Chapter 1 : Education Policy | Education Policy & Social Analysis | Teachers College Columbia University

The degree programs in Education Policy examine both formal and informal institutions of schooling and the political, legal, bureaucratic, organizational, economic, and social factors that affect both schools and the broader educational enterprise. Students address critical problems affecting.

The InTASC Standards set high expectations for teacher candidates in subject-area content, learning sciences, and contextual understanding; reflecting our mission and vision: Learner and Learning Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. The teacher uses understanding of how learners grow and develop in cognitive, linguistic, social, emotional, and physical areas to design and implement developmentally appropriate and challenging learning experiences. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. The teacher manages the learning environment to engage learners actively. The teacher understands the central concepts, tools of inquiry, and structures of the discipline s he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. The teacher understands the central concepts, tools of inquiry, and structures of the discipline s he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. Instructional Practice Standard 6: The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. The teacher uses assessment to engage learners in their own growth. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards cross-disciplinary skills. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways. Professional Responsibility Standard 9: Professional Learning and Ethical Practice. The teacher engages in continuous professional learning to more effectively meet the needs of each learner. The teacher practices the profession in an ethical manner. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. Teachers who

act are decision-makers who model professional practice, who have a sense of purpose and agency to engage and empower students within inclusive communities of learners. They value, encourage, and monitor the sustained, active involvement of every student in carefully planned, meaningful learning experiences. They collaborate willingly with colleagues and other professionals on educational issues, to plan and implement practices informed by professionally grounded evidence. They offer and receive support in continuing to develop as an expert teacher. Teachers who reflect are decision-makers who evaluate relevant choices for teaching, decide and act on the preferred choices. Teachers who know are decision-makers who have acquired a strong knowledge base in subject-area content, cognitive and developmental sciences, and pedagogy. They understand that these knowledge-bases interact to help students construct meaning and useful knowledge. They understand the importance of continually striving for currency across these areas. This multi-disciplinary knowledge base provides information for reflection and action in teaching situations as well as the skills and attitudes necessary to ensure continued growth. Professional Dispositions In addition to the InTASC Standards, MSU Teacher Education Unit faculty has designed six professional dispositions statements which embody how we expect our graduates to be disposed toward the students, curriculum, and reasons they teach. Candidates and graduates should be: The teacher candidate demonstrates respect: The teacher candidate demonstrates communication and collaboration: The teacher candidate demonstrates a commitment to complexity of content: The teacher candidate demonstrates a commitment to student learning: The teacher candidate demonstrates reflection: The teacher candidate demonstrates responsibility: This office is responsible for regularly scheduled group meetings held throughout each academic year Student Teaching orientations, and Student Teaching seminars. Office members are available for candidates on an individual basis to answer questions related to their progress through the Teacher Education program. In addition to advisement, the office is responsible for coordination of all Teacher Education field-based experiences in partnership with the schools, including practicum arrangements and student teaching placements. These meetings are held the week prior to the semester registration time and at the end and the beginning of each semester. The packet will contain the following: One of the requirements listed on the application form is that the Teacher Education Unit must be able to verify satisfactory grade point averages through previous semesters: Minimum Cumulative GPA of at least 2. Must be enrolled in, or have completed ED L. A minimum composite score of based on the Current Qualifying Scaled Scores for Reading , Writing , and Mathematics , provided the candidate has met the passing score currently in place for two of the three tests. Must pass a background clearance check or verify that a background clearance is required for a job or volunteer position. The advisor s and department chair s , upon verifying all of the required information in TK20, sign the verification form, and the student can upload the verification form into TK The Teacher Education Administrative Council will grant or deny admission to Teacher Education prior to registration for the following semester. After admission to Teacher Education, the candidate may register for restricted education courses provided all other prerequisites are met. Candidates applying for post baccalaureate licensure must work with the Teacher Education and Human Performance Department to complete a plan acceptable to the University and the North Dakota Education Standards and Practices Board. This requirement exists to assess required academic and pedagogical competencies prior to placement in a school. Application for Student Teaching Prospective student teachers should make application for student teaching nearly a full semester in advance of their expected placement. Only completed applications, submitted by the published deadline, will be processed and considered for approval for student teaching. Teacher Education candidates must maintain cumulative grade point averages of at least 2. At the end of each semester, grades will be reviewed and if the stated conditions are not met the candidate is placed on probation. This probation must be remedied by the end of the next semester or the candidate is automatically dropped from Teacher Education. A candidate on probation will not be allowed to student teach. Students are requested to check with their advisors concerning any additional departmental requirements. The candidate is expected to demonstrate the dispositions of a good teacher throughout the program by demonstrating commitment to: Candidates who display inappropriate dispositions are to be reported by faculty or field based supervisors. If discussion of the concern does not remedy the problem then an inappropriate dispositions report is filed. Both the candidate and

