

Teacher Education Reform A Century of Reform Efforts

- 1900-1920:** Dewey and Birth of *Progressivism* in Teacher Education
- 1920-1940:** Bagley and *Essentialism* vs. Kilpatrick and *Progressivism* vs. Thorndike and *Behaviorism* and Learned and Bagley *The Professional Preparation of Teachers* (1920)
- 1940-1960:** Child Centeredness and Social Understanding (Evenden & Bigelow's *The Improvement of Teacher Education* (1946)) and Stinnett and Armstrong TEPS Commission (1959)
- 1960-1980:** Criticism and Reform – Koerner's *Miseducation of American Teacher* (1963) and Conant's *Education of the American Teacher* (1963)
- 1980-2000:** Goodlad, Darling-Hammond, Shulman and the Rise of Reform Networks



Reform Entities for Teacher Education

National Council for the Accreditation of Teacher Education (NCATE) – is a federally recognized independent accrediting agency that uses six standards and 30 rubrics to judge the quality of “units” that prepare teachers and other school personnel

Teacher Education Accreditation Council (TEAC) – is recognized by the Council for Higher Education Accreditation as an accrediting agency to assess teacher education programs

National Commission on Teaching and America's Future (NCTAF) – is an independent body of policymakers, business leaders, and professional association heads committed to preparing competent, caring and qualified professional educators

National Council on Teacher Quality (NCTQ) – is an independent body that promotes “common sense” solutions to issues of teacher quality and teacher supply.



TEACHER EDUCATION REFORM

Structural Issues and Reform Efforts

Academy vs. Normal School – S.R. Hall’s Concord (VT) Seminary (1823) vs. J.G. Carter’s Lexington (MA) (1839)

Normal School vs. College or University – W.S. Learned & W.C. Bagley (1920)

Liberal vs. Professional – J. Dewey’s The Relation of Theory to Practice in Education (1904) vs. A. Bestor’s The Restoration of Learning (1955)

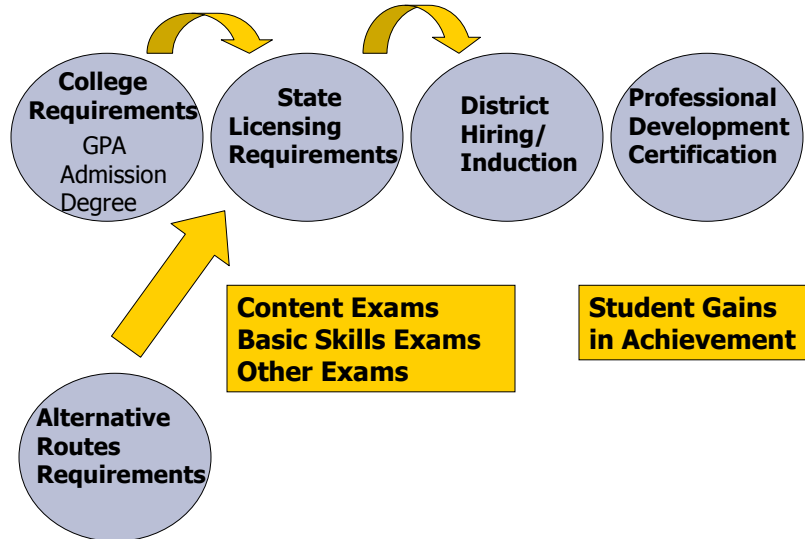
Baccalaureate vs. Graduate Education – J.B. Conant’s The Education of American Teachers (1963) vs. W.B. Spaulding’s The Ford Foundation – Arkansas Experiment (1952)



Issues Raised by NCLB

- Most existing teacher education programs don’t support standards-based reform
- High stakes is causing resistance
- Education schools don’t always have capacity to help schools
- Teacher education programs seldom make P-12 learning their centerpiece
- Focusing on whole school performance is difficult for education school faculty
- Data needs of P-12 schools are complex

