DOCUMENT RESUME

ED 370 905 SP 035 243

AUTHOR Howey, Kenneth R.
TITLE RATE VI: The Context for the Reform of Teacher Education. 1992 Data Set. Research About Teacher Education Project.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
REPORT NO ISBN-0-89333-110-4
PUB DATE 94
NOTE 42p.
AVAILABLE FROM American Association of Colleges for Teacher Education (AACTE) Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($15).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Deans; *Budgets; College Faculty; *College School Cooperation; Educational Change; Elementary Secondary Education; *Faculty College Relationship; Higher Education; Policy Formation; *Preservice Teacher Education; Program Evaluation; *Schools of Education; Surveys; Teacher Attitudes; *Teacher Education Programs; Teacher Influence; Teacher Morale

ABSTRACT

This study analyzes data from surveys of faculty and leaders of teacher education programs about their influence on state policy, relationships with elementary and secondary schools, budgets, relationships within the larger institution, and factors that affect morale among college faculty, such as promotion criteria and institutional support of programmatic changes. Data were provided by 166 teacher education faculty members and 47 heads of education units. The institutions were stratified by highest degree offered: doctoral degree, master's degree, and baccalaureate only. The study found that: (1) more than 80 percent of the faculty rate the overall quality of their teacher education programs good or excellent; (2) 40 percent of deans reported that they had benefitted in reallocations and retrenchment activities, while 13 percent reported diminishments; (3) both deans and faculty reported a greater degree of influence and leadership responsibility than expected; (4) almost half the respondents reported that specific arrangements for institutional cooperation had been initiated with elementary and secondary schools; (5) the majority of faculty reported a dissatisfaction with their workload and a lack of time and support for scholarship; (6) only 22 percent of faculty reported that a systematic design for research into or evaluation of teacher education programs had been achieved. The report concludes with a list of challenges facing the teacher education community. An appendix lists participating institutions. (JDD)

RATE VI:
The Context for the Reform of Teacher Education

1992 Data Set

RATE VI:
The Context for the Reform of Teacher Education

1992 Data Set

Research About
Teacher Education
Project

Kenneth R. Howey

ONE DUPONT CIRCLE ■ SUITE 610 ■ WASHINGTON, DC 20036-1186
PHONE 202/293-2450 ■ FAX 202/457-8095

AACTE acknowledges with appreciation the time and resources donated by the Ohio State University compiling this document.

Copies of *RATE VI: The Context for the Reform of Teacher Education*
may be ordered from:
AACTE Publications
One Dupont Circle, Suite 610
Washington, DC 20036-1186
Single copy price: $15 prepaid

Printed in the United States of America
International Standard Book Number: 0-89333-110-4

CONTENTS

List of Tables v
Foreword vii
Preface ix
Acknowledgments xi

Teacher Education's Influence on State Policy 1
Relationships with Elementary and Secondary Schools 2
Institutional Context: Budget 5
Faculty Influence in the Larger Institution 11
Promotion Criteria 13
Programs 14
- Programmatic Renewal 14
- Need for Further Research and Development 20
- Institutional Capacity 20
- Constraints on Program Improvement and Suggestions for Overcoming Them 22

Summary 26
- On the Bright Side 26
- On the Dark Side 27

References 30
Appendix: Participating Institutions in the RATE VI Study 31

LIST OF TABLES

Table 1. Perceptions of Support by Central Administration: Percentage of Respondents Reporting a Good or Great Deal of Support for Academic Leaders 7

Table 2. Perceptions of Ability to Achieve Promotion in Rank As a Result of Changes in Promotion Standards in Most Recent 5-year Period 13

Table 3. Progress in Teacher Education Reform 15

Table 4. Most Severe Problems Constraining Efforts To Improve Teacher Education 23

FOREWORD

The RATE studies are designed and prepared by the Research and Information Committee of the American Association of Colleges for Teacher Education (AACTE). The RATE series of studies, now totaling six, provide data and supporting analyses, which contribute to our understanding of teacher education in institutions of higher education. Each of the past five studies has investigated some commonly held beliefs, some of which were found to be inaccurate, around the preparation of teachers. The series of RATE studies gives leaders in teacher education, college and university administrators, and state and national policymakers more definitive information with which to plan for the future.

While the past five studies have analyzed primarily objective data, this sixth study examines the perceptions of deans/chairs and faculty in teacher education programs. "The Context for the Reform of Teacher Education" reports and analyzes the data from surveys of faculty and leaders of teacher education programs about their relationships with elementary and secondary schools, their budgets, their relationships within the larger institution, as well as various factors that affect morale among college faculty, such as promotion criteria and institutional support of programmatic changes. The authors have recognized the tendency in self-reported perception surveys for individual respondents to give favorable impressions of the work with which they are most closely involved and less favorable impressions of the work of others less closely related to themselves. They have indicated differences between perceptions of various groups throughout the report to give the reader a broader interpretation of the data.

RATE VI presents perceptions of leaders and faculty in teacher education programs across a wide variety of institutional types from doctoral degree-granting institutions to state colleges and universities to private liberal arts institutions. The questions in the surveys reflect many of the questions currently discussed in teacher education literature relating to the simultaneous renewal of teacher education and K-12 education. Once again, the reader will find it interesting to see which commonly held assumptions are supported by the data in this report.

The ultimate recipient of reform in teacher education is the child in the elementary or secondary school. Therefore, as reform initiatives go forward, the future benefits to students must never be ignored or underestimated. Through the consistent and thorough efforts of researchers and participants in the RATE series of studies, teacher education can be reformed substantively in ways that enhance the opportunities for all children.

Marilyn J. Guy
AACTE President, 1992-93

PREFACE

The RATE VI study was designed to examine the context for the reform of teacher preparation. Data in this study were provided by 166 faculty members whose primary instructional assignment was teacher education and 47 heads of education units. In the latter instance, this was the dean of a school or college of education or the chair or head if the institution was smaller and only had a department of education. Additional external data were provided by institutional researchers trained at the 1991 AACTE Annual Meeting. Sixty institutions were originally contacted to participate in the survey and 47 agreed to do so. The institutions were stratified by highest degree offered: doctoral degree, master's degree, and baccalaureate only. Institutions represented all major geographic regions of the country and included historically Black institutions. In each of the 47 institutions, the head of the education unit and 4 faculty members were asked to respond to parallel instruments. In some instances, less than 4 faculty members at an institution responded, resulting in 166 respondents rather than the 188 respondents anticipated.

ACKNOWLEDGMENTS

This sixth annual Research About Teacher Education (RATE) report reflects the efforts of many in what is truly a collaborative research project. Credit first goes to the deans, faculty members, and institutional researchers (IRs) at the American Association of Colleges for Teacher Education (AACTE) institutions participating in this study and listed in the Appendix. Without their splendid efforts, this study would not have been possible. AACTE and the RATE research team thank each of you.

Second, acknowledgment of the RATE research team, who contribute so many hours each year to ensuring a rigorous and informative study, must be made:

Kenneth A. Howey, The Ohio State University, Team Leader
Richard Arends, Central Connecticut State University
Gary Galluzzo, University of Northern Colorado
Sam Yarger, University of Miami
Nancy Zimpher, The Ohio State University

This team, under the auspices of AACTE, conceptualized the study, developed the instrumentation and sampling plan, and collected and analyzed the data reported herein.

Throughout, AACTE provided invaluable support under the leadership of Mary E. Dilworth, senior director, research; Mark Lewis, research assistant; and Deborah N. Rybicki, administrative assistant.

Finally, the completion of this report at The Ohio State University, which also contributes resources to the study, would not have been possible without the major contribution of Joana Kellenberger.

