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ABSTRACT

Susquehanna University (Pennsylvania) has worked to reorganize its teacher education program to raise the level of understanding of issues associated with diversity and inclusion through outcome-based education. The curriculum has been restructured according to an outcome-based model; a team model has been instituted for placement of student teachers; and a methods course practicum has been established at the elementary level. The new model includes the development of program learning outcomes and the development of a professional year sequence at a clinical teaching site (practicum) in collaboration with a public elementary school or schools. The process was begun with collaborative strategic planning by student teachers, administrators, faculty, and state department of education representatives and liberal arts faculty in conjunction with teacher teams from the local elementary schools. Seventeen program outcomes were identified in three broad areas: knowledge, teaching behavior and skills, attitudes and dispositions. Program outcomes were evaluated through completion of a student portfolio. Other program elements included field placements in classrooms in partner schools that model inclusionary practices, enrichment programs, and multicultural and inclusionary practice field research internships. (Contains 10 references.) (JB)

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Promoting Democracy and Inclusion Through Outcome-Based Teacher Education

Introduction

From its inception, our nation has recognized that its welfare depends on an educated citizenry. Historically public schools were developed to help prepare citizens to intelligently participate in a democracy and assume society's responsibilities. Today large numbers of students are failing to accomplish the objectives of Americas schools. The magnitude of this failure may cause American democracy to be dispirited, if not destroyed. Teacher training programs must help turn the tide by adequately preparing future teachers to effectively teach all students. This paper will describe how democratic values which underlie inclusionary practice are promoted in an outcome-based teacher education program, how to get started with the process and how to become strategically poised in your liberal arts institution to develop and implement outcome measures.

Perspectives on Democracy

American schools are social institutions which exist in a society characterized as democratic. It is not surprising to find that educational goals reflect democratic societal ideals. According to Greene, education is responsible for preparing citizens to become what Dewey called " an articulate public" (Dewey, 1954, p.184), a public that understands how to act not only in their own interest but in the interest of some common good(Greene, 1990 p. 143). Dewey's ideas about education reflect the ideals of democracy, nationalism, and individualism that guide American society. Although often constrained by specific social and economic influences, democracy can be described as a system in which the individual is perceived as central and societal institutions exist to serve the individual's well-being (Ysseldyke and Algozzine, 1982, p.5). This democratic perspective includes beliefs in the individual's worth, equality of opportunity and freedom of thought. Based on these beliefs we are committed as a nation to the education of all children regardless of race, ethnicity, gender, or social class.

The democratic ideal that all should be appropriately educated has greatly influenced educational thinking and therefore what is included in teacher education programs, especially related to the schooling of minority or special needs students. The tenth amendment to the United States Constitution allocates responsibility for education to the states. However the federal government strongly influences the state's educational goals by providing funds, contingent on the states ensuring specific educational services for minority and handicapped students.

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Inclusive Curriculums: Teaching Shifting Definitions

Today a visitor need spend only a brief time in a school before becoming aware of the widespread presence of curriculum activities in the regular classroom that serve the needs of diverse students including minority groups, exceptional learners and non-English speakers. For example, instructional support teachers in Pennsylvania schools, often former special educators, co-teach alongside regular classroom teachers. These curriculum activities and staffing patterns represent a shifting definition of inclusionary practice.

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The current trend toward inclusion of all students in the regular classroom is both supported and hindered by the democratic ideal. A fundamental mission of American schools is the education of all students regardless of race, religion, gender, creed or national origin. Yet schools exist in a complex capitalistic and industrial society which historically excluded those who do not adjust easily to the expectations and regimens of schooling (Ysseldyke and Algozzine, 1982, p. 6). Capitalism is also based on the principle that open competition will encourage economies to flourish. The principle of capitalism with its corollary of competition and the democratic ideal of individualism emphasizes individual achievement and success as a dominant value in American schools. Evaluations of schools and students have traditionally been based on comparative test scores and only recently have included individual portfolios as a criterion for measurement. Success was measured as achievement on standardized tests for regular students while special needs students completed individualized education plans.

