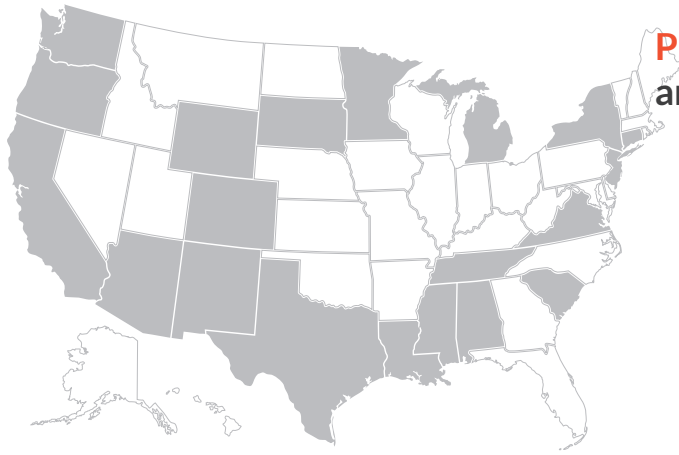




PREPARED TO TEACH

SUSTAINABLE FUNDING FOR QUALITY TEACHER PREPARATION

Bank Street College launched PREPARED TO TEACH (formerly the Sustainable Funding Project, or SFP) to help districts, states, and teacher preparation programs find ways to develop sustainable streams of public funding to support high-quality teacher preparation.







PREPARED TO TEACH engages states, districts, and policymakers across the country





- ▶ Transforming systems and structures
- ▶ Catalyzing deep change
- ▶ Documenting processes, costs, and impacts

We guide systems to use existing public dollars to change the teacher education paradigm.





The challenge isn't resistance: Core assumptions simply need to shift.

-  Reform models for the last generation have encouraged isolated experiments, with their own infrastructure costs and little impact on the system.
-  The local nature of our school systems limit leaders' learning from different visions and structures.
-  Mental frameworks see pre-service and in-service as separate, just as we used to see elementary and high school as separate systems.
-  Urgencies for this year's staffing needs get confounded with long-term visioning and planning.

We transform mindsets: PREPARED TO TEACH facilitates learning networks and strategies that bring change.

-  Our networks of learning partnerships promote the diffusion of innovation and create friendly competition.
-  Our models ensure that financial sustainability becomes part of the solution, not a future obstacle.
-  The PREPARED TO TEACH approach guarantees that the vision and commitments to change stay in the forefront.
-  We support long-term strategic planning across sectors through formal MoU and governance processes to keep the work on target.

The results are worthy: Everyone benefits, from teachers to taxpayers.

-  Aspiring teachers can afford to have high-quality preparation for their chosen profession rather than entering quick, cheap, low-quality programs.
-  Students in co-taught classrooms improve, and all students have well-qualified, effective teachers—even when their teachers are novices.
-  Mentor teachers gain instructional leadership skills, strengthen their bonds to the profession, and become teacher leaders.
-  Higher graduation rates, lower student retention rates, and less need for remediation save taxpayers millions of dollars.