

PN-ABST-845
42914

Teacher Education in the United States:
Selected Implications for Third World Countries

by



Claudette Merrell Ligons



TSU/Harvard BRIDGES Project

Texas Southern University
College of Education
Houston, Texas

Teacher Education in the United States: Selected
Implications for Third World Countries

Claudette Merrell Ligon

Background

Few periods in American history rival the current scrutiny and continuing evaluation of the educational system. In fact, 1983 has been characterized as the 'Year of the Report on Education' (Education Commission of the States, 1983). The volumes of studies (Adler, 1982; Boyer, 1983; Goodlad, 1983; Southern Regional Education Board, 1983; Task Force on Economic Growth, 1983; Twentieth Century Fund, 1983) and subsequent recommendations fall into four basic categories. These are: (1) Recommendations about curriculum; (2) Recommendations about teachers and teaching; (3) Recommendations about school organization and management; and (4) Recommendations about process and roles: Groups outside the school.

Though there is wide variation in the findings of the several study groups identified above, there are areas of agreement. Underlying the investigations are several common assumptions about American education:

- o All agree that the quality of our education system must be improved and must be improved now.

- o All agree that quality and equity are inseparable issues; as Adler puts it, "The best education for

Teacher Education Literature Review

the best is the best education for all."

- o All agree that education is inextricably tied to larger social, political and economic issues and that education renewal is key to American renewal.
- o All agree that local government, state government and the federal government have important roles to play in renewal.
- o Most mention (and probably all agree) that schooling is only one facet of education in this country and that lifelong learning through a host of public and private institutions and personal means will continue to be as central to renewed vigor and productivity as are schools.
- o Most believe that schools and the larger community must work together; the challenge of renewal is a broad-scale social challenge not limited to the schools alone.
- o Most underscore the belief that the strength of our education system lies in its decentralized structure and control by individual communities; communities will differ in their approaches to

Teacher Education Literature Review

renewal and those differences will guarantee innovation, creativity and imaginative solutions to our problems (Education Commission of the States, 1983, p. 2).

Implicit and explicit in the findings of the various commissions is the suggestion that getting better teachers into schools is essential to the effort of improving schools. This belief is evident in the focus on teacher preparation, increased compensation, improved working conditions, certification, school-community partnerships and teaching.

The data from various studies of schools establish that recruitment, selection, preparation and retention of good teachers are of importance in America. The teacher shortage in this country adds another dimension to the problem of staffing schools with qualified teachers. Ongoing research will continue to create informed bases for decisions regarding the improvement of education in America.

A team of researchers (Evertson et. al., 1985) made an interesting observation regarding the research basis of proposals aimed at generating reforms in teacher education:

Most proposals for teacher reform are unburdened by evidence that the suggested changes will make a difference in the quality of students preparing to teach in elementary and secondary schools.

They avoid questions such as: Can existing research provide guidance for how teacher education might

Teacher Education Literature Review

be improved in a cost effective way? ... it is better to be guided by what is known than it is to rest public policy decisions on intuition, commitment, and personal experience (pp. 2-3).

This observation is supported by another researcher (Hall, 1985) who made this statement:

A national concern about the qualifications and training of teachers has been consistently expressed by state and federal policymakers, practitioners, and the media. A series of special commissions and task forces have implied that the way teachers are trained is inadequate and have proposed an array of remedies... However, little research evidence either for or against the mandates has been available (p. 2).

More recently published studies intended to guide educational reform (A Nation Prepared, 1986; The Governors' 1991 Report on Education, 1986; and Tomorrow's Teachers, 1986) build on earlier reports and explore new areas as well. There is agreement among the various study reports that changes in education are needed both in schools and institutions of higher education. Each report makes recommendations for changes in the structure of teacher preparation programs. Some institutions of higher education have even moved to abolish teacher education programs and therefore plan to prepare teachers through programs in the liberal arts.

Teacher Education Literature Review

The reform reports have already begun to effect marked changes in teacher preparation institutions and in the programs designed to prepare the nation's teachers. This review is divided into four major units: (1) Establishing the case for teacher preparation programs; (2) Current teacher education practice; (3) Public criticism of current practice; and (4) Lessons from Third World countries.

The first section builds a case for maintaining carefully planned programs of teacher preparation as a part of the education reform movement; and it serves as a framework for evaluating some of the criticism of teacher preparation programs presented in commission reports and other documents.

The second section focuses on current teacher education practice. Attention is given to the various types of cognitive and affective training models, and the status of teachers including issues of recruitment and certification. The final portion of this section is a summary of related policy issues.

The third section looks at public criticism of current teacher education practice, the quality of students in education, admissions' standards, summary information from selected teacher education reports and policy issues.

The fourth section looks at selected practices in Third World countries and examines lessons which may be useful in an American cultural context.

Establishing the Case for Teacher Preparation Programs

Teacher Education Literature Review

Berliner (1984) presents key considerations which should be made as proposed changes in preservice teacher education are being initiated. There is a body of research based knowledge in teacher education has been developed over the past two decades (Berliner, 1984; Griffin, 1984). It is a scientific foundation of information to guide preparation of teachers and the practice of teaching, heretofore unavailable. This observation is supported in research reported by Griffin (1984). Berliner (1984) asserted that this information base could potentially guide reform efforts in teacher education.

Griffin (1984) identified five basic ways that the available research could be used to improve preservice teacher education programs. They are: (1) increasing options; This has to do with building a repertoire of teaching strategies which potentially increase teaching effectiveness. (2) promoting understanding of the school as a work place; This focuses on helping prospective teachers develop an accurate view of the school as a total social system and developing the skills which they will need to make schools more effective and satisfying for teachers and learners; (3) providing a technical core around which to organize the work of teaching; This is related to developing prospective teacher knowledge and competence based in the growing body of teaching effectiveness research-- which links particular teacher behaviors with student achievement on standardized tests. (4) promoting questioning and reflection by teachers; This process encourages prospective teachers to begin thinking of teaching in systematic and organized

Teacher Education Literature Review

ways, to engage in formative evaluation of their instructional practices, and to engage in reflection as ways of improving their performance; (5) providing some consumer protection in the use of educational research.

Providing for equity is a continuing concern in the schools of our nation. Berliner questioned whether it is possible to produce teachers who are capable of delivering equality of educational opportunity in the absence of their being taught specific related skills which include decision-making about curriculum, time on task, and use of various instructional techniques. Equity in instruction is a reasonable expectation in the schools. It is a complex issue which includes teacher attitudes, knowledge and specific instructional and non-instructional capabilities. Knowledge of instructionally important learner differences contribute to teaching effectiveness which fosters equity in achievement among students. The associated attitudes and skills can be developed in teacher preparation programs.

Research by Edmonds (1979) indicated that teacher attitude is paramount in developing support for learners' success. Valuing success for children from low-income and middle-income families influences teachers to orchestrate classroom interactions and instruction in ways which markedly reduce the incidence of student failure. Developing the skills and knowledges and shaping attitudes which prepare prospective teachers to create equitable learning climates is an imperative in a multicultural society. These vital competencies can be developed and fostered in teacher preparation

Teacher Education Literature Review

programs where educational equity is valued.

