This annotated bibliography was prepared for usage by the National Council of Teachers of English. Its purpose is to collect and describe documents dealing with current theory about teacher preparation and certification and its relationship to effective teaching and the teacher's role in a changing society. It contains 103 entries. Both traditional and innovative methods and criteria for teacher preparation and certification are covered. (CK)
A Selected Annotated Bibliography
on
Teacher Preparation and Certification

By
Holly D.S. Smith
and
Daniel J. Dieterich
of the
NCTE/ERIC Clearinghouse on the Teaching of English

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This bibliography was prepared especially for the NCTE Advisory Council and for an NCTE Affiliate's meeting at the annual NCTE convention, 1971. Its purpose is to collect and describe documents dealing with current theory about teacher preparation and certification and its relationship to effective teaching and the teacher's role in a changing society.
TEACHER PREPARATION

TRADITIONAL


Contains the addresses of the keynote speakers and summaries of the results of discussion groups which met at five conferences on English teacher preparation from January to May of 1967.


Suggests six premises, pointing to the need to establish teaching objectives, which provide a rationale for junior college teacher training programs.


Explains the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers and reports on its current projects and its seven completed projects.


Contains the texts of five selected addresses--dealing with the content of the discipline of English and its effect upon teacher preparation--which were given at the 1967 ISCPET Conference on English Education, and two additional papers on teacher preparation.


A 906-item bibliography, principally on English teacher preparation, designed to explore the possibility of using a Key-Word-in-Context (KWIC) index to retrieve references in English Education.


Chronologically surveys English teaching and English teacher education from 1642 to 1968 and discusses attitudes toward English teaching and English teacher education.

A collection of speeches on the needs of teacher education which were presented at the annual meetings of the American Association of Colleges for Teacher Education from 1960-1969.


Describes this organization of selected Illinois English and education teachers and scholars who cooperated in a 5-year research project to develop an "ideal" plan for teacher preparation in English. Includes the project's conclusions and recommendations for reform in teacher preparation.


Suggests ways of improving preparation programs for English teachers.

"The State of Teachers Preparation Programs in English." Paper given at the Conference on English Education (5th, Univ. of Georgia, March 20- April 1, 1967). [ED 016 660 EDRS Price: MF-$0.65 HC-$3.29 8p.]

Suggests that educational psychology courses are only infrequently of direct value in teaching; too few teachers are required to take courses preparing them to teach modern English grammar, composition, or the history of the English language; and too few courses are offered in practical literary criticism.


Evaluates teachers' professional roles, reviews the history of English teacher preparation, and discusses the importance of the study which produced six guidelines for the preparation of teachers of English.


Contains both data and graphs illustrating the changes in the conditions of American teachers, teacher education, and practice over the years.

A 414-item bibliography of documents and journal articles published between July 1968 and June 1970 on means and methods by which school personnel can secure structured practice in developing skills and insights.


Describes an experiment to test a method of increasing the effectiveness of teacher preparation in composition instruction by providing a unified program of linguistics, the writing process, methodology, and psychology.


A 39-item annotated bibliography of books, articles, reports, and manuals published between 1943 and 1969.


Assesses current preparation of teachers of composition, pointed out deficiencies in programs and suggesting ways to improve them. Contains an exemplary program of preparation.


Contains ten addresses on teacher education illustrating the conference theme of combining the old with the new.


Methods for the effective teaching of English are examined in the 10 selected papers from the Conference on English Education held in 1967 at the University of Georgia.


Concerns explored in the 11 papers from the Conference include trends in teacher education, weaknesses in teacher preparation and specific curriculum reforms.

INNOVATIONS

A. Performance-Based

Suggests several potential innovations in teacher preparation as means for improving the "spirit and process" of education.


A 102-item annotated bibliography covering documents and journal articles published between 1967 and 1970 grouped under six categories or problems.


Contains the proceedings of a symposium on teacher evaluation and certification, with emphasis on specified performance criteria and the evaluation of teacher education programs according to graduates' teaching ability.


Outlines "the preparation and initiatives" being taken by the State of Washington for the changing teacher's role.


Terms describing the article include teacher education, educational strategies, and models.


Discusses the training of teachers to properly meet the needs of today's students.


States that systems technology applied humanely to teacher education and staff development should help the individual practitioner become more self-directive and competent and professional. Suggests institutional and individual change for teacher education programs.


Describes a program, based on predictions about society in 1978, which used a systems approach characterized by the utilization of performance criteria, individual progress rates, and immediate application of theory to practice.

Describes the University of Georgia model, in which teacher performance behaviors are the basis of trainees' learning experiences and proficiency modules guide them toward acquiring these specified behaviors.


Consists of four groups of specifications, concerned with: 1) candidate selection, 2) teacher performance, 3) program evaluation, and 4) conditions essential to program implementation.


Explores such questions as: What are the basic qualities and abilities that a teacher must have? How will they be measured? and Who needs to be certified? in the light of recent trends toward accountability and performance based certification.


Advocates new programs for teacher preparation institutions to insure the finished quality of teachers.


