

A License to Teach

Building a Profession for 21st-Century Schools

**Linda Darling-Hammond,
Arthur E. Wise and
Stephen P. Klein**



License To Teach Building A Profession For 21st Century Schools

Allan Odden, Carolyn Kelley



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A License To Teach Linda Darling-hammond, Arthur E Wise, Stephen Klein, 1995-03-21 A License to Teach speaks directly to the quality of education debate now focused on public schools The authors show that reform of teacher education and licensing are needed to ensure that teachers are prepared for the classroom A well conceived licensing system that supports high quality teacher preparation would ultimately support the more demanding learning goals now expected of students and would give parents and policymakers greater confidence that teachers are being prepared to practice their profession responsibly

A License To Teach Linda Darling-Hammond, 2019-03-13 A License to Teach speaks directly to the quality of education debate now focused on public schools It shows that reforms of teacher education and licensing are needed to ensure that teachers are prepared for the classroom

Assessing Teachers for Professional Certification Lawrence Ingvarson, John Hattie, 2008-02-04 The National Board for Professional Teaching Standards NBPTS in the USA is the most ambitious and successful attempt by any country to establish a certification system for recognizing and rewarding teachers who reach high professional standards This book focuses on The National Board for Professional Teaching Standards NBPTS

Appropriating the Discourse of Social Justice in Teacher Education Marta P. Baltodano, 2015-03-05 In recent years there have been strong movements of reforms in teacher education The most common are intended to adjust teacher preparation to the standardization demands of NCLB Race to the Top and CAEP to make teacher education more accountable These reforms carried out in the name of excellence accountability diversity and inclusion constitute subliminal efforts to appropriate the possibilities for real transformation in teacher education However in spite of the pervasive rhetoric to identify diversity and social justice with the accountability and standardization movement there are endeavors to create transformations in teacher preparation that are authentic These deliberate changes seek to counteract the neoliberal vision of school reform and strive to reclaim the original goals of public education represented in a vision of rigorous content knowledge democratic schooling and social justice *Appropriating the Discourse of Social Justice in Teacher Education* is a testimony to that kind of authentic reform It documents the transformational efforts of a teacher education program that infused the preparation of its teachers with a vision of education as a public good This book validates the claim that the process of reproduction of social inequalities in teacher education is not a perfect static process but on the contrary the real seeds of transformation within teacher education departments are abundant

The Moral Dimensions of Teaching Cary Buzzelli, Bill Johnston, 2014-03-18 Cary Buzzelli and Bill Johnson reinvigorate the enduring question What is the place of morality in the classroom Departing from notions of a morality that can only be abstract and absolute these authors ground their investigation in analyses of actual teacher student interactions This approach illuminates the ways in which language power and culture impact the moral in teaching Buzzelli and Johnson s study addresses a wide range of moral issues in various classroom contexts Its practical and diverse examples make it a valuable resource for teachers and teacher

development programs The Learning Leader Douglas B. Reeves,2020-08-31 We can't do that in our school district I don't have time to add that to my curriculum We're fighting against impossible odds with these students Sound familiar School improvement can often feel like a losing battle but it doesn't have to be In this fully revised and updated second edition of The Learning Leader Douglas B Reeves helps leadership teams go beyond excuses to capitalize on their strengths reduce their weaknesses and reset their mindset and priorities to achieve unprecedented success A critical key is recognizing student achievement as more than just a set of test scores Reeves asserts that when leaders focus exclusively on results they fail to measure and understand the importance of their own actions He offers an alternative the Leadership for Learning Framework which helps leaders identify and distinguish among four different types of educators and provide more effective tailored support to Lucky educators who achieve high results but don't understand how their actions influence achievement Losing educators who achieve low results yet keep doing the same thing expecting different outcomes Learning educators who have not yet achieved the desired results but are working their way toward excellence Leading educators who achieve high results and understand how their actions influence their success Reeves stresses that effective leadership is neither a unitary skill nor a solitary activity The Learning Leader helps leaders reconceptualize their roles in the school improvement process and motivate themselves and their colleagues to keep working to better serve their students **The Flat World and Education** Linda Darling-Hammond,2015-04-17 Argues that the education system in America needs to make drastic changes in order to build a system of high achieving and equitable schools that protects every child's right to learn

