

# Teacher Education: So, what should we do now? Learning from the Past; Looking to the Future....

ISTE 2008  
Armidale, NSW, Australia

Jim Greenberg  
University of Maryland  
U.S.A.



# ISTE aka TE 80/90



# The Way We Were: 15 yrs. ago



12th Annual International Seminar for Teacher Education  
The University of New England - Armidale, Australia.  
24th to 30th April, 1992

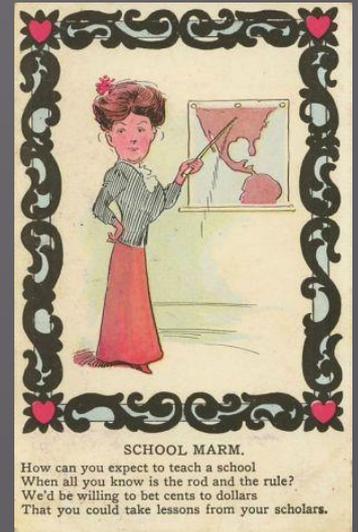
# Looking Back

• **1700'S:** Classical vs. Pragmatic Curriculum

• **1800'S:**

- Formation of Normal Schools
- Expansion of public schools
- More females in the profession; seen as profession for “marms” and spinsters; fewer men became teachers re: view of this as a field with an “effeminate” stigma .
- Beginning of standardized testing (Boston, 1845; N.Y. Regents, 1865) required for graduation. (e.g. a Regents diploma)

• Initiation of first PhD in education  
• Columbia Teachers College



Not where I went to school

# The Last Century

- Normal schools were elevated to 4 year schools; State teachers' colleges – this signaled recognition of teaching as a profession (like law, medicine) – but a junior level profession
- Equally important was the changing nature of curriculum – and the influences of education philosophy on what teachers should be like, what pedagogy should be, etc.



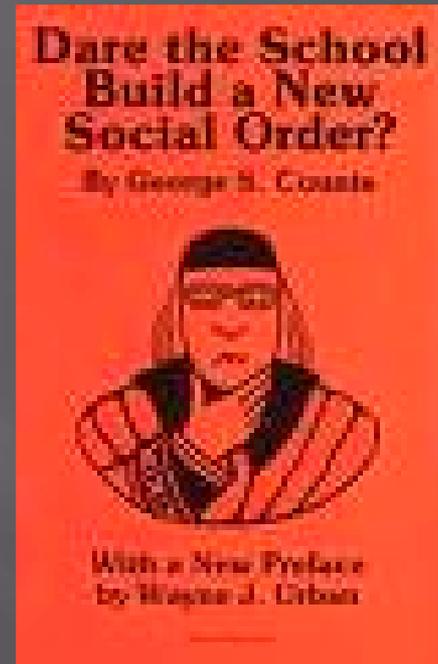
# John Dewey

- ▣ John Dewey was one of the most influential figures in the history of American education:
  - ▣ changing ideas about teachers... nurturing, facilitative;
  - ▣ Encouraged to teach using the “project method”;
  - ▣ more interdisciplinary and child-centered vs. traditional discipline primacy.;
  - ▣ fostering warm relationships, dealing holistically, including affective matters such as values, beliefs, emotions
  - ▣ Errors were considered to be learning experiences, not assessment data, and activity/problem-based learning was the prevailing philosophy.



# Social Reconstructionism

- ▣ Social reconstructionism followed in the 30's; concern for social problems, relating curriculum to social issues, encouraging critical thinking and dissent;
- ▣ The role of schools in enhancing social consciousness – led by George Counts: “Dare the Schools Build a New Social Order” pub. In 1932.

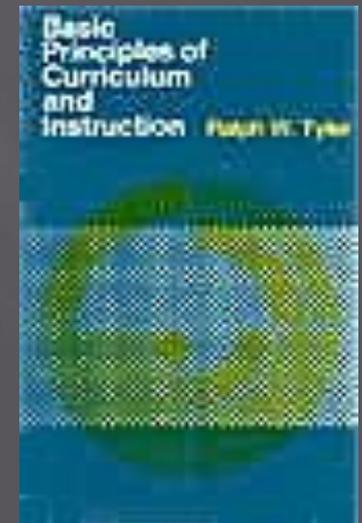


# World War II

- ▣ 1940's – WWII – created new emphasis on technical/rationalist approach to education. More emphasis on vocational, sciences, etc. Ralph Tyler – beginnings of “behavioral objectives” etc. Schools were becoming much more vocational preparation. Achievement testing gained momentum, too; as did content specialization for teachers.