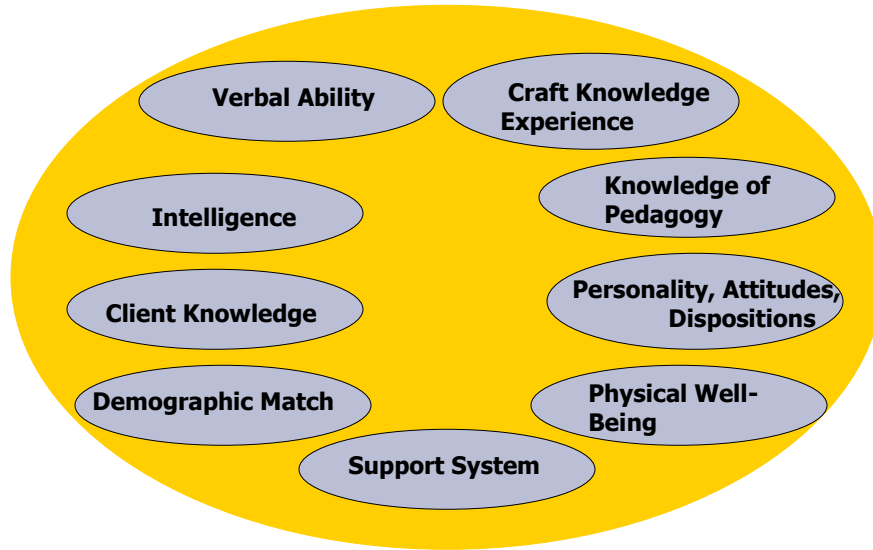
Policy Levers for Quality



Forces of Change

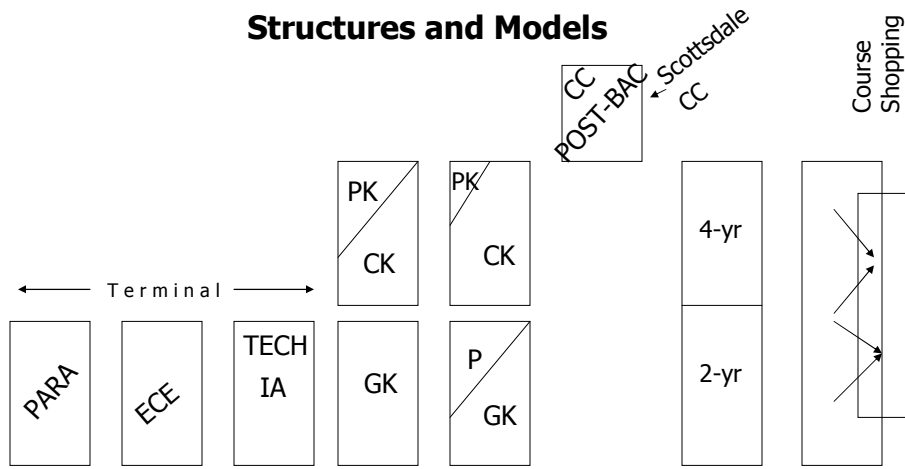
- **Shifts in Authority – Dominance of Centralized Authority**
- **Competition – Deregulation of Preparation**
- **Localism – Client Centered – Contract Based**
- **Deprofessionalization – Rise of the Technician Teacher**
- **Standards and Accountability – Student Learning**
- **Resource Scarcities – Constraints on Preparation and Practice**

What Makes a Good Teacher?



