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ABSTRACT

In the spirit of educational reform efforts, public schools have national goals for the first time and are under pressure to adopt a national curriculum, national testing, and parental choice of schools. School reform depends on upgrading teacher education. Only a more carefully recruited, better prepared, and more professionally rewarded teaching force can transmit to students the knowledge, skills, and attitudes needed for 21st century world leadership. Within this context, a framework is provided for examining: challenges facing teacher education reform; why teacher education is controversial; several routes into teaching; the Holmes Group contrasted with the Carnegie Forum's National Board for Professional Teaching Standards; John I. Goodlad's teacher education reform proposals; a comparison of the Holmes Group's Professional Development Schools and Goodlad's Centers of Pedagogy; pros and cons of the accreditation process of the National Council for the Accreditation of Teacher Education (NCATE); alternative teacher education programs (Teach for America and ex-military personnel); why teachers leave the profession; the extent of teacher education reform; and the future of teacher education reform. (Contains 25 endnotes.) (LL)

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Reforming U.S. Teacher Education in the 1990s  
by Franklin Parker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Importance of Teacher Education Reform

Teacher education reform is crucial in upgrading U.S. schools. Public schools have national goals for the first time (since 1989) and are under pressure to adopt a national curriculum, national testing, and parental choice of schools. School reform depends on upgrading teacher education. Only a more carefully recruited, better prepared, and more professionally rewarded teaching force can transmit to young Americans the knowledge, skills, and attitudes needed for twenty-first century world leadership.

Challenges Facing Teacher Education Reform

The big picture is that some 2.8 million U.S. elementary and secondary school teachers in 1991-92 (2.5 million public; 0.4 million private) teach 46.8 million elementary and secondary school students (41.5 million public; 5.3 million private), costing taxpayers \$248.6 billion (\$229.4 billion public; \$19.2 billion private), or \$5,961 per student in average daily attendance. Some 70 percent of the 2.8 million elementary and secondary school teachers are women; 76 percent are women in elementary schools, 51 percent are women in secondary schools; and about 9 percent of all teachers are minority members, of whom 6 percent are black. Most teachers (80 percent) are members of a teachers' union. Public school teachers' average annual salary for 1991-92 was \$34,814 (\$33,015, 1990-91), higher than average salaries of private sector workers but considerably lower than professionals in medicine and law.<sup>1</sup>

Although faced with national debt reduction and health care reform, Clinton as governor also led in formulating the six national education goals. Now Pres. Clinton, who liked most of former Pres. Bush's America 2000 education plan, will likely help upgrade public education significantly.

Why Teacher Education is Controversial

The dispute since colonial times has been between teacher educators who believe that teachers need subject matter knowledge and teaching skills and those who believe that any intelligent person with appropriate schooling can teach. Teacher education advocates have dominated since Horace Mann introduced 3 normal schools to Massachusetts (1839-40) to train teachers. As the country grew and industrialized, normal schools were transformed into teachers colleges, then into colleges, and then into universities. State education boards increasingly

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required state certification of college-trained teachers. State certification has been at minimum to average ability levels.

Still, typical 1900 elementary school teachers were women, relatively few with a high school education, while typical secondary school teachers were men with some college credits. Professional educators, who came late to higher education (1879, University of Michigan), were held in low esteem by liberal arts colleagues who had some 50 years earlier grudgingly accepted science professors. Foreign observers have often noted an anti-intellectual strain in Americans who, independent and frontier-minded, favored practical success over intellectual skills. The massive educational effort required in winning both world wars helped raise public esteem for schools and learning. This esteem suffered during the student rebellions of the late 1960s and 1970s. A serious national economic downturn since the 1974 OPEC oil crisis and U.S. international trade deficit in the 1980s led to demands for school reform in the 1990s.