Urges that teacher education be changed, e.g.: by providing data to support or refute the nature of teacher education, by reformulating teacher education objectives which are responsive to societal change, and by retraining teachers through graduate inservice opportunities.

Washington University, College of Education. New Directions in Teacher Education. Seattle, 1970. [ED 045 547 EDRS Price: MF-$0.65 HC-not available from EDRS 14p.]

Describes eight University of Washington teacher education projects designed to develop and test performance-based, filed-experience approaches.


Describes a project which integrates the valued substance of past teacher education programs with new methods, contents, and experiences through the use of individualized self-instructional units.
B. Other


Suggests changes in the preservice education of teachers to prepare them to help change their roles, and thus break the interlock between training institutions and public schools—which now work to prevent change.


Urges aggressive promotion of the Guidelines for Preparing Teachers of English as the certification standard for English teachers in every state.


Contains the findings of a questionnaire survey of Canada's English-speaking teacher education institutions which attempted to determine trends and innovations in teacher education.

Cottrell, Donald P. National Policy for the Improvement of the Quality of Teacher Education. Washington, D.C.: National Association of Colleges and Schools of Education in State Univ. and Land Grant Colleges, 1970. [ED 042 701 EDRS Price: MF-$0.65 HC-$3.29 37p.; also available from AACTE, Number One Dupont Circle, N.W., Washington, D.C. 20036 ($1.00).]

Discusses the need for higher quality in teacher education and presents recommendations for a new national program to realize this improvement in American teacher education.


Article concerns itself with improving and enriching the curriculums for teacher education programs.


Suggests that preservice education programs for secondary English teachers concentrate on how to use discovery approaches, how to reveal the social relevance of English, and how to be a creator and manager of learning strategies and systems.


Opposes a completely inductive methods course on the grounds that the student needs background information in order to prepare, present, and evaluate worthwhile lessons.

Suggests ways of using the ERIC system in teacher preparation courses.


Report of a study which showed that the use of 8mm sound film recordings in a teaching methods class increased sensitivity to such interpersonal factors as rapport, gestures, mannerisms, movement, and the assumption of personal responsibility.


A guide to English teacher education for prospective and experienced teachers as well as teacher educators which outlines what teachers should know about language, composition, literature, teaching methods, etc.


Reports on the existing status and quality of teacher education in Illinois colleges and universities and makes 14 specific recommendations on how it might be improved, e.g.: changes in teacher certification requirements and the development of a curriculum for training teacher aids.


Describes the Teacher-Innovator Model of the Teachers College, Columbia University, designed to train teachers as institution builders, interactive teachers, innovators, and scholars.


Describes a teacher education program where the students simulated the classroom experience and worked to create a good rapport as teachers.


Descriptor terms include educational research, program evaluation, preservice education and teacher education curriculum.

Discusses educational innovations for teacher education programs and the teacher qualifications and educational accountability in such programs.


Five papers from the Dartmouth seminar dealing with language standards, common attitudes toward language, linguistics and the teaching of English, and the linguistic component of the preparation of the English teacher.


An annotated bibliography of 137 documents, most published between 1967 and 1969, covering teaching and social change, multi-cultural education, individual commitment, preparation for change, National Institute of Educational Forum, and education of the executive for change.


Contains nine plenary session addresses (on the effect of man's physical and social environment on education, the function of the schools, and the role of future education) and ten working party reports on education and teacher preparation given at the 1970 World Conference on Education.


Key concepts included are teacher education, educational innovation, student teachers, attitudes of teachers, educational psychology, and systems approaches.


Asserts that methods courses must be completely inductive in order to allow students to develop their own position on and conclusions about how to teach.

Describes nine innovative teacher education programs throughout the United States which involve various kinds of internship.

Ojala, William T. "The English Methods Course: One Course or Three?" English Education 2(Fall 1970): 31-34.

Describes a sequence of three English methods courses on "curriculum organization, literature and reading," "language, oral and written composition," and "observation and supervised practice in instruction."


Describes a program established by the University of North Dakota to prepare both prospective and experienced teachers for their new roles in changing schools.


New trends in education in North Dakota are discussed.

Shugrue, Michael F. English in a Decade of Change. New York: Pegasus, 1968. [ED 023 54 Document Not Available from EDRS; available from publisher ($6.00 hardcover, $1.95 paperback).]

A status report reviews change and innovation in the discipline, surveys trends in English teacher preparation, discusses the English curriculum at all levels, and distinguishes patterns of school and college organization affecting the teaching of English.

Contains four addresses: "Toward the Year 2000: Teacher Education" by William Van Til, "New Developments in Teacher Education" by George Denemark, "New Developments in Teacher Education" by Howard Helm, and "Suggested Research to Improve Teacher Education" by David Krathwohl.


Encourages teacher education programs to be more relevant and to focus on student needs.


Speculates that in the year 2000 America will be a leisure-oriented society, that the greatest enrollment increases will be in colleges, and that a split of teacher educators into scientific researchers and humanistic philosophers may occur.


