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Alternative teacher certification: A state-by-state analysis 2003

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Alternative Teacher Certification A Statebystate Analysis 2003

Joseph W. Newman



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trasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

Handbook of Research on Teacher Education Marilyn Cochran-Smith, Sharon Feiman-Nemser, John McIntyre, Kelly E. Demers, 2008-02-19 Co Published by Routledge Taylor Francis Group and the Association of Teacher Educators The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence The publication of the First Edition was a signal event in 1990 While the preparation of educators was then and continues to be the topic of substantial discussion there did not exist a codification of the best that was known at the time about teacher education Reflecting the needs of educators today the Third Edition takes a new approach to achieving the same purpose Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice this edition stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation The Editors with an Advisory Board identified nine foundational issues and translated them into a set of focal questions What's the Point The Purposes of Teacher Education What Should Teachers Know Teacher Capacities Knowledge Beliefs Skills and Commitments Where Should Teachers Be Taught Settings and Roles in Teacher Education Who Teaches Who Should Teach Teacher Recruitment Selection and

Retention Does Difference Make a Difference Diversity and Teacher Education How Do People Learn to Teach Who s in Charge Authority in Teacher Education How Do We Know What We Know Research and Teacher Education What Good is Teacher Education The Place of Teacher Education in Teachers Education The Association of Teacher Educators ATE is an individual membership organization devoted solely to the improvement of teacher education both for school based and post secondary teacher educators For more information on our organization and publications please visit www.ate1.org

Studying Teacher Education Marilyn Cochran-Smith, Kenneth M. Zeichner, 2009-09-10 This volume reports the work of the American Educational Research Association s Panel on Research and Teacher Education It offers a synthesis of research on teacher education policies and practices in the US and an agenda for future research

Educational Freedom in Urban America David Salisbury, Casey Lartigue Jr., 2004-05-25 In 1954 the U S Supreme Court declared segregated public schools unconstitutional The ruling in *Brown v Board of Education* set public education on a course toward equality Yet five decades later schools are not equal Minority children living in America s inner cities suffer disproportionately from a failing education system with black and Hispanic students dropping out of public high schools at much higher rates than whites There is however reason for hope The expansion of school choice offers new opportunities for children struggling in failing schools In this collection a dozen leading scholars educators and reformers including Andrew Coulson Floyd Flake Frederick Hess and Paul E Peterson examine the legacy of *Brown v Board* and its relation to the modern day school choice movement A school administrator and a charter school founder also reveal the challenges and obstacles faced by enterprising teachers in trying to help their students Together these experts expose the modern barriers that deprive inner city children of a good education and call for increased school choice as the most effective way to achieve the goals of *Brown v Board* **Educational Freedom in Urban America** is essential reading for anyone concerned with the condition of our inner city schools and the racial and social inequities that still exist in American education

Educational Freedom in Urban America David F. Salisbury, Casey Lartigue, 2004 This book offers a prescription for reform that includes freedom of choice among public and private schools

[Research on Alternative and Non-Traditional Education](#) Julie Rainer Dangel, Edith M. Guyton, 2005 Teacher educators face many challenges such as preparing high quality teachers maintaining up to date research based information for programs and recruiting high quality individuals In an attempt to meet the challenge of preparing a significant number of teaching candidates many alternative routes to teacher certification have appeared across the country The Thirteenth Annual Yearbook of the Association of Teacher Educators provides a collection of well researched chapters on alternative and non traditional approaches to teacher preparation Editors Julie Dangel and Edith Guyton provide three sections to frame the dialogue successes and challenges effects of models and non traditional models of professional development This yearbook provides A cross case description and analysis of a five site program ranging from small town to highly urban A description of four distinctly different routes to certification that were developed to recruit diverse and non

traditional individuals into teaching A summary of findings of an alternative certification program that career changers either performed well below or exceeded expectations A comparison study of regularly certified first year teachers with Teach for America first year and second year teachers Information on a longitudinal study of 1 702 novice teachers A summary of a unique approach to offering professional development opportunities to meet the academic and personal needs of teachers of English language learners Several barriers to coaching practice lack of time teacher resistance to change lack of trust and inconsistencies in definition of the coaching role Details on how online events can be useful and usable by a broad population of teachers For teachers and teacher educators

Top Vol 22-N1 Teacher Education and Practice,2010-08-16 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

A Qualified Teacher in Every Classroom? Frederick M. Hess,Andrew J. Rotherham,Kate Burke Walsh,2004 A Qualified Teacher in Every Classroom lays out new approaches for ensuring high quality teacher preparation while offering a candid assessment of the obstacles that may impede the implementation of such new models Under the No Child Left Behind Act states will have to ensure that every public school classroom is staffed by a highly qualified teacher This mandate and the fact that many children especially low income and minority students are taught by underqualified teachers ill equipped for the challenges ahead gives new urgency to debates over teacher recruitment preparation and induction For several years these debates have been dominated by competing groups of partisans One denies that teaching requires a professional base of knowledge and skill while the other tries to promote professionalism by ensuring that traditional programs retain their control over licensure and formal certification The conflict confuses policymakers frustrates educators and stifles potentially promising solutions In this volume eleven contributors with rich experience in policy and teaching take a fresh look at a number of issues including Current systems for preparing and licensing teachers and how they affect the quality and supply of teachers in the work force An array of reform models for teacher preparation and licensure and what they would mean for the profession Questions of rigor and ideology in the core curricula of education schools or programs The federal role in teacher preparation and licensure especially in light of NCLB

America's Teachers Joseph W. Newman,2006 Through clear accessible writing and the strongest research base and documentation on the market this edition offers a positive teacher centered view of the profession *America's Teachers* An Introduction to Education Fifth Edition accurately reflects how

teachers themselves feel about their work With critical and informative material on teaching as an occupation the foundations of education and emerging issues affecting today s classrooms this textbook provides prospective teachers with a realistic look at teaching This new edition provides a stronger emphasis on cultural diversity in every chapter particularly in Chapter 8 and thorough integration of No Child Left Behind throughout the text **Alternative Teacher Certification** C.

Emily Feistritzer,Allison Henderson,Kay Gallagher,National Center for Education Information (Washington, D.C.),2009

Alternative Teacher Certification ,1998 *Finders and Keepers* Susan Moore Johnson,2004-03-26 This text explores the challenges facing today s new teachers and offers not only cases and informed insight into the career choices of today s teachers but also practical recommendations about how best to attract and retain a strong teaching force *Alternate*

Routes to Teaching C. Emily Feistritzer,Charlene K. Haar,2008 This book was written for Alternate Certification program administrators by THE foremost experts on Alternate Route Certification for Teachers For the first time there is a book that brings together a broad picture of alternate routes pathways to teaching that appeal to those from many walks of life who want to teach This timely book was written by a leader in Alternate Routes to Teacher Certification and answers the questions What are alternate routes to teaching and how did they develop How did new national programs and federal involvement promote alternate route participation What makes up State Alternate Routes to Teacher Certification and how are they implemented Who are Alternate Route Teachers What does the research say about Alternate Routes and where will Alternate Routes go from here *Alternative Teacher Certification* C. Emily Feistritzer,David T. Chester,1996

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