Another issue is related to the body of research which links student achievement with teacher expectations. Berliner (1984) reported that young students need to be right 90% of the time while doing homework, seatwork and workbook activities; and they need to be right 80% of the time in recitation or question-and-answer activities. The need for such success appeared to be greater among children from lower-income groups. This research is supported by other researchers (Rosenthal and Jacobson, 1968; Gage, 1984). Both affective and cognitive teacher competence contribute to their capacities to foster learner academic success. When selected populations of children are expected by their teachers not to perform, they tend not to perform. Teacher expectations are so powerful that they shape children's opportunities to succeed or fail (Rosenthal and Jacobson, 1968).

Gage (1984) in a discussion of the scientific basis of teaching indicated that the body of research available on the art of teaching confirms clear links between teaching and student achievement. This position is a departure from the view that teaching is relatively unimportant in relation to family, economic and cultural variables in fostering learner success. Gage said in this regard, "Research has shown repeatedly that it is possible to change teaching practices... enough to make an educationally important difference." This research-based fact is one basis for promoting the continued commitment to changing teacher preparation programs in ways that reflect research-based knowledge on the art of teaching. Almost two

Teacher Education Literature Review

full decades since the introduction of competency-based and performance based teacher education programs, the educational community has a broader research basis for determining the core competencies for teacher preparation programs.

Teaching is largely a communication process. Learning to establish learning objectives, give clear directions plan for instruction review and evaluation represent complex teaching behaviors. These teacher behaviors have direct impact on learner performance. These skills should be developed and refined through repeated practice, observation and feedback in a carefully structured programs of preservice. They are not coincidentally learned during on-the-job training (Berliner, 1984).

Another body of research is related to identifying teacher behaviors which promote cooperation among learners and between learners and teachers. The approach fosters the rise of higher self-esteem among learners and raises achievement levels. This information counters earlier claims that competition is the best basis for promoting heightened learner performance.

While Berliner is in favor of changes which will result in improved schools, he does not agree that abandoning or reducing the scope of teacher education programs is a reasonable change. The proposal to abandon the practice of preparing teachers in structured programs assumes that formal teacher preparation makes no difference in the quality of teaching and learning in schools (Evertson, et. al., 1985). Berliner recommends, instead, the improvement of programs of teacher preparation:

Teacher Education Literature Review

Equipped with a rapidly expanding knowledge base and a new conception of the teacher as a decision maker who handles a complex set of interacting variables in a dynamic social environment, we need now, more than ever, high-quality programs of teacher preparation.

Related Policy Issues. (1) Decisions regarding the continuation of formal teacher preparation programs must be based in research which answers the question whether preservice preparation programs prepare teachers to teach effectively; (2) Decisions must also be informed regarding how teacher preparation programs can be improved in cost effective ways; (3) Decision-makers should consider whether current funding formulas for the preparation of teachers, are adequate to prepare prospective teachers for their roles in the 21st Century. (4) Policy-makers must consider that improving teacher education is linked with improving the status of teachers in the society, and that the perceived status of teachers functions in part as a tool for recruitment of increased numbers of quality students from a variety of ethnic and cultural orientations. (5) Utilize strategies in recruitment which will insure the attraction of an ethnically diverse population of teachers.

Current Teacher Education Practice

Teacher Preparation Institutions. There are approximately 2.2 million classroom teachers in America. They are prepared for their

Teacher Education Literature Review

roles in a variety of institutions. Some 1,227 institutions of higher education assume responsibility for developing the nation's teachers (Kluender, 1984; Egbert, 1985). Less than half of the institutions offering programs of preparation in education are accredited by the National Council for Accreditation of Teacher Education (NCATE). There is wide disparity in program offerings. While non-membership in NCATE is not an indication that institutions do not produce quality teachers, it does show evidence of diversity in standards of excellence in the preparation process.

Curriculum. The curriculum varies widely among the schools providing teacher training. There are, however, some commonalities. Kluender (1984) identified these: (1) Most of a prospective teacher's program takes place outside of the schools, colleges and departments of education; (2) The program of preparation is comprised of three parts: general liberal arts education; major and minor fields of specialization and professional education, including field experiences; (3) The general liberal arts education portion constitutes about 40% of the total elementary and secondary teacher education program; (4) Typically, just 21% of sample secondary programs were allocated to professional education, including student teaching. This is a sharp contrast to the usual 44% allocated to professional studies for elementary majors.

Approximately 24% of professional courses for elementary majors are made up of curriculum and methods courses in comparison to just 6% for secondary majors. One basis for the difference in professional studies emphasis might be the expectation that

Teacher Education Literature Review

secondary teachers are to be content specialists and that elementary teachers are expected to be content generalists.

Training Models. The 4-year program of training is most widely used in the institutions which prepare the nation's teachers. It is described above. Other models of teacher preparation programs are discussed below.

Competency-Based Education emerged in part as a response to citizens' demands for greater accountability in the educational arena. It was defined by Cooper and Weber (1973) in the following way:

A competency-based teacher education program is one which specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student's competencies and holds the student accountable for meeting those criteria (p.14).

Student in the above definition refers to the prospective teacher who is engaged in a preservice program of preparation for a professional teaching role. The competency-based program of training is designed around a core of competencies viewed as essential for effective teaching--teaching which produces expected changes in student behavior.

Regarding other events which influenced the move toward competency-based teacher education, Houston (1974) made this statement:

Teacher Education Literature Review

Competency-based education has evolved as part of a culturally based movement. Two forces in American society today have contributed to the development of CBE. The first is the emphasis on accountability. ... The second force shaping educational directions is the need for personalization (pp. 5-6).

Nickse (1984) indicated that the competency-based approach to education "represents a strategy that places primary emphasis on the outcomes of learning, on learning attainment, rather than on the time spent on the effort or the process used to achieve it."

Ligons (1978) identified specific features of competency-based teacher education programs that potentially have positive effects in teaching practice which would improve school performance for Black children, other children of color and low-income children. These features are: (1) success orientation; (2) personalization; (3) behavioral objectives; and (4) educational relevance.

The success orientation of competency-based programs is of particular value for children in urban schools--children of color and children from low-income families since these populations have historically been undereducated. Personalization of instruction focuses in part on accommodating instructionally important learner differences with the intent of improving learners' academic performance. Instructionally important learner differences include learning styles and cognitive orientation which are culturally and experientially based. Allowing students to learn in their preferred

Teacher Education Literature Review

learning mode increases opportunities for success.

A number of researchers (Dunn and Dunn, 1979; Bennett, 1979; and Ellis, 1979) have documented the links between students' cognitive style and learning success.

There is a relationship between learner success and the school's willingness and competence in responding to instructionally important differences among learners.

Competency-based programs focus on outcomes of instruction. In comparing the characteristics of common programs of training and competency-based programs, Johnson (1972) made these observations. A partial listing follows:

Characteristics of CBE Programs

The main indicator of the student's achievement is his ability to do the job for which he is preparing effectively and efficiently.

The criterion of success is demonstrating one's ability to do the job. Mastery criteria are used to deter-

Characteristics of Common Programs

The main indicators of the student's achievement are his knowledge of the subject and his ability to tell how the job for which he is preparing may be done effectively and efficiently.

The criteria of success are letter grades which indicate the extent to which the student knows the required

Teacher Education Literature Review

mine how well the student performs. He must satisfy these criteria if he is to be considered competent.

subject matter.

There is little concern about entrance requirements. The student starts where he is. If he is not ready, he is helped to become ready.

Entrance requirements are important concerns. If he is not ready he cannot be admitted.

There are no fixed rules as to how, when, or where learning is to be accomplished.

