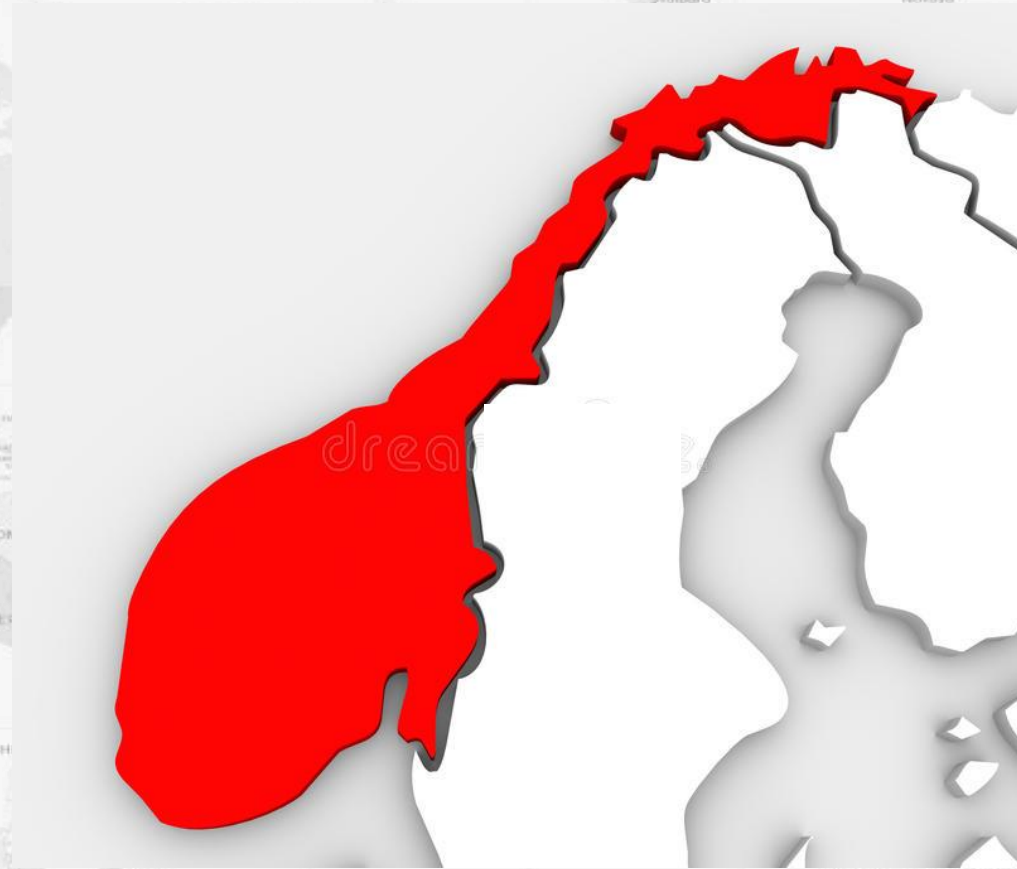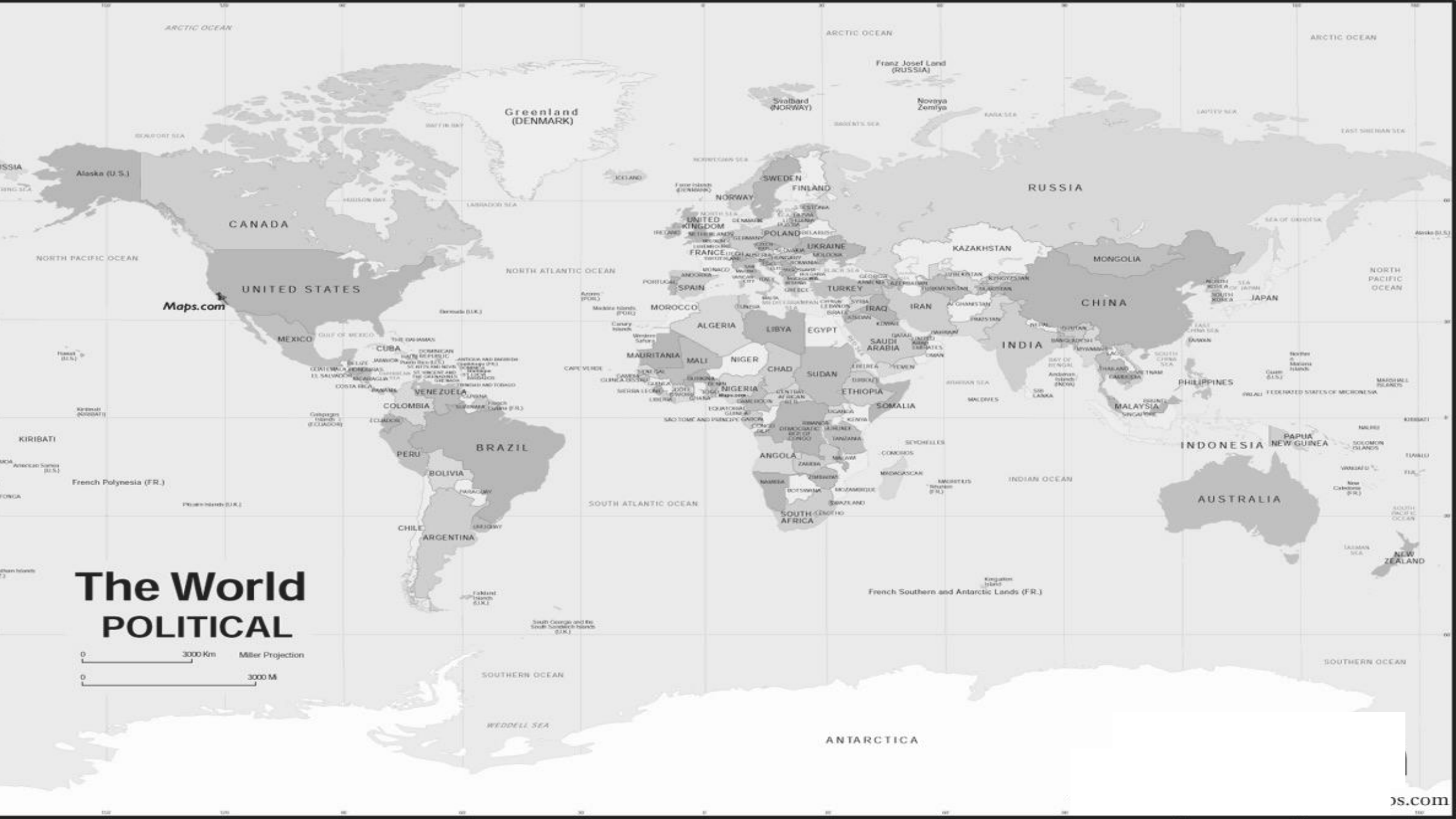# Unpacking Teacher Education Reform: An International Perspective

Marilyn Cochran-Smith
Cawthorne Professor of Teacher Education
Lynch School of Education, Boston College, USA

Norway's PLS Reform:
Where does it fit internationally?

The World
POLITICAL

ARCTIC OCEAN

ARCTIC OCEAN

ARCTIC OCEAN

Franz Josef Land
(RUSSIA)

Greenland
(DENMARK)

Svalbard
(NORWAY)

Novaya
Zemlya

KARA SEA

LAPTEV SEA

EAST SIBERIAN SEA

BAFFIN BAY

BARENTS SEA

BEAUFORT SEA

Alaska (U.S.)

ICELAND

SWEDEN FINLAND

RUSSIA

SEA OF OKHOTSK

Alaska (U.S.)

CANADA

NORWAY

ESTONIA

HUDSON BAY

LABRADOR SEA

UNITED
KINGDOM

DENMARK

LITHUANIA

IRELAND

NETHERLANDS

POLAND BELARUS

KAZAKHSTAN

MONGOLIA

NORTH
PACIFIC
OCEAN

NORTH PACIFIC OCEAN

FRANCE

UKRAINE

UZBEKISTAN

KYRGYZSTAN

NORTH
KOREA

UNITED STATES

NORTH ATLANTIC OCEAN

ANDORRA

PORTUGAL

SPAIN

BLACK SEA

GEORGIA

TURKMENISTAN

TAJIKISTAN

CHINA

JAPAN

SOUTH KOREA

Maps.com

Bermuda (U.K.)

TURKEY

ARMENIA

AZERBAIJAN

MEDITERRANEAN SEA

SYRIA

IRAQ

IRAN

AFGHANISTAN

MOROCCO

ISRAEL

JORDAN

KUWAIT

PAKISTAN

NEPAL

BHUTAN

MEXICO

GULF OF MEXICO

ALGERIA

LIBYA

EGYPT

SAUDI
ARABIA

QATAR

UNITED
ARAB
EMIRATES

BAHRAIN

OMAN

INDIA

BANGLADESH

MYANMAR

TAIWAN

EAST
CHINA
SEA

CUBA

THE BAHAMAS

Canary
Islands

Western
Sahara

Madeira Islands
(POR.)

