

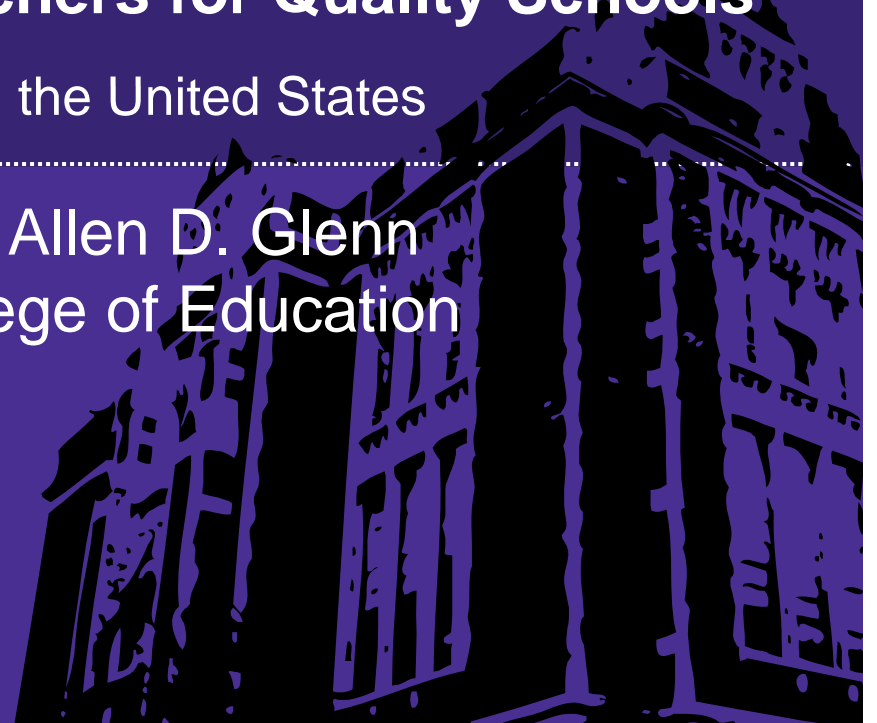
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Preparing Teachers for Quality Schools

A Perspective from the United States

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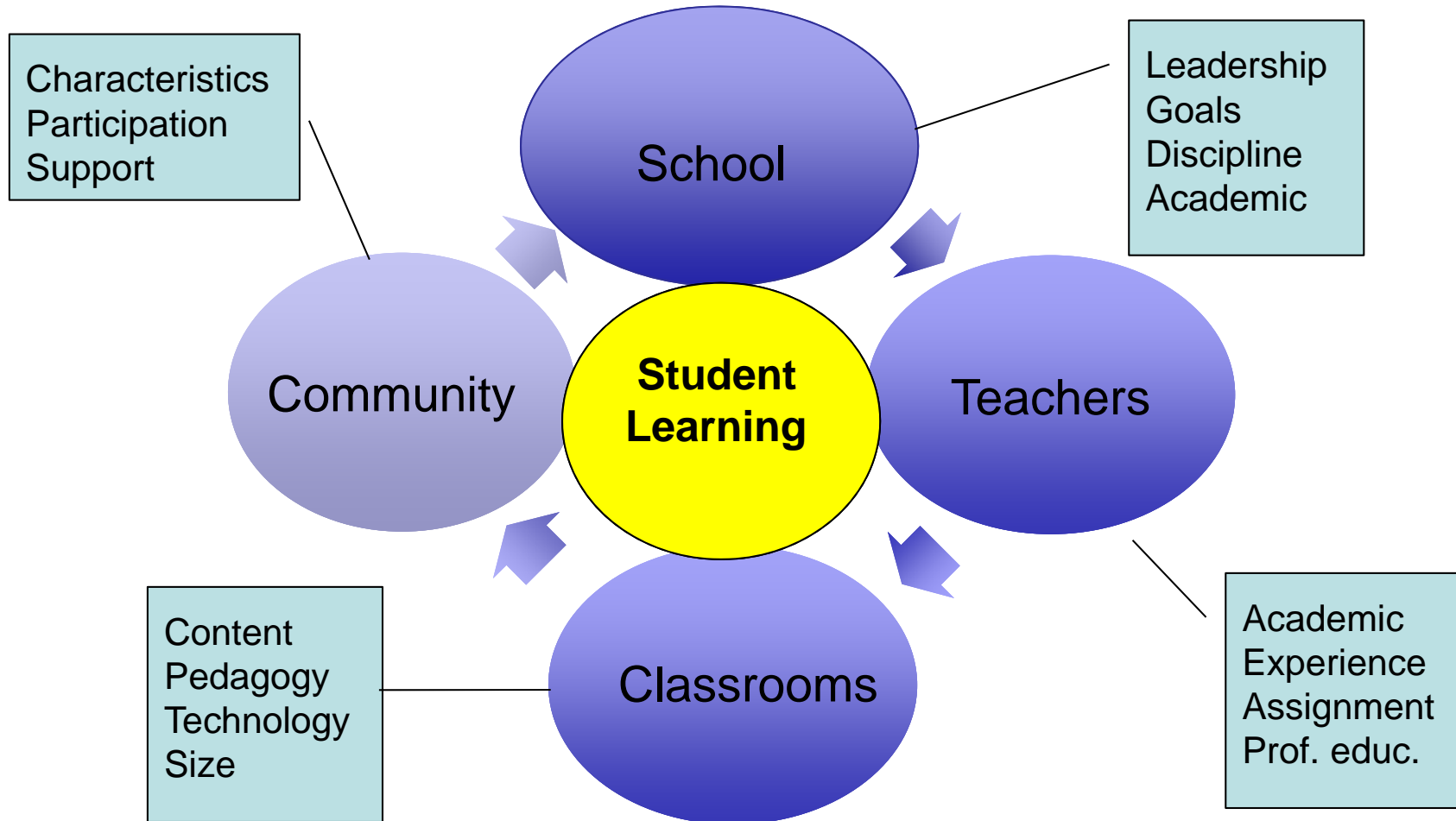
Topics To Be Presented