On-campus classroom teaching is the most common approach to instruction. Lengthy on-campus required attendance is standard.

Opportunities are provided to acquire competencies in practical field experiences or on-the-job (p. 11).

Practical field experiences are limited.

Performance-Based Teacher Education. It is systematic in its approach to teacher training, this approach according to Heath and Neilson (19). Performance-based education emphasizes "the identification of operationally-defined teacher skills that are related to increased student achievement and the corresponding

Teacher Education Literature Review

development of teacher training programs and materials." Heath and Neilson's (19) extensive analysis of the research on the relationship between specific teacher skills and student achievement failed to show an empirical basis for performance-based teacher education.

Feldman (1974) representing the Teacher's Union in New York City, indicated clear opposition to any attempts to institute performance certification until a thorough research base had been established linking specific teacher behaviors to pupil achievement.

Instructional Models. This section includes a discussion of models of Competency-Based Teacher Preparation, Programed Instruction, Educational Technology and Computer Assisted Instruction.

The Teacher Corps/Peace Corps Program at Texas Southern University is a model in teacher preparation success. The competency-based program was designed to prepare post baccalaureate students in mathematics and science for teaching roles in Sierra Leone, Ghana and Liberia West Africa. The most successful program of its type in the country,

...The three year program combines academic and experiential learning and culminates in a Master's Degree in Education and certification to teach in the State of Texas.

...the Teacher Corps internship is the vehicle for developing the desired competencies and the Peace Corps internship is the vehicle for field-testing

Teacher Education Literature Review

and demonstrating the validity of the training as well as project assumptions (1971, p. 16).

Peace Corps Volunteers in Texas Southern's program performed with excellence, as evidenced by their frequent selection for in-country training roles and subsequent assignment by the Peace administration to leadership roles. The majority of these volunteers elected to serve a year beyond the 2-year Peace Corps requirement, measurably improving the cost-effectiveness for training and placement of teachers in selected African countries.

Programmed Instruction. In a final report, Thiagarajan and Passigna (1985) presented information on a major project which had as its centerpiece an experiment in Programmed Instruction. The Improved Efficiency of Learning (IEL) Project was sponsored by the U.S. Agency for International Development and the Liberian Ministry of Education. Regarding the focus of the Project, this statement was excerpted from the final report:

The purpose of this project is to develop and establish systems to increase the effectiveness of instruction by elementary teachers.

The specific aim is to improve the performance of unqualified and underqualified teachers in a timely and cost effective manner (1985, p. 1).

Success of the Project is evidenced by reports drawn from four independent cost-effectiveness analyses and summative evaluations of the IEL Project:

The IEL system is unique; effective in improving

Teacher Education Literature Review

the academic performance of Liberian elementary school students. With no increase in the number of teachers, enrollment in IEL schools increased by 71% (while enrollment in control schools declined by one percent) providing highly desirable student-teacher ratios. IEL costs have been shown to be the lowest of any available alternative (1985, p. vi).

Educational Technology. Rojas (1983) indicated that the initial use of educational technology for teacher education in Latin American countries dates back to the 1940s. More recent innovations date back to the 1960s. One of the most successful programs of this nature was the Multinational Project on Educational Technology. It was identified as highly successful both for the usefulness of training for the select population and for the residual through a "multiplier effect".

A follow-up study indicated that 67% of the graduates were able to apply most or all of the new skills and knowledge in their work situations; 52% said that they had been promoted as a result of the training; and 60% said that they had been assigned new tasks and responsibilities.

Radio and television are the two primary vehicles for establishing distance or non-formal education. Most countries have some form of educational technology.

Rojas (1983) recommended that program designers look at the interplay between process and society outcomes. Reference was made

Teacher Education Literature Review

to a six-step model (Kaufman, 1980) which takes processes and results into account. The steps in the process are: (1) identifying the problem from needs; (2) determining solution requirements and alternatives; (3) selecting a solution strategy; (4) implementing that strategy; (5) determining performance effectiveness; and (6) revision.

Other success in the use of educational technology in the teacher preparation process is reported by Ueno (1983) at Hyogo University of Japan.

Computer Assisted Instruction. The role of the computer varies with program design. In some instances, the instructional role is highly significant and the teacher assumes primarily a facilitating role. There are differing reports on its cost-effectiveness. Two studies are reported here.

Niemiec (1986) and a team of colleagues explored the cost-effectiveness of four instructional interventions, peer tutoring, computer-assisted instruction, reducing class size and increasing the length of the school day. They reported that computer-assisted instruction was more cost-effective than the other three.

Levin (1986) and colleagues presented data on the cost-effectiveness of four instructional interventions--computer assisted instruction, cross-age tutoring, increasing instructional time and reducing class size. In contrast to Niemiec's findings, Levin reported that the most cost-effective intervention was peer-tutoring, with a gain of almost a full academic year in mathematics achievement and almost half a year in reading achievement.

Teacher Education Literature Review

Vargas (1986) studied a variety of computer instructional programs to determine their instructional effectiveness, using four instructional design principles developed by Greenwood (1984). The principles are: (1) A high rate of relevant overt responding. Programs that emphasize student reading, writing and academic discussion produce higher achievement than programs that consist of such "low opportunity instruction" as lectures, media presentations and teacher/student discussion. Each of these require primarily passive listening. (2) Appropriate stimulus control. In order to learn efficiently, students must not only make relevant responses, but they must also respond to appropriate stimuli. The correct response should be based on having learned the information in the instructional exercise. (3) Immediate feedback. To qualify for immediate, the consequences of one response must precede the next response. and (4) Successive approximation. Items must be presented systematically in order to build new repertoires of skills.

Quality educational software integrates the principles of instructional design from the extensive body of research on programmed instruction. The interactional feature of computers gives them a quality of flexibility which other technology does not have. Their instructional value is yet being explored.

Deficit Training Models. A variety of affective training models have evolved in response to changed societal demands and new professional standards. The demand among urban community groups in the early 1960s that schools more responsibly educate their children

Teacher Education Literature Review

was met with organized resistance and educational theories based in one of several deficit training models. Two are reviewed here.

The Cultural Deficit Model (Mitchell and Watson, 1980) argued that the values of home and school are incongruent for particular populations of school learners. This incongruence supposedly places the children from these groups at a decided disadvantage in achieving school objectives. This model places responsibility for school failure squarely on the children and their families. The underlying assumptions in this model suggest that the effects of family, income and other dimensions of students' backgrounds are so powerful that school effects make insignificant educational differences.

In sharp contrast to the cultural deficit model, supporters of the **Ecological Deficit Model** (Ogbu, 1978) suggest that basic changes in the oppressive nature of American society must be made. Such changes will expand options for children of color and poor children. Ogbu identified the ecological factors as poverty, inferior housing, and reduced educational opportunities. This model places primary responsibility for school failure on environmental factors not immediately controlled by the family. The basic assumptions in the model emphasize that the family functions in concert with other primary institutions and the extent to which the other institutions deny opportunities to families on the basis of race, ethnicity and other dimensions of culture, children's opportunities to succeed in school are undermined.

The inability and unwillingness of American schools to exercise

Teacher Education Literature Review

commitment and creativity in the education of children of the poor has had farreaching consequences. A recent report of the World Bank (1985) on teacher training cites the Coleman Report (1966) and findings from two other studies (Jencks, 1972; and Averch et. al., 1972) as having influenced perceptions and subsequently policy decisions not to fund teacher training programs. The findings from these studies suggested that teacher characteristics, and other school effects like budgets and policies make no difference in fostering student achievement.