CAPE VERDE

MAURITANIA

MALI

NIGER

CHAD

SUDAN

ERITREA

YEMEN

ARABIAN SEA

Andaman
Islands
(INDIA)

THAILAND

VIETNAM

PHILIPPINES

SOUTH
CHINA
SEA

Guam
(U.S.)

NORTHERN
MARIANA
ISLANDS

BELIZE

JAMAICA

DOMINICAN
REPUBLIC

Puerto Rico (U.S.)

ANTIGUA AND BARBUDA

SENEGAL

BURKINA
FASO

DJIBOUTI

BAY OF
BENGAL

SRI
LANKA

BRUNEI

PALAU

FEDERATED STATES OF MICRONESIA

GUATEMALA HONDURAS

EL SALVADOR

NICARAGUA

COSTA RICA

PANAMA

ST. KITTS AND NEVIS

GUINEA-BISSAU

GUINEA

NIGERIA

Maps.com

CENTRAL
AFRICAN
REP.

ETHIOPIA

MALDIVES

MALAYSIA

SINGAPORE

ST. VINCENT AND
THE GRENADINES

GRENADA

TRINIDAD AND TOBAGO

SIERRA LEONE

LIBERIA

BENIN

TOGO

GHANA

CÔTE
D'IVOIRE

EQUATORIAL
GUINEA

CAMEROON

GABON

UGANDA

KENYA

SOMALIA

SEYCHELLES

VENEZUELA

GUYANA

SÃO TOMÉ AND PRÍNCIPE

CONGO

DEMOCRATIC
REP. OF
CONGO

RWANDA

BURUNDI

TANZANIA

KIRIBATI

COLOMBIA

SURINAME

French Guiana (FR.)

Galapagos
Islands
(ECUADOR)

ECUADOR

ANGOLA

ZAMBIA

MALAWI

COMOROS

MAURITIUS

INDONESIA

PAPUA
NEW GUINEA

SOLOMON
ISLANDS

NAURU

SAMOA

American Samoa
(U.S.)

PERU

BRAZIL

BOLIVIA

MADAGASCAR

Réunion
(FR.)

INDIAN OCEAN

TUVALU

French Polynesia (FR.)

NAMIBIA

BOTSWANA

ZIMBABWE

MOZAMBIQUE

New
Caledonia
(FR.)

VANUATU

FIJI

TONGA

Pitcairn Islands (U.K.)

PARAGUAY

SOUTH ATLANTIC OCEAN

SWAZILAND

AUSTRALIA

SOUTH
AFRICA

LESOTHO

CHILE

URUGUAY

ARGENTINA

TASMAN
SEA

SOUTH
PACIFIC
OCEAN

NEW
ZEALAND

Falkland
Islands
(U.K.)

South Georgia and the
South Sandwich Islands
(U.K.)

Kingston
Island

French Southern and Antarctic Lands (FR.)

| 0 | 3000 Km | Miller Projection |
| 0 | 3000 Mi | |

SOUTHERN OCEAN

SOUTHERN OCEAN

WEDDELL SEA
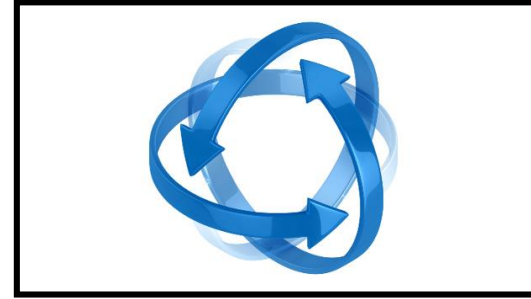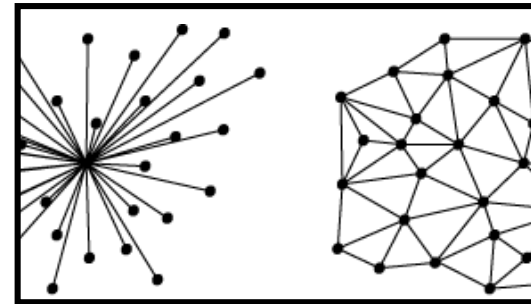
ANTARCTICA

Part 1:

A framework for unpacking teacher education reform

Part 2:

Variations in teacher education reform

Part 3:
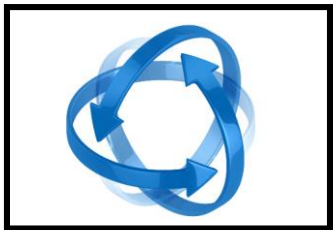
Unpacking Norway's reform

Part 1:
a framework for unpacking teacher education reform

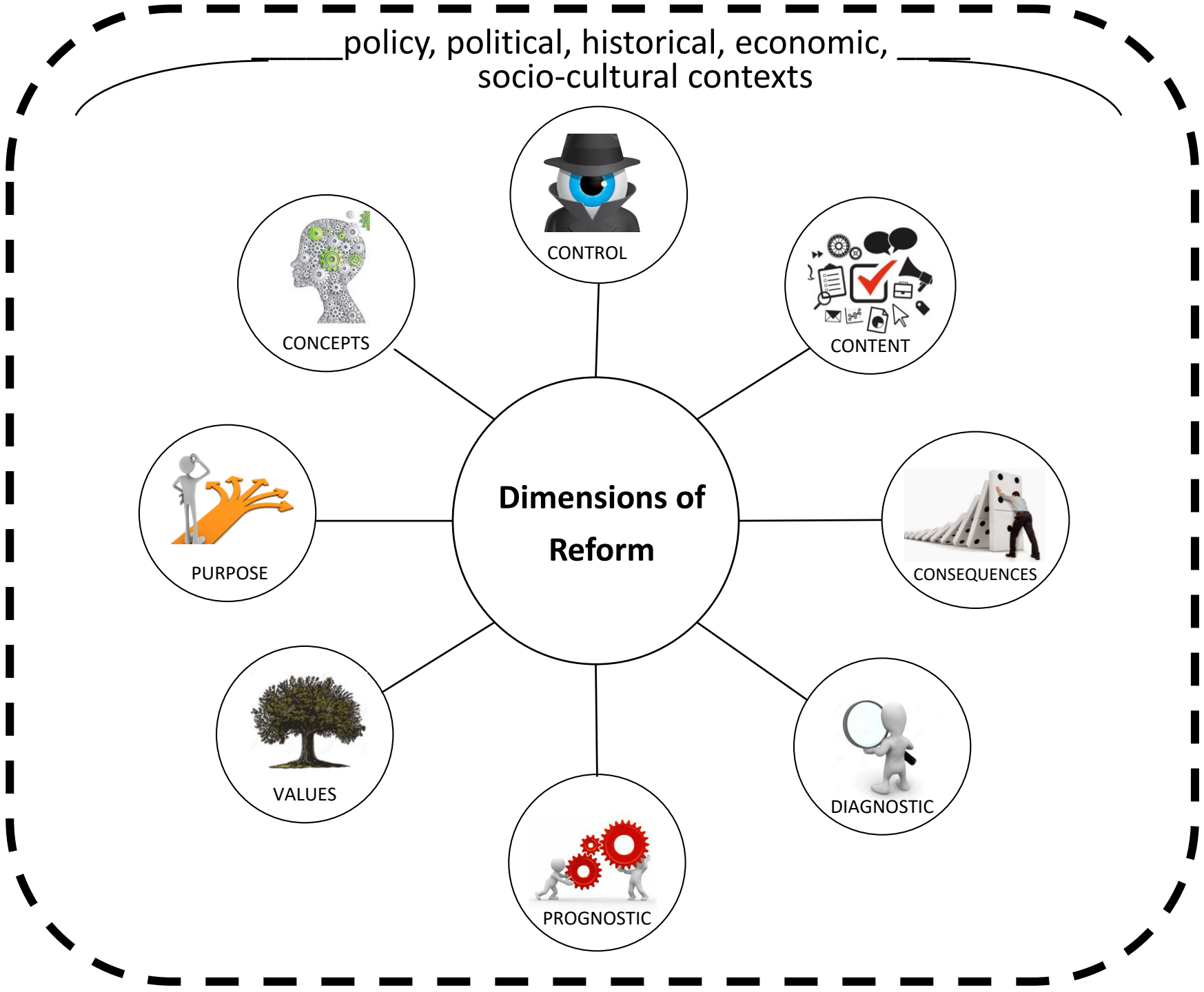policy, political, historical, economic, socio-cultural contexts

