

Programs under Siege:

Traditional Teacher Education Programs' Survival and Success

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Abstract

The purpose of this study is to identify the many challenges currently faced by traditional teacher education programs and to identify what they can do to survive and succeed. This phenomenological study is the result of the Investigator's journey as the longest serving member of a state's teacher education association and his involvement in state and national teacher education policy making, combined with experiences as a teacher education division chair, school of education associate dean, unit accreditation director, and assessment director.

The Investigator identifies 10 areas challenging traditional teacher education programs and applies his personal journey as a teacher education association leader, policy maker, and teacher education administrator, along with relevant articles and stories, to each of them. Beyond discussion in each of the 10 areas the Investigator offers recommendations for each, regarding how traditional teacher education programs can survive the challenges and succeed.

Keywords: teacher education, educational leadership, higher education administration

Programs under Siege: Traditional Teacher Education Programs' Survival and Success

A perfect storm is brewing in American traditional teacher education. Traditional teacher education programs in the United States face change, competition, loss, scrutiny, and pressure, like never before. More specifically, each state's traditional teacher education programs face daunting challenges. Many programs are in jeopardy, with many not yet knowing that is the case. Some programs are taking necessary actions to survive and thrive, while others are not.

The design of this study is phenomenological, in that the Investigator's intent is for the reader to be able to view the challenges affecting teacher education programs through his eyes. The Investigator is the longest serving board member of a state's association for teacher education programs. He has also led an association for independent colleges with teacher education programs in his state for the past two years. Additionally, for five years he has served as Chair of a state's second largest private teacher education program and Associate Dean of another.

The Investigator's intent is to provide the unique view of being actively involved in the policies and politics affecting teacher education at the state and national levels, as well as being engaged in the daily happenings evident in leading teacher education programs on college campuses. The intent of the study is to share the Investigator's experiences in such a way that the reader gains new levels of awareness regarding the challenges teacher education programs currently face, as well as contemplating recommendations for how teacher education programs can survive and succeed.

Traditional teacher education programs face changes in accreditation standards, Race To The Top initiatives, changes in pay for advanced degrees, potential changes in federal student

financial aid, competition from alternative teacher certification programs, loss of students due to the economy, loss of students to out of state online programs, shifts in student populations, scrutiny from national organizations, criticism from education researchers, and pressure from college administrations.

Changes in Accreditation

National teacher education standards and accreditation are in the midst of great change. The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) are merging to form the Council for Accreditation of Educator Preparation (CAEP) (NCATE, 2010). Central to the new standards are formalized partnerships with K-12 schools and districts. Currently, teacher education programs possess a wide variety of what they consider to be partnerships with K-12 schools.

At one end of the partnership spectrum teacher education programs have secured considerable funding to place full time education faculty exclusively in K-12 school settings. They have executed formal contracts with school district partners, causing the K-12 schools to be designated Professional Development Sites (PDS's). They possess carefully orchestrated clinical supervision of field experiences by full time faculty tied to teaching methods courses and enjoy active participation of the partner K-12 districts and schools on advisory councils.

At the other end of the partnership spectrum teacher education programs have not secured budget funding for formalized school partnerships. They have little to no full time education faculty presence in the K-12 school settings. They possess inconsistent field experiences that are not clinically supervised. They have nothing more than informal agreements with school districts for candidates to perform practicums and student teaching in the schools. For obvious reasons, such teacher education programs find it difficult to attract school leaders and teachers to

dialogue about education and regularly participate on their advisory committees. Having K-12 school leaders and teachers on teacher education advisory councils is another key ingredient of accreditation expectations.

With the need for formalized partnerships with K-12 schools, via the new accreditation standards, the school district landscape is becoming much like a land rush with teacher education programs eagerly staking claims. School districts, being resource starved, are looking for teacher education programs that can provide resources that are otherwise not obtainable. For example, one school district agreed to block students from all colleges and universities, other than their teacher education program partner, from performing field experiences and practicums, in exchange for their teacher education program partner placing several full time professors in their K-12 schools on a full time basis. These kinds of exclusive relationship between K-12 districts and teacher education programs are becoming commonplace.

In the Investigator's teacher education program case, partnerships with K-12 school districts were not sufficiently formalized. The Investigator took it upon himself to initiate the work of formalizing at least one K-12 school partnership, after an initial advisory council meeting where an attending school district seemed eager to be involved.

