

## Teachers for a New Era Newsletters

Teachers for a New Era Quarterly Newsletter

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I am pleased to welcome you and other readers to this inaugural issue of the Teachers for a New Era (TNE) Newsletter. If you have an interest in improving the quality of teacher education specifically, and teaching and learning generally, you will find interesting articles, reports, and information gathered here. The material will be shaped by editors to engage an audience that seeks value in the ambitious activities being undertaken by the many people at diverse institutions who are conceiving ways of working out the design principles set forth in the prospectus that initiated TNE. These derive from three core elements: (1) using evidence to inform decisions, including measures of k-12 pupil learning as a gauge of teacher success; (2) effective engagement with arts and sciences faculty in the preparation of teachers; and (3) conceptualizing teaching as an academically taught clinical practice profession, including a formal period of residency during the first two years of full-time professional teaching.

A careful process of selection, undertaken with assistance from a National Advisory Panel and a team of research analysts from the RAND Corporation, led ultimately to the selection of 11 institutions that will be full participants in TNE. Each of these will receive up to \$5 million over five years, which each institution must match with an equivalent amount raised locally, plus up to \$750,000 to be distributed by the institution to partners that are working with it in the reform initiative. These institutions are: Bank Street College of Education in New York City; Boston College; California State University, Northridge; Florida A&M University; Michigan State University; Stanford University; the University of Connecticut; the University of Texas at El Paso; the University of Virginia; the University of Washington; and the University of Wisconsin at Milwaukee.

You'll find lively commentary in this newsletter describing TNE activities as they unfold

on the campuses of the participating institutions, along with observations of scholars, policymakers, and practitioners who are working along similar lines or provide analytical perspective on the progress of the initiative. The many participants themselves on the eleven campuses will find the newsletter a useful forum for the exchange of information or the presentation of ideas.

Carnegie Corporation of New York is pleased to share support of TNE with generous funding partners who share our commitment to strengthening teacher education, the Annenberg Foundation and the Ford Foundation. The Rockefeller Foundation has expressed its encouragement by providing funding for a comprehensive national evaluation of the impact and effectiveness of the TNE initiative. The RAND Corporation provided initial analytical counsel and is now conducting the national evaluation, in cooperation with MDRC (formerly Manpower Demonstration Research Corporation). The Academy for Educational Development (AED) delivers extensive technical assistance to the participating institutions and has assumed responsibility for producing this newsletter.

We hope you will learn from the information disseminated via this newsletter and will enjoy watching and supporting an exciting chapter in the history of teacher education. You can read the formative prospectus for TNE and find other related material about the initiative on Carnegie's website at: <http://www.carnegie.org/sub/program/teachers.html>

Dan Fallon  
Chair, Education Division  
Carnegie Corporation of New York

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Teachers for a New Era Site Activities

The first four Teachers for a New Era sites, awarded grants in 2002, were Bank Street College of Education; California State University, Northridge; Michigan State University; and the University of Virginia. Already a diversity of approaches across the four is evident, as shown in the articles that follow. The other seven sites were selected in the summer of 2003 and will receive their awards in the fall of this year. It seems clear that diversity in implementation will only increase with such a broad range of new institutions on board.

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Bank Street Gathers Evidence on Teaching and Learning through Classroom Observation

In the search for evidence-based teacher education practices, Bank Street College of Education is studying the classroom practice of teacher candidates and teachers considered exemplary by Bank Street faculty. The College hopes to learn more about its influence on graduates, and graduates' influence on their pupils and their families, as well as the specific types of content knowledge that experienced teachers use.

The foundation of Bank Street's TNE work is found in the Action-Oriented Inquiry (AOI)

teams carrying out these studies. As Bank Street does not have an arts and sciences faculty, partners from other institutions representing content fields have joined faculty and practicing k-8 teachers on these teams. As they try to understand Bank Street's influence on graduates, teams will also be able to study how different contexts influence the ability of graduates to implement the developmental-interaction approach to education taught at Bank Street.

The eight AOI teams each did an in-depth study of a unit of instruction in both exemplary teachers' and candidates' classrooms in the spring of 2003, using teacher interviews, classroom observations, and review of student work samples. Analysis of these data focused on the domains of teaching, including subject matter knowledge, teaching practice, planning, and assessment of student learning. Cross-team analysis should offer issues and ideas for program consideration, with implications for admissions and induction.

Findings from the first round of data gathering will be presented to faculty this fall, and the program faculty will have the opportunity to suggest additional areas for exploration. These will inform the next round of data gathering as the teams continue to study these new teachers from round one and another group of teacher candidates during the coming academic year.

For more information, contact Virginia Roach at [vroach@bnkst.edu](mailto:vroach@bnkst.edu)

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#### New Arts and Sciences Faculty and Teachers in Residence Join CSUN TNE Ranks

Five new tenure-track arts and sciences faculty joined California State University, Northridge (CSUN) this summer under the Teachers for a New Era (TNE) initiative. Housed in the English, geography, geological sciences, and history departments, these faculty will teach in their disciplines while assisting in leading the efforts to integrate arts and sciences and education in teacher preparation. Their appointments include released time from teaching for TNE work in the areas of curriculum redesign and review, assessment, faculty development, and school/college partnerships.

The applicants were expected to have expertise in the theoretical, structural, and/or historical dimensions of their disciplines and the ability to apply that expertise to the needs of future teachers and their students. Three of the new hires come with teaching experience in k-12 schools; one has served as an instructor at a summer teaching institute, while another co-directed a research project in a public school system. The university has authorized a search that will start this year for a TNE position in the mathematics department.

