

Rethinking Teacher Education: Standards of Competence for Teachers as Professionals

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PURPOSE OF PRESENTATION

- Consider the importance of professionalizing teaching and teacher education
- Highlight the move from national to international influences on teacher education
- Speculate on recent developments in US teacher education and their significance for Japanese teacher education
- Consider ways of building standards-based professional programs of teacher education

Teaching as a Learned Profession

- ◆ Teaching as Analogous to Law and Medicine
- ◆ Reliance on Controls and Regulations (**3-Legged Stool**)
 - ❖ NBPTS – Advanced Certification
 - INTASC – Initial Licensure
 - NCATE – Professional Accreditation
- ◆ **Professional School Status for Educ Schools**
 - Extended Preparation/More Life Space
 - Professional Knowledge Base
 - Professional Development Schools
- **Professional Recognition/Remuneration**
 - Career-Long Service
 - Adequate Compensation
 - Recognition as Accomplished and Autonomous Professionals

Bagley on the Qualities of the Good Teacher

- aptness and readiness in illustration;
- clearness and lucidity in explanation and exposition;
- keen sensitiveness to evidences of misunderstanding and misinterpretation on the part of students,
- dexterity and alertness in devising problems and framing questions,
- a sense of humor,
- an attitude that requires reasoned support of each point presented,
- quickness to detect inattention, and
- a sense of proportion to distinguish between the fundamental and the accessory (1920).

CHARACTERISTICS OF PROFESSIONAL TEACHER EDUCATION

- **Shared Vision and Shared Beliefs**
- **Common Conceptual Framework**
 - **Epistemological Understandings**
 - **Pedagogical Commitments**
- **Collaboration (Communities of Practice)**
- **Faculty Quality & Faculty “Ownership” Of Program**
- **Rigorous Program Of Studies**
- **Integrated Curriculum / Access To Knowledge**
- **Clinically Based (Professional Development Schools)**
- **Cohort Based**
- **Reflective Inquiry Emphasized**
- **Evaluation Highlighted**
- **Residency and Induction and Mentoring**

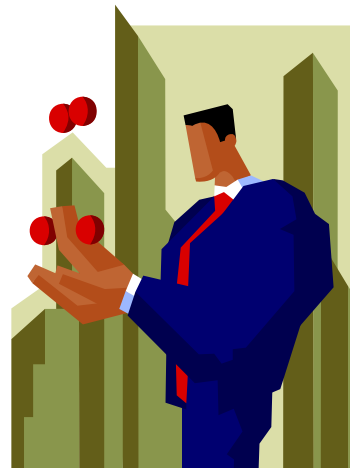
Emerging Expectations

- Global Economic Competition
- Technological Demands
- Population Dynamics
- Civic Participation
- Role of Rationality and Reason
- Community Engagement
- Health and Well-being



Responding to Expectations

- Multiple Sources for Expectations
- Difficulty of Prioritizing
- Need to Keep the “Balls in the Air”
- Deftness and Speed are Essential



POLICY BORROWING & ITS IMPACT ON TEACHER EDUCATION

- Policy Sameness
- Influence of International Measures
- Role of International Donor Agencies
- Impact of International Studies
- Role of Experts and Consultants



Teacher Education: A World Wide Priority

- Criticisms of Teacher Education are Universal (Cape Town's *The Star*, 7/14)
- Our Problems are Their Problems
- Our Solutions are Their Solutions
- Seeming Sameness to Teacher Education Everywhere (Policy Borrowing)
- Common Courses and Common Experiences (Course Titles)

Where We Are – 2008: Trends in U.S. Teacher Education

- Focusing on Evidence
- Consideration of Teacher Candidate Dispositions – Values, Beliefs, Ethics
- Acknowledging Multiple Providers of Teacher Education
- Focusing on PK-12 Student Learning
- Building Clinically Based Programs – Partnering with PK-12 Schools
- Dealing with Centralized Authority
- Focusing on Standards

ELECTION 2008: Lessons for Teacher Educators

- Anxious Americans
- Moral Values
- Regionalism
- Shift in Minority Voter Patterns
- Female Voters
- Evangelical Christians
- Exurban Voters
- Parallel Congressional Elections
- Seeking Democratic Majorities
- Positioning Candidates for 2012
- Education as a Political Factor