Early on the Investigator identified what seemed to be a useful metaphor for attempting to establish formalized K-12 partnerships, that being the concept of courting. First, a teacher education program must ask a school on a proverbial date. If the school agrees to the date then a time and place must be determined. On the first date the parties come together and begin to know one another. They typically decide during the first date if they want to attempt a second one. If the parties agree to a second date then discussions during the second occasion become more

formalized. Common interests are explored and dialogue emerges resulting in determinations made as to what each party can bring to the relationship.

When a teacher education program eventually asks a school district or school for a formalized partnership it can be much like asking to go steady. The K-12 school must consider what the teacher education program has to offer and whether or not they are willing to dedicate themselves solely to the unique partnership. Since exclusivity is often necessary, due to the K-12 needing resources otherwise not obtainable and the teacher education program needing a Professional Development Site for its students, the K-12 district may well court several suitors before making a determination as to which teacher education program will be the best partner. In other words, the K-12 school might entertain a number of offers and weigh its options before making a commitment regarding which teacher education program may have a PDS at their location.

Once exclusivity is formalized between the K-12 school and the teacher education program the other potential suitors are dismissed and sometimes blocked. Although there may be many proverbial fish in the sea in the world of human dating, the number of school districts and K-12 schools are in fact limited.

Unfortunately, in these times of the school partnership land rush, the teacher education programs who are early adopters of allocating substantial budget funds and full time faculty to the partnerships will secure partnerships, while the programs that lag behind in budgets and faculty load directed to K-12 school partnerships will find themselves without needed partners at the proverbial school partnership dance.

Teacher education programs possessing formalized partnerships with K-12 districts and schools will have placement locations for their field experience and clinical practice students,

while teacher education programs without formalized partnerships with K-12 districts and schools will not.

Race To The Top and Initial Certification

Representing his state's two dozen independent colleges and universities at the state's Race To The Top (RT3) Summit Conference last year, the Investigator came away from the meeting with concerns regarding the new federal education initiative in his particular state. As it was proposed at the Summit, approximately one-third of the criteria used to determine a K-12 teacher's success was the Principal's evaluation. Another third of the annual evaluation criteria was allocated to student evaluations. Finally, the last third of the evaluation was related to student performance.

Since the emphasis of RT3 is on student performance the initial evaluation idea seemed too subjective to the Investigator. Approximately two-thirds of the evaluation did not seem to reflect objective student academic performance data. The most recent iteration of the proposed evaluation is a blending of the Principal's evaluation weighted at 40 percent and student evaluations weighted at 10, combined with 50 percent of the evaluation being based on student performance. The revised evaluation seems headed in the right direction. However, in the Investigator's opinion an even greater percentage of the annual evaluation should be based on objective student performance data.

While the measurement of teacher performance is important to the future of K-12 education quality, it pales in comparison in its impact on teacher education programs to another portion of the RT3 proposal. The state in which the Investigator resides is one that is receiving RT3 funding. The proposed plan includes a three year initial certification period for new teachers graduating from teacher education programs. At the end of the third year the employing school

district shall make a determination as to whether or not the teacher has successfully met all requirements to qualify for their first clear and renewable teacher certificate. Interestingly, the college or university from which the third year teacher graduated will be held accountable for their success in those three years beyond graduation.

In the current design there is no planned connection between the beginning teacher and the teacher education program from which they graduated, although the teacher education program will be held accountable for the new teacher's success. Recently, leaders of the state teacher education associations and the public university system met with a Professional Standards Commission representative to review and discuss this new accountability model (GEPP Meeting, 2012). Association leaders, including the Investigator, representing the teacher education programs expressed concern regarding programs being held accountable for the three year teaching success of their graduates, while not being connected to them across those years in any meaningful ways.

The state professional standards commission representative attending the meeting was receptive to the concerns expressed by the leaders of the teacher education program associations and carried the concerns back to the commission's executive director for further review. Meanwhile, the teacher education association leaders began to formulate a plan that would connect program graduates to the teacher education programs, from which they graduated, during the first three years of their initial teaching experience. Discussions led to ideas about a statewide model where teacher education programs across the state would work with one another to ensure opportunities of greater success for teachers during their first three years of teaching, thereby attempting to secure satisfactory success results for the teacher education programs and their future third year K-12 teachers.