- size/population of a country
- size/quality of teaching force
- size/quality of applicant pool
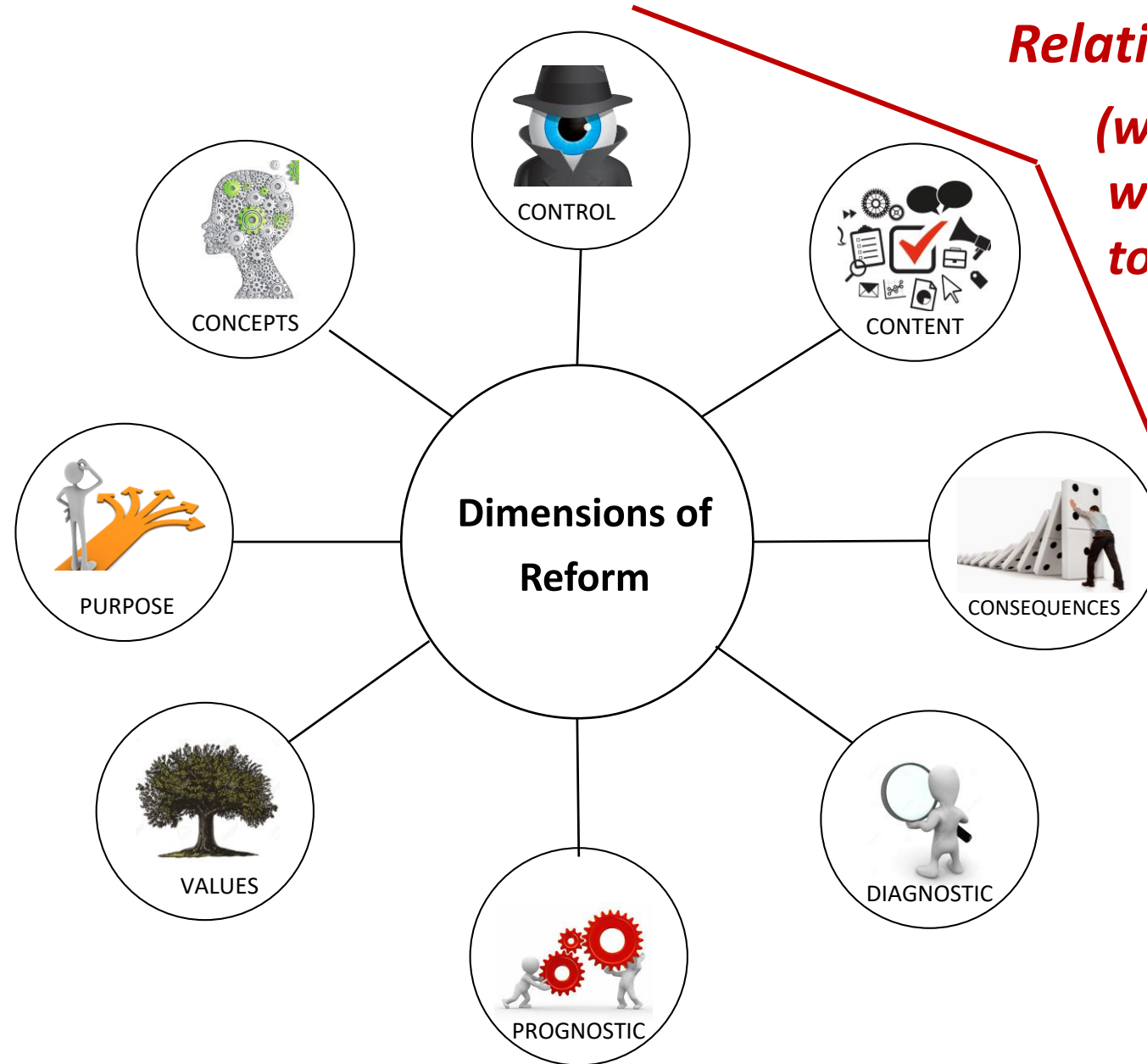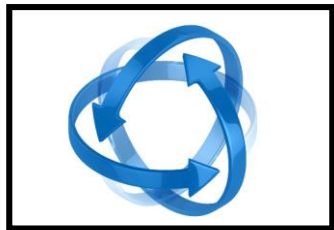- teacher labor market
- investment in education
- student performance

Part 1:

a framework for unpacking teacher education reform
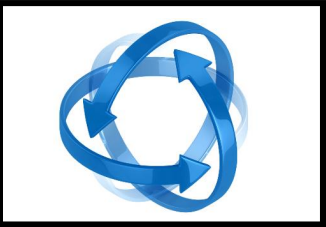
Source: Cochran-Smith, M., Carney, M.C., Keefe, E.S., Burton, S., Chang, W-C, Fernández, B., Miller, A., Sánchez, J.G. & Baker, M. (2018). *Reclaiming Accountability in Teacher Education.* New York: Teachers College Press.

policy, political, historical, economic, socio-cultural contexts

CONTROL

CONCEPTS

CONTENT

Dimensions of Reform

CONSEQUENCES

PURPOSE

DIAGNOSTIC

VALUES

PROGNOSTIC

Part 1:
a framework for unpacking teacher education reform

Power Relationships

(who has a say, what happens, to whom?)

CONCEPTS

CONTROL

CONTENT

PURPOSE

Dimensions of Reform

CONSEQUENCES

VALUES

PROGNOSTIC

DIAGNOSTIC

Part 1:
a framework for unpacking teacher education reform

Dimensions of Reform

- CONTROL
- CONCEPTS
- CONTENT
- CONSEQUENCES
- DIAGNOSTIC
- PROGNOSTIC
- VALUES
- PURPOSE
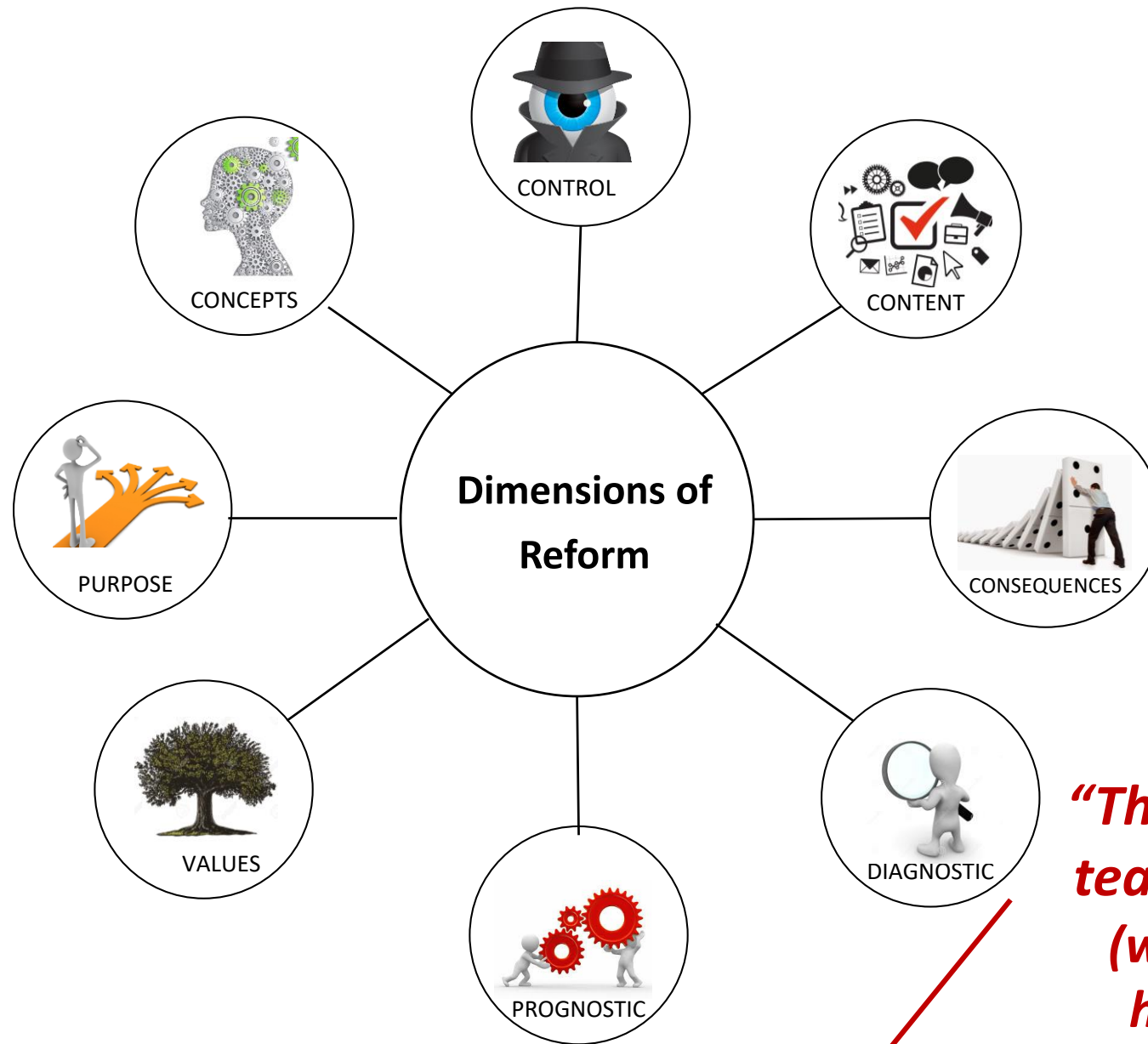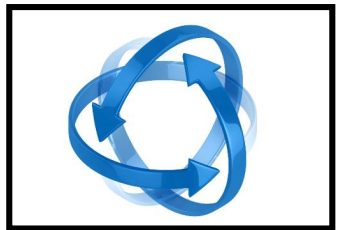
"The problem" of teacher education (what's wrong? how to fix it?)

