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ABSTRACT

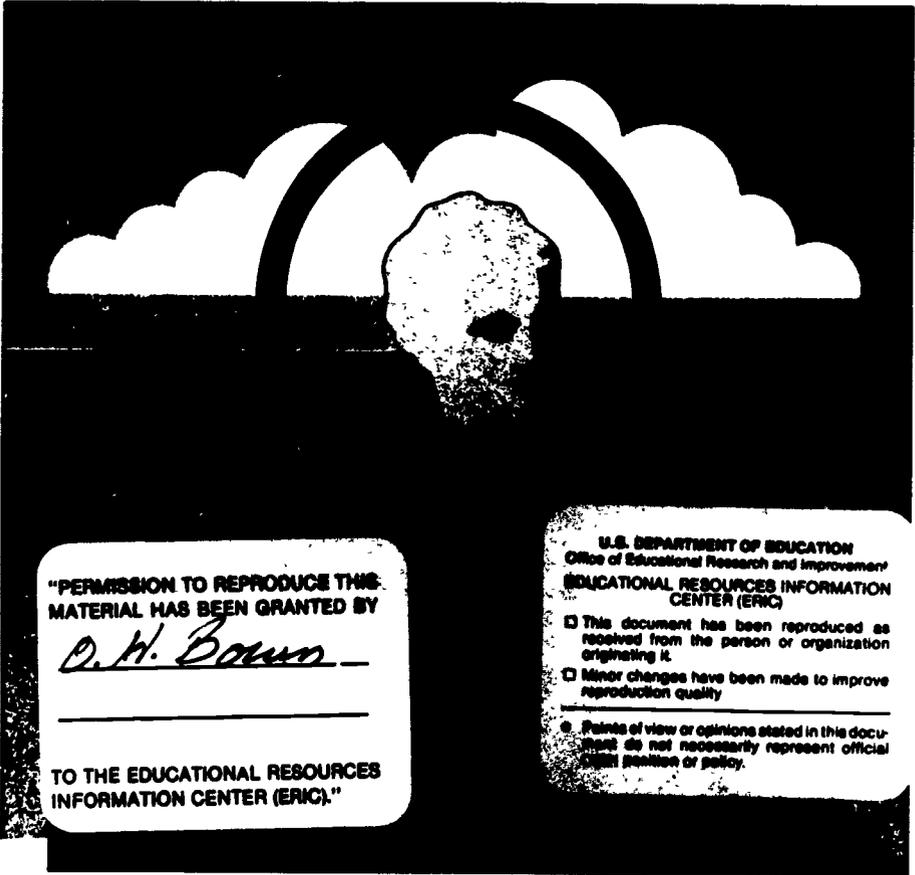
A synthesis is presented of the outcomes of the "Beyond the Looking Glass" Conference which brought together educational practitioners, policy makers, and researchers to make concrete suggestions for what should be done to improve the conditions, processes, and effects of teacher education. Three major points of agreement formed the basis for considerations: (1) Teacher education should be viewed as occurring across the professional continuum; (2) Improvement in teacher education is directly tied to improvements in the conditions and status of teaching; and (3) Improving teacher education requires that policymakers, teacher educators, teachers, and researchers work together to develop a shared language and understanding of the complex and multifaceted phenomena occurring across the professional called teacher education. The information presented in this monograph is divided into three areas: preservice teacher education, induction teacher education, and inservice teacher education. Included are statements of specific goals for each area, as well as recommendations and critical warnings. Each set of recommendations and critical warnings is introduced with quotes from conference participants and a brief discussion of each issue. (JD)

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BEYOND THE LOOKING GLASS

RECOMMENDATIONS & CRITICAL WARNINGS FOR TEACHER EDUCATION PRACTITIONERS, POLICYMAKERS & RESEARCHERS



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A SYNTHESIS OF THE BEYOND THE LOOKING GLASS CONFERENCE

PREPARED BY GENE E. HALL

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FOR MORE INFORMATION:

The commissioned papers presented at the national conference, "Policies, Practices and Research in Teacher Education: Beyond the looking Glass" are available.

The full set of commissioned papers is available in book form (*Beyond the Looking Glass: Papers from a National Symposium on Teacher Education Policies, Practices & Research, Catalog #7203*) and may be ordered from Communication Services, R&D Center for Teacher Education, Education Annex 3.203, The University of Texas, Austin, TX 78712-1288 at \$14.00 each.

A subset of the papers is available as a special issue of the *Journal of Teacher Education* (January-February, 1985, Volume 36, Number 1). Single copies of this issue may be ordered from the Publications Department, Journal of Teacher Education, AACTE, One Dupont Circle, Suite 610, Washington, D.C. 20036 at \$6.00 per copy.

Another important document for those who are concerned about teacher education is the report of the National Commission for Excellence in Teacher Education, *A Call for Change in Teacher Education*. This document may be ordered from AACTE, One Dupont Circle, N.W., Suite 610, Washington, D.C. 20036 at \$7.00 each.

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POLICIES, PRACTICES & RESEARCH IN TEACHER EDUCATION:
BEYOND THE LOOKING GLASS

AUSTIN, TEXAS
OCTOBER 3-5, 1984

A NATIONAL SYMPOSIUM SPONSORED BY
THE RESEARCH & DEVELOPMENT CENTER FOR TEACHER EDUCATION
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
WITH THE SUPPORT OF THE NATIONAL INSTITUTE OF EDUCATION

BENDING THE LEARNING GLASS

RECOMMENDATIONS & CRITICAL WARNINGS
FOR TEACHER EDUCATION PRACTITIONERS,
POLICYMAKERS & RESEARCHERS

PREPARED BY GENE E. HALL

1986

THE RESEARCH & DEVELOPMENT CENTER FOR TEACHER EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

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WHY THIS DOCUMENT?

Teaching is the largest business in the nation. Teaching occurs not only in school and college classrooms but also in private sector, public sector, professional, trade, military and religious contexts. Teaching is an essential part of family life as well. Given the extent of formal and informal teaching activities, it would be reasonable to assume that there should be widespread understanding and agreement about the key elements in the act of teaching as well as consensus about effective strategies for developing strong teachers. However, as the recent and diverse barrage of commission reports, media critiques and legislative acts suggest, there is actually little agreement on how to strengthen teaching and teacher education. Nonetheless, there is a widespread sense of urgency to act now to improve teaching and teacher education.

