapt to change is part of a lifelong learning process.

*"Of course they have. A professional in any field has to be prepared to become a lifelong learner and willing to adjust as the field changes. The demographics of students in public schools has changed considerably over the 30+ years I have been teaching. The additional testing to prove that students have met the standards is another issue. I do not believe that my teaching courses prepared me for these changes. However, I know that I have been teaching my students with the expectation that the future will expect them to be able to learn and adjust to a future that is not yet defined. Adaptability and willingness to learn new knowledge and skills will be imperative."*

## DECREASES TEACHER PASSION AND CREATIVITY (N = 92)

Teachers shared their belief that required college- and career-ready standards negatively affect instruction by decreasing teacher passion and creativity, as well as students' love of learning.

*"I think the focus on standards has taken away from the art of teaching. Teachers used to have projects that they were always passionate about and their passion truly demonstrated to students how to engage with material, not just read from a scripted curriculum and do this activity as designed by some think group."*

*"They make my job 10 times harder, as I now have to add to my already packed schedule and no longer have time for the stuff that makes school fun."*

## EMPHASIS ON TESTS (N = 57)

Teachers noted that the standards have an increased emphasis on tests, with some commenting that there is too much test taking.

*"It seems like everything is geared to teaching to a test. We're all judged on test scores, and the students are tested so much during the school year, it's all that we think about. As a result, we are teaching students the skills they need, but in a way so we know they can be successful on these tests instead of real world application of the skills."*

*"Too much focus on test scores and not teaching/explaining content to learn the information."*

## STUDENTS AS LEADERS (N = 55)

Teachers shared that the college- and career-ready standards have required them to step back to be facilitators and allow students to drive their own education and be leaders in the classroom.

*"I work toward letting students become leaders in the classroom."*

*"I have changed to become a facilitator more than a lecturer enabling students to work in teams with inquiry activities."*

# Q4

## PART B: TO WHAT EXTENT DID YOUR PREPARATION PREPARE YOU TO MAKE SUCH CHANGES?

### ON-THE-JOB EXPERIENCE AND IN-SERVICE (N = 170)

Teachers stated that they learned college- and career-readiness standards through on-the-job experience or in-service professional development, not through their preparation program.

*"I have learned through mistakes, collaborations, and experience."*

*"On-the-job trainings and workshops were a better way of preparation."*

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### DID NOT PREPARE (N = 134)

Teachers stated that their program did not prepare them for college- and career-standards either a) because they went through the program before the standards were mandated, or b) because standards were not covered.

*"My preparation didn't adequately prepare me for the teaching which is required today."*

*"I feel like my preparation was very limited and was not effective in dealing with these changes."*

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### DID PREPARE (N = 78)

Some teachers commented that they felt prepared for the college-and career-ready standards after completion of their degree program.

*"I feel like my college did a great job in preparing me to be a teacher."*

*"My prep program did a good job giving authentic experiences in curriculum development. That helped me prepare for changing the curriculum to meet the new national standards."*

## TEACHER PREPARATION FOR THE NEXT GENERATION

What would you change about teacher preparation for the next generation of teachers?

### MORE IN-CLASS EXPERIENCE (N = 811)

For this question, most teachers reported that preservice teacher preparation programs would benefit from providing more in-class experiences. Teachers shared that student teaching and other hands-on experiences should occur earlier on, more frequently, and in different types of schools.

*"More opportunity for real world, hands-on experience. Less time in lecture, learning theory. More time getting hands dirty, seeing the realities, and experiencing what teaching is really like."*

*"I feel like students need to be in classrooms early and often before they become teachers themselves."*

### GENERAL COURSES (N = 515)

Teachers requested a well-rounded preservice curriculum spanning a variety of topics. Frequently suggested topics included pedagogy, policy and law, creating lesson plans, standards, working with Special Education students, and using data. Teachers also emphasized the importance of rigorous coursework.

*"Teach them to unpack their standards. Teach them what it means to use data to inform decisions."*

*"I would continue to focus on pedagogy, but I would include a 'what's happening in today's education climate' portion of the curriculum so that future teachers are not completely blindsided by all of the national and state initiatives that are going on."*

### GREATER USE OF MENTORS (N = 197)

Teachers requested that preservice teachers receive support and resources through mentors, coaches, or veteran teachers who offer a wealth of classroom knowledge and experience.

*"More mentoring with current teachers."*

*"Early mentorships and effective mentorships that last through first 2–3 years in classrooms!"*

# Q5

## CLASS MANAGEMENT STRATEGIES (N = 180)

Some teachers specifically requested additional coursework around classroom management strategies and techniques, including student discipline, behavior management, and engagement.