Outcomes based measures offer an alternative to the old models. They are future oriented, reflect the complexity of social and political contexts that are multiple and various, and represent the realities of the communities in which schools are embedded. As schools in Pennsylvania are restructured toward outcome models, teacher education programs must afford beginning teachers an opportunity to understand these shifting paradigms. As Maxine Greene states, "No matter what happens with respect to the restructuring of schools, it remains important to acknowledge that schools are part of a system or a structure of systems which have to be understood" (Greene, 1990 p. 144). Teacher education programs must develop democratic outcomes as central to their mission to insure that those who participate in them encounter a democratic experience. Teacher training programs must model the democratic understandings that they wish future teachers to instill in their students.

Outcome Based Teacher Education: Reflection and Technical Skills

Outcomes are ultimate goals to equip practitioners with resources, incentives and skills necessary to achieve a deeper level of understanding and comprehension of educational thought and practice. Always dynamic and never static, they can be useful to help teacher educators develop a 'model' of teacher preparation. As Linda Valli points out, "Teacher educators are now becoming increasingly concerned about having a "model" of teacher preparation. The importance of these models lies in the belief that the preparation of teachers cannot occur without an underlying image of good teaching" (1993, Valli, p.35). Valli suggests that university's can no longer claim to have an adequate teacher education program if they include only a standard set of core courses, an area major, and professional education courses linked with practice. A theoretical orientation is also necessary.

Two dominant orientations emerge from the literature to describe teacher preparation, the competency or performance based model which fosters skill development and the reflective model that focuses on thinking about behavior in the context in which it occurs (1993, Valli.). Both technical and reflective orientations can be integrated in an outcomes based model. Noddings, Kleinfeld, Noordhoff and others point out that technical and moral knowledge are related and skills must be taught in the social and political contexts in which they are embedded. Beginning teachers can learn to understand and examine teaching skills and curriculum in the light of value orientations and on the basis of critical study and reflection. Outcome based models of teacher preparation can help preservice teachers develop their own value orientation through thoughtful consideration of educational issues and ethical decisions. Outcomes are not just well

constructed statements of teaching skills or competencies. Outcomes should encourage students to examine equality and inequality in the distribution of educational opportunity and develop skills in searching for resolutions to educational problems and issues.

Getting Started With Outcomes : Strategic Planning in the Liberal Arts Environment

To develop program outcomes in the liberal arts context may be especially challenging. As Bok noted, many scholars believe that teaching does not have "a firm core of professional knowledge on which to build a stable curriculum...such as medicine, with its base of scientific knowledge, or law, with its analytic methods." (Bok, 1985-86, p.6). To survive in a liberal arts context, teacher educators must resist this normative approach and demonstrate that teaching does have a distinctive knowledge base generated in research. There are articulated understandings, skills, knowledge and judgments that distinguish the effective teacher from the less effective one. Colleagues in the liberal arts can become aware of these understandings and skills if they are included in strategic planning sessions where this knowledge base is discussed. As co-participants in the development of learning outcomes for education they can help synthesize, agree upon and write down this knowledge base.

There are many good ways to build an outcomes based program. It is important to choose an approach that takes into account the institutional and community culture, history, and socioeconomic disposition of your institution. As Bonstingl points out in his work on applying Total Quality Management to education, "every process takes place within a network of processes". In order to insure a good beginning these processes need to be understood and addressed collaboratively. Bonstingl outlines some processes used for transforming organizations which include:

1. " Provide leadership by building networks of support for the transformation
2. Create a resource base to support the time and training necessary
3. Assess the needs of customers and suppliers in the school and community
4. Benchmark the system, its processes and outcomes"

(Bonstingl, 1992, pp.44-47)