TEACHER EDUCATION'S INFLUENCE ON STATE POLICY

When faculty members and deans were asked to assess the impact of recent policies, rules, and regulations developed at the state level on teacher preparation programs, responses ranged from very negative to very positive. Only 4 of 10 of the faculty members, but a little more than half of the deans (55.3%), reported that these recent changes were somewhat or very positive. A small percentage of both respondent groups viewed policy development at their state level as neutral. Slightly more than 4 in 10 of the faculty members (41.2%) and a somewhat lower percentage of deans (36.1%) reported that policies, rules, and regulations affected teacher preparation programs negatively. Responses were very mixed from state to state. Obviously, policies and policy development vary from state to state. Another explanation for the variability is the extent to which respondents were actually involved in or believed that they were well represented in the formulation of these policies. It appears that deans or chief academic officers were asked more frequently than were faculty to represent their institutions on task forces or committees concerned with policy at the state level. This could partially explain the deans' more positive perceptions. It could also be that they are not affected as negatively by some policies as are faculty members. For example, it is the faculty who must accommodate in a sustaining manner the effects of certain policies, such as limiting credit hours in a program area.

Even though deans were more likely to be engaged in these activities than their faculty, only about 1 in 10 deans (10.6%) and an even smaller percentage of faculty indicated a good deal or a great deal of influence, or points 4 and 5 on a 5-point scale, on the formulation of state policies and regulations affecting teacher preparation. This is in sharp contrast to the responses of more than half of the faculty (56.3%) and deans (53.2%) who reported that they either exerted none or very little influence on state policies and regulations. About a third of the respondents (faculty, 34.1%, and deans, 36.2%) reported that they had moderate influence on the formulation of state policies and regulations pertaining to teacher education.

These data support the prevailing view that the teacher education community exerts limited influence upon teacher education policy development at the state level. Public institutions of higher education have generally had a difficult time in recent years competing with the elementary and secondary sector in garnering what they view as their proper share of the funds for the support of public education. Beyond this, the agendas of schools, colleges, and departments of education are often subsumed within the broader higher education effort to attract funds and influence policy. Teacher education efforts are often intertwined, for better or worse, with that of others.

RELATIONSHIPS WITH ELEMENTARY AND SECONDARY SCHOOLS

A fairly large percentage of faculty respondents (39.8%) and deans (49%) perceived elementary and secondary schools either as somewhat more willing or much more willing to cooperate with their schools, colleges, and departments of education (SCDEs) compared with the degree of cooperation 5 years ago. A slightly larger percentage of faculty respondents (45.7%) and slightly fewer academic leaders (40.4%) perceived little difference during this time frame in the degree of participation of elementary and secondary schools with their education unit. The perception by many of increased collaboration or cooperation could be a function of elementary and secondary schools seeking more assistance in difficult times and of viewing prospective teachers as a means of gaining additional resources. This could especially be the situation if fairly large numbers of student teachers are assigned to a school, as is the situation in the growing number of partnership, clinical, or professional development schools. Consistent with the above responses was the willingness of those in elementary and secondary schools to work with prospective teachers during their early field and student teaching experiences. Again, a little less than half of faculty respondents (44.8%) and deans (49%) saw elementary and secondary schools as somewhat more willing or much more willing to work with their preservice teachers as compared to their participation 5 years ago.

On the other hand, less than a quarter of the teacher education faculty (23.7%) and a slightly higher percentage of deans (34.1%) reported that their SCDE was solicited a good deal or great deal by elementary and secondary schools to assist in school restructuring or faculty development efforts. Suggesting some initiative on their part then, almost 4 in 10 teacher educators (39.5%) did report that they had personally contributed a good or great amount to improved practice in K-12 schools in the last 2 years.

RATE VI was concerned not only with relationships with schools generally but in particular relationships with schools and school personnel in those communities facing especially difficult challenges. The considerable majority of teacher educators (75%) and deans (80.9%) reported that they had a sustained working relationship with either an urban or rural district that was characterized to a considerable extent by conditions of poverty. However, less than half of the deans (47.4%) and less than a quarter of the faculty (23%) reported that the degree of their institution's contribution to those school districts characterized by poverty could be portrayed as a good or great deal. Rather, over half of the faculty (55.6%) and one-third of the deans (36.8%) indicated a moderate contribution by their SCDE in this regard.

Most of the evolving partnership arrangements with elementary and secondary schools are intended to be reciprocal in nature; that is, not only are those in schools and colleges of education asked to assist in the reform of elementary and secondary education, but personnel in these schools are often asked to assume a broadened role in the education of preservice teachers. In this regard, 1 in 5 faculty members and about 3 in 10 (29.8%) academic leaders indicated that elementary and secondary personnel had contributed either a good deal or a great deal to recent changes in their teacher preparation programs. About half of the teacher educators (46.1%) and deans (51.1%) indicated somewhat of a contribution by elementary and secondary teachers to recent changes in teacher preparation programs. Since deans typically have a more inclusive institutional perspective they are likely to report a more substantive contribution. Nonetheless, the great majority of deans reported limited contributions by school personnel at this point to changes in teacher education. Teachers' roles still tend to be characterized by traditional cooperating teacher responsibilities, with little influence on program design or instructional innovation in the preparation of teachers.

The literature on teacher education is replete with discussions of collaborative action research jointly involving teacher educators and elementary and secondary school personnel, especially classroom teachers. Thus, we thought it appropriate that the RATE VI study inquire about the extent to which teacher education faculty members report that they have been engaged in mutually designed and conducted action research projects. The responses indicated that only 1 in 6 of the teacher educators in the study reported regular involvement in such inquiry. Another approximately 25% indicated that they occasionally have been involved in such an effort, with the majority reporting that this is an activity with which they have had very little or no experience whatsoever.

Just as there is considerable rhetoric regarding the notion of collaborative action or classroom research, there has similarly been considerable attention in the literature to the concepts of partnership, professional development, or professional practice schools. These particular schools are characterized by an emphasis not only on the initial education of teachers, but also on the continuing professional development of all teachers. Beyond this, the Holmes Group, in its report entitled *Tomorrow's Schools* (1990), also calls for the development of more ambitious and contemporary conceptions of teaching and learning in these schools. It further calls for relevant and responsible research and development to be mutually conducted in these schools; inquiry that will contribute to our knowledge of teaching, learning, and schooling. Finally, the report suggests that experienced teachers' efforts to renew their knowledge is to be integrated with their efforts to improve these schools. Hence, there is a robust and ambitious agenda for many of these partnership or professional development schools.

The RATE VI research team was interested in the extent to which respondents indicated that they were developing such schools and the extent to which they were engaged firsthand in these efforts. A little more than a third of the faculty respondents (36%) indicated that they had designated school sites embracing at least some of the characteristics articulated above. A higher percentage of deans (47.8%), again assuming a more inclusive perspective of what occurs in their schools or colleges of education, indicated they had such designated school sites.

We inquired as well how the respondents would rate the degree of implementation for the multiple and ambitious goals embedded in these specially designated schools. Less than 2% of the teacher educators (1.7%), and less than 4% of the academic leaders (3.3%) reported full implementation. In fact, considerable progress was reported by only about 1 in 10 of the teacher educators (11%) and by about 3 in 10 of the deans (30%). The majority of respondents indicated that their institutions were in the early planning stages or initial implementation of these school sites. It's not clear as to why administrators reported somewhat more progress than individual faculty members, except again for the possibility that deans often assume a major role in negotiating these schools sites with leaders in the local school districts and not all faculty members may be aware of the progress that has been made.

At a time when professional development or partnership schools are becoming more common, albeit not as common as the literature might suggest, the strategy of teachers assuming broadened clinical roles in the preparation of teachers is also commonly advocated in the literature (Ellsworth & Cornbleth, in press). The RATE VI study asked the academic leaders whether they employed experienced teachers who were at least partially released from their normal instructional responsibilities in an elementary or secondary school setting to assume responsibilities that extended beyond working with an individual preservice teacher. A little more than a third (35.6%) of the academic leaders indicated this to be the situation. Thus, as is the case with the partnership schools, clinical faculty roles for school personnel appear to be expanding, but are a reality in only about a third of the institutions in this study.