Part 1:
a framework for unpacking teacher education reform
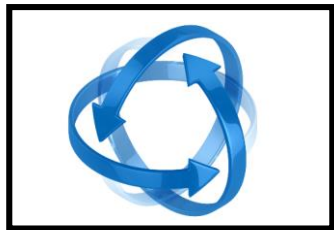
Foundations
(values, aims, ideas, ideals, ideology)

CONCEPTS

CONTROL

CONTENT

PURPOSE

Dimensions of Reform

CONSEQUENCES

VALUES

PROGNOSTIC

DIAGNOSTIC
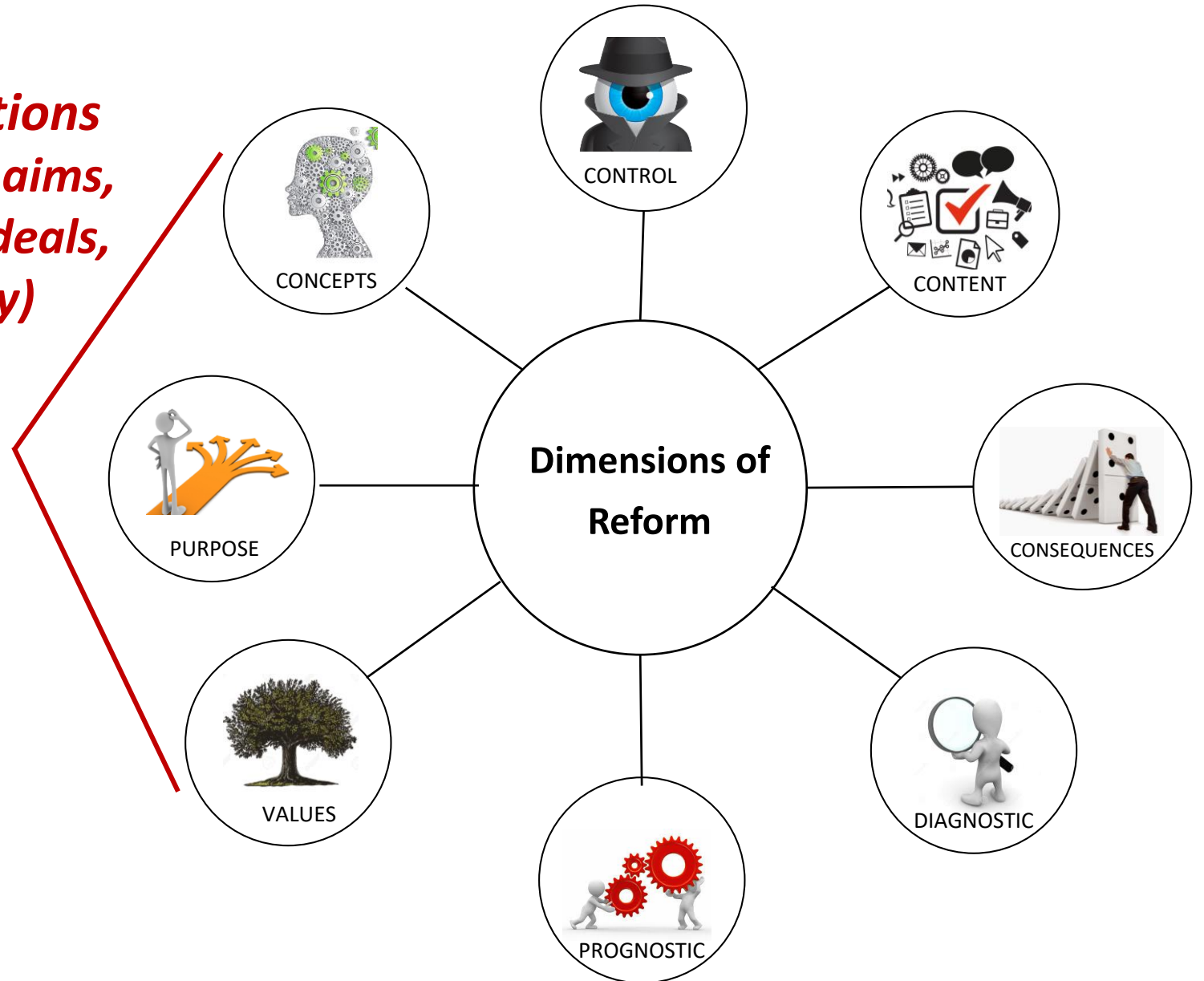
Part 2:

Variations in teacher education reforms

Foundations

Power Relationships

Dimensions of Reform
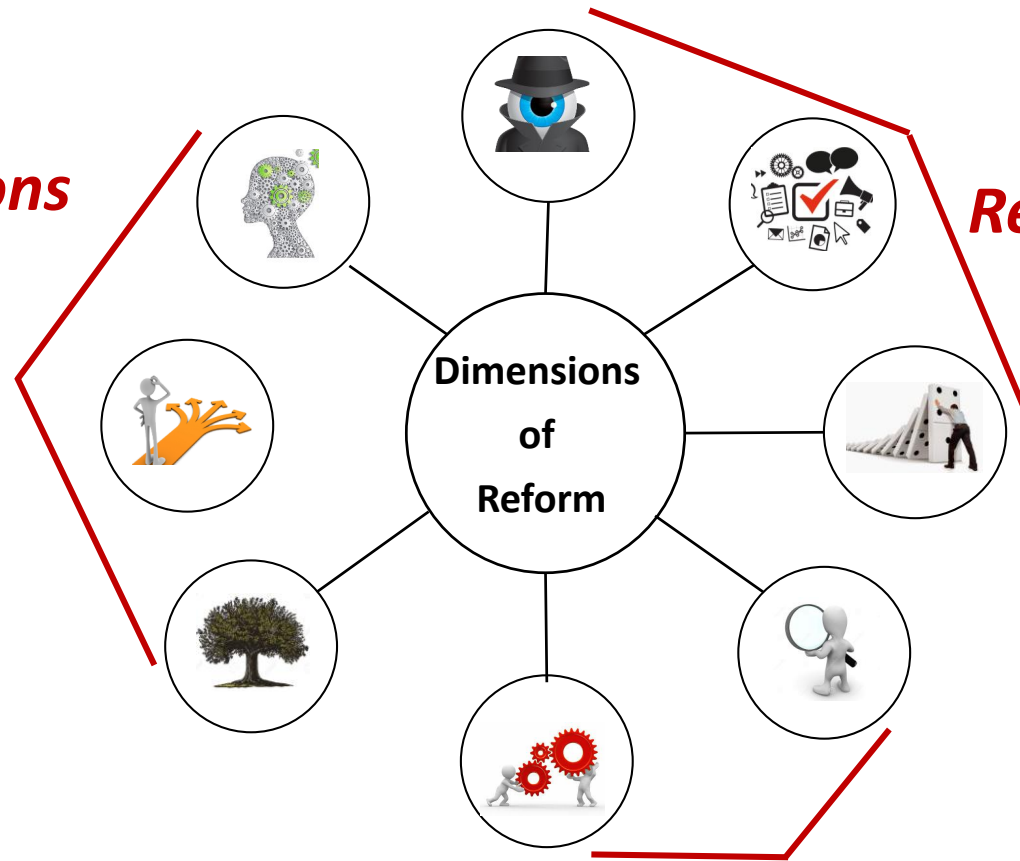
"The problem" of teacher education
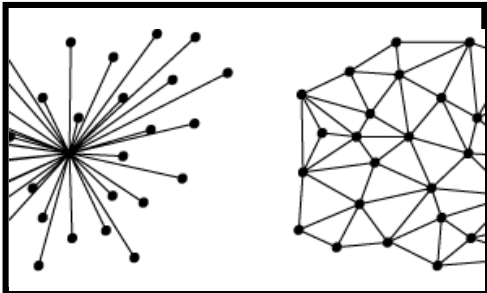
Context

