

Teacher education in the accountability era: International trends

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International Seminar

International Trends in Teacher Education Policies:
Critical analysis of experiences in Chile, Singapore
and the U.S.

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Trends in Teacher Education

- the policy turn
- the accountability turn
- the practice turn
- the university turn
- the equity turn



the policy turn:
**implementing the “right” teacher quality
policies will ensure positive school outcomes
and the economic health of the nation**





Examples



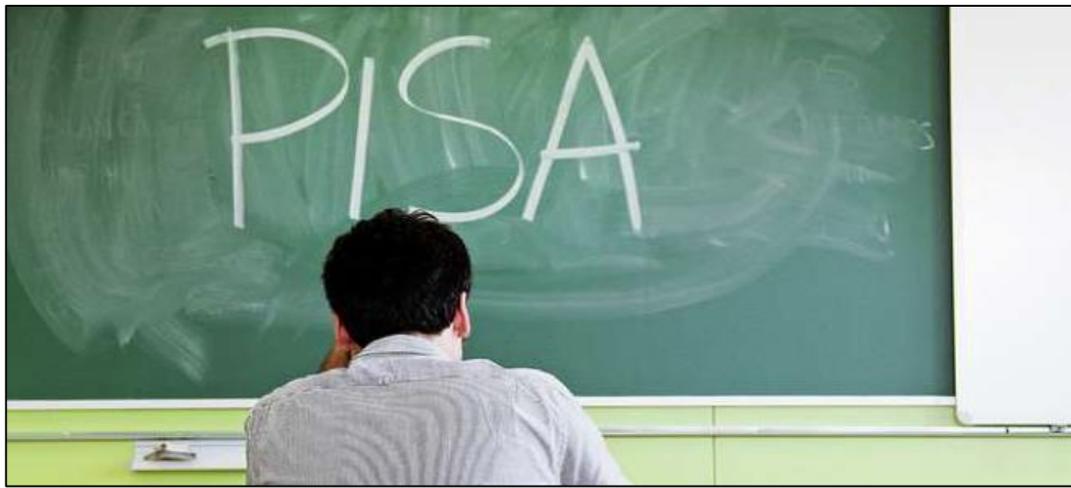


Key assumptions:

Teacher quality/teacher education is a policy problem

Linear relationship: policy → practice → outcomes

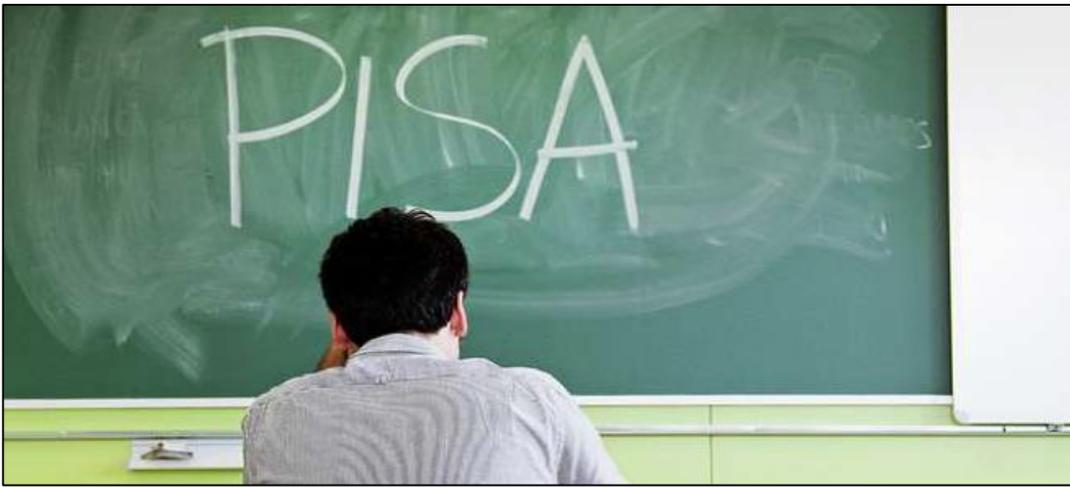




the standards/accountability turn:

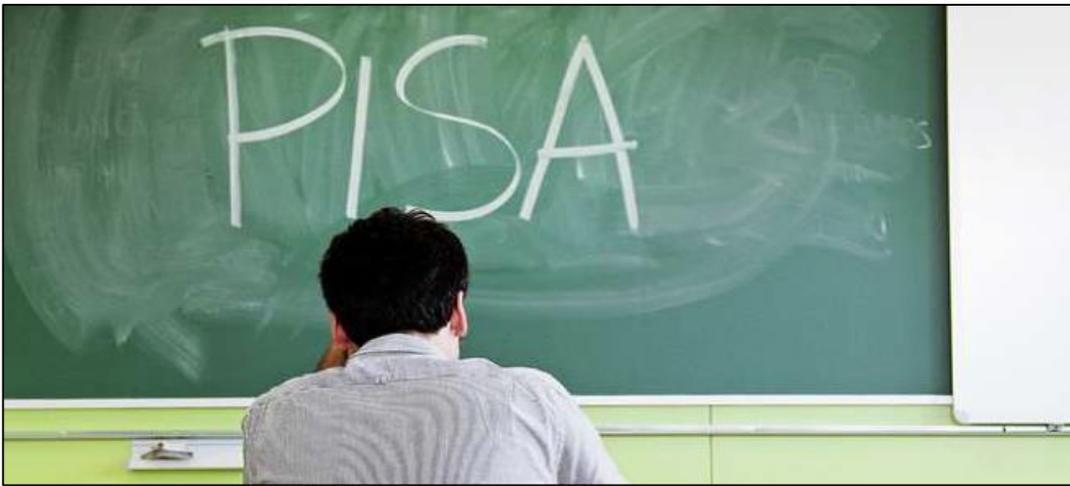
emergence of T/TE standards along with multiple TE accountability systems and schemes focused increasingly on outcomes





Examples:

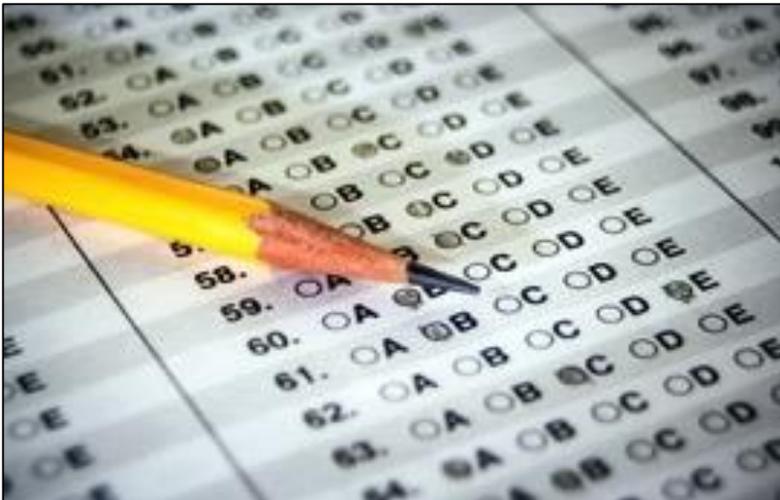




Key assumptions:

External accountability drives reform of teaching/teacher education

Key outcomes: teacher performance and student achievement





the practice turn:
**increasing emphasis on clinical, school-based, and/or
practice-based experiences in teacher education**