Items described in the article include reading research, teaching methods and education, teacher certification and attitudes, and inservice programs.


Various suggestions on ways to modify and improve the education of prospective teachers are presented and analyzed.


Describes an experimental program of English teacher education which provides for an "induction period" of assistance to practicing teachers in the summer between the student's junior and senior years.

SPECIFIC APPLIED CASES


Urges that in planning teacher preparation programs, educators draw on resources from linguistics, cultural anthropology, education, communication, rhetoric, and literature.

Suggests guidelines as a checklist against which the suitability and value of training programs, both existing and proposed, can be measured.

Ether, John A. "Preparing the Teacher of English for the Inner City," The English Record 20(October 1969): 71-73, 86. [ED 035 647 EDRS Price: MF-$0.65 HC-$3.29 4p.]

Suggests that inner city teachers need special training for teaching remedial reading and need to understand black, urban, and social literature, in order to overcome their own racism and prejudice.


Reviews some of the research covering the preparation of reading teachers in elementary and secondary schools.


Presents the results of a survey of graduate English Departments, the responses of young junior college English instructors to a request to assess their preparation, and tentative recommendations for junior college teacher preparation.


Discusses a curriculum program and degree requirements for the two-year college English teacher.


Suggests two courses, one on the nature of language and one on urban dialects, as minimum for teacher training programs for ghetto language arts teachers.


Describes a methods course for preparing teachers to work in the inner-city elementary school.


Discusses an individualized instruction program for preparing teachers for the middle school.

A study of the benefits to teaching practice provided by the introduction of a course in linguistics into the undergraduate English-education curriculum.


Summarizes British thinking and experience on the subject via nine essays which either discuss the subject in broad terms or report on individual successful projects.


A study of the personal and academic qualifications essential for successfully teaching high school English to slow learners.


Presents four teacher education programs and discusses the problems of teaching and understanding the disadvantaged from the viewpoints of an interdisciplinary team and of educational practitioners.


Descriptor terms include middle schools, teacher education and educational improvement.

TEACHER CERTIFICATION

TRADITIONAL

American Association of Colleges for Teacher Education. Teacher Productivity--1967. Washington, D.C., 1968. [ED 028 116 EDRS Price: MF-$0.65 HC-not available from EDRS 211p.; available from Publisher, Order Department, 1201 16th St., N.W., Washington, D.C. 20036 ($2.00).]


Denemark, George W., et al. Professional Courses for Teacher Certification. Cedar Falls, Ia.: Univ. of Northern Iowa, 1967. [ED 023 622 EDRS Price: MF-$0.65 HC-$3.29 97p.; also available from publisher ($1.50).]


An annotated bibliography of 61 items aimed at those in teacher education, curriculum development, and certification.


Summaries information gathered by questionnaires distributed across the United States on teacher certification policies and practices.


An annotated bibliography for college and secondary school administrators, certification officers, professors of education, parent groups, and professional organizations as well as teachers.

INNOVATIONS

A. Performance-Based


Proposes a program- and performance-centered teacher certification program based on four fundamental standards and the belief that teacher certification should depend on teaching competence.


Contains papers on the concept of and need for performance based certification, plans for changing certification procedures, and an analysis of the impact of performance criteria on teacher certification.


Discusses performance criteria for evaluating teachers and its use in teacher certification and teacher education.

Defines and defends performance based teacher certification and describes the Florida plan.


Reviews the report, The Assessment Revolution: New Viewpoints for Teacher Education by Robert C. Burkhart (ED 036 485) which raises several significant issues on performance criteria certification.


Urges that certification be based on teaching ability because of the increasing complexity and work load of the teacher, differentiated staffing patterns, new teacher behavior assessment techniques, etc.


Urges teachers' colleges, local schools, and state education offices to work together to make certification depend on inservice ability rather than preservice education.


Evaluates arguments both for teacher behavior and for the product of teacher behavior as the basic criteria of performance-based teacher certification.


Discusses the altered certification requirements in the state of New York and looks into some of the problems these changes seemed to have incurred.

B. Other


Contains suggestions to the AFT regarding its stand on temporary or emergency certification, certification based on "general education," on certification renewal, and on the very function of certification.

Presents the findings of a survey of California teachers regarding the professional status of the teacher and teacher education and certification.


Presents an argument for improving teacher certification requirements so that teachers would receive more professional recognition.

LeSure, James S. "Teacher Certification Edges Toward Uniformity," *Nation's Schools* 83(May 1969): 84, 86. [EJ 004 999]

Addresses such items as teacher certification, teacher qualifications, teacher transfer and interstate programs.


Suggests that current teacher licensure standards and processes need revision and recommends new state certification agencies to develop their own standards.


Descriptor items are teacher education, educational change, paraprofessional personnel, teacher certification, work study programs, motivation techniques, interdisciplinary approach and urban education.


Presents an overview of qualifications for certification of speech instructors and describes a national survey taken by the Speech Communication Association.


Contains methodology description and data, an overview of investigation into ways of improving teacher preparation and certification, and a timetable for suggested action.
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