Collaborative strategic planning is a critical starting point for developing a network of support to build viable program outcomes. The strategic planning process will need to be tailored to the unique setting of the liberal arts institution. Since many colleges exist in an organizational pyramid, there will be some risk to initiating change. As most of us who have worked with schools at any level know, to live in an organizational pyramid is to pay great attention to institutional structure. Organizations, whether they are schools or colleges, continuously encourage us to maintain what we have and to be cautious. The challenge in developing outcomes will be to nurture a collaborative spirit, keep a future orientation and not get caught in the bureaucratic cycle. At times maintenance and caution will be realistic and at other times innovation and change will be possible. If there is little energy to accomplish the desired changes there may be a need to simplify the plan. Structure meetings at a time in the year when the ebb and flow of work is less intense, develop realistic goals, and pursue change over a longer period of time to help stabilize the strategic planning process.

Change processes involve risk. To foster a groups ability to grow and act with autonomy it is necessary to address peoples concerns regarding risk and to establish a certain level of trust. Deal with peoples affective levels during the planning process. Attention to underlying feelings and concerns can help establish a climate of trust and promote teamwork. Allow time for ideas to be presented by a wide range of constituents.

Seize windows of opportunity in the institutional culture to obtain funding, make a curriculum change or gain support for an idea. Build in rhythms for rest and renewal into the planning process. Following periods of risk or development there may be a need to rest and consolidate. Address important questions such as: What resources are needed to attain the goal?, What are the constraints? How will we get feedback and check on progress?

Strategic Planning Process at Susquehanna

The strategic planning and design phase of the Susquehanna Education Program has been underway for three years with support from state and private funding. Project teams of student teachers, administrators, education faculty, state department of education representatives and liberal arts faculty in conjunction with teacher teams from the local elementary schools, have engaged in strategic planning to identify program outcomes and raise the level of understanding of issues and opportunities associated with diversity and inclusion.

Strategic planning provides a process for allocating priorities consistent with a shared vision of the future. In order to facilitate development as a department and educational community, a three-day strategic planning retreat is held at the end of the spring semester to develop the strategic plan and review program outcomes for the academic year.

In the three year strategic planning effort to establish goals and budgeting priorities across education programs, plans were developed and feedback was obtained from over 90 participants representing a variety of stakeholders. The guiding principles of the strategic planning process included the following:

- a) Improving program quality and student success is the highest priority.
- b) The Education Strategic Plan is an integrated plan that represents all program needs and fits into the mission of Susquehanna University.
- c) The strategic plan is a management tool to be used in deciding the allocation of resources: budgets, people and time.

As implemented across the education program, strategic planning helps show that priorities are established and goals are identified which will improve the quality of the program with the addition of relatively few new resources.

Teacher Education at Susquehanna University

Susquehanna University has undertaken a new direction in the preparation of its future teachers in elementary education. Faculty have restructured the curriculum to an outcome-based model and developed a team model for placement of student teachers and methods course practicum at the elementary level. The new model includes the development of program learning outcomes and the development of a professional year sequence at a clinical teaching site in collaboration with a public elementary school or schools.

Background

Susquehanna University currently offers teacher certification in secondary education, elementary education and music education. The University began operating a secondary education program shortly after its founding. Under a comprehensive planning process the elementary program was added in 1985 and the Intern Program for post-degree secondary certification was added in 1987. The Music education program was developed early in Susquehanna's history and provides music majors with certification in music

from grades K-12. On May 10, 1993, the Early Childhood program was evaluated by the state department of education and given conditional approval pending the state accreditation visit.

The education department has responsibility for the operation of four certification programs with the inclusion of the new Early Childhood Program. The current number of undergraduate elementary majors and secondary certification candidates served by these programs is 248. Current data on enrollment (May 1994) indicate the following distribution.

