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ABSTRACT

Testimony was presented on various issues of restoring excellence to education. The following papers are included in this document: (1) "The Neglected Obligation of the Teaching Profession" (Richard Swain); (2) "Instructional Supervision for Excellence in Education" (Ben M. Harris); (3) "Competency Testing: Excellence without Equity" (G. Pritchey Smith); (4) "The College of Education and Field-Based Experiences in a Teacher Education Program" (Lowell J. Bethel); (5) "Quality Issues in Teacher Education" (John H. Moore); and (6) "Teacher Education in a Learning Society" (Eugene W. Kelly, Jr.). Three additional papers, on the following topics, are also presented: (1) resources for teacher education (Ernest K. Dishner); (2) improving the image of the teaching profession (Frank E. Crawley); and (3) admission requirements for schools of education and entry into the profession (Charles N. Beard, Jr.). (CB)

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TESTIMONY PRESENTED AT AN OPEN HEARING OF THE NATIONAL COMMISSION ON
EXCELLENCE IN TEACHER EDUCATION (Austin, Texas, October 4-5, 1984)

ED250296

National Commission on Excellence in Teacher Education, Washington, DC.

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"The Neglected Obligation of the Teaching Profession"

- I. A Basic Idea: Selective recruitment of the preservice teacher is an obligation which is grossly neglected by most teachers and by the profession in general.
- A. For years we have thought that "Every teacher is a teacher of reading."
- .. If then each teacher is, to a degree, also responsible for selective recruitment for the profession, who is to blame when no one shoulders that responsibility?
 - .. In 1976 under the sponsorship of AACTE, we received a strong reminder of this obligation. The report of the Bicentennial Commission on Education for the Profession of Teaching (of AACTE) brought to the forefront our obligation of selection and recruitment as two "quality control" factors as reported in EDUCATING A PROFESSION. We are still indebted to that panel of Bob Howsam, Dean Corrigan, George Denmark, and Robert Nash for that classic report.
- B. It is our obligation as professionals to do all that we can to ensure that capable people become teachers in the future by "intent" and not by "default."
- .. I know of few doctors or lawyers who have attained that career goal by default; those careers are reached through years of commitment and dedication, not by stumbling into them as an after-thought.
 - .. Our goal as a profession must be that we become a career of "choice" and not of "convenience."

II. A Needed Action: We must reach out at every opportunity and attempt to ignite a "spark of curiosity" concerning our profession which might someday mushroom into a "flame of challenge" to become a teacher.

A. We need to send teams of our very best, "school-based master teachers, highly-skilled academicians from the disciplines, and dynamic campus-based teacher educators," into the schools with their sights aimed at some of the top kids.

.. National Honor Societies, Blue Key, National Merit Semifinalists and Finalists, top 10%, youngsters in Honors and TAG programs

.. We have a moral and professional obligation to tell them that as a profession we need them and that they need quality teachers in their society.

III. The Necessary Support: All of the charm, sophistication, cunning, theatrics, and emotional persuasion that we can muster cannot and will not overcome the need for societal

and professional support.

Two ways of demonstrating the honor and reality of our interests
A. School Organizations for Teacher Education

In my opinion we desperately need a resurgence and/or resurrection of organizations in our schools for the nurturing of youth with interests in teaching. We need Future Teachers of America and other such groups to add a special dimension and give special attention to those who express an interest in our profession.

Just this year the Texas Association of Secondary Schools Principals has made such a commitment through a new group

and a staff member. *We have other groups that have made or are making similar efforts.*

B. Teacher Education Scholarships

1. Selective recruitment means we go after the ones we want and find ways to help them financially. In Texas, teacher education is becoming much more rigorous with greater demands.

Admission testing → challenging programs through new standards → certification testing → career ladder mandating professional growth (We must aid and assist in meeting those demands)

2. The profession through various settings such as local associations, community groups, and local school districts must join together in buying a "piece of the action."

Nearly 500 of the 1070 school districts in Texas have fewer than 500 ADA. How do you keep them "down on the farm" teaching math and science ⁱⁿ ~~under~~ those rural settings? I believe that this can and must be done through selective recruitment which includes teacher education scholarships from local, regional, state, and/or federal sources and job commitments.

Richard Swain
10/5/84

Instructional Supervision
For Excellence In Education

A Statement Presented By

Ben M. Harris,
Professor of Educational Administration
The University of Texas at Austin
October 5, 1984

Overview

Last month marked the passing of thirty six years since I first walked into my own classroom at Luther Burbank Junior High School and began trying to teach. Prior to that Oscar Buros, as my Training Officer at the U.S. Naval Training Center in Mississippi, had unknowingly diverted me from a career as an industrial chemist. For these past forty years, my professional concerns have been with improving teaching, my own as well as that of others. I have not been alone, of course, in these pursuits. In fact, one of the best kept secrets from public and political purview is the extent to which large segments of the educational profession--"the establishment" if you will--have given excellence in education their life-long efforts. My career is unimportant, except as it is a small drop in that professional stream of dedication which is our Nation's real hope!

Clear alternatives for improving education are known. They are not new. Curriculum revision is surely one of these. Our children and youth deserve opportunities to learn far beyond the droll "basics" currently getting so much emphasis. Leadership can surely be enhanced, especially at the local building level, to overcome the many problems of a house divided against itself. Legal mandates are being widely employed to control salaries, class/size, graduations and even promotions from kindergarten to first grade. This is consistent, I suppose, with the litigious character of our society.

Still other alternatives to influencing education are, of course, equally well known. Incentives grow more popular and evaluation is becoming the High Priest of the profession. Then there is personnel development, an approach as old as the Chautauqua lectures and our normal schools.

BUT --

The teaching/learning process is properly the focus of attention if we are

truly serious about excellence in education. Yet it is rare to find recommendations for action which are realistic about either teaching or learning. Strategies for enhancing this complex set of relationships are better known than yet employed.

Problems

In the remaining few minutes I shall attempt to identify from my perspective some of the features of the problems facing this nation in its "Pursuit of Excellence." I will clearly express a bias toward things others tend to ignore.

The size of the teaching force is a very significant reality to be understood. Teaching is the largest of all professions with over 24 million classroom teachers at elementary and secondary levels. It is a large, relatively young, very diverse, nearly unselected, mainly female work force. Any serious, realistic proposal for excellence in education must reckon with the massive proportions and unique features of the American teacher.

The tradition of "Topsy" is very strong in our land. In oval office, governors' mansions, school board meeting and classrooms alike, there is a childlike faith that teachers are nice conservative housewives who somehow just emerge, like a butterfly from a cocoon once given classroom privileges. Like the Topsy tradition says, "They just grewed." What little evidence we have on the matter is, of course, not so reassuring. A realistic approach to excellence will require revolutionary steps toward assuring the professional development of teachers over a life-time.

The neglect of the teacher as the most important tool in the most productive enterprise in our society is massive, pervasive, and persistent in our history. Academicians persist in the naive belief that knowledge equals pedagogical skill. Educators passively accept responsibility for teacher training in one-year crash-course, low budget programs; but they truly know better! Practitioners hire young graduates, barely out of adolescence, call them "teacher" and neglect their development for ever more. Last but not least our politicians give lip service to the importance of teaching, respond only rarely to requests for serious manpower planning, but eagerly meddle in the details of curriculum, evaluation, and school operations.

The Don Quixote complex is at its height in the '80's. Somehow the nation has whipped itself into a frenzy of worry that a crisis is upon us in the schools. So we respond by anointing the school principal. Armed with a lance of leadership our school administrator is given carte blanche to turn every creaking windmill into an effective school. Excellence will not derive from a "star system," but from the orchestration of institutional endeavors.

And what about Sancho Panza? Thirty-five thousand instructional supervisors in our public schools stand-by, waiting to serve, but largely ignored, or their energies dissipated. The lowly supervisor, in American schools, is the nearest thing to a specialist in curriculum, teaching, training, and learning on the staff. And because such supervisors may be knowledgeable, experienced, and committed only to teaching they threaten the administrator, are scape-goated by incompetent teachers, and search vainly for direction and mission from a pre-occupied superintendency.

The search for excellence is at risk! We are in the process of chasing wild rabbits. Testing students to ensure non-promotion has a 100 year history of failure in the western world. Testing teachers with pencil and paper while rejecting competency-based training and development serves test publishers and politicians, not students. Curriculum revisions resorting to more basics, remedial reading, adding foreign languages, and tinkering at computer terminals is not much of a new promise to a worried and confused population of young parents who already have the new baby boom in the play pen.

A first step toward excellence is facing realities. (1) We have a healthy educational system out there not a basket case! (2) We have a teaching faculty that is likely to still be there well beyond the year 2,000 A.D. (3) Tinkering with curricula, tests, laws, salaries, and pre-service training programs are not promising alternatives. (4) Revolutionary changes are needed free of political harassment, but such is not a likely development.

Recommendations

A second step toward excellence is to address the one or two most pervasive facets of the larger problem. I don't have a blue-print for doing this, but suggest at least two essential thrusts:

- (1) Professional staff development should become the battle cry of the community of educators.
- (2) Parental education and involvement should become an entirely new high priority for the profession.

My time does not permit discussing either of these two recommendations in any detail. I have several books addressing various possibilities for professional development. I am no expert on parent education. However, it seems inconceivable that excellence will have any meaning without the new generation of parents being better informed, more involved, and more firmly in control of education than was true of my generation.

Thompson Conference Center
The University of Texas at Austin

Austin, Texas
October 5, 1984

Competency Testing: Excellence Without Equity

G. Pritchey Smith

Note: This paper was prepared as testimony for a hearing conducted by the National Commission on Excellence in Teacher Education in Austin, Texas, October 5, 1984. The data presented in this paper are from a chapter, "The Impact of Competency Tests on Teacher Education: Ethical and Legal Issues in Selecting and Certifying Teachers," in Research in Teacher Education to be published in 1985 (edited by Marty Haberman). Inquiries about the base data may be directed to the author, Division of Education, Jarvis Christian College, Hawkins, Texas 75765.