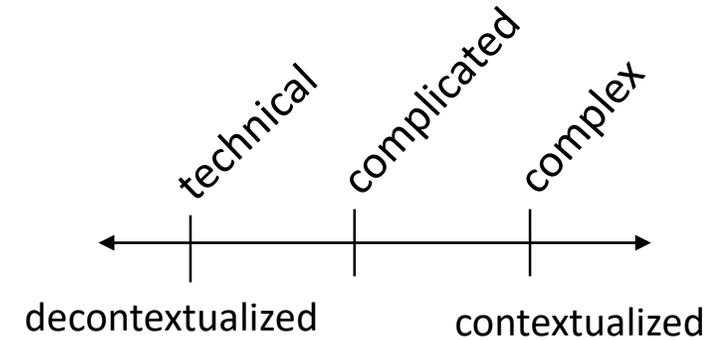
Examples

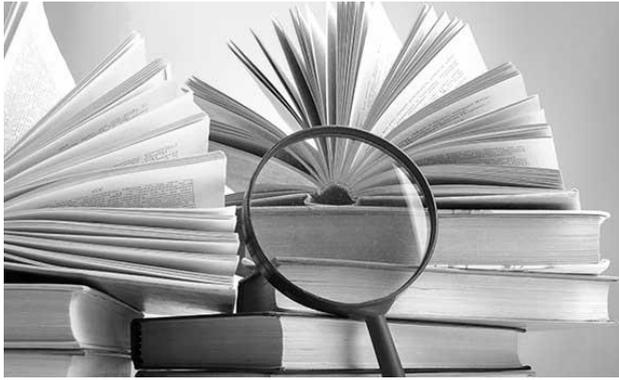




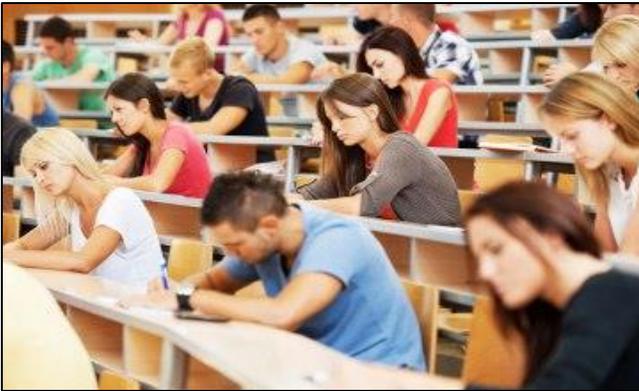
Key assumptions:

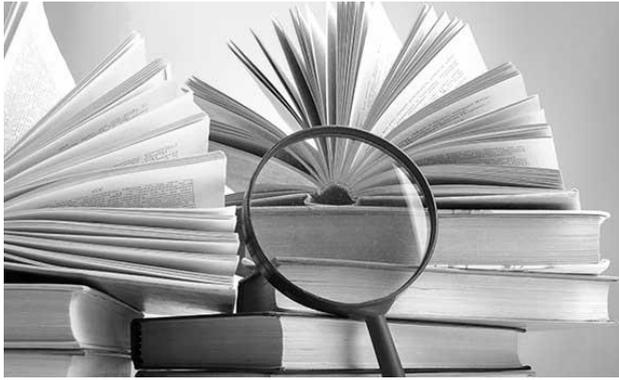
Practice is a collection of technical (or complicated) moves that can be decontextualized, practiced, learned





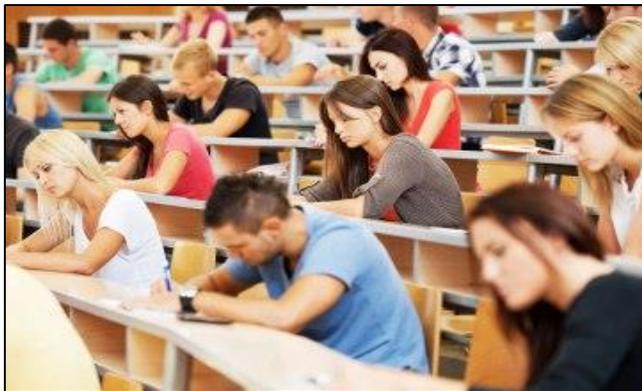
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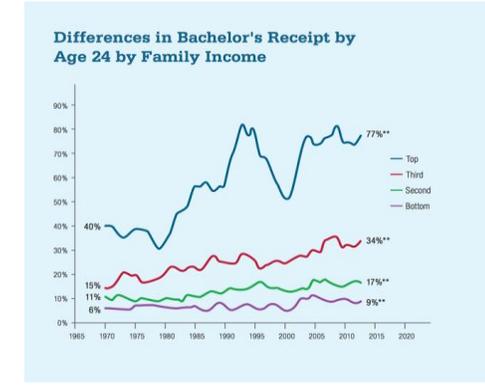




