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# **Good Teacher in Every Classroom:**

*Preparing the Highly Qualified  
Teachers Our Children Deserve*

**Report and Policy Recommendations**

*from the*

**National Academy of Education**

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The following recommendations are contained in a National Academy of Education report entitled “*A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve*,” available through [www.josseybass.com](http://www.josseybass.com).

The report stems from a groundbreaking volume released by the National Academy of Education in February 2005, *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*, edited by Linda Darling-Hammond and John Bransford. It is also available at [www.josseybass.com](http://www.josseybass.com). That volume,

the result of “scholarly consensus and research evidence,” and geared to practicing teacher educators, teachers, and administrators, sets forth a common core of knowledge and skills that a beginning teacher should have. In the past, critics of education have used the internal disagreements among educators to claim that since there was no consensus on what made a good teacher, education schools were marginal in their effectiveness at best, and irrelevant at worst. With the volume, *Preparing Teachers for a Changing World*, experts across the country have reached agreement on a common core of knowledge and skills that new teachers need. The National Academy of Education calls for teacher preparation institutions to use this volume to guide the teacher preparation curriculum and experiences for candidates. NCATE is reviewing the volume to see how professional standards align with the content of the report. □





# Policy Recommendations:

## *Quick Summary*

- ✓ Both traditional and alternative teacher education programs should be closely evaluated and granted accreditation only if their programs ensure that candidates master the core set of knowledge and skills described in this volume. The federal government can incorporate this expectation when it authorizes accrediting organizations.
- ✓ States should close programs that do not meet the rigorous accreditation criteria and should also refuse to grant licenses to individuals who have not successfully completed accredited programs.
- ✓ Data-tracking systems should be created to assess programs' success in preparing candidates who enter and stay in teaching and in demonstrating good practice on performance assessments.
- ✓ Teacher education programs should evaluate their programs against the recommendations proposed here and take steps to strengthen their course work and clinical work.
- ✓ States and institutions should ensure that reimbursement ratios and funding for teacher education programs are comparable to other clinically based professional programs, such as nursing and engineering.
- ✓ The federal government should provide incentives- as it does in medicine- for the development of high-quality teacher education programs in urban and poor rural communities that provide a pipeline from preparation to hiring.
- ✓ Congress should provide funds for an independent professional authority to work with state professional standards board and licensing authorities to develop a national performance-based testing program for teachers that assess the knowledge and skills described here through actual demonstration of teaching practice.
- ✓ Congress should provide states incentives to incorporate the assessments into their licensing processes.
- ✓ The federal government should substantially expand service scholarships and forgivable loans to subsidize education for those who prepare to teach in shortage fields and go to shortage locations, linked to minimum service requirements of four years or more.
- ✓ States and the federal government should sponsor high-quality induction programs that will help beginning teachers gain expertise and stay in the classroom. These programs should include trained mentors who are expert teachers with released time to coach and model good instruction; reduced teaching loads; and sound performance assessment to guide learning.