The use of teacher competency tests to certify teachers will seriously impact the ethnic composition of the national teaching force. Table 1 presents evidence from states with experience using testing in the certification process to indicate that disproportionate numbers of minorities are being screened from the teaching profession. Since 1981, black candidates have had a pass rate of about 43%, compared to 86% for Anglos, on the Alabama Initial Teacher Competency Test. On the Arizona Teacher Proficiency Exam, 1983 pass rates for black candidates ranged from 24% to 41%; for Hispanics, 36% to 42%; for Native Americans, 19% to 22%; and for Anglos, 70% to 73%. Since February, 1983, approximately 33,586 new teachers, administrators, and other school employees have been required to pass the California Basic Education Skills Test. Whereas approximately 76% of the Anglo candidates passed, only 26% of the black candidates, 38% of the Hispanic candidates, 67% of the Native American candidates, and 50% of the Asian candidates passed. Data released in 1983 on the Florida

customized competency test indicated a first-time pass rate of 90% for white candidates, 35% for black candidates, 51% for Hispanic candidates, 63% for Asian or Pacific Islanders, and 100% for four American Indian candidates. In Georgia approximately 22,261 students took the Criterion Referenced Teacher Certification Test between 1978 and 1983. On first attempt 34% of the black candidates and 87% of the white candidates passed. Data from five selected administrations of the Oklahoma Certification Testing Program from January, 1982 to February, 1984 indicated that black candidates passed 45% of the tests; Hispanic candidates, 71%; Native American candidates, 70%; Asian candidates, 82%; and Anglo candidates, 79%. On March 3, 1984, on the first official administration of the Pre-Professional Skills Test in Texas, 10% of the black candidates; 19% of the Hispanic candidates; 47% of the Asian, Native American, and other minority candidates had test scores sufficient for admission to a teacher education program.

In states that have adopted the National Teacher Examinations, reports of minority performance are equally discouraging. Since 1978, 15% of the black teacher candidates compared to 78% of the white candidates have passed in Louisiana. In Mississippi pass rates for candidates at historically black state institutions have ranged from 54 to 70%; whereas, pass rates for candidates at predominately white state institutions have ranged from 97% to 100%. In Virginia results from an 18 month study involving 2,770 candidates show graduates from predominately black institutions to have a 56% pass rate on the communication skills section of the test, 69% on the general knowledge section, and 83% on the professional knowledge section. Candidates from the white institutions had a pass rate of 97% on the communication test and 99% on the general and professional knowledge sections. Only 50% of the candidates from black institutions passed all three sections.

The negative impact of competency testing on the racial composition of the national teaching force is actually greater than pass-rate statistics indicate. Estimated headcount statistics suggest over-kill. For example, Florida certified in 1981 approximately 200 black teachers out of a total of 5,500, a black representation of 3.6%. Since the inception of competency testing in Louisiana, state institutions have produced an average of only about 55 certified black teachers per year. In Texas on the first official administration of the P-PST involving most of the 65 colleges and universities in March, 1984, 12 out of 126 black candidates; 84 out of 436 Hispanic candidates; 20 out of 43 Asian, Native American and other minority candidates; and 1,324 out of 2,133 Anglo candidates qualified to enter a teacher education program. With 1,440 candidates passing all three sections of the Texas admissions test, projections indicate that blacks will constitute less than 1%; Hispanics, 5.8%; and other minorities, 1% of the Texas teacher education graduates in 1986. The situation does not differ significantly in other states. Estimated black representation among the teachers being certified in Alabama is 5%; Arizona, 2%; California, 2%; Georgia, 6.7%; Oklahoma, 1.5%; and Virginia, 2.7%. Estimated Hispanic representation among teachers being certified in Arizona is 4.2%; Florida, 2.7%; and in California and Oklahoma, .05%. In most states black and Hispanic teachers face extinction as the older teachers retire.

In 1980, minority teachers constituted approximately 12.5% of the national teaching force. Black teachers represented 8.6% of all teachers K-12; Hispanics, 1.8%; and American Asians and Native Americans, less than 1% (Andrews, 1983). If the current impact of competency testing continues, if current rates of attrition through retirements hold steady, and if one-third of newly certified teachers continue to choose careers other than teaching, the national minority teaching force could be reduced to 5% or

less within a decade.

The Negative Consequences of Competency Testing

As the National Commission on Excellence in Teacher Education seeks to define excellence in teacher education, it must grapple with the negative consequences of competency testing, a movement which involves at least 30 states (Sandefur, 1984):

1. The reduction of the number of minority teachers to less than 5% will be especially untimely as the minority elementary and secondary public school enrollment reaches 30% by 1990. The National Center for Education Statistics (as reported in Andrews, 1983) indicates that minority public school enrollment presently exceeds 50% in New Mexico and Mississippi. Minority public school enrollment is projected to approach 50% in California, Louisiana, South Carolina, and Texas by 1990. By the year 2000, Alabama, Arizona, Georgia, Florida, and North Carolina, which currently have minority public school enrollments ranging from 30% to 40%, are likely to approach the 50% mark. All of the above states are presently or will soon be engaged in competency testing for teachers. The impending crisis may be stated another way. Within a decade, the average child who has approximately 40 teachers during his/her K-12 school years can expect only 2 of those 40 teachers to be from any minority group.
2. The restricted pool of certified minority teachers will eventually result in reduced numbers of minority superintendents, principals, curriculum supervisors, and counselors. In almost all states, two to three years experience as a classroom teacher is prerequisite

to administrative certification.

3. The options for higher education for minority youth who aspire to be teachers will become more and more restricted by 1990. As more states either follow the trend set in Florida to tie approved program status to student test performance or as competency tests reduce enrollments, institutions that have historically been receptive to minority students will be forced to dismantle their teacher education programs. As these options are eliminated for minority students, other institutions that have exhibited little or no social conscience heretofore, many of which have been under considerable pressure for well over a decade to desegregate, are not likely to rush forward to recruit high-risk minority students whose tests scores may either jeopardize accreditation or prove embarrassing in the media. (Smith, 1984a)

The National Commission on Excellence in Teacher Education is requested to reassess competency testing as a means to attain excellence. The relationship among competency testing, excellence, and equity has been stated previously by the author:

Initially considered a reasonable and acceptable solution for improving the quality of education, competency testing is now in danger of causing irreparable damage to the democratic character of public education. Competency testing forces equity and excellence to be dichotomies and demands an elitist shift from equity to excellence in the nation's thinking. A democratic society cannot have excellence in education without equity. Clearly, any professional practice that excluded disproportionate numbers of minorities represents neither excellence nor equity. If this nation is considered at risk now, a decade of willful elimination of minority teachers will result in a nation lost. (Smith, 1984a, p.9)

Table 1

**Teacher Competency Test Pass Rates
By Ethnicity For Ten States**

BEST COPY

State	Pass Rates By Percent						Test
	Anglos	Asians	Blacks	Hispanics	Native Americans	All	
Alabama	86		43			81	AICT(NES)
Arizona 1/6/83	73	50	24	42	22	66	ATPE
7/9/83	70	25	41	36	19	59	
California	76	50	26	38	67	68	CBEST(ETS)
Florida 6/82	92	67	37	57	90	85	FCTE Customized
2/83	90	63	35	51	100	84	
Georgia	87		34			78	CRTCT(NES)
Louisiana	78		15			77	NTE(ETS)
Mississippi*	97-100		54-70			NA	NTE(ETS)
Oklahoma	79	82	45	71	70	78	OCT(NES) Customized
Texas	62	47**	10	19	47**	54	P-PST(ETS)
Virginia (Trial Testing) Communication Skills	97%		56%			NA	NTE(ETS)
General Know- ledge	99%		69%			NA	
Prof. Knowledge	99%		83%			NA	

*Pass rates at predominately white and black public institutions.

**Asian and Native American candidates are reported in a combined "Others" category in the Texas reporting system.

Note: From "The Impact of Competency Tests on Teacher Education: Ethical and Legal Issues in Selecting and Certifying Teachers," a chapter by G. Pritchey Smith in Research in Teacher Education to be published in 1985.

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National Commission on Excellence
in Teacher Education

The College of Education and Field-Based Experiences in a
Teacher Education Program

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The University of Texas at Austin

INTRODUCTION

Change is in the air. Massive changes are underway in the nation's schools. State after state continues to report new requirements for high school graduation almost weekly. According to recent reports, 46 states have raised or are in the process of raising their high school graduation requirements. Twenty-six states are planning a longer school year and/or day while seventeen more are in various stages of adopting master teacher plans; 40 or more are reexamining state education laws governing teacher education programs and certification; and almost 40 states are investigating ways to meet the very real shortage of qualified teachers in such critical fields as science, mathematics, and computer literacy.

The country's focus on the quality of education in the schools is probably due in a large part to the release of a Nation at Risk: The Imperative for Educational Reform, a landmark report of the National Commission on Excellence in Education. This report was soon followed by several other national reports which focused on the nation's schools. Some of the more prominent ones include Action for Excellence (Education Commission of the States National Task Force on Education for Economic Growth), Educating Americans for the 21st Century (The National Science Board Commission on Precollege Education in Mathematics, Science and Technology), and High School: A Report on American Secondary Education (Carnegie Foundation for the Advancement of Teaching). This list is by no means complete. A total of 18 major reports were released between 1980 and 1984.

The reports for the most part soundly condemned the quality of the nation's schools. Many of the reports soundly denounced teacher education programs and the ability of the teachers produced by colleges and universities from coast to coast. Education is now at the top of the nation's domestic priority agenda.