### Several Routes into Teaching

Some 15,000 U.S. school districts fill about 30 percent of their teacher vacancies with first-time teachers. Most (70 percent) new teachers have a 4-year undergraduate bachelor's degree, most major in education with required arts and sciences courses for state certification; 20 percent have a 5-year master's degree (which the Holmes Group and Carnegie Forum mentioned below want to become the standard entry level); and 10 percent with a bachelor's degree go through an alternate route directly into the classroom, some in a sink-or-swim experience, most after brief training followed by supervision under an experienced mentor-teacher.

### Differences in the Three Routes into Teaching

In general, in the approximately 1,300 college and university 4- and 5-year teacher education programs, two thirds of program time is in arts and sciences and one third in professional education, with a culminating student teaching experience. Those who teach in high school may get more arts and science courses in their teaching subjects. State departments of education exercise investigative oversight of the content and quality of individual college and university teacher education programs. About half of teacher education institutions also apply for approval by the National Council for the Accreditation of Teacher Education (NCATE).

Despite criticism from traditional teacher education groups, alternative teacher certification programs have increased because of the need for new teachers and because of criticism of traditional 4- and 5-year college of education programs. Thirty-nine states now allow alternative routes to teaching, accounting for 10 percent of first-time teachers.

### Teacher Education Reforms: Holmes Group, Carnegie Forum's National Board for Professional Teaching Standards (NBPTS)

Two influential reports in 1986 were the Holmes Group, Tomorrow's Teachers, and the Carnegie Forum on Education and the Economy, A Nation Prepared: Teachers for the 21st

Century. Both want to replace 4-year programs with a fifth year master's degree in teaching. Both welcome arts and science graduates as future teachers after a fifth year of professional teacher education study and experience. Both want the teaching profession differentiated in responsibilities and pay, topped by highly responsible and highly paid professionals with doctorate degrees in teaching, some of whom will be adjunct university faculty. Most professional training would occur in clinical situations where future teachers, like medical interns, would teach under supervision of both university teacher educators and expert public school teachers. Thus, teacher education reforms along medical education lines proposed by Carnegie, Holmes, and Goodlad (about whom more follows) promises to have considerable impact in the 1990s.

### Holmes Group and Carnegie's NBPTS Contrasted

The Holmes Group (named for a former Harvard Graduate School of Education dean) consists of deans from about 100 major research university education departments. Their strategy is to reform teacher education from the top down, the belief being that their more professionally prepared fifth-year master's degree teachers will be prestigious models for the remaining some 1,200 teacher education institutions to emulate.

The Carnegie Forum's NBPTS plan is more ambitious--to certify nationally the best U.S. teachers. The thinking is that while states continue to issue state certification to 4- and 5-year teacher college graduates at minimum-to-average requirements, the 64-member NBPTS (32 members are classroom teachers) will formulate tests and assessment of subject matter content and teacher know-how of what the best teachers should know in 30 teaching fields. Experienced teachers may voluntarily take these tests and assessments. Those who pass will become NBPTS-certified teachers, above and beyond state certification, acknowledged as the best U.S. teachers. Advocates hope that school districts will increasingly hire NBPTS-certified teachers who will become professionally recognized and professionally paid.

### NBPTS Certification Tests and Assessments

In 1993 the NBPTS began limited testing of middle school teachers of English language arts, one of 30 subject areas in which NBPTS is developing testing procedures for national certification. The Bush administration first opposed but in 1991 favored federal aid to NBPTS. Of the \$50 million NBPTS needs to pay for research on tests to identify the best teachers in 30 teaching subject areas, foundations gave \$18 million, with more promised by the U.S. Education Department. Federal funds were held up and then released by North Carolina's Republican U. S. Senator Jesse Helms and other congressional conservatives. They feared that federal aid will indicate federal approval for a national teacher certification standard that might hurt private schools and home schoolers. Senator Helms is politically opposed to NBPTS's recent chairman, former Democratic North Carolina governor and current Governor James B. Hunt.<sup>2</sup>

Although NBPTS has National Education Association and American Federation of Teachers approval, some teacher education groups are opposed because higher paid NBPTS-certified teachers will place state certified-only teachers at the bottom of a 2-tier salary scale. Opposing teacher education groups also want to safeguard their long investment in traditional college of education graduation plus state certification.

