



The Making of a Teacher

A Report on Teacher Preparation in the U.S.

by C. Emily Feistritzer

HIGHLIGHTS

- Reversing trends of the seventies and eighties, the 1990s have seen a sharp rise in the number of individuals studying to be teachers in the United States. In the last 15 years, the number of new teacher graduates jumped 49 percent -- from 134,870 in 1983 to 200,545 in 1998. The number of institutions preparing teachers increased from 1,287 in 1984 to 1,354 in 1999.
- Counting education degrees does not equate to the number of teachers being prepared. The Center for Education Information (CEI) survey results clearly show that there is a shift away from the stereotype of recent high school students going to college and majoring in education as the sole source of new teachers.
- Nearly three in 10 individuals studying to be teachers began doing so after they had already received at least a Bachelor's degree. This represents a marked increase in the last 15 years. In 1984, only three percent of Institutions of Higher Education (IHEs) that prepared teachers reported that people beginning a program for the initial preparation of teachers enter such a program at the Post-baccalaureate level.
- Two-thirds (65 percent) of institutions surveyed by CEI indicated they have at least one program for the preparation of teachers in which candidates enter at the Post-baccalaureate level.
- Nearly eight out of 10 (79 percent) prospective secondary school teachers who had begun their preparation to teach at the Post-baccalaureate level had degrees in fields other than education. One-half (49 percent) of persons who completed an Undergraduate program prepared to teach at the secondary school level had a degree in a field other than education. Three out of four (75 percent) prospective elementary school teachers who began their preparation to teach at the Post-baccalaureate level had a degree in a field other than education. One in three (29 percent) individuals who completed an Undergraduate program prepared to teach in elementary school had a degree in a field other than education. At the middle school preparation level, 69 percent of the Post-baccalaureate candidates and one-third of the Undergraduates had degrees in fields other than education.
- More than half (55 percent) of the individuals who were admitted into Teacher Preparation Programs at the Post-baccalaureate level within the last year were transitioning into teaching from an occupation outside the field of education. More than one in 10 (11 percent) of those admitted into Teacher Preparation Programs at the Undergraduate level were transitioning into teaching from an occupation outside the field of education.
- More than one-third (36 percent) of persons admitted into Teacher Preparation Programs at the Post-baccalaureate level and 14 percent of those admitted as Undergraduates within the past year had prior teaching-related experience, such as substitute teacher, teacher's aide, or school paraprofessional.
- Sixty percent of the IHEs preparing teachers are Independent Non-profit institutions, 37 percent are Public, and approximately three percent are Profit-making/Proprietary institutions.

- Seventy-four percent of the individuals preparing to teach in IHEs graduate from programs in Public institutions, 25 percent from Independent, Non-profit institutions and less than one percent from Profit-making/Proprietary institutions.
- Eighteen percent of the IHEs that enroll more than 10,000 students account for nearly half (46 percent) of all prospective teachers prepared in IHEs. Nearly two-thirds of the IHEs that have Teacher Preparation Programs (65 percent) enroll fewer than a total of 5,000 students each. These institutions produce a little over one-fourth (28 percent) of all teacher education graduates.
- Virtually all institutions that have Teacher Preparation Programs now require passing some kind of test for admission into and exit from their programs.
- The shift over time in credit hours required for completion of a Teacher Preparation Program has been toward requiring more courses in non-education courses, such as the candidate's teaching major or equivalent. There has also been a slight shift toward more credit hours in clinical experiences and fewer in professional studies.
- While the average number of credit hours in clinical experiences required to complete a Teacher Preparation Program in IHEs has not changed much in the last 15 years, there is evidence of a wide range and variety of field-based experiences.
- The average candidate preparing to teach at the Undergraduate level is a young, white female who recently graduated from high school and is attending college full-time.
- Individuals preparing to teach at the Post-baccalaureate level tend to be older, are slightly more likely to be people of color, are more likely to be male, are transitioning into teaching from an occupation outside the field of education, have prior teaching-related experience, and are attending college part-time.

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Alternative Teacher Certification -- An Overview

February 1998
by C. Emily Feistritzer

The alternative teacher certification movement rose out of a need for more and better teachers. Faced with the threat of teacher shortages and concern about the quality of the teaching force, states have stepped forward to meet the demand. They have developed new avenues whereby people could come into the teaching profession.

These alternative teacher certification routes provide opportunities for people from various educational backgrounds and walks of life to become teachers. They have opened doors to teaching for persons from other careers, from the military, from liberal arts colleges, former teachers who want to upgrade their credentials and get back into teaching and for people who trained to teach years ago but never did.

The National Center for Education Information (NCEI) has been polling the state departments of education annually since 1983 regarding teacher education and certification. We have found a rapid development of alternative routes at the state level. By 1997, 41 states, plus the District of Columbia, report having some type of alternative teacher certification program. States report a total of 117 programs now available for persons who already have a bachelor's degree and want to become licensed to teach. It is estimated that more than 75,000 persons have been licensed through such state-run programs. Thousands more are being licensed to teach who are participating in college alternative teacher preparation programs. Other findings of NCEI's 1997 survey of the states regarding alternative teacher certification:

- Interest in alternative teacher certification continues to escalate. 35 states report that interest in alternative teacher certification from "people wanting to get licensed to teach" has increased in the last five years. Only one state (Missouri) reported this year that interest from this group had decreased.
- 24 states reported that state legislators have shown greater interest in alternative teacher certification. Only three states said that interest among state legislators had decreased.
- The biggest increase in interest from a year ago is from higher education officials in schools, colleges or departments of education. Nineteen states, compared with 15 a year ago, reported in 1997 that interest among these individuals had increased. This is borne out by the fact that the most noticeable growth in alternative licensing routes is due to those being developed by higher education institutions. In addition, more states are reporting that more and more of the colleges and universities in their states are developing alternative teacher preparation programs.
- Half the states (25) report that the number of individuals getting licensed to teach through alternative routes has increased in the last five years. Six say the number in their states has decreased. Eleven report the same.
- Despite widespread claims that the nation is facing a possible teacher shortage, state

officials continue to report somewhat grim prospects for people with varying backgrounds getting hired to teach in their states. When asked, "What is the likelihood that an individual with the following background could find a teaching job in your state now?" only 9 states said that it was "Very likely" that a recent education major fully certified could find a teaching job now. Three states said, "not likely" and one said "not at all."

