The Push to Upgrade The Teaching Profession: What Reporters Need to Know
The Michigan State University College of Education is honored to host the EWA Seminar on Teachers.

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Welcome

Dear Colleague,

Welcome to Detroit! We’re so pleased you could join us for The Push to Upgrade the Teaching Profession: What Reporters Need to Know.

No topic is more essential to the education beat than teaching. Yet with myriad demands on reporters’ time, developing a deep understanding of the profession – and how it’s changing – is no easy task.

This seminar is your chance to step out of the daily bustle of the beat and take a fresh look at the field. What are the forces that have shaped classroom teaching over time? How have public views toward the profession shifted? And what factors are pushing the field in unfamiliar directions?

As you explore these and many other questions, our hope is that you come away from our time together poised to cover this critically important subject more astutely and effectively than ever.

Thank you for making time in your busy lives for this gathering. And I can’t wait to see how you use what you learn!

Warm regards,

Caroline Hendrie
Executive Director, EWA

EWA thanks the Michigan State University College of Education for hosting this seminar. This event was made possible in part by a grant by the Joyce Foundation. EWA retains sole editorial control over all its programming and content.
**Agenda**

**Monday, October 20th**

**Noon**  **Welcome and LUNCH**
*Michigan State University Detroit Center, 3408 Woodward Avenue*
- Caroline Hendrie, Education Writers Association
- Donald A. Heller, Michigan State University College of Education

**1 – 2:15 p.m.  Teacher Induction and Mentoring**
For new teachers, the first few years on the job can present a steep learning curve. And the students who need the most experienced teachers often don’t get them. How are schools, districts and states ramping up the support provided to new teachers? What are the hallmarks of a high-quality induction program? And what does the research show on the effects of coaching and mentoring?
- Corey Drake, Michigan State University College of Education
- Magdalene Lampert, Boston Residency Project
- Ellen Moir, New Teacher Center
- Moderator: Elizabeth Green, Chalkbeat

**2:15 p.m.  BREAK**

**2:30 – 3:15 p.m.  “The Teacher Wars”**
The author of the recently released New York Times bestseller traces the complex history of the politics and policies that have shaped the nation’s largest profession.
- Dana Goldstein, Journalist and Author
- Moderator: Greg Toppo, USA Today
3:15 – 4 p.m.  Teaching Across Cultural Differences: Equity in Instruction and Classrooms
How are cultural and racial biases influencing classroom instruction and student learning? What does this mean for teachers and students, particularly in high-minority, urban school settings? What should education reporters know about cultural bias as it relates to their reporting on students, teachers, and schools?
• Dorinda Carter Andrews, Michigan State University
• Moderator: Alejandra Matos, Star Tribune

4 p.m.  BREAK

4:15 – 5:15 p.m.  Performance and Perceptions: Taking the Pulse of the Profession
Teacher effectiveness is a front-burner issue in districts nationwide. How are districts, state departments of education, and policymakers responding to the push to improve teacher performance and student outcomes? What does the latest research show on what’s working in public schools? And what can we learn from a new survey of teachers on the realities of their daily work?
• Andy Baxter, Southern Regional Education Board
• Kyle Good, Scholastic Inc.
• Moderator: Diane Rado, Chicago Tribune

5:15 – 6 p.m.  Cultivating Teacher Leaders: From Career Ladders to Common Core
Teachers are seizing opportunities for more autonomy and authority in their classrooms and schools. A new paper from The Aspen Institute and Leading Educators asks how this is influencing instruction, student learning, and the administrative chain of command. What are the hallmarks of a successful teacher leadership initiative? What can be learned from the missteps?
• Jonas Chartock, Leading Educators
• Chong-Hao Fu, Leading Educators
• Moderator: Scott Elliott, Chalkbeat Indiana
Tuesday, October 21st

8 – 8:30 a.m.  BREAKFAST

8:30 – 9:15 a.m.  Eyes on Detroit
   • Stephen Henderson, Columnist, Detroit Free Press