- Quality schools
 - Definition of “quality school”
 - Major characteristics of quality schools
- United States Education Policies
- Implications for Teacher Education
- Challenges for Teacher Education
- Looking to the Future

Definition of a Quality School

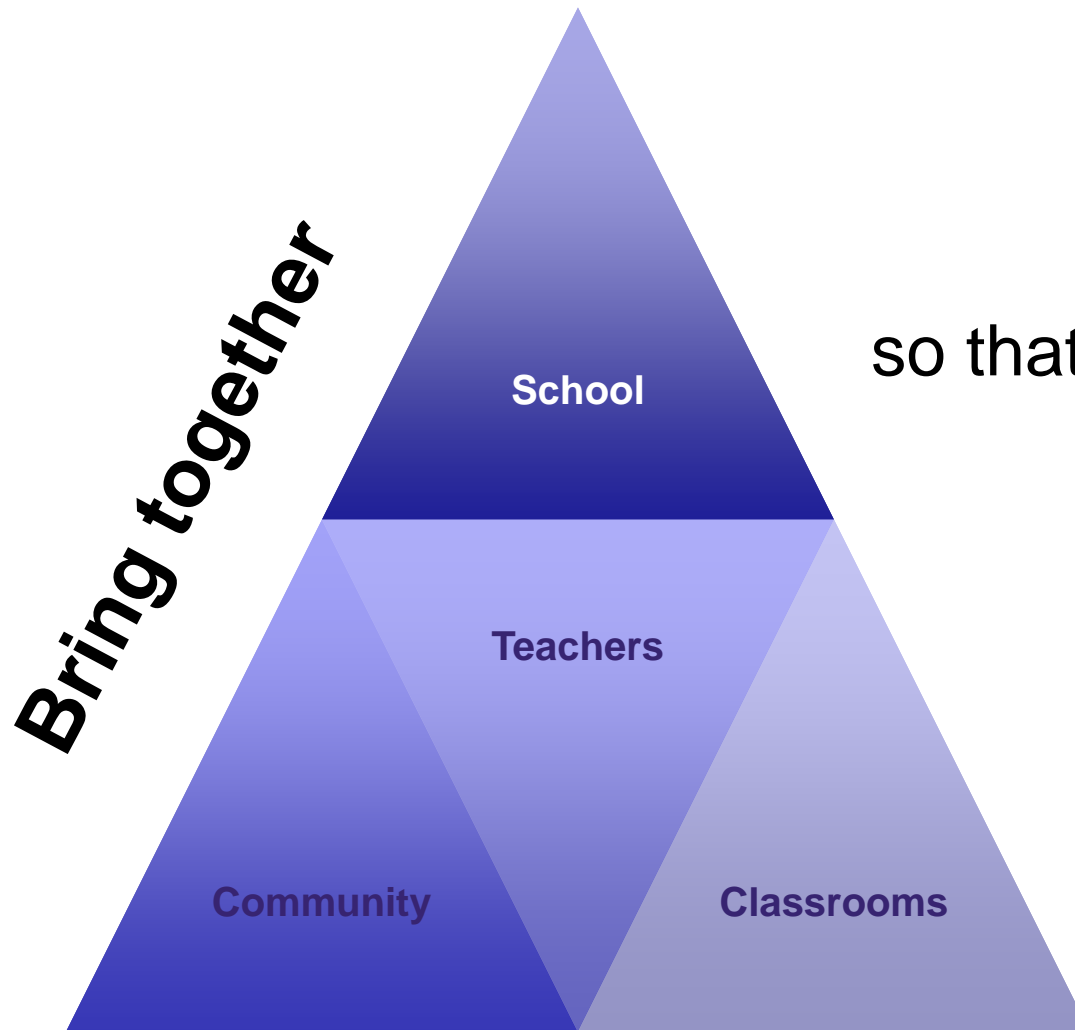
- An environment in which **ALL** students are given an equal opportunity to...
 - learn,
 - meet academic standards, and
 - develop an understanding of what it means to live in a global society.