- Fully certified science teachers, fully certified mathematics teachers and fully certified special education teachers stand the best chance of finding teaching jobs now. Transitioning military personnel who are fully certified to teach also have a pretty good shot at finding teaching jobs.

What began as a somewhat controversial concept, alternative teacher certification has had a significant impact on the way all prospective teachers are educated and brought into the profession.

Not only have more and more states instituted legislation for alternative teacher certification, but, also, more and more institutions of higher education have initiated their own alternative programs for the preparation of teachers leading to a license to teach.

The term "alternative teacher certification" has been used to refer to every avenue to becoming licensed to teach from emergency certification to very sophisticated and well-designed programs that address the professional preparation needs of the growing population of individuals who already have at least a baccalaureate degree and considerable life experience who want to become teachers.

In the last decade, alternative teacher certification has evolved as a respectable concept and has spawned many new programs that provide excellent preparation and training for a career in teaching.

Most of these programs are collaborative efforts among state departments of education whose responsibility it is to license teachers, colleges and universities that historically have had the responsibility for educating and training teachers, and school districts who actually hire teachers.

Teacher licensing in the U.S.

To understand how alternative teacher certification evolved, it is necessary to understand the process by which individuals become licensed to teach in the United States.

Few aspects of the teaching profession have seen more dramatic changes than the myriad ways teachers are certified (licensed) in this nation.

The authority for licensing teachers lies within each state in the United States. With the exception of Wyoming, the regular route for licensing teachers is "the approved college teacher education program route." This process means that a college or university submits a plan for a teacher preparation program for each discipline and/or grade level(s), following state-established guidelines, which the state then "approves." A candidate for a teaching license applies directly to a college or university, takes the required courses and meets other specified requirements, such as student teaching, passage of tests, e.g., the National Teachers Examination (NTE) and any other requirements specified by the college's "approved program". Upon completion of the "approved program", the candidate is then granted a regular or standard license to teach.

The requirements for obtaining a license to teach through approved program routes

vary enormously -- not only from state to state but from institution to institution. For example, some states have introduced an "18-hour maximum" meaning that the approved undergraduate program can include no more than 18 semester hours of education courses. Other states require the equivalent of a major in education at the undergraduate level in their "approved programs." Some states require passing different tests and differing lengths of time spent student teaching. Some require observation in schools before student teaching. Some institutions of higher education have added a "fifth year" to their teacher education programs. Others have added internships. Others have done away with undergraduate teacher preparation programs altogether -- and just have a postbaccalaureate program of teacher preparation.

Some states require only the initial certificate; other states require a second or third stage certificate -- sometimes with continuing education requirements and sometimes resulting in a life or permanent certificate. The terminology used for various types of teaching licenses is terribly confusing. There are 30 different titles used for the initial teaching certificates, and more than 50 titles used for the second stage teaching certificates throughout the 50 states and the District of Columbia.

Evolution of Alternative Teacher Certification

As the threat of looming shortages of teachers gained momentum in the early 1980s, some states saw alternative routes for certifying teachers as a way to speed up the process of getting more teachers certified more quickly. This rationale for alternative teacher certification -- warding off teacher shortages by providing short-cut routes to certification -- drew heavy criticism from the education establishment, and threatened to give alternative teacher certification a bad name.

What few took into account was that states were not only seeking ways to ward off projected shortages of teachers, but also to find better routes for preparing and licensing teachers than the traditional college approved program routes designed primarily for persons pursuing an undergraduate degree. Emergency certificates have been the age-old means of bringing individuals quickly into teaching. Some states wanted to develop an alternative to such emergency routes.

The National Center for Education Information (NCEI) has been surveying state directors of teacher education and certification since 1983 regarding the certification of teachers. By 1997, the number of states reporting they were implementing alternative certification programs for teachers had risen to 41, plus the District of Columbia.

In 1983, most states seemed to interpret "alternatives" as relatively new programs they had introduced to allow non-traditional teacher candidates to become licensed to teach -- at least, temporarily. In the late 1980's, "alternative routes" seemed to apply to any process the state had for issuing a certificate that enabled one to teach, including the traditional college teacher education program route for certifying teachers, as well as emergency certification.

More and more states are now reserving the term "alternative certification" for new programs designed specifically to bring quality adults who already have at least a bachelor's degree -- and many of whom have considerable life experience -- into the teaching profession.

States that just a couple of years ago called all of the programs they had leading to full certification "alternatives" now present newly designed programs that meet specific guidelines for entry and for completion of an alternative route. Most of the new programs submitted by the states in recent years have been designed specifically to bring talented individuals who already have at least a bachelor's degree into

teaching. These programs all include formal instruction and mentoring while teaching. They are not restricted to shortages or secondary grade levels.

NCEI data show that the number of individuals being certified through alternative routes is growing rapidly. Since the early 1980's when states such as California, New Jersey and Texas produced the first true alternatively certified teachers, 41 states and the District of Columbia report that more than 75,000 persons have been licensed to teach through state alternative routes. This does not include the thousands of people who are going through newly designed alternative teacher preparation programs in colleges and universities throughout the nation.

There has been an outpouring of interest in the teaching occupation from numerous sources -- people in other careers who wish to get into teaching; military personnel facing retirement or being relieved of their duties due to the projected down-sizing of the military in the next few years; former teachers trying to get back into teaching; people who trained to teach some years ago but never taught; and current students.

Growing numbers of governors, state commissioners of education, deans of education and other political and educational leaders are stepping forward in favor of some type of alternative certification. Local school administrators, school board presidents, parents of school children, and the general public also recognize the value of alternate routes as a means of improving America's educational system. The 1996 NCEI survey of teachers showed that more than half (54 percent) of public school teachers and 68 percent of teachers in private schools agreed that recruiting adults who have experience in careers other than teaching would improve America's educational system.