Within this current context of analysis, criticism, proposal and counter proposal the staffs of the Research and Development Center for Teacher Education (R&DCTE) and the Southwest Educational Development Laboratory (SEDL) decided to co-host a national invitational conference. The staff of the National Institute of Education, the primary funding agency for both R&DCTE and SEDL, also provided important leadership and sponsorship of the conference. The conference took place in Austin, Texas on October 3-5, 1984 and had the title: *Policies, Practices and Research in Teacher Education: Beyond the Looking Glass*.

A DIFFERENT KIND OF CONFERENCE

As the title suggests, this conference was designed to look forward. The conference organizers believed that there was no need to use large amounts of time in revisiting the many criticisms of teacher education or to lob more epithets at key actors in the teacher education amphitheater. The conference goals and design were developed to encourage the participants to not only understand but also to look beyond the present state of teaching and teacher education and make concrete suggestions for what could be done to improve the conditions, processes and effects of teacher education.

The conference hosts also believed that it was crucial to bring together in a collegial environment representatives of the different interest groups. Teacher educators, policymakers, researchers and teachers must talk and work together if teacher education and

therefore teaching is going to be improved. The assumption was that these stakeholders would be willing to participate if there was an opportunity.

The credibility, perspectives and resources offered through the combining of R&DCTE, SEDL and NIE provided the neutral ground and sufficient incentives to bring together representatives of teacher education practice, policy and research. The result was three days of informed and informing presentations and collegial discussions about the promise and needs of teacher education.

Before describing the conference outcomes in detail, it is important to note that one of the most important outcomes was that state legislators, researchers, chief state school officers, teacher educators, school administrators and teachers discovered that they agreed on many of the needs of teacher education and desired consequences. They also began to understand each other's points of view and differences in ways of thinking.

This was a working conference. A major part of the conference time was spent in small working groups. Each group had a chair and a recorder who documented the recommendations and issues that were generated. In addition, conference participants were asked to raise critical warnings. This report is a brief synthesis of the most salient and critical points of the conference presentations and work group discussions. This information presented includes statements of specific goals for teacher education, as well as recommendations and critical warnings for which there was widespread support. Each set of recommendations and critical warnings is introduced with some quotes from conference participants, and a brief discussion of each issue is provided. Certainly points in addition to those reported here were made during the three days. Many of these are found in the commissioned papers which will be a valuable source of more in-depth information on the conference proceedings.

THREE MAJOR POINTS OF AGREEMENT

There were three propositions or themes for which there was unanimous agreement. The Professional Continuum, the Status of the Profession and the Essentiality of Collaboration.

THE PROFESSIONAL CONTINUUM

Teacher education should be viewed as occurring across the professional continuum. The development of a strong teacher is a career-long process. It is not the simple result of what does or does not occur during *initial training/preservice*, nor does it depend only on what happens during the *induction phase* (first 1-3 years of

teaching) or singularly on the quality and extent of *in-service* teacher education experiences. Teacher education is a career-long process involving a linked and developing set of experiences and learnings for the teacher. Rather than thinking of teacher education in isolated segments (e.g., preservice and in-service) there was consensus that policymakers, teacher educators and researchers need to carry out their roles in ways that are consistent with teacher development and teacher education occurring across this professional continuum.

THE STATUS OF THE PROFESSION

A second principle that was repeatedly emphasized was that **improvement in teacher education is directly tied to improvements in the conditions and status of teaching.** Only as the image of teaching and the conditions of the workplace improve will the full, potential impact of improved teacher education practices be realized. Teacher education practice and research are arms of the profession of teaching and are inextricably connected to the welfare of the profession. Changing teacher education alone will have little effect unless we have work place conditions that will motivate and support teachers. Changes in teacher education must be seen as part of addressing the larger and more pervasive problems of status, rewards, incentives and work conditions of teachers and teacher educators.

THE ESSENTIALITY OF COLLABORATION

The conference hosts and the participants rediscovered the importance of something that all too often is given only lip service. **Improving teacher education requires that all (policymakers, teacher educators, teachers and researchers) work together to develop a shared language and understanding of the complex and multi-faceted phenomena called teacher education.** And all want to see action. To succeed requires a merging and pulling together of what appear to be different agenda, but in most cases are different perspectives of shared problems. Given the interrelatedness of many of the problems in teacher education, the only process that holds real potential for the improvement of teacher education is one of dialog and collaboration. Teacher education affects and is affected by an unusually wide range of constituents. Each views teacher education in its own way. All share beliefs in the need for improvement of teacher education.

ACKNOWLEDGEMENTS

One of the major strengths of teacher education is the professional caliber and dedication of many of its members and its constituencies. The presenters, participants and organizers of the Looking Glass Conference represented very well these strengths and the potential of teacher education. All are to be congratulated for their dedication and efforts to improve the education profession.

A number of individuals deserve specific recognition. Three of these are Shirley Hord and Sharon O'Neal (R&DCTE) and Martha Smith (SEDL) who worked long and hard with their colleagues and staff to make the conference and its proceedings come to life. Also, Joe Vaughan (NIE) must be recognized for sharing his vision in designing the conference and providing editorial assistance in the preparation of this synthesis. And a special thank you to Preston Kronkosky (Executive Director, SEDL) who has consistently supported activities of this type that bring together work of the Regional Laboratories, National R&D Centers and the constituencies of education.

PRESERVICE TEACHER EDUCATION: PRACTICE RECOMMENDATIONS

"Remember that teacher education and teacher certification are different. The criteria for certification may not be related (as they should be) to teacher education programs."

"We need to begin to develop a language with which we can talk across constituent groups . . . a linkage through language."

"Teacher education institutions and schools must cooperate more. Decisions should be made cooperatively."

Recommendations for improving initial/preservice teacher education programs were diverse. Some recommendations focused on teacher educator practices, other suggestions dealt with institutional/regulatory issues. Cumulatively, they reflect the collage of interests and contexts which comprise initial teacher education. Thus, the resulting first recommendation below is an essential foundation for the advancement of initial teacher education.

1. THERE MUST BE AN INTER-ORGANIZATION OF TEACHER EDUCATORS, TEACHERS, COLLEGES OF EDUCATION, SCHOOL SYSTEMS AND STATE AGENCIES THAT HAS THE SHARED AGENDA OF SUPPORTING AND IMPROVING PRESERVICE TEACHER EDUCATION.

Educators must be brought together in a cooperative setting to work on common problems and ways to design, operate and evaluate initial teacher education programs. Teacher educators must become more aware of the school work place, and teachers and policymakers must become more aware of the potential and limits of preservice teacher education programs. And teacher preparation program designers must actively involve all parties, including the public, with legitimate interests in the development of their programs.