There is a growing community of educators who reject the view that schools are unable to provide quality education for children of color and children of the poor. They contend that learner support must be both cognitive and affective, and that in climates of support all learners will achieve. Lake makes the case that,

"With appropriate planning and commitment, educational opportunities and subsequent educational attainments can be improved for the children of low income families, both minority and nonminority" (1980, p.20).

This assumption is supported in effective schools' research (Edmonds, 1978, 1979, 1982; Brookover, W. and Lezotte, 1977; and Weber, 1971). Based on extensive success in the design and evaluation of effective schools, Edmonds concluded:

We can, whenever and wherever we choose, successfully, teach all children whose schooling is of interest to us. We already

Teacher Education Literature Review

know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far (1978, p. 35).

A variety of **culturally based teacher training models** have been designed and implemented to help prospective teachers acquire the content, attitudes and role-derived communication skills necessary to function effectively in multicultural societies (Pettigrew, 1974; Grant, 1977a; Grant, 1977b; Baptiste & Baptiste, 1979; Banks, 1981). In the following paragraphs, four such models are briefly described: (1) the Texas Southern University Cultural Infusion Model, (2) the Interpersonal Skills Model, (3) the Ethnic Studies Model, and (4) the Bilingual Education Model.

The Texas Southern University Cultural Infusion Model (Gooden & Ligons, 1984). A field-based approach is the core of the undergraduate teacher education program. It is through the field-based program, that the infusion strategies which characterize the University's approach to development of culturally literate teachers is channeled. The Cultural Infusion Model of Texas Southern University (1984) is founded on the following assumptions:

1. That opportunities to interact both professionally and personally with culturally different others provide a framework on which to build cross-cultural competencies.
2. That a thorough understanding of the function of the communicative arts increases the ability to participate in

Teacher Education Literature Review

meaningful dialogue with culturally different others.

3. That the essence of multiculturalism as a philosophical frame in an educational setting is rooted in the operationalizing of this commitment in every dimension of the education process.
4. That a sound philosophy of multicultural education shapes staff patterns, curriculum materials and content, and teaching strategies.
5. That preservice teachers must see resources and strategies that reflect multiculturalism in their training in order to internalize the why and how of such processes.
6. That structured experiences must be provided in which students explore hard issues such as racism, ethnocentrism, prejudice, and practices and policies that may serve to perpetuate inequities toward low-income groups and toward children of color--Black, Hispanic and Asian American.
7. That minority students need carefully designed experiences to move them not only to acceptance but also respect for cultural diversity. Minority group membership does not automatically imbue one with insights into the phenomenon of

Teacher Education Literature Review

culture and its impact on the individual and society (pp. 38-39).

A set of stated competencies form the basis of instruction and training in the University's Cultural Infusion Model. These competencies are divided into three broad categories: (1) knowledge/content, (2) attitudes and feelings, and (3) performance skills. Program design is enhanced by the selective placement of Texas Southern University students in urban schools which are multiethnically populated.

The Interpersonal Skills Model, developed by Carkhuff and Berenson (1976) is designed to be used in concert with models that address the full range of skills required for effective teaching. It has been especially successful as an avenue for building interpersonal teacher skills that foster student success in a variety of cross-ethnic settings. Carkhuff and Berenson's model identifies, describes and relates key elements for productive interpersonal relationships. Teacher skills include attending, responding, personalizing, and initiating. Learner skills include exploring, understanding, and acting. The cumulative interactions over time improve the relationship between teacher and student.

The Ethnic Studies Model, designed by James Banks (1981) is conceptualized as a process of curriculum reform that can lead eventually from a total Anglocentric perspective on American history and culture to an ethnonational model. Such a model builds on the idea that all people in the global community are cultural equals.

In the teacher preparation process, prospective teachers are

Teacher Education Literature Review

taught to focus on events, problems, issues, and concepts using the ethnonational model. The strategy promotes equity as it builds understanding across national and ethnic boundaries. The model can be used in a variety of content areas.

The Bilingual Education Model was developed in response to a need to provide equity in school settings through bilingual/bicultural instruction for selected populations of school learners. A major consideration of bilingual education has been the commitment to expand educational opportunities for children whose first language is not English. A central assumption of the bilingual education model is that inasmuch as communication is central in the teaching learning process, maximum learner growth can be achieved when instruction is done in the pupil's first language.

Garcia (1980) set forth the following assumptions regarding the relationship of language to learner success: (1) instruction should begin in the learner's native language, (2) instruction for basic literacy in the naive language should precede formal instruction in the second language, and (3) instruction for full literacy in two languages and two cultures should be sustained until achieved.

Selection Criteria have been altered in recent years, in part as a direct response to the current barrage of criticism of American education. Lowered public confidence has led to a reexamination of selection criteria in many colleges and universities.

Standefur (1984) reported that 30 states had passed legislation or state mandates requiring the use of a test in the admission and certification process. Satisfactory performance on the entry test

Teacher Education Literature Review

would gain the student entry into the teacher preparation program. Still 12 other states had initiated plans to upgrade standards for students' admission to teacher education programs. While there is variability in the planned changes at institutions, some of the proposed changes included these: (1) increasing the length of the teacher education program beyond 4 years, (2) integrating research findings into the programs of preparation, and (3) expanding the field experience portion of the programs (Kluender, 1984).

Nelll (1984) responded to charges that teacher education majors were academically inferior to non-education majors. The research summary reported data at one institution, comparing grades of teacher education graduates with non-education graduates. Based on the analyses of data collected, Nelll refuted the statement that education graduates are academically less capable than non-education graduates. She recommended that other institutions conduct research so that data can be compiled regionally and nationally in order to respond more conclusively to allegations of academic inferiority of teacher education students. These findings established that comprehensive screening does function in the identification of promising candidates for teaching careers.

Lanier and Little (1985) indicated in a summary of research that often analyses of teachers are misleading and inaccurate because of the research procedures used to arrive at the conclusions reached. For instance, they contend that "few studies place their findings in juxtaposition to comparable findings emerging from studies of meaningfully related populations". The argued further

Teacher Education Literature Review

that these kinds of comparisons and contrasts are necessary in order to avoid developing misleading interpretations of the data. There have been studies cited which indicate that many teachers if presented the chance to choose a career again would not choose teaching. These researchers (Lanier and Little, 1985) suggest that in the absence of comparable data from populations of dentists, accountants, and business managers over the same time period, it is difficult to gain an accurate representation of teachers' views.

Another example, of inadequate analysis is related to interpretations made about the test performance of women entering teaching. The research often indicates that women with higher test performance choose fields other than teaching. Other research (Kerr, 1983; Schlechty & Vance, 1981) suggested that the women's movement has had only a modest effect on women's career selection until recently. Some studies seem not to consider that the women's movement has had the net effect of increasing markedly the number of women studying in higher education. Astin (1981) reported that the number of women in higher education has doubled in the 14 years since 1981. Study results which do not account for these trends and the influence of market demands fail to recognize variables which when accounted for would significantly alter interpretations of findings. Lanier and Little (1985) made the following statement in this regard:

With some notable exceptions, the demographic studies and descriptions of the student groups do not include contrasting alternative

Teacher Education Literature Review

portraits and interpretations of the population's unique characteristics important to improved understandings and expectations for America's teachers, gua learners (p. 536).