Many in this nation have expressed concern about the declining numbers of minority teachers coming through traditional teacher education programs and, consequently, the declining proportion of the teaching force that is minority. The use of alternate routes gives promise of increasing the representation of minorities in the nation's teaching force. Nationally, state education data show that nine percent of teachers and 26 percent of students are minorities. Other areas of concern regarding demand for teachers are inner cities, math and science, bilingual education, and special education. Data support that response to those demands is being met. Surveys of individuals who had inquired about alternative teacher certification conducted by the National Center for Education Information in summer 1992 showed widespread interest in teaching in all parts of the country, all types of communities -- including inner cities, and in all subject areas.

Alternative routes for preparing and licensing teachers are attracting large numbers of highly qualified, talented and enthusiastic individuals to the teaching profession. Applicants to these programs number in the thousands. Most are highly educated, life-experienced adults who want to teach and to improve America's educational system. The number one reason for wanting to become a teacher given by persons interested in alternative teacher certification is "value or significance of education in society" (69 percent of those surveyed in 1992 by NCEI). They will do whatever is necessary in the way of preparation in order to accomplish those ends. Many of them think alternative routes not only make the most sense, but also provide the best preparation for the real world of teaching.

BACKGROUND

The projected teacher shortage

Despite the confusing number and types of teaching licenses, it took the "crisis" of a projected teacher shortage in the early 1980's to give birth to the "alternative teacher

certification movement." Not until the scare raised by the statement, "By 1992, the supply of new teacher graduates will be only two-thirds of demand" (for additional teachers) did a few states begin looking for alternative routes to license people to teach, thus warding off the projected teacher shortage.

The projected teacher shortage was based on the following assumptions: 1.) Elementary, and then secondary school enrollments, would increase; 2.) Attrition rates for teachers would rise; and 3.) No more people would study to be teachers than did in the early 1980s. Assuming all of these things would happen, the National Center for Education Statistics projected that, by 1992, the supply of new teacher graduates would be only two-thirds of the demand for new teachers.

No widespread teacher shortage has occurred.

What few people took into account was what is meant by a "new" teacher. The projections were based on the unspoken assumption that "new teacher" and "new teacher graduate" were synonymous. In other words, the projected number of new teachers was based on the expected number of teachers new to each school in the United States, not new to the teaching profession. Furthermore, it was assumed the supply of these new teachers would be new teacher graduates -- people who had just completed a traditional college teacher education program. The main reason the teacher shortage has not materialized is because "new to school" teachers are, in fact, not just new college graduates fully qualified to teach.

Data from the National Center for Education Statistics' Schools and Staffing Surveys of 1993-94 showed that new teacher graduates -- persons who had just finished a teacher preparation program and have never taught before -- actually constituted only 42 percent of public school "new hires". Delayed entrants -- persons who were doing something other than going to college the year before teaching constituted 24 percent of "new hires", and re-entering teachers -- people who had taught before and are coming back into teaching -- accounted for one-third of so-called "new hires", according to the National Center for Education Statistics.

Projections of teacher shortages continue to sound alarms. One continues to hear such statements as, "The nation will need to hire 2 million additional teachers in the next decade." Or, "We will need 200,000 additional teachers each year for the next 10 years in order to meet demand." Neither of these statements should cause alarm. The fact of the matter is, depending on how "new hires" are defined, the nation has been hiring at this rate for decades. Changing definitions of "new teacher" continue to muddle the issue. "New teacher" can refer to new to the nation, new to a particular state, new to a school district, new to a school building, new teacher graduate or brand new to teaching.

To illustrate how confusing the projections can be, if "new teacher" is defined as "new to the state of sector" (meaning moved from one state to another or from private school to public), then 133,798 new teachers were hired in 1990-91, according to the latest published data from the National Center for Education Statistics. If new teacher is defined as new to teaching and just out of college, the number of new teachers hired in 1990-91 was only 45,165.

Another complicating variable in the teacher shortage issue is how teachers are counted -- whether or not part-time teachers, substitutes, etc. are included in the count.

Demographic Trends

There is ample evidence to suggest that, due primarily to demographic changes in the

United States, no widespread teacher shortage need occur.

Demographic trends in the United States indicate a major shift from younger to older age cohorts in the population. In addition, the proportion and number of adults who have at least one college degree continues to grow. The Bureau of Labor Statistics (BLS) noted in its own Workforce 2000 projections that these trends portend a "shift to an older workforce" and that the "glut" of college degrees issued in the 1960s, while slowing, will continue.

Daniel Hecker, an economist in the Division of Occupational Outlook at the Bureau of Labor Statistics, states, in an article in the July 1992 issue of the Monthly Labor Review, that "there are more jobseekers with college degrees than there are openings in jobs requiring a degree" and that "the relative earnings increase for college graduates was the result of a worsening job market for male high school graduates, not because of a shortage of workers with college degrees."

Hecker explains that one reason for the growth of college graduates in jobs not requiring a college degree was the doubling in number of college graduates in the labor force and a slower growth of jobs in occupations that required a college degree, such as teaching, research and development. In a companion article in the same issue of the Monthly Labor Review, Kristina Shelley, an economist in the Office of Employment Projections of BLS, states, "a large number of college graduates were in jobs that do not require a 4-year degree because they could not find college-level jobs," and, "The proportion of college graduates who were under-utilized has been quite high for nearly two decades."

BLS projects that, unless there is a greater upgrading of jobs requiring college degrees, the average annual openings in jobs requiring a degree will actually be fewer in the period from 1990 to 2005 than they had been between 1984 and 1990. The National Center for Education Statistics projects that the number of degrees awarded will continue to grow.

Many of these highly education adults want to become teachers. We haven't known very much about them -- their numbers, their backgrounds, their educational levels, their attitudes, or their experiences in trying to get into teaching.

Not all college graduates are in high-paying, white-collar jobs. As the numbers and proportions of the population that have acquired more schooling have grown, so have unemployment and underemployment of persons who have attained more education.