The NBPTS's national forum, June 23-25, 1991, had indications that stalled federal funds would be released and that more federal funds might follow. NBPTS's Deputy Secretary David T. Kearns was Deputy U.S. Education Secretary in spring 1991. Former Education Secretary Lamar Alexander said in 1991, "I think it's in the national interest to support [the board]. I think the board can be a powerful voice for change." Support also came from leading school choice advocate Dennis P. Doyle, Hudson Institute Senior Research Fellow and advisor to former Education Secretary Alexander.<sup>3</sup>

A testing research team from the University of Pittsburgh and another from the Connecticut Department of Education are designing rigorous performance-based tests to identify superior teachers. Those who apply will take the subject content tests at one of 30 projected NBPTS assessment centers, where they will be judged in a simulated teaching clinic experience, show examiners their portfolio of past experiences, show videos of their best teaching, and if they pass earn certification in the following teaching fields:

Generalist: Early Childhood (ages 3-8), Middle Childhood (ages 7-12), and Early Adolescence (ages 11-15);

English Language Arts, Mathematics, Science, Social Studies/History: Middle Childhood (ages 7-12), Early Adolescence (ages 11-15), Adolescence and Young Adulthood (ages 14-18+);

Art, Foreign Language (specific), Guidance Counseling, Library/Media, Music, Physical Education/Health: Early and Middle Childhood (ages 3-12) and Early Adolescence through Young Adulthood (ages 11-18+);

Vocational Education (five specific areas): Early Adolescence through Young Adulthood (ages 11-18+);

Special Needs (e.g., ESL, special education): To be added as a third dimension to certification in fields described above.<sup>4</sup>

#### John I. Goodlad's Teacher Education Reform Proposals

John I. Goodlad is education professor and director of the Center for Educational Renewal, University of Washington. He has since 1985 investigated and described in his books faulty teacher education conditions he found at 29 public and private higher education institutions in 8 states that employ 25 percent of all U.S. elementary and secondary school teachers. Goodlad and colleagues found a disturbing turnover of higher education leaders

responsible for teacher education. He found that schools of education lack coherence, make little effort to recruit students, have no clear entry point, have too few minority students, and emphasize "practical" teacher education while neglecting the "moral" aspects of preventing dropouts.

Goodlad's teacher education reforms are suggested in his three 1990 books, especially in his Teachers for Our Nation's Schools.<sup>5</sup> His proposed 11 pilot Centers of Pedagogy are places where arts, sciences, and teacher education faculties work with public school teachers and administrators--all from nearby institutions--to prepare the best possible teachers. The centers, each with its own faculty and budget, comprise Goodlad's vision of how to elevate teacher education to the status and autonomy of law schools or medical schools. The 11 pilot centers, each with a particular strength, include California Polytechnic State University, focusing on how to recruit minority teachers; Miami University in Ohio; Montclair State College in New Jersey, offering an urban setting; Texas A & M University; University of Washington (Goodlad's own institution); Wheelock College in Boston, committed to educating teachers in a small setting; the University of Wyoming; a consortium of South Carolina institutions, and others.

Teacher education procedures to be overhauled at the 11 pilot Centers of Pedagogy includes a university-school collaboration (with many schools, not just one "lab school"). Placing individual student teachers with cooperating teachers in public schools will be replaced by groups of student teachers instructed by composite faculties from public schools, university colleges of education, and university arts and sciences departments. Each of the 11 centers has been funded for 5 years by the Exxon Education Foundation. Working with these centers are the Education Commission of the States, which will aid communication among the sites and help make state governments more open to teacher education reform; and the American Association of Colleges for Teacher Education, whose members will spread information about center-oriented teacher education reform projects and progress.