In response to the need to maintain and upgrade teacher performance, a number of researchers (Weaver, 1981; Barnes, et. al. 1977; Ott, et. al., 1970; and Mundel-Atherstone, 1980) have investigated measures for improving the quality of teachers through a variety of selection procedures. There are conflicting reports regarding the relationship of teaching effectiveness and the performance of their students on standardized tests; personality profiles of prospective teachers and other instruments which have been used as predictors of success in teaching. For instance, Shanks (1969) studied women enrolled in a preservice elementary teacher education science methods courses. Shanks assessed their ability to acquire scientific concepts, their cognitive style, personality traits, intelligence and their interests. These findings were reported:

...the women who demonstrated above average scientific ability were described as analytical, goal-oriented, self-directed, with a firmness of character...also produced the lowest scores on the Strong Vocational Interest Blank (SVIB) test. The SVIB also found these same women to be impatient, stubborn, demanding, imaginative, and

Teacher Education Literature Review

emotionally insecure. On the other hand, the women who demonstrated low scientific ability, a non-analytical cognitive style, a low self-confidence level and little self-discipline were viewed as serious, sincere, industrious, and responsible (p. 52).

Though the nation is faced with a shortage of teachers, the research demonstrates that colleges and universities use a variety of admissions' criteria for selection of candidates into teacher education programs. Fisher, and others (1985) conducted a nationwide study to (1) determine the entry requirements for teacher education programs; and (2) to determine any differences in entry requirements. A wide array of combinations of factors are used to screen students for entry into teacher education programs. The most common criterion is success in course work. More than half of the 327 institutions reporting used, in order of use, (a) cumulative grade point average and an English course or examination; (b) slightly over one-half of the institutions use some type of committee or interview approval, and slightly over half use an individual faculty signature; (c) few use any type of speech or speaking clearance, health check, and requirements specific to the major subject. Fisher recommends that in the absence of research which clearly defines quality in the selection process, institutions should draw maximally on the varied expertise of their faculties in the selection of candidates, design and delivery of professional

Teacher Education Literature Review

programs of preparation.

Certification has been an issue of debate in the past several years in the United States. Research studies which have reported findings to indicate that certification makes no difference in teacher performance and student achievement have sharply increased the debate. These reports clearly suggest that programs of teacher preparation are unimportant to subsequent teacher performance and related student achievement. Of some 13 studies comparing the performance of regularly and provisionally certified teachers, in all but two of these studies, regularly certified teachers ranked higher in effectiveness than teachers with less formal training.

Shim (1965) from a study of 89 elementary school teachers, reported that students taught by the uncertified teachers outperformed students taught by the regularly certified teachers on academic tests of achievement. Shim found as well that the students of teachers with lower grade point averages performed better than the students of teachers with higher grade point averages.

Cornett (1984) compared principals' rankings of regular and provisionally certified teachers in North Carolina. Cornett reported no significant difference in the teaching effectiveness of regularly and provisionally certified teachers. Evertson et. al. (1985) indicated that the body of research which studies the effects of teacher education on student achievement is not very well developed. Key studies are identified here which respond to the question of certification.

Berry's (1960) study, was conducted to compare the teaching

Teacher Education Literature Review

effectiveness of two populations of teachers--fully certified and "emergency" certified. Using a sample of 76 pairs of teachers matched on a variety of factors, he reported that,

On the basis of systematic classroom observations, the fully certified beginning teachers who had completed the prescribed courses in education were consistently and significantly rated by competent observers to be more effective than the provisionally certified teachers who lacked all or part of the sequence in education courses (p. 54).

Bledsoe, Cox and Burnham (1967) in a subsequent study of beginning teachers in Georgia from 1964 to 1967 examined samples of "provisionally" certified teachers and "professionally" certified (those having taken the professional education sequence). They compared the two groups of teachers on performance and effectiveness. They reported that,

1. Provisionally certified teachers dropped out more than professionally certified teachers (59% to 36% after the first year);
2. Professionally certified teachers were much more satisfied with teaching than "provisionals" and had better attitudes toward teaching;

Teacher Education Literature Review

3. Professionally certified teachers were "overall more competent" and specifically more competent in a number of skill and behavior areas (Bledsoe, et al., p. 242).

Copley's (1975) study was based on a comparison of stratified samples of three groups of beginning teachers: (a) teachers with liberal arts degrees and no education courses; (b) teachers with liberal arts degrees and some education courses but no student teaching; and (c) teachers with a bachelor's degree in education including student teaching and a full teacher education program. All subjects in the study were alumni from the same university.

The groups were compared, using principals' rating on a common instrument. The findings indicated that the fully trained group received superior ratings (statistically significant) in six areas. These included effective skills in communication, classroom management, fairness in relations with students, and effective teaching results.

The official statement from the American Association of Colleges for Teacher Education recommended that alternative preparation programs for teachers should,

- o recognize the unique strengths of prospective teachers from non-traditional backgrounds, and

- o prepare these individuals to meet the same standards that are established for others

Teacher Education Literature Review

who enter the profession (Smith, Nystrand, et. al., 1985)

Other studies (Hawk, Coble and Swanson, 1985; Evertson, Hawley and Zlotnik, 1985) demonstrate that there is a direct relationship between the program of teacher preparation and on the job teaching effectiveness.

Recruitment and Retention. Programs of teacher preparation must realistically respond to the need to attract and retain larger numbers of quality students. Recruitment strategies must consider the need to provide financial incentives through the awarding of academic scholarships. To ensure that professionally trained teachers stay in teaching, salaries for beginning teachers must be competitive with comparable programs of study. Table 1 presents comparative salary data from the U.S. Department of Labor (1985).

Finally, the issue of teacher status as evidenced by the quality of regard and respect which all workers desire must be systematically addressed. Societal regard for teachers has diminished measurably in the United States over the years. Even when salaries are highly competitive morale problems develop in the absence of feelings of regard by colleagues and significant others.

Teaching salaries are low in Asian countries by comparison to salaries for teachers in the U.S., however, Asian teachers enjoy high status in the society. The ongoing interaction between schools and homes dramatically enhances the school achievement of children in Asian societies. Such status and regard can not be purchased with high salaries. Regard is an ingredient essential in productive

Teacher Education Literature Review

Occupation	1985 Salary
1. Electrical Engineer	\$24,768
2. Secondary School Teachers	21,000
3. Accountants	19,500
4. Registered Nurses	19,000
5. Librarians	16,731
6. Social Worker	14,382

Table 1
Comparative Salary Data

school environments, both for the high performance of school adults and students.

Policy Related Issues. (1) Additional research is needed to develop accurate descriptions of the student populations entering the teaching professions; (2) Comparative research with other professional preparation programs is needed to better inform policies and practices associated with recruitment, admissions, and retention of larger numbers of quality persons for the teaching profession; (3) Policy makers must consider the need to make scholarships to prospective teachers competitive with scholarships to students in other professional preparation programs. (4) The

Teacher Education Literature Review

body of research which informs policy makers about the effects of teacher education on the subsequent performance of students is not well developed. Differences in the performance of regularly and provisionally certified teachers is not well established; (5) The establishment of an "induction period" into the teaching profession might provide the essential support for the initial one or two years of teaching and thereby upgrade the performance of the general teaching population.