- 4,000,000 teachers

- 200,000 new teachers per year

- 2000+ teacher preparation programs

- teaching: not high paying or highly regarded

- average achievement (25th PISA)

- average equity

USA
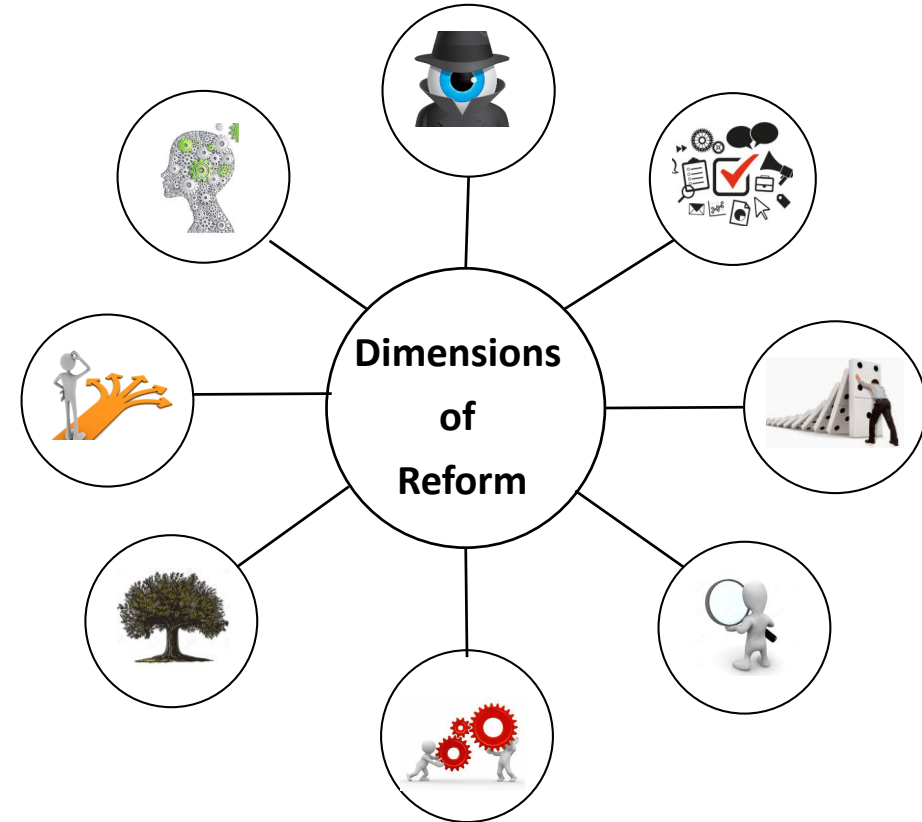
Dimensions of Reform

Source: Cochran-Smith, M., Carney, M.C., Keefe, E.S., Burton, S., Chang, W-C, Fernández, B., Miller, A., Sánchez, J.G. & Baker, M. (2018). *Reclaiming Accountability in Teacher Education.* New York: Teachers College Press.

FRAGMENTED

USA

Power Relationships

50 state DOEs

Higher Education Act/Title II
Reporting Regulations

US DOE

CAEP

CAEP ACCREDITED PROVIDER
EXCELLENCE IN EDUCATOR PREPARATION

edTPA®
Student-Teacher Performance Assessment

Report Card F

National Council on Teacher Quality

Dimensions of Reform
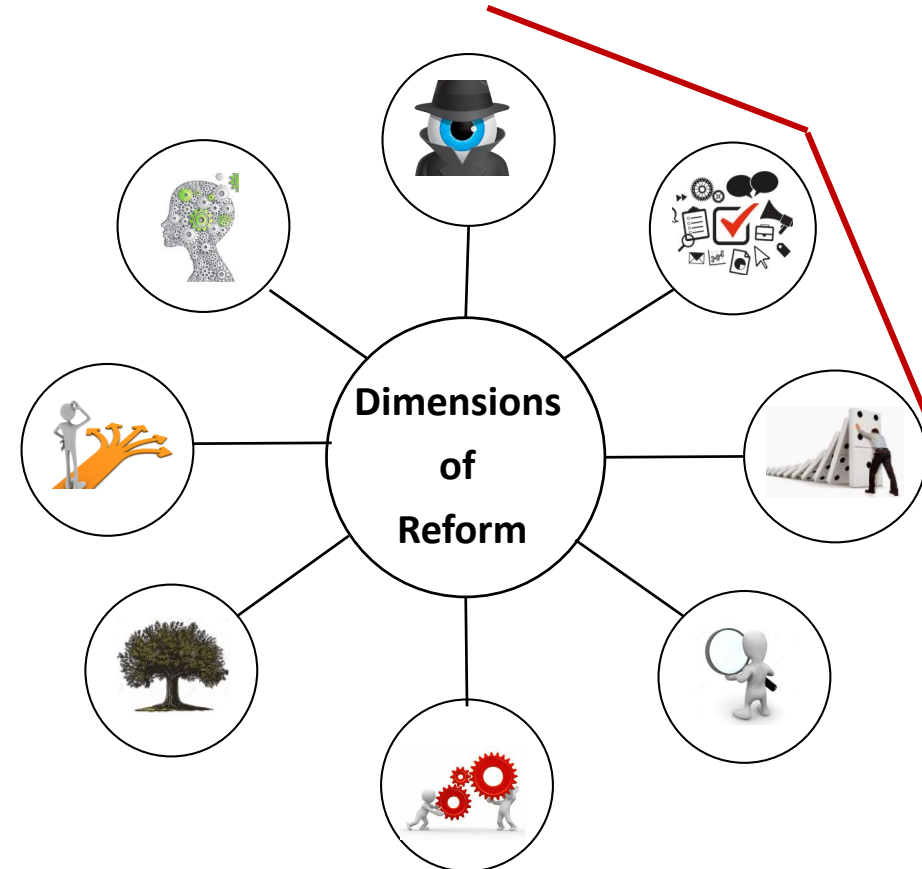
Version 1

PROBLEM:

University TP is too theory/research-based, generalized

SOLUTION:

By-pass university preparation
- alternative routes (learn on the job)
- preparation through non-university programs

Version 2

PROBLEM:

University TP is not accountable

SOLUTION:

Hold university TP accountable for results
- universal assessments, impact data
- sanctions/rewards

USA

"The problem" of teacher education

Dimensions of Reform
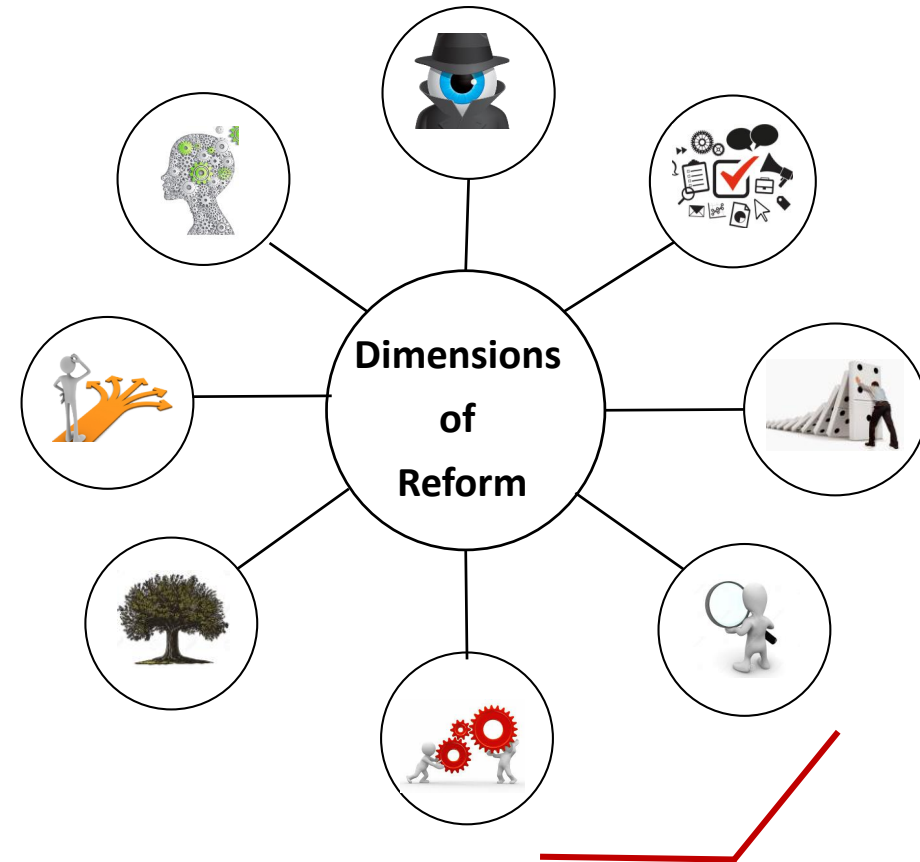
Teacher quality and market ideology