2. INSTITUTIONS OF HIGHER EDUCATION SHOULD VIEW TEACHER EDUCATION AS AN ACTIVITY OF A PROFESSIONAL SCHOOL AND IT SHOULD BE OPERATED AS SUCH.

Many essential elements of teacher education are logically the responsibility of institutions of higher education. Yet, the low status of teacher education programs in many higher education campuses and the frequently unclear or ill-conceived work demands or rewards for teacher education faculty seriously restrict their potential to prepare teachers for the induction phase. Furthermore, these conditions contribute to low expectations, low status and unclear understanding of work demands for teacher education students after they become teachers. Despite such critical conditions, conference participants agreed that with appropriate support and incentives, quality teacher education programs can be established and maintained in institutions of higher education. A key to success is obtaining status and respect as a professional preparation program that is equal to other higher education programs.

3. THE CONTENT OF TEACHER EDUCATION PROGRAMS AND THE MODELS EMPLOYED NEED TO BE SYSTEMATICALLY DESCRIBED BY EACH INSTITUTION.

The core content and knowledge base for teacher education programs needs to be defined, and new models of teacher preparation need to be examined and tested. Specific issues, such as the advisability of extended programs, need to be addressed and evaluated. In addition, the profession must define the competencies and qualities that a teacher should possess as a basis for developing goals for the redesign of initial programs. It is likely that defining desirable competencies and qualities will not result in only one definition of a good teacher but, rather, agreement on a core of essential skills, knowledge, attitudes and behaviors, with the balance of competencies and qualities being dependent upon the particular context within which the teacher will teach (e.g. subject, grade level, type of student, community expectations). These competencies and the anticipated context should be directly related to teacher education content and processes.

4. INSTITUTIONS WITH TEACHER EDUCATION PROGRAMS SHOULD ESTABLISH AND MAINTAIN MECHANISMS FOR STUDYING THEIR PROGRAMS AND ACQUIRING INFORMATION ABOUT THE STUDIES OF OTHERS RELATED TO TEACHER EDUCATION.

It is important that priority be given and resources allocated to systematic learning about effects of existing programs and promising

teacher education practices. Studies of various aspects of programs (e.g., effects of methods courses), evaluations of graduates and shared study designs across institutions are only a few of the possible avenues for keeping faculty and programs updated.

5. PRESERVICE TEACHER EDUCATION PROGRAMS SHOULD BE DESIGNED AS THE FIRST PART OF A CONTINUUM THAT LOGICALLY LEADS INTO THE INDUCTION PHASE.

Teacher education at the preservice level should not be isolated from induction and inservice education. Preservice experiences and courses should be designed and sequenced in anticipation of the induction phase. Clear definition of the relationship between preservice and induction should be established. This definition should include understanding of the practices and responsibilities for each phase. And these definitions should be developed with the involvement of school-based and higher education-based teacher educators and teachers.

PRESERVICE TEACHER EDUCATION: RESEARCH RECOMMENDATIONS

"There needs to be clear and public distinction between research on teaching and research on teacher education."

"Legislation defining particular teacher education practices should be discouraged until there is more of a research base to informing teacher education policy development."

"Research on the professional development needs of teacher educators is certainly needed."

Participants at the October conference agreed that research in teacher education would be assisted by maintaining clearer distinctions between the practice of teaching and the practice of teacher education. In recent years researchers have provided many new insights about the effectiveness of various classroom teaching practices. Parallel studies of the effects of different teacher education practices have only recently been recognized as needed. The main theme in the research recommendations for preservice/initial

teacher education suggests that it is time to make studies of teacher education practices, participants and outcomes the first priority. The following research questions were prevalent among the participants in addressing this priority.

1. WHO MAKES UP THE PRESERVICE TEACHER EDUCATION WORK FORCE, WHAT DO THEY DO AND HOW EFFECTIVE ARE THEY IN INITIAL PREPARATION OF TEACHERS?

A number of research questions in this area emerged from the conference. What kinds of experience, background and training do preservice teacher educators have? What are characteristics of their professional practices and what are their effects? How do teacher educators update themselves? How can they effectively balance academic, professional and field-based responsibilities?

2. WHAT ARE THE FACTORS THAT ATTRACT STUDENTS TO TEACHER EDUCATION AND INFLUENCE THEM TO REMAIN?

The recent concern about admission standards provides many opportunities for instructive study. For example, there is an implicit assumption in many admission changes that higher entrance standards will attract better students and yield higher quality teacher graduates. Attempts to do this need to be identified and their effects monitored. How do changes in entry standards affect student recruitment, retention and other variables? What effects do changes in entrance standards have on minority recruitment at a time when the school population is increasingly minority and the teacher population is increasingly majority? Longitudinal studies can inform us about the relationship between various entry factors and student progress through initial training, the induction phase, and remaining in teaching.

3. WHAT ARE THE EFFECTS OF DIFFERENT CONTENTS AND PROCESSES IN INITIAL TEACHER EDUCATION PROGRAMS?

We need to understand how to optimally balance academic, pedagogical and field-based components. What are the interactive effects of teacher development, academic content, teacher understanding and the context in which teaching takes place? How much of what types of initial training make what kinds of differences in teacher readiness for and successful transition through the induction phase? How should the initial education of teachers be different depending on the context within which they will begin their full time teaching careers? Are there subject area differences that should be reflected in teacher education?

4. WHAT ARE THE ELEMENTS OF PRESERVICE TEACHER EDUCATION PROGRAMS THAT CONTRIBUTE TO THEIR GRADUATES BEING MORE SUCCESSFUL DURING THE INDUCTION PHASE AND EFFECTIVE IN THEIR TEACHING CAREERS?

What initial program characteristics are associated with teachers' having positive affects on student achievement? How do regular programs compare and contrast with alternative approaches to initial teacher certification? A related question also needs to be asked. What processes and procedures do school systems use to select teachers? How do these selection processes relate to initial training programs and classroom effectiveness?

PRESERVICE TEACHER EDUCATION: POLICY RECOMMENDATIONS

"New requirements and new incentives."

Policy recommendations for initial teacher education focused more on the message and the style of policy development than on the substance of particular policies. Discussion of particular policies served more as examples to illustrate and support the approaches that teacher education policymakers should take.

1. TEACHER EDUCATION POLICIES SHOULD REFLECT AN UNDERSTANDING OF THE NATURE OF CHANGE IN INSTITUTIONAL SETTINGS AND INCLUDE INCENTIVES TO ENSURE IMPLEMENTATION.