9:15 – 10:30 a.m.  Teacher College Accountability: Changes on the Horizon
With an eye to toughening admission standards and curricula, a massive overhaul of the credentialing standards for the nation’s teacher preparation programs is underway. But given that participation is voluntary, are ongoing changes enough? What more needs to be done to improve such programs? And how should policymakers, taxpayers and potential students judge the quality of teacher preparation programs?
   • Jim Cibulka, Council for Accreditation of Educator Preparation
   • Segun Eubanks, National Education Association
   • Kate Walsh, National Council on Teacher Quality
   • Moderator: Stephen Sawchuk, Education Week

10:30 a.m.  BREAK

10:45-11:45 a.m.  Story Lab Reporting on Teacher Compensation
What stories are hidden in your district’s negotiated agreement with the local teachers’ union? This session will be a hands-on workshop on how to use readily available documents like teacher salary schedules to develop nuanced stories on teacher pay.
   • Stephen Sawchuk, Education Week
   • Emily Richmond, Education Writers Association

11:45 a.m. – 12:45 p.m.  LUNCH
12:45 – 1:30 p.m. “Building A Better Teacher”
What makes a teacher great? If teaching is a craft that can be taught, why haven't more schools of education cracked the code? What do we know about the complexity and difficulty of truly effective teaching? Where are the biggest teacher success stories unfolding in the nation's schools and classrooms?
- Elizabeth Green, Chalkbeat

1:30 – 2:15 p.m. “How I Did the Story”: Using Teacher Data in Education Reporting
What are some innovative approaches to obtaining and analyzing teacher-related data from your school district? The MinnPost’s analysis of teacher salaries has been hailed as a myth buster. How did the story develop? And what steps did the reporting team take to ensure external validation of their number crunching?
- Beth Hawkins, MinnPost
- Tom Nehil, MinnPost

2:15 p.m. BREAK

2:30 – 3:30 p.m. Rethinking Teacher Education
How can teacher colleges do a better job preparing their graduates for the realities of the classroom, particularly when it comes to math instruction? What can be learned from the TeachingWorks initiative, a curriculum and evaluation framework designed to follow teachers from initial training through their early years in the classroom?
- Deborah Loewenberg Ball, University of Michigan School of Education

3:30 – 4:30 p.m. Brainstorming: Teacher Story Ideas to Take Home

4:30 p.m. ADJOURN
Speaker Bios

**Andy Baxter** serves as vice president for educator effectiveness at the Southern Regional Education Board (SREB). He works with states—through presentations, publications, and on-site technical assistance—to support the design and implementation of policies to promote effective teaching. He joined SREB in September 2012, from Charlotte-Mecklenburg Schools (CMS) where he served as director of human capital strategies. In this role, he led the district’s work measure to improve and reward the effectiveness of teachers. He transitioned to this role following a two-year fellowship at CMS as a strategic data fellow through the Center for Education Policy Research at Harvard. In that capacity, he developed and implemented the district’s value-added model of educator impact on student achievement. He also conducted statistical analyses of the district’s teaching workforce and advised the district’s leaders on policy implications. Andy holds A.B. and M.Div. degrees from Duke University and a Ph.D. in public policy from University of North Carolina at Charlotte. His dissertation focused on the tradeoffs faced by districts in choosing among value-added models. Contact him at andy.baxter@sreb.org.

**Dorinda J. Carter Andrews** is an associate professor in the Department of Teacher Education at Michigan State University. She holds a B.S.I.E. from Georgia Tech, M.Ed. from Vanderbilt University, and an Ed.M. and Ed.D. from Harvard University. Carter Andrews is a former industrial engineer, high school math teacher, and kindergarten teacher. She is a recipient of the 2014 Early Career Contribution Award from the Committee on Scholars of Color in Education of the American Educational Research Association. She is also a 2013-2014 Phi Delta Kappa Emerging Leader and a recipient of the 2014 Alumni of Color Achievement Award from the Harvard Graduate School of Education Alumni of Color Conference. Contact her at dcarter@msu.edu.