Teachers matter most

Competition/human capital

Teacher quality and (thin) equity

USA

Foundations of reform

Dimensions of Reform

Teacher Education Reform

	U.S.A.	Singapore	Scotland
Context	200,000 new tchrs/yr. 2000+ TE programs average achievement		
Power relationships	fragmented		
TE problem/ solution	problem: university TE solution: sidestep OR hold accountable		
Foundations/ values	market ideology thin equity		

Context

- 33,000 teachers

- 900 new teachers per year

- 1 teacher preparation program

- teaching: high paying and highly regarded

- above average achievement (1st PISA)

- average equity

Singapore
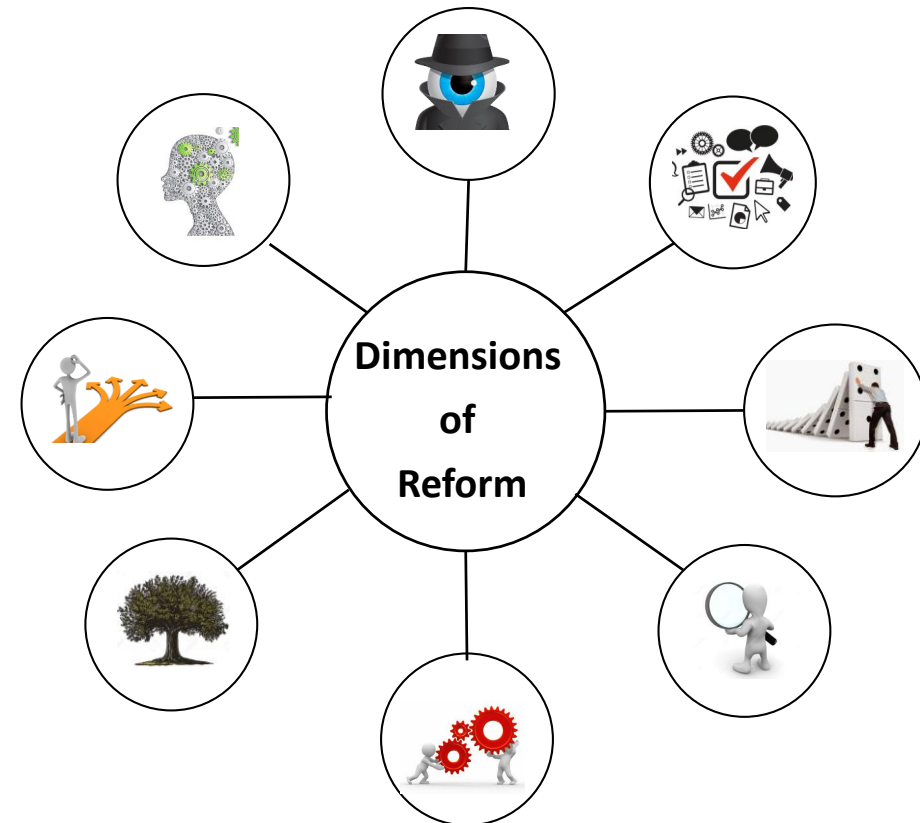
HIGHLY CENTRALIZED

Singapore

Power Relationships
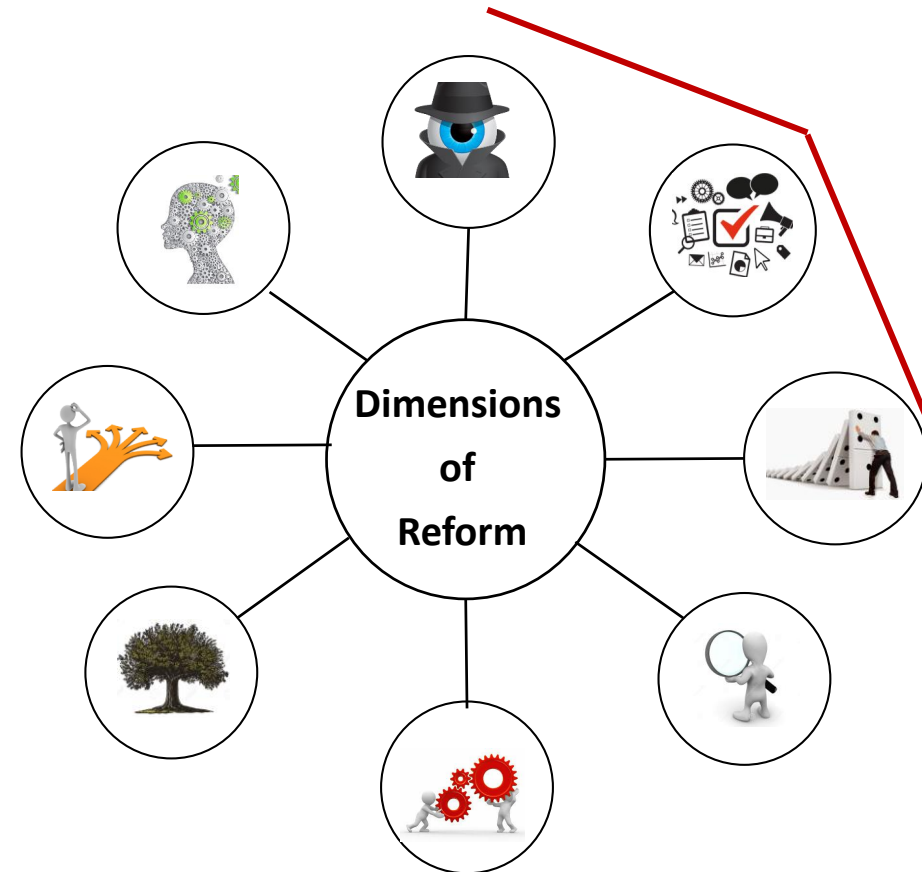
PROBLEM:
- uphold Singapore's success in the global society
- move beyond rote learning
- shadow education system
- student anxiety
- prepare teachers to educate students for the "innovation-driven" economy

SOLUTION:
MOE's new innovation and creativity goals in addition to academic knowledge and skills
- TE21
- core values
- close theory-practice gap: mentorship, reflection-in-action, school-based research

Singapore

"The problem" of teacher education

Dimensions of Reform
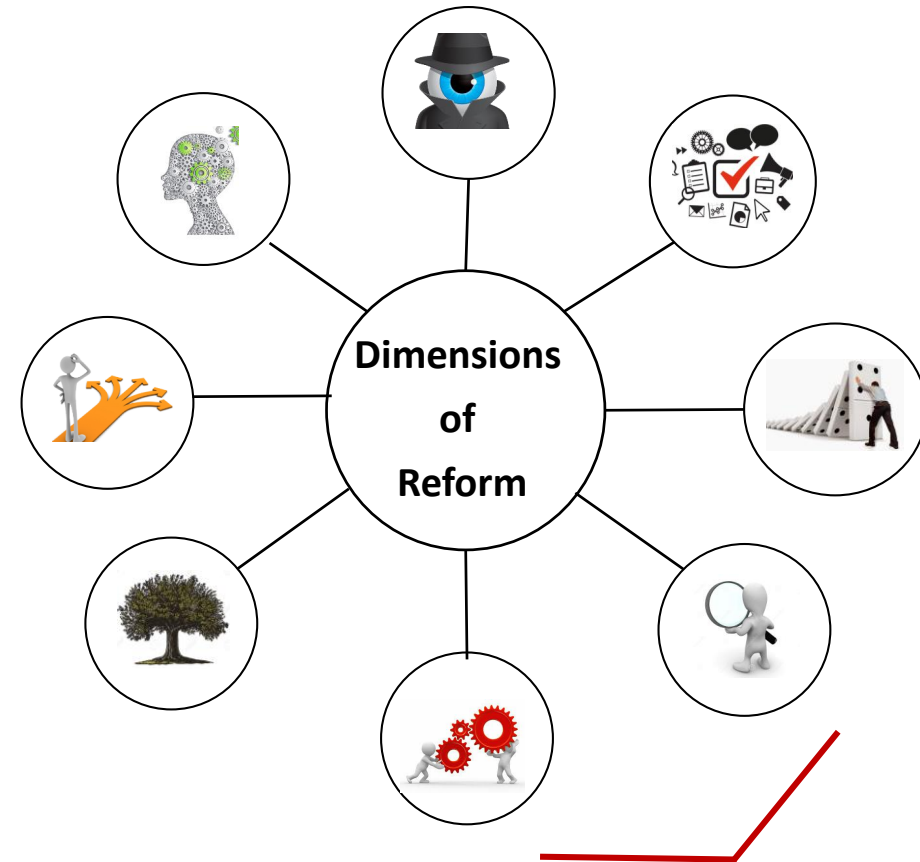
Human capital

Link between education and economic goals

Teaching: key to economic security
Teachers: guardians of national economic viability