Advanced Degree Pay

The Great Recession, which began in 2008, greatly impacted state revenues. Legislators had to act quickly to reduce budgets. In the Investigator's state, in 2009, the state legislature commissioned a study on the costs of paying teachers for advanced degrees. It was determined the annual cost to the state for teachers' advanced degrees was more than \$65 million (Henson, 2009).

A state senator proposed eliminating pay for future advanced degrees obtained by teachers, while guaranteeing the pay for degrees already earned. In March, 2010, at an independent college and university teacher education program drive-in conference, the executive director of the state's professional standards commission announced the legislation would pass and future degrees earned by teachers would not yield additional pay (Henson, 2010). As he put it, "It was a done deal." The announcement at the time resulted in some teacher education programs avoiding hiring new or additional faculty in 2010-2011.

However, two independent teacher education program heads, including the Investigator, began a lobbying campaign to attempt to cause the proposed legislation not to pass. One of the Unit heads, with a program that included substantial graduate degree programs, facilitated the creation of a Facebook page designed to oppose the legislation. The other Unit head led a program that did not include advanced degrees but they opposed the legislation based on it not compensating teachers for advanced degrees. One of the Unit heads was located in the northern part of the state, while the other head was located in the southern portion of the state. Between the two Unit heads, five thousand people joined the Facebook page and they became politically active against the legislation.

In addition to teacher advanced degree compensation being eliminated in the legislation, the state's 4-H programs were placed on the proverbial economic chopping block in the same bill. The statewide 4-H programs elimination caused an even larger population to become active in opposing the legislation. On the day the vote was to take place at the state capitol the volume of phone calls and text messages caused many of the legislators' smart phones to malfunction. The legislators decided to table the proposed legislation so it was never brought to the floor for a vote. The attempt to pass legislation to cause teacher advanced degree pay to cease failed.

The executive director of the professional standards commission understood the need to be proactive in attempting to reduce the number of advanced degrees being earned by teachers in the state. His rationale was if the professional standards commission was not proactive the legislature would return to the issue and perhaps seek to pass unreasonable legislation. During the winter of the 2010-2011 academic year the Investigator, along with other members of the state teacher education associations, met with professional standards commission representatives to discuss possible rules changes, pertaining to advanced teacher degrees (PSC, 2011).

The professional standards representatives at one meeting provided an extreme example of a teacher earning a doctoral degree from an out of state online school in only four months. Basically, teachers could earn graduate degrees in any content area and enjoy additional pay. The university that was graduating the most advanced degreed teachers in the state was located outside of the state. At that meeting it was determined the out of state online schools should be targeted in some manner to reduce the number of teachers earning advanced degrees. The Investigator had concerns about generalizing about the lack of quality in online degree programs and how, by the nature of course delivery, they were somehow flawed. Online courses can be as good or bad as traditionally delivered courses (Moffett, 2011).

Work on formulating the rules changes for advanced degrees earned by teachers in the state continued across 2011. Teachers would now need to earn advanced degrees relevant to their teaching area. Those earning degrees in Educational Leadership would in fact need to become educational leaders in K-12 schools if they were to enjoy advanced pay for those degrees.

Three new advanced degrees majors were determined to qualify for advanced degree pay at the Specialist and Doctoral levels. The new majors included Teacher Leader, Instructional Technology, and Curriculum and Instruction. Students currently enrolled in majors beyond those would be guaranteed advanced degree pay if they were enrolled in the program by a certain date and completed the programs by a certain date. The professional standards commission provided meetings and follow up consultation for the degree changes.

Although the original premise for changing the rules was to cause teachers in the state to not be able to enroll in out of state online schools, the professional standards commission came to realize they could not block all out of state online schools from providing advanced degrees since other states would, perhaps, not honor the credentials of the state's teachers, if and when they decided to relocate and teach in another state. Ultimately, the state's professional standards commission determined that online advanced degree providers that were either designated as high research or nationally accredited could in fact provide advanced degrees for the state's teachers.

The Investigator felt as though the change in the teacher advanced degree rules could negatively impact the state's traditional teacher education programs, since some out of state online advanced degree providers would market their programs in such a manner to attract more

of the state's teachers to their programs. In some cases, both out of state and in-state teacher education programs had been providing less than rigorous and quality-filled degree programs to teachers seeking advanced degrees for salary increases. Some colleges and universities had in fact been taking advantage of the state's teacher advanced degree compensation rules. The rules changes will have some impact on the questionable programs and certainly on teacher pay for advanced degrees.