**Deborah Loewenberg Ball** is the William H. Payne Collegiate Professor in education at the University of Michigan and an Arthur F. Thurnau Professor. She currently serves as dean of the School of Education and as director of TeachingWorks. She taught elementary school for more
than 15 years and continues to teach mathematics to elementary students every summer. Ball’s research focuses on the practice of mathematics instruction and on the improvement of teacher training and development. She is an expert on teacher education, with a particular interest in how professional training and experience combine to equip beginning teachers with the skills and knowledge needed for responsible practice. Ball has served on several national and international commissions and panels focused on policy initiatives and the improvement of education, including the National Mathematics Advisory Panel, the National Science Board, and the Michigan Council for Educator Effectiveness. She is a fellow of the American Academy of Arts and Sciences, the American Mathematics Society, and the American Educational Research Association, and an elected member of the National Academy of Education. Contact her through Michael Dubin at mdubin@umich.edu.

Jonas S. Chartock, Ed.D., is the chief executive officer of Leading Educators, a national organization that seeks to improve student achievement by accelerating the positive impact of experienced teachers who take on leadership positions in their schools. Previously, Chartock served as the executive director of the Charter Schools Institute of the State University of New York, the nation’s largest university-based charter school authorizer. Earlier, he served as the founding president and CEO of the Charter School Policy Institute in Austin, Texas, and as executive director of Teach For America in Houston, Texas. After earning his bachelor’s degree from Cornell University’s School of Industrial and Labor Relations, Chartock began his career as an elementary school teacher with Teach For America in the Compton Unified School District. In addition to holding master’s degrees in curriculum and instruction and educational administration from Chapman University and Harvard University, respectively, Chartock earned his doctorate in educational leadership at the University of Texas at Austin. Contact him at jchartock@leadingeducators.org.

James Cibulka is president of the Council for Accreditation of Educator Preparation (CAEP), where he focuses on making accreditation a lever for change and reform in educator preparation to meet the urgent needs of our nation’s students. Cibulka started his career in Chicago as a teacher and administrator. His first university appointment was at the
University of Wisconsin-Milwaukee, where he served for 23 years, establishing the Department of Community Education and directing the Ph.D. program in urban education. Prior to his appointment as president of the National Council for Accreditation of Teacher Education (NCATE), he served as dean of the College of Education at the University of Kentucky from 2002 to 2008, where he also held academic appointments in two departments. While in Kentucky, Cibulka was appointed by the governor to the Kentucky Education Professional Standards Board and served as its chair. Cibulka also served as the associate dean, chair and professor at the University of Maryland’s College of Education. He is the author of numerous books and scores of articles on education policy, administration, and community development. From 1992 to 1995, he also served as editor of the Educational Administration Quarterly. In 2006 he received the Stephen K. Bailey Award by the Politics of Education Association for “shaping the intellectual and research agendas of the field.” Cibulka earned a B.A. from Harvard College, graduating magna cum laude, and a Ph.D. from the University of Chicago. Contact him through Tiffany Erickson at tiffany.erickson@caepnet.org.

Corey Drake serves as associate professor and director of teacher preparation at Michigan State University. This includes overseeing programs in elementary, secondary, and special education, all of which culminate in a full academic-year teaching internship in a public school. Her research focuses on the preparation of elementary teachers to teach mathematics to diverse groups of students across a range of school and district contexts. Her current research includes studies of prospective elementary teachers’ learning from and about the use of mathematics curriculum materials. She also conducts a multi-university investigation of the ways in which elementary mathematics methods courses can be redesigned to support prospective and early-career teachers in learning to integrate children’s mathematical thinking with children’s home and community-based mathematical funds of knowledge. She earned her Ph.D. from Northwestern University. Contact her at cdrake@msu.edu.