The Bureau of Labor Statistics (BLS) reports that one in five college-educated workers in 1992 were in jobs that did not require a college degree. Of the 30 million people 25 years and older with at least four years of college who were in the labor force, 6 million were unemployed or under employed, according to BLS. This compares with 1.1 million underutilized college graduates in 1970 and 3.6 million in 1980.

Number of persons employed in these occupations in 1988, and projected 2000 (Numbers in thousands)			
Occupation	1988	2000	Change
Lawyers	582	763	31%
Physicians	535	684	28%
Teachers Kindergarten/ Elementary	1,359	1,567	15%
Secondary	1,164	1,388	19%
Registered Nurses	1,577	2,190	39%
Gen. Managers/ Top Executives	3,030	3,509	16%
Computer Programmers	519	769	48%
Computer Systems Analysts	403	617	53%
Accountants and Auditors	963	1,174	22%
Writers and Editors	219	274	25%
Reporters and Correspondents	70	82	17%
Electrical and Electronics Engineers	439	615	40%

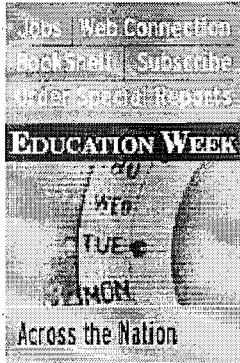
Clearly, the numbers are there. The challenge is to get the best and the brightest of them actually teaching! Well-designed alternative teacher preparation and certification programs offer hope that this can be done.

Also visit the [State Status Table](#) and [State Alternative Certification Contacts](#) list.

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October 13, 1999

Pool of Aspiring Teachers Is Growing Older

By Ann Bradley

Washington

The profile of the typical new teacher has shifted dramatically in the past 15 years as older people have decided to pursue teaching, a survey released last week found.

Almost one-third of the people who completed a teacher-preparation program in 1998 already had bachelor's degrees, the survey showed. At the same time, the number of people training to be teachers has jumped 49 percent since 1983, to 200,545 new teacher graduates last year.

"I was really amazed, and I am rarely amazed at anything in education," said C. Emily Feistritzer, the author of the study and the president of the Center for Education Information, a nonprofit research organization based here. "This is a striking difference from 15 years ago."

Demand has spurred 65 percent of the 665 institutions surveyed to offer at least one program for teacher preparation in which candidates enter with college degrees. About 9 percent, in fact, admit students only at the postbaccalaureate level.

In addition, the survey found an increase in the number of colleges and universities offering initial preparation programs for K-12 teachers, from 1,287 in 1984 to 1,354 this year.

Nontraditional Candidates

The 36-item questionnaire was mailed last spring to each of the institutions; 49 percent returned usable answers. The greatest response rate, at 58 percent, was from large institutions that prepare many teachers.

The responses to some questions were compared with answers to a similar survey Ms. Feistritzer conducted in 1984.

More than half the people admitted to teacher-preparation programs

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"Once Status Symbol for Schools, Accreditation Becomes Rite Drill," March 26, 1997.

For More Information

"The Making of a Teacher: A Report on Teacher Preparation in the U.S." is available free from the Center for Education Information, 4401A Connecticut Ave. N.W., PMB 212, Washington, DC 20008; (202) 362-3444. On Oct. 18, 1999, the report will be available online at <http://www.ncei.com/MakingTeacher-blts.htm>.

in the last year came from occupations outside education, the survey found. More than a third had teaching-related experience, such as serving as a substitute teacher, teachers' aide, or paraprofessional.

Demographics

Those teacher-candidates tended to be older-- around 30--and were more likely to be male than the undergraduates traditionally interested in teaching. They were slightly more likely to be members of minority groups and were likely to be attending college part time.

The average undergraduate teacher-candidate, in contrast, was likely to be a young white female who had recently graduated from high school and was attending college full time.

Gary R. Galluzzo, the dean of the graduate school of education at George Mason University in Fairfax, Va., said the findings would help "give us a thermometer" on where teacher education now stands.

At George Mason, which admits candidates only at the postbaccalaureate level, students' average age is 33.

"We do see a lot of career switchers," Mr. Galluzzo said.

Matching Supply to Need

The large increase in the number of people pursuing teaching credentials comes as projections indicate that the country will need to hire more than 200,000 teachers a year for the next decade.

While that figure has alarmed some educators and policymakers, Ms. Feistritzer said her findings suggest that the supply of teachers may actually exceed demand.

She cautioned, however, that many institutions are training teachers in areas of the country with few teaching vacancies or in specialties in low demand. ~~And historically, 40 percent of people who earn teaching credentials aren't teaching the following year.~~

"The problem is how to get people who want to teach to train in areas where the job demand is the greatest," she said.

The survey turned up evidence that the persistent criticisms of teacher education programs have been heeded.

Nearly all the institutions responding, for example, said they require candidates to pass a test for admission to a teacher-preparation program. In 1984, only 60 percent had such requirements.

In 1983, the overall grade point average required for entrance into teacher education was 2.29, the report says, but today 51 percent of the schools responding to the survey require a GPA of 2.5 to 2.74.

Programs also are requiring more academic coursework, reflecting concern that teachers don't know enough about the subjects they teach.

Nearly three-quarters of people preparing to teach graduate from

public institutions, the survey found. The institutions with more than 10,000 students produce nearly half of all teachers.

PHOTOS: "This is a striking difference from 15 years ago," C.-Emily Feistritz said last week of an older teacher-candidate corps.
--Benjamin Tice Smith

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Transforming the Way Teachers are Taught

An Action Agenda for College and
University Presidents

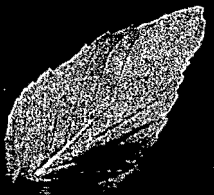


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Transforming the Way Teachers Are Taught

An Action Agenda for College and
University Presidents

ACE

Presidents' Summit on Teacher Quality: Summary Report

On September 15 and 16, 1999, Secretary Riley convened almost sixty-five presidents and chancellors of the nation's institutions of higher education, representing forty states, to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

The Summary Report

- The report is 15 pages long. It is ready in final form.
- For each of three topics discussed at the Presidents' Summit—mission and structure, partnerships, and accountability—the report lists the next steps proposed by the Summit participants. Here are some examples:

Mission and Structure

- Declare that the institution's main responsibility is to improve public schools.
- Make arts and sciences deans equally responsible for the success of teacher preparation programs.
- Institute university-funded scholarships for students who enter the teaching profession, sending a clear message about its value.
- Establish as a priority the equipping of education faculty with technology.
- Play a greater advocacy role to uncover the scandalous "dirty little secret" about underprepared teachers and states' willingness to grant waivers.