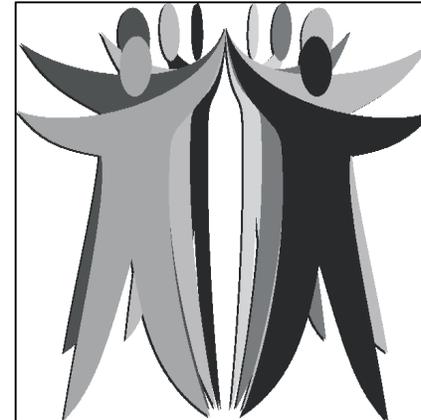
Key assumptions:

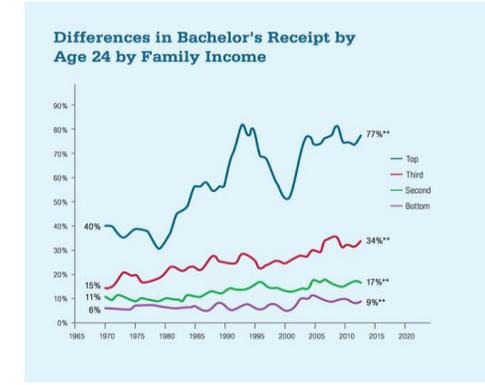
University researchers are generators of knowledge/evidence
Teachers are receivers, users, implementors of knowledge
(knowledge-**for**-practice)



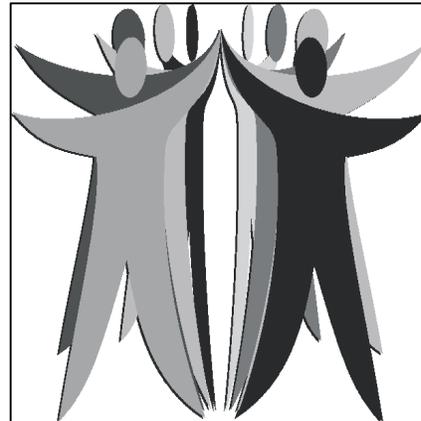


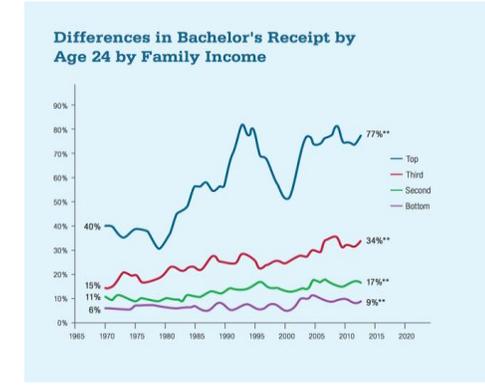
the equity turn:
growing emphasis on equity as
the aim of teacher education reforms





Examples:

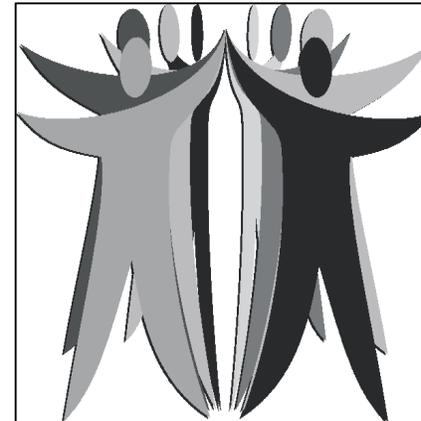




Key assumption:

Will equal (same) access to teacher quality for all students eliminate inequality???

Thin equity vs. strong equity



Trends in Teacher Education

- What do these trends mean for teacher education research, practice, and policy internationally?



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