Nowhere is this more apparent than in this state of Texas. In 1981 the state legislature passed House Bill 246 which is now referred to as Chapter 75. This law mandated complete curriculum reform. It identifies 12 subject fields that must be taught at some time to all students between K-12. It specifies in great detail what is to be taught, the required skills for learning, and the amount of time devoted to each. Texas now has a basic curriculum with essential elements (skills) for K-12 that must be taught by all of the state's 1089 school districts.

House Bill 72, The Education Reform Bill of 1984, was passed by the state legislature during a special session in June, 1984. It is the direct result of the Governor's Select Committee on Public Education and chaired by H. Ross Perot. This law addresses teacher education, the preparation of teachers, their certification, pay levels, and career ladders designed to retain excellent inservice teachers. I will not take up the commission's time by going into an extended review of the law. But I will touch upon it as I review our field experiences component and its impact on our teacher education program.

FIELD EXPERIENCES

Elementary

All elementary preservice teachers are eligible for their first pre-student teaching field experience after they have successfully passed 54 semester hours (s.h.) of course work. They must have at least a 2.25 G.P.A. New requirements have been imposed as of spring, 1984. Therefore, in addition to the above prerequisites, all preservice elementary teachers must take and pass the Pre-Professional Skills Tests (PPST).

The PPST is composed of three parts: mathematics, reading, and writing. The test is developed and administered by the Educational Testing Service. Preservice teachers must pass all three parts before they may take any education courses. Once the elementary preservice teachers have met this additional requirement they are qualified to begin the professional pre-student teaching field component.

The elementary observation block is a field-based experience and is situated in an elementary school. It is a 17 s.h. block in which two methods courses and an educational psychology course are all taught out in the schools. Each student (18-24 per block) is assigned to a classroom with a supervising teacher. They spend at least 28 contact hours per week working with children in grades 1-6 for 15 weeks. The two methods courses, including reading, are taught in the school in the afternoon. Methods, techniques, and teaching strategies are immediately employed in the classroom on a daily basis. One media course (1 s.h.) and a teacher education seminar (1 s.h.) are taught on campus in the late afternoon.

The coordinator of the block (usually tenured faculty) supervises students on a regular basis, observes their classroom teaching behaviors, and provides individual feedback. There is a set of basic teaching skills identified for all blocks. These have been developed by teacher education faculty and are based on effective teaching research. A pacing guide has also been developed to help both the student and the supervising teacher prepare a standardized sequential classroom experience. Evaluations may be passed on to university supervisors of student teachers.

After successfully completing all courses in the block, the elementary preservice teachers must complete some additional requirements in order to receive candidacy status, a prerequisite for admittance to student teaching. They must complete a personality battery, the PPST, a vision test, and demonstrate speech adequacy. Once the student has met these requirements they receive a candidacy card. This, together

with a minimum of 90 s.h. and at least a G.P.A. of 2.35, qualifies a student for student teaching.

Student teaching at the elementary level requires 12 weeks of full time teaching in a classroom with a supervising teacher. Every student who is regular elementary is required to be in the schools for a total of thirty seven contact hours per week. Thus each student accumulates 444 contact hours in an elementary school classroom which is well above the national norm required for certification.

Elementary students who opt for an endorsement (i.e., bilingual, kindergarten, special education) will accumulate 360 contact hours (30 hours per week) during the semester they teach. Then they must spend an additional 360 contact hours for a second semester in the endorsement area. Both are well above the national norm for regular certification in elementary education and an endorsement area.

Supervisors for student teachers involve graduate TA's with a minimum of a masters degree and/or at least three years teaching experience, specialists (with Ph.D.), and tenured faculty. More tenured faculty in all areas are supervising student teachers. I personally supervise six regular elementary preservice teachers while assuming responsibilities as director for field experiences and assistant dean for teacher education. This is not unusual since all faculty by university policy are required to teach at least three undergraduate courses or two graduate level courses or an equivalent number of student teachers or some combination of each.

All students are evaluated on the basis of their level of competency in six major skill areas by both the supervising teacher and the university supervisor. These are teaching skills which have been derived from the college's overall objectives and they are based on teaching effectiveness research.

For the past two years we have received funds from the Texas Education Agency through our local teacher education center (Austin Cooperative Teacher Education Center) to assess components of our teacher education program. This assessment has

focused on the degree of congruence among supervising teachers, preservice elementary teachers, university supervisors and faculty's perception as to the importance of program teaching skills. In addition, we have determined which faculty stress specific teaching skills and the courses in which these skills are taught. The information has helped us review what we have been doing, where we have been doing it, and its degree of relevance and importance. The same assessment is currently being undertaken at the secondary level. This assessment will help all parties examine their practices. Hopefully, lack of congruence in skills emphasis will be avoided, and consistency in program outcomes and emphasis will be fostered. This assessment will help to provide a mechanism which promotes congruence, and provides all parties with knowledge of what is expected in the total teacher education program. This has been recommended in the final report of the RITE program of the Research and Development Center for Teacher Education.

Secondary

The secondary teacher education program provides field experience in a somewhat different manner. Field experience for preservice secondary teachers is a part of the secondary educational psychology course. It involves a minimum of three hours of direct contact hours per week for 15 weeks. Concurrently general methods, teacher education seminar (1 s.h.) and media methods (1 s.h.) are taken when a secondary student has accumulated at least 54 s.h., a G.P.A. of at least 2.25, and completion of all three parts of the PPST. At the successful conclusion of this experience the secondary student applies for candidacy (must have taken personality battery, PPST, vision examination, and demonstrate speech adequacy).

Secondary preservice teachers must meet additional criteria before they are eligible for student teaching. They must have accumulated at least 90 s.h., have an overall G.P.A. of 2.35, 2.65 in the first major field and at least 2.25 in the second major field, or a 2.5 in both majors. Those in a composite subject field must have a

2.65 in that field. This is required because the preservice secondary students are certified to teach in two or more fields.

For field experiences secondary preservice teachers teach one-half day (two classes) for 15 weeks. The minimum total of contact hours per week is 20. Thus each student clocks a total of 300 contact hours which is well above the national average for certification.

Beginning September, 1985, all preservice teachers (elementary and secondary) will be required to teach and observe all day for at least 8 weeks. This will still be above the national average requirement for certification. However, they must also have teaching experience in the second field. Therefore, college plans are to maintain the 12 week field experience for all secondary preservice teachers.

Clinical Supervisors

Supervising teachers at both the elementary and secondary levels are selected on the basis of criteria set forth by the local teacher education center-The Austin Cooperative Teacher Education Center (ACTEC). ACTEC was established in 1972 by legislative mandate. ACTEC is comprised of four colleges and universities together with several participating school districts in which student teachers are placed. The Executive Committee of ACTEC approves programs, establishes supervising teacher selection criteria, and plans inservice courses for supervising teachers.

Prospective supervising teachers fill out an application requesting a student teacher. They are either accepted or rejected by their building principal based on the established criteria. Next the subject coordinator in their respective school districts reviews each application. Finally the university or college coordinator or director either disapproves or approves the application for student teaching. If anyone votes negative the supervising teacher is removed from the eligible list.

In addition to this very important role, the local teacher center plans and recommends inservice sessions for supervising teachers. It is through this inservice

mechanism that a large percentage of supervising teachers are trained to supervise preservice teachers. It is an important component of our total teacher education program. Each supervising teacher is required to attend at least two inservice sessions (one-half day) during the semester in which they supervise a student teacher. State funding formulae recommend that a supervising teacher supervise two preservice teachers per academic year.

The supervision of student teachers is a time-consuming job and requires a number of specialized skills. Development of these skills requires a great deal of training. Recognizing this requirement, the College of Education several years ago developed a special masters program in supervision. This effort was college-wide and involved many faculty. Drs. Heather Carter and Jack Montague headed up this effort. Thus a cadre of trained supervising teachers was developed in the central Texas region. The program is still active while student teachers are always placed with these trained teachers at both the elementary and secondary levels.

A few years ago the supervision program received an award from ATE. This honor indicates the degree and level of commitment by a number of teacher educators in this college and in the public schools. We continue with this practice today. It has proven to be a very substantial way in which to develop an important group of teacher educator practitioners in the field. This group has a significant impact on the development of preservice teachers.

It is no secret that our brightest and most talented high school and college students are being siphoned off into other areas and professions. It is due, in no small part, to our current salary structure and working conditions. It is a wonder that any of us are still here trying to deal with complex issues and almost insurmountable odds. We, here at the college, are very much aware of these facts.

The College of Education at The University of Texas at Austin is committed to teacher excellence. To that end we have developed an honors program in education. A

committee of university faculty, under the able direction of Dr. Frank Crawley, has developed, what we think, is an exciting, and daring honors program. The program is designed to recruit not just good students, but excellent ones. Applicants for the honors program must have both an overall 3.0 G.P.A. and at least a 3.5 G.P.A. in their major field of study.

Because of critical needs in science and mathematics education throughout the state, recruitment has been centered in the College of Natural Sciences. The honors program focuses on science and mathematics majors. A small stipend will be given to all candidates selected to help defray educational costs including tuition and materials. Emphasis is placed on quality students and innovative honors courses to attract the interested and the challenged student. With the recent passage of higher starting teaching salaries, we are hopeful that increasing numbers of such students will want to participate in this new and unique honors program in education. A thorough description of the honors program in education was published in a recent issue of the Journal of Teacher Education. The response has been positive, and it is projected that the first class will be selected for the spring, 1985, semester.

I believe that there are few colleges of education in major universities, both inside or outside of Texas, where as many good things are occurring as at The University of Texas at Austin, College of Education. It is recognized throughout this state and the country as an educational leader. It is first in the training of superintendents, special education teachers, bilingual special education personnel, teachers of the visually handicapped, and elementary and secondary teachers, and, in general is a leader in the development of professional educators. But there is always room for improvement.