At an October 1991 meeting in Seattle, Washington, Center of Pedagogy representatives pondered how to prod change in often intransigent school districts and among academics; how to recruit and support minority teachers; how to raise teacher education prestige in a society that undervalues women who dominate teaching; how to make teacher education admissions more qualitative; how to change the reward system so that professors will work with schools (wrongly perceived as low-status work) without feeling they are jeopardizing prestigious research grants; how to get state funding and acceptance of the school-and-university hybrid-like Centers; how to get school superintendents to understand, benefit from, and support the university-school partnerships; and how to overcome teacher union opposition to "more time with no more pay" for cooperating public school teachers. The project is fraught with problems and opportunities, says Goodlad. He is optimistic and was encouraged enough to create a follow-up Agenda for

Teacher Education in a Democracy project. The project comes from Goodlad's central thesis in his book, The Moral Dimension of Teaching, that preparing teachers for children in a political democracy is a moral responsibility. Recent education reform has been driven by an economic motive, to prepare young people for jobs and to advance the U.S. economy. One educator said, "Goodlad has emphasized...that teaching and teacher education is a moral concern; it involves moral imperatives."<sup>6</sup>

#### Holmes Group's Professional Development Schools: Goodlad's Centers of Pedagogy Compared

On April 15, 1990, the Holmes Group published Tomorrow's Schools: Principles for the Design of Professional Development Schools.<sup>7</sup> Professional Development Schools (PD Schools), similar to Goodlad's Centers of Pedagogy, will be sited in selected elementary and secondary schools where university arts and science professors and education professors work with teachers and school administrators to design curriculum, conduct research, train new teachers, and upgrade experienced teachers. The PD Schools model is the teaching hospital where medical student interns (i.e., teacher education students) learn their skills helping to heal patients (compared to teaching public school students) under medical school faculty supervision (compared to university subject matter professors and education professors cooperating with public school teachers and administrators). The PD Schools idea is to integrate theory and practice and to initiate research that furthers curriculum development and aids teaching techniques.

In 1991 a Holmes Center for Faculty Leadership and Renewal was established at Ohio State University to promote teacher education reform ideas and as a meeting place for Holmes scholars.<sup>8</sup>

Frank Murray, University of Delaware's education dean and a Holmes Group leader, compared the Holmes Group's Tomorrow's Schools with Goodlad's Teachers for Our Nation's Schools. Goodlad listed 19 conditions necessary for effective teacher education and found them largely absent in the 29 institutions his team investigated. The Holmes Group's Tomorrow's Schools anticipated and advocated most of Goodlad's 19 conditions, so that a similarly skilled teacher would likely result from either the Goodlad or the Holmes teacher education reform programs. The Holmes agenda stressed teachers' cognitive and intellectual skills while Goodlad emphasized teachers' values. The heart of Goodlad's important recommendation, says Murray, is the Center of Pedagogy, an administrative unit with budget autonomy and power to name arts, sciences, and education professors, and public school teachers and administrators--all to collaborate on improving teacher education. Unlike present schools and colleges of education, which are units within and make use of resources of a university, a Center of Pedagogy would be autonomous in selecting, planning, and coordinating various experts to educate student learners. Murray admires Goodlad's concern for the moral dimension of teaching. He also agrees with

Goodlad that low-cost teacher education is an illusion. Since only half of teacher education graduates go into teaching and half of these leave within five years, it costs just as much to produce one lifelong teacher as it does to train a physician.

#### Teacher Education Accreditation: NCATE

NCATE's roots go back to the American Normal School Association (1858), whose 1885 and 1899 committees set minimum expected requirements for normal schools and colleges preparing teachers. The American Association of Teachers College in 1923 and the National Education Association-created National Commission on Teacher Education and Professional Standards in 1946 also set teacher education institutional standards, culminating in NCATE in 1951. NCATE's standards and costs, developed by national committees, affect only 499, or fewer than half of the 1,300 colleges and universities that prepare teachers. Those 499 institutions voluntarily subscribe to and pay for NCATE's accrediting process.