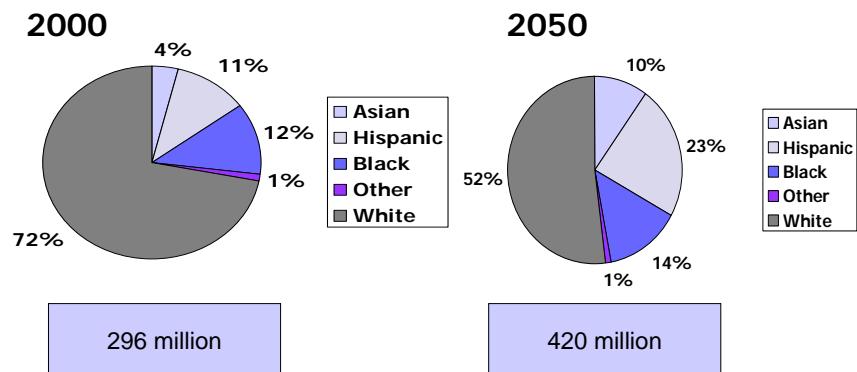
Policies for Teacher Education: US Election 2008

McCain

Obama

- | | |
|--|--|
| <ul style="list-style-type: none"> ● NCLB – account & fund ● Alternative routes to certification ● Parental choice ● Hold the line on spending ● Charter school promotion ● Vouchers for private school attendance ● Performance based pay for teachers ● Math-science improvements ● Expansion of AmeriCorps | <ul style="list-style-type: none"> ● NCLB – fund & account ● More investment in education (+\$20 billion) ● Early childhood education ● Charter school expansion ● Math-tech-science support ● College tuition awards ● Teacher performance review & salary improvements ● Expansion of AmeriCorps |
|--|--|

Demographic Growth – 2000-2050 U.S. Population



THE BUSH EDUCATION AGENDA: *No Child Left Behind Act of 2001*

- Premised on the Needs of a High-Tech/High-Skills Global Information Economy
- Provided the Private Sector Opportunities to Access the Public Sector (Materials and Services and Alternatives)
- Relied on a Narrowly Defined Set of Measures for Accountability & Assessment
- Sought the Proletarianization of Teaching (De-Professionalization)
- Served as a Model for Neo-Conservative Policy Makers Everywhere

Trend # 1: Creating Evidence Based Teacher Education Programs

- Admissions Data (SAT/ACT Scores)
- Fundamental Courses Grades (Math & Eng)
- Academic Coursework/GPA
- Professional Education Admissions Data
- PRAXIS I Data
- Technical Standards Evaluation Data
- Criminal History Disclosure Information
- PRAXIS II Scores
- Professional Coursework/GPA
- Performance Based Assessment (Student Teaching)



Teacher Education As Evidence Based

- Focus on P-12 Student Learning
- Focus on What Works- Research Evidence
- Characteristics
 - Situated Locally
 - Data Driven – Assessment Focused
 - Content Centered
 - Clinically Based
 - All-University Focused
- P-12 Student Learning Accountability Measure
- Outcome/Performance Oriented



Data Feedback

- What do the data indicate about the candidates' and/or graduates' ability to teach content to particular students?
- What do you (faculty) see as the program's strengths and weaknesses?
- What do you plan to do to address the weaknesses?
- What do you plan to do to accentuate the strengths in the program?



Data Feedback (Continued)

- Shared with Candidates
- Shared with Program Faculty
- Shared with Administration
- Used to Support Assessment Operations
- Aligned with National, State, and Institutional Standards



Trend # 2: Focusing on Dispositions for Teacher Graduates

- Communication/Interpersonal Skills
- Emotional and Physical Abilities
- Cognitive Dispositions
(Organizational & Management Skills)
- Personal & Professional
Requirements (Time & Attendance)



Teacher Role & Identity Issues

- Wide or Comprehensive: Schools Have Multiple Purposes
 - Civic, Vocational, Academic, Self Realization
 - Health and Safety
- Narrow or Focused: Schools Focus on Student Learning
 - Multiple Social Agencies Serve Children

Social Justice Commitments

- Equity and Diversity Issues
- Role and Responsibility Issues
- “Creating Disequilibrium”
- Teacher Activism
- Promoting Citizenship and Democratic Participation

Trend # 3: Multiple Providers of Teacher Education

Traditional Providers
Initial Entry (4 & 5 Yr)
C/U Sponsored Alt Route
"National" Providers
(Lesley, Ottawa, National)

Alternative Providers
For Profit/Not for Profit
(Cappella, Jones, TFA)
School Districts
Non-Traditional (CCs)
Partnerships