reporting person should sign the report. If the candidate is unavailable eg. The form will describe the inappropriate disposition or behavior and also indicate the level of urgency in remedying the situation. In the case of multiple reports of inappropriate dispositions or an egregious incident the candidate will be required to meet with the Teacher Education Administrative Council TEAC which will determine what action needs to be taken. The candidate must maintain continuous enrollment. Candidates who are not enrolled at the university for more than two consecutive semesters excluding summer semesters will be dropped from Teacher Education and must be re-admitted to Teacher Education before proceeding with any coursework requiring admission to Teacher Education. Effect of Probationary Status The candidate on probation must work to remedy the causes of probation and may not take any further coursework requiring admission to Teacher Education other than courses that need to be retaken. This should involve consultations with the faculty advisor. This review will include but not be limited to: The candidate will be informed of the decision at the end of the semester. A candidate dropped from Teacher Education will be dropped from any course requiring admission to Teacher Education. Candidates on probation may not apply for student teaching. Exit Requirements from Teacher Education Successful completion of all coursework outlined by the Teacher Education Unit and the major department. Successful completion of student teaching including required documentation. Make formal application for graduation. Individual departments may use their discretion in determining the most effective placement of the testing within their sequence of courses for the major. To be eligible for licensure in ND, all candidates in core areas as defined by ESEA Elementary and Secondary Education Act must demonstrate satisfactory basic content knowledge in their major as indicated by their Praxis II test s scores. Candidates who do not meet or exceed the minimum Praxis II or PLT test scores established by the North Dakota Education Standards and Practices Board may have their degree posted provided all other degree requirements are met. Candidates will be reminded that without passing the Praxis II and PLT exams they will not be provided with a letter of support indicating that they have met ND standards for licensure.

Chapter 2 : Education Policy

Teacher education (TE) or teacher training refers to the policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