A Michigan State University study in 1980 found that while NCATE accreditation does uncover serious teacher education programs problems, its standards are not sufficiently precise. In 1986 NCATE was under an ultimatum from its powerful educational organization backers to upgrade significantly its accreditation standards or be replaced by a more efficient agency. Since 1988 NCATE's more rigorous standards have required teacher education institutions to undergo a year or longer preparation of program description and evaluation. There has also been a marked upgrading in the training of NCATE's on-site investigating teams. NCATE's post-1988 higher standards have greatly increased costs at a time of serious budget restraints. The result has been that some teacher education institutions in the early 1990s questioned the time, effort, and cost of NCATE certification.

NCATE won ground in Florida in 1991. Before 1991, Florida's teacher education institutions were accredited by either the Florida education department, or the state board of regents, or NCATE, each with somewhat different standards. But an early October 1991 agreement allowed the three organizations to accredit teacher education institutions jointly, using one standard. The Florida agreement was seen as a step toward similar pacts in other states leading to possible NCATE-led national teacher education accreditation.<sup>9</sup>

NCATE lost ground in West Virginia. In October 1991, West Virginia changed its requirement that all of its public and private teacher education institutions be NCATE-accredited. Under a new plan West Virginia teacher education institutions can be accredited by either NCATE or by new state standards yet to be developed. In dispute is the motive of the West Virginia Board of Education, which made the decision. Some observers say that this Board bowed to West Virginia institutions unable to meet NCATE standards. The West Virginia University system's several institutions continued to seek NCATE accreditation.<sup>10</sup>



NCATE also lost when the presidents of four of Iowa's largest universities in March 1992 pulled their institutions out of NCATE's teacher education accreditation process. Their statement said that NCATE certification was "too prescriptive, time consuming, and costly" (the estimated personnel and material cost of a single review was over \$300,000). Iowa educators were stunned by the preemptive action, particularly since NCATE President Arthur E. Wise was scheduled to talk to the Iowa university officials on April 1 and also because no Iowa institution had undergone NCATE's new, more rigorous accreditation process.

The University of Northern Iowa President gave this financial reason for disillusionment with NCATE, "We're spending an inordinate amount of time attempting to justify the status quo...[and on] the production of voluminous reports, instead of focusing on the cutting edge of change." The University of Iowa Vice President for Academic Affairs said that his institution had long sought reforms within NCATE but to no avail. One Iowa educational leader, dismayed at the pullout from NCATE, said, "If teaching is ever going to be a profession, we have to have national standards." Showing the division of opinion over NCATE in Iowa was the positive vote by the University of Northern Iowa faculty recommending that their institution should continue in NCATE.

#### NCATE Accreditation: Pro and Con

Purdue University's education dean endorsed NCATE, noting that some of the best conversations about education took place during his institution's preparation for NCATE certification visit. No, said the University of Michigan's education dean, adding that, "Seeking accreditation is...expensive [and] arduous....[and] takes a lot of faculty time and other resources." Under its post-1988 standards, NCATE has reviewed 207 (or about 40 percent) of the institutions on its roster, accredited about two-thirds of these outright, failed 23 percent, and accredited 10.6 percent pending specific changes. The high failure rate is attributed to higher standards, which institutions have not yet become used to. The faculty of one failed university went through stages of anger, denial, then self-assessment, finding that in some areas they had not accurately presented their programs and in other areas there was definite room for improvement. Rather than make cosmetic changes just to pass, the faculty overhauled its teacher education programs at a cost of \$145,000 for a second NCATE visit.

The most cited failings from NCATE's 11 sets of standards include insufficient diversity in minorities and gender among faculty and students; inadequate assistance to beginning professionals; excessive teaching loads; inadequate faculty development plan; and an insufficient knowledge base (i.e., a lack in curricular content and design for general, specialty, and professional studies). Only four states require NCATE accreditation: Arkansas, Florida, Georgia, and North Carolina. Florida and Georgia require NCATE accreditation only of their public colleges and universities.