Policy should encourage and support desired changes rather than simply mandating change. Attention must be given to how implementation will be supported. Incentives must be established for teacher educators and others to undertake different and/or additional duties and responsibilities. For example, dedication of college faculty to improved teacher education and field-based activities requires the establishment of supportive mechanisms and rewards such as shifts in course funding formulas and use of different criteria for advancement in the academic setting.

2. COLLABORATION AMONG THE PUBLIC, LEGISLATORS, TEACHER EDUCATORS AND TEACHERS FOR THE PURPOSE OF PROBLEM SOLVING AND POLICY DEVELOPMENT MUST BE ENCOURAGED.

Teacher education is a large and multifaceted enterprise. Means must be devised to broaden the dialog among all of those concerned with teacher education. When policy development is unilateral there is a risk of the resultant policies not reflecting the realities nor the best interests of teacher education, higher education and schools. A related point is that teacher educators need to learn how to become part of and how to influence the policy development process.

3. STEPS MUST BE TAKEN TO IMPROVE THE STATUS AND CONDITIONS OF TEACHING AND TEACHER EDUCATION.

Until the profession of teaching becomes more attractive, it is unlikely that changes in preservice programs by themselves will lead to increases in the quality or quantity of first-year teachers. Steps must be taken to improve the rewards, status and work conditions of teachers and teacher educators.

4. STATE EDUCATION AGENCIES, STATE COORDINATING BOARDS OF HIGHER EDUCATION AND THE CONSTITUENCIES OF TEACHER EDUCATION MUST WORK TOGETHER IN SUPPORTING INITIAL TEACHER EDUCATION AS AN IMPORTANT ELEMENT OF HIGHER EDUCATION.

Most of what is commonly done as initial teacher education is done within institutions of higher education (IHE). However, within the overall priorities of the IHE, the professional and field-based components of teacher education tend to be in low status and underfunded positions. In order to systematically change this situation, coordinating and policymaking bodies must consider new formulas for funding and resource allocations that reflect understandings of the complexity of the teacher education endeavor and the intensity of effort needed to support high quality teacher education activities.

PRESERVICE TEACHER EDUCATION: CRITICAL WARNINGS

"Teacher educators must send a clear message to legislatures and the public that we cannot attract qualified people into the profession under existing conditions."

"Teacher shortages may undermine efforts to enhance the preparation of teachers."

"Beginning teachers should not be mistaken for experienced teachers."

"In our push to consider reform, let's not ignore the good practices already in place."

1. A LARGE AND OMINOUS TEACHER SHORTAGE IS ARRIVING.

There was unanimous agreement that a large teacher shortage is imminent. Arrival of the second bulge in the baby boom, more alternative careers for women and minorities, and the diminishing status and low pay for teaching are in combination keeping many persons from selecting teaching as a career. It is not a simple question of recruiting some of the best and brightest to teaching. It is becoming a question of finding enough persons who are willing to be in classrooms. The impact of the pending teacher shortage is already being felt in inner-city schools and will be showing up in rural and suburban schools soon. We must engage in long-range planning regarding teacher shortages to avoid even greater shortages in the near future.

2. REACTION TO THE IMPENDING TEACHER SHORTAGE CRISIS COULD RESULT IN SITUATIONS THAT WORK AGAINST THE RECENT REFORMS.

The impending shortage should not be permitted to restrict or negate efforts to raise program standards or to extend the length of initial programs. Nor should there be sanctioning of wholesale temporary certificates as an expedient route to staffing classrooms.

3. A NUMBER OF ISSUES WILL BE EMERGING IN RELATION TO IMPORTING AND EXPORTING TEACHERS ACROSS STATE LINES.

Present provisions for the interstate mobility of teachers, initial program exit standards, possible national certification standards, eligibility for temporary certificates, program accreditation and minimum competence to serve as a classroom teacher must all be reexamined and renegotiated. All the stakeholders should be participants in the discussion in order to develop the most viable strategies. The problem of balancing quality and quantity issues across state lines is going to be with us for the foreseeable future.

4. TEACHER EDUCATORS MUST BECOME INFORMED AND MORE ARTICULATE IN PREPARING AND PRESENTING RELEVANT ARGUMENTS TO THE VARIOUS CONSTITUENCIES OF TEACHER EDUCATION OR OTHERS WILL BE MAKING LESS WELL-INFORMED DECISIONS.

If teacher educators do not participate in the development of solutions to problems perceived by the public, then others will decide and solutions, regardless of merit, may be forced on the teacher education community. Misperceptions about the possible solutions for problems in initial teacher preparation programs must be addressed. The public needs to know the difficulties that the educational community is facing as it tries to meet demands for increasing numbers of teachers while at the same time proposing ways to increase the quality of the product, the teacher. Presenting the issues and alternatives in understandable terms requires teacher educators to develop new skills and sensitivities to the concerns and frames of reference of other constituencies.

INDUCTION TEACHER EDUCATION: PRACTICE RECOMMENDATIONS

"The first year for most is a sink-or-swim process."

"Beginning teachers should receive a balanced teaching load and not just the 'leftovers.'"

"Alternative models of induction need to be developed. This might mean challenging some of the assumptions that guide current preparation programs."

Awareness of the concept of induction and development of specialized teacher education experiences for teachers during their first several years of teaching are new phenomena in the United States. The creation of induction programs, studies of beginning teachers and state policy initiatives targeted toward the beginning teacher have mushroomed in the last five years. For example many states are considering ways to induct new teachers into schools without prior teacher education. As a consequence many of the practice recommendations for this phase focus on issues of program design, functions and role clarification. Implicit in these recommendations is agreement that, if the resources can be found, enhancing teacher education during this phase will have major long-term benefits for teachers, their students and the educational system.

1. THE INDUCTION OF TEACHERS NEEDS TO BE VIEWED AS AN IMPORTANT PART OF THE TEACHER EDUCATION CONTINUUM.

Induction is significantly placed on the professional continuum as a link back to initial training and forward to the inservice phase. Different skills and orientations are being developed at each time. The transition from initial training to full classroom responsibility needs to be recognized as a phase that requires its own teacher education emphasis. In addition, preservice field experiences should be designed to anticipate the induction phase. At the other end, career development programs to increase retention and continued professional growth should be tied directly to the development and implementation of induction programs in order to utilize and enhance the use of these basic and more advanced skills and experiences that are parts of quality teaching.

2. SUCCESSFUL INDUCTION REQUIRES THAT TEACHERS ARE APPROPRIATELY PLACED IN TEACHING POSITIONS SO THAT THEY HAVE REASONABLE POTENTIAL FOR SUCCESS.

