



## OVERVIEW

It's time for a new approach to teacher recruitment and development. Far too many teachers enter the classroom without adequate skills and experience, and students are facing the long-term consequences.

Educators Rising is transforming how America develops aspiring teachers. Starting with high school students, we provide passionate young people with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are ready on day one to make a lasting difference — not only in the lives of their students, but also in the field of teaching more broadly.

## THE NEED IS STAGGERING

All students, regardless of background or zip code, deserve effective teachers. These skilled educators mitigate achievement gaps, increase graduation rates and elevate the performance of peers.<sup>1</sup> Great teachers are also role models, community leaders and guiding forces that support students through graduation and onto postsecondary education and careers.

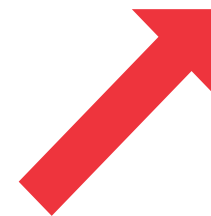
Too often, however, new teachers enter the profession without the necessary skills. They are under-prepared and under-supported, forcing them to learn on the job and at the expense of their vulnerable students. In Arthur Levine's landmark 2006 study, 62% of new teachers reported that they graduated from their preparation program unprepared for the classroom.<sup>2</sup> Without rigorous preparation rooted in clinical experience, robust mentoring and strong teaching standards, teachers often feel set up to fail, perpetuating our teacher

**62%** of new teachers report that they graduated from their preparation program unprepared

**One-third** of teachers leave the profession in their first 3 years



**MUST HIRE 1.5 million** new teachers by **2020**



Teacher turnover is **HIGHEST** —and student achievement is **LOWEST** —at schools with **high levels of poverty**

retention crisis.<sup>3</sup> Currently, a full third of teachers leave the profession in their first three years.<sup>4</sup> Painfully, teacher turnover is highest — and student achievement is lowest — at schools with high levels of poverty. It’s a vicious cycle that won’t be broken until we take a different approach to teacher recruitment and development.<sup>5</sup>

The scope of the need is staggering. With the troubling churn and looming retirement of an aging teacher workforce, our schools will need to hire 1.5 million new teachers by 2020.<sup>6</sup> Additionally, within this large pool of new hires, specific needs must be prioritized, including a focus on teachers of color to reflect an increasingly diverse national and student population. America is also facing acute shortages of teachers in the STEM subjects, bilingual educators, male teachers, and teachers who pursued the profession as a ladder out of poverty.

## WHY START IN HIGH SCHOOL?

- **More than 60% of teachers currently teach within 20 miles of where they attended high school.**<sup>7</sup> Communities depend on homegrown teachers. Despite this fact, it is striking that relatively few communities have taken purposeful steps to build pipelines for recruiting and developing their future teachers.
- **States, districts and schools need to engage students on a rigorous path to effective teaching as early as possible** to allow them to explore the profession, gain hands-on experience in the classroom and cultivate identities as young educators.
- **Educators Rising can elevate student voices into the conversation** about teaching excellence and the future of education and provide a much-needed, student-centered perspective to the national discourse.
- **Involvement in local Educators Rising programs can increase student engagement and performance.** Research shows that high school students engaged in courses that highlight specific career paths and incorporate academics with relevant, real-world learning opportunities demonstrate higher academic motivation, grades, career self-efficacy, college aspirations and employability skills.<sup>8</sup>

“This program opened up the possibility of teaching to me. I never planned on becoming an educator — I was interested in business. But after spending time in classrooms and working with students, I knew I wanted to teach. Future Educators Association [the previous brand of Educators Rising] also gave me the opportunity to be a real leader in my school and community. I am a true believer in its mission to empower us and show the value of the teaching profession.”



OCEY HOLLAND, FEA NATIONAL PRESIDENT,  
UNIVERSITY OF LOUISVILLE, CLASS OF 2018

# WHAT WILL EDUCATORS RISING DO?

Set to launch for the 2015-2016 school year, Educators Rising will cultivate a sustainable pipeline — from high school through early career — of highly skilled, thoroughly prepared educators who are positioned to excel on day one (see pathway graphic on p. 6). Educators Rising will:



## **Offer rigorous, hands-on opportunities for students to explore the teaching profession.**

Starting in high school, Educators Rising will promote and support the implementation of high quality co-curricular courses — taught by accomplished teacher leaders — where passionate high school students have the opportunity to explore child development, instructional strategies, and the teaching profession, and engage in hands-on student teaching internships.

Educators Rising will also provide ongoing support into college by promoting and supporting campus-based student organizations that connect like-minded students who are interested in education and give them opportunities to develop their skills through service-learning projects and professional learning events.



## **Build a national, virtually connected community of rising educators.**

Through its virtual platform, Educators Rising will extend and amplify the impact of these local, school-based programs, effectively raising the bar for what aspiring and developing teachers know and are able to do. With content anchored in the InTASC standards, the virtual platform will offer a host of rigorous curricular resources for teachers leading the high school classes and provide students with critical information to support the development of their teaching craft. The platform will provide myriad opportunities to elevate student voice and connect teaching students with a national network of learners and leaders.



## **Offer a self-sustaining teacher development model that empowers local teacher leaders.**

Educators Rising will leverage its virtual platform to provide continued support to students as they transition into the workforce. Ultimately, Educators Rising will recruit these educators to become mentors and eventually the facilitators of the Educators Rising co-curricular teaching courses in their local schools. By engaging Educators Rising alums alongside thousands of excellent teacher leaders facilitating local programs, Educators Rising will build a robust, unparalleled national network of aspiring and developing educators and offer every community a sustainable way to cultivate great teachers.