Third World Countries

The increased demand for qualified teachers is a direct result of policies for Universal Primary Education (UPE). The demand has grown at a pace which outstrips most countries' capacities to respond, using conventional programs of teacher preparation. Creative initiatives include distance education programs, educational technology programs, computer-assisted instruction, programmed instruction, inservice training and school-based alternatives.

Education uses a massive portion of most national budgets in developing countries. Education, unlike agriculture and industry is a long-term investment, and the assessment of return on funds invested is somewhat imprecise. However, if a society expects to realize full returns in the agricultural and business sectors of the economy, it is imperative that the citizenry have access to increased educational opportunities.

Assistance agencies are interested in cost-effective measures

Teacher Education Literature Review

in the delivery of educational services. The World Bank recently approved a US\$150 million loan to the Government of Morocco to fund a comprehensive program of education policy reform (Mertaugh, 1986). The report indicated that education constitutes 22 percent of the central government budget in Morocco. Negative shifts in the economy make it difficult to support an education budget of this magnitude.

The report indicated that national reforms included the expenditure of a larger share of the education budget for primary education, thereby reducing funding for higher education. This policy increased the need for qualified teachers at the primary level. In addition to the need for more schools and more teachers is a requirement for improved instruction to reduce the retention rates at the primary level.

Mertaugh (1986) suggested that limited access to primary school in Morocco was related in part to the numbers of students who repeat grades. New policies have reduced the number of times students can repeat a grade. Though there are commonalities in the educational system of developing nations, many issues are unique to a given country. Researchers, engaged in data collection to serve as a base for policy decisions must address country specific needs.

Selection of teacher candidates is an issue which must be addressed, on the basis of specific needs and goals in a given country, despite the demands for increased numbers of teachers. Some researchers (Thompson & Greenland, 1983) recommend that as school systems grow more stable, improved procedures for selection,

Teacher Education Literature Review

appointment and promotion should be adopted. They reported that in Thailand and Nepal a quota system is used to ensure that each village is served by teachers drawn from its own community and that Iran selects persons from a given ethnic group to serve as a teacher for that group to insure that ethnic and cultural perspectives are reflected in the teaching role.

Teaching as a First-Choice Career Goal. In Taiwan two studies (Hwang, et. al., 1983) were conducted to determine whether a high school graduate's interest in teaching was related to subsequent performance as a teacher. In the first study, alumni who listed teaching as first-choice were compared on four variables-- undergraduate achievement, professional knowledge of education teaching performance and satisfaction with teaching. No significant differences were found between groups. A second study demonstrated that the teacher preparation program and not initial student interest was the overriding variable in developing student commitment and competence in teaching.

There has been a perception that persons who listed teaching as a first-choice would make superior teachers. The results of the above studies do not support that assumption. The findings suggest that students' entry into teacher preparation programs should not be based on that assumption.

Quotas serve to both enhance and inhibit recruitment of teachers. Thompson (1983) said that unmet quotas sometimes reduce the numbers of teacher candidates. For instance, the quota system in some countries encourages more village women to enter teaching.

Teacher Education Literature Review

But because women do not usually participate in public life, the number of candidates for teaching is far below expectations. This role designation for women is a cultural and social phenomenon which must be acknowledged in educational planning.

Pressing Training. The pressing demands to staff schools as a result of UPE policies requires policymakers to raise questions regarding the processes and time frame for initial training and the cost-effectiveness of various alternatives.

Teacher certification is directly related to teaching effectiveness, based on the findings in 13 studies in Africa, Asia and Latin America (Schiefelbein and Simmon, 1981). These findings were supported by other research (Avalos and Haddad, 1981). These findings are consistent with those of similar studies in the United States (Cornett, 1984; Berry, 1960, Bledsoe et. al. 1967). Despite the agreement in these studies, there are questions regarding the direct relationship between levels of teacher preparation and student achievement in Third World countries, as indicated by the following statement:

Though... training of some sort is better than none at all, the possession of higher qualifications (more years of training or a university degree) does not appear equally related to pupil learning (Avalos & Haddad; 1981).

Higher teacher qualifications seem to make a difference in achievement of secondary school pupils, but not elementary pupils,

Teacher Education Literature Review

according to Zeebout (1972) and Issahak (1977). There is a pressing need for more research regarding the specific relationships between teacher training and teacher effectiveness.

Teacher training must be seen as continuous. Preservice preparation is the initial step in lifelong study and retooling to meet changed demands for teachers and teaching. The training and retraining of teachers must be viewed as one essential in the upgrading of educational programs. Other essential elements in school improvement include upgraded preparation of administrators, revised curriculum, community support, facilities and budget.

Policy Issues. The foregoing indicate that specific policies should be considered to (1) ensure that there will be a supply of trainable candidates (men and women) for teaching; (2) attract teachers from ethnic and cultural backgrounds which reflect the ethnic diversity in a given society; (3) provide quality teacher training while simultaneously meeting the demands for increased numbers; (4) utilize quality alternative teacher training models to meet the increased demand for teachers; (5) provide incentives which will attract intellectually talented students into teaching; (6) provide competitive salaries; and (7) allow for high teacher involvement in the design, delivery and evaluation of inservice as a means of establishing an essential support system for school teachers and administrators; and as a means of maintaining teacher and administrative competence.

Evaluation Issues. Among the salient considerations in evaluation of program effectiveness are these: (1) Will the program

Teacher Education Literature Review

of training produce capable teachers? (2) Will there be an adequate supply of teachers? (3) Will recruitment strategies attract a wide cross-section of teacher candidates based on ethnicity, age, and sex and academic talent; (4) Will job incentives and status retain teachers in the profession? (5) Will the training programs be cost-effective? (6) Will the training processes and outcomes be compatible with host country values and goals?

Programs of teacher preparation must be based on clearly stated country specific goals. The training process must be designed expressly to meet stated goals. Evaluation procedures should be those delineated during the program design phase. Internal consistency among goals, processes in preparation and evaluation help to ensure quality outcomes.

The role of teacher varies from one society to another. regardless of the complexity or simplicity of the job description, there is agreement around the world that the role of teacher in the educational system is significant in a nation's development. As educators, community persons and policymakers collaborate in the design and redesign of programs of teacher preparation programs it is paramount that they keep before them the relationship between quality education and national progress.

Teacher Education Literature Review

References

- American Association of Colleges for Teacher Education (1985, May-June). Alternative certification: A position statement of AACTE. *Journal of Teacher Education*, 36, 3, 24.
- Adler, M. (1982). *The Paideia Proposal*. New York: Macmillan Publishing Company.
- Astin, A. (1981). The American freshman: National norms for fall 1981. Los Angeles: University of California. In J. Lanier and J. Little's *Research on teacher education (1985)*. *Handbook of Research on Teaching*, 527-569.
- Averch, H. et. al. (1972). *How effective is schooling? A critical review and synthesis of research findings*. Santa Monica: Rand Corporation.
- Avalos, B. (1985). Training for better teaching in the Third World: Lessons from research. *Teaching and Teacher Education*, 1, (4), 289-299.
- Avalos, B. & Haddad, W. (1981). A review of teacher effectiveness research in Africa, India, Latin America, Middle East, Malaysia, Philippines and Thailand. Synthesis of results. Ottawa: International Development Research Centre. In Beatrice Avalos' *Training for better teaching in the Third World: Lessons from research*. *Teaching & Teacher Education*
- Awender, M. and Harte, A. (1986). Teacher education what's wrong with current practice. *Education Canada*, 26, 1, 24-28.
- Banks, J. (1981). *Multicultural education: Theory and practice*. Boston: Allyn and Bacon.
- Baptiste, P. & Baptiste, M. (1979). *Developing the multicultural process in classroom instruction: Competencies for teachers*. Washington, D.C: University Press of America.
- Barnes, C. and others. (1977). Darts or criteria? How do we choose teacher education students? *California Journal of Teacher Education*, 4 (3), 63-73. In Elaine Martin's *Who are our teacher education students?* *Journal of Teacher Education*, 34, 1, 51-53. (EJ 176 518).
- Beebout, H. S. (1972). *The production surface for academic achievement: An economic study of Malaysian secondary schools*. Unpublished doctoral dissertation. University of Wisconsin. In Beatrice Avalos' (1983). *Training for better teaching in the Third World: Lessons from research*. *Teaching and Teacher Education*, 1, 4, 289-299.