INSTITUTIONAL CONTEXT: BUDGET

Just as there are various sources of influence on teacher education policy and practice externally, there are obviously a number of conditions, policies, and practices within the larger institution that have an impact on the nature and quality of teacher preparation. In RATE VI, attention was also given to factors within the institutional context that could either enable or constrain teacher preparation.

The perception by many is that schools and colleges of education generally are workhorse academic units within the larger university or comprehensive college setting; this is to say, because of their relatively large enrollments, they bring more resources into the institution than they, in turn, are allocated from the central administration. The RATE VI research team was interested in whether or not schools, colleges, and departments of education receive their fair share of the budget. When the academic leaders or deans responded to this question, a little less than 1 in 10 (8.9%) indicated that they were in the position of receiving more than they would have normally received, given their enrollment patterns and other quality factors typically considered in internal budgetary decisions. Almost half (48.9%) reported that they basically received what they believed they should receive. However, a very substantial minority (42.2%) indicated that they either received less or considerably less than what they should, given their enrollment patterns and other quality considerations Thus, many of the academic leaders surveyed were of the opinion that their academic unit did not receive its fair share of the larger institutional budget. Only about 5% of the teacher educators indicated that their academic unit received more than it should have, about another quarter (27.1%) reported that they received their just due, and a majority two-thirds (67.8%) indicated that they either received less or considerably less than they believed they should have. The prevailing perception that schools and colleges of education are underfunded within the context of their own institutions is reflected in these faculty perceptions. The deans are more variable in their responses, but it is relatively rare when anyone reports that his or her SCDE actually receives more than it should vis-a-vis other academic units.

Strategic plans at the central administration level, which include a pattern of retrenchment and then reallocation of funds across academic units, have been initiated in a number of institutions. The deans and teacher educators were asked to report if they were involved in such an arrangement and, if they were, how it had affected their SCDE budget. Approximately 80% of the respondents indicated that they, in

fact, were involved in these retrenchment and reallocation budgetary cycles. The aggregated perceptions of the two respondent groups, however, are most interesting. Among the 80% of teacher educators who responded that they were engaged in such initiatives, only about 1 in 5 believed that their SCDE had gained in these exercises (20.6%) and less than 1% reported they thought there was any substantial increase in resources as a result of such a planning and budgetary process. About 1 in 5 teacher educators indicated that their unit had remained in basically the same position financially, and almost 4 in 10 (38.1%) believed that they had been reduced in their resources as a result of these exercises.

These perceptions stand in considerable contrast to those of the deans or chief academic officers who likely were more centrally engaged in budget negotiations. Among the academic leaders who engaged in this activity, 40% reported that they believed they had increased the budgets of their academic unit as a result. It should be noted, however, that less than 5% (4.4%) believed that the increase was substantial. Slightly more than a quarter (28.9%) believed that their situation remained much the same, and only about 13%, or about 1 in 8, of the deans indicated that their budgets had been reduced as a result of reallocation.

Thus, there is considerable variability across institutions and marked differences in the perceptions of faculty and their academic leaders. More inquiry is called for here, especially since the process of retrenchment and reallocation has intensified in many institutions since these data were collected. These responses suggest, again, that it is difficult to generalize about conditions in teacher education given the diversity of context in which it is conducted. While there is little doubt that reductions in what was a relatively sparse resource base to begin with have occurred in many instances, in many other instances it appears the reallocation endeavor has, in fact, augmented the resources of schools, colleges, and departments of education. It is hoped that there is a relationship between the quality of these units and the redistribution of funds, as such a relationship is assumed in these exercises. Further inquiry should look in a confidential manner at specific institutional profiles.

The RATE VI study attempted to probe beyond the general perceptions of equity in terms of internal funding and raised a number of questions relative to whether those in leadership positions in central administrations provided support for meeting a number of particular challenges to SCDEs at this time. Table 1 lists these various challenges and the responses of the teacher educators and deans in terms of the degree to which they believe that they have been supported by those in their central administration. Obviously, there is a great diversity across the range of institutions preparing teachers in terms of their history, mission, culture, and size. Nonetheless, these responses indicate a general pattern of some concern relative to the extent that

larger institutions are assisting their schools, colleges, and departments of education with their manifold agenda.

Table 1
Perceptions of Support by Central Administration:
Percentage of Respondents Reporting a
Good or Great Deal of Support for Academic Leaders

Agenda	Deans	Faculty Members
Attracting culturally diverse teacher candidates	63.1%	52.1%
Improving faculty instructional practices	42.6	29.5
Developing better programs of teacher preparation	40.4	34.9
Contributing to P-12 school reform	27.7	16.9
Engaging in school-focused research and development	21.1	18.8
Examining public school mission in stratified society	15.2	12.6

Source: AACTE, RATE VI Project Academic Leader and Faculty Surveys, 1992.

As can be seen in an examination of Table 1, the only area in which the deans and teacher educators perceived central administration as being a good or great deal of help is that of attracting a more culturally diverse population of prospective teachers. Slightly more than half of the faculty members (52.1%) and almost two-thirds of the deans (63.4%) report considerable support. Beyond this, however, it is difficult to identify other areas where a sizable percentage of either the deans or teacher educators perceived themselves to be supported in a substantive manner. For example, a little more than 4 in 10 of the deans (42.6%) and slightly less than 3 in 10 of the faculty (29.5%) reported that there is support for improving the instructional practices of the faculty. In terms of support for developing more efficacious teacher education

programs, slightly more than 4 in 10 deans (40.4%) and again about a third of the faculty reported desired support. However, only about 1 in 6 faculty members (16.9%) and about a quarter of the deans (27.7%) viewed good support for the critical role of assisting elementary and secondary schools with their reform initiatives. The central administrations of these colleges and universities are not seen as assisting SCDEs to work with public schools in this country relative to matters of equity and social justice. Only about 1 in 8 faculty members (12.6%) and approximately 1 in 7 deans reported such support.

In summary, there does appear to be moderate support for minority recruitment and marginal support for the improvement of curriculum and related instructional practice. But there seems to be only nominal support for engendering effective working relationships with elementary and secondary schools and for addressing critical issues confronting U.S. public schools.

It has been argued that aggressive activities by the larger institution to recruit minorities adversely affect the ability of schools, colleges, and departments of education to similarly recruit prospective teachers from underrepresented populations. The argument is that monetary benefits and conditions attached to the workplace in other professions and vocations put teacher education at a disadvantage. Thus, for RATE VI we were interested in whether deans and teacher educators felt they were disadvantaged, advantaged, or not affected by recruitment strategies employed within their larger institution. The responses were similar for both faculty members and academic leaders. About 3 in 10 faculty members reported that the overall institutional plan for minority recruitment has, in fact, enabled their own recruitment efforts, and the great majority of remaining respondents indicated that institutional plans appear not to make a difference. The fact that so many reported they have not made a positive difference should raise questions. The responses of deans were more positive; that is, almost three fourths (77.3%) indicated that recruitment activities at the institutional level had been either somewhat or very helpful to them in their initiatives at the SCDE level.

Given a discrepancy one more time between the perceptions of those in leadership positions at the college level and their faculty members, there appears to be some problem for those who have a different vantage point because of their administrative responsibilities, in communicating their insights and viewpoints with individual faculty members who might have less information about various matters both in the larger institution and the SCDE.

The pattern of answers varied somewhat again when the deans and teacher educators were asked to respond to the extent that the deans provided support

in these same areas. More support, at least from the deans' perspective, was provided for program development, with almost three-fourths of the deans (76.5%) reporting this to be the situation. A majority of deans (57.5%) also indicated that they supported instructional improvement. The teacher education faculty also had the highest percentage of respondents (51.0%) in terms of support for program development. However, only about 3 in 10 of the teacher educators reported good or a great deal of support from the deans for improving their instructional practices. As the situation with central administration, once again, less than 20% of the faculty believed that they receive a good or great deal of support for their efforts in working with K-12 school reform. The deans, perhaps understandably, are more positive in this regard with more than 4 in 10 indicating that they provide a good or a great deal of support for contributing to the reform efforts in elementary and secondary schools.

