

Learning from each other: Teacher Education in Finland and the US

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Where We Agree: Teachers Matter

Teachers represent the most important factor in raising student achievement

“The effect of increases in teacher quality swamps the impact of any other educational investment, such as reductions in class size.”

Goldhaber, 2009



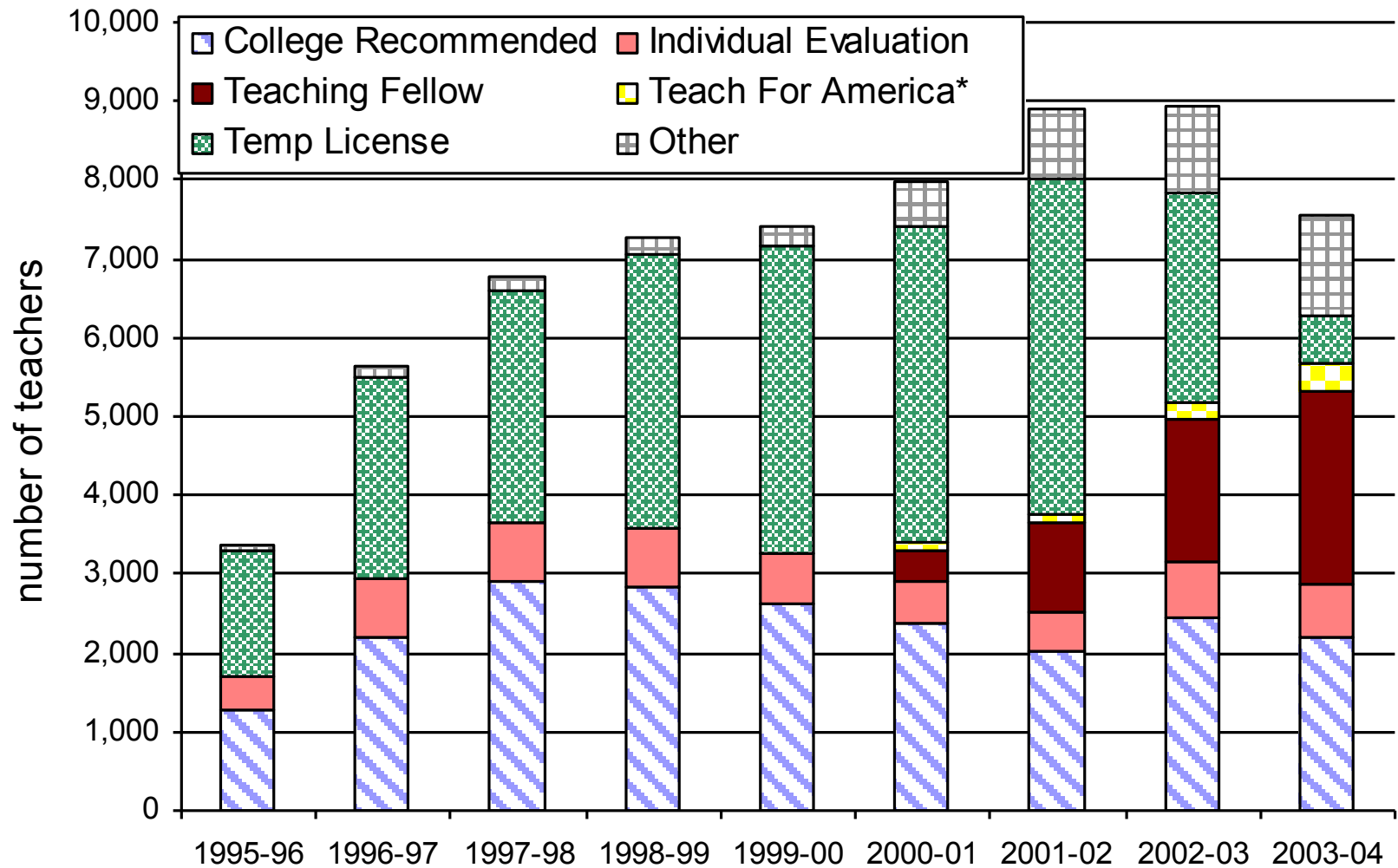
What's different in the US?

- Who goes into teaching
- Heterogeneity of teacher preparation
- Heterogeneity of student population
- Movement towards less pre-service preparation
 - Growth of alternative routes
- High teacher turnover
- Focus on individual teachers rather than systemic solutions

