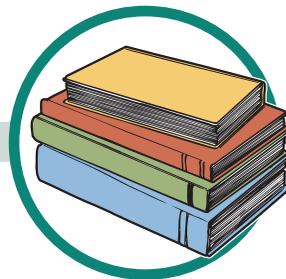


# Reimagining a Professional TEACHING CAREER

## What would an ideal professional teaching career look like?

It would start with strong programs to prepare teachers and include steps along the way to help teachers grow from competent beginners to effective teachers to teacher experts who lead the profession and help their colleagues improve.

Click the links throughout the text to access relevant resources.



**Michelle** enters a university-based teacher preparation program. Most U.S. teachers are trained in these programs, and most are undergraduates. She joins a diverse group of young adults who have been recruited into teaching and starts observing expert teaching in classrooms in her freshman year.

The preparation program is a rigorous mix of subject-matter courses in the regular university, paired with clinical preparation courses about how to teach the subject matter. Early in her sophomore year, she decides **to become a high school mathematics teacher** and major in mathematics while completing her courses in teacher education.



Just before she graduates, **Michelle** passes **the challenging assessment to get her teaching license**. She takes a subject-area test in mathematics, another test that presents teaching problems in a case-study form, and a performance assessment on the teaching simulator.

**Michelle** spends most of her junior and senior year working in a K-12 school. The instructors from the school of education hold classes in the school, so **Michelle** can move easily between clinical training and coursework. She continues to take courses in her major at the main campus as well. The preparation program is demanding, and **she spends a lot of time in classrooms teaching and practicing** using a computer-based simulator.



**She** gets her first job in a nearby high school, in the same district where she did most of her clinical training. Her district **pairs her with an expert teacher** who meets with her at least three times per week during her first few months of teaching to look at video of her teaching and help her improve. She can see that improving her teaching leads to more learning among her students.

As she goes from being a novice to a veteran teacher, **Michelle** takes full advantage of the opportunities to work with her colleagues on their teaching. She regularly meets with other mathematics teachers to talk about what teaching practices are difficult for her and whether her lesson designs could be improved. She receives feedback from administrators and colleagues as part of her annual evaluation, and she is aware of how **this professional learning is helping her become a better teacher**.

As her teaching skills grow, **Michelle** has many opportunities to take on **new roles and responsibilities in her school and district, which come with increased compensation**. She is asked to be a mentor to a first-year teacher. She opens her classroom to teacher candidates from the preparation program where she trained. **She takes a leadership role among her colleagues** and leads meetings on instruction and subject matter. She is an official teacher leader in her school and enjoys the rewards and responsibilities of being an expert in her profession.