*"An entire course or semester in behavior and classroom management skills with real life application."*

*"Most of the new teachers I have met are struggling with discipline and behavior problems. The next generation should come with a strong understanding of how to motivate students."*

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## INCREASE KNOWLEDGE OF TECHNOLOGY (N = 105)

Teachers requested that preservice teachers receive assistance in understanding how to use the many technologies available to them.

*"I would add more training on technology. School Districts are reasonably quick adopters of new technology, but are poor at demonstrating the most effective ways to use it. What I learned in my education program was excellent, but I have found it difficult to maintain mastery of current technologies."*

*"New teachers must know how to teach students using technology as a tool."*

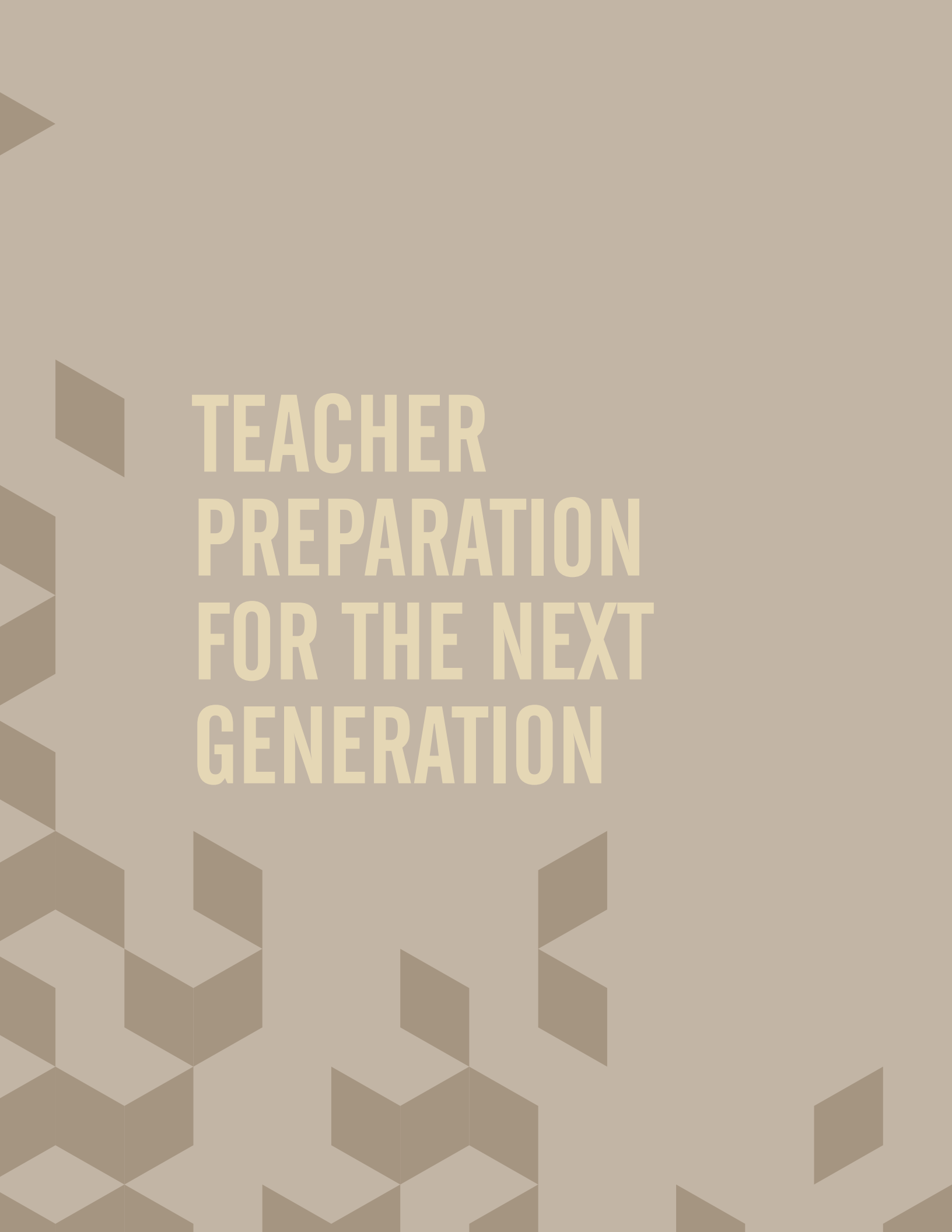
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## UNDERSTAND THE WHOLE CHILD (N = 104)

Teachers requested preservice coursework specific to supporting the whole child. For example, instruction in family engagement and home life, provision of emotional and relational support for students, and child or adolescent development would assist teachers to support their students more effectively.

