

Alternative Teacher Certification - A State-by-State Analysis 2000

C. Emily Feistritzer

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Alternative Teacher Certification A State By State Analysis

**C. Emily Feistritzer, David T.
Chester, National Center for Education
Information (Washington, D.C.)**

Alternative Teacher Certification A State By State Analysis:

Alternative Teacher Certification C. Emily Feistritzer, 2003 Alternative Teacher Certification ,2000 Alternative Teacher Certification C. Emily Feistritzer, David T. Chester, National Center for Education Information (Washington, D.C.), 1992 **The New Handbook of Research on Music Teaching and Learning** Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars **Progress of Education in the United States of America** ,1990 **The Alternative Certification of Teachers** ERIC Clearinghouse on Teacher Education, Washington, DC., 1992 Criticisms of teacher education the low economic and political costs of trying to reform schools by reforming teacher education along with the difficulty of filling some teaching positions with persons certified in traditional ways have fueled a movement to create alternative routes to teacher certification in the vast majority of states This monograph seeks to inform the ongoing policy debate over when and for what purposes alternative certification of teachers should be employed and to develop lessons that might lead to increasing the effectiveness of both alternative certification and traditional programs of teacher preparation Following an introduction the publication consists of six articles 1 The Theory and Practice of Alternative Certification Implications for the Improvement of Teaching Willis D Hawley 2 Alternative Certification in Connecticut Reshaping the Profession Traci Bliss 3 Alternative Certification State Policies in the SREB Southern Regional Education Board States Lynn M Cornett 4 Los Angeles Unified School District Intern Program Recruiting and Preparing Teachers for an Urban Context Trish Stoddart 5 Teaching and Knowledge Policy Issues Posed by Alternate Certification for

Teachers Linda Darling Hammond and 6 The Place of Alternative Certification in the Education of Teachers Gary D Fenstermacher Selected references for each chapter are included LL **Survey of Army Personnel Interested in Teaching** C. Emily Feistritzer,1992 **The Oxford Handbook of Preservice Music Teacher Education in the United States** Colleen Marie Conway,Kristen Pellegrino,Ann Marie Stanley,Chad West,2020 The Oxford Handbook of Preservice Music Teacher Education in the United States advocates for increased cultural engagement in Pre K 12 music education

Alternative Teacher Certification C. Emily Feistritzer,David T. Chester,1996 Research on Effective Models for Teacher Education D . John McIntyre,David M. Byrd,2000-02-03 This yearbook addresses the nation s pressing need to train and retain good teachers as it explores exemplary practices in teacher education Areas of critical concern include enhancing professional development methods for improving teaching and learning transformations through mentoring and social interaction and effective models for alternative programs in teacher education **Teacher Certification and the Professional Status of Teaching in North America** Peter P. Grimmett,Jon C. Young,Claude Lessard,2012-12-01 This book locates recent developments in teacher certification in North America within a broader international policy context characterized as hegemonic neo liberalism wherein economic rationalism has begun to trump professional judgment We focus on teacher certification because it addresses fundamental questions about who will teach what are the required minimum levels of competence and who will make those decisions Such questions are central to teaching constituting a new battleground for education in North America Two ideas economic rationalism and professionalization have become pivotal to education policy Economic rationalism finds its expression in a free market ideology Professionalization has two meanings professionalizing the practice of teaching constructing a professional knowledge base and professionalizing the status of teaching through links with universities and self regulation These ideas contestation varies by setting In the USA neo liberalism has attacked professional knowledge questioning its scientific veracity Professionalization advocates claim that the neo liberalist aim is to undermine teaching as a profession In Canada neo liberalist critics are heard but have limited impact on policy Professionalization has emphasized teachers pedagogical development and a valuing of the field s input into teacher preparation Neo liberalist economic rationalism plays itself out overtly in the USA as de regulation in Canada it lies embedded within labor mobility agreements In the USA professionalization highlights professionalism in practice in Canada the governance of teaching This book explores how economic rationalism is using labor mobility agreements in Canada as a covert operation analogous to de regulation in the USA to assert its dominance in the battle to de professionalize teaching in North America Resources in Education ,1999 **Alternative Teacher Certification** C. Emily Feistritzer,2007

Education Unbound Frederick M. Hess,2010-02-15 A thought provoking look at innovation in education by a researcher at the American Enterprise Institute for Public Policy 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

Developing and Maintaining a High-quality Teacher Force United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Postsecondary Education, Training, and Life-long Learning, 1999

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and

commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net> *Progress of Public Education in the United States of America* United States. Office of Education,1990 **America's Teachers** Susan P. Choy,1994-06 This report draws on 6 major surveys conducted in 1987-88 Covers a wide variety of topics ranging from the size and demographic characteristics of the teaching work force teacher supply and demand teacher education and qualifications the use of resources in the school and classroom teacher compensation and teachers opinions about various aspects of teaching and the teaching profession Provides an easily understood non technical reference source Nearly 200 figures and tables **A Primer on America's Schools** Terry M. Moe,2013-09-01 In this volume the eleven members of the Koret Task Force on K-12 Education provide a broad overview of the American education system pulling together basic facts about its structure and operation identifying key problems that hinder its performance and offering perspectives on the requirements of genuine reform

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Table of Contents Alternative Teacher Certification A State By State Analysis

1. Understanding the eBook Alternative Teacher Certification A State By State Analysis
 - The Rise of Digital Reading Alternative Teacher Certification A State By State Analysis
 - Advantages of eBooks Over Traditional Books
2. Identifying Alternative Teacher Certification A State By State Analysis
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Alternative Teacher Certification A State By State Analysis
 - User-Friendly Interface
4. Exploring eBook Recommendations from Alternative Teacher Certification A State By State Analysis
 - Personalized Recommendations
 - Alternative Teacher Certification A State By State Analysis User Reviews and Ratings
 - Alternative Teacher Certification A State By State Analysis and Bestseller Lists
5. Accessing Alternative Teacher Certification A State By State Analysis Free and Paid eBooks

- Alternative Teacher Certification A State By State Analysis Public Domain eBooks
- Alternative Teacher Certification A State By State Analysis eBook Subscription Services
- Alternative Teacher Certification A State By State Analysis Budget-Friendly Options
- 6. Navigating Alternative Teacher Certification A State By State Analysis eBook Formats
 - ePub, PDF, MOBI, and More
 - Alternative Teacher Certification A State By State Analysis Compatibility with Devices
 - Alternative Teacher Certification A State By State Analysis Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Alternative Teacher Certification A State By State Analysis
 - Highlighting and Note-Taking Alternative Teacher Certification A State By State Analysis
 - Interactive Elements Alternative Teacher Certification A State By State Analysis
- 8. Staying Engaged with Alternative Teacher Certification A State By State Analysis
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Alternative Teacher Certification A State By State Analysis
- 9. Balancing eBooks and Physical Books Alternative Teacher Certification A State By State Analysis
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Alternative Teacher Certification A State By State Analysis
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Alternative Teacher Certification A State By State Analysis
 - Setting Reading Goals Alternative Teacher Certification A State By State Analysis
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Alternative Teacher Certification A State By State Analysis
 - Fact-Checking eBook Content of Alternative Teacher Certification A State By State Analysis
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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