Given the considerable ferment in recent years over the quality of education, not only in the elementary and secondary sector, but increasingly in the higher education sector, the RATE VI study solicited perceptions of whether leaders in central administration had changed their posture toward SCDEs in the last 5 years. Respondents could indicate one of the four choices—more negative, remains negative, remains positive, or more positive. The responses of the academic leaders indicated positive support from central administration, which should not be surprising given that better than two-thirds of these leaders reported that their budgets either had increased or remained the same in a time of general diminishment of resources and financial support. Almost a third of the academic leaders indicated that those in leadership positions in central administration were typically more positive. Another 6 in 10 (60.9%) indicated that central administration remained positive. Only a very small percentage indicated a negative posture toward their college (6.5%).

Faculty members were also largely positive, but not as much so as the academic leaders. About 1 in 7 faculty members thought the context of the last 5 years resulted in a more positive posture (13.9%), while about 6 in 10 indicated that the central administration remained positive in terms of their SCDE. However, better than 1 in 5 thought that the posture of central administration toward their SCDE remained or had become basically negative (24.1%).

RATE VI also inquired whether the faculty and administration in schools and colleges of education perceived increasing pressure from central administration for generating external funds or for engaging in development activities to raise monies. Responses in this regard were highly variable. For example, a little less than a quarter of the teacher educators (23.2%) indicated that they perceived no change and, for that matter, no pressure to generate more monies either through grants and contracts or a

development campaign. A little more than a third of the teacher educators (36.4%), however, reported that while there was no change, there already was pressure to engage in such activities. Finally, better than 4 in 10 of the faculty members reported that they, indeed, did feel more pressure than existed previously for the generation of funds. Thus, about 8 in 10 of the respondents indicated that efforts have been under way for some time or are now under way to heighten the level of extramural support for their activities. The responses of the deans vary from those of the faculty. A little less than 1 in 5 (17%) reported that there was no change and no pressure for such activity. However, more than 55% of the academic leaders (55.3%) indicated there already was pressure, and the remaining 27% indicated that the pressure to generate external monies had increased. Thus, we find that the search for additional resources cuts broadly across institutions regardless of the nature of their mission.

FACULTY INFLUENCE IN THE LARGER INSTITUTION

Faculty generally cherish their involvement in the governance of higher education. Decisions made centrally are typically not made without substantial faculty involvement. Thus, the study was concerned as well with the extent to which those in schools, colleges, and departments of education believed that they were involved in governance activities in their institution. Specifically, the teacher educators and academic leaders were asked to what extent they believed that they and their colleagues were enlisted in leadership roles in the larger institution compared to faculty members in other academic units. A little more than a quarter of the faculty (28.7%) indicated that they were either considerably more or somewhat more engaged in the governance of the institution than their colleagues in other academic units. Slightly more than half (53.3%) reported that they were involved proportionately, as they should be, and only about 1 in 6 (16.4%) believed that they were underrepresented.

The perceptions of the academic leaders were somewhat at variance with these perceptions. For example, a considerable minority (44.7%) believed that their faculty was involved to a greater extent in these matters than those in other academic units, with the remainder indicating involvement as it should be and almost no one reporting less involvement than there should be, given the number of faculty members in their academic unit relative to other units. Thus, from the perspective of both deans and their faculty, they are in many instances represented in decision making at the institutional level more than one would expect them to be relative to faculty in other academic units. Why this would be is unclear and further inquiry about the nature and effects of such activity is in order. Is the SCDE, for example, given some credence in the larger academy for its curricular or pedagogical interests/abilities as the institution addresses its own curriculum and instructional practices?

Modifications in professional coursework can be influenced by a variety of factors. For example, changes in rules and statutes at the state level influence the direction of curricular changes in programs of preservice teacher education. Changes made internally within institutions relative to the general studies required of all students can also have an impact. Just as there has been a call for major changes in the programs preparing teachers, there has been considerable advocacy as well for rethinking the general studies requirements in many institutions. These changes are relevant in at least two major ways. First, a good share of our prospective teachers' education occurs in the arts, sciences, and humanities, and changes there understandably affect how teachers are prepared in the broader sense. If a well-educated or liberally educated person is the foundation for a well-prepared professional educator, the question

of what constitutes a liberally educated person is also a teacher education question of major importance. A second obvious way in which these changes impact teacher preparation is the question of "lifespace" in the overall curriculum. For example, there are only so many credits that need to be accrued toward graduation in baccalaureate-level teacher preparation institutions and there is a long-standing tension between the amount of education devoted to general studies and that to professional education. The RATE VI study asked teacher educators and their administration leaders whether changes in general studies over the last 5 years had an impact on professional coursework and, if so, how. The results were somewhat surprising. More than 4 in 10 faculty members (41.1%) reported that as a result of recent changes in general studies the overall requirements for teacher education were now somewhat expanded. Another 35% reported basically no relationship and almost a quarter (23.9%) indicated that professional courses were cut back as a result of changes in the general studies curriculum. The responses of the academic leaders paralleled those of the faculty. Hence, we find considerable variability across institutions, and while no clear pattern was reported, there certainly are not widespread decrements in teacher education credit hours as many have argued.

In addition to examining potential relationships between changes in the general studies and changes in the professional sequence, the RATE VI study also examined whether changes in the general studies affected working relationships among those in schools, colleges, and departments of education and those in the arts, sciences, and humanities. The majority of the faculty (58.8%) reported that there were no basic changes in working relationships, although a considerable minority (38.3%) indicated that as a result of major changes in the general studies they viewed their working relationships with those in general studies as either somewhat or considerably improved.

Finally, we also asked the teacher education faculty members the degree of influence, if any, that they had on the changes in general studies on their campus. The teacher educators were, again, highly variable in their answers to this question. A little over half indicated that they either had very little or no input in general studies restructuring. Another third (37.7%) indicated that they had nominal influence in this regard, and only about 1 in 10 (11.6%) reported that they exerted considerable influence. Such responses are consistent with the viewpoint that there remains some distance, if not antipathy, between those in professional schools and those in the arts and sciences. Thus, it would appear that much remains to be done in terms of the matter of curriculum articulation between those in schools, colleges, and departments of education and those responsible for the general studies that make up so much of the prospective teacher's education.

PROMOTION CRITERIA

In terms of internal factors that can impinge upon the quality of teacher education and tendencies for further improving teacher education, the RATE VI study examined the matter of promotion standards. The research team was especially interested in whether the respondents perceived changes relative to promotion and tenure at both the institution and at the school or college level. The question for the respondents was: "Have changes in standards affected the promotion of education faculty over the last 5 years?" The responses by both the teacher educators and their academic leaders were parallel and consistent. For example, almost 55% of the faculty believed that promotion at the institution level was either much more or somewhat more difficult at present and a slightly lower percentage of respondents reported the same phenomenon at the unit level. The percentages are only slightly lower for the deans or academic leaders. Almost no one reports that promotion standards have made the ability to rise through the ranks easier than it has been in the past. These perceptions of changes and promotion standards are illustrated in Table 2 below.

Table 2
Perceptions of Ability to Achieve Promotion in Rank as a Result of Changes in Promotion Standards in Most Recent 5-Year Period

Faculty Perceptions			
	More Difficult	No Change	Easier
Institutional level	59.6%	38%	2.4%
SCDE level	56.5	40.5	3.0
Academic Leader Perceptions			
	More Difficult	No Change	Easier
Institutional level	44.7%	52.5%	3.1%
SCDE level	52.3	40.9	7.1

Source: AACTE, RATE VI Project Academic Leader and Faculty Surveys, 1992.

PROGRAMS

This section of the report examines progress, or lack thereof, in several dimensions of teacher education reform, given the context for reforms examined earlier in this paper. Recall, for example, the type and level of support for these institutions preparing teachers, changes in the workload of and distribution of responsibilities for teacher educators, evolving needs in elementary and secondary schools, changes in expectations for promotion and salary, and the general quality of leadership provided to and by the faculty in reflecting on the following responses regarding progress toward reform and perceived capacity for further change.