Segun Eubanks is the director of teacher quality for the National Education Association (NEA), one of the nation’s leading organizations committed to advancing the cause of public education. Eubanks has
spent his 28-year professional career working to promote opportunity, access and equity in America’s education systems. Eubanks is a nationally-recognized leader and advocate in promoting teacher quality, teacher diversity, and teacher professionalism. He has served in various leadership roles with national non-profit education organizations including as executive director of Community Teachers Institute and vice president of Recruiting New Teachers, Inc. Eubanks has given scores of speeches and presentations to a wide variety of audiences and has authored and/or contributed to many reports and publications on teacher quality and teacher diversity. Eubanks earned a Bachelor of Arts degree in Educational Advocacy from the University of Massachusetts at Amherst, a Master of Science degree in Human Services Administration from Springfield College, and a Doctorate of Education in teaching and learning policy from the University of Maryland, College Park. In addition to his work at NEA, Eubanks serves as the chair of the Prince George’s County Board of Education, a 124,000-student school district bordering Washington, D.C. Contact him through Sara Robertson at srobertson@nea.org.

**Chong-Hao Fu** leads the program and content design team at Leading Educators. Leading Educators was established to advance the leadership opportunities and skills of our teacher leaders across the United States. Under Fu's leadership, Leading Educators trained over 500 teacher leaders last year in Washington D.C., New Orleans, Houston, Kansas City, and Denver with the program soon to expand to Memphis, Chicago, and New York. Fu has presented to the Gates Foundation, American Federation of Teachers, and the Aspen Institute and is the lead author of a soon-to-be-published Aspen Institute White Paper entitled "Leading From the Front of the Classroom." Before his time at Leading Educators, Fu was the founding principal at KIPP Sharpstown in Houston, one of the highest performing schools in the city and one of the few fine arts schools dedicated to serving low-income students. He holds a B.A. from Yale University and Masters in Education Administration from National Louis University. Contact him at cfu@leadingeducators.org.

**Dana Goldstein** has been reporting on public education since 2007. She is the author of the New York Times bestseller “The Teacher Wars: A History of America’s Most Embattled Profession” and a staff writer at
The Marshall Project. In addition to education, Goldstein writes about social science, inequality, criminal justice, women’s issues, cities, and public health. Her work appears in publications like The Atlantic and Slate. She received a Puffin fellowship from The Nation Institute, a Schwartz fellowship from the New America Foundation, and a Spencer Foundation fellowship in education journalism. Contact her at danagoldstein@gmail.com.

**Kyle Good** has more than 30 years of experience in journalism, children’s advocacy, and communications. As senior vice president of Scholastic, she serves as corporate spokesperson and is responsible for company-wide internal and external communications strategy and execution, including global media relations, social media, the company intranet and corporate design. In 2010, her team was recognized by PR Week as In-House PR Team of the Year. Prior to joining Scholastic in 2003, she was director of communications for the Children’s Defense Fund/NY, and from 1977 to 1994, she was an award-winning producer/director at NBC News and CBS News. Good began her career as a fifth and sixth grade teacher in Fairfax County, Virginia. Contact her at kgood@scholastic.com

**Elizabeth Green** is co-founder, CEO, and editor-in-chief of Chalkbeat, a nonprofit news organization covering educational change in local communities across the country. Elizabeth previously co-founded GothamSchools, now Chalkbeat New York, and covered education for The New York Sun and U.S. News & World Report. She has also written about education issues for The New York Times Magazine. In 2009-2010, Elizabeth was a Spencer Fellow in education journalism at Columbia University, and in 2011, she was an Abe Journalism Fellow studying education in Japan. Her book, “Building a Better Teacher,” was published in August 2014. Contact her at egreen@chalkbeat.org.