Partnerships

- Revise the reward system to provide incentives for faculty—arts and sciences as well as education—to get deeply involved in all aspects of teacher preparation.
- Examine the extent to which the program is meeting the needs of local schools for high quality teachers in each subject area, and make significant changes as a result.

Accountability

- Become actively involved in state teacher certification issues and in state or national efforts to strengthen accountability for teacher preparation program results.
- Guarantee the performance of new teachers to the school districts that hire them, with two conditions: the teachers must be teaching in the fields and at grade levels in which they prepared to teach.

The report's recommendations reinforce a number of Administration positions and programs:

- They reinforce the need for partnerships among teacher education programs, the arts and sciences, and K-12 schools—the cornerstone of the Teacher Quality Enhancement Grants in Title II of the HEA.
- They discuss the need for greater accountability and higher standards for teachers and for teacher preparation institutions.
- They address the need to end the practice of granting emergency licenses for teachers.
- They address the need to prepare new teachers to use technology—the cornerstone of the Administration's Preparing Tomorrow's Teachers to Use Technology program.



The issues surrounding teacher quality and student learning are severe and urgent....Presidents should worry less about exactly what to do. The important thing is to do something, to try something.

--Recommendation of Summit participants

Few would disagree that ensuring well-prepared teachers is essential to the nation's goal of educating all children to high standards. But how does one translate a desire to improve teacher education into the actions that must be taken to achieve that goal?

On September 15 and 16, 1999, Secretary Riley convened almost sixty-five presidents and chancellors of the nation's institutions of higher education, representing forty states, to discuss their role in elevating the importance and improving the quality of teacher preparation on their campuses. A series of small group sessions, the central part of the Summit, provided the opportunity for college and university presidents to discuss specific issues around improving teacher education and to generate concrete action steps that they and their colleagues could take.

Presidents met in small groups, each facilitated by one of their peers and by an individual with a national perspective on the topic of discussion. Each session focused on one of three topics:

- mission and structure;
- partnerships; and
- accountability.

The pages that follow frame the importance of each of these three discussion themes and present challenges and critical questions, which Summit participants received in advance of the Summit. Next, for each theme—mission and structure, partnerships, and accountability—readers will find recommendations, generated by the presidents who attended the Summit, of actions that higher education presidents and chancellors might take to improve teacher education at their institutions.

These next steps do not represent consensus among Summit participants. The recommendations are provided in their entirety so that leaders of higher education institutions throughout the nation might find several ideas that they can implement on their own campuses.



Declare that the institution's main responsibility is to improve public schools.

--Recommendation of Summit participants

The Importance

All of our nation's children need to be well educated not only for moral reasons, but also because our country depends on it. Failure to provide all children with a sound education is unacceptable in this information age in which education is essential to both a sound economy and a viable democracy. The strong public schools that give us a healthy nation depend on quality teacher education. All our efforts to improve student learning depend on better teaching in schools throughout the country.

Institutions of higher education the engines of education reform have the power to produce better teachers. After all, since all teachers have college degrees, these institutions educate and train every school and college teacher in America. While the responsibility for improving education nationwide falls on many shoulders, colleges and universities play a particularly important role. It is time for higher education as a whole to accept the responsibility for teacher education that it abdicated to colleges of education earlier in this century.

For higher education institutions, the overarching challenge is to bring the preparation of teachers back to the position it once held in American higher education as a core mission function that involves all segments of the campus and has the active support of top university leaders. Campus chief executives, provosts, and even trustees must be willing to create and sustain the changes in policy, structure, and practice that result in a focus on quality teacher preparation throughout an institution. To be successful in meeting the needs of students, teacher preparation reform must be comprehensive, must involve the entire college or university, and should be sustained over time by a set of campus-wide values that become embedded in the institution's culture.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit

participants.

- Teacher education's history has led to many of its current weaknesses. During this century, we have seen the transition from Normal Schools to research institutions, as well as the states' increased reliance on colleges of education to shape teacher preparation.
- The preparation of teachers has been marginalized on many campuses, buried under the weight of other priorities that receive more support from faculty and from university leaders.
- Reforms come with political and financial costs. Inertia and built-in rigidities inhibit reforms.
- Schools of education have struggled unsuccessfully to earn respect within the higher education culture. They suffer from "prestige deprivation" and "second-class citizenship."
- Organizational barriers and incentive systems impede collaboration across the campus in preparing teachers. Teacher education operates from a position of a "splendid isolation" that is neither a splendid nor a useful isolation.
- Faculty involvement in K-12 schools, from education and from arts and sciences, is not recognized and rewarded. An emphasis on tenure, scholarship, and research have led to the neglect of K-12 schools, particularly those in the inner cities and rural areas.
- Higher education has not done enough to contribute the tremendous power of its research and scholarship to answer key policy questions faced by the K-12 schools near them.
- Teacher education programs are often cited as "cash cows" within universities. Traditional funding systems are inadequate.
- Schools of education often have higher student/faculty ratios than other schools.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Does teacher preparation as a campus-wide function have status on my campus consistent with other key mission functions?
- How is teacher education funded at my institution?
- Have I made commitment to high-quality teacher preparation a major factor in making policy decisions, setting budget priorities, and choosing deans and faculty at my

institution?

- Does the tenure process at my institution reward faculty who teach undergraduates and undertake related work in K12 schools?
- Do faculty members throughout my institution see educating teachers as one of their main missions?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to elevating teacher education on their campuses.