Programmatic Renewal

We asked faculty members in the RATE VI study to assess progress in improving teacher education over the last 5 years relative to goals commonly reported in the teacher education literature and as identified in Table 3.

Conceptual Framework. In reviewing Table 3 and taking one goal at a time, it can be seen that there is considerable variability relative to progress in developing a thoughtful, conceptual framework for a program of teacher education. For example, slightly more than a fifth of the teacher educators in the sample reported no or only marginal progress, another fourth but moderate progress, and a slight majority good or excellent progress. These data are consistent with RATE data collected previously, wherein a little over half of our samples (students as well as faculty)reported a specific conceptual framework was manifested in their teacher preparation program to guide activities in some interrelated manner.

Student Goals. In their field studies, Howey and Zimpher (1989) identify programs where there was an explicit framework for a program, namely, a vision of a teacher and teaching embedded in a normative view of schooling and a corresponding explicit notion of learning to teach. In these instances, there were also likely to be a resonable number of core teaching abilities or teacher qualities explicated as well, which were addressed repeatedly over time in a variety of program activities. These core teacher abilities formed the thematic nature of the program; they tied one activity to the next. Thus, one would expect the percentage of respondents at each of the five points on the scale to be similar for the explication of student goals as for a thoughtful, conceptual framework. Table 3 demonstrates this situation: Slightly more respondents (26.5%) compared to 20.2%, report no or only marginal progress and slightly less (45.1%) compared to 55.2%, report good or excellent progress.

Table 3
Progress in Teacher Education Reform

Goals	No Progress	Marginal Progress	Moderate Progress	Good Progress	Excellent Progress
Faculty agreement on a thoughtful conceptual framework to guide the program	1.8%	18.4%	24.5%	28.6%	16.6%
The explication of a reasonable number of student goals thematically articulated across courses and related activities	4.3	22.2	28.4	35.2	9.9
A variety of cohort structures to assist in the socialization of students	10.3	26.3	35.3	21.8	6.4
The development of various diagnostic activities early in programs to assist in screening students	11.6	29.3	31.1	20.2	7.9
The development of laboratory facilities to enable pedagogical development	22.2	29.0	16.7	25.9	6.2
The development of student portfolios	30.7	25.2	20.2	15.3	8.6
The development of core curriculum undergirded by scientific studies of teaching, learning, and schooling	4.9	14.1	25.8	39.3	15.9
Faculty cooperation in program design and assessment	3.1	12.3	28.8	41.1	14.7
The achievement of a systematic design for research into and evaluation of the program	9.8	28.2	38.8	18.4	4.9

Source: AACTE RATE VI Project Academic Leader and Faculty Surveys, 1992.
Note. Numbers in the table may not total 100% as a result of rounding.

Not surprisingly, given the consistent pattern of difference by institutional type in the first 5 years of data collection, a greater percentage of baccalaureate-level institutions reported good or excellent progress (47.5%) in this regard as opposed to only 36% in the master's-level institutions and 42% in the doctoral-level institutions.

Cohort Structures. There is less progress reported, however, in all institutions when it comes to instituting a variety of cohort arrangements. Across the three

institutional strata—baccalaureate-, master's-, and doctoral-granting institutions—slightly more than a quarter of the respondents reported good or excellent progress. On the other hand, over 35% (36.5%) reported little or no progress. Slightly more than 30% of those reporting good progress are in either the bachelor's or doctoral institutions. Only about one in five of the master's institutions report good progress in terms of implementing cohort arrangements. Cohort arrangements are important because they can greatly enable the structured, positive socialization of preservice teachers as well as enable essential abilities that can only be learned in a group, such as team teaching, cooperative learning, collaborative action research, political coalescing, and most fundamentally, learning to work effectively in a group or learning community.

Diagnostic Activities. Early diagnostic screening, the next category, is also more likely when a reasonable number of desired teacher attributes, as suggested above, are clearly explicated. This author has long been concerned with the limited screening criteria employed in programs of teacher education. These criteria are based almost solely upon indices of general cognitive ability and have no predictive validity in terms of eventual teaching effectiveness. Selection from this perspective should be an ongoing process that is also educative in nature. Screening activities should address a set of clearly defined human qualities contributing to good teaching, which can be measured over a reasonable time frame, and which cannot be acquired easily in a program. Finally, screening should be a process that culminates in a multidimensional profile of the student to assist in career counseling.

Goodlad (1990), however, underscores the problem attached to expanding screening criteria and making the process more ongoing in nature:

> Every campuswide teacher education council I interviewed was skittish about discussing its role in selecting and monitoring candidates for teaching on criteria beyond the academic. Their concerns with broadened criteria centered on potential legal problems and fear of litigation. Two groups had recently considered broadening their selection criteria to include character traits, but they had reluctantly backed off.... Generally, too, these councils were reluctant to put forward an array of criteria against which to judge the progress of candidates toward some vision of teaching. Not only was there rarely agreement on a vision, but there was a hesitancy to impose a vision on individual faculty members—even if they were offered the opportunity to help determine it. A logistical complication was frequently noted: the difficulty of articulating the pieces of a program conducted by different groups of actors that were often not in very close communication. (pp. 218-219)

These RATE VI data are consistent with Goodlad's observation in terms of diagnostic screening. Only a little more than a quarter of the teacher education faculty reported good or excellent progress at their institution with regard to expanding the criteria by which prospective teachers are screened early in the program.

Laboratory Facilities. The development of laboratory facilities to enable pedagogical development is also an uncommon endeavor. Over one half of the institutions reported little or no progress in this regard. However, a little more than 30% reported good or excellent progress. One suspects, based upon earlier RATE data (1989) collected about specific types of facilities, that if computer labs were not included, the number of institutions reporting progress would be considerably less. It is not uncommon on large research campuses for scientists and their graduate students to have access to million-dollar laboratories. The misguided and prevailing view in teacher education is that one can learn to teach in lecture halls followed by student teaching. In contrast, it seems that schools and colleges of education are woefully behind in terms of needed capital improvements, and teacher educators must shoulder much of the blame for not advancing a clearer vision of laboratory and clinical preparation and the resources needed to provide high quality experiences for learning to teach.

Student Portfolios. Student portfolios have considerable potential for altering the manner in which both programs and students are assessed. Once again, however, only marginal progress is reported in most institutions with less than one in four institutions indicating good progress. If teacher education is to move from a focus in evaluation on episodic, discrete performance to a focus on the development of core abilities over time, then portfolios can be extremely helpful in documenting developmental patterns of novice teachers, especially if they are guided by the best of what we know about learning to teach.

Core Curriculum. One of the major problems in teacher education has been the lack of professional consensus and, from the vantage point of many, the lack of scientific bases for what should constitute essential study by all teachers. Such a core for professional study would draw upon subject matter and experiences concerned with learners and learning, teachers and teaching, schooling and community. The revised National Council for Accreditation of Teacher Education (NCATE) standards, however, have focused a good deal of attention on the knowledge bases for teacher education. The Holmes Group has also drawn attention to the need for defining a core. Thus, despite problems to this point in defining and implementing core studies for all teachers or all educators, slightly over half of the institutions reported good progress in this regard. It should be noted that there is considerably more attention to what constitutes a core in the doctoral-level institutions (60%) as opposed to the baccalaureate-level institution (43.4%).

Program Design. Concomitant with progress in core curriculum is faculty cooperation in program design. Across institutional strata, slightly over half (55.8%) of the respondents reported good progress. However, as these data illustrate, there are again considerable differences in the extent of cooperation across institutions and programs. The growing understanding of how conceptual frames, cohorts, laboratories, and portfolios can enable program development also calls attention to the need for faculty discourse about program design. Thus, it should be no surprise that some progress, however uneven, is reported.