Taking Teaching Seriously Christopher Bjork,D. Kay Johnston,Heidi A. Ross,2015-12-03 Taking Teaching Seriously expands and enriches discussions about teacher preparation in the United States Its authors describe the unique contexts for teacher preparation offered by liberal arts institutions and analyze the effects of these programs on their graduates and on K12 schools They emphasize that the goals and conditions for teacher preparation differ from larger public institutions in several key respects including supervisor student teacher relationships philosophical foundations and approaches to clinical fieldwork Taken together the essays provide compelling evidence that educational studies programs in liberal arts colleges and universities constitute a vital component of the teacher education system in the United States Leading With Data Ellen Goldring,Mark Berends,2008-09-17 Goldring and Berends provide practical and strategic counsel on what data should be collected how data can be productively analyzed and who should be involved Their book positions this advice deftly in research on leadership and organizational change As school leaders confront the challenges of meeting the needs of all students through continuous school improvement they will find this book an essential resource Willis D Hawley Professor of Education and Public Policy University of Maryland A comprehensive practical guide to using data effectively for school improvement For any educator focused on enhancing student outcomes and schoolwide performance results knowing how to collect appropriate data isn't necessarily enough Understanding how to analyze and use data as a pathway to improvement is

the key This comprehensive hands on guidebook discusses the essential statistical and assessment information that principals need to know what types of data to look at how to analyze the information and how to use what they ve learned to make critical choices for teaching and learning Full of examples and recommendations this book illustrates proactive strategies for collecting data and generating change while focusing on other measures of learning and school organization including data about professional development allocation of resources family involvement and community standards Part of the Leadership for Learning series this resource Provides leaders with support in developing and sustaining schoolwide capacity for continuous improvement Links data based decision making with accountability issues and shared mission and goals Includes numerous examples and cases a glossary school improvement template sample forms and data tools Leading With Data demonstrates how administrators can apply knowledgeable analysis of meaningful data for continuous sustainable and significant school improvement *Educating Culturally Responsive Teachers* Ana Maria Villegas,Tamara Lucas,2002-01-01 Provides a coherent framework for preparing teachers to work with a diverse student population **Finding Our Way** Richard J. Mezeske,2004 This book tells the story of how the education faculty in a small Midwestern liberal arts college recovered from the loss of its NCATE National Council for Accreditation of Teacher Education accreditation Over a period of ten years the faculty revitalized reconceptualized and redesigned their teacher education program regaining accreditation in the process Among the areas addressed are developing a conceptual framework and an assessment plan the teaching of literacy and writing field placements technology integration creative staffing and diversity What emerges is a portrait of a faculty engaged in a vibrant and developmental process of change and reform focused on the preparation of quality teachers for America s schools **New Horizons in Mathematics and Science Education** ,2001 Paying Teachers for What They Know and Do Allan Odden,Carolyn Kelley,2002 Updated Edition of Best Seller Odden and Kelley demonstrate in this edition of Paying Teachers for What They Know and Do why they are the primary source for reliable information dealing with teacher compensation Bob Chase PresidentNational Education Association Every community developing a strategy to improve schools will want to use this book as a guide It tells you everything you want to know about new teacher compensation strategies that affect all aspects of teaching and learning Yvonne Chan PrincipalVaughn Next Century Learning CenterSan Fernando CA The second edition of Paying Teachers for What They Know and Do advances the ongoing discussion of how to create compensation systems that reward teachers for developing the skills and knowledge needed to deliver standards based instruction As Odden and Kelley write We are still at the beginning of the learning curve in understanding which systems are viable and effective and therefore should monitor the development of new teacher compensation systems carefully Sandra Feldman PresidentAmerican Federation of Teachers The demand for more innovative more competitive and more motivating compensation plans for teachers is growing every day and now Allan Odden and Carolyn Kelley have updated their classic book on teacher compensation to give district and site based administrators all the