*"I think it is important to be trained to deal with the emotional and financial things our students face as well as the academic preparation."*

*"Implement a program that encourages a caring attitude toward students and promotes childhood development. Bring back the humanitarian and arts aspect of teaching."*



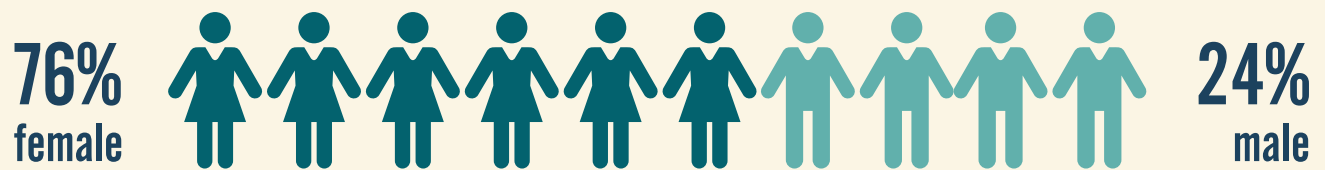
# TEACHER PREPARATION FOR THE NEXT GENERATION



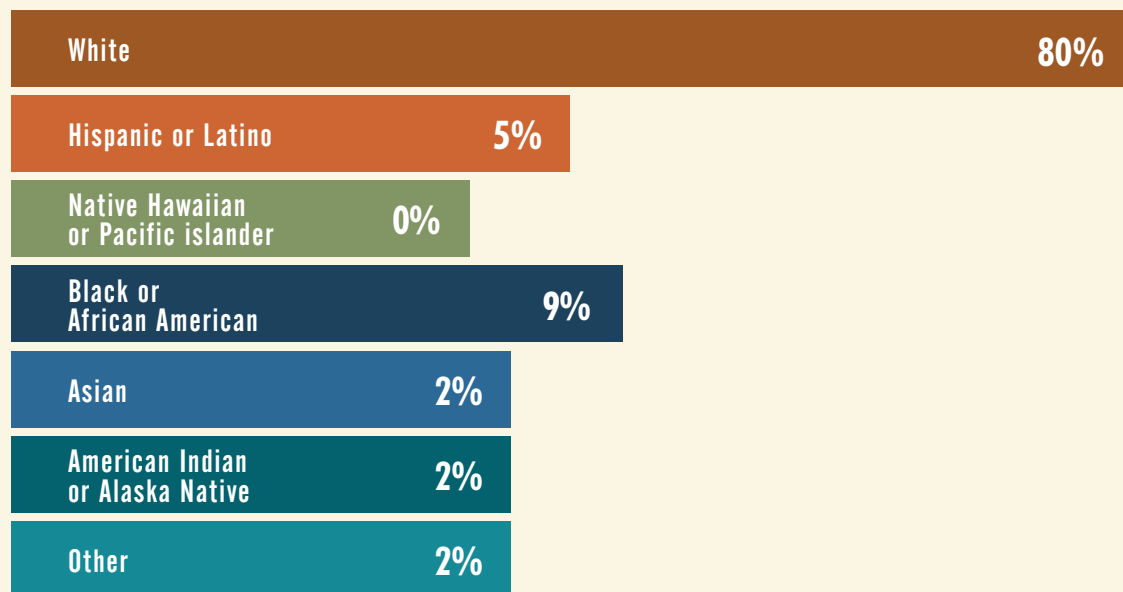
# APPENDIX

HSG collected demographic information from all focus group and survey participants. However, in order to keep responses confidential, this data is not connected to the open-ended responses in the previous section. HSG compiled the demographics into the following figures, which will serve as a baseline for continued conversation and future research on teacher preparation for the next generation.