Research and Evaluation. The RATE VI study inquired about a systematic design for research and evaluation and, not unexpectedly, only a little more than 1 in 5 institutions reported good progress. Most scholars have their research attached to specific subject matter, types of learners, or school contexts. The primacy of pedagogical content knowledge and situated learning at this time have unfortunately distracted from what little research is concerned with more cross-cutting program issues and support for such inquiry from external sources is extremely limited. One can infer from these data a patchwork approach to program renewal in most institutions. Coordinated efforts across programs, let alone across institutions, are virtually nonexistent, and there are several areas where interinstitutional cooperation would be most helpful. Programs of research and development call for resources and studies across sites.

The RATE institutional researchers (IRs) also reported certain programmatic data in terms of whether they already had or were in the process of moving to a postbaccalaureate structure. Only 36 of the IRs reported these data and of these, 10 reported that they already had completed or were completing such a move. Two of 10 institutions reported this to be the situation even though they were baccalaureate-only institutions: 4 of 14 of the master's institutions and 4 of 12 of the doctoral institutions also reported these changes.

The IRs were also asked whether their SCDEs already had, or were moving their programs to, an organizational arrangement beginning at the undergraduate level but extending beyond a 4-year program, for additional study up to a year in length. These so-called stretch models were less common, with only six reporting this to be the situation.

In summary then, there is a portrayal of unevenness within and across institutions in terms of program restructuring. Several serious concerns are being addressed, but usually in a piecemeal fashion. Individual faculty members, as the RATE studies have documented over the years, tend often to do a yeoman's service in the labor-

intensive vineyards of preservice preparation. Their involvement in a variety of activities and their commitment to their students is often beyond what is documented regarding faculty members in other professional schools. The problem in restructuring lies in the inability to initiate and sustain the collaborative efforts needed for major program reform.

The chief academic officers, that is deans (directors and department chairs in the smaller institutions), were also queried about the amount of progress they believed had been achieved in each of these programmatic attributes or dimensions. Interestingly, these respondents were considerably more positive than their faculty counterparts. In several instances, the percentage of administrators who viewed progress as good or excellent was almost twice as high as that of the teacher education faculty. For example, the chief academic officers were considerably more positive in terms of the development of conceptual frameworks, thematic articulation, cohort implementation, easy diagnosis of preservice students, and the degree of cooperation among faculty, which was demonstrated in program design and assessment. These differences consistently held up across institutional strata.

One cannot be sure why there are such discrepancies in perceptions between faculty members and administrators. However, since progress in program redesign appears to be fragmented and episodic in many institutions, it could be that the vantage point of looking across programs in their institutions allowed administrators to see a greater range of initiatives than could faculty members, who are typically attached to one licensure area. That administrators in the largest institutions were the most positive in several instances lends some credence to this hypothesis. It could also be that faculty members whom these administrators convene for various all-college activities demonstrate a greater sense of cooperation in these temporary contexts than other faculty are able or willing to do in a sustained manner at the individual program level. It might also be that those with administrative responsibilities generally view programmatic progress as having occurred during their tenure in a leadership role.

It should be noted, however, that administrators were hardly positive in every instance and, in fact, were less so than their faculty counterparts about portfolio development, where only 1 in 8 (12.7%) reported good progress. Perhaps most telling is that while there were relatively high percentages of administrators reporting progress over a 5-year period in several of these programmatic areas, only about 4 in 10 (39%) reported good progress overall in the achievement of a systematic design for research and evaluation of programs of perservice preparation.

Need for Further Research and Development

Both administrators and faculty members were inventoried about how much further development was needed in their program or programs of teacher education. Slightly more than a third of the faculty (36.7%) and slightly less than a third of the administrators (29.9%) reported that a considerable amount or very considerable amount of development was still needed. The great majority of the remaining respondents indicated that a fair amount of development was needed. Less than 5% (4.2%) of the administrators reported that only a little work remained to be done. Consistent with findings from the first 5 years of data collection in the RATE studies, faculty and administrators in baccalaureate institutions believe less research and development remains to be done than do their counterparts in the master's and doctoral institutions. Thus, while there is the perception among many that progress has been made in recent years, most believe that there is still much to be accomplished. .

Regardless of perceptions of progress, or lack thereof, over 80% of the teacher educators overall and almost 90% of the faculty in baccalaureate institutions reported that their programs are good or very good at this time. They rated their programs at points 4 and 5 on a 5-point scale. Administrators again tend to view their programs even more positively than do faculty respondents. The prevailing perception could perhaps be summed up as follows: "While improvements could be made, given our resource base we are not doing badly," and "We are doing at least as well, if not better, than the next institution."

Institutional Capacity

Given a view by many that there is work to be done in improving teacher education, respondents were asked to rate their general institutional capacity for continued renewal and further change. Once again, there appears to be considerable variability in this regard. Across strata, almost 60% of the faculty (59.4%) rated their general institutional capacity as good or excellent; however, there are major differences by institutional type. Slightly more than 70% (71.7%) of those in the smaller institutions rated their institutional capacity good while only 48% of those in the master's institutions did; doctoral institutions were in the middle (60.2%). Overall, almost a third of the respondents rated their capacity for change as 3 on a 5-point scale, and 10% viewed their institutional capacity as marginal. Again, the deans or academic leaders generally rated the capacity for change higher than did faculty. With continuing retrenchments in budget and resources in many institutions, it would be informative to revisit this question in a few years and to examine specific institutional profiles.

The RATE VI research team was curious as to how individual teacher educators viewed their own inclination to contribute to continued program renewal, as opposed to their view of general institutional capacity. Perhaps surprisingly, almost 9 in 10 faculty members (89.6%) across the three institutional types responded that their own inclination to contribute to continued program renewal was good or outstanding. There were but minor differences across institutional strata with those faculty in the doctoral institutions (93.5%) having the highest percentage of responses at points 4 or 5 on the 5-point scale.

One cannot be sure as to why a sense of personal capacity or sense of efficacy is so high overall and higher in the doctoral institutions. It may be that there is more institutional support generally and a disposition for experimentation in the doctoral institutions. It may be that teacher educators, especially in this era of reform, see themselves generally as reformists or agents of change. It may also be that they see the curriculum in teacher education manifested basically in their individual perogatives, and as such embodying daily forays into new territory, however subtle these might be to any observer. More study is needed. It can be noted that in the field studies designed to buttress the RATE surveys (Howey and Zimpher, 1989), several faculty members commented on the highly labor-intensive nature of teacher preparation and the studies reported that major programmatic changes occurred in concentrated periods followed by normalcy, rather than a pattern of sustained renewal. Thus, in some institutions studied, we portrayed a reluctance "to carry water up the hill" more than once in terms of making major programmatic changes. On the other hand, we also found a considerable sense of efficacy among faculty in the field studies in their day-to-day activities, despite a variety of problems and an often expanding array of expectations.

While administrators rated their overall institutional capacity quite highly, they did not rate their faculty members' disposition for program renewal nearly as highly as the faculty members did. One is not sure how to interpret these data. It would appear that while deans and directors have confidence in their faculty to contribute to further changes, they are not sure the catalyst for change lies strictly or even primarily with the faculty, but rather in a combination of factors, likely including their own leadership, which is examined next.

We asked the deans to rate their own leadership ability vis-a-vis program renewal, and we also asked faculty members to rate the leadership ability of their dean or chief academic officer in this regard. There was no undue modesty on the part of the administrators collectively. Slightly more than 8 in 10 respondents viewed their leadership ability as better than average or outstanding. There were differences by strata, with the most confidence in their abilities exhibited by those administrators

in the master's institutions (93%) and the least by those in the baccalaureate institutions (69%). The doctoral institutions were in the middle (78.9%). It could be that there are more administrators in the baccalaureate institutions whose leadership ability is constrained by other responsibilities, including teaching.

Faculty members also tended to rate the leadership ability of the dean or chief academic officers positively with almost 70% of the respondents across institutional strata rating this leadership capacity as good or outstanding. There were also reservations and concerns as 20% rated their administrator's abilities as poor or marginal. One can conclude overall from these data that in most schools, colleges, and departments of education there is not a great deal of antipathy between faculty and deans, and that deans who are selected by the colleagues tend to sustain their support over time.