Teacher Education Literature Review

- Bennett , C. (1979). Teaching students as they would be taught: The importance of cultural perspective. Educational Leadership, 36, 4, 259-268.
- Berliner, D. (1984). Making the right changes in preservice teacher education. Phi Delta Kappan, 66, 2, 94-96.
- Berry, J. R. (1960). Professional preparation and effectiveness of beginning teacher. Coral Gables, Florida: University of Miami. (ED 052 156).
- Bledsoe, J., Cox, J. V., & Burnham, R. (1967). Comparison between selected characteristics and performance of provisionally and professionally certified beginning teachers in Georgia. Athens, Georgia: University of Georgia.
- Boyer, E. (1983). High school: A report on secondary education in America. New York: Harper & Row.
- Brookover, W. and Lezotte, L. (1977). Changes in school characteristics coincident with changes in student achievement (Executive summary). In Geraldine Lake's (Ed.) School learning climate and student achievement. Tallahassee, Florida: Florida State University.
- Carkhuff, R., and Berenson, B. (1976). Beyond counseling and therapy. 2nd edition. New York: Holt, Rinehart and Winston.
- Coleman, J., Hobson, E., McPartland, J. Mood, A., and Weinfeld, F. (1966). Equality of educational opportunity. Washington, D.C. U.S. Government Printing Office.
- Cooper, J. and Weber, W. (1973). Competency based teacher education. Berkeley: McCutchan Publishing Corporation.
- Copley, P. (1975). A study of the effect of professional education courses in beginning teachers. Springfield, Missouri: Southwest Missouri State University. (ED 098 147). In James Greenberg's (1983, July-August). The case for teacher education: Open and shut. Journal of Teacher Education, 34, 4, 2-5.
- Cornett, L. (1984). A comparison of teacher certification test scores and performance evaluations for graduates in teacher education and in arts and sciences in three southern states. Atlanta: Southern Regional Education Board.
- Dunn R. and Dunn, K. (1979). Learning styles/teaching styles: Should they... Can they... Be match? Educational Leadership, 36, 4, 238-244.

Teacher Education Literature Review

- Edmonds, R. (1978). A discussion of the literature and issues related to effective schooling. Paper prepared for the National Conference on Urban Education, 10-14 July 1978, in St. Louis, Missouri.
- Edmonds, R. (1979 March/April). Some schools work and more can. Social Policy. 29-32.
- Edmonds, R. (1982). On school improvement: A conversation with Ronald Edmonds. Educational Leadership, 40, 12-15.
- Education Commission of the States (1983) A summary of major reports in education. Denver, Colorado: ECS Distribution.
- Egbert, R. (1985, January-February). The practice of preservice teacher education. Journal of Teacher Education, 36, 1, 16-32.
- Ellis, S. (1979). Models of teaching: A solution to the teaching style/learning style dilemma. Educational Leadership, 36, 4, 274-277.
- Everstson, C., Hawley, W. and Zlotnik M. (May-June, 1985). Making a difference in educational quality through teacher education. Journal of Teacher Education, 2-12.
- Feldman, S. (1974). Performance based certification: A teacher unionist's view. In W. Houston's (Ed.). Exploring competency based education. Berkeley, California: McCutchan Publishing.
- Fisher, R., Feldman, R. and Marilyn E. (1984-85, Winter). Trends in standards of admission to teacher education. Action in Teacher Education 6, 4, 59-64.
- Gage, N. (1984, October). What do we know about teaching effectiveness? Phi Delta Kappan, 87-93.
- Garcia, R. (1980). Instructional models for multiethnic education. In Multicultural Education: Preparing educators to provide educational equity. Baptiste, P., Baptiste, M. and Gollnick, D. (Eds.). Washington, D.C.: American Association of Colleges for Teacher Education.
- Gill, G. (1980). Meanness mania the changed mood. Washington, D.C: Howard University Press.
- Gooden, C. and Ligons, C. (1984, Winter). Teacher preparation for equity education. Texas Tech Journal of Education. Lubbock, Texas: Texas Tech University.
- Goodlad, J. (1983). A place called school: Prospects for the future. St. Louis, Missouri: McGraw-Hill.

Teacher Education Literature Review

- The Governors' 1991 Report on Education (1986). Time for results, Washington, D.C: The National Governors' Association.
- Grant, C. (Ed.). (1977a). Multicultural Education: commitments, issues and applications. Washington, D. C: Association for Supervision and Curriculum Development.
- Grant, C. (Ed.). (1977b). Education this is multicultural and P/CBTE: Discussion and recommendations for teacher education. In Pluralism and the American teacher: Issue and case studies. 63-80. Washington, D.C: American Association of colleges for Teacher Education.
- Greenwood, C. Delquaridri J. & Hall, V. (1986, June) "Opportunity to respond on student academic performance." In Julie Vargas' Instructional design flaws in computer-assisted instruction. Phi Delta Kappan, 67, 10, 738-744.
- Griffin, G. (1984). Why use research in preservice teacher education. Journal of Teacher Education, 335, 4, 36-40.
- Hall, G. (1985, January-February). Beyond the looking glass: Policies, practices and research in teacher education. Journal of Teacher Education, 36, 1, 2-6.
- Hawk, P. Coble, C. & Swanson, M. (1985, May-June). Certification: Does it matter. Journal of Teacher Education, 36, 3, 13-15.
- Heath, R. and Neilson, M. (19__). The research basis for performance-based teacher education. Review of Educational Research, 44, 4, 463-484.
- A Report of the Holmes Group (1986). Tomorrow's Teachers. East Lansing, Michigan: The Holmes Group, Inc.
- Houston, W. (Ed.) (1974). Exploring competency based education. Berkeley, California: McCutchan Publishing.
- Hwang, C. and Deng, S. (1983, July). The selection of teacher candidates in Taiwan. Paper presented at the World Assembly of the International Council of Education for Teaching. Washington, D. C.
- Issahak, H. (1977). Social class and educational achievement in a plural society: Peninsular Malaysia. Unpublished doctoral dissertation. University of Chicago. In Beatrice Avalos' (1983). Training for better teaching in the Third World: Lessons from research. Teaching and Teacher Education, 1, 4, 289-299.