The DREADED behavioral objective!

# Assessment

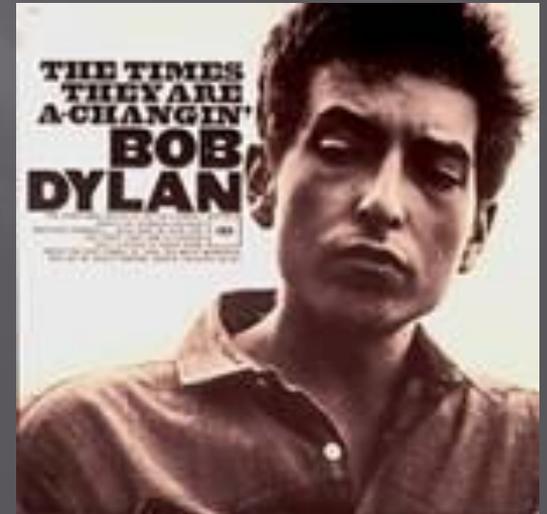




# 1960's

- ▣ My career begins...
  - My traditional teacher education experience
  - Traditional high school teaching: “The end of innocence”
  
- ▣ CHANGE...Social Revolution
  - Civil rights movement
  - Alternative Schools/Free Schools
  - Experimental Teacher Education
  - Coping...and Creativity
  - Drugs and altered consciousness
  - Woodstock and LOVE
  - Don't trust anyone over 30...

Down with the establishment!



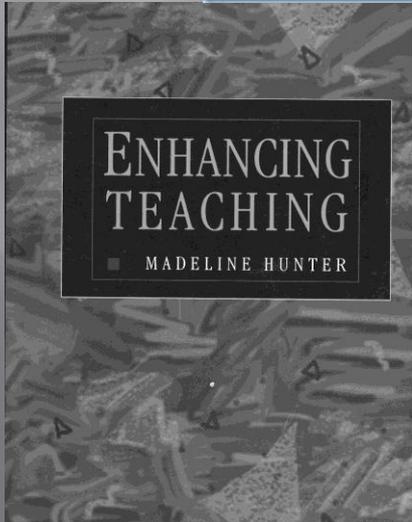
# 1970's: Behaviorism, CBTE, etc.



President Gerald Ford greets Susan Chen, 4, daughter of a fallen soldier, at the White House. She is holding a bouquet of flowers. In the background, other children of fallen soldiers are visible.

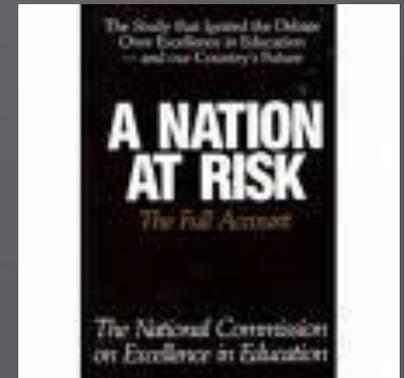


- ❑ Big Curriculum Projects (post-Sputnik) and teacher inadequacy to properly implement innovations
- ❑ Primacy of behaviorism, behavioral objectives, concept of “teacher-proof” materials
- ❑ Teacher Education: CBTE; and TEC’s importance of collaboration
- ➔
- ❑ Impact of Title IX and PL 94-142
- ❑ Madeleine Hunter’s model and inappropriate use (Rx vs. guide)
- ❑ But...School as reactionary and irrelevant...



# 1980's

- ▣ A Nation at Risk emphasized U.S. weakness in achievement, teacher quality, and accountability
- ▣ Teacher shortages in key areas of math, science, etc.
- ▣ Growing impact of **accountability** on schools and teacher education programs.