- Ask publicly whether the university wants to be committed to a strong college of education. If the answer is yes, be willing to support it with the resources it needs.
- Make arts and sciences deans equally responsible for the success of teacher preparation programs. Establish reporting lines to the provost or to the president that bridge the organizational barriers between discrete college units.
- Redefine scholarship on campus for promotion and tenure decisions and faculty merit salary rewards. Recognize that faculty assignments involving field activities with cohort groups of students take more time than teaching a campus-based class.
- Examine and revise the balance expected of all faculty in teaching, service, and research activities so that the expectations held by the university are consistent with its stated commitment to high quality teaching and teacher preparation.
- Examine the expectations of senior and junior faculty regarding the work of K-16 partnership building and outreach to the schools. If they are inadequate, make appropriate changes to teaching loads, reward systems, and budget allocations to departments and to colleges.
- Identify and implement ways to use the budget as an effective tool to leverage change at the college and department levels.
- Move the department of education to the “signature building” on campus. This relocation will give value to the department and will provide a powerful message to both the community and the institution regarding the importance of the department.
- Institute university-funded scholarships for students who enter the teaching profession, sending a clear message about its value.

- Define the mission of the institution in terms of service to the region in which it sits, and drive the teacher preparation programs toward this mission.
- Consciously take opportunities to be advocates for teacher preparation programs, which often suffer from low comparative prestige within universities. Stress their critical role in serving society and their consequent centrality to the mission of a strong university.
- Declare that the institution's main responsibility is to improve public schools. As chancellor, give system presidents a "carte blanche" to reform, which can lead to a turnover of deans and the redesign of most programs. If programs are of poor quality, note this publicly.
- As chancellor, increase enrollment, secure more funding, and allocate it to teacher education. In order to receive increased funding, presidents within the university system will need to do more teacher education.
- Make a statement about how a president spends his or her time by making as many school visits as possible. Do not underestimate the symbolic value of what a president says and does.
- Announce up front that for the entire campus, teacher education is a priority. Most faculty have children and so are interested in the quality of the schools.
- Establish as a priority the equipping of education faculty with technology. This will give a strong message regarding the importance of the department.
- Institute a policy that education programs must be nationally accredited.
- Require faculty to develop an annual professional development plan that reflects their work with schools and children as well as with university students.
- Have a discussion with the provost regarding the mission of the institution.
- Compile data about children and education in the community and use them to captivate people and to raise their interest in supporting a focus on teacher education.
- Work to ensure a strong statewide system because improving teacher education cannot be sufficiently addressed one institution at a time in some states.
- Speak out about the need for a cultural shift in the appreciation of teachers, for higher teacher salaries, for higher standards, and for throwing out the current "byzantine" licensing requirements and creating better ones.
- Play a greater advocacy role in order to influence policy that affects teaching and to uncover the scandalous "dirty little secret" about underprepared teachers and states' willingness to grant waivers. (States would never waive requirements this way in the health professions.)
- Write an op-ed on public policy and teaching.
- Encourage colleges of education to declare charter schools of education. These are places that "go for broke" and depart from the pack.

- Use external funding as a catalyst for change.
- Invest in faculty development.
- Tweak the institution's governance so that it provides an overall structure that addresses long-term concerns.



Be a "door opener" for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.

-- Recommendation of Summit participants

The Importance

Preparing good teachers has never been more important or challenging than it is today. The changing demographics of the student body and increasing expectations for all students inevitably lead us to demand more of teachers. Preparing them to meet these higher expectations is a campus-wide challenge.

Schools of education cannot do this alone. Prospective teachers need sufficient content knowledge and the teaching skills to convey that knowledge to diverse students in increasingly challenging classrooms. Preparing teachers who are ready to meet these challenges successfully can only be accomplished through commitment of the entire university and its active involvement with local schools. In this sense, the preparation of teachers is a three-way responsibility of arts and sciences, education, and the schools. Too often, one of these partners is asked to shoulder the full load. Let us transform teacher education into a coordinated effort among K12 school educators and faculty of both education and the arts and sciences at our institutions of higher education.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Parents, employers, and policymakers expect teachers to have strong academic preparation in the subjects they teach. An institutional commitment to strong teacher preparation means revamping the general curriculum to prepare teachers with the content they need to be successful. In particular, many elementary teachers do not receive the strong liberal arts background they need.
- During the last half-century, the traditional separation on higher education campuses of schools of education from the arts and sciences, as well as the "second-class

citizenship” of education, have made collaboration among the two difficult. Making teacher education an important mission of the arts and sciences disciplines takes sustained leadership from many levels.

- Integrating the liberal arts and education can be expensive because it requires the development of a new set of courses.
- Over the years, schools of education have minimized their connection to local schools, especially as faculty sought recognition within the higher education culture rather than through involvement in schools. The result is that methods courses are generally taught exclusively on campus, and supervision of student teaching has been left to faculty adjuncts.
- Prospective teachers often do not get the extensive field experiences and real connections to schools that they need to apply and practice what they have learned.
- Reducing the high attrition rate for new teachers by supporting them as they begin their careers demands close working relationships between higher education institutions and local schools.
- Lack of partnerships among schools and higher education faculty can mean that the faculty are not well versed in standards for K12 students. They need this knowledge so that they can expose their prospective teachers to the standards to which they will be asked to teach when they begin their careers.
- Deans and faculty members, hired within an established higher education culture, often are not chosen on the basis of their commitment to enhancing institutional and school district relationships.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- How involved am I as president in building real partnerships with the schools where our students teach?
- To what extent is the teacher preparation program at my institution driven by local school improvement goals and student achievement challenges?
- What do I know about the adequacy of the content knowledge, teaching skills and clinical experiences of teachers who receive degrees from my institution? On whom do I rely for information about their training and their quality?
- How closely do the arts and sciences and education faculty members work together in the preparation of teachers?

- Can I list specific ways that my institution has made improving teaching and learning in local schools a main priority?
- Are hiring decisions for deans and faculty made on the basis of criteria consistent with our mission as a teacher training institution?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to partnerships on their campuses.