Innovation economy: risk-taking, creativity, entrepreneurial skills

Singapore

Foundations of reform

Teacher Education Reform

	U.S.A.	Singapore	Scotland
Context	200,000 new tchrs/yr. 2000+ TE programs average achievement	900 new teachers/yr. 1 TE program very high achievement	
Power relationships	fragmented	highly centralized	
TE problem/ solution	problem: university TE solution: sidestep OR hold accountable	problem: rote learning solution: close theory-practice gap in TE	
Foundations/ values	teacher quality and market ideology	economic viability in the innovation economy	

Context

- 73,000 teachers

- 2500 new teachers per year

- 8 universities with TP programs

- teaching: not high paying but high entry standards

- above average achievement (15th PISA)

- average equity

Scotland
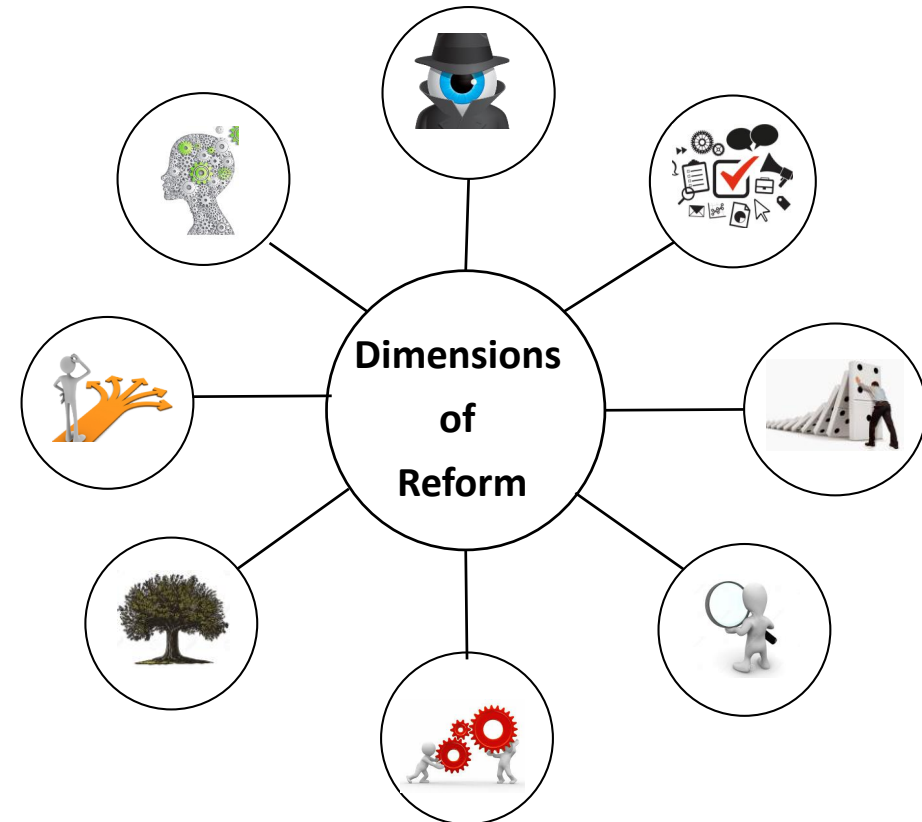
DISTRIBUTED

Scotland

Power Relationships

Dimensions of Reform
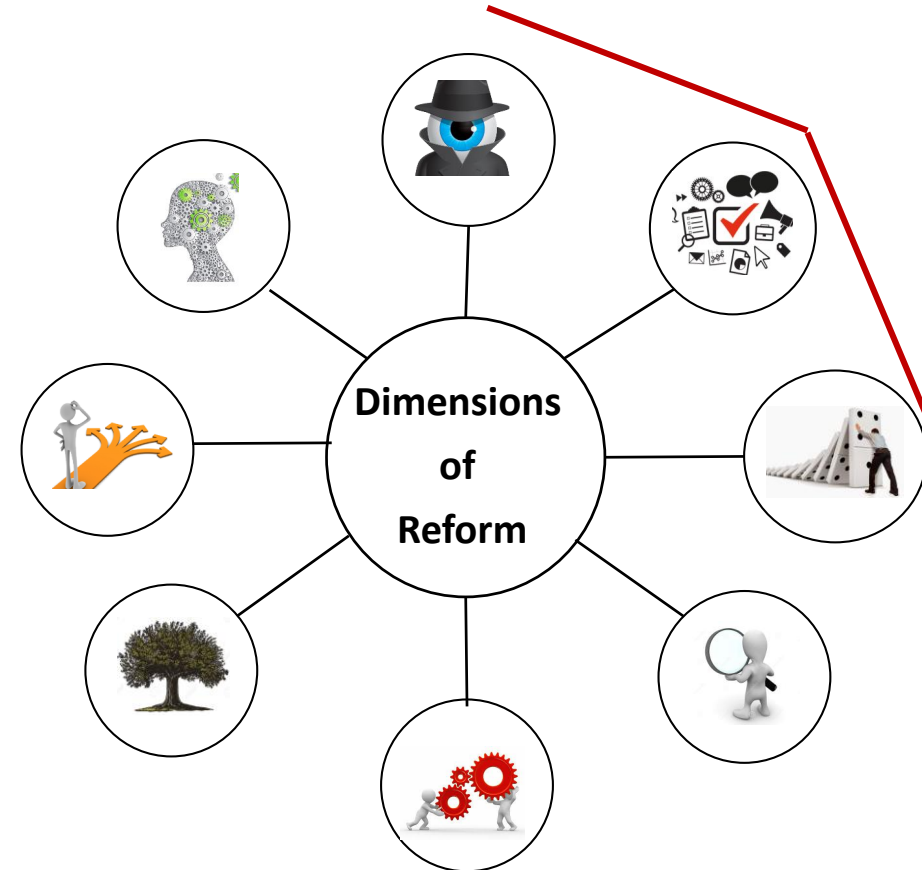
PROBLEM:
- Low intellectual level of TP, especially primary
- Over emphasis on craft, technical skill
- Under emphasis on academically challenging prep.

SOLUTION:

Increase teacher capacity
- Phase out traditional 3-year "B.Ed."
- New degrees (BA, BS, MA, 5th year masters) that combine academic and professional study
- Invest in teachers' development of reflective, inquiry, leadership skills

Scotland

"The problem" of teacher education

Dimensions of Reform

Social-democratic policy

Teacher professionalism

Teaching and social change

Scotland

Foundations of reform

Teacher Education Reform

	U.S.A.	Singapore	Scotland
Context	200,000 new tchrs/yr. 2000+ TE programs average achievement	900 new teachers/yr. 1 TE program very high achievement	2500 new teachers/yr. 8 university programs above avg. achievement
Power relationships	fragmented	highly centralized	distributed
TE problem/ solution	problem: university TE solution: sidestep OR hold accountable	problem: rote learning solution: close theory- practice gap in TE	problem:T as tech./craft solution: increase tchr. acad./inquiry capacity
Foundations/ values	market ideology thin equity	economic viability in the innovation economy	democratic education tchr. professionalism

**Norway's PLS Reform:
Where does it fit internationally?**

- 65,000 teachers

- 2400 new teachers per year

- 14 institutions (primary), 8 (secondary)

- teaching: not high paying, some recruitment problems

- slightly above average achievement (24th PISA)

- equity varies

Norway

Context

Teacher Education Reform

	U.S.A.	Singapore	Scotland	Norway
Context	200,000 new tchrs/yr. 2000+ TE programs average achievement	900 new teachers/yr. 1 TE program very high achievement	2500 new teachers/yr. 8 university programs above avg. achievement	2400 new tchrs/yr 14 institns (prim) avg. achievement
Power relationships	fragmented	highly centralized	distributed	
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Foundations/ values	market ideology thin equity	economic viability in the innovation economy	democratic education tchr. professionalism	