**Beth Hawkins** writes Learning Curve, a blog about education, for MinnPost, a leading nonprofit public affairs news site with a readership comprised of policymakers and civic leaders. Hawkins is the recipient of numerous national and regional awards, this year including two from EWA and one from the National Association of Lesbian and Gay Journalists recognizing her coverage of Minnesota’s marriage equality campaigns. She has an M.A. in journalism from the University of
Arizona. Her work has appeared in More, Mother Jones, Minnesota Monthly and many other publications. She has two sons in Minneapolis Public Schools. Contact her at bhawkins@minnpost.com.

**Donald E. Heller** is dean of the College of Education and a professor in the Department of Educational Administration at Michigan State University. He leads one of the nation’s top-ranked colleges of education with 150 faculty, 4,000 students, and revenues of over $60 million. His teaching and research is in educational economics, public policy, and finance, with a focus on issues of college access and choice for low-income and minority students. He has consulted on higher education policy issues in many states, and he has testified in front of legislators and in federal court cases as an expert witness. He previously was director of the Center for the Study of Higher Education at Pennsylvania State University, and has held a faculty appointment at the University of Michigan. Before his academic career, he spent a decade as an information technology manager at the Massachusetts Institute of Technology. He earned an Ed.D. in Higher Education from the Harvard Graduate School of Education. Contact him through Nicole Geary at ngeary@msu.edu.

**Stephen Henderson** has been editorial page editor for the Detroit Free Press since January 2009. Prior to that, he was a reporter, editorial writer, and editor at the Baltimore Sun, the Chicago Tribune, the Lexington (Ky.) Herald-Leader, and the Knight-Ridder Washington Bureau, where he covered the U.S. Supreme Court from 2003-2007. Henderson's work has been honored with more than a dozen national awards, including the 2014 Pulitzer Prize for commentary. Henderson hosts a weekly talk show, "American Black Journal," and co-hosts the weekly news wrap-up show "MiWeek," both on Detroit Public Television. Contact him at shenderson600@freepress.com.

**Caroline Hendrie** is executive director of the Education Writers Association, the national professional organization for members of the news media who cover education. She leads strategy, development and programming for the nonprofit organization in support of its mission to increase the quantity and quality of education coverage to better inform the public. Hendrie was herself an award-winning education journalist for more than two decades, with experience covering...
education from early learning through postsecondary schooling at the local, state, and national levels. From 1996 to 2010, Hendrie held various reporting and editing positions, including managing editor, at Education Week. Hendrie started at daily newspapers in Connecticut and spent seven years as state education writer and editor at The Record, a daily newspaper based in Bergen County, N.J. She is a graduate of Wesleyan University. She may be reached at chendrie@ewa.org.

Magdalene Lampert advises the Boston Plan for Excellence on the design and development of the Boston Teacher Residency's clinical teacher education/induction program and documents improvement in teaching and learning. She also consults with New Visions for Public Schools in New York City to design teacher development that supports achievement of the learning goals in the Common Core State Standards. From 2007 until 2011, she coordinated the "Learning Teaching in, from, and for Practice" project, a project across the University of Washington, the University of Michigan, and University of California, Los Angeles. Lampert has taught elementary and high school mathematics, preservice, and in-service teacher education, and doctoral courses for aspiring teacher educators. She has written extensively about teaching practice and is professor emerita in the University of Michigan School of Education. She received the 2014 Outstanding Contribution to Education Award from the Harvard Graduate School of Education and the 2014 Outstanding Journal of Teacher Education Article Award from the American Association of Colleges for Teacher Education. Contact her at mlampert@bpe.org.

