

TRIVIALIZING TEACHER EDUCATION

THE ACCREDITATION SQUEEZE



FOREWORD BY MICHAEL W. APPLE
PREFACE BY RICHARD L. ALLINGTON
DALE D. JOHNSON, BONNIE JOHNSON,
STEPHEN J. FARENGA, AND DANIEL NESS

Trivializing Teacher Education The Accreditation Squeeze

Arnetha F. Ball, Cynthia A. Tyson



Trivializing Teacher Education The Accreditation Squeeze:

Trivializing Teacher Education Dale D. Johnson, 2005-07-21 *Trivializing Teacher Education The Accreditation Squeeze* presents a critical analysis of the National Council for Accreditation of Teacher Education NCATE This accreditation organization has been in existence for 50 years and claims to accredit approximately 700 teacher education programs that prepare two thirds of the nation s teachers There is no convincing research however that NCATE s stamp of approval makes a difference in teacher preparation programs or in beginning teachers competencies There is evidence that NCATE is masterful at self promotion marketing and aligning itself with policy makers and politicians This book illustrates the questionable NCATE processes and requirements and exposes the exorbitant costs accrued by universities seeking NCATE accreditation It points out that the NCATE standards do not address the major issues that impact teaching and learning The book highlights NCATE s support of teacher testing in the face of evidence that such tests lack predictive validity It shows how NCATE is reaching out to accredit for profit organizations and how it sends its evaluators to review international programs in the Middle East The book calls on NCATE to make the professional backgrounds of its examiners reviewers board members and staff transparent It addresses the attention teacher educators must devote to mindless trivial NCATE demands that usurp time that should be spent on their students and their research This book urges teacher educators college faculties and administrators state education officials and legislators parents of school age children and concerned citizens to open their eyes to this powerful organization NCATE and to examine what it has done to teacher education in the last half century

Restoring Soul, Passion, and Purpose in Teacher Education Peter Grimmer, 2021-12-30 This text both challenges and traces the development of a culture of regulation standardization performativity and governmentality evident in Anglophone teaching practice and education Framed by a brief history of teacher education research and policy in North America over the last six decades the text argues that the instrumentalization of curriculum and pedagogy has robbed teachers of their pedagogical soul passion and purpose Using a conceptual model Grimmer forges a pathway for teachers to adopt a soulful way forward in professional practice individually and collectively enhancing autonomy over programs and protecting the public trust placed in them as educators This text will benefit researchers academics and educators with an interest in teachers and teacher education educational policy and politics and curriculum thinking and enactment more broadly Those specifically interested in pedagogy educational change and reform and the philosophy of education will also benefit from this book

Social Justice Language Teacher Education Margaret R. Hawkins, 2011 *Social justice language teacher education* conceptualizes language teacher education as responding to social and societal inequities that result in unequal access to educational and life opportunities In this volume authors articulate a global view of Social Justice Language Teacher Education with authors from 7 countries offering a theorized account of their situated practices

School Physical Education and Teacher Education Ann MacPhail, Hal Lawson, 2020-01-23 Setting a common

international agenda for physical education this book asks how physical education and physical education teacher education can be reconfigured together so that they are responsive to changes in today's fast paced diverse and uncertain global society It argues that only a revolutionary move away from national policy silos can reinvigorate physical education and lead to improved equitable outcomes for children and youth and both novice and veteran teachers Drawing on developing success stories in diverse places this book emphasizes three important strategies international comparative analyses which facilitate cross border knowledge generation innovation professional learning and continuous improvement solid dynamic partnerships between teacher education programmes and exemplary school physical education programmes and knowledge generating teams consisting of exemplary teachers and teacher educators Each chapter provides viable alternatives and rationales framed by unique national and local contexts Significantly these chapters announce that the work that lies ahead and starts now is a collective action project It necessitates collaborative research and development among policy leaders researchers teacher education specialists physical education teachers and in some cases school age students This is essential reading for all researchers with an interest in physical education or teacher education and an invaluable source of new perspectives for physical education students pre service and in service teachers and educational administrators and policymakers

Supervising Student Teachers Alexander Cuenca, 2013-02-11 The student teaching experience is often considered one of the most influential aspects of teacher preparation Key in the success of student teaching is the university supervisor During the student teaching experience the university supervisor is mainly responsible for helping pre service teachers relate university coursework with the situated experiences in schools However much like the various other spaces and places in teacher education facilitating teacher learning is an incredibly complex endeavor This edited volume addresses the complexities of supervising student teachers from three distinct vantage points First salient issues regarding the supervision of student teachers such as the preparation of novice supervisors negotiating power in the student teaching triad and the low status of clinical teacher education are examined Second different pedagogical frameworks for the work of supervision are provided such as care theory teacher education for democracy and social justice Finally future directions for field based teacher education are discussed such as a call to reconsider where supervision takes place the necessity to develop a pedagogy of supervision 21st century trends facing clinical teacher education and the value added by university supervisors to teacher development Each of these chapters engage the supervision of student teachers through a mix of research theory and personal stories from the field As such this edited volume is designed for new supervisors veteran supervisors and supervision scholars *Social Justice Education, Globalization, and Teacher Education* Lydiah Nganga, John