Teacher Education Literature Review

- Ishler, R. (1984, October). Requirements for admission to and graduation from teacher education. *Phi Delta Kappan*, 66, 2, 121-122.
- Jencks, C. and others (1972). *Inequality: A reassessment of the effect of family and schooling in America*. New York: Basic Books. In Wadi Haddad's (1985) *Teacher training: A review of World Bank experience*. Discussion Paper Education and Training Series Report No. EDT21.
- Johnson, C. (1972). Competency based and common teacher education programs compared. In W. Houston's (1974). *Exploring competency based education*. Berkeley, California: McCutchan.
- Kaufman, R. (1980). *Identifying and solving problems: A systems approach*. La Jolla, California: University Associates. In Alicia Rojas' (1983, June). *Educational technology and teacher education in Latin America and the Caribbean: A plan for the future*. Paper presented at the World Assembly of the International Council on Education for Teaching, Washington: D.C.
- Kerr, D. (1983). Teaching competence and teacher education in the United States. In L. S. Shulman & G. Sykes (Eds.), *Handbook of teaching and policy* (126-149). New York: Longman.
- Kluender, M. (1984, July-August). Teacher education programs in the 1980s: Some selected characteristics. *Journal of Teacher Education*, 35, 4, 33-35.
- Lanier, J. and Little J. (1985). Research on teacher education. In M. Wittrock (Ed). (1985). *Handbook of Research on Teaching* (pp. 527-569) (3rd ed.). New York: Macmillan.
- Lasley, T. (1985). Recommendations for teacher education, cited in Gene Hall's *Beyond the looking glass: Policies, practices, and research in teacher education*. *Journal of Teacher Education*, 36, 1, 2-6.
- Levin, H. & Meister, G. (1986). Is CAI cost-effective? *Phi Delta Kappan*, 67, 10, 745-749.
- Ligons, C. (1978, May). Competency-based teacher education. *Teacher Corps Newsletter*, University of Nevada, p. 1, 3.
- Mertaugh, M. (1986, April). World Bank approves \$150 millions loan for Morocco education sector adjustment. *The World Bank EDUCATION NEWS*, p. 1, 3.

Teacher Education Literature Review

- Mitchell, E. & Watson, M. (1980). Personal cultural orientations and educational practices. In P. Baptiste, M. Baptiste & D. Gollnick. (Eds.) (1980). Multicultural Teacher Education: Preparing educators to provide educational equity. Washington: D.C: American Association of Colleges for Teacher Education.
- Mundel-Atherstone, E. (1980). A personality profile of students who are successful in student teaching and in teaching. A paper presented at the Annual Meeting of the Canadian Society for the Study of Education, Montreal, Quebec. In Elaine Martin's (1983, January-February). Who are teacher education students? Journal of Teacher Education, 34, 1, 51-53. (ERIC Document Reproduction Service No. ED 191 827).
- Nelli, E. (1981, November-December). Program redesign in teacher preparation. Journal of Teacher Education, 32, 6, 39-42.
- Nelli, E. (1984, Fall). A research-based response to allegations that education students are academically inferior. Action in Teacher Education, 6, 3, 73-80.
- Nickse, R. (Ed.) (1981). Competency based education beyond minimum competency testing. New York: Teachers College Press, Columbia University.
- Niemiec, R., Blackwell, & Walberg, H. (1986, June). CAI can be doubly effective. Phi Delta Kappan, 67, 10, 750-751.
- Ogbu, J. (1978). Minority education and caste: The American system in cross-culture perspective. San Francisco: Academic Press.
- Pettigrew, E. (1974). Competency-based teacher education: Teacher training for Multicultural Education. In Multicultural Education through competency-based teacher education. 72-94. Washington, D. C: American Association of Colleges for Teacher Education.
- Rojas, A. (1983, June). Educational technology and teacher education in Latin America and the Caribbean: A plan for the future. Paper presented at the World Assembly of the International Council on Education for Teaching, Washington, D.C.
- Rosenthal, R. & Jacobson (1968). Pygmalion in the classroom. New York: Holt, Rinehart and Winston.
- Sandefur, J. T. (1984). State assessment trends. AACTE Briefs, 5(12), 17-19. In Mary Kluender's (1984) Teacher education programs in the 1980s: Some selected characteristics. Journal of Teacher Education, 35, 4, 33-35.

Teacher Education Literature Review

- Schiefelbein, E. & Simmons, J. (1981). The determinants of school achievement: A review of the research for developing countries. Ottawa: International Development Research Centre. In B. Avalos Training for better teaching in the Third World: Lessons from research. Teaching and Teacher Education, 1, 4, 289-297.
- Schlechty, P. & Vance, V. (1981). Do academically able teachers leave education? The North Carolina case. Phi Delta Kappan, 63, 106-112.
- Shanks, J. (1969, January-February). Concept achievement in science and its relationship to some non-intellectual characteristics of prospective elementary teachers. In Elaine Martin's Who are our teacher education students? Journal of Teacher Education, 34, 1, 51-53. (ERIC Reproduction Service No. ED 054 926).
- Shim, C. (1965). A study of four teacher characteristics on the achievement of elementary school pupils. Journal of Educational Research, 59, 33-34.
- Smith, D. Nynsterand, R. Ruch, C. et. al. (1985). Alternative certification: A position statement of AACTE. Journal of Teacher Education, 36, 3, 24.
- Southern Regional Education Board (1983). Meeting the need for quality: Action in the South. Atlanta, Georgia.
- Task Force on Education for Economic Growth (1983). Action for excellence: A comprehensive plan to improve our nation's schools. Denver, Colorado: Education Commission of the States.
- The Report of the Task Force on Teaching as a Profession (1986). A nation prepared: Teachers for the 21st century. New York: Carnegie Forum on Education and the Economy.
- Texas Southern University (1971). Proposal for a Joint Teacher Corps-Peace Corps Internship Program, Houston: Texas Southern University School of Education.
- Thiagarajan, S. & Pasigna, A. (1985). Final contractor's report improved efficiency of learning project. McLean, Virginia: Institute for International Research. (Contract No. AID/AFR-C-1494.)
- Thompson, A. & Greenland, J. (1983). The implications of UPE for teacher education. International Review of Education, 29, 199-227.
- Twentieth Century Fund (1983). Report of the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy. New York.

Teacher Education Literature Review

- Ueno, T. (1983, June). Educational technology for preservice training program at Hyogo University of Teacher Education--a case study of teacher education in Japan. Paper presented at the World Assembly of the International Council on Education for Teaching, Washington, D. C.
- U. S. Dept. of Labor (1985). **Occupations Document Title?**
- Vance, V. & Schelchty, P. (1982, September). The distribution of academic ability in the teaching force: Policy implications. Phi Delta Kappan, 64, 1, 2-27.
- Vargas J. (1986, June). Instructional design flaws in computer-assisted instruction. Phi Delta Kappan, 67, 10, 738-744.
- Weaver, W. (1981, February). The tragedy of the commons: The effects of supply and demand on the education talent pool. Paper presented at the meeting of the American Association of Colleges of Teacher Education, Detroit. In Elaine Martin's Who are our teacher education students? Journal of Teacher Education, 34, 1, 51-53. (ERIC Document Reproduction Service No. ED 204-261).
- Weber, G. (1971). Inner-city children can be taught to read: Four successful schools. Washington, D. C: Council for Basic Education.
- World Bank (Haddad, W., Consultant). (1985, November). Teacher Training: A review of World Bank experience. Discussion paper Education and Training Services (Report No. EDT21).

Claudette Merrell Ligons, Ed. D.
TEXAS SOUTHERN UNIVERSITY