The effects of charter school competition on school district resource allocation. On Michigan school finance. Seeking accountability through state-appointed emergency district management. Available at SSRN Commemorating Brown and the Civil Rights Act: Learning from the Past and Hoping for the Future. Michigan as a Case Study. Mendez, Brown, and Beyond. Academic Success for Students of Color The influence of school factors on racial opportunity cost for high-achieving students of color. Alternative forms of teacher hiring in developing countries and its implications: A review of literature. Exploring differences in the distribution of teacher qualifications across Mexico and South Korea: Evidence from the Teaching and Learning International Survey. Teacher labor force and teacher education in India: An analysis of a recent policy change and its potential implications. Teacher labor market in India: An analysis of current reforms and their implications. Teacher Reforms around the World: Implementations and Outcomes, Emerald Publishing, Ltd. American Educational Research Journal, Does Teacher Understanding Matter?. The High School Journal,97 4 , Who would stay, who would be dismissed? An empirical consideration of value-added teacher retention policies. School Vouchers and Student Attainment: Similar students, different choices: Who uses a school voucher in an otherwise similar population of students?. Education and Urban Society, Sociology of Education, Third-Party governance and performance measurement: A case study of publicly funded private school vouchers. What we know and what we need to learn. Economics of Education Review. A Simulation of Alternative Policies. Do charters retain teachers differently? Evidence from elementary schools in Florida. School Mobility in a Rural Locale: Evidence from School Principals in Appalachia. Same contract, different day? An analysis of teacher bargaining agreements in Louisville since Multicultural Perspectives,16 2 , Reconsidering the local after a transformative global experience: The hidden consequences of international teachers in US schools. The Courage to Leave: Understanding and improving learning in undergraduate science and engineering. Quality of life as a potential rehabilitation service outcome: Rehabilitation Counseling Bulletin, Knowledge of algebra for Teaching: A framework of knowledge. Journal for Research in Mathematics Education, 43 5 , Reclaiming experimentalism in educational research. Preliminary Findings from the First Cohort. Michigan Consortium for Educational Research. Using social network analysis to study how collegial interactions can augment teacher learning from external professional development. American Journal of Education, 1 , Elementary School Journal, 2 , Action, interaction, and integration. The embeddedness of adolescent friendship nominations: The formation of social capital in emergent network structures. Shaping professional development to promote the diffusion of instructional expertise among teachers. Educational Evaluation and Policy Analysis, How external institutions penetrate schools through formal and informal leaders. What would it take to change an inference? When the Personal Becomes Professional. The organization as a filter of institutional diffusion. Teachers College Record, 1 , A preliminary report on a unique private-public-public partnership. African-Centered education in the Detroit Public Schools, to Narrowing the achievement gap in second-grade social studies and content area literacy: The promise of a project-based approach. Theory and Research in Social Education, 40, The Promise of a Project-Based Approach. Intercultural education in Detroit, â€" Lesson Study and History Education. The Social Studies 3 , Where are the women?: A classroom inquiry into social studies textbooks. A History of Elementary Social Studies: Peter Lang Publishers, Intercultural education in Detroit, Access, equity, and community colleges: The truman commission and federal higher education policy from to Student financing of higher education: American Council on Education: The role of finances in postsecondary access and success. The State of College Access and Completion: The Engaged Citizen Index: Examining the racial and ethnic civic and political engagement gaps of young adults. The infrastructure of accountability: Informing or shaping public opinion? The influence of school accountability data format on public perceptions of school

quality. Understanding Satisfaction with Schools: The Role of Expectations. Journal of Public Administration Research and Theory, muu National Affiliation or Local Representation: Grading school report cards. Exploring the supply side: Factors related to charter school openings in NYC.

This collection of narratives, stories, and case studies brings to life examples of policy processes that affect teacher educators' work, goals, and accomplishments, including certification, testing, allocation of policy responsibilities, standards, and resources.

See Article History Teacher education, any of the formal programs that have been established for the preparation of teachers at the elementary- and secondary-school levels. While arrangements of one kind or another for the education of the young have existed at all times and in all societies, it is only recently that schools have emerged as distinctive institutions for this purpose on a mass scale, and teachers as a distinctive occupational category. Parents, elders, priests, and wise men have traditionally seen it as their duty to pass on their knowledge and skills to the next generation. Knowing, doing, teaching , and learning were for many centuriesâ€"and in some societies are still todayâ€"indistinguishable from one another. For the most part the induction of the young into the ways of acting, feeling, thinking, and believing that are characteristic of their society has been an informalâ€"if serious and importantâ€"process, accomplished chiefly by means of personal contact with full-fledged adults, by sharing in common activities, and by acquiring the myths , legends , and folk beliefs of the culture. Formal ceremonies, such as the puberty rite, marked the point at which it was assumed that a certain range of knowledge and skill had been mastered and that the individual could be admitted to full participation in tribal life. Residual elements of such ceremonies remain in some modern arrangements; it has been seriously contended that the study of the Latin language in the Renaissance and post-Renaissance school can be interpreted as a form of puberty rite. Even in the formally established schools of the Greek city-states and of the medieval world there was little separation between, on the one hand, the processes of organizing and setting down knowledge and, on the other, those of teaching this knowledge to others. Today, as in the medieval world, methods of teaching and the organization of knowledge continue to be reciprocally influential. Nor are the problems that today surround the qualifications and certification of teachers wholly new. In medieval and post-Reformation Europe, for example, there was considerable concern with the qualifications and background of teachers, mainly but not entirely with reference to their religious beliefs. In Queen Elizabeth I of England issued an injunction that prohibited anyone from teaching without a license from his bishop. What is new for most societiesâ€"European, American, African, and Asianâ€"is the attempt to provide a substantial period of formal education for everyone and not just for the small proportion of the population who will become political, social, and religious leaders or for those few who possess surplus time and money for the purpose. Universal literacy, already achieved in most European and American and many Asian societies, has become the goal of all. In an increasing proportion of countries every child now proceeds automatically to secondary education; many remain at school until 16 or 18 years of age, and large numbers go on to some form of postsecondary education and training. The scale and variety of educational provision that all this requires makes the supply, education, training, and certification of an adequate number of teachers a worldwide issue of education policy and practice. In developed and developing countries alike, no factor is of greater importance in relation to the quantity and quality of education; it is significant that a substantial proportion of the budget of the United Nations Educational, Scientific and Cultural Organization UNESCO is devoted to the improvement of teacher preparation. This includes preschool, kindergarten , elementary, and secondary institutions for children from the age of two or three to The evolution of teacher education Teacher education , as it exists today, can be divided into two stages, preservice and in-service. In-service training is the education and training that the teacher receives after the beginning of his career. Early development The earliest formal arrangements for teacher preparation, introduced in some of the German states during the early part of the 18th century, included both preservice and in-service training. By the end of the century there were 30 such institutions in operation in Germany. Systematic training was linked to an equally systematic process of certification, control of teaching conditions, and in-service study. All public teachers were required to attend a series of meetings to extend their practical knowledge. Parochial conferences took place monthly in the winter, district conferences