The passage of The Education Reform Bill will have a major impact on the way we choose and educate future teachers. This is good because it means that we are going to have to prepare effective teachers, and to do this we must become effective

teacher educators. It is a difficult and yet challenging task. I believe that this college and faculty are prepared to accept this hard and difficult task. It is a proud heritage of this institution and we will continue it by producing the finest teachers that can be educated to teach our children.

Testimony Presented

to the

**NATIONAL COMMISSION ON EXCELLENCE
IN TEACHER EDUCATION**

October 5, 1984

Austin, Texas

**Ernest K. Dishner, Dean
School of Education**

Southwest Texas State University

San Marcos, Texas

Testimony on Teacher Education

Thank you for the opportunity to appear today to discuss my views on teacher education. My name is Ernie Dishner and, since August 1 of this year, I have served as the Dean of the School of Education at Southwest Texas State University. Prior to August, I was the Associate Dean of the College of Education at the University of Northern Iowa. Along with a doctorate from a major research institution in the Southeast, I hold a bachelor's and a master's degree from East Tennessee State University. Except for my doctoral program and several years of "professoring" at Arizona State University, my higher education experience has been at institutions that began as normal schools, developed into teachers colleges, expanded their offerings as multi-purpose colleges, and became regional universities during the late 1950's and during the 1960's. I provide that background information as an important context for the remarks that I would like to make this afternoon.

As I examined the sixteen (16) different issues to be considered by this Commission as listed in the June 1984 issue of

AACTE's Briefs, I realized very quickly that no one individual can address all issues, especially in a ten to fifteen minute statement; therefore, I have chosen to concentrate on one issue and, then, to offer some random thoughts related to teacher education. I choose to start by addressing the Commission issue that states: What resources are needed to support a good, clinically-oriented teacher preparation program?

I, personally, am a strong advocate for campus-based laboratory schools. Over the years, I have seen some good ones and some bad ones, but I am more and more convinced that the good ones provide an environment for teacher education that cannot be duplicated elsewhere. Laboratory schools are extremely expensive operations; they are very often difficult to manage; and they, unfortunately, are easy targets for our critics, both inside and outside the university; however, I am confident that in this controlled environment, students of education can observe and participate in well-structured and systematic preparation programs. In a well-designed and well-managed laboratory school,

reality. I, for one, would enjoy the opportunity and the challenge of developing such a facility.

A variety of alternatives to the campus-based laboratory school can include arrangements between teacher education programs and local public school districts that involve classrooms, teachers, and students, and numerous examples of these types of programs are in evidence throughout the country. You may be aware that the Texas State Legislature, during its special 1984 summer session, included in House Bill 72 the possibility for collaborative agreements under its section entitled, "Teacher Education Programs." Specifically, the bill reads: "Each institution offering a teacher education program may contract with an accredited school to employ program instructors and students in the regular operation of the accredited school. If practicable, the program shall completely operate the school, but the school remains under the general governance of its board of trustees." The House Bill went on to say that the State School Board of Education will adopt any rules necessary for implementing that particular section of the Bill. Unfortunatly, it is my

understanding that the Legislature did not provide new funding for this portion of the Bill, but I am optimistic that our new State Board of Education will further clarify and support such a new effort.

A couple of other resources for supporting good clinically-oriented programs might also be noted. Closed circuit television offers the opportunity for students of education to observe classroom activities without interrupting those classroom environments. Iowa State University's College of Education, through an agreement with the local public school district, has arranged to have two television cameras located in a local elementary classroom, and the instructor in that classroom is a university employee. These cameras are controlled by individuals on the ISU campus, and this observational lab is utilized by faculty and students in several undergraduate teacher education courses. I also am intrigued by the possibilities of using interactive video in teacher preparation programs. Video tape equipment linked to microcomputers can enable teacher education faculty to develop a variety of simulation activities for their

students. At the University of Northern Iowa, a special education professor and an instructional media faculty member have been working to develop interactive video materials for the preparation of special education teachers, and I am confident that similar developmental activities are underway at other institutions across the country.

Certainly, more important than the facilities and technology described above are the human resources needed to develop effective clinically-based programs. The development and maintenance of clinically-oriented and/or field-based programs require a considerable amount of time and energy. As an assistant professor of reading education at Arizona State University in the early 1970's, I learned very quickly that a work assignment in our reading clinic was not in my best interests. Furthermore, I was told by a senior faculty member to avoid spending significant amounts of time on program development, especially as it related to the undergraduate teacher education program. Simply stated, the system did not reward activities of that nature. For my own professional development, i.e., for my own survival, I was

encouraged by my colleagues to devote considerable time to writing activities and, to a lesser degree, to professional service, especially at the national level.

Is it any wonder that teacher preparation programs have received so little time or attention? Are we now ready to seek ways to improve that situation?

I am encouraged by the work of such projects as Michigan State's Institute for Research on Teaching, UT's Research and Development Center for Teacher Education, and similar R & D efforts, but, unfortunately, I see few instances where the work of these projects impacts teacher education at those institutions that began as normal schools, developed into teachers colleges, expanded their offerings as multi-purpose colleges and became regional universities during the late 1950's and during the 1960's. Yes, you are correct; it is now time for a brief commercial message!

I urge the Commission to consider improved ways of bringing these institutions into the mainstream of the emerging R & D

efforts. Networking strategies must be developed to include in a meaningful way these institutions that historically have produced the bulk of our nation's teaching force. End of commercial message.

And now for some random thoughts/reactions:

Yesterday, I heard Sharon Robinson from NEA state that the average salary for beginning public school teachers this fall, nation-wide, is \$14,500. And, in Texas, that beginning salary for a bachelor's degree teacher with no experience is \$15,200. Dr. Robinson went on to say that the 1983-'84 nation-wide average for all teachers was over \$22,000. Last year at the University of Northern Iowa, we hired a couple of assistant professors, each with doctorates, several years of public school experience, but no higher education experience, at \$21,000. Those same two assistant professors, teaching this year in the Dallas Texas Independent School District, would make \$28,600 each. An administrative or supervisory position obviously would bring them much more! My question to the NEA and to the Commission is "Who is lobbying for the financial needs of college professors?"

Many of us in higher education and most of our teaching colleagues in the public schools have serious concerns related to the alternate certification programs being developed in several states. In Texas, House Bill 72 established an alternate certification route for individuals who wish to enter the teaching profession through the "back door." What is interesting to me is that the Bill specifically states that persons being certified through this alternate means must complete satisfactorily "...any examinations required generally for certification, except that a person certified under this section shall be exempted from taking any examination or portion of an examination that is designed to test knowledge of pedagogical methods, history of education, or child psychology."

My own fear is that some large number of individuals will "come out of the woodwork" to enter that back door. I am reminded of an occasion last year, when shortly after a new state loan program for college graduates in the areas of math and science was announced, I had, over the period of a couple of weeks, three

gentlemen visit my office. The new funds provided by the State of Iowa were available to finance the teacher preparation programs for prospective math and science teachers. Although college graduates, each gentleman was unemployed at the time, and each was sure that public school teaching was the solution to his particular problem. I will spare you the details of my conversations with those gentlemen except to say that I made appointments for each of them with the Career Counselor in our Academic Advising Office. My concern now is that those three gentlemen will have a much easier route to the classroom by moving to the sunbelt and to the "land of opportunity"--the great State of Texas!

Recently, I had an occasion to read the thoughts of Frederic Giles, AACTE's 1979 Charles W. Hunt Lecturer. In his address to conference attendees in Chicago that year, Dr. Giles stated, "Schools of Education have been, and are, advocates for professional education for teachers and school personnel. They have assisted in changing training from an 'over the shoulder' observation, apprentice-type to a professional education mold.

There is a vast difference between knowing how to teach, which tends to provide short term success and repetition, thereafter, of the successful formula, and being a student of education, which means being continuously involved in a reappraisal of one's actions, values, and purposes." Dr. Giles went on to state, "It is not surprising that Schools of Education are criticized because they do not prepare a student to be an immediately competent practitioner in any setting or situation. The job of the School of Education is not to provide trained teachers, but to screen, select, educate, and recommend persons who have the potential to become professional teachers. Students become competent professionals on the job, rather than in a training program. It is necessary that teacher education continue day after day in every classroom. If a teacher does not remain a continuous student of education throughout his career, the work of training programs becomes virtually useless."

Let us hope that through the work of this Commission, Schools and Colleges of Education will develop improved ways of

preparing future students of education. We have an obligation not only to prepare teachers who can perform in today's schools, but

also to prepare students of education who can be involved in the improvement of those school's tomorrow. I look forward to a constructive and future-oriented report from the National Commission on Excellence in Teacher Education.

**Remarks Delivered
to the
National Commission on Excellence**

October 8, 1984

by

**John H. Moore
Murchison Professor of Education and Chairman
Department of Education
Trinity University**

Quality Issues in Teacher Education

The debate relative to the quality of teaching and learning in our nation's schools continues, and reform initiatives are commonplace in many of the states. These school reform measures have centered on a variety of issues related to the quality and effectiveness of public education.

A Nation at Risk, a report from the National Commission on Excellence in Education, and in some ways the centerpiece of the reform movement, set the tone by recommending actions related to the following broad areas:

- Content;
- Standards and Expectations;
- Time;
- Teaching; and
- Leadership and Fiscal Support.

These broad categories, and indeed many of the specific recommendations in A Nation at Risk, have become the familiar themes of the reform movement. In Texas, the recently-adopted reform package reflects these central themes.