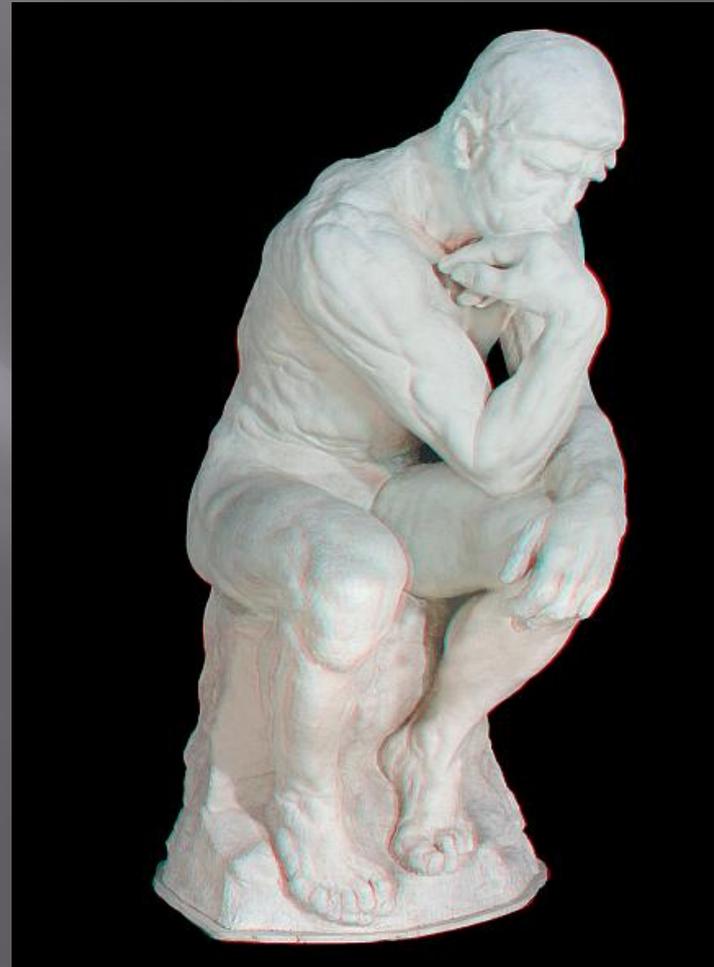
# Simultaneous Renewal

- ▣ Searching for answers in the context of “no simple answers” research and expert opinion
- ▣ “Simultaneous Renewal” as a rejuvenation of collaboration value
- ▣ The Holmes Group as a force for professionalization of teaching



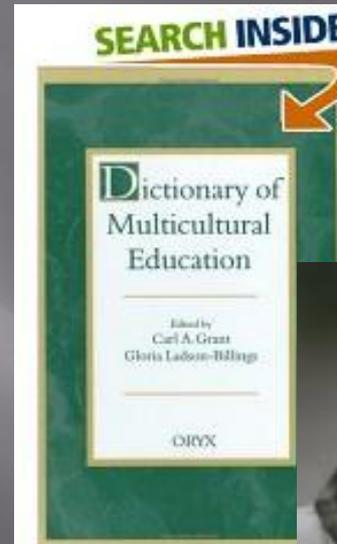
# Teacher as Reflective Practitioner

- ▣ Donald Schön's influence:  
"The Reflective Practitioner"
- ▣ David Berliner: Teacher as Executive
- ▣ DEBATE: technism vs intellectualism; prescriptive behavioral objectives, standardized test measures, bottom line thinking vs. education as a total process...



# 1990'S and Beyond

- Diversity and Multicultural Education/ the Achievement Gap (teacher quality gap, wealth distribution gap, LOTS of gaps....)
- Critical pedagogy; feminist pedagogy; Teaching for Social Justice
- STEM and teacher shortage in critical areas
- **Accountability & High Stakes Testing**
- **NCLB**



# Looking Ahead



- ▣ “There is no information about the future.” *Hendrik Gideonse*
- ▣ The current divide is self-destructive for teacher education and for the profession
- ▣ Bring back Simultaneous Renewal... (see the report of National Academy of Education Committee on Teacher Education)
- ▣ Attitude adjustment: *Si se puede!*
- ▣ Global interchange and learning from each other as a needed and fitting path to travel –together!!!!