bimonthly in the summer, a circle conference twice a year, and a departmental conference annually. Nineteenth-century developments in education in the United States, Britain, France , Belgium, and Japan owed much to the pattern that had been established in Germany. In France at the time of the French Revolution efforts were made to set up a system of normal schools. During the first 30 years of the 19th century, teacher preparation in the United States , Britain , and elsewhere was dominated by the monitorial methods introduced by Andrew Bell and Joseph Lancaster. Such methods were cheap, simple, and, it was widely believed, effective. They required a necessary emphasis upon facts, drill, repetition, mechanical learning, and ease of teaching. By there were 20 Lancastrian schools in the state of New York, where the system had official status until the middle of the century. With hindsight one can easily condemn the monitorial system. At the time, however, the supply of educated persons available and willing to teach in the elementary schools was severely limited, and the public funds to employ them were in short supply. The monitorial system, although faulted, enabled a large number of children to achieve the minimum level of literacy on which future development could build. Just as the organization of knowledge that prevailed during medieval times implied its own pedagogical methodology , so the Lancastrian system embodied a distinctive approach to the process of teaching; one of the attractions of such systems is that they provide a built-in solution to the problem of reconciling what the teacher needs to know and the pedagogical methods he should learn. In England, churches and voluntary foundations were in process of establishing the first of the teacher-training colleges. Australia began the organized preparation of teachers in the early s. At this early stage certain issues were already emerging that were to remain alive for the next hundred years and that are to some extent still relevant today. The needs of pupils and schools were beginning to advance beyond basic literacy. Human knowledge was becoming more diverse and scientific and was being organized into new disciplinary systems. Secondary education was expanding. The early inclusive pedagogic systems were falling into disfavour. Some educators asserted that the curriculum of the normal school should be academic, on the ground that the future teacher needed nothing more than experience of conventional subjects soundly taught. Others argued that training should have a purely professional function, including only such subject knowledge as the teacher would need in his classroom work. Some advocates claimed that the liberal and professional elements could readily be harmonized or integrated. The work of Derwent Coleridge, principal of St. Sir James Kay-Shuttleworth , founder of another London college , emphasized basic subject matter; he held that not merely the subjects of instruction, but also the methods of teaching the candidates, should be so ordered as to be in itself a preparation for their future vocation as teachers. On this account the oral instruction of classes in a Normal school is greatly to be preferred to any other mode. But the views of Derwent Coleridge, Kay-Shuttleworth, and Horace Mann, in common with those of many other educators of the time, reflected social as well as pedagogical considerations. Mann, it has been suggested, failed to recognize that the Prussian system that so impressed him was one that took lower class pupils and trained them as teachers of the lower classes—a system already under fire from German educators at the time that it was being used as a model for developments abroad. Between and , legislation was enacted in a number of countries to systematize and broaden the work of the normal schools. In Japan an ordinance of established higher normal schools providing a four-year course for boys and girls who had completed eight years of elementary education. A further statute in provided for institutes to train teachers for the new higher grade schools that were beginning to appear in the larger towns. In Scotland, the universities of Edinburgh and St. Andrews established chairs in education in In the United States a large number of universities had by set up education departments, and in some of them the preparation of teachers for work in the schools was beginning to be combined with systematic study and research in education processes. Developments in American universities owed a great deal to the efforts of men such as Henry Barnard , who, as schools commissioner in Rhode Island from to , stimulated a local interest in education that led to the creation of a department of education at Brown University. Barnard wrote an influential series of books on pedagogy and teacher education and later, as president of Columbia University , inspired Nicholas Murray Butler and others to found Teachers College in This soon became the foremost university school of education in the United States. It incorporated two schools as teaching laboratories, enrolling children from kindergarten to college age. The purpose of Teachers College is to afford

