

2022 IN REVIEW: Building a Movement to Make Pedagogy a Priority in Teacher Preparation

Every child deserves a well-prepared teacher

Brilliance is equally distributed, but quality instruction is not. At Deans for Impact, we stand committed to elevating teachers and teaching and equipping all future teachers with the scientifically-based tools to create rigorous, equitable, and inclusive learning environments where all students thrive.

In a year marked by mounting teacher shortages, divisive political debates over schooling, and short-term fixes that undermine the value of quality teaching, we worked to champion high-quality, accessible pathways into teaching that are practice-based and focused on equitable instruction.

We supported leaders to create cultures of instructional improvement, helped teacher-educators leverage high-quality instructional materials and evidence-based early literacy practices, and catalyzed policy changes for more accessible and affordable pathways into teaching.

As we reflect on the past year, we have immense gratitude for the partners working with and alongside us towards our mission. Read on for more of our 2022 impact.

- Valerie Sakimura, Executive Director, Deans for Impact



A SNAPSHOT OF OUR IMPACT IN 2022

43



program teams
redesigning coursework
and clinical experiences

20



new Impact Academy
fellows

40,500+



future teachers impacted
across 30 states and DC



Providing leaders with the tools and resources to address today's most pressing challenges in teacher preparation

- **WE WELCOMED** a [seventh cohort](#) of educator-preparation program leaders into [Impact Academy](#), our year-long fellowship that supports leaders to advance equitable practices and outcomes in the preparation of future teachers.
 - 20 fellows
 - 15+ states represented
 - 10,000 future teachers prepared, 46% of whom identify as teachers of color
- **WE LAUNCHED** our *Leading and Learning* series, bringing together our network of 100+ [Impact Academy alumni](#) and coaches to foster community and share best practices in strengthening high-quality, accessible pathways to teaching.
- **WE CONCLUDED** our [Common Indicators System Network](#), a six-year effort with 26 educator-preparation programs representing diverse contexts from across the country to foster collaborative learning and action on data-driven continuous improvement.



2022-23 IMPACT ACADEMY FELLOWS



“ As people are coming out of the pandemic, there's still the aftereffects of it on our K-12 students, our education students, our faculty and us as leaders...It's so important to be able to come together and [have the space](#) to ask how to help your students, and their students, and the profession flourish in a time that's so difficult.

— Christy Harris, Impact Academy alumna and coach,
Dean, Relay Graduate School of Education—Atlanta

Equipping teacher-educators with evidence-based practices to better serve students' diverse learning needs

- **WE LED** a network to strengthen aspiring teachers' instructional effectiveness by supporting them to analyze, identify, and use [high-quality instructional materials](#).
 - 24 hours of new module content on high-quality instructional materials
 - Average individual teacher-candidate growth score of +25 percentage points from pre-/post-assessments (significance at the 95% confidence level)
 - Network participants graduate about 20% of Tennessee's new teachers annually
- **WE LAUNCHED** a network to build [strong, scientifically-grounded foundational skills in early readers](#).
 - 13 hours of new module content on evidence-based early literacy practices
 - 3 programs serving the East Texas community
 - Development of a new assessment of candidate instructional decision-making related to the science of teaching reading
- **WE ENTERED** our fourth year of facilitating the [Learning by Scientific Design \(LbSD\) Network](#), working with participating programs to redesign coursework and practice-based experiences to foster equitable instruction grounded in principles of learning science.
 - 195 faculty and clinical educators supported
 - Among clinical educators, pre/post growth of +32 percentage points on learning-science assessment items
 - 95,000+ views (this year alone) of our [Science of Learning](#) publication



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To understand how learning happens is to grasp both the 'what' and the 'why' of teaching and learning. As [instructional coach Matt Gibson] told us, 'Even after 13 years in the classroom, learning about learning science principles really changed me as a coach and as a teacher.'

— Amber Willis, Program Director, and Jim Heal, Program Director, DFI, [The Science of Coaching Teachers: What happens when we apply an understanding of how people learn to the way we coach novice teachers?](#) (EdSurge)

Advancing policy efforts to attract, prepare, and support a diverse educator workforce

- **WE LAUNCHED** the [Aspiring Teachers as Tutors Network](#), a national collaborative of 22 tutoring initiatives representing 13 states that share a vision for increasing the number of aspiring teachers serving as tutors for K-12 students and improving teacher-candidates' instructional skills through field experiences and training.
- **WE CO-FOUNDED** the national Pathways Alliance coalition and are currently co-chairing a teacher-apprenticeship workgroup responsible for drafting National Guideline Standards for approval by the U.S. Department of Labor. As members of the alliance, we helped to draft a [national definition of teacher residencies](#).
- **WE SERVED** as advisors to the [Louisiana Teacher Recruitment, Retention, and Recovery Taskforce](#), aimed at highlighting work around policy that can lead to a more diverse workforce.
- **WE JOINED** two national coalitions committed to supporting students to thrive in school:
 - [Learn from History](#), a broad-based coalition working to ensure that all children can learn accurate, thorough, and fact-based history in our schools.
 - [National Partnership for Student Success](#), a public-private partnership that connects students to the supports that will help them succeed.

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Education leaders must mobilize the 600,000 individuals enrolled in teacher training programs... Candidates training to become teachers need experience working with students as part of their training. What's more, many of these potential tutors are in college and seeking part-time employment. They can be trained and supervised by the programs they are already part of. It's a win-win-win.

— Patrick Steck, Senior Director of Policy, DFI, [American classrooms urgently need more tutors, so why not mobilize teachers in training?](#) (The Hechinger Report)



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As a college student, I only felt prepared with the theoretical part, the knowledge and the coursework... but I didn't feel prepared as a person. [Through tutoring] I've gotten the hang of how to have control within a group, how to execute the material, how to become a smaller version of [a teacher](#).

— Pricila Cano, teacher-candidate and tutor, Dallas College and Dallas Independent School District