William A. Firestone and Beth D. Bader

## Redesigning Teaching

Professionalism or Bureaucracy?

William A. Firestone, Beth D. Bader

**Redesigning Teacher Education** Alan R. Tom, 1997-01-01 Explores the shortcomings of teacher education and proposes design principles for rethinking teacher preparation Establishes a reform agenda for teacher education faculties Alan Tom is among the best at relating important issues in teacher education and a critical reading of the literature with his own professional experience This book is ambitious It lives up to the claim of examining political and institutional problems along with conceptual and intellectual ones. This is something few teacher educators attempt and is a critical area to open up for sustained analysis Drawing upon events from his career as a teacher educator Alan R Tom candidly analyzes the predominant criticisms of teacher education and rejects the common tendency to infer the teacher education curriculum from such ideas as metaphors for teaching or knowledge He proposes eleven design principles to serve as a reform agenda including creating programs capable of self renewal having faculty model the desired image and skills of teaching and rethinking the sequence of practice and theory Each principle identifies a differing dimension for the conceptual and structural redesign of teacher preparation Four specific change strategies are evaluated as well task force top down piloting and family style The low status of teacher educators and the excessive regulation of teacher education are also examined as is the failure to give adequate attention to the administrative organization for teacher education **Redesigning Teacher** Education Alan R. Tom, 1997-09-25 Alan Tom is among the best at relating important issues in teacher education and a critical reading of the literature with his own professional experience This book is ambitious It lives up to the claim of examining political and institutional problems along with conceptual and intellectual ones This is something few teacher educators attempt and is a critical area to open up for sustained analysis Drawing upon events from his career as a teacher educator Alan R Tom candidly analyzes the predominant criticisms of teacher education and rejects the common tendency to infer the teacher education curriculum from such ideas as metaphors for teaching or knowledge He proposes eleven design principles to serve as a reform agenda including creating programs capable of self renewal having faculty model the desired image and skills of teaching and rethinking the sequence of practice and theory Each principle identifies a differing dimension for the conceptual and structural redesign of teacher preparation Four specific change strategies are evaluated as well task force top down piloting and family style The low status of teacher educators and the excessive regulation of teacher education are also examined as is the failure to give adequate attention to the administrative organization for teacher Resources in Education ,2001-04 Redesigning Teaching William A. Firestone, Beth D. Bader, 1992-10-01 education This book clarifies current efforts to reform teaching by providing a conceptual analysis of what a professional and a bureaucratic view of teaching entail Case studies are presented illustrating what happens when differing approaches to teachers work are tried in three school districts. The first chapter describes the two approaches to reform by examining their conceptions of what students should learn and how and what teachers should teach The next three chapters present the