Kambutu, 2015-11-01 The primary purpose of this book is to serve as a resource in teacher preparation programs It is also intended to serve as an instructional resource in P 12 education The book will be especially useful in methods of teaching and foundational courses both at the elementary and secondary education levels The book contains pertinent instructional topics

units and lessons in global education and social justice themes The secondary purpose of this book is to serve as a resource for graduate students and researchers whose interest is global and social justice education This unique book provides for an interdisciplinary approach to teacher education Additionally this book is intended to create a deeper sense of relevancy to issues of curriculum in teacher education Together global educators and social justice educators can forge pedagogical content knowledge that bridges the gap between affirming one's own identity and maintaining unity with the whole thus exemplifying a robust notion of social justice Consequently content in this book will help pre service teachers to gain confidence and deeper knowledge around issues of global interest responsibilities and uncertainties associated with their role as teachers who will teach children within the intersection of local and international neighborhoods **Teacher**

Education for Ethical Professional Practice in the 21st Century Dreon, Oliver, Polly, Drew, 2016-10-06 The rise of online tools is altering the dynamic of modern classrooms as methods of educating students are technologically expanding Due to this advancement institutions and educators of all levels are reconsidering their curriculum in order to integrate new technical demands Teacher Education for Ethical Professional Practice in the 21st Century is an authoritative reference work for the latest scholarly research on the emerging use of technology in the educational system Featuring coverage on proper methods arising challenges and educator preparation this publication is an essential reference source for academicians professionals and researchers seeking current research on the impact of the digital age on education Studying Diversity

in Teacher Education Arnetha F. Ball, Cynthia A. Tyson, 2011-01-16 Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today First the volume examines historically persistent yet unresolved issues in teacher education and presents research that is currently being done to address these issues Second it centers on research on diverse populations bringing together both research on diversity and research on diversity in teacher education The contributors present frameworks perspectives and paradigms that have implications for reframing research on complex issues that are often ignored or treated too simplistically in teacher education literature Concluding the volume with an agenda for future research and a guide for preparing teachers for diversity education in a global context the contributors provide a solid foundation for all educators Studying Diversity in Teacher Education is a vital resource for all those interested in diversity and education research **Tensions in Teacher**

Preparation Lynnette B. Erickson, Nancy Wentworth, 2010-08-26 Addresses the challenges of meeting national accreditation requirements including designing assessment instruments and making data driven decisions This book explores and shares tensions created as teacher education programs experience changes because of accountability requirements related to the accreditation process **Knowledge under Construction** Daniel Ness, Stephen J. Farenga, 2007-03-26 Knowledge under

Construction investigates how young children develop spatial geometric and scientific thinking skills particularly those associated with architecture Based on original research and analysis of videotapes of children's play with blocks the authors

findings suggest that such play is anything but pointless Their conclusions fill in gaps in our current understanding of how children learn to think spatially and scientifically even while challenging portions of that understanding including some of Piaget s thesis about the primacy of topological space in children s learning A system of measurement developed to identify and categorize children s spontaneous behavior at play allows adults to observe patterns of behavior as children play and record the development of process skills and cognitive abilities enhancing our understanding of how children begin to learn about space and architectural relationships The book also examines the educational implications of our enhanced understanding One possible development is a new alternative way to measure cognitive abilities and development in children based on their work with blocks

High Stakes Dale D. Johnson,Bonnie Johnson,2006 High Stakes is a critical ethnography of an underfunded public elementary school in this era of accountability and high stakes testing The book was written during the year the authors served as third and fourth grade teachers and it juxtaposes the experiences of mostly minority children of poverty and their teachers with an examination of high stakes testing policies and the loss of a comprehensive education to political dictates

Tep Vol 29-N3 Teacher Education and Practice,2016-09-20 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

International Education Daniel Ness,Chia-Ling Lin,2015-03-17 This encyclopedia is the most current and exhaustive reference available on international education It provides thorough up to date coverage of key topics concepts and issues as well as in depth studies of approximately 180 national educational systems throughout the world Articles examine education broadly and at all levels from primary grades through higher education formal to informal education country studies to global organizations

Dispositional Development and Assessment in Teacher Preparation Programs von Hohenberg, Sara Clemm,2022-05-27 Little research exists on teacher dispositions yet accrediting bodies such as the Council for the Accreditation of Educator Preparation CAEP require dispositional assessment as an integral part of teacher preparation programs Furthermore research has shown that dispositions are a key indicator in teacher success both in terms of instructional effectiveness and long term retention Teacher preparation programs require research examples and support in understanding the desired dispositions of teachers as well as how to implement these qualities and characteristics into a robust curriculum Teacher preparation programs also need help in articulating how to assess dispositional traits of teachers and how to provide remediation in this area

