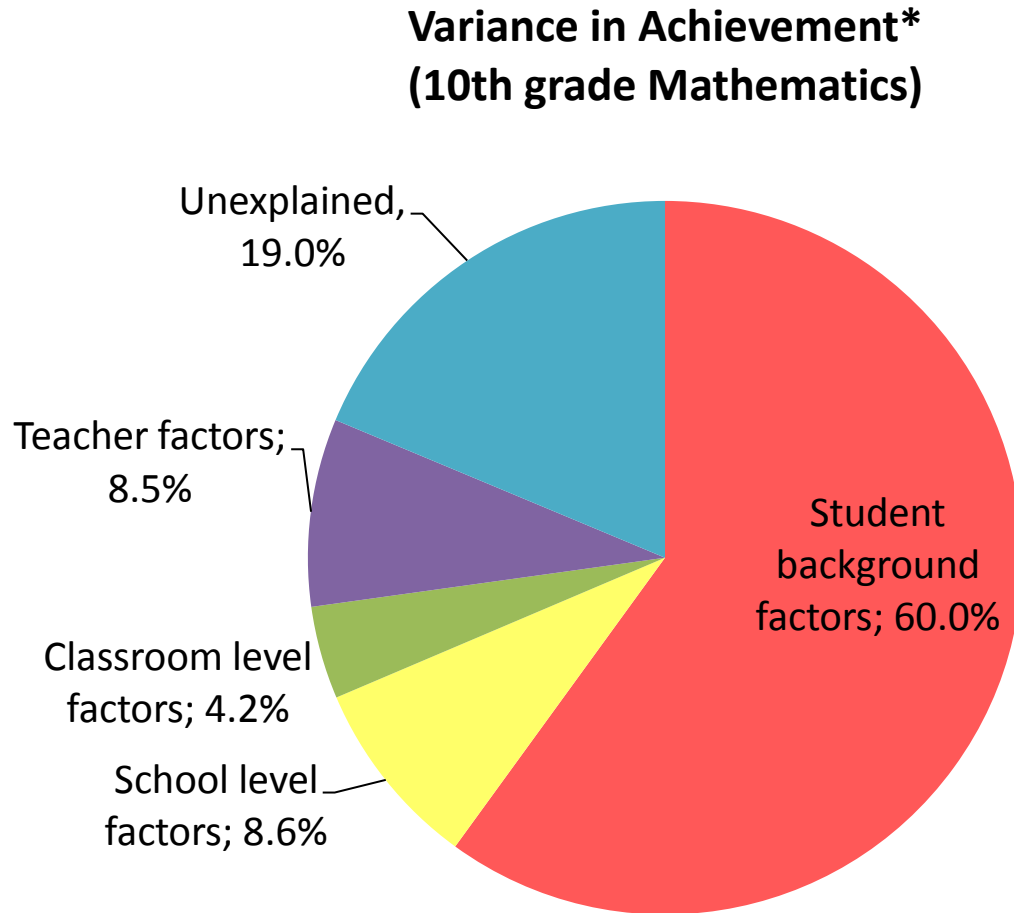


The Key Role of Teachers and Management in Educational Improvement:

**What do We Know about
Teachers' Role in
Student Achievement?**

Linda Darling-Hammond
Stanford University

Influences on Student Achievement



- Model Controls for Prior Achievement
- 95% of school, classroom, and teacher effects were unobservable (i.e. could not be controlled with specific variables)

Source: Goldhaber, Brewer, & Anderson, *Education Economics*, 7 (3), 1999.

