

# US Teacher Education: Challenges and Opportunities

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25<sup>th</sup> Annual JUSTEC Convening  
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## Appreciation



- Conference Organizers
- University of Puget Sound
- Japan-US Teacher Education Consortium
- Tamagawa University
- AACTE

## Why JUSTEC?

TIMSS

- The Reagan Education Reform Agenda
- A Nation At Risk* (1983)
- International Economic Competitiveness
- Perceptions of Inadequate Schools
- Teacher Education Reform Initiatives (Holmes/NNER)
- Looking for International Answers
- The Japanese Education Miracle

## The Vision

Osaka – July 1988



コンベンションセンター

- 12 National University Faculties of Education from Japan
- 12 US Graduate Schools of Education
- Deans and Leading Faculty in the US & Japan
- Doctoral Students in Education
- A Priority on Collaborative Research and Publication
- Cross-National Comparative Study
- Inter-Institutional Exchanges
- A Policy Instrument for High Quality Teacher Education in Japan & the US

**Conveners of  
Japan-US Teacher  
Education  
Leadership Meeting**

Osaka, July 1988



## Highlights of the Experience – 1988-2005

- Teacher Centers
- Lesson Study
- Jukus
- Socialization and Responsibility Roles for Schools
- Burakumin, Koreans and Language Minority Education
- Individualism and Communitarianism
- Nationalism (History and the Social Studies)
- Reorganization of Higher and Teacher Education
- Uses of Cases
- Deflecting Government Interventions
- School Calendar
- Attached Schools and Student Teaching
- Teacher Education Quality (A Tiered System)
- Certification and Licensure as Policy Levers
- Teacher Candidate Assessment Issues
- Leadership for Faculties of Education
- International Benchmarking (TIMSS and Its Influence)
- Changing Gender Roles & Responsibilities





## The JUSTEC Experience

### Cross National Attraction

- Japanese Successes
- American Needs

### Decision

- Design
- Outcomes or Expectations
- Naming

### Implementation

- Convenings
- Doctoral Study
- Faculty Visits
- Publications

### Adaptations and Reconceptualization

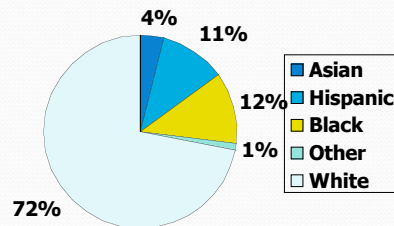
## SCANNING IS IMPORTANT

- Purposes
  - Creation of Preferred Future
  - Identification of Threats & Opportunities
- Looking For
  - Cycles/Trends
  - Emerging Issues/New Problems
  - Wildcard Events
- PEST Categories
  - Political Developments
  - Economic
  - Social and Demographic Trends
  - Technological



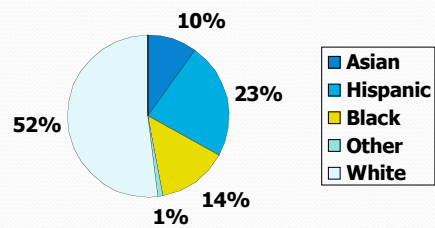
## US Demographic Trends

2010



309 million

2040



400 million

## Demographic Trends

- 308.7 million (but slowing in growth projections – a “baby bust?”)
- Metropolitan population (83.7%)
- Mobility from Rust Belt to Sun Belt
- Great Migration of African Americans reversed (GA, FL, SC)
- Surge of Hispanics into Rural and Suburban America



## Political Trends

- Shifts in political power (reapportionment)
  - Challenge to public sector unions
  - Citizens United
- Tea Party impact (xenophobia & nativism or fairness & transparency or self interest & corporate empowerment)
- Growing importance of Hispanic voters
- Ascendancy of conservative policies and politics
- Social responsibility in a bifurcated society
  - Generational debate – aged vs. youth (Millennials)



## Economic Trends

- Economic anxiety remains high (unacceptable unemployment rates)
- Off-shoring of white collar work to countries with low cost labor (Pink)
- Persistence of income inequality and the concentration of wealth
- Commitment to deficit reduction and low taxation – austerity measures - with implications for public sector support



## Social Trends

- Social networking on the rise
- Information vetting through close personal connections – “people surrounding themselves with what they like, and reading the news they like” (Yankelovich, 2010)
- “Burrowing deeper into safer networks”
- **A new focus on self**

**Equity & Social Justice?**

## Education in an Extraordinary Era

- Need to provide more learning for more students
- Need to better align all systems for learning
- Need to be more effective and efficient (performance goals and less cost)
- Need to utilize learning technologies in more ambitious ways (with new forms of assessment)
- Need to focus on relevance
- Need to shift from time as the measure of learning to an emphasis on performance outcomes (with new ways of measuring learning)