opportunity, both theoretical and practical, for the training of teachers of both sexes for kindergartens and elementary and secondary schools, of principals, supervisors and superintendents of schools, and of specialists in various branches of school work, including normal schools and colleges. In the middle years of the 19th century the ideas of the Swiss educator J. Pestalozzi and of the German Friedrich Froebel inspired the use of object teaching, defined in by Alexander Bain in his widely studied Education as a Science as the attempt to range over all the utilities of life, and all the processes of nature. It begins upon things familiar to the pupils, and enlarges the conceptions of these, by filling in unnoticed qualities. It proceeds to things that have to be learnt even in their primary aspect by description or diagram; and ends with the more abstruse operations of natural forces. The work of these pioneers also led to a clearer recognition of the developmental needs and character of childhood. Later contributors to the corpus of ideas that underlie the processes of teacher education continued to provide philosophical, sociological, and psychological justification for particular views of the nature of education and of teaching, and also had a greater or lesser influence on the methods to be employed in classroom and school. The work of the German philosopher Johann Friedrich Herbart â€" was of particular importance in this latter respect. In the latter part of the 19th century, the study of education along Herbartian lines became established in every European country, in America, and in Japan. Herbartianism offered a complete systemâ€"a philosophical theory, a set of educational aims, a rational psychology , and a pedagogy. Teaching, it held, should build on what the child already knows and should seek to inculcate, by the choice of appropriate materials, the highest moral character. The influence of Darwinian evolutionary ideas upon pedagogy was very marked. To the extent that the evolutionary viewpoint emphasized the processes by which individuals become adapted to their environment , as in the teachings of the English philosopher Herbert Spencer , their influence was profoundly conservative. But evolutionary ideas were also embodied within the child development theories of the American psychologist G. Stanley Hall , who argued that the stages of individual growth recapitulated those of social evolution and therefore that the distinctive character and status of childhood must be respected. The American philosopher William James also included evolutionary notions in his psychology. The laws of learning that he formulated have for long been a staple of teacher-training courses in many countries. The greatest influence on teacher-training curricula in the United States and many other countries was exercised not by the experimental psychologists but by the pragmatist philosopher John Dewey. The progressives, on the other hand, emphasize a more child-centred approach, designed to build upon the natural interests and curiosity of the child: Such conservative and progressive ideas have their roots in differing conceptions of the nature of man and society, of knowledge, and of the learning process. The differences are not new. The fortunes of the two perspectives tend to wax and wane in accordance with the times. In the same way, anxieties about the meaninglessness of the education experienced by the poor, coupled with evidences of widespread alienation among the young, encouraged a revival of interest in progressive ideas in the early s. Many educators, of course, do not fall into either the conservative or the progressive category but draw their ideas from various sources. There has been a tendency in many countries, however, for the curricula of teacher-preparing institutions to be identified with progressive educational ideas. Many other ideas also influenced the curriculum and organization of teacher preparation during the last decade of the 19th and the first half of the 20th centuries. Such new ideas and systems of thought had their impact at three main levels. First, they influenced the nature of the social commitment that teacher-preparing institutions strove to instill in their students: Second, the philosophers, psychologists, and sociologists helped to redefine the teacher-pupil relationship. These changes, reflected both in the way in which teachers were trained and in the architecture and equipment of schools, transformed education for younger children in many countries during the first half of the 20th century. Organization of teacher education in the 20th century The educational doctrines that inspired, conceptualized, and legitimated this transformation themselves reflected other social, political, economic, demographic , and technological changes. Urbanization, the reduction of infant mortality, improvements in child health, the fact that families, individuals, and whole societies could afford longer and better schooling, growth in the size of populations, greater capacity for control by central and local government, the availability of new kinds of educational apparatus and teaching aidsâ€"all these did much to shape the progress of teacher education during the decades after Among the