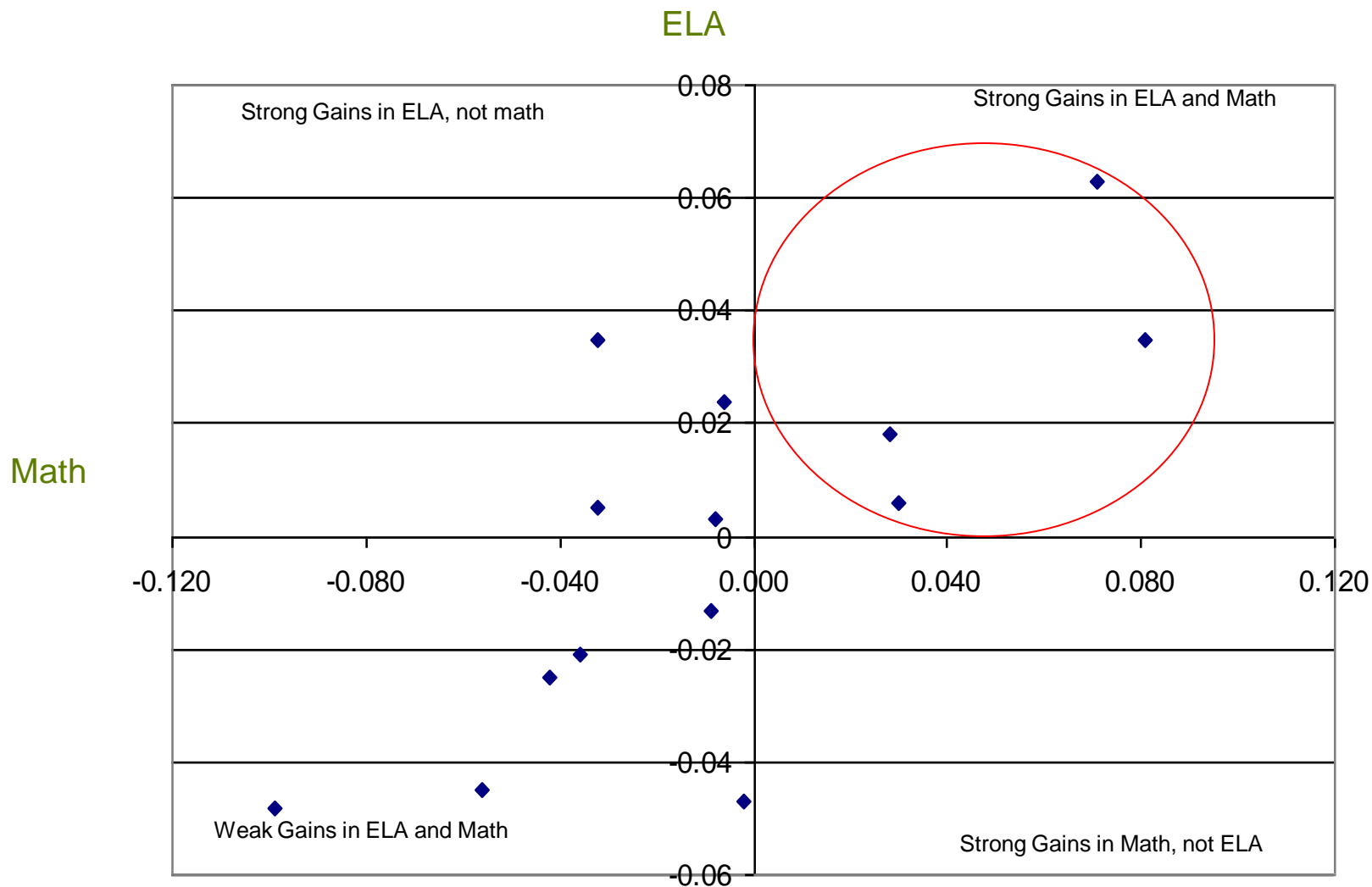
The Key Role of Educational Leaders in Improving Teaching

- School leaders select and cultivate staff and are a main factor in retention (for good or ill)
- School leaders shape the environment that influences school effectiveness:
 - Collaboration among teams of teachers
 - Coherent curriculum and teaching practices
 - High-quality professional learning
- As a group, school leaders are underprepared in most countries

What Kind of Teacher Preparation matters?



Value-Added Gains of Students Whose Teachers Graduated from Different Teacher Education Programs in NYC



Teacher Education Program Features Influencing Teacher Effectiveness

- Carefully developed student teaching
- Courses in content and content pedagogy
- Focus on learning specific practices and applying them in clinical experience
- Study of local district curriculum
- Portfolio or capstone project tying theory to practice



Increasingly Intensive, Clinically-Based Preparation

- Move toward more graduate level training
 - Finland, Norway, Sweden, Netherlands, Germany
 - Increasing share in Singapore, Canada, Australia, US
- Moves toward more intensive, collaborative clinical training in 'teaching schools'
 - Carefully selected and trained mentor teachers
 - Strong relationship between school & university
 - State of the art curriculum and teaching practice
 - Research to advance training and practice

Professional Learning Opportunities in High-Achieving Nations

The highest-achieving nations:

- Ensure free, extensive preparation for all entrants that includes clinical training in model schools
- Provide beginners with intensive mentoring.
- Offer sustained learning opportunities embedded in practice:
 - Teachers have 15-25 hours a week for collaboration plus additional days for professional learning
 - Teachers engage regularly in Lesson Study, Action Research, and Peer Observation and Coaching
- Leaders are developed from expert teachers