Changes in Financial Aid

Recently, the United States Department of Education proposed linking financial aid for education majors with the performance of teacher education programs' graduate performance (USDOE, 2011). The proposal calls for student standardized test scores to be directly connected to the teacher education programs from which teachers graduate. This proposal is related to the Investigator's state's Race To The Top funding, in that the performance of third year teachers will be directly attributed to the teacher education programs from which they graduated. One could conclude the Investigator's state is a pilot for the department of education's proposal to link student test scores to the teacher education programs.

The department's proposal calls for eliminating federal financial aid opportunities for students in teacher education programs whose graduates' students do not perform satisfactorily on standardized tests. Opponents to the proposal feel as though No Child Left Behind (NCLB) legislation is being imposed on teacher education programs (Ravitch, 2012). In the Investigator's state's case the proposal is already being put in place through the approved Race To The Top funding. Teacher education programs will be held accountable for their graduates' teaching performances in their third year of teaching, regardless of the connectedness of the

graduates with the programs from which they graduated during their initial three years of teaching.

Alternative Certification Programs

Recently, the state association for public and private colleges for teacher education gained approval from the American Association of Colleges for Teacher Education to offer membership to alternative certification programs in the Investigator's state. The state association's recognition of alternative certification programs as paying and voting members, supported by the national association, signals complete acceptance of such programs.

In the Investigator's state several alternative certification programs are evident. One alternative teacher certification program is offered through the state's Regional Educational Service Agency, which is comprised of 16 strategically located service agencies. A second formidable alternative certification program consists of particular school districts across the state being empowered by the professional standards commission to provide and grant alternative certification. Both of these programs have been invited to join the state's chapter of colleges for teacher education programs. A third alternative certification program resides in the state's colleges and schools of education. Teacher education programs may opt to offer alternative teacher certification programs that coincide with their approved, traditional teacher education ones.

Alternative teacher certification programs have grown rapidly during the past 25 years. In 1986 only 250 people in the United States became teachers via alternative certification. Last year the number was 40,000 (Levine, 2011). The Chicago Public School system has hired many

new teachers who completed their alternative teacher certification program through Teach for America.

The hiring of these alternatively certified new teachers comes at a time when Chicago Schools have eliminated 2,000 tenured teaching jobs since 2010. In many cases the new teachers being alternatively certified through Teach For America are coming from elite universities and they are departing from teaching after two years. There are concerns about these alternatively certified teachers displacing teacher candidates coming from financially poor families who view teaching as a way to join the middle class and historically remain in teaching for longer periods (Shibata, 2012).

Student Attrition

Beginning in 2013 the Investigator's state's two year technical college system will have the authority to provide four year degrees in teacher education. The technical college system is comprised of 25 technical colleges across the state, two university technical divisions, and 31 satellite campuses (TCSG, 2012). In anticipation of this change in degree offerings the system of technical college's has recently moved to the semester system.

With potentially more than 50 new locations becoming apparent next year, where students may obtain teacher certification, the state's landscape of teacher education programs will certainly change. The impact on existing teacher education programs, through reduction in potential students, as well as attrition of current ones, due to the technical colleges being empowered to grant four year teaching degrees will impact traditional teacher education program enrollment numbers.

Additionally, the new rules established by the professional standards commission, whereby online teacher education programs offered by out of state universities designated as high research and/or nationally accredited will attract students desiring to become teachers; who would otherwise attend traditional teacher education programs, will adversely affect enrollments in the state's traditional teacher education programs.

Shifts in Student Populations

For the first time in American history the majority of traditionally-aged college students are deciding not to pack up and move away to college and instead are living at home (Reuters, 2012). From 2010 to 2012 the percentage of students opting to live at home and attend college locally surged. Fifty three percent of students whose family income is between \$35,000 and \$100,000 now live at home. Forty seven percent of students from families earning \$100,000 or more annually are now opting to live at home as well. In 2011, 37 percent of students in the higher income bracket chose to live at home. In 2010 the percentage was 24 percent. The number of students choosing to move away to college in the upper income bracket has decreased by fifty percent in two years. The demographic shift in student population is rapid and dramatic. Parents and students are borrowing more for college but spending less. Students opting to attend college very close to home will greatly affect enrollments in traditional teacher education programs.