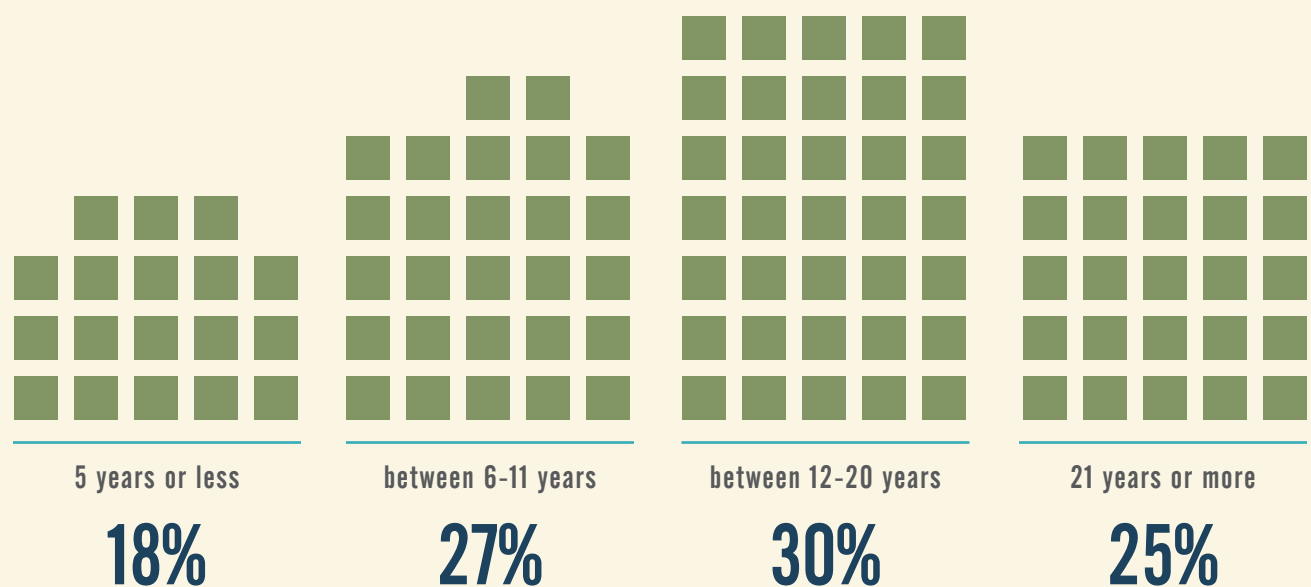
**FIGURE 1: GENDER**



**FIGURE 2: ETHNICITY**



**FIGURE 3: HOW LONG HAVE YOU BEEN TEACHING?**



## FIGURE 4: WHAT GRADE/SUBJECT DO YOU TEACH?\*

**36%**  
elementary

**21%**  
middle or junior high

**45%**  
high school

\*Online focus group participants could only select one response option. In-person focus group participants could check all that apply.

## FIGURE 5: WHAT WAS YOUR ROUTE TO CERTIFICATION?

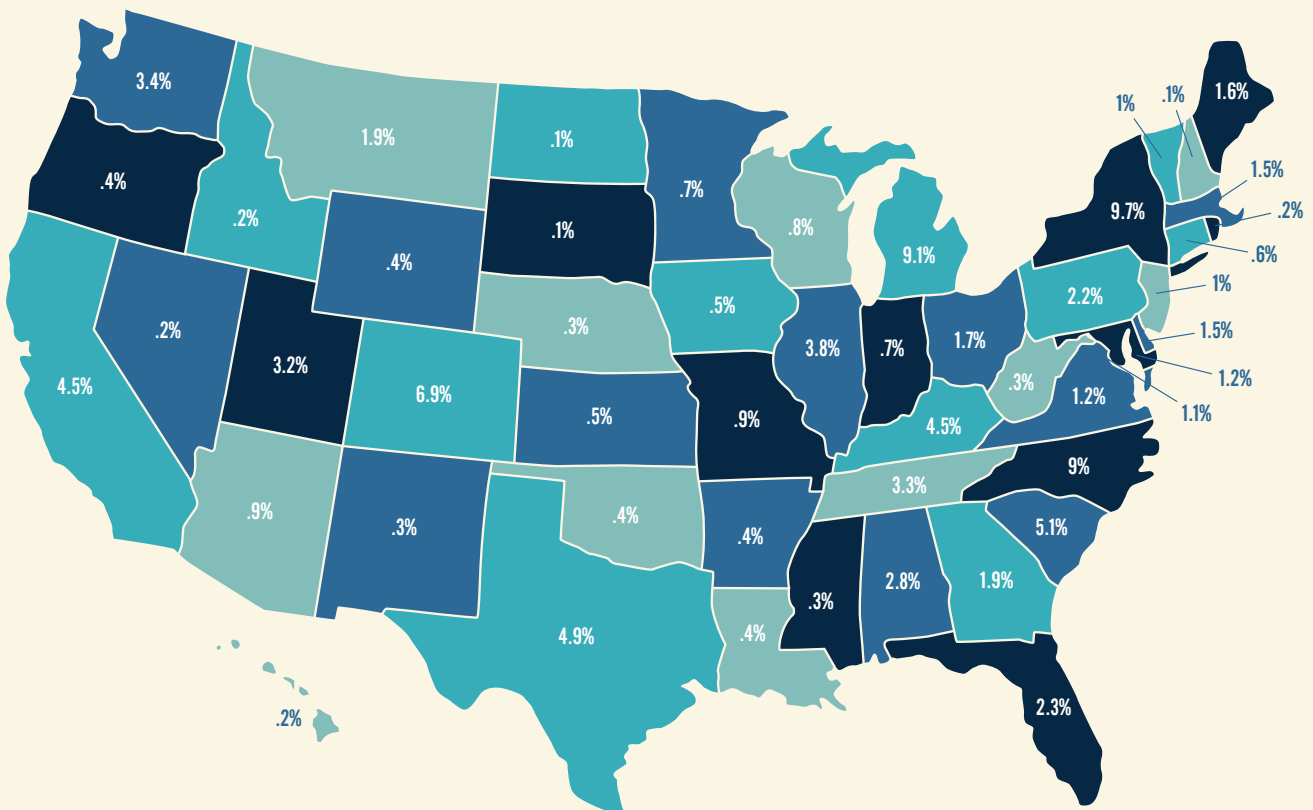
**70%**  
4 year college

**22%**  
alternative

**8%**  
other

\*Online focus group participants had "4 year college" and "alternative" as response options and in-person focus group participants had "4 year college" and "other" as response options.