Teacher education, and its effectiveness, has emerged as one of the principal issues in the movement. Again, the stage was set by the recommendations carried in A Nation at Risk:

Teaching (Recommendation D)

1. Persons preparing to teach should be required to meet high educational standards, to demonstrate an

aptitude for teaching, and to demonstrate competence in an academic discipline. Colleges and universities offering teacher preparation programs should be judged by how well their graduates meet these criteria.

2. Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive, and performance-based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.
3. School boards should adopt an 11-month contract for teachers. This would ensure time for curriculum and professional development, programs for students with special needs, and a more adequate level of teacher compensation.
4. School boards, administrators, and teachers should cooperate to develop career ladders for teachers that distinguish among the beginning instructors, the experienced teacher, and the master teacher.
5. Substantial nonschool personnel resources should be employed to help solve the immediate problem of the shortage of mathematics and science teachers. Qualified individuals including recent graduates with mathematics and science degrees, graduate students, and industrial and retired scientists could, with appropriate preparation, immediately begin teaching in these fields. A number of our leading science centers have the capacity to begin educating and retraining teachers immediately. Other areas of critical teacher need, such as English, must also be addressed.
6. Incentives, such as grants and loans, should be made available to attract outstanding students to the teaching profession, particularly in those areas of critical shortage.
7. Master teachers should be involved in designing teacher preparation programs and in supervising teachers during their probationary years.

Teacher education is a vital ingredient in the quest to improve the effectiveness of teaching and learning in the schools of the nation. Our success as teacher educators depends on a number of factors, some of which unfortunately are out of our hands. It is clear that we must provide a higher level of salaries for competent teachers, and I believe we must institute broadly some form of merit pay, tied to the career-ladder concept, for truly outstanding professionals. We must also establish scholarships and forgivable loan funds for the purpose of recruiting outstanding students for careers in teaching. A number of states, including Texas, have established scholarship and/or loan programs, and I am hopeful that at some point the national Congress will pass the "Talented Teacher Act."

All of us who cherish public education must find ways of recognizing and honoring teachers who distinguish themselves in the classroom.

While we in teacher education cannot by ourselves increase salaries, establish scholarships and loan programs, and enhance the professionalism of teaching, we have a definite role to play in this arena. And very specifically, there are some things we can do, I believe, that will improve substantially the teacher education enterprise in the United States.

First, let me say I applaud the creation of the National Commission on Excellence, for I believe we should concern ourselves now with the quality of teacher education in the United States. Specifically, I would make the following recommendations:

Recommendation 1:

• The American Association of Colleges for Teacher Education should adopt the theme, "Quality in Teacher Education." The leadership of AACTE, including the president, members of the Board of Directors, and the Executive Director, in close collaboration with representatives of the state affiliates, should prepare a specific plan of action related to the development of the theme and present it to the membership for adoption and implementation.

Recommendation 2:

• The Association's leadership, in shaping the plan, should insure that substantial investments of time, energy, and financial resources are made to identify existing quality teacher education programs among member institutions. These programs, and the outstanding practices featured, should be used as models and given high visibility in the nation.

Recommendation 3:

• The Association, at the same time, should challenge member institutions to develop new teacher education programs of uncommonly high quality, and support these endeavors with time, energy, and money. These new programs, once developed, should serve as models.

Recommendation 4:

• The Association, in pursuing the theme, "Quality in Teacher Education," must seek new and effective ways of providing leadership at the State level. The school reform movement is in full flower in the States, and the affiliates need AACTE as perhaps never before in our history.

In the final analysis, the quality of the teacher education enterprise in our institutions rests with us and our commitment to outstanding teacher preparation programs. I believe there are some fundamental issues that demand our attention, and allow me to frame five additional recommendations:

Recommendation 5:

- The recruitment of high-ability persons for careers in teaching has become an imperative in teacher education.

The time has come, I believe, for us in teacher education to invest substantially more time, effort, and money in the recruitment of high-ability persons (of all ages) for careers in teaching. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, has said that good teachers will have to be recruited, and I agree.

Other professions are not bashful when it comes to recruiting outstanding candidates, and we should not be bashful, either. It is just not the talented halfback or defensive end who enjoys being recruited. Our best academic students also enjoy the attention inherent in the recruitment process.

I am confident we can be successful recruiters of top talent if we marshal our resources judiciously and plan the strategy carefully. Let me suggest several possible strategies that we may wish to consider:

Connections must be established between the teacher education unit and the high schools, public and private, that provide students in some numbers to our particular institutions. Outstanding candidates for teaching can be identified in the high schools, and in my experience with the process, key teachers clearly are more effective at this than either counselors or principals.

Incentives, of course, go hand-in-hand with recruitment. What incentives do we have in the profession these days? Obvi-

ously, we begin with the satisfaction one derives from being a part of one of the "helping professions." But beyond these basic and fundamental incentives that are still important to many people, we must talk scholarships and loans. We must work tirelessly to find resources to support our "brightest and best."

The state legislatures and perhaps the national Congress, have a role, too, and we should be in the forefront demanding action. Also, I believe we have not been as aggressive as we need to be at home. Our colleges and universities should establish scholarships and loans for outstanding candidates interested in teaching. We must press this matter on our home campuses. Further, we should seek financial support for students from area foundations, business and industry, and individuals.

Historically, we have not invested much time, effort and money in the recruitment process, but I believe a concentrated effort in this area will pay unusually rich dividends.

Recommendation 6:

- Provisions must be made to enable students interested in teaching to participate in programs the first semester they are on campus.

In many states, including Texas, students may not be admitted to teacher education until they attain junior standing. It is critical for us to devise effective "early experiences" for the students. Many students will drift away to other programs if they are not involved in our activities, programs, and, perhaps, courses from the very beginning. There are a variety of ways to engage students in teacher education, and at

Trinity University we have had success with a one-semester-hour seminar for freshmen and sophomores, and involvement in our special programs such as the Saturday Morning Experience, a program for gifted/talented young people.

Recommendation 7:

- Admission standards and procedures must be scrutinized carefully by all of us, to the end of selecting more highly qualified persons for admission to our teacher education programs.

Competency testing quickly is becoming an important factor in the admissions process, and standards as measured by grade point average have been strengthened. To be sure, testing of basic literacy and the grade point average have important roles to play in admissions, but I am persuaded we must do more.

Our challenge is to look carefully at our standards and procedures related to admissions, and effect modifications that will enable us to make better choices among those seeking to enter the profession. I do not bring specific criteria to be put into place, for I believe these must be idiosyncratic to our particular institutions. I do believe we must somehow experience much more professional judgment as faculty in the admission process.

Recommendation 8:

- The review and revitalization of teacher education curriculum, including the professional education sequence, must be a priority in our institutions.

Teacher education programs have been under intense attack of late, and too often the teachers, our former students, turn

out to be our most vociferous critics. We must admit, it seems to me, the teacher education curriculum in some instances is archaic, and all too often lacks rigor. The curriculum associated with teacher preparation in too many institutions is simply not demanding and does not challenge the students; as a result, we are unable to attract the best students.

All of us must dedicate ourselves to the task of program review and revitalization, and our goal must be to effect a fundamental and comprehensive improvement of the quality of teacher education curriculum in our institutions.

None of us, I suspect, has a "fail-proof" formula for developing programs of uncommonly high quality and effectiveness. Teacher education, in my judgment, must be substantially different from institution to institution, and clearly must reflect particular strengths all of our colleges and universities possess. I have no major formula, but permit me to put forth several ideas for our consideration:

Perhaps it is time once again to examine carefully the role the discipline, or the content to be taught, plays in our overall program. One of my close colleagues, John Mangieri, Dean of the School of Education at Texas Christian University, conducted a study last year to determine the factors involved in whether or not high school and college students decided to become teachers. John Mangieri reported that a significant number of students in his sample were extremely interested in the content, that is, the subject, to be taught. It follows, perhaps, that the most talented candidates for teaching will possess that intense

interest in the subject to be taught. There are implications here that we must consider as we "package" teacher education programs on our campuses.

In the professional education sequence, we should, I believe, reduce the lecture hours and courses we require; at the same time, we should provide more opportunities for independent learning and problem solving.

In the professional education sequence, we should provide more opportunities for small groups of students and faculty to work together on "real" problems related to teaching and learning. In order to achieve this goal, we should schedule fewer lecture courses and more seminars, symposia, laboratories, and practica.

Our faculties in teacher education should be encouraged to become "mentors" to students preparing to teach.

We must develop "connections" with area public and private schools and in significant ways bring our associates from these elementary and secondary schools into the teacher education enterprise.

Recommendation 9:

• It is imperative for us to continue to rethink the role of teacher education and its parameters. Perhaps the current end is indeed just the beginning.

We all know that when our students leave our institutions and take a position in the schools they continue the process of becoming a teacher—those first months and years in the schools clearly are critical. The experiences new teachers have during

these "formative years" will determine whether or not they will develop into a master teacher, and indeed whether or not they will remain in the profession. In most cases we in teacher education simply are not involved in that critical process, and that is a tragedy.

Teacher education is a vital ingredient in the quest to improve the effectiveness of teaching and learning in the schools of the nation. We in teacher education must place a premium on the quality of our enterprise, and do what we can to further excellence in the preparation of teachers for the schools of the nation.

BEST COPY AVAILABLE

**NATIONAL COMMISSION ON EXCELLENCE
IN TEACHER EDUCATION**

**A Testimony
Prepared and Presented by**

Frank E. Crawley, Ed.D.