stories of three districts efforts to redesign teaching the teacher program is described in its district context and issues of implementation are analyzed Chapter 5 examines how the three districts implemented divergent conceptions of teacher reform Chapter 6 analyzes the politics of redesign by examining the roles of different groups in shaping district policies. The final chapter synthesizes the arguments of the book and suggests that while short term improvements can be accomplished through bureaucracy serious reform requires professionalization An extensive reference list and three appendices research methods a site visit guide and an academy survey complete the volume LL **Developing Multicultural Teacher Education Curricula** Joseph M. Larkin, Christine E. Sleeter, 1995-01-01 This book explores how to make teacher preparation (Re)Designing Programs: Jennifer Jacobs, Rebecca West Burns, 2021-04-01 Given the increasing more multicultural diversity of the United States and students entering schools the value of teacher learning in clinical contexts and the need to elevate the profession national organizations have been calling for a re envisioning of teacher preparation that turns teacher education upside down This change will require PK 12 schools and universities to partner in robust ways to create strong professional learning experiences for aspiring teachers University faculty in particular will not only need to work in schools but they will need to work with schools in the preparation of future teachers This collaboration should promote greater equity and justice for our nation's students The purpose of this book is to support individuals in designing clinically based teacher preparation programs that place equity at the core Drawing from the literature as well as our experiences in designing and coordinating award winning teacher education programs we offer a vision for equity centered clinically based preparation that promotes powerful teacher professional learning and develops high quality equity centered teachers for schools The chapter topics include policy guidelines partnerships intentional clinical experiences coherence curriculum and coursework university based teacher educators school based teacher educators teacher candidate supervision and evaluation the role of research and instructional leadership in teacher preparation While the concepts we share are research based and grounded in the empirical literature our primary intention is for this book to be of practical use We hope that by the time you finish reading you will feel inspired and equipped to make change within your own program your institution and your local context We begin each chapter with a Before You Read section that includes introductory activities or self assessment questions to prompt reflection about the current state of your teacher preparation program We also weave examples a Spotlight from Practice in the form of vignettes designed to spark your thinking for program improvement Finally we conclude each chapter with a section called Exercises for Action which are questions or activities to help you re imagine and move toward action in the re design of your teacher preparation program We hope that you will use the exercises by yourself but perhaps more importantly with others to stimulate conversations about how you can build upon what you are already doing well to make your program even better Praise for Re Designing Programs A Vision for Equity Centered Clinically Based Teacher Preparation Jennifer Jacobs and Rebecca West Burns book Re Designing Programs A Vision for Equity Centered

Clinically Based Teacher Preparation is a must read for all teacher educators especially those involved in the creation and or direction of clinically based teacher education programs Their text provides a roadmap for higher education and school based teacher educators to collaboratively design a program that prepares teachers to meet the needs of future students They not only redefine the terms and language we use within clinical practice programs but also encourage us to reflect upon how teachers should be prepared in an equity centered clinically based teacher education program Their text deserves to be on the book shelves of all teacher educators D John McIntyre A Knowledge Base for Teacher Education and **Development** Man Tak Chan, Yin Cheong Cheng, Kwok Tung Tsui, 2002 Designing Performance Assessment Systems for <u>Urban Teacher Preparation Francine P. Peterman, 2005-05-06 Designing Performance Assessment Systems for Urban</u> Teacher Preparation presents an argument for and invites critical examination of teacher preparation and assessment practices in light of both the complexity and demands of urban settings and the theories of learning and learning to teach that guide teacher education practices This dynamic approach distinguishes the authors stance on urban teacher assessment as one that can help address social justice issues related to gender race socioeconomic class and other differences and at the same time promote the professional development of all educators engaged in the process of learning to teach The contextually bound sociocultural stance that informs this book promises greater teacher and student achievement Culminating six years of vital dialogue and focused local activity among teachers and teacher educators from institutions in the Urban Network to Improve Teacher Education Designing Performance Assessment Systems for Urban Teacher Preparation presents the historical context that was examined for this work a theoretical framework to undergrad teacher preparation assessment and design principles to guide the development of assessment systems four case studies of participants struggles and successes in designing and implementing these systems and a discussion of the importance of context and current trends in assessment practices in urban teaching This volume is particularly relevant for university and school based teacher educators who help prepare teachers to work in urban schools and for personnel in state departments of education and other agencies who are responsible for certification and beginning teacher support While the focus is on preparing teachers for urban settings the theoretical and practical foundations and the case studies have broad implications and provide useful insights for anyone involved in developing and using performance assessment systems teacher educators university and school administrators classroom teachers and educational researchers Forthcoming Books Rose Arny, 1998-04 Educational Reform Jordan T. Ville, 2001 This book brings together the literature in a field which may define the 21st century Can economic and technological progress continue with educational systems which seem to answer to no one but themselves and which output graduates who can barely read and write and who have only the faintest clue how to use a map This bibliography provides access via Title Author and Subject Indexes Contents Educational Accountability Educational Change Educational Equalisation Educational Leadership Educational Planning Educational Indicates

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