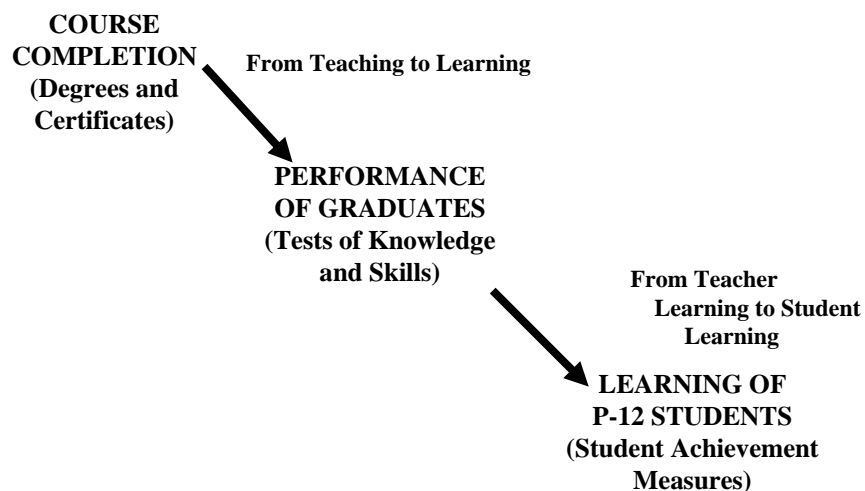
Different Models: Different Results?

- Integrated Full-Time College-Based Training Model (Traditional)
- Sequenced (Tiered) Graduate Model (Post-Bac)
- Integrated 5 Year Professional Model
- Mentored Practice+ Collegiate Training+ Cohort Based (Residency)
- Pre-Training + Short Courses + CPD

Trend # 4: Focusing on P-12 Student Learning

- Paradigm Shift – From Teaching to Student Learning
- Student Performance
- Work Sampling (Accountability)
- Value Added Modeling
- Teachers for A New Era (Carnegie Foundation)

A PARADIGM SHIFT IN TEACHER EDUCATION



Trend #5: Building Clinically Based Programs

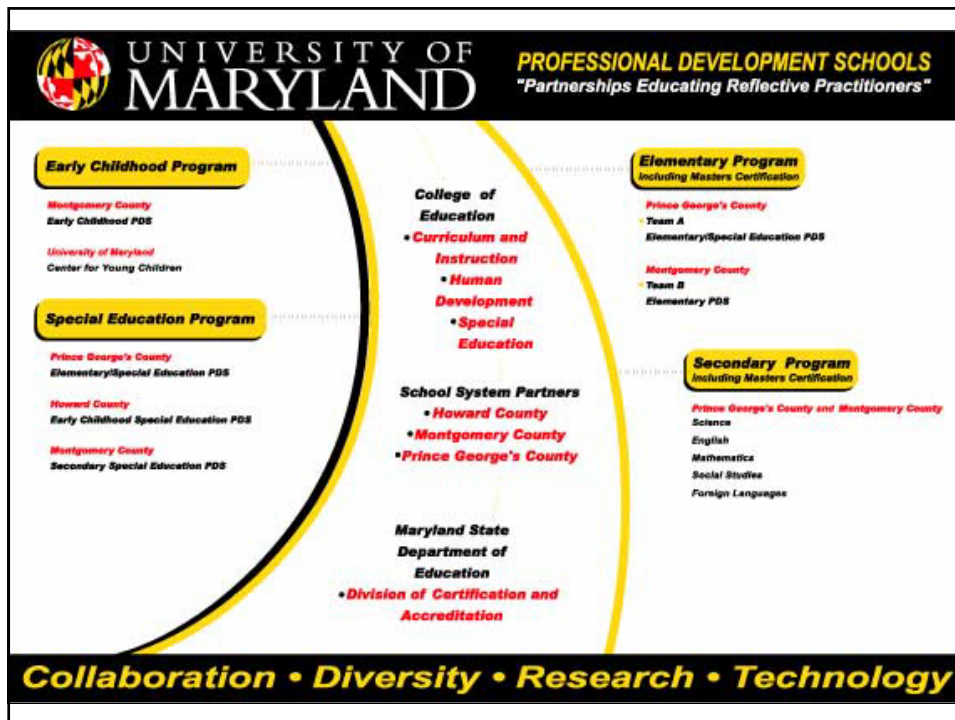
- Observation
- Practicum Experiences
- Student Teaching
- Induction
- Mentoring
- Residency
- Professional Development Schools