### Develop and award achievement badges.

A linchpin of Educators Rising will be a competency-based virtual badging system in which students will earn badges by submitting portfolios of evidence of their progress on the path to quality teaching. Badges will be earned by demonstrating evidence of appropriate levels of mastery of skills and competencies referenced in the InTASC standards, effectively back-mapping the path to accomplished teaching into the pre-service and pre-collegiate space. Educators Rising will seek endorsements for these badges from reputable teaching organizations (e.g. National Board for Professional Teaching Standards, Digital Promise).



### Close persistent gaps in the teacher workforce.

With a growth strategy that explicitly targets high-poverty areas and communities with majority-minority populations, Educators Rising will provide a systemic mechanism to develop skilled educators to teach in hard-to-staff school districts, as well as to infuse much-needed diversity into the teacher workforce.



### Conduct revelatory research on teacher preparation.

By virtue of the years-long connection that the organization will have on the virtual platform with its diverse national network of rising educators, Educators Rising plans to conduct eye-opening longitudinal research on the recruitment and development of teachers.



**THE RESULT WILL BE AN EFFECTIVE TEACHER FOR *EVERY* CLASSROOM IN *EVERY* COMMUNITY TODAY, TOMORROW AND WELL INTO THE FUTURE.**

## **BUILDING ON A TRACK RECORD OF EDUCATOR ENGAGEMENT**

Fortunately, Educators Rising doesn't need to build its vision from scratch; it has a long history of interaction with students interested in teaching. It will build on the work of the Future Educators Association (FEA) and Pi Lambda Theta (PLT), two members of the Phi Delta Kappa International family of associations. Each of these organizations has more than 75 years of experience training and inspiring young educators and a combined current membership of over 18,000 aspiring or beginning educators in 50 states. Educators Rising will leverage these networks and their established partnerships with states, districts, schools and institutions of higher education to create this seamless pipeline of skilled educators.

# LEADERSHIP

As co-founders and co-directors, Dan Brown and Ashley Kincaid will continue to lead the expansion of Educators Rising at the state and national level.

Dan Brown joined the Future Educators Association as executive director in 2013. He is a National Board Certified Teacher who taught most recently at The SEED Public Charter School of Washington, D.C. He is also the author of the first-year-teaching memoir *The Great Expectations School: A Rookie Year in the New Blackboard Jungle* (Arcade Publishing, 2007), and he contributed a chapter to *The American Public School Teacher: Past, Present, and Future* (Harvard Education Press, 2011). Prior to coming on board at FEA, Dan was a regular blogger on teacher leadership for the Center for Teaching Quality, and in 2012-2013 he served as a Teaching Ambassador Fellow in the Office of Secretary Arne Duncan at the U.S. Department of Education.

Ashley Kincaid is the executive director of Pi Lambda Theta. During her six-year tenure at PDK, Ashley has led efforts to develop new revenue streams and increase member engagement, directed the development of programs and services, and helped facilitate the integration of Pi Lambda Theta into the PDK International family of associations. She has significant experience in nonprofit management and youth development. Prior to PDK, she worked as a management consultant in Austin, Texas, and served as communications director at a Girl Scouts of the USA regional council in the Midwest.

---

<sup>1</sup>C. Kirabo Jackson and Elias Bruegmann. "Teaching Students and Teaching Each Other: The Importance of Peer Learning for Teachers." *American Economic Journal: Applied Economics* 1, no. 4 (2009).

<sup>2</sup>Arthur Levine, "Educating School Teachers." (Washington, DC: The Education Schools Project, 2006), accessed May 7, 2014, <http://files.eric.ed.gov/fulltext/ED504144.pdf>.

<sup>3</sup>Susan Hedden, *Beginners in the Classroom: What the Changing Demographics of Teaching Mean for Schools, Students and Society* (Washington, DC: The Carnegie Foundation, 2014), accessed May 7, 2014, [http://www.carnegiefoundation.org/sites/default/files/new\\_teachers\\_carnegie\\_report.pdf](http://www.carnegiefoundation.org/sites/default/files/new_teachers_carnegie_report.pdf).

<sup>4</sup>Richard Ingersoll and Lisa Merrill, "Seven Trends: The Transformation of the Teaching Force." (Philadelphia: Consortium for Policy Research in Education, 2012), accessed May 7, 2014 [http://www.cpre.org/sites/default/files/workingpapers/1506\\_7trendsapril2014.pdf](http://www.cpre.org/sites/default/files/workingpapers/1506_7trendsapril2014.pdf).

<sup>5</sup>*Ibid.*

<sup>6</sup>Thomas Carrol and Elizabeth Foster, *Who Will Teach? Experience Matters* (Washington, DC: National Commission on Teaching and America's Future, 2010), accessed May 7, 2014, <http://nctaf.org/wp-content/uploads/2012/01/NCTAF-Who-Will-Teach-Experience-Matters-2010-Report.pdf>.

<sup>7</sup>Michelle Reninger, "Hometown Disadvantage? It Depends on Where You're From: Teachers' Location Preferences and the Implications for Staffing Schools." *Educational Evaluation and Policy Analysis* 34, no. 2 (2012).

<sup>8</sup>Alfeld et al., "Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience." (Washington, DC: National Research Center for CTE, 2007), accessed August 16, 2014, [http://www.nrccte.org/sites/default/files/publication-files/looking\\_inside\\_the\\_black\\_box.pdf](http://www.nrccte.org/sites/default/files/publication-files/looking_inside_the_black_box.pdf).

# THE PATHWAY TO EXCELLENCE