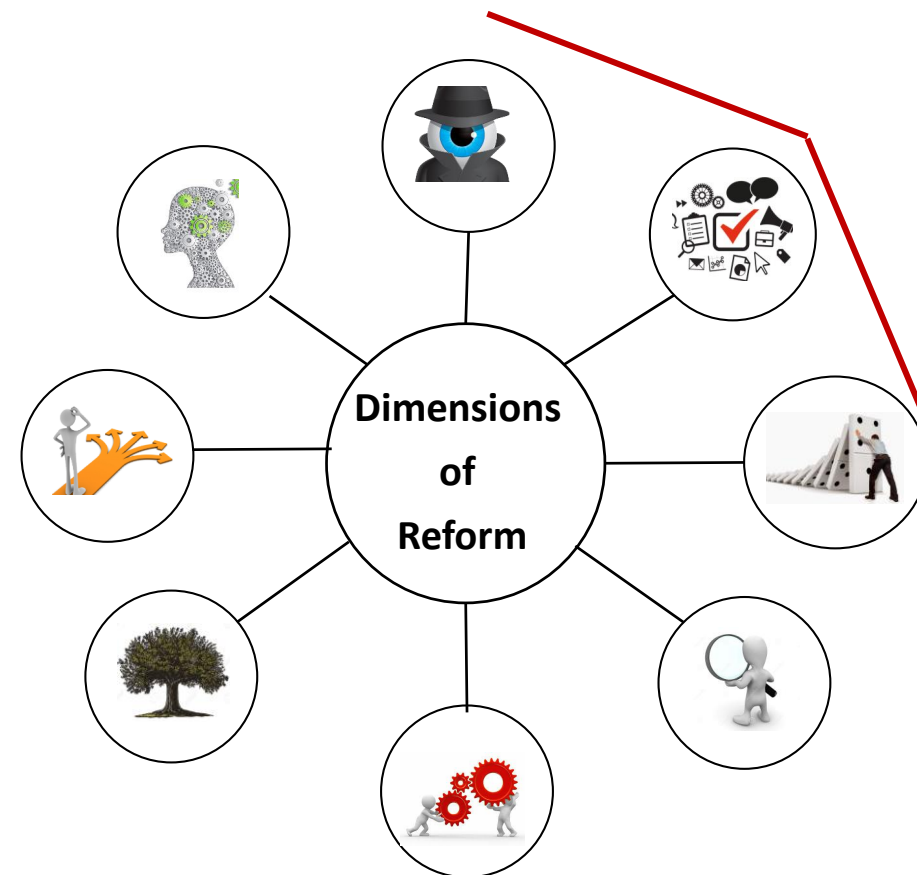## PROBLEM ???

- TE candidates not academically strong???
- TE programs not academic and rigorous enough???
- Teacher candidates don't have research skills???
- Teaching not highly regarded or rewarded???
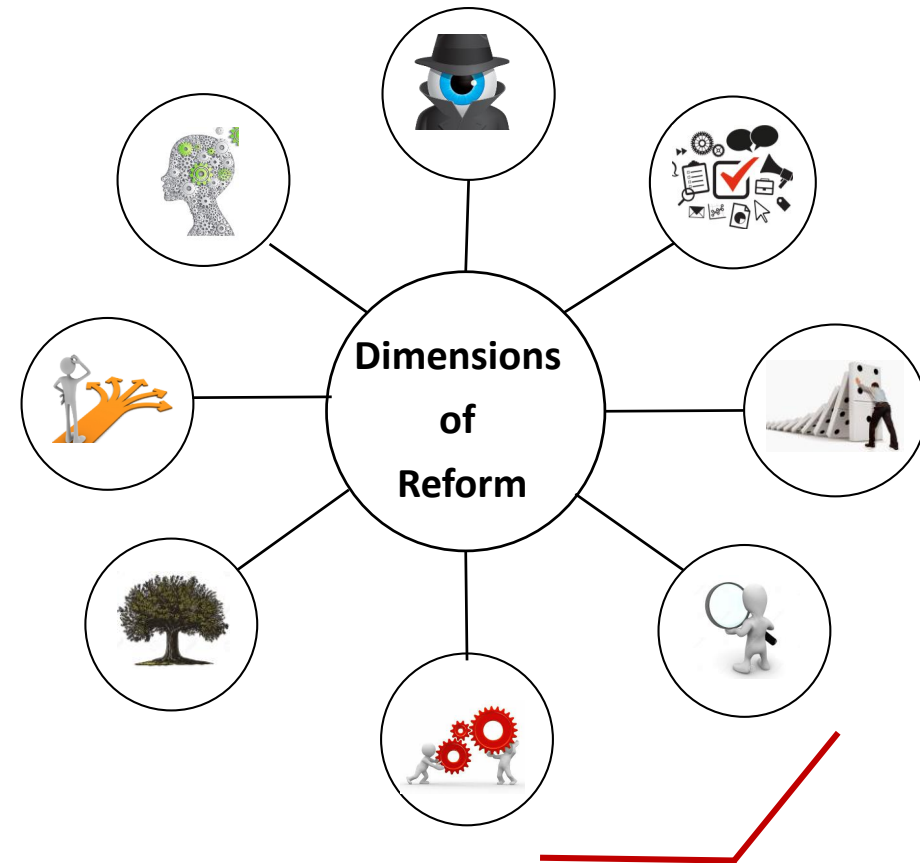
SOLUTION ???

Require master's degree for all PLS teacher candidates

- Increase teacher capacity???
- Increase research skills of teachers???
- Increase interest of potential applicants in teaching??
- Upgrade status of teaching/teacher education???

Norway

"The problem" of teacher education

Dimensions of Reform

FOUNDATIONS

Global education reform???
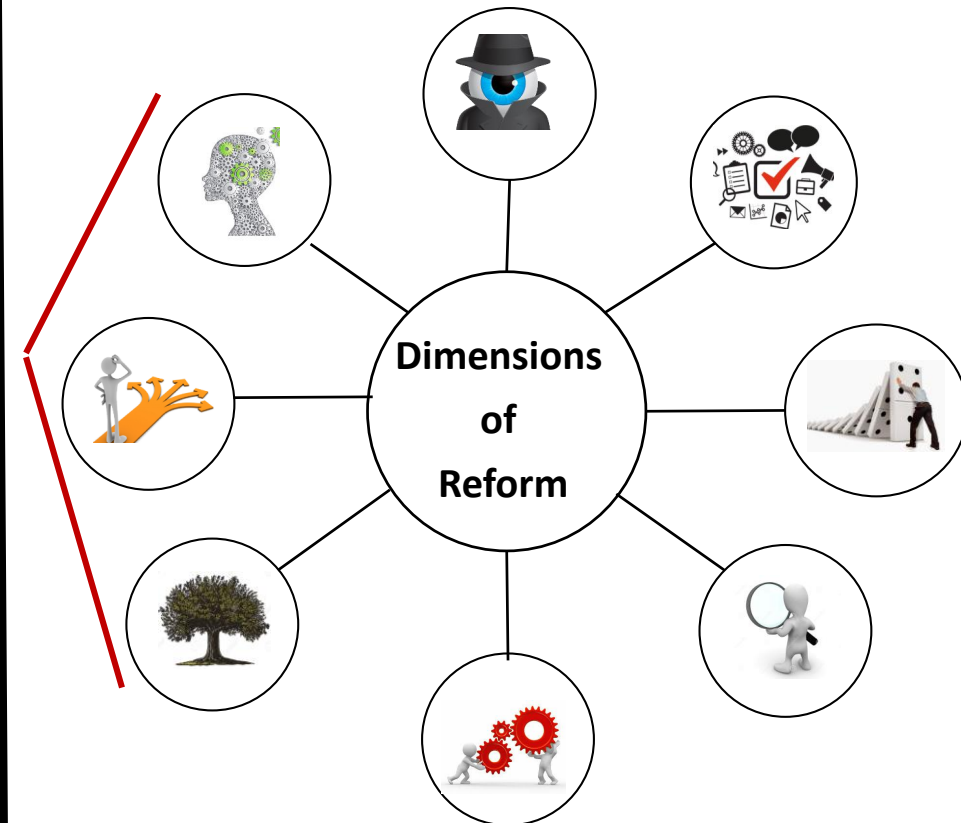
Teacher professionalism/teacher capacity???

Multicultural perspectives???

Norway

Foundations of reform

Teacher Education Reform

	U.S.A.	Singapore	Scotland	Norway
Context	200,000 new tchrs/yr. 2000+ TE programs average achievement	900 new teachers/yr. 1 TE program very high achievement	2500 new teachers/yr. 8 university programs above avg. achievement	2400 new tchrs/yr 14 instns (prim) avg. achievement
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Foundations/ values	market ideology thin equity	economic viability in the innovation economy	democratic education tchr. professionalism	?

Unpacking Teacher Education Reform