new information and insight they need to start moving in the right direction The second edition of *Paying Teachers for What They Know and Do* describes various pay and compensation initiatives currently in use across the country including signing bonuses upgrades in teacher pensions higher salaries to those who are willing to work in more challenging schools and other approaches It also explores the different types of compensation plans used in the private sector as well as systems based on the continued acquisition of skills knowledge and experience Then Odden and Kelley take the next step and describe exactly how these plans can be applied successfully in districts of any size Topics include The current status of teacher compensation Three approaches to compensating teachers The relationship between pay and motivation Knowledge based and skills based pay Group based performance awards Gain sharing programs Ways to design and implement alternative teacher compensation This valuable book also provides vital information on how these programs can be funded and how school districts can design effective compensation programs that answer the needs of their existing teacher base An essential tool for administrators at every level who want and need to keep the very best teachers and pay them what they re worth

ENC Focus ,2001 Shaping the Future ,2007-01-01 World wide the production of teachers has become a sharp political issue during the early years of the twenty first century Current systems for ensuring a supply of capable and knowledgeable teachers have come sustained under attack from politicians economists parents organisations and social critics alike There is less agreement now about teacher education than in any time over the pass fifty years Much of the debate in the public and political arenas has been driven by narrow and expedient consideration and too much of it demonstrates a poor grasp of the deep and complex issues which teacher education in a democracy must confront At the same time there has been a serious educational debate which has focused on what a well trained teacher ought to be able to do and what methods of training and education can produce competent teachers The chapters of this book address these issues in a critical way asking what should the objectives of teacher education be The authors demonstrate the international reach of the debate over teacher education and they ground their discussions within the national contexts of their own experience All the authors share the view that teacher education involves much more than acquiring a set of skills and techniques Important as these are the well trained teacher needs for example to have an understanding of the contexts of teaching of the reasons why we teach of the role of schools as institutions within political environments as well as a coherent perspective on curriculum and the relevant bodies of theory which give overall point to what is being done What teacher education entails will probably never be beyond contestation at least not so long as it takes place within capitalist democracies These democracies with their tensions running between liberal ideals and economic imperative push and pull teacher education in contradictory directions At present educational ideals seems too quickly and too dogmatically to be traded for immediate fiscal policy The authors of these chapters articulate the reasons why such short term thinking will be detrimental to any approach to teacher education which commits itself to producing well rounded and comprehensively

professional teachers Case Study Analysis in the Classroom Renee W. Campoy, 2005 Case Study Analysis in the Classroom encourages students to consider best practices in teaching and to solve problems concerning students who are gifted underachieving resistant to classroom learning or who have special needs This book is a valuable way to introduce students to the complex world of teaching and learning Arthur T Costigan Queen s College City University of New York Stories of students in need or of teachers who are struggling draw readers into the process of solving classroom problems in a manner that traditional textbook formats are unable to match Presented in an engaging and stimulating manner Case Study Analysis in the Classroom Becoming a Reflective Teacher provides beginning teachers a variety of typical classroom problems to analyze and solve Solving the case study problems helps new teachers develop the knowledge bases they need to solve real problems in their own classrooms More than a book of cases it is an important starting point for students learning about case study research especially the analysis of cases and their potential uses in the classroom In addition readers will also be guided through the process of reflective problem solving developing an educational philosophy and writing their own case studies Author Renee Campoy has written cases that tackle challenging and controversial problems Her approach rests on the foundation that authentic learning and growth are best achieved through ideas that challenge assumptions and preconceived notions about education A matrix of case studies is included that groups the cases by grade level case focus and primary educational topic allowing students and instructors at all levels to customize their use of the book Case study topics include Low academic achievement Learning disabilities Low motivation Misbehaving and disruptive students Reluctant readers High stakes assessment Inappropriate scaffolding Cultural conflict Socioeconomic issues Attention deficit hyperactive disorder Parent conferences Bilingual education To support the problem solving process each case study includes a rubric that provides feedback to the reader about the quality of their solution The rubric is research based and written according to the King and Kitchenier model of reflective judgment This approach encourages teachers to apply their classroom experiences knowledge of content and understanding of learning theory during classroom problem solving Case Study Analysis in the Classroom is well suited as a text for courses throughout education curricula including educational foundations research methods field experience and practicum and instructional strategies courses It will also be an invaluable desk reference for practicing teachers and administrators who need additional guidance on classroom problem solving The Social Dimensions of Learning Disabilities Bernice Y.L. Wong, Mavis L. Donahue, 2002-07-11 Bringing together over 25 years of research into the social aspects of learning disabilities LD this book presents a range of topics that reflect on the richness of research interests in the discipline In honor of Tanis Bryan the pioneer in research on social competence of children with LD the researchers that follow her lead systematically examine critical issues in the social relationships of these children The book begins by placing the work of Bryan and her research associates in context in terms of the prevailing theoretical frameworks and social political influences that led to the enormous impact of the work The