countries of the world the arrangements for the preparation of teachers vary widely. In North America , and to an increasing extent in other developed countries, most teachers are university graduates who begin their teacher preparation after completing four to six years of secondary education. Between these extremes many other arrangements exist. At one level, which for present purposes might be called Normal School A, entry is prior to the usual age of completion of secondary education. Training is limited to the achievement of competence in teaching a range of the subjects taught at the primary level and does not last more than five years. This level provides combined courses of education and professional training, the former not necessarily limited to subjects taught at the primary level and extending beyond the usual age of completion of secondary education. A third level, the college level, requires a full secondary education, usually ending at 18 but not necessarily with the same qualifications as are demanded of university entrants.

The Masters and Doctoral programs in Teacher Education and Leadership in the Department of Educational Studies provide an in-depth study of teaching and teacher education with a focus on relationships between policy and practice.

Legal and Institutional Framework Within the federal structure of the country, while broad policy and legal framework on teacher education is provided by the Central Government, implementation of various programmes and schemes are undertaken largely by state governments. Within the broad objective of improving the learning achievements of school children, the twin strategy is to a prepare teachers for the school system pre-service training ; and b improve capacity of existing school teachers in-service training. For pre-service training, the National Council of Teacher Education NCTE , a statutory body of the Central Government, is responsible for planned and coordinated development of teacher education in the country. The NCTE lays down norms and standards for various teacher education courses, minimum qualifications for teacher educators, course and content and duration and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions government, government-aided and self-financing interested in undertaking such courses and has in-built mechanism to regulate and monitor their standards and quality. For in-service training, the country has a large network of government-owned teacher training institutions TTIs , which provide in-service training to the school teachers. The spread of these TTIs is both vertical and horizontal. At the state level, the State Councils of Educational Research and Training SCERTs , prepares modules for teacher training and conducts specialised courses for teacher educators and school teachers. Apart from these, in-service training is also imparted with active role of the civil society, unaided schools and other establishments. Financing of programmes and activities For pre-service training, the government and government-aided teacher education institutions are financially supported by the respective State Governments. Under the SSA, 20 days in-service training is provided to school teachers, 60 days refresher course for untrained teachers and 30 days orientation for freshly trained recruits. State Governments also financially support in-service programmes. Several NGOs, including multi-lateral organizations, support various interventions, including in-service training activities. The Act inter alia provides that: The Central Government shall develop and enforce standards for training of teachers; Persons possessing minimum qualifications, as prescribed by an academic authority authorise by the Central Government, shall be eligible to be employed as teachers; Existing teachers not possessing such prescribed qualifications would be required to acquire that qualification within a period of 5 years. This Framework has been prepared in the background of the NCF, and the principles laid down in the Right of Children to Free and Compulsory Education Act, which necessitated an altered framework on Teacher Education which would be consistent with the changed philosophy of school curriculum recommended in the NCF, While articulating the vision of teacher education, the Framework has some important dimensions of the new approach to teacher education, as under: Reflective practice to be the central aim of teacher education; Student-teachers should be provided opportunities for self-learning, reflection, assimilation and articulation of new ideas; Developing capacities for self-directed learning and ability to think, be critical and to work in groups. Providing opportunities to student-teachers to observe and engage with children, communicate with and relate to children. The Framework has highlighted the focus, specific objectives, broad areas of study in terms of theoretical and practical learnings, and curricular transaction and assessment strategies for the various initial teacher education programmes. The draft also outlines the basic issues that should guide formulation of all programmes of these courses. The Framework has made several recommendations on the approach and methodology of in-service teacher training programmes and has also outlined a strategy for implementation of the Framework. Reforms in Regulatory Framework The National Council for Teacher Education NCTE was constituted under the National Council for Teacher Education Act, for achieving planning and coordinated development of teacher education in the country, for regulation and proper maintenance of norms and standards in the teacher education system. In the recent past the NCTE has undertaken various steps for systemic improvements in its functioning and in improving the teacher education system, as under: Based on