## FIGURE 6: IN WHAT STATE DID YOU RECEIVE YOUR PREPARATION?

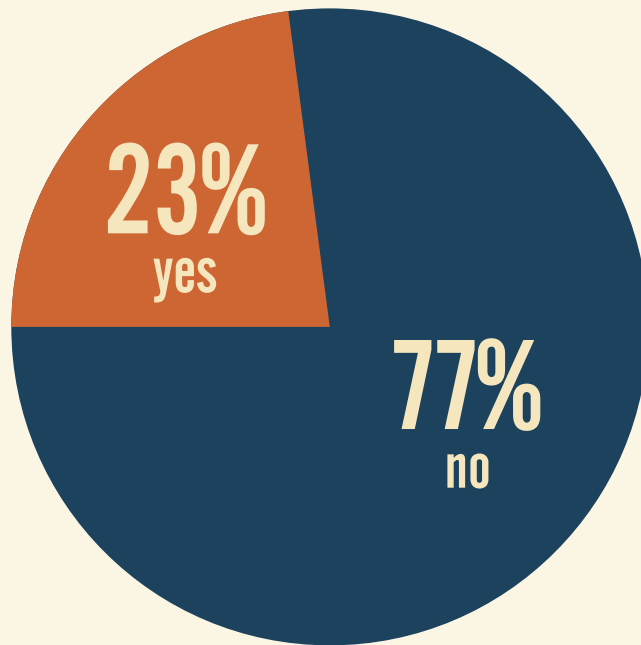


0% American Samoa  
0% Guam

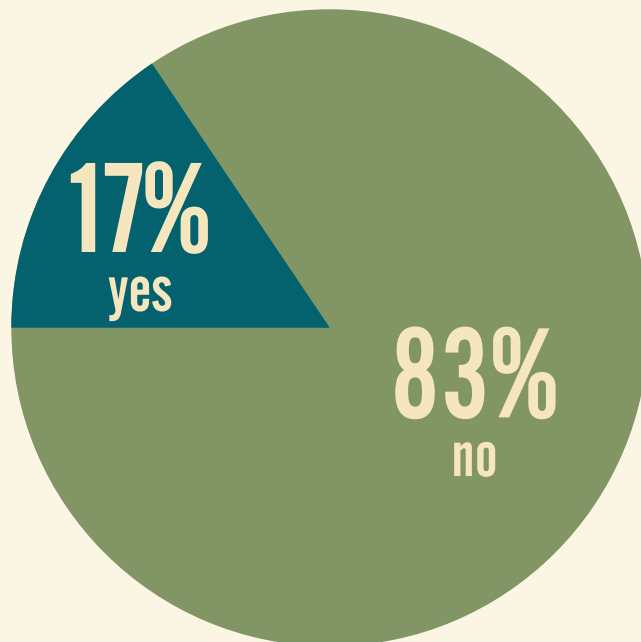
0% Northern Mariana Islands  
.1% Puerto Rico

0% Virgin Islands  
.4% Outside the U.S.

**FIGURE 7:** DO YOU WORK WITH HIGH-NEED/PERSISTENTLY LOW-ACHIEVING POPULATIONS?



**FIGURE 8:** ARE YOU NATIONALLY BOARD CERTIFIED?



Text box responses from the following demographic question, "What was your route to certification?" are also included in this appendix.