Essential Characteristics*



*National Center for Education Statistics. (2000) Statistical analysis report: Monitoring school quality: An indicators report. December.

Basic Challenge



so that **ALL** students meet standards, develop life skills, and can live in a global world.

U.S. Education Policies

- Thirty years of reform efforts .
- Education Policy is shaped by
 - Individual states
 - Federal Government – US Dept of Edu.
 - National Organizations
- Two major Federal initiatives
 - No Child Left Behind (2002)
 - Race to the Top (2009)*

Increased influence at the federal level.

- Essential Features of Policy Initiatives
 - Academic **standards** for students
 - Focus on **student achievement** in meeting standards and passing examinations
 - **Data** driven accountability
 - Resources (dollars) to **stimulate** change
 - Teacher Quality Partnership Grants (2009)
 - Support for **alternative models** for schools and teacher preparation.

- National and State Assessments
 - States and districts have developed grade-level assessments
 - Assessments and scores have created tensions
 - Reliability and validity of the tests
 - Costs to administer
 - What happens when standards are not met?
 - Do assessment discriminate?
 - How can assessments be compared?

Implications for All Teacher Preparation Programs

- Policy makers and critics are asking teacher educators to **demonstrate** that teacher candidates contribute to students meeting new standards.
- Schools want to know that having student teachers in the school **contributes** to student learning.

Implications for All Teacher Preparation Programs

- **Close the gap** between how teachers are prepared and actual teaching practices,
- Focus on **student learning** related to academic standards,
- Be more **data driven** in our assessments and use data for renewal, and
- Meet the challenges of **high need** schools.

Rethinking the Model

A Continuum of Development

Academic Preparation and Life Experiences

Initial Teacher Preparation

Initial Years of Teaching

Asking Different Questions

- How might university preparation and school practice be better integrated?
- Is what is taught in courses relevant to classroom practice?
- What evidence is available to answer that question?
- How can beginning teachers be supported?

Integrated Preparation to Classroom Practice

- Establish partnerships with select schools in which ...
 - teams of teachers, professors, and student teachers work together on-site,
 - collaboration between methods professor and classroom teachers in which instructional strategies are linked to actual classroom practice, and
 - data are gathered related to intern and student achievement and are used to assess the program.

Integrated Preparation to Classroom Practice

- Faculty need to ...
 - be engaged in research related to teaching and learning,
 - use data from actual classrooms to assess the effectiveness of preparation courses,
 - collaborate with teachers in addressing problems of practice, and
 - reflect on practice with colleagues.

Continued Support During the Induction Years

- Beginning teacher support must be focused on ...
 - classroom problems,
 - student work,
 - intellectual in nature, and
 - available via a variety of technologies.

Challenges to Meeting Teacher Preparation Goals

- Issues
 - Sustaining partnerships in a changing environment.
 - Difficulty of isolating data to show impact.
 - Adherence to an “old” model of schooling.
 - Funding.
 - University priorities and roles.
 - The number of teachers needed.

- Positive signs
 - The questions are focused on critical issues of teaching and learning.
 - Better ways to gather data are being used.
 - Commitment remains at the policy level.

As we look to the future

- Alternative models for both schools and teacher preparation programs will continue to be explored and developed.
- Public policy will continue to demand data to demonstrate effectiveness.
- Economic conditions will put pressures on systems.
- Emerging technologies will continue to shape programs.

Final Comments

- While controversy will continue about how to prepare teachers for today's schools, teachers who are carefully prepared to teach make significant contributions to student learning.

Thank you!

Articles & Web Sites

- Boyd, D., Grossman, P, Lankford, H., Loeb, S., Michelli, N. and Wyckoff, J. (2006) Complex By Design: Investigating Pathways Into Teaching in New York City Schools. *Journal of Teacher Education*, Vol. 57, No. 2, March/April.
- Glenn, A, Imig, D. and Anderson, D. (2008) "Where Do We Go From Here?" in *Issues in Teacher Education*. Editors: Cindy Lassonde, Robert Michael, and Jerry Rivera-Wilson. Springfield, IL: Charles C. Thomas Publishers, 223 – 239.
- Grossman, P & McDonald, M. (2008). Back to the future: Directions for research in teaching and teacher education. *American Educational Research Journal*. 45 (1), 184-205.
- Grossman, P., Hammerness. K., & McDonald, M. (Forthcoming, 2009) Redefining teaching, Re-imagining teacher education. *Teachers and Teaching: Theory and Practice*
- National Center for Education Statistics. (2000) Statistical analysis report: Monitoring school quality: An indicators report. December.
- Research that matters. (2009) An Education in Education: Putting teacher preparation programs to the real-world test. College of Education, University of Washington. (7). Available at: http://education.washington.edu/research/rtm_08/
- Teacher Policy Research (*Research examining the behavior of teachers and administrators with the goal of developing policies to attract and retain high-quality teachers and leaders, especially in low-performing schools*) See: <http://www.teacherpolicyresearch.org/ResearchPapers/tabid/103/Default.aspx>
- U.S. Government Teacher Quality Partnership Grants. See: <http://www.ed.gov/programs/heatqp/index.html>