After Texas Senate Bill 994 decreed that from September 1, 1991, Texas teacher education programs at the bachelor's degree level must be limited to 18 semester hours, Texas public colleges and universities had to withdraw from NCATE. West Virginia State Board of Education allowed institutions to drop out in 1991, and four Iowa institutions dropped out in 1992. NCATE has yet to win full support as the leading teacher education accrediting body.<sup>11</sup>

#### Alternative Teacher Education Programs

A 1991 report<sup>12</sup> lists 39 states that have or are developing alternative certification programs, programs that bring in needed new teachers who have not attended teachers colleges and have not been certified as regular teachers by state departments of education. Sixteen states and the District of Columbia waive certification by permitting individuals to teach unsupervised while they take education courses; and two states, New York and North Dakota, are not considering any form of alternative certification. Since 1985, the report states, over 20,000 alternatively certified teachers have been licensed, with 12,000 additional ones entering in the last two years (a 120 percent increase from 1988-89 to 1990-91).<sup>13</sup>

Alternative routes to teaching are criticized by NCATE President Arthur E. Wise and others with vested interest in traditional teacher education college graduation followed by state certification. These critics say that provisionally certified teachers are insufficiently trained, are less effective than fully prepared teachers, are arts and science graduates who may know their subjects but do not necessarily know how to teach their subjects to students, and who become teachers temporarily before finding a real (meaning better paying) job. Critics add that lowering standards for alternative certification is wrong when the need is to strengthen traditional teacher education programs as the preferred route to teacher certification.<sup>14</sup>

Defenders say that alternative certification programs have increased because too few traditionally prepared teachers take teaching jobs. In Wisconsin 70 percent and in Minnesota 68 percent of new teacher education graduates do not take teaching jobs, said University of Wisconsin-Milwaukee Education Professor Martin Haberman, long involved in alternative teacher certification programs. Most teacher education graduates seek teaching jobs in wealthier suburban and small town schools, where they are not needed. They avoid difficult inner city school conditions and remote rural schools where they are needed. Half of the teacher education graduates who take teaching jobs where they are needed quit or fail within 3 years. Traditional teacher education program graduates, said Haberman, do not want to, and could not accommodate if they wanted to, all the children in U.S. public schools. Alternative certification is the only solution to the unalterable fact that many children must attend poor quality schools where new teachers went go. Hence the growth of and approval of alternative certification programs by parents and a growing number of teacher unions, school districts, and teacher-producing colleges and universities.

Alternatively certified teachers often succeed in harsh school settings where traditionally trained teachers fail, said Haberman, because they are more carefully screened, are generally more mature, often are minorities themselves, have a wider range of life experiences, are committed ideologically to teaching where they are needed, and want to salvage likely dropouts. Haberman pointed out "that while traditionally trained teachers are fewer than 5 percent black, 58 percent of the alternative teachers of Texas are members of minorities."<sup>15</sup>

Haberman estimated that if teachers from only traditional training programs were employed, some 12 million school children would be left with unqualified substitutes or with failed teachers. He estimated that this number (12 million) grows at least 5 percent each year. Because the need is so great we must improve traditional teacher education and also promote alternative certification.

### Teach for America (TFA) : One Alternative

TFA founder Wendy Kopp, still in her 20s, is a June 1989 Princeton University graduate. She sent her senior year sociology thesis on how she would organize TFA to corporate executives, who supported her plan with several million dollars. Since 1989 TFA has placed over 1,200 new and second year TFAers (495 selected in 1990; 750 in 1991) in teacher-short schools in New York City; Los Angeles and Oakland, CA; Houston, TX; New Orleans and Baton Rouge, LA; plus rural schools in Arkansas, Georgia, Louisiana, North Carolina, and the Texas Rio Grande Valley. TFAers are recruited from recent non education graduates from over 200 colleges and universities. They then enroll in an intensive 8-week preservice summer teacher institute (6 weeks, University of Southern California lectures and student teaching in year-round Los Angeles public schools; plus 2 weeks pre-teaching orientation under mentors at schools where they will teach for two years). They do not displace fully certified teachers and are paid a first-year salary between \$15,000-\$29,000.<sup>16</sup>