Constraints on Program Improvement and Suggestions for Overcoming Them

Both teacher educators and deans were asked to identify the most severe problem affecting their efforts to improve teacher education. Table 4 illustrates the most commonly listed problems.

Both faculty members and deans were asked to respond to two related, open-ended questions as follows: "In terms of the several conditions that constrain your efforts to improve teacher preparation, what is the most severe problem?" and "What suggestions do you have for resolving this problem?" As can be seen in Table 4, money and resources are perceived by both parties to be the major constraining factors to progress in teacher preparation. As one of the responding deans underscored: "What else?"

An obvious corollary to a lack of money and resources are the increasing demands placed upon faculty, and hence the lack of time to give to more programmatic or collaborative research and development; a major problem noted earlier. It is unclear, however, just how much current conditions of the workplace contribute to the third most commonly identified problem by faculty members, i.e., lack of involvement in or lack of cooperation by some faculty in advancing teacher preparation specifically. A number of other factors contribute to this, not least of which are cultural norms in higher education that don't reinforce participation in teacher education, let alone cooperative involvement. Finally, both teacher educators and administrators voiced a concern over the hyperregulation of teacher education by legislative bodies and state educational agencies. The major problem could be summed up as follows: "We are being told to do more with less."

Table 4
Most Severe Problems Constraining Efforts To Improve Teacher Education

Teacher Educat' n Faculty	Frequency
1. Money, resources	(31)
2. Time, unrealistic demands	(30)
3. Lack of involvement, cooperation by faculty faculty competence	(27)
4. Legislative interference, state regulation	(13)
5. Lack of broader institutional support	(11)
6. Lack of leadership in college	(10)

Other factors mentioned by less than 10 faculty members:

- Quality of students
- Limited "lifespace" in professional curriculum
- Lack of cooperation by K-12 schools
- Disproportionate emphasis on research in terms of salary and promotion
- Lack of minority faculty and students

Chief Academic Officers	Frequency
1. Money, resources	(16)
2. Time and demands on faculty	(15)
3. Legislative interference, state regulation	(10)

Other factors mentioned by less than 10 administrators:

- Entrenched faculty, lack of faculty agreement
- Lack of broader institutional support
- Limited "lifespace"
- Competition between levels of graduate education and teacher education
- Can't provide needed service to schools
- Inability to sustain or attract external funds

Source: AACTE RATE VI Project Academic Leader and Faculty Surveys, 1992.

As indicated earlier, while most faculty members don't view leadership in their school, college, or department of education as a problem, a distinct minority definitely do. Additionally, although not many see their deans as the problem, many do view their colleagues as a problem. There is to some degree a sense that "we have seen one enemy and it is us." Recall that considerably more individual teacher educators rated their capacity for continued renewal and further change in teacher education higher than the collective capacity of their faculty. Also, there appears to

be some problems over the last 5 years in terms of recruiting the quality of teacher education faculty desired. For example, only about 4 in 10 (40.9%) of the teacher educators indicated that they were able often or always to recruit desired faculty; an equal percentage reported that they do this occasionally; and about 1 in 5 (20.2%) seldom, if ever. Deans were somewhat more positive in this regard, but a very substantial minority (41.3%) also report unevenness in this regard. Thus, given a documented range of demands on teacher educators—which would be viewed by many within the academy as unrealistic expectations—historical norms that constrain collaboration, and problems in recruiting the type of faculty desired, it is little wonder that there is often collective inertia relative to program reform.

Several other problems were noted as well in the open-ended responses. The number of credits that can be offered in the professional aspect of preservice students' education has been limited by mandate or statute, in many instances. Thus, the summative problem stated earlier might be restated as: "We are asked to do more in less time with fewer resources."

It should be noted that there were some differences by strata. Lack of leadership in schools or colleges of education was reported primarily in the master's institutions. The reward system was also pointed to as more of a problem in the master's institutions, with more incentives provided for research than for undertaking difficult clinical work, program reform, and the relatively heavy instructional load. Lack of faculty cooperation was seen as more of a problem in the master's and doctoral institutions. On the other hand, concerns over part-time faculty and being able to work with enough high-quality K-12 schools were problems associated with the baccalaureate institutions.

Open-ended responses to how these problems might best be resolved were far ranging and often at a level of generality that was less than helpful. Teacher educator responses especially appeared apolitical and stood in sharp contrast to the political dimensions of much of the change that has been instituted recently. For example, several teacher educators suggested "increasing the budget" or "obtain external funding" but weren't specific on how this might be accomplished. Others suggested that a serious review of how research and development in elementary and secondary schools could be better supported and rewarded was in order. There were also many exhortations for greater collaboration. While concerns were expressed over unhelpful colleagues, little help was put forward to address this problem. Early retirements were suggested, for example, but only one faculty member suggested that faculty development might be in order, and no one called for an organizational analysis. The limitations of survey research in obtaining and interpreting data such as the above are acknowledged. Nonetheless, based on these open-ended responses, faculty could be characterized as much better at articulating sources of their frustrations

than in identifying means to deal with them. The comment of one faculty member captures this; after reflecting about what to do with the problems he faced, he observed: "I think I'll move to a better institution."

The deans who responded did appear more cognizant of the need for political alliances and of finding ways to "put one's best foot forward" in dealing in the political arena. The need to demonstrate that schools and colleges of education could, in fact, help in K-12 schools with difficult problems was underscored by a number of the deans. The need to develop more comprehensive and accurate data bases and to document better both achievements and needs were also addressed, as was the need for critical reexamination of the teacher education curriculum. In some instances, a downsizing or rightsizing of the program was suggested; that is, doing less but doing it better. Of course, there were stock responses as well: "We need to reorganize. What else?"

SUMMARY

In summary and upon reflection, both an up side and a down side of teacher education can be portrayed from these data. The good news is presented first.

On the Bright Side

AACTE is committed not only to quality teacher education but also to enabling leadership in SCDEs. Four of five deans or chief institutional representatives reported that their leadership ability for enabling further programmatic improvements and faculty renewal in these difficult times is good or outstanding. Their personal views of their abilities are largely substantiated by the faculty. Almost 8 in 10 faculty members in the study correspondingly rated the leadership ability of their dean as good or outstanding as well.

In spite of a host of challenges facing teacher educators at this time, more than 80% of the faculty rate the overall quality of their teacher education programs similarly, that is good or excellent. However fragmented and intermittent, progress is being made on difficult program issues. All respondents appear engaged in some renewal efforts. It appears that major inroads are being made in several institutions on the reconceptualization of a core curriculum for all teachers.

A considerably higher percentage of deans (40%) reported that they have benefitted in reallocations and retrenchment activities than those who report diminishments (13.0%) in their budget as a result of this activity. Both deans and teacher education faculty report a greater degree of influence and leadership responsibility than would be expected in decision making in their larger institution beyond the SCDE. Schools and colleges of education are by no means always low on the scale of influence. Both the teacher education faculty and deans report that the recent reform era in education and teacher education has commonly resulted in a more favorable view of the SCDE than that previously held by their central administration. The great majority of faculty members—9 of 10—report that they maintain a considerable sense of efficacy relative to engaging in continued change and renewal.

Internally, changes in general studies requirements and recruitment efforts at the larger institutional level are mostly reported to be enabling of teacher preparation and of attracting underrepresented populations to teaching, rather than detracting from progress in either instance. Externally, while a considerable percentage of deans

(36%) view recent rules and regulations relative to teacher preparation promulgated at the state level negatively, a much larger percentage (55.3%) view most of these changes positively. It appears that many externally driven changes are neither uninformed, pernicious in intent, nor negative in effect. Both faculty members and administrators report that elementary and secondary schools are more willing, not less willing, to work with them in these difficult times. The great majority of deans and academic leaders (80.9%) report that they are engaged in sustained working relationships with urban or rural districts that are characterized by conditions of poverty. SCDEs are working with schools where the challenges are the greatest. Almost half of those responding report that specific structural arrangements and conditions for institutional cooperation have been initiated with elementary and secondary schools in the form of specially designated partnership or professional development schools. It appears that many SCDE are, in fact, doing more with less.