In addition to new arts and sciences faculty focused on teacher preparation, CSUN has implemented a Teacher in Residence Program in partnership with the Los Angeles Unified School District. Two teachers came on board for the past academic year, one a special educator and the other from secondary English. On campus, their primary roles

were serving on the Teachers for a New Era Steering Committee and assisting with partner schools. Additional roles for teachers in residence include teaching courses, serving on committees, supervising field experiences, and serving as a resource for CSUN faculty. Commenting on the program's first year, Philip Rusche, Dean of the Michael D. Eisner School of Education, said, "The knowledge [the teachers in residence] bring to us is invaluable. Our experience with them has been so meaningful that we have authorized an additional six teachers in residence for next year."

For more information on Teachers for a New Era at CSUN, please visit: <http://www.csun.edu/academic.affairs/tne/> or contact Philip Handler at [Philip.handler@csun.edu](mailto:Philip.handler@csun.edu)

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### Michigan State Advances Engagement of Arts and Sciences Faculty in Teacher Preparation

"Making content and context central" is the organizing theme of Michigan State University's (MSU) Teachers for a New Era (TNE) work, and engaging arts and sciences faculty more thoroughly in teacher preparation is one aspect of the focus on content. TNE work at MSU is organized in seven teams: four subject matter development teams (k-12 math, k-12 literacy and English, k-6 social studies, and 7-12 science) and three cross-cutting teams (induction, assessment, and urban education). Each of these teams includes both teacher education and arts and sciences faculty. The arts and sciences faculty are gaining a new understanding of the teacher preparation program, while the teacher education faculty are exploring how the substance of the disciplinary majors contributes to current and prospective teacher education program standards. Both sets of faculty are vigorously engaging in deliberations about revised teacher knowledge standards and are beginning to consider possible intersections for melding pedagogical questions with content knowledge.

In the first TNE cross-university seminar held in May, faculty from geology, geography, philosophy, and James Madison College (providing liberal education in public affairs for undergraduates) all of whom contribute to MSU's program of general education discussed the role and character of general and liberal education at MSU, with attention to the special needs of those preparing for k-12 teaching. Participants noted that, although they each use their own vocabulary for describing the goals of liberal education, they generally agree about whether students' essays demonstrate how well they meet the goals being assessed. The goals the group has for all MSU students may be especially important for prospective teachers. Beyond the expected skill sets, these goals include: an ability to "enter into the stories of others," engagement, reflection, and critical thinking.

For more information, contact Barbara Steidle at [bsteidle@msu.edu](mailto:bsteidle@msu.edu)

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UVA Teacher Assessment Initiative Funds Faculty Research on Teacher Preparation

Assessment, an important element of the Teachers for a New Era (TNE) design, is driving the initiative's implementation efforts at the University of Virginia (UVA), emphasized Scott Imig, the new director of UVA's Teaching Assessment Initiative (TAI). The TAI is an investigation of the value added to teaching and learning in k-12 schools through UVA's teacher preparation program. The university is pursuing multiple areas of research the profiles of incoming students at the Curry School of Education, the teaching performance of UVA students and graduates in live or simulated settings, and assessment of pupil learning in the classrooms of UVA graduates.

Assessment initiatives involve a number of people outside of the TAI office, as 14 faculty and doctoral students submitted successful proposals to receive up to \$5,000 to carry out research on diverse aspects of teacher preparation during the upcoming year. Four of these projects will look at the value added to public education by the UVA program in general, in one case comparing the syllabi and goals of the Curry School to other teacher education institutions in Virginia and in another tying pupils' Virginia Standards of Learning (SOL) scores back to their teacher's education. Five proposals focus on specific teacher education courses or discrete features within teacher education programs, while four investigate the attitudes and practices of inservice teachers and one looks at the growth of preservice teachers' beliefs and abilities as they go through the program. Researchers will present their studies and findings at a faculty assessment seminar hosted by the provost.

Additional aspects of the TAI include: developing online assessment tools to evaluate the pedagogical content knowledge of students; tracking down Curry School graduates from the past five years; and creating a pool of Curry School students who will participate in five hours of research per year.

For more information, contact Victor Luftig at [vl4n@virginia.edu](mailto:vl4n@virginia.edu)

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#### AED Provides Technical Assistance to TNE Sites

A team from the Academy for Educational Development (AED), housed in the AED National Institute for Work and Learning, provides technical support and capacity building services to the Teachers for a New Era (TNE) sites. The team's goal is to ensure that all institutions attain the goals and milestones articulated in their TNE proposals and work plans. An AED liaison is assigned to each institution to monitor progress, answer questions, and assist with project design and implementation. The AED team convenes workshops and institutes on topics relevant to one or more of the initiative's design principles and helps institutions identify consultants who can provide specialized assistance on particular aspects of project implementation. AED shares information about the latest research on teacher education reforms and related topics via a periodic compilation of abstracts and has established a virtual library for use by the TNE sites. AED also takes responsibility for producing and publishing this quarterly electronic newsletter on behalf of the initiative.

AED is an independent nonprofit organization committed to solving critical social problems in the United States and throughout the world. Founded in 1961, AED's mission encompasses global leadership in major areas of human development education, the environment, health, youth development and the intersections between them. AED staff supports individuals, communities, and institutions with multidisciplinary approaches and state-of-the-art tools in planning, policy analysis, program design, management, training, learning technologies, communication, behavior change, research, and evaluation.

For more information on AED and the AED National Institute for Work and Learning, please visit: <http://www.aed.org> and <http://www.niwl.org>.

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