TFA critics prefer teachers college graduates who become state-certified teachers. These critics say that ghetto school children are shortchanged by TFAers' brief 8-weeks' training. They also fault the program's short two-year teaching commitment. Defending her alternative teacher plan, Kopp says she recruits bright and able arts and science graduates, including minorities, who would ordinarily not become teachers, to serve in teacher-short ghetto and rural schools. Many TFAers will teach beyond two years, she says; some will become lifelong teachers; and those who leave for other careers become public school friends and supporters.<sup>17</sup>

Of 495 TFAers in 1990, 55 resigned by June 1991, an 11 percent attrition rate, slightly higher than the national rate for first-year teachers, but far lower than the 25 percent to 50 percent teacher turnover in difficult schools where TFAers are placed. TFAers are sobered and disturbed by the poverty, violence, despair, and administrative resistance they meet. Many are struck by how hard it is to motivate children and to convince them that education counts. In their

first tumultuous year TFAers encountered a New Orleans teacher strike and a New York City budget crisis that placed them under layoff threat.<sup>18</sup> So far, school administrators and mentors are pleased with what TFAers have accomplished in ghetto and rural schools.<sup>19</sup> In January 1992 a \$3 million challenge grant from the Philip Morris Companies (which Wendy Kopp must match from other sources) boosted the fledgling TFA program. Kopp now runs a \$7-million-a-year TFA alternate recruitment, training, and placement enterprise.<sup>20</sup>

#### Ex-Military Personnel: Another Alternative

With large troop reductions under way (over 500,000 will leave the military in the next five years), a small but growing number of ex-military are seeking second careers as public school teachers. One estimate is that 2,000 to 3,000 of the 1.2 million who have left the military since 1987 are now teaching or soon will be. Since June 1991 when the army installed hot lines in the U.S., Germany, South Korea, and Panama, with information about teacher certification, 13,300 ex-military people have called in. Teacher training especially aimed at the military exists at 10 colleges and universities, many near military bases. Old Dominion University's (Norfolk, VA) four-year-old program has grown from 35 to 400 students. Legislation has been proposed to allow the military full pay for one year after they leave the service to pursue college courses leading to teacher certification. Other legislation has proposed a nationwide job bank to match military would-be teachers with job openings. School districts have welcomed the ex-military as new teachers because of their management and organizational skills, their background in math and science, and because many are minority men and women.

Of the 250,000 men and women scheduled to leave the Army by 1995, 20 percent are officers, of whom 99 percent have bachelor's degrees. In the rank of major and above, 80 percent have either master's degrees or doctorates. Some have taught at military academies, the U.S. Army Command and General Staff College, the National War College, or one of the Army branch schools. One-third of the officers leaving the Army are qualified to teach high school math, between 10 percent to 20 percent have engineering backgrounds to enable them to teach high school physics, and almost all are used to dealing with young people from impoverished backgrounds. For years American Federation of Teachers President Albert Shanker has urged that we encourage the ex-military to become teachers.<sup>21</sup>

#### Why Teachers Leave the Profession

During 1987-89, 5.6 percent of teachers in public schools (over 130,000) and 12.7 percent in private schools (40,000) left teaching.<sup>22</sup> More younger and older teachers left than did middle career teachers. Science and math teachers left at the same rate as did teachers in other fields. Of public school teacher-leavers, 27.2 percent left to be homemakers or to rear children and 24.8 percent retired. Of private school teacher-leavers, 30 percent left to be homemakers or to rear children and 35 percent moved to jobs outside of elementary and secondary schools. Of

those public school teachers who left teaching because they were dissatisfied, 7.3 percent cited poor salary while 26.4 percent cited inadequate administrative support; 16 percent of private school teachers cited poor salaries as their reason for leaving teaching.