Scrutiny from National Organizations

The National Council on Teacher Quality (NCTQ) was founded in 2000 (NCTQ, 2012). Per the NCTQ website, "The organization advocates for reforms in a broad range of teacher

policies at the federal, state and local levels in order to increase the number of effective teachers.”

Two years ago teacher education programs in the Investigator’s state received requests from NCTQ to submit their teacher education syllabi for review. Initially, all of the teacher education programs in the state rejected the request due to NCTQ’s questionable study methodology and organizational bias. However, NCTQ applied the state’s open access law, whereby public colleges and universities must provide requested information as long as the requesting body pays the costs for the collection and delivery of the requested items. In most cases the financial amount determined by the state colleges and universities was deemed to be reasonable by NCTQ and payments were made to receive the syllabi.

The independent colleges and universities with teacher education programs in the state collectively refused to provide their syllabi to NCTQ. NCTQ cannot apply the state’s open records law to the private schools. The national President of the independent colleges of liberal arts with teacher education programs wrote the heads of the independent colleges’ teacher education programs stating his neutrality to the NCTQ requests. Several of the independent college and university teacher education Unit heads replied to the national leader suggesting he take a stance against NCTQ. The leader of the independent schools did not take such a stance against NCTQ.

In May, 2012 NCTQ released its first findings based on the review of the education syllabi. The report allegedly provided an overall appraisal of how well “180 teacher education programs in 30 states” were preparing elementary and secondary education teacher candidates in

the area of assessment. NCTQ reported only three percent of the programs were teaching future teachers how to effectively analyze student assessment.

The Investigator is not surprised that NCTQ would target assessment in teacher education. In recent teacher education history assessment has typically been left to school administrators. It should come as no surprise that most initial teacher education programs do not have data analysis within their programs. The Investigator does understand the value of initial certification teacher candidates knowing how to implement and interpret applied research in their teaching practice. The Investigator infused assessment in initial teacher education during his time as Chair of an education division (Moffett, Reid, and Zhou, 2008)

The Investigator and other state teacher education association leaders developed a public relations campaign, in an attempt to share with the public the merit and worth of their state's teacher education programs. The association leaders converged on a state university campus that offered help with creating video public service announcements and several were produced. Heads of teacher education units have been asked to share the videos with civic organizations in their locales. The state association's effort to offset NCTQ's campaign against traditional teacher education programs was recognized by the American association of colleges for teacher education at its June, 2012 State Leaders Institute in Washington, D.C. The Investigator was the representative for his state at the event.

It is obvious that NCTQ has an agenda against traditional teacher education programs. Their study methodology is flawed. Their research hypotheses to date are rudimentary and obvious. The personnel hired to review the syllabi are not effectively trained and possess little to no experience in teacher education. Letters received from NCTQ by heads of teacher education

programs resisting submission of requested syllabi contain verbiage that borders on threats. NCTQ will continue to attempt to undermine traditional teacher education programs for some time to come.

Criticism from Education Researchers

Arthur Levine, former President of Teachers College at Columbia University and now President of the Woodrow Wilson National Fellowship Foundation, recently provided insights regarding what traditional teacher education programs must do (Chronicle, 2011). Per Levine, critics of teacher education programs that replaced normal schools feel as though:

Modern programs have lost touch with practice. Teacher education is a low-status field in universities, even within education schools. Too often, admissions and graduation standards are weak. Too many professors lack recent teaching experience and have insufficient contact with schools. Academic instruction is removed from clinical education, and clinical faculty are treated like second-class citizens. A majority of the nation's principals say universities are not producing the teachers they need.

Levine asserts traditional teacher education programs emphasize theory over practice, academic instruction over clinical practice, content over pedagogy, and university professors over faculties of K-12 expert teachers. He goes on to assert that universities are producing twice the number of teachers needed and many of them gain certification in subject areas that are already overstaffed.

Although alternative certification programs are on the rise, 90 percent of all initially certified teachers are still graduating from traditional teacher education programs. Levine suggests the worst traditional teacher education programs are pulling the rest of the programs down, while not providing quality teachers for the lowest performing K-12 schools. He calls for universities to substantially decrease the overall number of teacher education graduates and asks the accrediting bodies to close the questionable teacher education programs. It is likely higher

education will respond to Levine's criticisms of traditional teacher education programs, just as it did to his criticisms of Doctor of Education programs nearly a decade ago.