- Revise the reward system to provide incentives for faculty—arts and sciences as well as education—to get deeply involved in all aspects of teacher preparation.
- Put in place a process to ensure that campus teacher preparation and K12 partnership priorities influence the selection of faculty members, deans, and department chairs.
- Examine the extent to which the program is meeting the needs of local schools for high quality teachers in each subject area, and make significant changes as a result.
- Insist on partnerships of equity and integrity. Exercise leadership to model such partnerships, establish personal relationships with superintendents, principals, and fellow presidents, require that grant applications and other program initiatives within the institution bring together cross-institutional resources and perspectives, and encourage collaborative, rather than competitive, relationships with other institutions in the region.
- Engage K12 students, teachers, and administrators in evaluating the teacher preparation program.
- Lend personal support to the establishment and effective operation of a K-16 council that is chaired by the president or provost and includes a department chairperson, deans of education and the arts and sciences, and the superintendent in order to bring partners regularly to the table.
- Put in place an infrastructure that ensures that all the appropriate partners are at the table on a regular basis at both the state and the metropolitan levels.
- Build partnerships not just with arts and sciences, but also with the agriculture school, business school, and others. Partnerships need to be built *within* the university, first and foremost.
- Form a team between the school of arts and sciences and the school of education in order to ensure university cohesion and collaboration. Ensure that the undergraduate affairs

department, deans, associate deans, and stellar faculty from both colleges are on board.

- Since presidents have discretion over the institution's budget, redirect funds to ensure that education gets its share.
- Find out what resources (including faculty) you have in your own institution with which to develop partnerships.
- Make it clear to appointed arts and science deans that they will be involved in teacher education, and that their duties will include collaborating with the college of education faculty and dean.
- Find out whether the education dean has the knowledge and skills needed to form partnerships. Ask, "Do I have an appropriate dean?" before committing oneself to further action as a president.
- Ensure that the provost is taking responsibility for ensuring that arts and sciences and education are partners.
- Insist that all research projects conducted at the institution not just those within the education school that deal with teaching or learning have a classroom teacher on the team that designs and implements the research.
- View partnerships with the arts and sciences as avenues for the recruitment of education majors and as ways to help overcome the negative reputation of education schools.
- Recruit the best deans and students into the college of education.
- Declare that there can be no unilateral decision-making with regard to teacher education. (Insist on conversations with arts and sciences and the local schools.)
- Think outside the box in strengthening the arts and science connection. If the education dean has impeccable credentials but no connection to schools, appoint a member of the arts and science faculty to be the dean of the education school.
- Create one college of the arts, sciences, and education under one roof.
- Experiment with ideas such as England's Open University and distance learning. Have faculty work in teams to create new programs.
- Build a strong partnership with public schools focused on meeting their needs. In turn, this will encourage the public school system to become a strong advocate for the college.
- Give faculty status to K12 teachers who, as professional colleagues of the teacher preparation faculty, can serve as mentors to student teachers and new graduates.
- Seek the development of mechanisms and expectations that require education faculty to return to the public schools to teach from time to time (e.g., every five years) throughout their university careers.

- Establish an entrepreneurial rapid-response team that is capable of providing quickly developed, customized solutions to rapidly emerging problems. (Otherwise, the emergent needs of the schools will occur in quick time, as they usually do, while the processes of response from higher education will continue to occur in slow time.)
- Every year, spend two weeks of vacation time in the surrounding public schools.
- Be a “door opener” for education as well as arts and sciences faculty. By taking faculty members with them on school visits, presidents will help them to become ambassadors for increased contact with schools.
- Recognize that building quality teacher education programs at the university depends on extended clinical experiences, which require deep partnerships with schools. (One would not dream of neglecting a strong clinical component at the medical school.) Strong teacher education cannot happen by placing student teachers in schools for a few weeks.
- Establish, cultivate, and maintain a direct and personal relationship with the school district superintendent.
- Take the K12 superintendent out for breakfast once a month.
- Be aware of and work to erase the snobbery that exists between university education professors and their K12 partners.
- Involve a broad array of partners broader than that to which presidents are accustomed. Include teacher unions, community and technical colleges, and businesses. There are very few partnerships that are strong throughout the continuum.
- Interact with a group of community members, enabling them to talk about the community that surrounds the institution. Emphasize the importance of bringing everyone together at the same time in order to alleviate the tendency to “pass the buck.”
- Create school-to-work apprenticeships for teaching careers in local high schools.
- Open a public school in a university building on campus.
- Approach the governor and have a conversation about working for a common cause in support of a K12 funding request.
- Be responsible for keeping graduates in a cycle of continuous education. Encourage the development of formal arrangements and programs that provide the opportunity for teacher graduates to continue to maintain an active relationship with their universities and to participate in continuing professional development and education programs. Invite graduates to return at no cost to utilize resources such as a technology center.
- Develop a mechanism through existing national associations to communicate information about effective practices, together with the data that demonstrates their success in enhancing student learning, so that other universities and school districts can replicate initiatives that have been proven to work.

- Engage retired teachers. Encourage schools of education to develop organized opportunities to engage them in innovative ways, such as mentoring prospective teachers, in their teacher education programs.
- Create summer employment opportunities for faculty by funding their proposals that involve innovative partnerships.
- Make a personal effort to assure that governors and state legislators are well informed about matters of teacher quality. Engage them and their staff in all of the key activities generated out of major school/university partnerships.
- Stress the value and status of teachers. Work with state governments to give teachers tax breaks, grocery discounts, etc.
- Speak out in the community about the importance of partnerships.
- Be willing to admit that presidents and their institutions do not have all the answers.
- Ensure that all parties have a say in the other's programs in order for partnerships to work.



In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers.

--Recommendation of Summit participants

The Importance

Improving the achievement of our elementary and secondary students is a national goal. States have been pursuing this goal by emphasizing the need for high educational standards and for student accountability systems reflecting those standards. Increasingly, however, the public is calling for higher standards and greater accountability for the teachers who work with our students. As a result, the policies and practices of the institutions of higher education that produce teachers, and the states that certify them, have come under scrutiny. States and the federal government are implementing new accountability measures and reporting requirements for states and for colleges and universities.