First assignments of beginning teachers must be considered carefully. Their assignment should be such that they have ample access to peer teachers and more time to share with and learn from other, more experienced teachers. They should not be relegated to the purpose of filling remaining undesirable slots in the course schedule.

3. ALTERNATIVE BEGINNING TEACHER INDUCTION SYSTEMS MUST BE DESIGNED TO ADDRESS THE ISSUE OF WHAT EXPECTATIONS ARE REALISTIC IN TERMS OF THE PERFORMANCE OF BEGINNING TEACHERS.

As induction programs are being formalized there is increasing tension among the advocates of different emphases. One emphasis is upon addressing the immediate needs and questions of beginning teachers, and recognizing that there are and should be real differences in the needs, levels of expertise and role responsibilities between beginning and experienced teachers. Another perspective places emphasis on assessing and judging the candidates readiness for full membership and responsibility in the profession. Both assessment and assistance purposes should be explored and their appropriateness and reasonableness weighed. For new teachers who have not had prior teacher education, special consideration must be given to their unique needs. Whatever the weighting of emphasis in a particular setting, the teacher and the teacher educators should have clear and consistent understandings of their roles and intended consequences of their activities.

4. INDUCTION PROGRAMS SHOULD ADDRESS THE PROBLEMS OF NEW TEACHERS ENTERING A NEW SOCIAL SYSTEM AS WELL AS ADDRESSING ISSUES OF INSTRUCTIONAL EFFECTIVENESS.

While the formal process of initial teacher education attempts to prepare the beginning teacher to be an effective instructor, there is often little attention to how the new teacher becomes an accepted and fully functioning member of the school unit. Isolation of beginning teachers often frustrates and reduces their instructional effectiveness. Induction programs should be specifically designed to facilitate beginning teachers' understanding of the socialization process.

5. RESPONSIBILITY FOR SUCCESSFUL INDUCTION SHOULD BE A COLLABORATIVE EFFORT INVOLVING AT LEAST THE INSTITUTION OF HIGHER EDUCATION, THE SCHOOL SYSTEM AND THE STATE EDUCATION AGENCY.

The induction phase can serve as the context within which the multiple interest of teaching and teacher education can begin to work together. In some cases this will require alteration of institutional structures and the development of new skills. It also will likely require new teacher education roles, such as master teachers serving as the link between the school and the college or direct involvement by the private sector.

6. INSTITUTIONS OF HIGHER EDUCATION NEED TO DEVELOP FOLLOW-UP AND SUPPORT SYSTEMS TO BETTER SERVE THEIR GRADUATES.

Institutions of higher education should become actively and intensively involved in the emerging teacher induction programs in their areas. This activity is necessary not only to support graduates but to provide the institutions with information to restructure their preservice programs so that their future students will have the most current skills, competencies and understanding to successfully complete their induction phase.

INDUCTION TEACHER EDUCATION: RESEARCH RECOMMENDATIONS

"Research is needed on the nature of induction programs."

"Ways must be found to allow and encourage research in the induction setting."

The research recommendations, presented as research questions, for the induction phase also reflect the growing interest in the career-long development of teachers and the limited knowledge about the needs of beginning teachers, the design of successful induction models and their long-term effects.

1. WHAT ARE THE PERSONAL/SOCIAL, PEDAGOGICAL AND CONTENT NEEDS OF BEGINNING TEACHERS THAT CAN REASONABLY BE ADDRESSED BY AN INDUCTION PROGRAM?

The skills and competencies new teachers bring with them, the ways they learn during the induction period and the skills, knowledge and behaviors they need to be effective must be studied more closely. Characteristics of beginning teacher placements need to be extensively investigated to identify the relevant factors that affect success. Other topics for study include the characteristics and needs of people coming to teaching through different teacher education or other backgrounds and analysis of the forces that influence new teachers.

2. WHAT ARE THE NECESSARY COMPONENTS OF A FORMAL INDUCTION SYSTEM AND WHAT ARE THE CRUCIAL ACTIVITIES WITHIN THOSE COMPONENTS?

What are the models of induction that currently exist and how do they differ in respect to their effects on beginners (those with teacher education backgrounds and without), their recognition of differences in beginners, the contexts within which they operate, the resources they require and the outcomes that they are expected to deliver? At this time little is known about which induction program components are essential, who can serve most successfully as teacher educators in the induction settings, and which inter-institutional and other linkages are most important in enhancing the induction process. Research findings are needed that will help define the knowledge, skills, attitudes and behaviors to be emphasized. There is a need to evaluate the different support and network/linkage models that exist between teacher training programs and the school systems that facilitate the transition into beginning teaching. If different models of collaboration and inter-institutional arrangements can be utilized during the induction phase, what are the strengths and weaknesses of each? What are the characteristics of effective support systems for beginning teachers? And, does the induction process need to change for beginning teachers with different assignments (e.g., elementary vs. high school) and school contexts?

3. WHAT CAN BE LEARNED FROM MODELS/PRACTICES OF INDUCTION IN OTHER PROFESSIONS?

Entry into any career entails an induction phase of some type. It may be highly formalized and extensive or as abrupt and unsupported as it has been for most teachers. Examination of the existing literature and practices in the induction process in other professions could be instructive for teacher education.

4. THE SELECTION AND TRAINING OF PEOPLE RESPONSIBLE FOR STAFFING AND OPERATING BEGINNING TEACHER INDUCTION SYSTEMS SHOULD BE CLOSELY EXAMINED.

Research is needed on both the characteristics of teacher educators and the role that they occupy in the induction process. What are the skills necessary to be an effective teacher educator during induction? What should be the content of the training given to administrators, mentors, colleagues and others that will help them make initial teaching more productive?

5. INDUCTION PROGRAMS NEED TO INCLUDE EVALUATION AS AN ESSENTIAL COMPONENT.

At a minimum, evaluation and research information is needed to assess the effectiveness of induction practices. Such information would be extremely important in modifying preservice programs and in comparing the potential of regular and various forms of extended preservice programs. However, when conducting research or evaluation on teacher induction programs, the studies should not stop when the phase is ended. The studies should continue by tracing the participants on a longitudinal basis through the next several years in their careers.

6. THE IMPLEMENTATION OF BEGINNING TEACHER INDUCTION SYSTEMS SHOULD BE CLOSELY EXAMINED AND THE MOST IMPORTANT CHARACTERISTICS OF SUCCESSFUL CHANGE PROCESS IDENTIFIED.

What are key strategies and barriers to establishing successful induction programs? Can the sometimes incompatible functions of assistance and evaluation be served equally well? What are the relative costs and benefits of different induction program components? How are administrative problems, such as faculty load for field work, effectively resolved? What are the necessary dynamics for successful implementation?