Dispositional Development and Assessment in Teacher Preparation Programs addresses dispositional development for teachers including the definition instructional practical application and assessment of dispositional traits It includes research involving teacher development and preparation for the enhancement of instructional practices and teacher retention Covering topics such as culturally relevant pedagogy social emotional learning and teaching philosophy this premier reference source is an excellent resource for preservice teachers teacher preparation programs faculty and administration of K 12 and higher education academic libraries accrediting bodies researchers and academicians

Policy, Professionalization, Privatization, and Performance Assessment Theresa J. Gurl, Limarys Caraballo, Leslee Grey, John H. Gunn, David Gerwin, Héfer Bembenutty, 2016-02-19 This volume reviews the background of mandated teacher performance assessment with an emphasis on policy privatization and professionalization The authors discuss the potential impact of mandated teacher performance assessments on teacher education in the content areas of mathematics English and social studies The perspectives and empirical research examined in this conceptual analysis illustrate the various ways in which the Stanford Center for Assessment Learning and Equity SCALE Teacher Performance Assessment edTPA promises to restructure teacher education in the United States The authors consider both the affordances and the constraints that teacher performance assessments offer for teacher preparation programs and conclude by discussing the implications of the intersections among policy privatization professionalization and performance assessments of teachers as well as the relationship between performance assessments and teacher education The impact of the edTPA on the development of signature pedagogies in teacher education is also discussed

Alternatives to Privatizing Public Education and Curriculum Daniel Ness, Stephen J. Farenga, 2017-03-16 Through conversations in honor of Dale D Johnson this book takes a critical view of the monoculture in curriculum and policy that has developed in education with the increase of federal funding and privatization of services for public education and examines the shift from public interest and control to private and corporate shareholder hegemony Most states educational responsibilities assessment of constituents curriculum development and instructional protocols are increasingly being outsourced to private enterprises in an effort to reduce state budgets These enterprises have been given wide access to state resources such as public data from state sanctioned testing results field testing rights to public schools and financial assistance Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures Connecting common impact between the standards movement and the privatization of education this book lays bare the repercussions of high stakes accountability coupled with increasing privatization Winner of The Society of Professors of Education Book Award 2018

Educating Teachers and Tomorrow's Students through Service-Learning Pedagogy Virginia M. Jagla, Kathleen C. Tice, 2019-02-01 Service learning is a powerful method of teaching and learning that has been used effectively for more than two decades This volume contributes further to the Advances in Service Learning Research series that focuses upon service learning in teacher education

Research and theory indicate that knowledge of service learning pedagogy and how to implement it in teacher candidates future classrooms can enhance field experiences of teacher education and the civic mission of schools However research also reminds us that the practice of service learning is nuanced and complex No two service learning experiences are alike yet universal characteristics across service learning experiences define its essence and distinction It is through research that digs deep into these nuanced issues that we can learn more about the different characteristics of the experience that define service learning and guide implementation The preface provides an interview with Andy Furco an early advocate of service learning and noted leader who has fostered service learning in K 12 and higher education throughout the United States and across the globe Andy Furco s commentary offers an historical overview of the field as well as how the field can advance providing insights for those new to the field as well as those who have engaged in service learning The preface and thirteen chapters together provide empirical and conceptual support for including service learning Concurrently this scholarship provides guidance for implementing service learning in teacher preparation and in K 12 education Interrelated themes include self efficacy connections with communities diversity and program development in teacher education

Visions for Teacher Educators Cari L. Klecka, Sandra J. Odell, Robert W. Houston, Robin Haskell McBee, 2009-02-16 This book seeks to not only articulate a vision for the profession through Standards for Teacher Educators but also provide a historical perspective of and explore the issues surrounding these standards To accomplish this the book establishes the history of teacher education as a discipline defines who is a teacher educator and provides a historical foundation for these standards The reader is then presented with a set of mini chapters designed to conceptualize a vision for teacher educators through each of the nine standards Featuring voices of educators in diverse fields the third section expands thinking about the standards and how they may or may not apply to others The final section provides viewpoints on Standards for Teacher Educators and the potential impact of such standards on the profession

Essays on Teaching Education and the Inner Drama of Teaching Robert V. Bullough Jr, 2019-02-25 Challenges teacher educators face coupled with select aspects of teachers genuine experiences of teaching is an area that has been neglected and is often under appreciated *Essays on Teaching Education and the Inner Drama of Teaching* comprises 11 essays that address and illuminate the place where troubles and issues biography and history meet

Handbook of Research in the Social Foundations of Education Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greiner, Paula Groves Price, 2011-07-05 Parts one and two of this volume present the theoretical lenses used to study the social contexts of education These include long established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory feminist educational theory and cultural studies in education Parts three four and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization media popular culture technology youth culture and schooling This groundbreaking volume helps readers understand the history evolution and significance of this wide ranging often

misunderstood and increasingly important field of study This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning formal and informal It is also appropriate as a textbook for graduate level courses in Social Foundations of Education School and Society Educational Policy Studies Cultural Studies in Education and Curriculum and Instruction

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