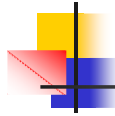
The Role of Community Colleges in Teacher Education

Structures and Models



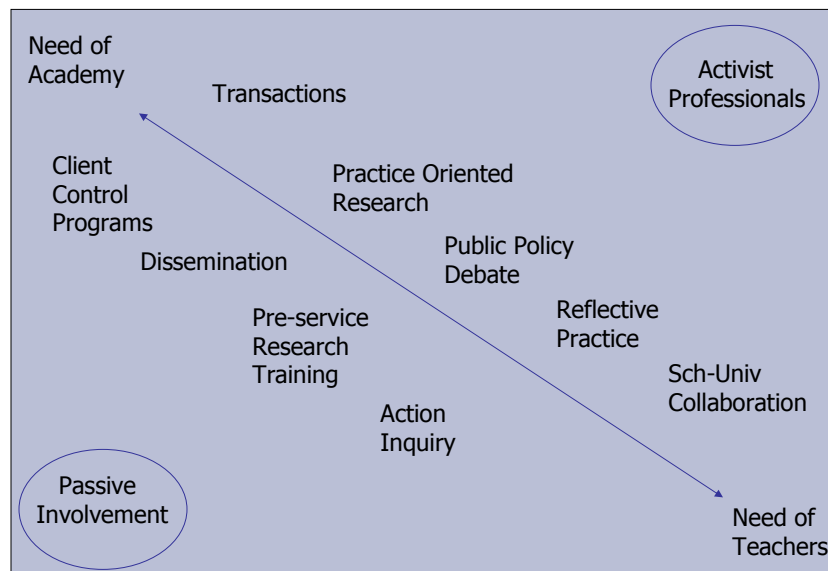
AA – associate of arts
 GK – general knowledge
 PK – professional knowledge
 CK – content knowledge (academic major)
 ECE – early childhood education

AA Programs
 Or
 Transcript analysis



Teaching as a Skilled Occupation

- Ready access to teaching positions
- Minimal requirements for entry
- Short duration – job v career
- Limited job protections
- Reliance on teacher proof materials
- Premium placed on technical skills
- Performance measured by P-12 test scores
- Focus on professional development is skills-based training
- Emphasis on implementation rather than imagination



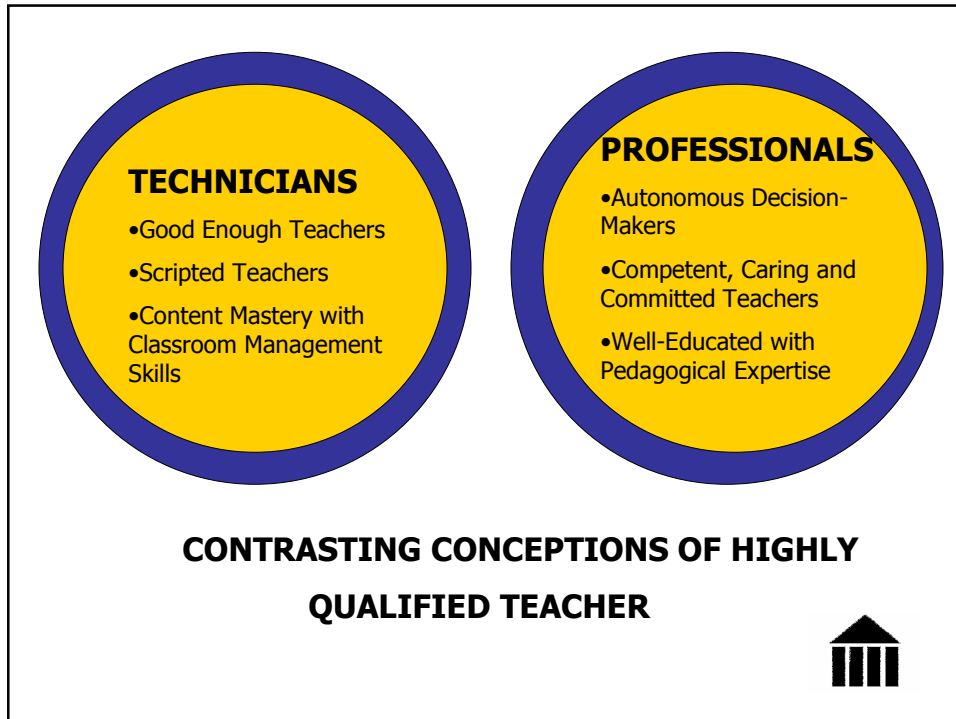
Christopher Day, University of Nottingham, UK