Teacher Education at the University of Maryland, College-Park

NCATE UNIT					
EDCI	EDHD	EDSP	EDCP	EDPS	Non-COE
↓ Art CITE Elementary English Foreign Language MMCP/IMCP Math Reading Science Social Studies TESOL	↓ Early Childhood	↓ Special Education	↓ School Counseling School Psychology	↓ Education Leadership	↓ Music Physical Education School Library Media



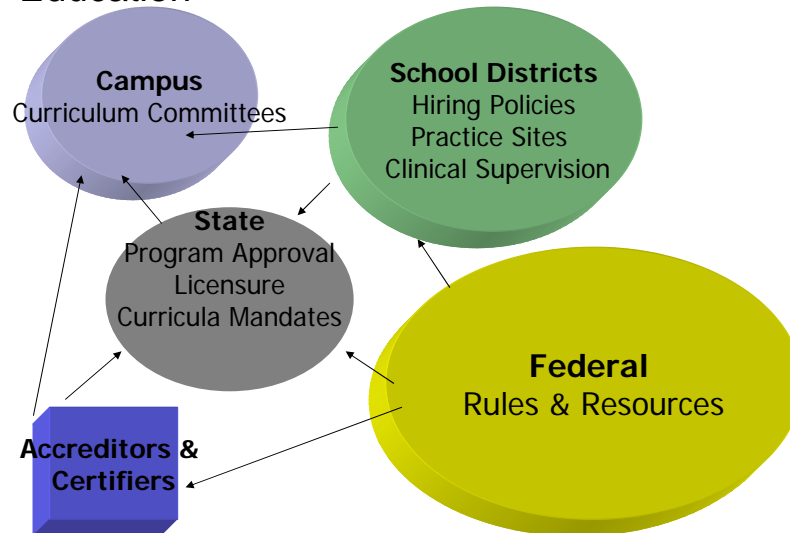


Teacher Education at Maryland

- Enrollment in Ed School = 2246
- Enrollment in Teacher Educ = 1253
- Faculty = 105
- Student Teachers = 354
- Supervisors & Coordinators = 58
- Professional Development Schools = 11 (with 40 schools)



Trend # 6: SHIFTING AUTHORITY in U.S. Education



Centralized Authority for Teacher Education - Lessons in Unintended

Consequences

- From Institutional (Academic) Autonomy to State Authority
- Mixing State Authority with Professional Expectations (Accreditation & Certification)
- From State Controls to Professional Controls (Seeking a National Role)
- Creating a Policy Model (Federal Oversight of State Processes)
- Federal Expectations and Controls (Report Cards to ABCTE)

Trend # 7: Focusing on Standards

- Standards for Programs (Subject Driven Standards)
- Standards for Units (Building Coherent Programs)
- Standards for Students (Licensure Expectations)
- Standards for Faculty (P&T Driven Expectations)
- Standards for Professional Development Schools (Clinical or Partnership Guidelines)

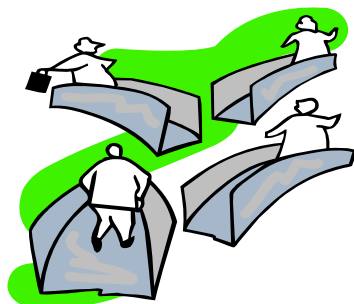
Guiding Principles in the Development of the Standards

- Standards should reflect the centrality of student learning.
- Standards should acknowledge the changing role of the school teacher & leader.
- Standards should recognize the collaborative nature of successful school teaching & school leadership.
- Standards should be high, upgrading the quality of the profession.
- Standards should inform performance based systems of assessment and evaluation for teachers.
- Standards should be integrated and coherent
- Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community

Conclusion: What Agenda for Teacher Preparation Programs?

- Exploring Alternative Models and Structures
- Creating A New Curriculum for Teacher Education Focused on Student Learning
- Finding New Ways to Assess Candidate Knowledge, Skills and Dispositions
- Showcasing the Value Added of Preparation (Emphasizing Evidence and Reflection)
- Creating Communities of Practice and Networks of Learners

Expanding Our Horizons



- Looking Ahead
- Looking to the Past
- Looking Globally
- Looking to Others
- Building New Networks

What Will Schooling Be in 2028?

- Localism Prevails – Focus on Communities
- Parental Involvement Intensifies
- Personalized Learning Emphasized
- Education is Unbundled – Proliferation of Providers
- Teaching is Redefined – From Content Specialists to Network Navigators
- Media Enables All Students to Learn

Thank you.

For additional questions please contact:

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