Pressures from College Administrations

As Arthur Levine asserted in his recent article, universities have been graduating twice as many new teachers than needed with many of them possessing degrees in already overstaffed subject areas. To compound the problem too few new teachers possess majors in high needs subject areas. Additionally, students majoring in Elementary Education possess lower college readiness test and entrance exam scores and lower grade point averages than their college counterparts. Additionally, teacher education is viewed as a low status major across college campuses, even in schools of education.

America's colleges and universities have enjoyed the revenue realized from teacher education programs that are too large, containing many students who would otherwise not be attending, and graduating from, college. In some cases colleges and universities have used funds garnered from their oversized teacher education programs to fund programs beyond education and diverted teacher education surplus funds to their general funds (Moffett, 2011).

In many cases college administrations have become accustomed to enjoying surplus revenue from teacher education programs. Traditional teacher education programs have served as proverbial cash cows for many colleges and universities. While teacher education programs, especially Elementary Education ones, have perennially generated surplus funds they have often not enjoyed needed annual budgets to cause them to be of high quality.

It is obvious that enrollments will decline in many traditional teacher education programs due to the many reasons described earlier in this paper. It is also obvious that teacher education

enrollments should be reduced, especially in majors that are already overstaffed, due to colleges and universities graduating twice the number of teachers needed in recent years. College administrations must rethink how important teacher education programs are to their institutions, if in fact those programs can no longer produce considerable annual budget surpluses. In some cases administrators may choose to eliminate teacher education programs if they no longer yield budget surpluses that can be used for programs and majors beyond education.

This potential program attrition complements the need for the accrediting bodies and department of education to close, or financially eliminate, some of the questionable teacher education programs. College administrators must now decide if they are able to value teacher education as much as any other program on campus, in that all college programs need sufficient investment to ensure reasonable levels of excellence.

It is a new day for traditional teacher education programs, both at the undergraduate and graduate levels. No longer can some of them be mere diploma mills generating surplus revenue for colleges and universities. While they must hold their own fiscally, teacher education programs can no longer be expected to financially carry other college majors or programs. Revenues realized from overpopulated teacher education programs, or programs with questionable entrance requirements and academic quality, have either already gone away or will soon disappear.

Recommendations: What can be done?

Traditional teacher education programs are under siege and face many challenges. Some teacher education programs will disappear, while some others will lose substantial numbers of students. Teacher education programs that are aware of the challenges they face and innovate appropriately have the potential to survive and thrive.

The Investigator identified 10 areas causing the current challenges. They are Changes in Accreditation, Race To The Top and Initial Certification, Advanced Degree Pay, Changes in Financial Aid, Alternative Certification Programs, Student Attrition, Shifts in Student Populations, Scrutiny from National Organizations, Criticism from Education Researchers, and Pressures from College Administrations.

The Investigator provided phenomenological descriptions for each of the 10 areas causing challenges for traditional teacher education programs, based on his experience as the longest serving board member of a state's association for teacher education programs and as a Chair of an education division, and Associate Dean of another. The descriptions were supplemented by relevant articles and stories, in support of the Investigator's unique view of the issues faced by traditional teacher education programs.

Here, then, are the Investigator's recommendations in response to the 10 identified areas:

1. **Changes in Accreditation-** Traditional teacher education programs should immediately formalize partnerships with K-12 school partners, causing them to become Professional Development Sites, and seek exclusivity in those relationships.
2. **Race To The Top and Initial Certification-** Traditional teacher education programs should immediately formulate and implement plans to connect themselves to their graduates for the first three years of their teaching experiences, in order to ensure the most positive success rates of those graduates and ultimately program success.
3. **Advanced Degree Pay-** Traditional teacher education programs offering advanced degrees should immediately provide those that are most desired, relevant, and accreditation-approved. They should also seek national accreditation designation, or high research university status, and offer their degree programs nationally online.