Challenges Confronting Teacher Education

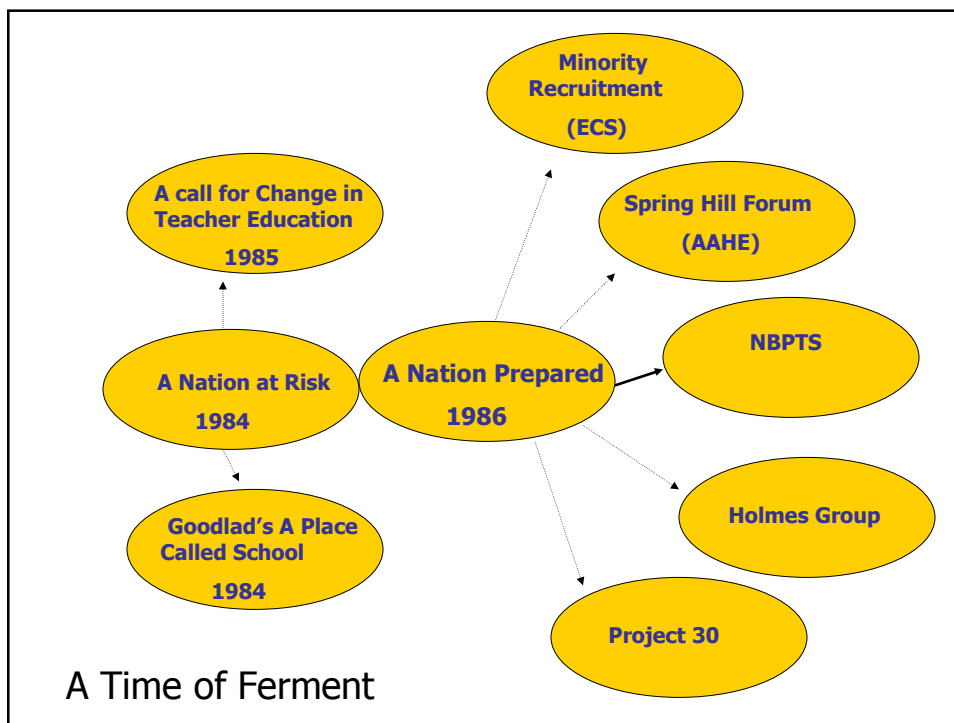
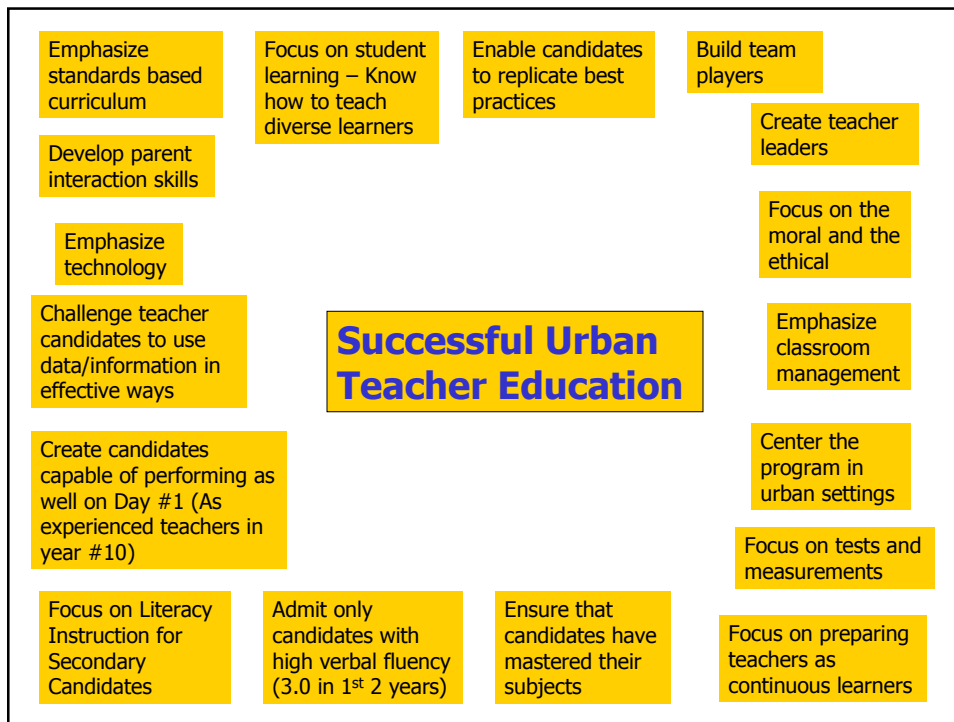
- **Connecting Preparation to Initial Practice**
- **Enabling Teachers to Use Evidence**
- **Changing Faculty Norms/Building Entrepreneurial Expectations**
- **Providing Policymakers with Convincing Evidence (research-based evidence re: program effectiveness)**