**Director of the Honors in Education Program
College of Education
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Introduction

It is an honor and a pleasure to be here today to present testimony to the American Association of Colleges of Teacher Education's distinguished National Commission On Excellence In Teacher Education. The task of restoring excellence to all levels of precollege education and to the profession of teaching is a monumental and complex one. School districts, teachers, professional organizations, legislative bodies, and teacher preparation institutions must join forces to rekindle the public's faith in and support of education. Our task as professional educators, it seems to me, is to marshal our individual and collective efforts to improve the quality of teachers and teaching through our research and our training programs at the inservice and preservice levels. Academic excellence can and will be restored only when the teaching profession finds ways to attract, train, and retain teachers who themselves are academically talented. In the words of Gene Mearoff, "If the best students are not knocking on the doors of schools and colleges of education, then these institutions ought to go out and get them" (School and College Partnerships in Education, 1983, p29).

The purpose of this testimony is to describe the recent efforts of the College of Education at UT-Austin to attract academically talented undergraduate students to secondary school teaching through the development of an Honors in Education Program and also to bring to the attention of the Commission the needs that must be addressed if the Program is to succeed in meeting its goal. The tone of this testimony is upbeat yet tempered with real concerns.

Development of the Program

During the Summer, 1982, the College began to explore ways to attract to teaching academically talented students enrolled in degree programs throughout the University, not just education. It was thought that an honors program in education might serve this purpose. In the Fall, 1982, a committee was formed of faculty in Education and Natural Sciences to explore the concept of honors in professional education. The committee was composed of one faculty member each representing botany, mathematics, science education, mathematics education, teacher education, and a ninth grade physical science teacher in the Austin ISD who had received certification through the College. The Committee quickly agreed that an honors program would be maximally attractive to students in the University if offered as a certification, rather than degree program. Thus, students enrolled in degree programs outside education would not be required to change their degree plans if they were interested in obtaining certification through one of the College's approved programs. By the end of the semester the Committee had established the basic framework for the Honors in Education Program: goals, purpose, eligibility, and program components.

The Spring Semester, 1983, was spent visiting school districts in Texas to determine the extent of their interest in hiring honors graduates and participating in a supervised graduate internship program. Key school districts were selected to visit--districts in which advanced academic training was offered to secondary students and academically talented teachers were sought and well paid for their training. In each district visited the Program was well received. Furthermore, districts agreed that honors students enrolled in the graduate program, once hired, would be assigned to teach at least one advanced class in their subject fields, a requirement for participation in the graduate internship. Teachers, as I found out, are usually assigned to teach advanced courses according to their seniority, not necessarily their academic expertise.

The 1983-84 Academic Year was spent developing a new course, identifying faculty to teach either new courses or special sections of existing courses to be offered in the Program, and developing proposals seeking financial support for the Program-- its faculty, students, and the graduate internship. Requests for funds from two foundations were denied. With the University celebrating its Centennial Year, every foundation, organization, and philanthropist in the State of Texas was approached and asked to contribute to the Endowed Teachers and Scholars Program, a dollar-for-dollar matching funds program using income from the Permanent University Fund

to raise money for endowed professorships and chairs. Everyone contacted had practically the same reply--"I gave at the office".

The plan now is to offer the first course to students enrolled in the Honors in Education Program with the start of the Spring Semester, 1985. To date, 13 students enrolled in degree programs in Liberal Arts, Natural Sciences, and Education have made application to the Program. While the number of students applying is small, the Program does seem to attract bright students who would not otherwise have enrolled in a professional education program.

Description of the Program

The goal of the Honors in Education Program is to promote excellence in Texas' secondary schools by preparing academically talented undergraduates to teach, particularly in subject fields in which there exists a critical need for teachers. Related to this goal the Program serves three purposes:

1. to attract academically talented students into an undergraduate program leading to professional certification,
2. to curtail the shortage of qualified teachers in areas of critical need, and
3. to retain academically talented teachers by offering a graduate program leading to the Master's degree and thus enhanced earning potential.

Juniors and seniors are eligible for the Program provided they have maintained an overall grade point average of 3.0 (on a 4-point scale) and a 3.5 in the area of specialization. To date about 20 students have expressed interest in the Program though only 13 have applied. One applicant, an English major, openly stated that she has "always been interested in teaching but wasn't interested in taking courses with education majors". Another interested student, a mathematics or physics major as best I recall, came by to get information about the Honors Program but did so, figuratively speaking, by "slipping out the backdoor under the cover of darkness". According to this student, his professors had openly discouraged him from considering public school teaching as a career option. Without exception students who have expressed interest in the Program have asked about financial support. The College of Education is prepared to provide 20 students with unrestricted scholarships in the amount of \$300 each semester to cover the cost of tuition and fees while completing courses in the Honors Program.

The undergraduate component of the Honors in Education Program is scheduled to begin this Spring. The sequence of courses which will be described in this testimony is that of the current 18-semester hour secondary certification program. Beginning with the Fall

Semester, 1985, persons seeking certification to teach at the secondary level will be required to complete a 24-semester hour program of professional courses, and the Honors Program will be modified to comply with the new certification standards. The first course to be taken in the Program, *Schooling in America*, will focus on the national reports and studies which have been issued over the past two years calling for major reforms in public school education. In addition to the reports, students will examine the current research on effective schools and effective teaching. After completing this first course, students enroll in special sections of two existing courses in the professional sequence taken by all students seeking secondary school certification. Both courses are to be taught by faculty who have received recognition for their excellence in teaching. Last, honors students will complete courses in methods of teaching in the subject field and student teaching along with students enrolled in the regular certification program. Under the present certification requirements, students can expect to complete the Honors in Education Program in three semesters.

Upon graduation and certification, students will be encouraged to enroll in the graduate component of the Honors in Education Program and begin work on the Master's degree. The graduate program consists of 30-33 semester hours of courses taken in the student's subject field (biology, English, history, etc.), teaching field (science education, English education, social studies education, etc.), and general education. Two special graduate courses are planned for Honors students. The first course taken in the Program will be a 3-credit hour internship completed in the school in which the newly graduated and certified Honors student is employed as a full time teacher. In addition, students complete a special research course, *Teacher as Researcher*, which will focus on the classroom teacher as an agent of change. The graduate program culminates with the thesis, a research project focusing on an instruction related problem in the student's teaching field.

Scholars in the Classroom

School districts, legislative bodies, professional organizations, and teacher training institutions must join forces to recruit, train, and retain academically talented persons to teach in the secondary schools. The Honors in Education Program described in this testimony represents but one effort of one teacher preparation institution to attract undergraduate scholars to education, train them, and keep them in the classroom. It is unreasonable perhaps to expect high achieving students to remain in the classroom more than a few years. Presented with the opportunity to pursue challenging and more financially rewarding work elsewhere or return to graduate school, some academically talented teachers are likely to leave the profession.

To the extent that their short tenure in the classroom improves the overall quality of teaching and learning, colleges of education should make every attempt to develop professional programs that attract and reward high achieving students. Out of the needs and problems experienced in the development of the Honors in Education Program at UT-Austin there are three recommendations to be made to improve the attractiveness of professional education in the eyes of high achieving undergraduate students and to help low-pay school districts obtain their services. It is hoped that the National Commission on Excellence in Teacher Education can bring these recommendations to the attention of the appropriate bodies.

Recommendation 1 - Mount a campaign to solicit the support of professional societies in the sciences and engineering to provide information and encouragement to high achieving students in these fields who might be interested in teaching.

Faculty in the academic disciplines must come to realize that it is inconsistent to decry the low level of academic achievement of persons preparing to be teachers while at the same time discouraging bright students from entering teaching. It is unlikely that students in academic disciplines will explore opportunities to teach in secondary schools without support to do so from their instructors. Faculty in the sciences and engineering, not low pay and prestige, may discourage many bright students from considering teaching as a career option.

Recommendation 2 - Provide financial incentives to enter teaching funded at the Federal level for students of upper-division standing who have demonstrated academic excellence.

Several states are considering legislation aimed at attracting high achieving students to teaching. At the present time the Coordinating Board of the Texas College and University System is considering a student loan program which would make available money appropriated by the State Legislature with the passing just this past summer of the education reform bill. Student borrowers can obtain cancellation, a semester at a time, by teaching in an accredited public school in Texas within 18 months of certification. A national program of loans would help to insure a more equitable distribution of academically talented teachers among the states.

Recommendation 3 - Establish a National program of compensation, administered by the states, for academically talented teachers who elect to teach in low-salary school districts.

State legislatures are in the process of passing or considering legislation aimed at improving the salaries of beginning teachers. In Texas, for example, the minimum salary for a beginning teacher has been raised this Fall from about \$11,000 to more than \$15,000 a year. Many school districts will supplement the State minimum by \$2,000 or more through local tax revenues. School districts unable to compete with the wealthier districts will attract few if any academically talented teachers. Yet, it is in the low-salary districts that these teachers are perhaps most needed. A Federal program of salary compensation administered by the states would help poorer school districts to compete with wealthier ones in their efforts to attract teachers who have demonstrated outstanding scholarship.

Closing Remarks

The program described and the recommendations presented deal with but one aspect of the problem of improving the quality of schools and the image of the teaching profession. While the potential impact of the Honors In Education Program is small in the overall context of the problems facing education and the reforms being proposed, it represents, nevertheless, an effort to address one of the major criticisms leveled at the teaching profession--the inability of the profession to attract and retain the best and brightest students.

It has been a pleasure to be here today and to have the opportunity to offer testimony to the Commission.

Teacher Education in A Learning Society

Testimony Presented to The National Commission on
Excellence in Teacher Education

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October 5, 1984

In the first stages of preparing this paper, I almost fell into the trap of taking school-teacher education partnership as my central, unifying theme. In fact, based on a review of the literature and our own experience with a very field-based teacher education program at George Washington University, a colleague and I had developed a substantive program and action outline around the theme of school-teacher education partnership. We had agreed, and indeed are still convinced, that such a partnership, with comprehensive and integrated linkages, is indispensable to the integrity and effectiveness of teacher education at all phases. The case for such a partnership is well developed, if poorly implemented, and we agree with Haberman (1984) that steps to raise the quality of teaching will "require forging genuine partnerships" between colleges of teacher education and the schools, and that "teacher education's future is inexorably related to the honor, prestige, and professional decision-making accorded classroom teachers in the schools" (p.1).