- Master of Arts in Teaching
- Master's in Education Program
- undergrad plus teaching masters
- Intern Program
- Graduate School
- Master's program
- Already had a degree. Took two additional years of coursework to add certification. Later got masters and Education Specialist degrees
- Math/Sci. (areas of high need) after BS
- M.S. degree as career changer
- Masters
- Emergency Permit and Internship in CA; Incomplete ARL in Utah
- Individualized
- Masters in Ed
- pace
- Masters of Education
- Alt Routes program in WA
- Master of Arts in Teaching
- New Pathways to Teaching in NJ alternate route
- ACP Region IV
- 4 years of college, one year of teacher education and 3 years of sped. specialist certification in CANADA.
- ATP
- post-bacc 2 year program
- 2 year teaching certificate program
- Master's Degree Program
- CSUN Certificated Program
- PACE
- UK MIC Program
- Teaching is my second career. I had a 4 year degree, then went back for an MA in Education.
- Teaching Credential
- Master's Degree Program
- Degree after career.
- Masters degree in science education after a bachelors in science
- Regular teaching program after 4 year college
- I had a four year degree and took five courses and student teaching to become certified
- Grad school
- Post grad program with a masters and credential.
- Denver Public Schools
- After 4 year college I enrolled in a teacher preparation program to receive my credential. I was enrolled for 3 semesters.
- I took the required courses while teaching
- TFA
- graduate school
- SPARC, special education
- Critical Needs
- Masters degree in Elem. Ed./ FL's required tests to get their certification
- Already had my degree. Did my teacher prep for SPED certification after my BA.
- rESIDENT TEACHER
- Region One
- workforce for 6 years then taught 1 yr on emergency license then 1 yr on alternative license. I have not formal preparation in a teaching career except the alternative program which helped
- Masters with certification
- Master's program
- MEd after MMA in Voal performance, alt certification program because I did not do my student teaching practicum
- Got 4 year degree in one field, worked in other area, started teaching in technical program, then got certified and completed Masters
- Master of Arts in Teaching
- DC Teaching Fellows, MA Elementary Education
- Alternative Teaching License after Bachelor's Degree
- Uteach
- Masters program
- College during military service
- MAT
- Stand-alone M.S.T. program
- MAT
- Region 13 ECP
- 4 year college for Bachelor's degree & then Master's

\*This option allowed teachers to specify what would be helpful in a text box. The text was copied directly from the text boxes and has not been edited or altered in any way.

- degree program to be dialed certified in SPED & Gen Ed
- Tx ACP
- Teach For Georgia
- Masters program with certification
- ATCP
- Other
- I went to graduate school to obtain a MAT degree.
- Masters in teaching after my Bachelor in Business.
- Teacher Certification Program
- MAT
- B.S. applied math, M.S. software engineering, PACE
- MAT program
- Teacher in Residence
- 4 year BA and then an intern program followed by and MA and Ed.D.
- lateral entry
- Master's program through MPS - paras -> sped teachers cohort.
- Masters degree
- 6+ years of college and work experience
- Masters of Arts in Teaching
- Troops to Teachers
- MA/MAT program
- An 18 month certification program after I graduated. I did student teaching, so I was not employed while intern teaching.
- MAT program
- Metro Resa
- Master's in Curriculum & Instruction after 4 year degree
- ALP program
- teacher in residence-hired to teach, taught while learning how to teach
- special-service provider
- teacher residency program
- Masters program
- Teacher in Residence Program
- Master's/Certification
- 2 year Master's Program
- TiR
- TTE
- Teacher in Residence
- alternative certification
- masters in school counseling
- Masters plus certification
- Master's program
- Master's Program
- 1 year alt licensure
- vocational
- The New Teacher Project
- MAT
- MLS
- Post Bac Teaching Certification
- I earned a degree and worked in industry for 15 years before becoming a teacher. I did a post-bac teacher ed and then a masters
- SITE -based Masters program, University of Florida
- Post bacalaureate in the UTeach Natural Sciences program.
- Peace corps fellows at teachers college
- MAT
- Post-baccalaureate
- After graduating with a degree in mathematics, did teacher education program for certification
- I had a master's degree, and worked on certification on the side.
- Master's program
- masters in elementary
- MAT program
- Master's after a 4 year liberal arts degree.
- Credential program
- Teach For America fellows teach for a minimum of two years in an underresourced school. Then, I took additional education courses to get certified in NYS.
- BS in Psychology and then Special education certification after
- MST
- Teacher certification at University after I received my Master's degree in Biological Sciences
- masters + over 60 credit hours
- Masters program after BS in French
- MAT program
- US Military -- Troops to Teachers program for officers with advanced degrees in STEM
- PACE
- Aspire at UCD
- 13 yrs of college - took a BS into MAT
- Masters in Education with initial certification
- MAT
- I hold a BS in Mathematics
- Masters in Elementary Education
- Masters of Arts in Teaching
- MAT
- PACE
- TFA
- PACE program
- Military, now I teach JROTC in high school.

- College degree + in-service course work
- PACE
- MST program for another subject area and then a credits assessment from State Ed. Superintendent signed off on Student Teaching because I had been teaching in the subject area for 3 years when I got certified.
- MAT in Elementary Ed (was a B.S in Sports Medicine)
- TFA
- 57 hour master's degree
- Undergrad: Business Administration Graduate: ECE LBD Post-Grad: Instructional Leadership
- Master of Arts in teaching after earning 4 yr degree
- tfa
- MATLBD 60 hr Master's program
- Masters Program
- online school
- life experiances and some college
- 1 year M. Sec. Ed.
- bachelors then masters for certification
- Teach For America
- Charter School, work-based certification
- Masters
- 4 year undergraduate, 2 year Masters of Education with Licensure
- Certificate/Masters Program
- Masters Degree
- masters
- Masters Program 2 years
- I received my undergrad degree almost 15 years

before I decided to become a teacher. I chose a program that provided a teaching certificate and master's degree.