Education Program Data- Spring 1994

Student Enrollments

Elementary Education Majors	73
Secondary Certification Students	43
Music Education	42
Intern Program	<u>90</u>
Enrollment Total	248

Student Teachers for 93-94

	Fall	Spring	
Elementary	8	13	
Secondary	0	5	
Interns	8	7	
Music Education	4	4	
Total	20	29	Total = 49

The current staffing resources include three full-time faculty, a one-half time coordinator for the Intern Program and an adjunct coordinator for the Early Childhood Program. Five clinical coordinators have been hired to assist in teaching the secondary methods courses in the areas of English, Social Studies, Math, Science, and Foreign Language. In addition adjunct faculty have been used to teach courses in Mathematics Instruction for Elementary School, Classroom Management and Inclusionary Practice, Reading in the Content Area, Technology in Education, extra sections of Introduction to Education, Intern Program courses, and supervision of student teachers. One new adjunct faculty has been hired to teach two new courses in Early Childhood education.

A critical component of Susquehanna's education programs is the linkage between the university and the public schools. This linkage includes shared resources and collaboration in program planning, practicum placement, teaching, research and service opportunities. Susquehanna students participate in a variety of in-depth practicum experiences throughout their teacher preparation curriculum. For example, elementary majors participate in six practicum experiences beginning in the freshman or sophomore year which span preschool through middle school grade levels. The new methods block also includes a 7 week practicum component prior to the student teaching field experience.

Program Vision and Mission

At the first strategic planning retreat in 1992, participants developed a draft mission and vision statement from which program outcomes were derived. Recognizing that the mission and vision statement represent the input from 65 participants, future strategic planning retreats will attempt to synthesize a more concise definition.

Vision:

The education program strives to develop outstanding teachers, educated in the broad traditions of the liberal arts who can effectively teach in the nation and the world. The education program strives to be a creative place where the merger of ideas, teaching and research will result in programs that embrace an approach to education that exceeds faculty and student expectations, inspires a genuine respect for learning, recognizes all human worth and develops the ability to learn through collaboration, reflection and the wisdom of practice.

Mission:

The mission of the education program is to prepare quality future teachers who have the ability to collaborate in and out of schools, to provide positive educational experiences for America's diverse learners, to reflect upon the process of involving students in the act of learning, and foster an environment that promotes authentic teaching, learning, and assessment for all students.

Susquehanna Program Outcomes

The program outcomes which were collaboratively developed include both a reflective and technical orientation. Throughout the program students are given many opportunities for reflection through introspection and analysis. Vehicles used for promoting reflection include: journals, observational systems, case studies, problem solving simulations, teacher modeling and discourse on field experience. Rather than behaving according to tradition or impulse students are asked to reflect on their teaching.

Seventeen program outcomes have been identified in three broad areas: 1) knowledge, 2) teaching behaviors and skills, and 3) attitudes and dispositions.

Program Outcomes

Knowledge

1. Demonstrate a knowledge of the cultural, historical and philosophical foundations of education.
2. Demonstrate the ability to read critically, solve problems, compute, and understand mathematical concepts.
3. Demonstrate the ability to express ideas in written form with clarity and appropriate grammar, context and syntax in English.
4. Demonstrate the ability to present ideas in an organized and enthusiastic manner.
5. Demonstrate a command of oral communication which includes clarity, style, appropriate volume and rate of speech and appropriate grammar for classroom use.
6. Demonstrate a knowledge of current issues, trends and theories in education.
7. Demonstrate a knowledge of human development which includes the relationship between cognitive, language, social, personal, and moral development and the teaching/learning process.

Teaching Behaviors and Skills

8. Demonstrate the ability to plan lessons and experiences which emphasize a variety of teaching theories, techniques and resources.
9. Demonstrate the ability to plan and implement instruction which provides for individual differences.
10. Demonstrate the ability to use teaching strategies which emphasize structural relationships among ideas.
11. Demonstrate the ability to develop an appropriate balance between questions which promote integration of ideas and those which require recitation.