chapters that follow discuss social cognition in children and adolescents with LD self understanding and self esteem in children and adults with LD the lonely plight peer influence and friendship patterns of children with LD parental understanding and how this understanding shapes their scaffolding of learning in their children with language disabilities a new intervention approach toward enhancing self concept and reading comprehension in LD students through bibliotherapy important and timely information on interventions for enhancing peer relations and preventing drop out in adolescents models in longitudinal research with implications for research on social dimensions of LD and the important role of teachers in enhancing classroom social experiences for students with LD Summarizing research findings and their implications in the various areas in the field this book will be an excellent text for a special topics course in graduate programs in learning disabilities special education psychology and social work In addition it will be a highly important resource for university college teachers researchers graduate and honors students and professionals in learning disabilities social psychology and social work

History of Multicultural Education Volume 2 Carl A. Grant, Thandeka K. Chapman, 2012-12-06 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

History of Multicultural Education: Foundations and stratifications Carl A. Grant, Thandeka K. Chapman, 2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S By collecting and providing a framework for key publications spanning the past 30 40 years these volumes provide a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society These volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Volume I Conceptual Frameworks and Curricular Content Volume II Foundations and Stratifications Volume III Instruction and Assessment Volume IV Policy and Governance Volume V Students and Student Learning Volume VI Teachers and Teacher Education The historical time line within each volume illustrates the

progression of research and theory on each theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area. Readers will also see how language pedagogical issues and policy reforms have been constructed, assimilated and mutated over the highlighted period of time. Exploring the tenets of the field and examining the individuals whose work has contributed significantly to equity and social justice for all citizens, this landmark set illuminates the historical importance, current relevance and future implications of multicultural education.

Beyond Leadership Scott Eacott, 2017-11-06. This book systematically elaborates Scott Eacott's relational approach to organizational theory in education. Contributing to the relational trend in the social sciences, it first surveys relational scholarship across disciplines before providing a nuanced articulation of the relational research program and key concepts such as organizing activity, actors and spatio-temporal conditions. It also includes critical commentaries on the program from key figures such as Tony Bush, Megan Crawford Fenwick, English Helen Gunter, Izhar Oplatka, Augusto Riveros and Dawn Wallin. As such, the text models an approach to or social epistemology for building knowledge claims in relation rather than through parallel monologues. Eacott's relational approach provides a distinctive post-Bourdieuian variant of the relational sociological project. Shifting the focus of inquiry from entities (e.g. leaders, organizations) to organizing activity and recognizing how actors generate simultaneously emerging from and constitutive of spatio-temporal conditions unsettles the orthodoxy of organizational theory in educational administration and leadership. By presenting its claims in the context of other approaches, the book stimulates intellectual debate among both relational sociologists and opponents of relational approaches. *Beyond Leadership* provides significant insights into the organizing of education. As it does not fit neatly into any one field but instead blends educational administration and leadership, organizational studies and relational sociology among others, it charts new territory and promotes important dialogue and debate.

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