# Teacher Education in a Time of Turmoil

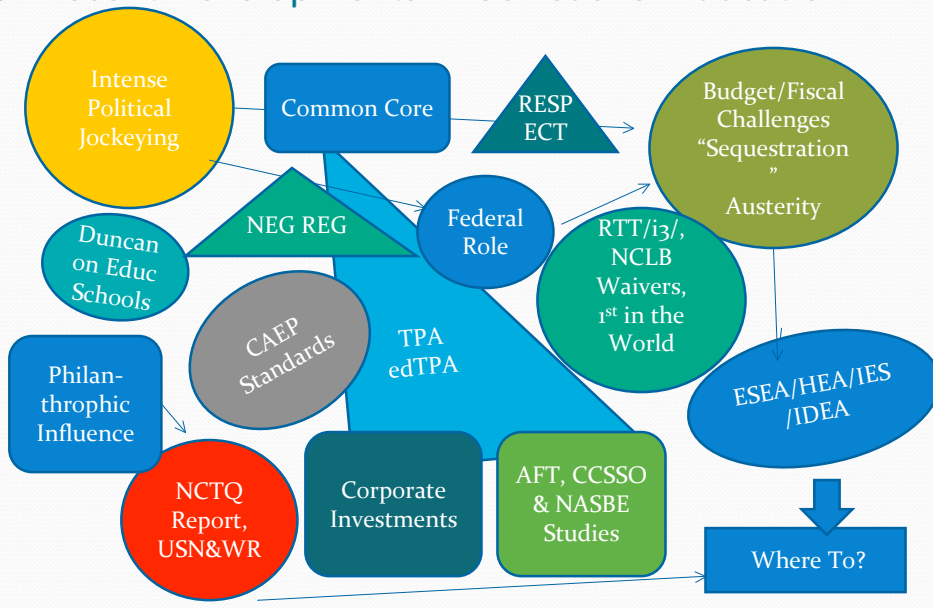
## Traditionalists

Support conventional, rigorous university-based teacher preparation and robust clinical experiences (Darling-Hammond)

## Reformers

Emphasize performance over credentials and show skepticism about conventional licensure and preparation (Duncan, Gates, Bennet, Kopp)

## Recent Developments in US Teacher Education





## Challenges for American Higher Education

- Obama RT3 – Credits to Competencies & Changing the Time for the Traditional 4-Year Baccalaureate Degree
- Disruptive Innovations – Promoting MOOCs (Coursera/edX)
- An Emphasis on Quality Performance Indicators – TCD, Job Placement, Job Performance, Costs and ROI
- Decoupling Fed Financial Eligibility from Inst'l Accreditation (Promoting Alt Providers)
- Reinventing Inst'l and Specialized Accreditation - Emphasizing Performance
- Doing So in a Time of Decreased Federal Funding for Education

## What's Next for Schooling?

- **Focus on Individual Student** - MCE & IDEA & VAM Drive Consideration to the Level of the Individual Student
- **Fundamental Changes in "Teacher Work" Occur** – Combinations of "Short-Termers" & "Long-Termers" with "Drop-ins & Drop-outs" – Contract Teachers or "Taxi Teachers"
- **Re-Consideration of the "Learning Spaces" Where Teachers Work** - Malls, Museums, Theatres, Businesses, 3<sup>rd</sup> Sector Organizations
- **Technological Innovations and their Applications to Learning** – Tech-savvy Kids - Merging of Classroom & Online Learning, Virtual Schools
- **Impact of Problem-Based Learning** – Globalism, Environmentalism, Public Health Challenges, Energy Sufficiency
- **On-Going Formative Assessment**
- **More Emphasis on Learning Communities**

## What Next for Teacher Education?

- Proliferation of Providers (Traditional & For Profit)
- Debates about Training vs Educating Intensify (Critical Theory)
- Demands for Clinical Practice
  - Reshape Partnerships (PDSs)
  - More Reliance on Clinical Faculty with Joint Appointments
- High Costs (edTPA, TeachScape, LiveText, PRAXIS) Reshape Professional Preparation (“Investment Opportunity”)
- Off-load Costs to Candidates (Candidate Pool Narrowed)
- More Accountability Expectations (Impactfulness)
- Make Teacher Education More Evidence Based (Data)
- Increase Emphasis on Standards (Creating Boundaries)
  - Program Consistency
  - Challenges to Licensure
  - More Authority Vested in School Principals and HR Directors

## Successful Teacher Educators

- Engagement in Communities
- A Quest for Global Learning
- Commitment to All Learners
- Partnership with Other Scholar Practitioners
- Transparent and Open (and Accountable)
- Responsible
- An Appetite for Challenging Work
- A Passion (for Affecting Positive Change)

## For Further Information

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