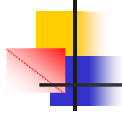
Evidence That Reforms Work

- **Challenge to Research Findings**
- **Challenge to Research Paradigms**
- **Reemergence of Emphasis on Produce-Process Research**
- **Emergence of Value-Added Methodology**
- **Politicization of the Evidence**



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- ## Successful Urban Schools
- Focus on standards based curriculum
 - Focus on all students
 - Emphasize professional development
 - Use aligned assessment instruments
 - Access to gate keeping courses
 - Leadership and partnerships
 - Convergence of resources
 - Reliance on data driven accountability systems





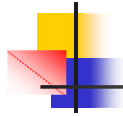
Different Conceptions of Teacher

- Social Leader vs. Content Specialist
- Liberally Educated vs. Technically Proficient
- Artist vs. Scientist
- Sage on Stage vs. Facilitator of Learning
- Professional vs. Amateur



Lessons Learned from the Holmes Group Experience (Flavored by the NNER Saga)

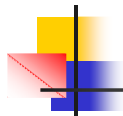
- Frame Goals Before the Summative Evaluator Defines Them – Know They Are Achievable
- Launch It With a Bang – Spread “Chits” Widely and Wisely – Garner Support From Political and Professional Leaders – Tell the Story Over and Over Again!
- Rely on Academic Trappings – Books Matter – Hubris is Good
- Use the Charismatic Leader Wisely – Reform is a Long and Treacherous Path
- Snobbery and Exclusivity is Good!
- Tolerate Initiative Sparingly
- Centralized Localism is the Best Course for Direction
- Avoid Mission Creep (The Seagrams Story)
- Construct the Project Infrastructure Wisely
- Focus Attention on Training “Next Generation” Project Leaders
- Know What Your Funders are Thinking
- Know When to Declare Victory and Go-Home!



Innovations for Teacher Education

First Order Changes in Place

- Higher admission and exit requirements
- More clinical experiences
- Managed enrollment procedures
- Greater attention to diverse learners
- Greater emphasis on technological applications
- P-12 standards focus



Innovations for Teacher Education

Second Order Challenges

- Greater emphasis on pedagogical content knowledge
- More focused general studies and content knowledge
- More emphasis on outcomes and performance
- Overcoming narrow technical definitions of teacher education
- Resisting single measures for accountability



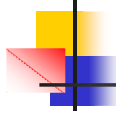
Networks for the Reform of Teacher Education