Ellen Moir is founder and chief executive officer of New Teacher Center (NTC), a national nonprofit dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders. She is widely recognized for her work in beginning teacher development. Ellen previously served as director of teacher education at the University of California, Santa Cruz and worked as a bilingual teacher. She was named the 2014 Brock International Prize in Education Laureate and a Pahara-Aspen Education Fellow in 2013. She has co-authored many publications, including “Keys to the Classroom” and “New Teacher Mentoring: Hopes and Promise for Improving Teacher Effectiveness.” Contact her through Jane Baker at jbaker@newteachercenter.org.
Tom Nehil is a news editor at MinnPost and part of MinnData, MinnPost's data and visualizations team, where he focuses on data analysis using R and Python and, when they can't be avoided, spreadsheets. Nehil and MinnPost education reporter Beth Hawkins share a 2014 third-prize Education Writers Association award in the "Single-Topic News or Feature — Small Newsroom" category for a project examining the distribution of special education funding in Minnesota, which featured an interactive map visualizing special education funding shifts over a seven year period. More recently, Nehil and Hawkins have collaborated to explore the relationship between student poverty rates and median teacher salaries in the Minneapolis Public School system. Nehil holds dual Bachelor of Arts degrees in political theory and constitutional democracy and history from Michigan State University's James Madison College. Before coming to MinnPost, he worked as a fundraiser at Church of the Ascension in north Minneapolis. Contact him at tnehil@minnpost.com

Emily Richmond is the public editor of the national Education Writers Association. She coordinates programming and training opportunities for members, and provides individualized reporting and writing help to journalists. She also authors EWA’s “The Educated Reporter” blog. Prior to joining EWA, she was the education reporter at the Las Vegas Sun, where she covered local, state and national issues. Recognition of her work include awards from the Associated Press News Executives Council and the Nevada State Press Association. Richmond was a 2011 Knight-Wallace Fellow at the University of Michigan. She holds a bachelor’s degree from Wellesley College and a master’s in journalism from Stanford University. Contact her at erichmond@ewa.org or @EWAEmily.

Stephen Sawchuk is an associate editor at Education Week. He has more than nine years of experience covering the teaching profession, including evaluation, pay, and unionism. His work has also appeared in The Hechinger Report, the Harvard Education Letter, and on smithsonian.com. He holds degrees from Georgetown and Columbia universities. Contact him at ssawchuk@epe.org.

Kate Walsh has served as the president of the National Council on Teacher Quality (NCTQ) since 2002. Before joining NCTQ, she worked
for The Abell Foundation in Baltimore, the Baltimore City Public Schools, and the Core Knowledge Foundation. Her work has tackled a broad spectrum of educational issues, with a primary focus on the needs of children who are disadvantaged by poverty and race. Among her accomplishments, she started and ran a boarding school in Kenya to educate at-risk boys from Baltimore and also developed one of the nation’s premier programs in mathematics and science for middle and secondary public school students, a program that has yielded numerous Intel Talent Search winners. A long-time resident of Baltimore, she also started the first alternative certification program for teachers in Maryland, a project which led to her strong interest in teacher quality. Walsh has since authored many papers on teacher quality, with a particular interest in the impact of the policies and practices of institutions, including states, unions, districts and teacher preparation programs on the teaching profession. Contact her at kwalsh@nctq.org.
Mark your calendars for these great upcoming events from EWA!

68th National Seminar
Costs and Benefits: Covering the Economics of Education
April 20 – 22, 2015
Urban Education Institute
University of Chicago
Find out more at ewa.org!

Bursting the Bubbles: Reassessing Assessments
November 18 – 19, 2014
Stanford University
Find out more at ewa.org!
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At its best, performance evaluation—for any professional—is rooted in observation, dialogue, and learning. What are you doing well? What’s not so successful? Who is doing it better, and what can you learn from what they are doing? What kind of results are you getting, and how can you improve them?

For more than a decade, our Education Program has worked to close the achievement gap by ensuring every student has an effective teacher. Much of this work has involved looking for better ways to measure teacher performance, reward excellence in the classroom, and provide support for educators who need additional help.

We know parents across the country are concerned about teacher quality, which is why we’re pleased to support the Education Writers Association. Reliable information, exceptional coverage of policy as it develops, and a thoughtful analysis of public education are critical to informing the public and engaging communities across the country in improving our education system.

Follow us @JoyceFdn and join the conversation.