However, despite the critical importance of the school-teacher education partnership and the undeniable need to nurture that partnership from its present embryonic state, further reflection leads me to suggest that an overidentification of teacher education with school-based teaching in some respects detracts from the comprehensive development of teacher education and narrows its sphere of influence in a total learning society. That is to say, just as education is far more extensive than schooling, so teacher education must develop in relation to the total universe of education, and it must impact on learning as it occurs across a wide array of nonformal and informal settings, as well as as in the schools.

Teacher Education and The Schools

Rather than take the school-teacher education partnership as the central organizing principle in the development of teacher education in this paper, I am assuming such a partnership as a given, much as, say, arteries and veins are both essential to the human circulatory system, and the system is not fully conceptualized or operative without both of them. My point is not that this partnership now exists as it should (indeed it does not), but that such a partnership must be considered as an integral aspect of teacher education.

While recommending education broadly conceived, rather than the schools, as the organizing framework for studying teacher education, I do not suggest that the Commission downplay the critical connection of teacher education to the quality of teaching in our nation's schools. Teacher education must respond with bold and substantive developmental changes to the public's interest in and insistence on effective teaching in our schools. On this point, while it is not the major theme of my present paper, I offer that a

coequal partnership between the schools and college-based teacher education, with shared responsibilities and accountability in an atmosphere of mutual trust and with an assumption of competency by all parties, is an overriding task for the educating professions. In the framework of that partnership, educators together must identify, recruit and admit only well qualified candidates to teacher education and subsequently to school teaching. Educators together must insist that its profession be a learned profession, whose practitioners are well educated for their specialities. Educators together must insist that all beginning school teaching professionals have a supportive, sustained, supervised, paid internship before entering into independent or solo practice. Educators together must, under public authority, regulate and discipline themselves to insure competent and ethical practice. Educators together must clearly establish, with themselves and others, that the public interest for effective school-based learning will be most effectively and continually enhanced when school-based educators and teacher educators are responsible and accountable for functioning as a self-governing profession under public authority, similar to physicians and lawyers.

Teacher Education and Education Broadly Conceived

Let me turn now to my central theme or hypothesis, that is, the development of teacher education should be situated within the larger context and organizing framework of public education understood comprehensively and not overidentified with one sector of public education, even the largest and most pervasive, namely the schools. Before outlining some of the major elements and implications of situating teacher education in the broader context of education, I will attempt briefly to establish my rationale for this approach and in the process answer what I think may be some initial objections.

In reporting the first meeting of the National Commission on Excellence in Teacher Education, the June 1984 issue of AACTE Briefs reported Commissioner Chair C. Peter Magrath as saying that the Commission's "recommendations will be embodied in a helpful, constructive and forward-looking report that will outline a 'total human development strategy' (emphasis mine) capable of effecting significant change in teacher education." The announcement of an outline for a "total human development strategy," although a bit ambitious, did seem to give promise that the significant changes envisioned for teacher education by the Commission would build upon a comprehensive concept of education. However, if the June 1984 report and the subsequent notice of hearing topics are representative of the Commission's orientation to issues, then it appears that the Commission is tying teacher education almost exclusively to issues associated with teaching in the schools. This single-focus linkage is unfortunate for at least two reasons. First, it prematurely forecloses on even the possibility of the Commission's achieving an outline for a "total human development strategy." Although such a goal may sound grandiose, it does nevertheless correctly set the stage for studying and influencing the relationship of teacher education and the broader universe of education. Unless developed on the foundation of education broadly understood, teacher education will very likely go unnoticed or unheeded in many important arenas in which significant learning occurs.

A second unfortunate result of overfocusing teacher education on the schools is the potential loss to school-based teaching itself.

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Unquestionably, teaching in the schools requires specialized knowledge and skills associated with the peculiarities of schools and school-age populations, and teacher education has a special responsibility in the development of this knowledge and these skills. Nevertheless, the continuing development of the school-based teaching specialty has the potential for considerable enhancement if it is carefully integrated into a more comprehensive teaching-learning system that includes educational specialties in other settings such as community-based organizations, business and industry, human service agencies, and cultural and leisure settings (Kelly, 1982). And, it should be added, educational specialties in these settings could benefit significantly from the accumulated pedagogical knowledge associated with teaching in the schools.

The Commission's apparent disassociation of teacher education from nonformal, not to mention informal, education represents a missed opportunity to build on the substantial progress of teacher education in broadening its self-understanding and mission to include the education of educators in a variety of learning settings. Reports from AACTE (1979, 1980), as well as a growing body of relevant literature, clearly indicate that teacher education is organically expanding to include the preparation of educational specialists for many different settings. In fact, according to recent private communications to me from AACTE's Board of Directors, this broader concept and practice of teacher education now seem so widely accepted and practiced that there may be no need for another statement on the matter from AACTE's human services task force! I am of the opinion that such an assessment is too optimistic, and the manner in which this Commission has apparently framed its work is not reassuring. I offer that continuing development toward excellence in teacher education must be firmly situated in the context of a total learning society. This position, I might add, could be reinforced by the separate issuing of an updated AACTE report on diverse roles and settings for educators in a learning society, as proposed by the AACTE task force on human services education.

Being Precise and Pragmatic

I anticipate that suggesting a broad education and learning focus for this Commission's work may provoke an objection that by attempting too much, we may do nothing, and that we may fail to achieve progress in our special responsibilities to the schools. This is not a trivial objection, and I will attempt to respond to it in two ways. First, and most generally and simply, I remind us that education broadly conceived is not a limitless catch-all for every life activity. To build on education broadly conceived is not an invitation to claim the whole universe and thereby in effect to stand or work nowhere in particular. If education is more than schooling, as certainly it is, it is nevertheless a limited and defined arena of study and activity, perhaps best captured in Cremin's (1976) definition as "the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcome of that effort" (p. 27, emphasis mine). Education as a "deliberate, systematic and sustained" endeavor to effect learning is certainly a legitimate and delimited, albeit comprehensive, field of inquiry and practice.

Pressing this matter of definitions just a bit further, our understanding of the legitimate scope of education in the true sense is given

additional clarity by the widely accepted distinction between formal education, that is "the institutionalized, graded, and hierarchically structured system covering primary, secondary, and tertiary levels," and nonformal education, that is, "organized and systematized learning activity carried on outside the formal system" (World Bank, 1980, p. 16). The formal and nonformal are distinguished from informal education, that is, "the unorganized, lifelong process by which everyone acquires knowledge, skills, and attitudes through experience and through contact with others" (p. 16).

Given that education broadly conceived is a rather well-defined field of study and activity, is it unreasonable to expect that a Commission whose charge is "Achieving Excellence in Teacher Education" should define its issues in the context of the whole field of education and not just a subset of that field?

My second response to the objection of possibly overextending the work of the Commission is addressed to the more pragmatic requirement of setting reasonable and workable limits to a single study project. On this point I acknowledge that the most immediate and pressing public issue for teacher education is the quality of the teaching force in our nation's schools and the responsibility of teacher education in helping to improve quality school teaching.

I strongly support the Commission's unequivocal and forthright consideration of and action on school-oriented policy and professional issues, as well as other pressing technical issues related to the training of school teachers. I certainly expect that such issues will constitute the bulk of the Commission's report, and rightly so. My central point, however, is that the analysis of these issues and the recommendations based on such an analysis should take place clearly and explicitly in the total universe of education and learning. As the Commission proceeds with its study of such specific issues as the knowledge base for teacher education, the quality of teacher candidates, school-college partnerships, the role and status of SCDEs in universities, the jungle of teacher certification, the requirements for internships, and the need for resources, to mention only a few, -- as this specific work proceeds, my point is that there must be clarity about the comprehensive nature and network of the educational universe in which this study is being conducted.

If teacher education does continue its development within the organizing framework of education broadly conceived, what would be some of the implications? I suggest the following.

Emphasis on Learning

First is an increased emphasis on the conditions and dynamics of learning in the teaching-learning dyad that constitute pedagogy. In no sense does this imply a neglect of education and training for effective teaching skills. There is no question but that such education and training must be developed and strengthened. The purpose of a much strengthened emphasis on the conditions and dynamics of learning is an expanded public and professional understanding that learning, like health, requires multiple actions on many fronts by many people, not just instruction by teachers in schools.

At first it may appear that such an understanding is obvious and needs no particular stress or attention. On the contrary, I maintain that an understanding of the comprehensive requirements of learning is generally quite superficial and ineffectual. Certainly, most persons, including professional educators, acknowledge that learning is a multifaceted activity that takes place in many diverse settings outside formal education. But this facile understanding is persistently ignored in much major educational policy, practice and research. Again and again we come back to talking about formal education, specifically our elementary and secondary schools, when we discuss the major issues and problems of education.

In 1975 John Goodlad wrote of the need to put together a "healthy ecosystem for the education of all" (pp. 204-205) which would include complementary roles played by various educating units in our society. He noted then that it was a complex and challenging task. It is still a complex and challenging task (Goodlad, 1984, pp. 59-60). Cremin (1976) has shown that even such insightful writers as Dewey, and more recently Silberman, although they emphasized the need for education throughout society, nevertheless reverted to discussing primarily school-based solutions to educational problems. The recent spate of reports on education in America provides a staggering list of failings associated with our educational deficiencies and almost without exception finds that the faults and solutions reside in our schools. And, more to the immediate point, I repeat my suggestion that this Commission appears to be following the same course.