the study of demand and supply of teachers and teacher educators of the various states, the NCTE has decided not to receive further applications for several teacher education courses in respect of 13 States. This has led to substantial rationalisation in the demand-supply situation across States; The Regulations for grant of recognition and norms and standards for various teacher education courses were revised and notified on 31st August, The applications for grant of recognition are now processed strictly in chronological order. The new Regulations make the system more transparent, expedient and time bound, with reduction in discretionary powers of the Regional Committees; e-Governance system has been introduced by way of providing online facility for furnishing of applications and online payment of fees. MIS has been developed to streamline the process of recognition; The National Curriculum Framework for Teacher Education has been developed keeping in view NCF, ; Academic support is being provided through preparation of Manual for the teacher education institutions and publication and dissemination of Thematic Papers on Teacher Education. Various quality control mechanisms have been developed, including re-composition of the Visiting Teams, periodical monitoring of the teacher education institutions and de-recognition of institutions not conforming to the Norms and Standards prescribed by the NCTE. For more details, click here:

Chapter 5 : Teacher Education (TCED) â€" NC State Board of Education

Teacher education programs in Australia and internationally are challenged by contemporary policy frameworks to demonstrate evidence of the impact they have on the capacity of graduating teachers to act with confidence and competence in school and early childhood education classrooms.

However, the degree of political control over Teacher Education varies. Where TE is entirely in the hands of universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies, such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, TE may be the subject of detailed prescription e. Policy cooperation in the European Union EU has led to a broad description of the kinds of attributes that teachers in EU Member States should possess: There is a longstanding and ongoing debate about the most appropriate term to describe these activities. It may be organized according to two basic models. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner. In the United Kingdom there is a long tradition of partnerships between universities and schools in providing state supported teacher education. However, many alternative pathways are affiliated with schools of education, where candidates still enroll in university-based coursework. A supplemental component of university-based coursework is community-based teacher education, where teacher candidates immerse themselves in communities that will allow them to apply teaching theory to practice. Generally, Teacher Education curricula can be broken down into four major areas: There is increasing debate about this aspect; because it is no longer possible to know in advance what kinds of knowledge and skill pupils will need when they enter adult life, it becomes harder to know what kinds of knowledge and skill teachers should have. Practice can take the form of field observations, student teaching, or U. Rural[edit] Those training to teach in rural and remote areas face different challenges from those who teach in urban centres. It has been proposed that rural and remote communities may have more success recruiting teachers who already live in these communities, rather than trying to recruit urbanites to move to rural communities once they have completed their teacher training. The organization makes the programs more rational or logical in structure. The conventional organization has sometimes also been criticized, however, as artificial and unrepresentative of how teachers actually experience their work. Problems of practice frequently perhaps usually concern foundational issues, curriculum, and practical knowledge simultaneously, and separating them during teacher education may therefore not be helpful. However, the question of necessary training components is highly debated as continuing increases in attrition rates by new teachers and struggling learners is evident. Induction of beginning teachers[edit] Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to different kinds of learner; it, therefore, requires teachers to undertake a complex set of tasks every minute. Many teachers experience their first years in the profession as stressful. The proportion of teachers who either do not enter the profession after completing initial training, or who leave the profession after their first teaching post, is high. A number of countries and states have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. Elements of such a programme can include: Some research [18] suggests that such programmes can: Continuous professional development[edit] Because the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. In addition, as the student body continues to change due to demographic issues there is a continuous pressure on academics to have mastery of their subjects but also to understand their students. The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, CPD activities should:

Chapter 6 : Teacher education - Wikipedia

Education Policy Center Selected List of Externally Published Work. Listed by EPC faculty associate, below is a list of works published since