12. Demonstrate the ability to study and assess practical applications of current theory and research.
13. Demonstrate the knowledge and use of classroom management procedures which enhance active learning.
14. Provide instruction that reflects teacher expectations that all students are capable of learning at their instructional level.
15. Demonstrate the ability to monitor classroom activities and assess student progress.

Attitudes and Dispositions

16. Demonstrate a sensitivity for students with special psychological and physical needs.
17. Acquire an understanding of the impact of racial and cultural diversity, gender and social class differences and societal/community forces affecting education.

Student Evaluation of Program Outcomes

Program outcomes are evaluated through completion of a student portfolio. Portfolio development for students seeking education certification is required. A portfolio will be developed for undergraduate elementary, early childhood, and secondary education students. The Portfolio will include but not be limited to the following.

Portfolio Assessment Data

1. Evidence of a minimum overall GPA of 2.67 (2.7 in the academic major and 3.0 for Foreign Language majors)
2. Satisfactory scores on the Praxis Series Examinations: National Teacher's Examination Core Battery and Specialty Tests
3. Vitae which will include field experiences with children, curriculum related volunteer work, paid activities
4. Act 34 clearance (criminal record check)
5. Letters of recommendation and feedback from field experiences
6. Formal evaluation by the methods instructor and student teacher supervisor
7. Videotape (where possible of student teaching which shall include a critique by the cooperating teacher and the college supervisor
8. Sample lesson plan and supporting materials
9. Documentation of any co-curricular activities

To help students attain outcomes, Susquehanna University has developed a collaborative partnership with the Central Susquehanna Intermediate Unit and three school districts. These professional practice partner schools serve as a series of "learning laboratories" or clinical teaching sites in which new approaches to teacher development as well as new approaches to structuring schools are created and applied. The Liberty Valley Elementary Partner School, the Maclay Elementary Partner School and Middleburg Elementary Partner School are three examples of school collaboration. Each site is unique in terms of its inclusionary practices. Liberty Valley Elementary is a total inclusion school with no students being identified or labeled as special education students. Maclay and Middleburg are currently moving toward inclusion.

While each professional partner school site is unique, they each support the following teacher education program components which are articulated in the Program Handbook.

1. *A commitment to an outcomes based model for teacher preparation:* Teachers and university faculty in collaboration with university students develop program outcomes at each site.

2. *A commitment to inclusionary practice:* Teachers, student teachers and university faculty work together to facilitate the understanding of diversity and inclusionary practices in all classrooms.
3. *A commitment to the concept of teaming and collaboration:* Student teachers and teachers are placed as a team in the building. Teacher grade level teams and faculty assist student teacher development. Faculty collaborate and assist teachers as a member of the school team.
4. *A commitment to school improvement:* Through teaming and collaborative staff development student teachers, university faculty and teachers develop new attitudes and skills intended to impact student achievement.
5. *A commitment to having university faculty on-site at a school:* A faculty member is in residence at the school for 1/2 day each week. Faculty receive workload credit for school site development.
6. *A commitment to a research base:* Preliminary qualitative data have been collected. Evaluation instruments are being developed to further extend evaluation and analysis of the impact of this model on the whole school environment.

The knowledge and skills which teachers, administrators, future teachers, and university faculty gain from team efforts are vital to strengthening our schools, enhancing learning opportunities for children and promoting continuous improvement in professional teacher preparation programs. Programs for teacher preparation at Susquehanna are linked to collaborative efforts on the part of schools and human service agencies. While these collaborative partnerships may take many forms depending on the needs and characteristics of each district, they will all involve commitment, renewal for all participants, and a research base. They will all draw upon the wisdom, experience, and resources of many stakeholders to ensure success.

