Why is the education of teacher educators important?

- New markets, patterns of migration, and media forms
- Unprecedented challenges and new conditions of cultural and social life
- New expectations of schools, teachers, and teacher education
- Teachers/teacher educators now the linchpins in educational reforms of all kinds
Teacher educators are the linchpins in educational reforms of all kinds

- BUT… the education of TEs is a neglected area:
  - little systematic research
  - few specific preparation programs or curricula for the preparation of TEs
  - few models of curriculum reform (generally) for higher education faculty
  - enormous variation in entry paths, experiences, roles, backgrounds w/in and across nations
Cross-cutting Issues

- Participants:
  Who is a TE? How do TEs enter the profession?

- Knowledge and Curriculum:
  What knowledge should TEs have?
  What should be the curriculum and subject matter of TEs’ education?

- Time, Timing, and Contexts:
  What social, intellectual & organizational contexts support the education of TEs? When, how long?

- Purposes and Goals:
  What are the purposes and goals of the education of TEs? What are the consequences and risks?
Areas of Research related to the Education of Teacher Educators for Diversity

- Characteristics, experiences, entry routes, perspectives, knowledge of TEs
- Institutes/programs for TEs or learning communities of TEs
- TEs studying their own practice as a way of learning
- Standards and Competencies for TEs
Characteristics, experiences, entry routes, and perspectives of TEs

QUESTIONS

- Who enters the TE workforce/routes of entry
- Support, preparation, knowledge, perspectives, experiences

EXAMPLES:

Wilson (1990), Buchberger (2000): recruitment/training of TEs at Eur. & national levels (Council of Ministers of Educ.-EU)

Noel (2006): characteristics of TEs in learning/skills sector (Eng.)

Murray & Male (2005): experiences of new TEs (Eng.)

Kitano et. al. (1996): knowledge of TEs about teaching diverse sts (US)

Institutes/programs for TEs or learning communities of TEs

QUESTIONS

- Contexts and outcomes designed to support TEs learning about preparing teachers for diversity
- Models of curriculum change for TE/HE

EXAMPLES

Costa et. al. (2000): TE faculty institute on working with ELLs; outcomes-program, syllabi changes (US)

McDaniel (2008): TE faculty group, worked in urban schools to learn about diversity (US)

Carroll et. al. (2007): TE faculty working to reinvent TE program at one large public institution (w/ doctorate in TE) (US)
TEs studying their own practice as a way to learn about diversity teaching

QUESTIONS

- Learning, experiences & perceptions of teachers/graduate students in transition to role of TE
- TEs’ learning in urban/diverse schools
- Issues involved in teaching candidates about diversity

EXAMPLES

Mazzei (2007): a TE examines candidates’ silence about issues of race during university course (UK)

Loughran & Berry (2004): 2 TEs examine how to model explicit pedagogy for candidates (Australia)

Prado-Olmos et al (2007): TEs of color study their experiences teaching TCs of color (US)
Standards/Competencies for TEs

QUESTIONS

- Knowledge, skills and experiences TEs should have to accomplish the complex work of teaching teachers
- Various constituents’ perspectives on these

EXAMPLES

Assoc. of TEs (1996, 2008): 9 stds for TEs, including content, cultural competence, professional/program development (US)
Koster, et. al. (2001, 2005): profile of competencies/task areas, incl. content, pedagogy, organization, communication, development (Neth.)
Katz & Coleman (2002): promotion criteria at TE colleges (Israel)
Smith (2005): new teachers’/experienced TEs’ views about knowledge TEs need (Israel)
A Few General References


