

### *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 boards and licensing authorities to develop a national performance-based testing program for teachers that assesses 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.