Other Program Elements

Partner Schools

Students at Susquehanna University have a unique opportunity to participate in field placements in classrooms in partner schools that model inclusionary practices. Funds to support training of students and cooperating teachers have come from the Pennsylvania Higher Education Initiative. Funds to support the development of the partner school sites have come from a variety of sources including the Degenstein Foundation, National Endowment for the Humanities, National Science Foundation and the Fund for the Improvement of Postsecondary Education and the Pennsylvania Higher Education Initiative. At these sites students have an opportunity to participate in internships, teaching methods practica and student teaching. In each project school students engage in grade level teams, collaborate with professionals from every area of the school community, team teach, and attend a series of specially crafted seminars on current practices. Susquehanna University faculty are also in residence at the partner school project site for 1/2 day each week.

Philadelphia Multicultural Field Site

In preparation for teaching diverse students in urban and rural areas of the United States, a field site has been developed in Upper Darby, Philadelphia in collaboration with Christ Lutheran Church and the Upper Darby School District. All students enrolled in the Teacher Education program have an opportunity to observe and teach mini-lessons in an

elementary or middle school in the Upper Darby Schools during their teaching methods experience. Students may also develop special internships, student teaching experiences or participate as teachers in the summer school program sponsored by Christ Lutheran Church in the Upper Darby area.

SU Hostel at Christ Lutheran Church

In collaboration with Christ Lutheran Church, the Education Department has developed the SU Hostel which provides for living space on the top floor of the church. The SU Hostel enables university students participating in internships, student teaching, or methods practica to use the residence facilities at the church for an extended period. Pastor David Shaheen serves as an on-site facilitator and assists the students in receiving preparation in multicultural education and coordinating teaching placements in the Upper Darby schools.

Saturday Science

Students majoring in elementary education have an opportunity to participate in a Saturday enrichment program for exceptional children from Susquehanna's partner schools and surrounding community. Hands-on science lessons are taught to children in the university science laboratory. Funds for Saturday Science are provided by the NASA Pennsylvania Space Grant Consortium. All elementary education and science education majors are expected to assist in Saturday Science as part of the teaching methods block.

Multicultural and Inclusionary Practice Field Research Internships

Students may develop a special multicultural or inclusionary practice research project in conjunction with a faculty member. The research project may include a one to three week field experience in a multicultural or special setting. Internships may be conducted within the United States or include travel to other countries. Examples of field internships which students have undertaken include the following projects:

- 1, San Juan, Puerto Rico Project: Students travel to the model elementary school at the University of Puerto Rico to observe multicultural education practices in a bilingual setting.
2. Venezuela Project: In order to learn more about environmental education in a developing country, students travel to Caracas with a faculty member to conduct a survey on science education.
- 3 National Science Teachers Convention: Students, faculty and teachers travel to Anaheim California to participate in the National Science Teachers Convention, attend training sessions, and collect samples of current materials for teaching elementary and secondary science to diverse students.
- 4 Fort Augusta Elementary School Learning Support Room: Students and learning support teachers engage in collaborative action research projects for four hours each week throughout the semester. The findings are presented at University Scholar's Day.

These program elements help students attain learning outcomes related to inclusion and multicultural education. Such experiences actively engage students in critical pedagogical practice and weave together both reflection and technical skills. Based on their own experience, students consider the relationship between theory and practice and develop skill in teaching in diverse social and political contexts.

Conclusion

As teacher educators we are constantly engaged in trying to understand what we do. And we do this within a larger democratic cultural system made up of a variety of educational institutions. Although school and university contexts are quite different, woven through their daily conversations, practices, and beliefs are certain democratic principles. These principles include a mission to insure that all teachers will be able to successfully teach America's diverse students.

Universities must address this mission by providing teacher education programs that not only incorporate inclusionary practices but model the democratic processes on which they are based. Romanish notes, "It is imperative that schools arranged with democratic ends as central to their mission will insure that those who inhabit them are witness to democratic ways and encounter a democratic experience in major aspects of the program" (Romanish, 1993, p. 6). The development of an outcome-driven knowledge base for teacher education includes a strong democratic framework of participation and collaboration built upon shared interests. It encourages all stakeholders to participate in the construction of their program and their future society. Outcome-driven program models influence both the process and practice of democratic teacher education.

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