The Rand Corporation, which in 1984 predicted a teacher shortage, found in a report of December 1991 that a teacher shortage was not likely in the 1990s. The researchers said that only 20 percent to 25 percent of new teachers are coming from education colleges, that many certified teachers who left are coming back, or are women over age 30 teaching for the first time. The proportion of men as new teachers has shrunk from 30 percent in the late 1960s to 22 percent in 1988-89 (over three-fourths of teachers are women), and that there are more women seeking teaching jobs. The annual attrition rate is at its lowest in 25 years, about 4 percent, as against a high of 12 percent, and is highest among young teachers, of whom there are fewer now.

Better pay is said to be a factor in teacher retention. NCATE President Wise, agreeing with the Rand study findings, said that teacher shortages still exist in the Sun Belt, where student populations are booming, in larger cities and rural areas because teachers gravitate to the suburbs, and for bilingual students because of too few minority teachers.<sup>23</sup>

#### Extent of Teacher Education Reform

A survey released March 1991 showed these uneven reforms in teacher education for 1990 (with 1987 comparisons in parenthesis): 93 percent of 200 heads of teacher education schools, colleges, or departments [25 percent, deans] surveyed said they had raised admission standards (73 percent said they had done so in 1987); 75 percent had raised exit standards, mainly because of state legislative requirements (55 percent, 1987); 73 percent had formed partnerships with elementary and secondary schools to improve teacher education (51 percent, 1987); 51 percent had reformed their liberal arts curriculum (52 percent, 1987); and 36 percent had used incentives to recruit superior students (49 percent, 1987).<sup>24</sup>

Most teacher education reforms came from such external requirements as state department of education directives. Of the 200 heads of education departments surveyed, 85 percent were male and 95 percent were white. Most had been in their present positions for 5 years and anticipated remaining there another 4 or 5 years (in an earlier survey they had anticipated remaining 15 years). Most of the deans (25 percent of the 200) had been in higher education for about 20 years, and 88 percent had been school administrators sometime during their careers. Deans earned an average of \$64,000 for 12 months (chairpersons, \$55,000). The relatively few women heads of education schools earned 90 percent as much as their male counterparts (up from 81 percent, 1985). Despite frustrations, 86 percent of deans and 69 percent of chairpersons said they would accept their administrative posts again.<sup>25</sup>

### Future of Teacher Education Reform

Public school reform, driven by a poor economy, will likely involve a paradigm shift toward a national curriculum, national testing, and parental choice of schools, first public and then private. Should the public mood be convinced about an absolute need for school reform, then teacher educators would be pushed toward qualitative upgrading.

NCATE's more stringent accreditation standards and the NBPTS move to accredit the best teachers on the basis of test-proven abilities, even at the expense of multilayered salaries (which we have now in differentiated state and district salary scales), still rely on the traditional college of education training plus state accreditation. Goodlad's Centers of Pedagogy and the Holmes Group's PD Schools are new phenomena, a break from and a move toward higher teacher preparation qualifications than the traditional college of education training and state certification.

Each plan seems sound but at a high cost. Each plan also goes against the historical tradition of college of education training plus state certification. Will politicians promote and taxpayers bear the cost? Perhaps, if convinced of its viability and worth. The Goodlad, Holmes, and NBPTS movements may merge for strength or dissipate from weakness.

Meanwhile, alternatively certified teachers, as University of Wisconsin-Milwaukee Education Professor Haberman has said, provide the new blood needed to teach American children, especially in inner cities and rural areas. The influx of ex-military as teachers will help. Much rests on political leadership, on reducing the national debt, and on a revived economy which, half a century after World War II, feels the competition of Pacific Rim nations and the European Community. It rests on whether or not the American people are willing to pay for first class education.

The mood of the 1990s is sobering. With the old western frontier gone, the new frontier challenge is to enlighten the space between the ears of new generations. The challenge is to turn out knowledgeable, capable, creative, productive, moral, altruistic, and compassionate children who can in turn lift the lowly on earth and and explore destiny among the stars.

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