An emphasis on the conditions and requirements of learning would help to redistribute across many diverse settings in society the responsibility and accountability of achieving educational goals in a genuinely developmental manner. An emphasis on learning could drive the development of an explicit national commitment to the promotion of an informed, enlightened and competent people and the prevention of ignorance and incompetence. If such comprehensive goals sound unrealistic or ineffectual, I suggest that you read the Surgeon General's 1979 report titled, Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. In that report global national goals for health promotion and disease prevention were set as public policy and became driving forces for specific actions on such matters as infant mortality, adolescent vehicle accidents, and independence for older adults, to mention only a few. When are we going to enunciate similar goals for the promotion of learning and prevention of ignorance as national policy to drive specific programs, not only for schools, but also in such areas as prenatal brain development, infant stimulation, early childhood education, parental modeling, and adult literacy, to mention only a few (Kelly, 1983)?

Conditions of Learning

An emphasis on the conditions and requirements of learning carries with it the corollary implication that university-based teacher educators in particular have a professional leadership responsibility for studying and making recommendations regarding both the facilitating conditions and the impediments to learning. To give but one example, if we desire a literate society, we not only need to study and develop programs for the effective school-based teaching of reading to children; just as importantly, we need to know the multiple non-school-based causes for interest and ability in reading and to build programs on that knowledge. We cannot let ourselves or society

be deluded into thinking that school-based reading education, as important as it is, can substitute for other parent and adult led experiences with books. And what are the impediments to literacy? For example, in the area of research, what do we know for sure about the relationship of television and literacy? It is no accident that the once romantic picture of smoking has turned into warnings and strictures. My imagination leads me to speculate, only half-facetiously, that some day, as a result of study and leadership by educators, all TVs may have to display: "Warning: The Educator General has determined that excessive TV watching is dangerous to your literacy." If it has not been done yet, perhaps one of us should invent the phrase "preventive learning" and see that as educators we are in the forefront.

With university-based teacher educators taking a lead in the study and promotion of the conditions for effective learning, a conscious effort toward a redistribution of the responsibility and accountability for education can have the beneficial side effect of relieving schools of distracting educational activities. The discussion about what schools should and should not do will certainly continue, but the guiding principles of the discussion would make it more difficult to retain distracting, nonsupporting or counter-productive tasks in the schools.

Professional Leadership

If learning is to be nurtured in settings throughout society and if teacher educators are to be in the forefront of the study and development of the conditions of learning, then teacher educators must also participate in the development of professional education as a leadership profession. This means first that the educating profession should be unswervingly committed to the conditions of learning in our society and, in the public interest, to the development of policies and programs for promoting an informed, enlightened and competent people and preventing ignorance and incompetence throughout society. Second, leadership means that professional educators must demand of themselves high standards of quality in personnel and in practice.

The continuing development of a high quality educating profession, including teacher education, should, in some important respects, be disassociated from the ebb and flow of supply and demand for teachers. Meeting a real demand for teachers in the face of an undersupply is a serious public policy issue. Government officials cannot ignore it, and as citizens and professionals we should assist with realistic solutions, even if it means stopgap measures. However, the allure of teacher shortages, the hardships of teacher oversupply, and the pressures of political expediency should not substantively interfere or influence our continuous development of a high quality educating profession. As the dean of a teacher education unit in a private university, I have heard myself say, in response to rising enrollments, "Things are getting better." I caution myself and my colleagues not to confuse a temporary "more" for a substantive "better."

Summary

In summary, I urge this Commission to establish explicitly education broadly conceived, that is, the learning society, as the organizing framework for your study of issues related to achieving excellence in teacher education. I do not expect nor do I think it wise to allow this framework to

detract from devoting major time and attention to specific, pressing school-based issues of teacher education. On the other hand, I encourage you to set forth and work with a comprehensive understanding of education and the multiple modes and settings in which it is delivered. Without detracting from specific and trenchant recommendations regarding teacher education in relation to schools and teaching in the schools, I suggest that a basic understanding of education broadly conceived can be woven throughout your report. Such an approach will allow you to address the most pressing contemporary issues while at the same time retaining our progress toward an expanded self-understanding and practice of teacher education. In this way you can carry out your responsibility to present needs and set the stage for future progress.

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TESTIMONY PRESENTED BY
CHARLES N. BEARD, JR., PRESIDENT ELECT
TEXAS STATE TEACHERS ASSOCIATION
TO THE
NATIONAL COMMISSION ON EXCELLENCE IN TEACHER EDUCATION
October 5, 1984

My name is Charles Beard and I am President Elect of the 95,000 member Texas State Teachers Association.

This association has been active for many years in efforts to increase the requirements for entry into the profession, to place professional education in a position of autonomy in determining standards for licensure and in spearheading the drive in the 1970's in Texas to create the State Commission On Standards For The Teaching Profession and Teachers Professional Practices Commission both of which are currently operative. Unfortunately, each serves only in an advisory role to the State Commissioner Of Education and the State Board Of Education.

As I am sure you are aware, public education and teacher education has received considerable attention in this State for the last year and a half and will continue to be under examination by a new appointed State Board Of Education created to implement far-reaching reforms enacted by the State Legislature this summer.

There is a mood of criticism of public education and teacher education coming from many state officials and opinion makers here as there is throughout the nation. For this reason, we welcome your study and the opportunity to testify. Those of us who serve

as practitioners as well as those of us who may serve in administration or teacher education need to speak clearly at this particular time. Then we need to work together to achieve a better result from public schools and teacher education institutions. Action is essential for improvement but also to prevent reforms which will in the long run weaken the teaching profession and subject public school students to approaches to teaching not soundly grounded upon a knowledge of young people and the essentials of good practice.

The process of preparing teachers to teach and administrators to manage our schools is critical to the ultimate quality of education. TSTA has supported significant improvements in teacher education. These improvements will do much to prevent those not suited for the profession from entering it, as well as improve education in general. Better prepared educators are free to serve students skillfully because they have the knowledge and talent for their tasks.

Requirements for entry into college of education programs should be rigorous, yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts or education), grade point average, personal interviews, and recommendations of persons in related fields.

All teacher education programs should have three integrated components:

- a. liberal arts;
- b. at least one subject or teaching level specialty;
- c. a professional curriculum.

Both the professional curriculum and the teaching specialty must be derived from what practicing teachers say must be known and actually done in order to be effective in the classroom. The professional components should focus on classroom practice -- and classroom experience should come as early as possible in the course of study. Field-based experiences related to all components should be provided throughout the preservice program.

Education students should be evaluated throughout their program, using multiple techniques. Recommended measures include observations, oral and written examinations, videotapes of teaching techniques used by the student, and products from projects. Only students who have demonstrated that they can effectively begin practice should be graduated from teacher education programs. Texas has a law which TSTA supported and which will be implemented in 1986 requiring a comprehensive state examination prior to certification. TSTA believes that the following criteria should be the basis of the "competence examination" for any such examination prior to initial licensure:

- 1) Independently written evaluations of the practicum by a college-based supervisor and a school-based supervising teacher;
- 2) Written reports of observational assessments of teaching performance, conducted by a teacher and a professor of education other than those who supervise the practicum;
- 3) An oral examination on pedagogical knowledge and understandings conducted by a university-based teacher educator and a school-based teacher supervisor, using a patterned interview for which the interviewers have received appropriate training;
- 4) A grade point average of not less than 2.5, preferably 3.0 on a 4-point system in the area of the student's specialty or specialties (majors and minors to be taught);
- 5) A grade point average of not less than 2.5, preferably 3.0 in professional studies;
- 6) A criterion-referenced essay examination in the subject specializations to be taught. For teachers who will typically teach non-departmentalized elementary subjects, examinations cooperatively developed (by academic departments and subject-area methodology professors in education) in the following areas should be administered: language arts, mathematics, science and social science. To be eligible for recommendation for licensure, a candidate should be judged satisfactory on each of the five or six assessments. Failure to achieve success on any one of these should require repeating that part of the examination, with an

interval of no less than three months between examinations for the purpose of remediation.

TSTA has strong objections to any proposal to have the final judgment as to whether or not a teaching candidate is licensed reliant on any single standardized test. We strongly believe that all candidates for licensure ought to demonstrate far more skill that can be determined on a single standardized examination and note that our six criteria, recommended above, will certainly screen out those not ready or able to teach in the public schools.

Aside from such a procedure for initial licensure I would like to make a few comments about other areas of concern.

1. Alternative certification should be approached cautiously. The reform legislation in this state originally contained language opening the door to any specialist to teach at least part time in the schools. Its intent was to by pass colleges of education and the foundations of education and pedagogy necessary to qualify for certification. As passed into law it requires an internship under a qualified teacher but does potentially lessen the requirements for preparation in a college of education. Teacher education institutions must experiment with flexible approaches to training without abandoning the essential elements of professional preparation of teacher candidates.
2. Serious exploration of full-year internships in concert with and under the supervision of practitioners as a realizable goal in the near future.

3. Programs for professional growth for teachers -- whether they are staff development or professional development -- governed by teachers.
4. More effective efforts to recruit minorities into the profession.
5. We agree with a proposal which was under study in this state last year which has yet to come to fruition -- namely, that teacher education programs on college campuses must be funded equally with other segments of the universities and provided the standing and resources to improve programs, experiment and attract students into teaching as a career.
6. The entire public school and teacher education image must be put in a more positive light if we are to attract the best qualified and able young people into teaching. Many elements are needed but first among them is to make teachers' salaries comparable to those of other professions.

In closing I would recommend not only specific suggestions I have made but a general effort for teacher education reforms which provide 1) a more practical field based pre-service experience, 2) support for state-by-state recognition of professional autonomy for teachers and other educators in service and 3) support by teacher educators for practicing teachers to reform professional growth and inservice education to make it meaningful and useful. These steps will help teaching as a profession move toward the recognition and status it deserves.

Thank you.