INDUCTION TEACHER EDUCATION: POLICY RECOMMENDATIONS

"Induction needs to be viewed as a career phase that is different from preservice and inservice."

"If partnership is a good thing, then it needs to be determined at the policy level."

"The best minds [in education] should be coming up with alternative ways to proceed. . . in the absence of action, legislators will act."

1. A CLEAR SET OF STATEMENTS IS NEEDED REGARDING THE DESIRED GOALS AND OUTCOMES OF INDUCTION PROGRAMS.

The purpose of the induction process must be clearly stated. Is it evaluation for screening? Is it assistance for development? Some combination of the two? Certification and tenure decisions are related to induction but should nonetheless be considered separately. In any case, the focus of induction programs should be growth, not punitively oriented.

2. THE DEVELOPMENT OF POLICIES FOR THE INDUCTION PHASE SHOULD BE BASED ON COLLABORATION OF SCHOOL SYSTEMS, INSTITUTIONS OF HIGHER EDUCATION, STATE EDUCATION AGENCIES, AND OTHER POLICY MAKING GROUPS, AS WELL AS THE PRIVATE SECTOR.

All parties have a vested interest in developing the best for education. Mechanisms are needed to facilitate a continuing dialog between educational professionals and policy makers. When there is continuing dialog, movement in successful directions is more likely.

3. INSTITUTIONS OF HIGHER EDUCATION SHOULD MOVE TOWARD A CLEARER ROLE IN THE BEGINNING TEACHER INDUCTION PROCESS.

There needs to be clearer understanding about the place of higher education in induction and the relationship of teacher education faculty to school systems in this process. Higher education institutions need to develop new flexibility in their means of developing

and delivering induction services for beginning teachers and school districts. Partnerships involving institutions of higher education, schools, and businesses, should be explored and alternative approaches investigated. As part of this move, the reward system in institutions of higher education needs to be restructured so that participation in induction programs and service to school districts is sanctioned and rewarded. Policies need to be developed that encourage partnerships. Faculty salary, tenure criteria and teaching loads will need to be structured to provide incentives for work in schools.

4. POLICYMAKERS WHO REPRESENT THE CONSTITUENTS OF TEACHER EDUCATION SHOULD CLARIFY LINES OF COMMUNICATION AMONG THEMSELVES IN ORDER TO CLARIFY THE ROLES EACH IS TO PLAY IN THE INDUCTION PROCESS.

There are many roles to play in the beginning teacher induction process, but we have yet to establish who is responsible for what or the processes by which these determinations will be made. What should each member of the partnership provide? For example, can the education profession provide quality control? Can the university provide research resources, frames for discussion and ways of thinking about teaching and learning? Can school districts in partnership with institutions of higher education provide improved assistance for beginning teachers? What work can be done with the private sector to recruit teachers from their ranks? What is the role of experienced teachers? How will certification decisions be made? The responsibility/accountability of the various agents in the induction process must be sorted out.

5. FOR EFFECTIVE INDUCTION TO OCCUR, SUFFICIENT RESOURCES MUST BE MADE AVAILABLE TO SUPPORT A WELL CONCEIVED, CAREFULLY DESIGNED AND CONTINUING EFFORT.

Sufficient resources (time, training, funding) must be allocated to support induction processes. Yet, at this point, it is not known what the costs are to develop and fully implement successful induction programs. Initial implementation of a program may be expensive due to start-up costs. For the near future, programs need to be allowed to operate long enough at sufficient resource levels that results and intermediate range costs and benefits can be documented and analyzed.

INDUCTION TEACHER EDUCATION: CRITICAL WARNINGS

"Complex problems don't deserve simple solutions."

"Induction can become an 'end' rather than a 'means'."

"Policymakers must avoid being overly prescriptive."

- 1. AN INCREASE IN THE USE OF PRACTICES SUCH AS EMERGENCY CERTIFICATES DUE TO TEACHER SHORTAGES COULD HAVE A DETRIMENTAL IMPACT ON CURRENT EFFORTS TO IMPROVE ALL PHASES OF TEACHER EDUCATION, ESPECIALLY AT THE INDUCTION PHASE WHERE TEACHERS WITH LITTLE OR NO FORMAL TEACHER EDUCATION WOULD RECEIVE ON-THE-JOB TRAINING.**

Such emergency procedures could overburden the schools and teacher education institutions with teacher education responsibilities that are 1) unrealistic in light of the complexities of learning to teach or 2) beyond the institution's present ability to fulfill. While short term induction programs for those without prior or sufficient teacher preparation may prove feasible and effective, caution must be exercised to avoid either superficial or overly ambitious induction efforts.

- 2. IF INSTITUTIONS OF HIGHER EDUCATION CHOOSE NOT TO PLAY AN ACTIVE AND POSITIVE ROLE IN THE DEVELOPMENT OF APPROPRIATE BEGINNING TEACHER INDUCTION PROCESSES, THEY MAY FIND THAT ROLE USURPED.**

Institutions of higher education will be walking a thin line if they do not make serious commitments to induction. The profession is seeking schools and colleges of education that are willing to make a serious commitment to induction activities. Those that are only making limited responses will be passed by as the formal structures are established.

- 3. THE EFFECTS, COSTS AND BENEFITS OF VARIOUS INDUCTION PROGRAMS ARE UNKNOWN.**

Until there is more experience and evaluation, and research studies are conducted, we will not know for sure what the strengths and weaknesses of various induction practices are.

4. INDUCTION MUST BE A FLUID AND NOT STATIC PROCESS AND, AS SUCH, REQUIRES CONTINUOUS MONITORING AND FINE TUNING.

The focus should be on the beginning teacher's acquisition and use of desirable knowledge, skills, attitude and behaviors rather than on a specified period of time. The emphasis needs to be upon continued professional growth and not only on initial mastery of a basic set of competencies.

5. THE TEACHING PROFESSION (THROUGH PLANNING) NEEDS TO BECOME PROACTIVE RATHER THAN REACTIVE IN THEIR RESPONSES TO POLICY EXPLORATIONS.

Greater "strength" needs to be developed within the profession to avoid losing an active voice in future teacher education developments.

6. THE INDUCTION PHASE OF TRAINING SHOULD BE EMPHASIZED FOR ADMINISTRATORS AS WELL AS FOR TEACHERS.

Large numbers of our school principals and other administrators will retire in the next 10 years. Due to their key role in improvement, we should be looking at the selection and induction of these personnel and examining the development of leadership skills and training which they will need.