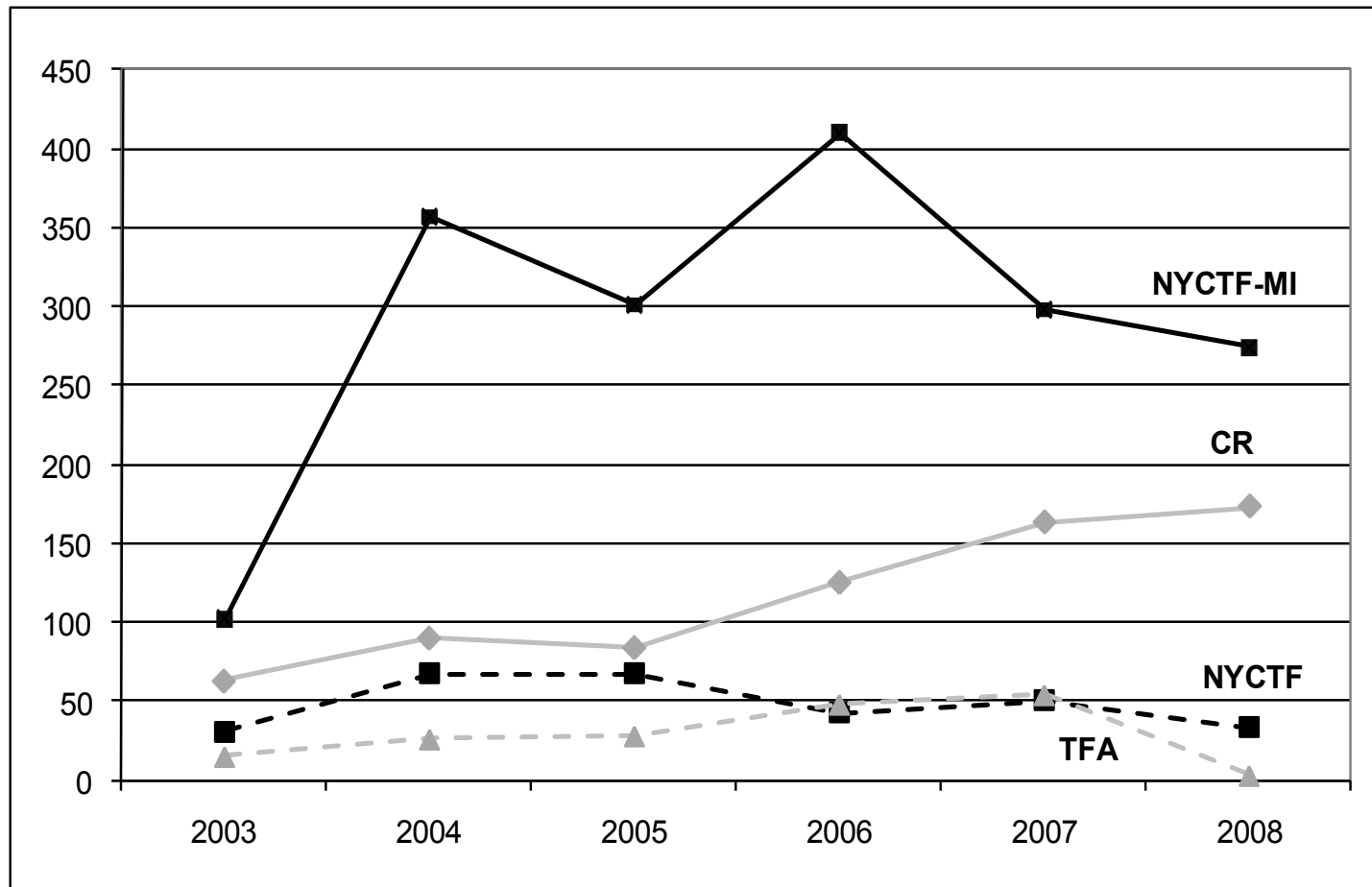
Pathways into Teaching: Large-scale study of teacher preparation for NYC

- Investigating the features of teacher education in NYC that relate to graduates' impact on student achievement
 - Through analyses of over 100 programs at 18 institutions in NYC
 - Through surveys of program graduates
 - Surveyed all first year teachers in New York City in 2005

New Teachers in NYC by Pathway, 2000-05



New Math Teachers Increasingly Prepared by Math Immersion Programs



Pathways into Teaching: Features of preparation linked to student achievement

- **Quality of field experience**
 - Placement with an effective mentor teacher
 - Programmatic control over selection of mentor teacher
 - Close link between supervisor and program
- **Opportunities to learn about district curriculum**
- **Opportunities to try out classroom practices**

What could we learn: Preparing high quality teachers

- Teaching represents a form of skilled human performance that people can learn and improve over time
 - Invest in teacher preparation
 - Invest in opportunities to develop professional expertise
 - Invest in opportunities for continued teacher learning

Learning the fundamentals: Practice-based teacher education

- Organizing the preparation of teachers around a core set of practices
 - Are central to the daily work of teaching
 - Are central to supporting student learning
 - Are fundamental to developing other, more complex practice
- Example: Facilitating classroom discourse

Invest in development of pedagogical skill

- Identify core or high leverage practices
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- Organize teacher education around the development of these practices
- Provide lots of opportunity for novice teachers to practice with high quality feedback

Invest in professional development

- Teachers need continuing opportunities to develop skills
- Case of English learners
 - 1 in 8 students in US is an English Learner
 - 30% of these students are educated in CA
 - Teachers report feeling unprepared to teach English learners effectively
 - Mentoring does not generally target teaching of English learners

Turnover matters

- Staying in the classroom matters
 - students in grade-levels with higher turnover score lower in both ELA and math
 - this effect is particularly strong in schools with more low-performing students.
- Building professional expertise takes time

We Can Do Better

- At creating incentives for talented people to consider teaching as a career
- At preparing teachers for the work of teaching by equipping them with professional knowledge and skill
- At supporting beginning teachers in the classroom as they develop their skills
- At retaining effective teachers