4. **Changes in Financial Aid-** Traditional teacher education programs should immediately avoid the possible loss of federal financial aid by only admitting capable students as candidates in their programs, with extra careful admissions scrutiny in their Elementary Education programs, and they must do their utmost to ensure their program graduates' success during their first three years of teaching.
5. **Alternative Certification Programs-** Traditional teacher education programs must immediately provide and promote all alternative certification programs possible, reflective and complementary to their traditional certification ones.
6. **Student Attrition-** Traditional teacher education programs should immediately provide affordable and competitive tuition rates and the programs must be delivered in multiple ways including traditionally, online, and in hybrid formats.
7. **Shifts in Student Populations-** Traditional teacher education programs should immediately guide their institutions in shifting substantial recruiting energies on potential students in their local vicinities. Programs located in relatively low population areas must emphasize and deliver online degree programs and market them accordingly.
8. **Scrutiny from National Organizations-** Traditional teacher education programs should immediately, and continuously, publicize the merit and worth of their programs locally, statewide, and nationally. They must be proactive against organizations who wish to undermine them by resisting arbitrary requests and threats and also by being actively involved in state and national associations for teacher education programs.
9. **Criticism from Education Researchers-** Traditional teacher education programs should immediately acknowledge shortcomings cited by credible critics and guide teacher candidates to seeking degrees and certification in high needs subject areas. They must

also strike a balance between theory and practice, academic instruction and clinical practice, content and pedagogy, and university professors and faculties of expert K-12 teachers.

10. Pressures from College Administrations- Traditional teacher education programs should immediately communicate to administrators the need for teacher education to no longer be viewed as a low-status field. They must also communicate the reality that teacher education programs can no longer be viewed as mere revenue generators for general funds. Administrators must be aided in deciding whether or not they will make the investments necessary to cause the programs to transform and attain reasonable levels of excellence.

Each of the 10 recommendations was informed by the Investigator's journey, as well as relevant articles and stories. More research is needed in each of the 10 areas, in that additional papers, or perhaps even book chapters or books, can and should be published related to each. Recommendations made are time sensitive. They are apt to change, as policies and realities change.

The Investigator does not necessarily agree or disagree with the recommendations herein, in that he made no predeterminations regarding how traditional teacher education programs should respond to the 10 identified areas affecting them. The process of arriving at the shared recommendations was inductive, guided by the accumulated experiences and relevant articles and stories. The recommendations are the result of analyzing the data and writing recommendations reflective of them. Readers of the evidence in each of the 10 areas, possessing different experiences than the Investigator's, may arrive at different conclusion and recommendations.

The Investigator acknowledges each traditional teacher education program is unique and different. He also acknowledges some of the recommendations may not be applicable to some programs. On the other hand, the Investigator suggests the recommendations shared may be used as a checklist used by traditional teacher education programs, regarding where they currently reside in each of the 10 areas. The Investigator asserts the 10 recommendations will in fact be applied by some teacher education programs desiring to survive and thrive, based on the supporting evidence shared and the need to do so.

Summary

Traditional teacher education programs face many challenges including changes in accreditation, Race To The Top and initial certification, advanced degree pay, changes in financial aid, alternative certification programs, student attrition, shifts in student populations, scrutiny from national organizations, criticism from education researchers, and pressures from college administrations.

The Investigator identified 10 areas affecting traditional teacher education programs. Phenomenological descriptions of each, based on his experiences as the longest serving board member of a state's association for teacher education programs, Chair and Unit head of an Education Division, and Associate Dean of a School of Education, combined with relevant articles and stories were shared.

Then recommendations derived from the descriptive evidence, particularly addressing each of the 10 areas and what traditional teacher education programs can do to survive and thrive, were shared. More research is needed in each of the 10 areas, with additional articles, book chapters, and books potentially being the result.

It is the Investigator's intent for traditional teacher education programs to consider the provided recommendations and to apply them to their programs for review, analysis, reflection, and action. It is likely some teacher education programs will synthesize the recommendations in such a manner as to create plans for implementing needed changes in their programs. In any case, it is highly likely that all of the recommendations will somehow be applied across teacher education programs.

A perfect storm is brewing in teacher education. Traditional teacher education programs are under siege. Those teacher education programs that take necessary actions now will thrive and survive. Those teacher education programs that avoid taking immediate, needed action will either lose substantial numbers of students or disappear. Being teacher education programs, colleges and universities must transform as well. Presidents, provosts, deans, and trustees must become evangelists for reform (Green, 2012).

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