One is that they may not have a policy at all, and the other is that they might have a policy but that the policy may not have addressed gender issues or mainstreamed gender. In the first instance, TEIs need to develop a gender-responsive policy for their institutions, and in the second they need to review their policy from gender perspectives. In this part of the module we will look at mainstreaming gender in the different phases of the policy cycle: During this stage, a problem is identified and examined, and possible solutions are explored through research and discussion. It requires that the delineation of the policy problem is as clear as possible in order to help identify problems of teacher education , as well as gender issues that are relevant at the national level and that can be addressed by formulating policy in their applicable institutions. Whatever the problem identified, the TEI must be seen from the perspective of gender equality. In order to do this, the first step is to investigate gender disparities in different areas and levels among students, teaching staff and administration. In this regard, some of the following areas are analyzed: Number of male and female teaching staff Number of male and female teaching staff by qualification Number of male and female staff holding key administrative positions Number of male and female trainees Number of male and female trainees by academic performance [2] Agenda setting[edit] Once a problem is identified, a decision has to be reached as to whether it requires a policy intervention. If so, efforts will be made to bring the matter and its possible solutions to the attention of relevant staff and decision-makers to make it a policy-requiring issue. Already existing policies, strategies, programmes or offices may address some of the problems. The institute may need to review the policies, programmes or office structures, and also introduce a gender equality perspective to strengthen them further and address the problems more effectively. If there are gender-responsive policies available, TEIs may need to come up with a more concrete implementation plan, while other problems may require a policy initiative. In such a situation, the problem could be presented as a policy agenda to the relevant authority for consideration. In the context of TEIs, the goals could range from increasing enrolment, addressing quality, acquiring resources, and mitigating high staff turnover to narrowing gender disparities. Policy goals need to state gender concerns specifically and visibly. Different performance indicators and sex-disaggregated data need to be considered to capture the gender dimensions. The stated goals need to take into consideration the different gender related barriers women and men face to benefit equally and equitably. This process may involve debate over alternative policy choices, which takes into account both the benefits and costs of each policy option. The policy alternatives are derived from a research process that investigates the problem in an in-depth manner using either primary or secondary sources of data or both. In collecting information all data, all relevant individuals and organizations have to be consulted, and all numerical data have to be disaggregated by sex. This stage may also entail analysis of existing policies. Based on the information gathered, the preferred policy options are presented, which will enable the policy objective to be effectively and efficiently reached. This is an important step as it gives the policy legitimacy. Once it is approved, a policy also serves as an advocacy instrument, as well as a document that could be used to raise funds. A number of critical decisions are made at this stage: Policy implementation requires a commitment. As observed from experience, many countries and organizations have very good policy instruments, but most of the time they remain on paper. After going through the process of policy development, which is very resource intensive, its implementation requires serious consideration. The first inquiry should determine the changes needed to implement the policy. Policy research and analysis are used as strategies to evaluate whether the policy goals were reached, and if there were any unanticipated positive or negative outcomes. The evaluation process also attempts to see the various types of impacts: The information gathered from the evaluation will be used as inputs in the next policy cycle or process. Policy monitoring and evaluation is usually a challenging step as it requires consistent follow up, information collection, and efforts to compare policy goals with the outcome of activities carried out to implement the policy. The policy goals serve as a framework for any instrument that is designed to

collect and compile information for the evaluation. The instruments that are designed should ensure that gender is included as a category of analysis and that issues concerning both men and women are included in the questions. In the context of TEIs the data to be gathered on enrolment, performance and achievement, in-service training, promotion, leadership and administration are to be disaggregated by sex.

Chapter 7 : Teacher Education Policy and Leadership | College of Education and Human Ecology

The TEPE Conference will take place at the Pedagogical University of Cracow, Cracow, Poland from 16th to 18th May on the theme of Quality Teachers and Quality Teacher Education: Research, Policy and Practice.

Chapter 8 : School Education | Government of India, Ministry of Human Resource Development

Teacher education, any of the formal programs that have been established for the preparation of teachers at the elementary- and secondary-school levels. What is new for most societiesâ€"European, American, African, and Asianâ€"is the attempt to provide a substantial period of formal education for.

Chapter 9 : Teacher education | www.nxgvision.com

Teacher Education Mission. The Teacher Education Unit (TEU) at Minot State University focuses on preparing teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students and the contexts in which we learn.