7. THE LARGE NUMBER OF NEW TEACHERS AND THE CLEAR NEED FOR INDUCTION PROGRAMS MEANS THAT IMPLEMENTATION MUST PROCEED BEFORE EXPERIENCE AND RESEARCH CAN PROVIDE STRONG GUIDANCE.

We cannot wait for research and evaluation studies to tell us how to proceed with the design and implementation of beginning teacher induction programs. We must decide what is to be done and by whom based on our current knowledge, our values, our best guesses, and our best reasoning. As our experience and knowledge accumulates there must be built-in opportunities to refine and improve our present efforts.

INSERVICE TEACHER EDUCATION: PRACTICE RECOMMENDATIONS

"Distinguish clearly between training and education."

"Staff development is more than workshops."

"Inservice should not be approached as a deficiency model."

Recommendations for this phase reflect the diverse array of activities and agenda that are loosely labeled as inservice teacher education. The opinions are so diverse about determining who should receive what kinds of experiences, delivered by whom, in what context and for what purposes that consensus is rarely observed. However, there were sufficient points of intersection in opinions of participants at the conference to develop the following recommendations.

1. INSERVICE SHOULD NOT BE LIMITED TO REMEDIATION, BUT SHOULD BE DEVELOPMENTAL.

Clearly the perceived needs of teachers should be taken into account in designing inservice teacher education experiences. But inservice activities should also be conceptualized in the context of improving the school and enhancing overall programs. Deliverers of inservice should emphasize the growth, not deficit of inservice and should be well informed about the nature of adult learning and developmental stages. When a growth model is used, more productive and positive links can be made between teacher needs and inservice experiences. There should be an expectation of accumulated learnings across time and an increase in understanding of causes of deterrents to growth, rather than a stance of curing ills on a piecemeal basis as symptoms are detected.

2. INNOVATIVE INCENTIVES FOR PARTICIPATION IN INSERVICE NEED TO BE IDENTIFIED THAT GO BEYOND CREDIT HOUR OR COURSE ORIENTATIONS.

This implies integrating inservice with program development in the schools and providing funding, staffing and delivery systems that are not presently practiced. Institutions of higher education, school systems, state education agencies and higher education coordinating boards need to work together to identify specific needs of the profession and to develop creative solutions. For example, more time should be put aside during the school year for inservice activities clearly designed for improvement, not just maintenance of the schools. Creative support structures and alternative approaches are needed. Collegial activities, with teacher-teacher and administrator-teacher interaction offer considerable potential for encouraging improvements and establishing positive and active norms in schools. The potential of technology as a delivery system for inservice must be pursued more effectively than at present.

3. INSERVICE ACTIVITIES SHOULD BE PARTICIPATED IN AND PROVIDED BY ANY WHO HAVE THE NEEDED SKILLS.

Teachers should be involved in the design, implementation and evaluation of teacher education. Administrators, school board members, higher education teacher educators and other persons in related roles should be active participants in inservice activities as well as being considered as potential teacher educators. School building administrators should always be knowledgeable about and involved in inservice activities in which their teachers are participants. While it's plausible to do inservice statewide or at the district level, teams of personnel from individual school buildings can provide a "critical mass" for improvement efforts too.

INSERVICE TEACHER EDUCATION: RESEARCH RECOMMENDATIONS

"Descriptive research efforts in staff development are needed."

"What staff development activities do teachers choose when they are not required to choose any?"

"Researchers should assist school districts in determining ways of evaluating their induction and inservice programs that provide useful descriptive data."

Inservice research recommendations discussed at the conference focused on describing the various activities that occur under the label of inservice teacher education and attempting to identify important related effects. Another emphasis was on developing an understanding of the motivation of teachers to participate in inservice teacher education experiences. Evaluation of present activities is one essential tool and starting point for this research.

1. MORE UNDERSTANDING IS NEEDED OF THE WAYS TEACHERS DEVELOP IN THE PROFESSION AND WHAT THIS MEANS FOR THE PROCESS OF PROFESSIONAL SUPPORT AND INSERVICE.

The research on adult development (cognitive, conceptual) offers one promising avenue. Another important approach is the analysis of what teachers need to know and do to be successful in their many tasks. What content, general and pedagogical knowledge, skills and processes do teachers need at different points in their careers and for different roles and responsibilities?

2. THE WAYS AND MEANS BY WHICH TEACHERS ARE INVOLVED IN THE DETERMINATION AND DEVELOPMENT OF THEIR INSERVICE SHOULD BE CRITICALLY EXAMINED AND EVALUATED.

What motivates teachers to participate in staff development activities? What are the effects of different approaches to teacher involvement and participation? What mechanisms undergird successful collaboration (e.g., incentives, the benefit or profit that results) in designing and conducting inservice?

3. WHAT ARE THE IMMEDIATE AND LONG-TERM EFFECTS OF DIFFERENT MODELS OF INSERVICE?

Under what conditions, with what subjects and for what purposes are different models more and less successful? What is the impact of self-directed, personalized forms of inservice, especially as it relates to classroom practice? What is the effectiveness of present models of delivery? Different models should be developed and implemented and their effectiveness evaluated.

INSERVICE TEACHER EDUCATION: POLICY RECOMMENDATIONS

"A broad view of teacher educators that includes teachers, administrators, state department personnel and higher education faculty needs to be held."

"Quality preservice and induction programs will influence questions asked about inservice programs. The articulation of these three components of teacher education is very desirable."

"The importance of inservice teacher education in the retention of teachers needs to be recognized and addressed."

Policy recommendations for inservice teacher education focused on definition of roles, responsibilities and support. Emphasis was also given to viewing inservice teacher education as occurring throughout teachers' careers and being part of an overall programmatic plan of improvement.

1. EVERY SCHOOL DISTRICT SHOULD HAVE A STAFF DEVELOPMENT PLAN THAT INCLUDES BOTH SHORT- AND LONG-TERM OBJECTIVES.

The inservice plan should include all educators in the district, not just teachers. Elements of the plan should address the individual, building and district levels.

2. THE APPROPRIATE SOURCE OF STAFF DEVELOPMENT CONTENT AND PRACTICES MAY BE DEPENDENT UPON THE NATURE OF STAFF DEVELOPMENT BEING DELIVERED.

As inservice plans are developed, networking among schools and institutions of higher education must be considered in order to increase the appropriateness, effectiveness and efficiency of the inservice process. Common goals, shared interests, similar models of delivery and the like can be identified when there is cross-agency dialog. Other linkages and agencies may be more appropriate for some inservice offerings. At a minimum, universities should have a major role as a vehicle for producing, describing and understanding research and development products which may be considered by the schools.