- NYC Teaching Fellows
- Post Bac
- Post Bacc - University
- Adult Education/Nights and Weekends
- Intern program - UC-Irvine
- The New Teacher Project
- One year program to get certificate after graduating with a bachelor's degree.
- Texas Teaching Fellows
- 2 year certification college program after I'd already completed my bachelor's degree.
- Post Bacc. certification
- college degree then lateral entry for education license
- District run alt cert program
- I teach texas
- Region 1
- BA in undergrad, MAT to achieve license
- TFA
- Region XIII
- Four year BFA then a return to school for licensure and Masters
- Peace Corps Fellowship
- TFA in Rio Grande Valley + Project PaCE
- Teach for America
- Masters after working in industry
- 2nd career (4 years in finance), then 2 more years of undergrad to get students teaching, then went through the state.

- Certification and masters program
- Two different post-graduate certification programs.
- Teach for America
- Masters plus National Board Certification
- 4 year college plus an MIT program
- Teach For America
- Teach For America
- Masters of the Art of Teaching
- Texas Teachers
- TFA
- Teach for America
- Degree in history. Grad program in education.
- post bac.
- T
- Masters/Licensure Program
- Master of Arts in Teaching
- Collin County Community College Tech Apps certification
- DOE approved 12 credit graduate program called Alternative Routes to Certification for teachers transitioning from industry.
- Region 13
- I'm not a teacher. I observe teachers.
- Alternative Certification Program for Teachers (University of Texas El Paso)
- Teaching Fellows Program
- Region 13 Teacher Certification Program
- Masters of Arts in Teaching
- Post baccalaureate program.
- Technical college and state cte certification

- CTE Certification from industry experience and masters degree
- My undergraduate degree was in Social Work, but I received my M.Ed. in Curriculum and Instruction.
- TX Teacher Alternative Program
- Masters with Certification, after attainment of J.D. and 15 years practicing law.
- BA degree in history, MS ED graduate degree
- 4 yr degree in business, certification through masters program
- Memphis Teaching Fellows - TNTP
- Graduate school
- Alternate route in OH
- Graduate school (MA)
- Alliant Independent University teacher credential program
- Master in Teaching
- MAT fellowship
- Professional Certification
- Region 13
- BA in sociology and then teacher training after I was hired.
- MAT
- I student taught in college, but only received my certification thru a Transitional program for professionals teaching in CTE.
- Northern Plains Transition to Teaching, online graduate program at Montana State University Bozeman
- Teach For America
- Master's in Elementary Ed
- Jesuit Volunteer Corps followed by Masters in Education
- Masters of Arts in Education
- Degree in PR and taught while working toward certification. I did not practice teach which was a negative.
- 2 year masters in teaching program
- UCLA Extension
- Non traditional, community college with a transfer to 4 year college.
- BA in my content area, MA in my content area, then an MEd in secondary education.
- 12 month post bachelor's combined student teaching and pedagogy class simultaneously. All trading major and minor classes had to be completed and a bachelor's had to be completed before starting program.
- Certified k-12 English/French as undergrad, then MEd in Elementary ed
- BA in English, certification completed through M.Ed.
- Masters and doctorate degree
- EE degree, masters in edu
- Career seicjer
- Career development t program at UNM - transitioned from law to teaching
- Masters in TESOL
- Masters in speech pathology
- Post-baccalaureate certification program
- Post-baccalaureate certification
- One year graduate program after a degree in my subject area.
- Master's Program
- Master's of Education/Teacher licensure
- NYC Teaching Fellows
- 2 year program
- worked in the health field then went back to get teaching cert
- took 4 EDU courses to add to my BS in zoology
- Baltimore city teaching residency
- Master's program with licensure
- Alternative licensure program
- 2 year M.Ed dual certification, career-change program
- Masters
- TNTP Teaching Fellows program
- MBA + add'l education coursework
- Graduate School
- two years of course work after my BA
- testing
- Bachelors and then MAT program.
- Teacher in Residence Program
- graduate classes through various teacher training schools
- 4 year college with a fifth year teacher prep
- Post Grad License/Masters
- MAT
- Graduate Program
- career-changer FL mode
- Post graduate
- MINT Program a 6 week alt program



- TFA
- NYC Teaching Fellows
- Majored in something different, got certified while teaching, and then did a Masters program in my field.
- College 1 yr alt cert program
- Masters degree
- Masters
- Fifth year program-MAT
- Masters program through Hofstra university
- Graduate school
- peer review & independent professional development
- Post-graduate
- Resident Teacher Program, Baltimore City Public Schools
- Masters plus teaching certificate
- lateral entry
- Alternate cert program
- I was not a education major. But once I obtain a mathematics Bachelor degree. I was able to be hired by a school district and complete a alternative certification program with a teacher coach for two years. Along with completing additional educational c
- MIC program at UK
- Master's Degree
- peer review
- lateral entry
- 2 Year MAT (taught while getting masters in teaching)
- Masters
- MAT Program
- MAT Program
- Masters
- Post-Baccalaureate teacher certification program in a

university teacher education program.