- **National Network for Educational Renewal (Goodlad Network)** – 44 colleges and universities, more than 100 school districts, and over 750 partner schools working together to promote the simultaneous renewal of schools and universities
- **The Project 30 Alliance** – promotes collaborative and cooperative discussions by arts and science and education faculty on themes of subject matter understanding, pedagogical content knowledge, general and liberal education
- **The Holmes Partnership** – a network of 86 universities, schools, community agencies and national professional organizations working to promote school renewal and high quality teacher education through professional development schools
- **The Renaissance Group** – a network of 32 colleges and university presidents, provosts, arts and science and education deans addressing issues facing teacher education using eleven principles that begin with premise that the education of teachers is an all-campus responsibility
- **The Standards-based Teacher Education Project (STEP)** – a five state consortium (GA, IN, KY, DL & MD) focused on enduring that beginning teachers have the knowledge and skills to help students reach P-12 standards.



Tomorrow's Teachers (1986) First Major Initiatives of the Holmes Group

- To make the education of teachers intellectually more solid
- To recognize differences in teachers' knowledge, skill and commitment, in their education, certification and work
- To create standards of entry to the profession – examinations and educational requirements – that are professionally relevant and intellectually defensible
- To connect our own institutions to schools
- To make schools better places for teachers to work and to learn



FRAMING THE AGENDA: March-April 2002

- OERI Reauthorization
- IDEA Hearing
- Teacher layoffs during shortages (budget impacts)
- Public Agenda's "Reality Check"
- Testing changes – SAT, GED
- CA Union tries to add curriculum & texts to bargaining
- New York test uncovers poverty/race/teacher quality test score links
- Department of Ed session on scientifically based research



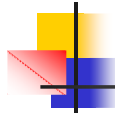
"Mainstream Alternatives"

Alternative Providers

- Non-Traditional Institutions (inc. CC)
- For-Profit Providers
- P.12 Schools/Districts
- Dot.com Corporate Entities

Alternative Sites

- Professional Development Schools
- Staff Development Academies
- Charter Schools



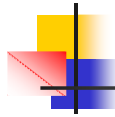
Alternatives

Alternative Forms of Delivery

- Course Accumulation (Single Site)
- Credit Accumulation (Multiple Sites)
- Distance Learning