3. THE PURPOSES AND PRIORITIES OF INSTITUTIONS INVOLVED IN TEACHER EDUCATION NEED TO BE REASSESSED AND ROLES RECONSIDERED.

We need to clearly conceptualize the intent of initial teacher education, induction and inservice teacher education. Institutional arrangements can then be defined accordingly.

4. ADEQUATE SUPPORT NEEDS TO BE OBTAINED FOR INSERVICE PROGRAMS TO BE SUCCESSFUL. THERE IS AN INVESTMENT FACTOR IN TERMS OF TIME, MONEY AND HUMAN RESOURCES WHICH MUST BE RECOGNIZED.

Policymakers must recognize the need for clearly designated support for inservice teacher education. Creative ways must be devised to involve all relevant institutions in inservice teacher education. For example, it may be necessary to revise university funding formulas to provide for higher education faculty being school-based, particularly in collaborative ventures. School district plans should include resources for programmatic inservice teacher education. Also, careful attention must be given by school personnel to avoiding uncoordinated or wasteful expenditures on poorly related inservice activities for different parts of a district or school program.

5. INSERVICE EDUCATION OF TEACHERS SHOULD BE SEEN AS A PROFESSIONAL LIFE SPAN PROGRAM THAT IS INITIATED WHEN THE INDIVIDUAL FIRST FULLY ENTERS THE PROFESSION AND DOES NOT STOP UNTIL THE PERSON RETIRES.

Inservice teacher education should be considered in terms of continuous professional development. Inservice programs should be developed to support teacher incentive plans such as career ladder approaches and master teacher plans.

6. THE PRINCIPAL'S ROLE IN INSERVICE AND THE INSERVICE PRINCIPALS RECEIVE NEED TO BE CAREFULLY REVIEWED.

Emphasis should be on training principals to work effectively with teachers at all points along the professional continuum. Development of principals as instructional leaders must be pursued. Principals are in positions to be key teacher educators, yet many fail to live up to the shallowest minimums of this role. With appropriate inservice, many principals can become more effective "leaders of instructors."

INSERVICE TEACHER EDUCATION: CRITICAL WARNINGS

There was a wide array of critical warnings nominated for the inservice phase. Yet these warnings did not seem to cluster into consensus points, perhaps reflecting the nature of most inservice practice. As a result, a sampling of various issues that were identified and discussed is presented for the reader to consider.

- 1. CLEAR STATEMENTS OF RESPONSIBILITY AND ACCOUNTABILITY FOR THE INSERVICE PROCESS SHOULD BE SET FORTH TO POLICYMAKERS.**
- 2. THE NEED FOR INSERVICE EDUCATION FOR TEACHER EDUCATION INSTRUCTORS IN INSTITUTIONS OF HIGHER EDUCATION MUST BE ADDRESSED AND HAS NOT YET BEEN.**
- 3. TEACHERS, ON THE WHOLE, DO NOT PERCEIVE PRINCIPALS AS INSTRUCTIONAL LEADERS.**
- 4. A HIDDEN PROBLEM WITH GREATER INVOLVEMENT OF TEACHERS IN DETERMINATION AND DEVELOPMENT OF INSERVICE PROGRAMS IS THE INCREASED WORK TIME (AND INCREASED STRESS LEVELS) ASSOCIATED WITH THAT INVOLVEMENT.**
- 5. GUIDELINES SHOULD BE SET FOR DEALING WITH ALTERNATIVE CERTIFICATION AND SUBSEQUENT INSERVICE TRAINING IN THE FACE OF THE PREDICTED TEACHER SHORTAGE.**
- 6. DURING TIMES OF TEACHER SHORTAGE, THE PRESSURE WILL BE TO LOWER CERTIFICATION REQUIREMENTS (OR TEMPORARILY SUSPEND THEM). THE PROFESSION AS A WHOLE SHOULD RESIST SUCH ATTEMPTS AND INSTEAD**

- 7. DEVELOP CREATIVE AND INNOVATIVE WAYS THROUGH INSERVICE PROGRAMS TO UPGRADE THE TEACHING SKILLS OF THOSE WHO WISH TO ENTER THE TEACHING PROFESSION BUT HAVE NOT GRADUATED FROM TEACHER EDUCATION PRESERVICE PROGRAMS.**

- 8. CRITICAL AREAS FOR STAFF DEVELOPMENT EXIST FOR SUBSTITUTE TEACHERS AS WELL AS SPECIAL CATEGORY STAFF, SUCH AS SPECIAL EDUCATION AND RESOURCE STAFF.**

- 9. USE RESEARCH TO INFORM PRACTICE, NOT TO DICTATE IT.**

- 10. TRUE COLLABORATION BETWEEN INSTITUTIONS OF HIGHER EDUCATION, DISTRICTS, POLICYMAKERS AND DECISION MAKERS MUST OCCUR. WE ARE ALL A PART OF THE SAME PROFESSION.**

IN SUMMARY

This synthesis, the book of conference papers commissioned and the special edition of *The Journal of Teacher Education* (January-February 1985) present a broad range of issues and ideas that are presently available for improving teacher education. There were many points of consensus about recommendations for improving teacher education. There were patterns to the critical warnings as well. Perhaps most importantly, was the positive, proactive tone to the presentations and discussions. The "can't do" mentality that paralyzed much of the education community in the 70s is now turning to a sense of believing that we do know some things and that teacher education activities are important.

In fact teacher education is too important to be left to any single constituency to govern, design or do. All of us must not only have a say, but a part in doing teacher education. Classroom teaching can be better in the 1990s and teacher education can make major contributions to that end. To do so we ask policymakers, practitioners, researchers and others to consider the recommendations and the critical warnings outlined in this report. One step in moving toward our goal is to begin viewing teacher education as occurring across the professional continuum. We also need to strive to design and implement the most relevant teacher education by the most capable teacher educators as each phase (preservice, induction, inservice) unfolds. These steps will contribute to the improvement of teaching and teacher education. Through collaborative development of improved initiatives in teacher education practice, research and policy, teaching and ultimately student learning will move closer to our expectations.

The ideas synthesized in this document were drawn in large part from the working group discussions of the Looking Glass conference participants. The working group chairs and recorders are acknowledged for their part in stimulating and preserving the recommendations and critical warnings identified in the discussions.

The Looking Glass conference was designed and hosted by staff of the Research and Development Center for Teacher Education, the Southwest Educational Development Laboratory and the National Institute of Education. A national conference planning committee was convened to advise the planning process. The national planning committee members were:

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Dean Corrigan, Texas A&M University
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