- I earned a Math Teaching degree (and took my teacher-prep courses) at Utah and then officially received my license through Salt Lake Community College.
- Post Baccalaureate Cert/ & Masters
- BS in Science, teaching classes to get cretified
- credentialing program after another career.
- Combined masters' and cert. on returning to college.
- piecemeal,
- Teach For America
- lateral entry
- certification with Master's degree
- Urban Teacher Center
- MS Degree in Science ED
- Lateral Entry
- 10-year related experience
- lateral entry
- Teach For America + MAT
- 20+ years in industry -- then Teacher Cert
- Teach For America/ Rio Salado
- MS Elementary Ed 5-8
- Dallas ISD Alternative Certification for Teach For America
- Masters in Science Teaching
- Graduate school with certification
- 4 year college, then one year long internship in a school
- Still not certified-am a tech faciliator with an MLS and NC teach in an TA position
- lateral entry
- Through Douglas County

School District (CO)

- Teacher Apprenticeship Program
- I had a four-year degree, and then did a combined Masters/certification program.
- Associates Degree in Business Administration then Bachelor in Technology Degree in Business Administration then I later attained a teaching certificate in business education
- second bachelors
- Master's
- two year certification program
- Community College then to University
- Mississippi Teacher Corps
- nyc teaching fellows
- post BA, latter masters
- Still traditional but through an online cohort program
- Transcript and then peer review from Masters work.
- Lateral entry
- Non-EDU bachelors; finishing MAT program
- career change; Masters
- Lateral entry
- MAT
- Two-year certifiCtion after completing 4year undergraduate program
- Other
- lateral entry with a very strong back ground in Management
- MTA/graduate school
- Teacher Certification Program
- NCteach UNCW
- Grad program
- certification post BA



- Graduate
- Graduate school + undergrad
- Undergrad and grad
- Both undergraduate ed program and graduate ed program
- Graduate School
- Graduate School
- Grad school
- Grad school
- Grad School
- Undergrad and graduate
- Graduate School
- TFA
- Master's Degree -- Harvard Graduate School of Education
- 1 year alternative certification through local community college
- Both
- post B.A. teaching certificate
- post B.A. teaching certificate
- 4 year college - 2nd career
- post B.A. teaching certificate
- Teach For America
- Masters
- 2 year Grad Program
- variety of coursework after college
- coursework towards an MS Ed after a career change
- Teacher certificate program, masters degree
- Teach For America
- alternative
- BA, MA, MEd
- Teacher for America
- Secondary Science
- School District
- teach for america
- Alt Cert Masters
- TNTP
- Grad school
- GACE EXAM, then master education
- special program state conducted, provisional cert
- Graduate school
- credits from law school, couple education classes, 4 months student teaching
- Alternative
- Alt Licensure
- Masters of Teaching fellowship
- MAT program
- 4 years plus grad school
- Memphis Teacher Residency
- Teaching Fellows
- Two year masters degree program
- Graduate Education Program
- Teach for America/lateral entry
- Alternative Cert - Texas Teaching Fellows (TNTP)
- Alternative Certification (TX, "Region 13")
- Teaching Fellows
- NYC Teaching Fellows
- TFA
- NYC Teaching Fellows
- Graduate School
- Master's program in History plus certification program
- Masters with certification
- Masters with certification
- Masters with certification
- Masters with certification
- Master in Teaching with certification
- Master in Teaching with certification
- M.Ed. with certification program - night school for career change
- Teaching Opportunities Program
- NYC Teaching Fellows
- TFA
- Masters Program
- Masters Program in Grad School
- Masters with certification
- Distance Learning ODU, Gonzaga, PLU
- Online post-bac program
- Online Educator Course and Student Teaching
- Masters with certification
- Masters
- Lateral Entry Program - NCTeach
- Teach for America
- Jr. College, then University, then Grad School
- 3 years Masters Cohort
- Texas Teaching Fellows (TNTP Fellows)
- Master's Degree with Teaching Certification
- Master's Degree
- Texas Teaching Fellows (TNTP)
- Post Bacc.
- ARL (Alternative Route to Licensure) where you can get a license while teaching and working on a degree.



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