On the Dark Side

Yet everything is hardly coming up roses. While many faculty members view their relationships with their dean and the central administration positively, in many instances the financial support and resources for desired changes are simply not forthcoming from these sources. While some resources have been generated for program improvements internally, funds for working more closely with those in elementary and secondary schools are rarely accrued. Support is even more problematic. Leaders in central administration are reported as increasingly transient. New faculty positions are difficult to come by and when positions are available, almost 60% of the experienced faculty members responding to this survey harbor concerns about being able to recruit the quality of faculty member desired.

Curriculum changes in the arts, sciences, and humanities apparently have been enabling in many instances, but teacher educators, nonetheless, report little influence in these decisions. Likewise, it appears that criteria for promotion tend to be weighted increasingly toward scholarship, even in institutions not historically oriented toward research. Further, these criteria for promotion are not fully accepting of practice-oriented inquiry in many instances. This disincentive interacts with the documented lack of time and resources needed for serious field work. The majority of teacher education faculty responding report both a dissatisfaction with their workload (56%) and a lack of time and support for scholarship (53%).

Almost 7 in 10 faculty (68%) report committing more time to program development than they did 5 years ago; yet only moderate progress is reported and many faculty point to the difficulties of sustained collaboration to accomplish major changes. For

example, only about 1 in 5 faculty members (22%) report that a systematic design for research into or evaluation of teacher education programs has been achieved. As with teaching, teacher education remains largely an individual and a private affair, and thus program evaluation remains commonly characterized by follow-up studies of individual students, mediated, if not invalidated, in major ways over time by the teacher's workplace.

Sophisticated laboratories on campus wherein prospective teachers can inquire into the subtleties and complexities of teaching and learning at a convenient time, reasonable pace, and in a critical, controlled manner are all but nonexistent. Use of cases, video protocols, and simulated activities engaged in repeatedly and over time to develop teacher reasoning abilities remains basically a foreign concept.

Externally, while several rules promulgated at the state level pertaining to teacher education appear enabling, teacher education faculty and deans report but marginal influence on policy and legal mandates. Though elementary and secondary schools continue to solicit the best of teacher education faculty, only about 4 in 10 faculty (39.5%) report major contributions to these schools. The percentage of faculty who report that elementary and secondary school personnel contribute in a reciprocal manner and in substantial ways to the reform of preservice teacher preparation is considerably less. While the number of professional development and partnership schools are growing, they are but in the beginning stages. Again, there is repeated testimony to the challenges of sustained professional cooperation.

Finally, in a time when there remains considerable pressure to privatize schools, little attention appears to be given to the mission of public schools in this increasingly stratified society, and little moral leadership appears to be exerted in underscoring the role of public education in matters of social justice. SCDEs might well be doing more with less, but they are not necessarily doing better. While SCDEs report progress on their programs, they have not collectively demonstrated the scientific advancements, moral vision, or political muscle necessary to assume a major leadership role amidst the plethora of reform efforts that dot the landscape of elementary and secondary schools today. Our teacher education respondents take pride in what they have accomplished and view many things positively; however, reading between the lines reveals quite another picture.

This RATE VI report concludes with a brief list of the major challenges facing the teacher education community. These issues are put forth in the form of questions that deserve our concerted attention:

- While the activities and achievements of many, many individual faculty members are to be applauded, what can be done to enable collaborative

research and development within faculties, with colleagues in P-12 schools, and, at times, across institutions and faculties, to achieve more data-based programmatic and structural changes?

- How can more influence in the policy arena be exerted by the teacher education community: internally, especially as the particular challenges faced by professional schools of education become clear, and externally, especially at the state level, as ways are devised to protract the education of teachers in an articulated fashion into the early years of teaching?

- How can evolving partnership and professional development schools become more bidirectional, integrative, and reciprocal in nature with more influence exerted on the initial preparation of teachers as well as on school restructuring?

- How can we move into the modern era of communication technology, especially as it pertains to needed, campus-based laboratory and clinical preparation for prospective teachers?

- How can a program of research and development be fostered, across institutions, which has as parallel priorities the rigorous assessment of how teachers are prepared and the serious exploration of what types of teachers we need?

- How can we collectively, as a teacher education community, exert more moral leadership, not only within our institutions but in the larger educational sector, in a time when there is far too much amoral and immoral practice?

REFERENCES

Cornbleth, C., & Ellsworth, J. (in press). Clinical faculty in teacher education: Roles, relationships, and careers. In K. R. Howey & N. L. Zimpher (Eds), *Informing the faculty development of teacher educators. Norwood, NJ: Ablex Publishing Corporation.*

Goodlad, J. I. (1990). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

Holmes Group. (1990). *Tomorrow's schools: Principles for the design of professional development schools.* East Lansing, MI: Author.

Howey, K. R., & Zimpher, N. L. (1989). *Profiles of preservice teacher education: Inquiry into the nature of programs*. Albany, NY: SUNY Press.

APPENDIX

Participating institutions in the RATE VI Study

Adrian College
Adrian, Michigan

Alfred University
Alfred, New York

Appalachian State University
Boone, North Carolina

Auburn University at Montgomery
Montgomery, Alabama

Bethune-Cookman College
Daytona Beach, Florida

Bradley University
Peoria, Illinois

Bryan College
Dayton, Tennessee

Cabrini College
Radnor, Pennsylvania

Capital University
Columbus, Ohio

Catholic University of Puerto Rico
Ponce, Puerto Rico

Clemson University
Clemson, South Carolina

Coe College
Cedar Rapids, Iowa

College of Saint Elizabeth
Convent Station, New Jersey

College of Saint Scholastica
Duluth, Minnesota

College of the Ozarks
Point Lookout, Missouri

Concordia Lutheran College
Austin, Texas

DePaul University
Chicago, Illinois

Dillard University
New Orleans, Louisiana

Drury College
Springfield, Missouri

Eastern Connecticut State University
Willimantic, Connecticut

Georgia College
Milledgeville, Georgia

Grinnell College
Grinnell, Iowa

High Point College
High Point, North Carolina

Huntington College
Montgomery, Alabama

Huntington College
Huntington, Indiana

Illinois Wesleyan University
Bloomington, Illinois

University of Tulsa
Tulsa, Oklahoma

University of Wisconsin-River Falls
River Falls, Wisconsin

Urbana University
Urbana, Ohio

Weber State University
Ogden, Utah

West Virginia Wesleyan College
Buckhannon, West Virginia

Wittenberg University
Springfield, Ohio

Youngstown State University
Youngstown, Ohio

Incarnate Word College
San Antonio, Texas

Lafayette College
Easton, Pennsylvania

Mansfield University
Mansfield, Pennsylvania

Mercer University
Macon, Georgia

Midland Lutheran College
Fremont, Nebraska

Montana State University
Bozeman, Montana

Montclair State University
Upper Montclair, New Jersey

Moravian College
Bethlehem, Pennsylvania

Muhlenberg College
Allentown, Pennsylvania

Northwest Missouri State University
Maryville, Missouri

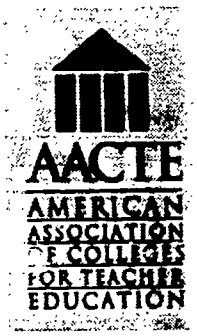
Northwestern University
Evanston, Illinois

Ohio Northern University
Ada, Ohio

Phillips University
Enid, Oklahoma

Ouachita Baptist University
Arkadelphia, Arkansas

Ramapo College of New Jersey
Mahwah, New Jersey



ONE DUPONT CIRCLE ■ SUITE 610 ■ WASHINGTON, DC 20036-1186
PHONE: 202/293-2450 ■ FAX: 202/457-8095