Institutions of higher education have started taking steps to improve and to be accountable for teacher education. But there is a need for leaders in higher education to take bolder action to ensure that America's new teachers are of the highest quality during the next decade when over two million new teachers will be hired. While state and federal accountability measures can be refined and improved over time, institutions of higher education have two choices. They can fight the new push for accountability and miss the chance to use these tools as an incentive to improve, or they can insist on playing a leadership role in finding meaningful and appropriate ways to measure the quality of teacher education.

Accountability is not just an external mandate. It can also be developed and institutionalized within the campus culture in ways consistent with a college or university's mission, and as a spur to continuous improvement. After all, if we believe in our responsibility to prepare teachers well, we must be willing to find appropriate ways to measure whether we have succeeded and ultimately, whether our teachers are succeeding in their new classrooms.

The Issues

The following comments, intended to present a variety of viewpoints about the challenges that presidents face, helped to provoke thoughtful discussion among the Summit participants.

- Higher education institutions have traditionally judged the quality of the teachers they produce through course grades and a limited student teaching experience. Meanwhile, policymakers have shifted to a results-oriented, standards-based approach for students and, increasingly, for teachers and higher education institutions as well.
- States are becoming less satisfied that graduation from a teacher education program ensures that a new teacher is qualified to teach students well. There is a growing trend toward high-stakes testing in which teacher education program approval is based on teaching candidates' performance on standardized licensing exams.
- Many people question the validity of evaluating programs based on accreditation, degree completion, or pass rates on paper-and-pencil licensing exams. The classroom performance of teacher education graduates is a better guide to program quality.
- Accreditation judgments in general tend to be based on an examination of the institution rather than a focus on the enhancement of K12 schools.
- Institutions of higher education and states tend not to act as partners in teacher preparation; they more often have adversarial relationships.
- Admissions standards for teacher education play an important up-front role in accountability, but they often are set too low or without consideration of the kinds of individuals we want to bring into the profession.
- Some critics are so convinced of the inadequacy of teacher education and state licensing requirements that they propose to do away with them altogether.

Tough Questions to Consider

The following were the kinds of questions that presidents were asked to consider before coming to the Summit.

- Are the standards used to judge teacher preparation programs and new teachers driven by concern about quantity or quality?
- Are the admissions and retention standards in my teacher preparation program high enough to ensure high-quality graduates?

- How does my institution *know* that our teaching candidates have strong content knowledge and good teaching skills?
- If teaching performance is the ultimate test of quality, how good is the clinical experience component of our program?
- Will preservice students and current K12 teachers and administrators agree with the program assessment judgments of my teacher preparation faculty and administrators?
- What role can my institution play in determining the measures of accountability on which our graduates and we will be judged?
- How does the teacher preparation program at my school stack up against the best in the country on the measures included in the report card mandated by Title II of the Higher Education Act?

Next Steps

These are complex issues central to the current debate over student achievement in the United States and the future of higher education. In discussing what can be done to address them, the presidents and chancellors at the Summit generated the following action steps. They are examples of steps that presidents have taken, or steps that presidents could take, to demonstrate their commitment to strengthening accountability on their campuses.

- Become actively involved in state teacher certification issues and in state or national efforts to strengthen accountability for teacher preparation program results.
- Examine the extent to which teacher licensure pass rates for a teacher preparation program are real measures of quality, or artifacts of a weak test and low cut scores, as part of the implementation of a program improvement strategy.
- Convene a campus group of key faculty and administrators to set program quality goals and to develop good indicators that could be used to decide how well the institution measures up.
- Develop program goals and implementation strategies with a campus-wide group that includes K12 teachers and administrators as full members.
- Guarantee the performance of new teachers to the school districts that hire them, with two conditions: the teachers must be teaching in the fields and at grade levels in which they prepared to teach.
- Set standards for the institution's graduates that are higher than the state standards for entering the teaching profession.
- Adopt a formal admissions process that includes an assessment of whether candidates

have the basic skills needed to succeed in the program.

- Get serious about how the institution's products (teachers) are affected by what the institution does. Higher education is the only "industry" that does not know anything about the quality of its product.
- Ensure a process for evaluating student learning and individualized instruction, which can take place even in large universities. Insist on accountability throughout the entire process of teacher education. Develop something like the Ford process for building in accountability at each stage of the process.
- Adopt an accountability system for the institution and for its students, whereby an institution-wide commitment to teaching a specific set of knowledge and skills is established and candidates are assessed at regular intervals to measure their progress and that of the program in relation to those skills.
- In partnership with the school districts and the state, agree on key elements of teacher quality and find ways to judge the institution's program in terms of its ability to develop these attributes in prospective teachers. Institutions need to confirm to policymakers and the public that these qualities have in fact been exhibited at levels to justify the receipt of a state license.
- Work within and outside the institution to reach consensus about what the "end" of accountability is while allowing institutions to use different means in order to get there.
- Use multiple measures of performance that could include portfolios. The bottom line is: "Do our teachers have a positive impact on the learning performance of their students?"
- Shift the focus to exit standards instead of tests. What do the students know, and what are they able to do?
- Discuss the evaluation of the teacher education programs at school convocations and trustee meetings.
- Work in a group with other presidents to address accountability, including how well teachers teach in the K12 schools and how well professors teach in the colleges of education and arts and sciences.
- Encourage faculty and academic administrators to develop ways of providing measurable results that demonstrate the impact on student learning of their various initiatives and programs.
- Use standardized tests for leverage, not as the only measure of accountability.
- Establish high expectations for deans of education and address how they are prepared.
- Form support systems with other presidents who are willing to take a stand for teacher education.
- Use the university's experts in assessment and evaluation to inform other faculty

members in education and the arts and sciences.

- Promote teacher education, make it a university-wide enterprise, and make national accreditation mandatory.
- Increase the use of standardized testing as a barometer on the success of a program.
- Since institutions inevitably are going to be held accountable, embrace accountability and gain control of it.