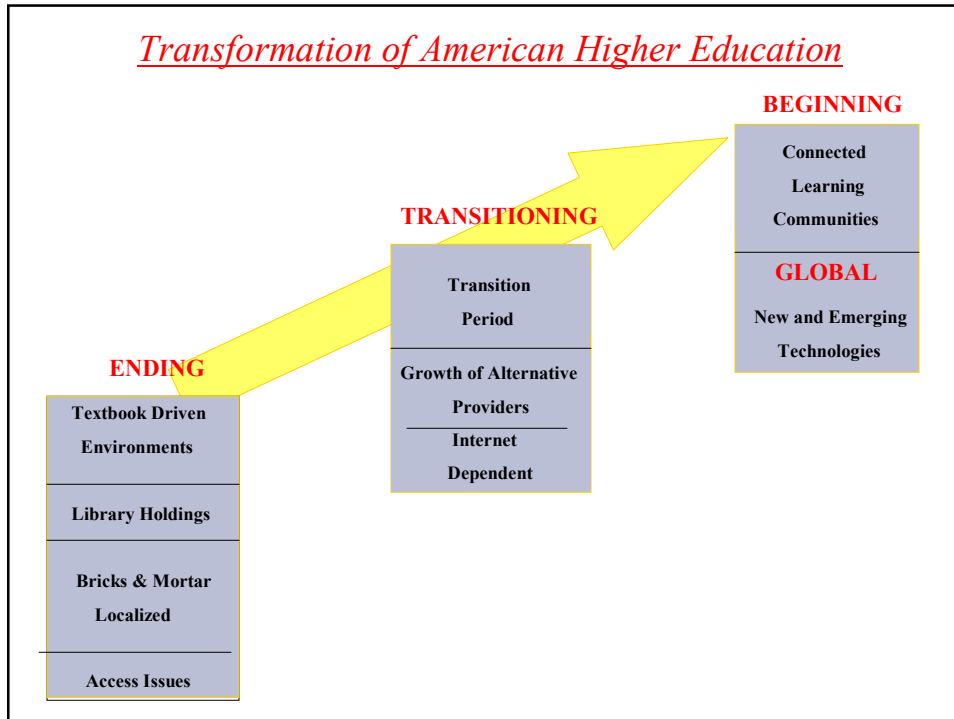
Alternative Sequencing

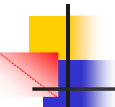
- Variations in Sequencing
- Reversal of Theory-To-Practice
- Reconfiguration of Program
(Assessment/Student Learning)



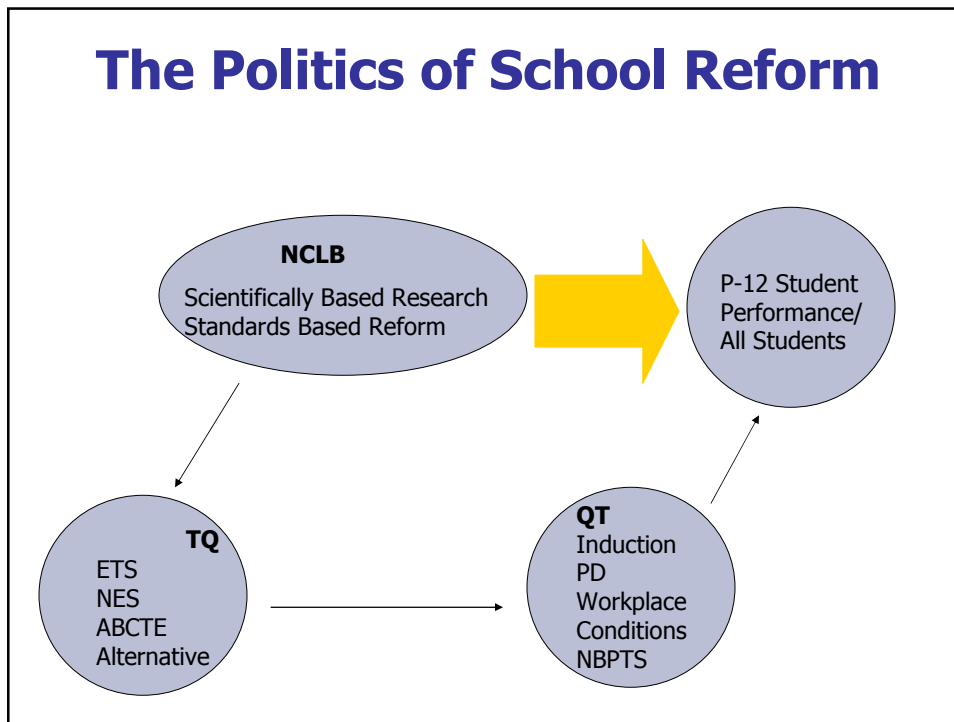
Alternative Accountability Systems

- District Level Licensing
- Alternative Certification
- Licensure Through Assessment
- Professional Certification
- Alternative Accreditation
- Alternative Providers Operate w/o State Approval



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- ## The No Child Left Behind Act of 2001
- Assessment and Standards
 - Reading and Literacy
 - Accountability and Data Management
 - School Choice
 - Educator Quality and Capacity Building
 - Rural Education
 - Flexibility and Consolidation

The Politics of School Reform



Teaching As A Skilled Occupation

Fordham Foundation * NCTQ * ELC

Deregulation

- Competitive Hiring
- Site-Based Selection

Role of Education School

- Optional Training
- Emphasis on Content Knowledge

Working Conditions

- Content Based Assessment (ABCTE)
- Easy Access and Entry
- No Tenure Protection
- Short Term Teaching Service

Operate as Skilled Technicians (Good Enough Teachers)

- Teacher Proof Materials
- Emphasis on Teacher Proof Materials
- Curriculum-Standards Matter