

UNIVERSITY WITHIN SCHOOL: A RESEARCH AND PRACTICE BASED MODEL TO RESTRUCTURE TEACHER EDUCATION

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RATIONALE

TO RE-STRUCTURE TEACHER EDUCATION

● (1) Problem

- Problem of Learning/Achievement in School
 - Two Dimensions of the Problem:
 - (a) Low Level of Achievement
 - (b) Achievement Gap
- Significance of School-Learning in Modern Society
- Democratic Ideals and School-Learning
- Social Justice and School-Learning

(2) Makers of Achievement in School

- Learners Themselves
- Parents-Family
- Teachers-School
- Community-Government
- Digital Media-New Educative Forces

(3) Challenges to Teacher Education

- Challenge of Information Age
 - Challenge of Internet to Teachers
- Challenge of Growing Diversity
 - Demographic Challenge in the Classroom
- Ethical Challenges
 - Right to Education
 - Ethical Imperative to Educate All Children
- Imperative to Educate All Citizens in Modern Society
 - Achievement Gap as a Civil Right Issue
- Globalization, Economic and Political Challenges

(4) Declining Educative Power of Family

- From Large to Small Family
- Economic Challenges
- Working Parents
- Technological Changes
- Generation Gap

(5) Growing Need for “Professional Teacher”

- Every Child is a Source of Progress and Prosperity
 - Innovation and creativity
 - Art and sciences
 - Material and spiritual richness
 - Service to community
- All Children Must Be Educated by Professional Educators
 - Educators with interest and ability to teach,
 - Experts in subject matter (master degree in the field),
 - Two-year experience-based professional education,
 - Passionate and dedicated to teaching.

MODELS O PROFESSIONAL EDUCATION

- Traditional-Informal Professional Education
 - Apprentice-Intern (Journeyman)-Master Model
 - In Turkish: Çırak-Kalfa-Usta Modeli
- Modern-Formal Professional Education
 - In Schools and Classrooms
 - In Artificial Environments
- Hybrid Models
 - Medicine
 - Other

PROFESSIONAL EDUCATION IN RECOGNIZED PROFESSIONS

- Professional Education in Recognized Professions
 - Balance of Theory and Practice
 - Length of Professional Education
- Proposed Model for Professional Education:
 - University Within Workplace
- Proposed Model for Teacher Education:
 - University Within School
- Length of Practice in Teacher Education
 - Must Be Two Years

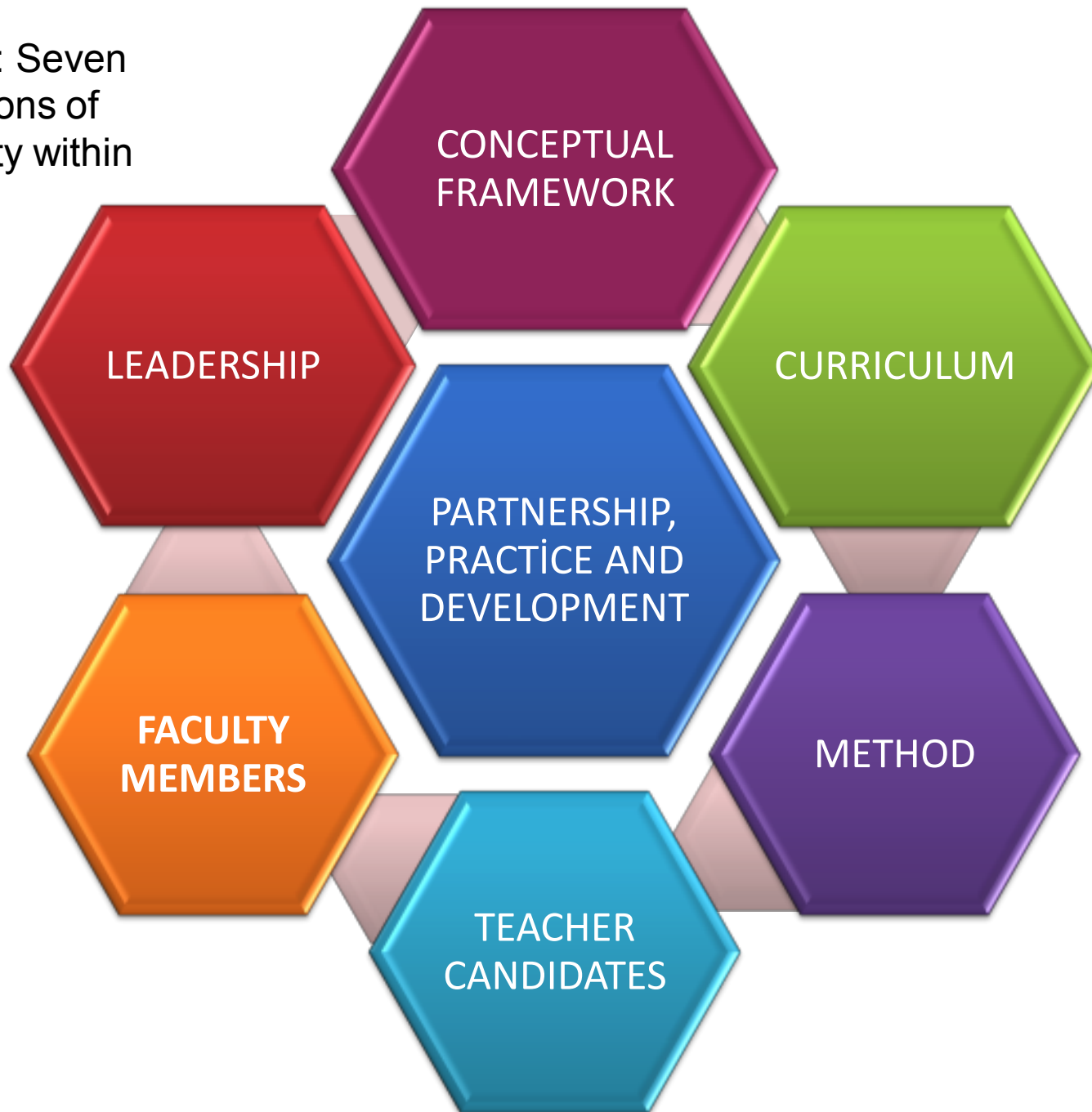
STRUCTURE OF THE MODEL: UNIVERSITY WITHIN SCHOOL

- Description of the Model
- Structure of the Model
- Interactions among the Components of the Model
- Four Versions of the University Within School Model
 - Four-Year Undergraduate Level University Within School
 - Two-Year Graduate Level University Within School
 - Six-Year Master Level University Within School
 - Two-Year Post-Master Level University Within School



STRUCTURE OF THE MODEL

Figure 1: Seven Dimensions of University within School



Interactions among the Components of the Model

- The Proposed Model is a System
 - Seven components of the model constitute a system
- Constant Interactions among the Components
 - Components of the model constantly affect one another
 - If there is something wrong in one of the components, it negatively affects all others
 - However, system continues and the outcome is defected

Four Versions of the University Within School Model

Teacher education around the world is structured in different ways.

There are undergraduate, post-graduate, master's level and alternative programs.

Some of them last four years; some others last five, six, seven, or more years.

The following four different versions of the model are prepared to re-structure teacher education.

1st Version: Four-Year Undergraduate Level University Within School

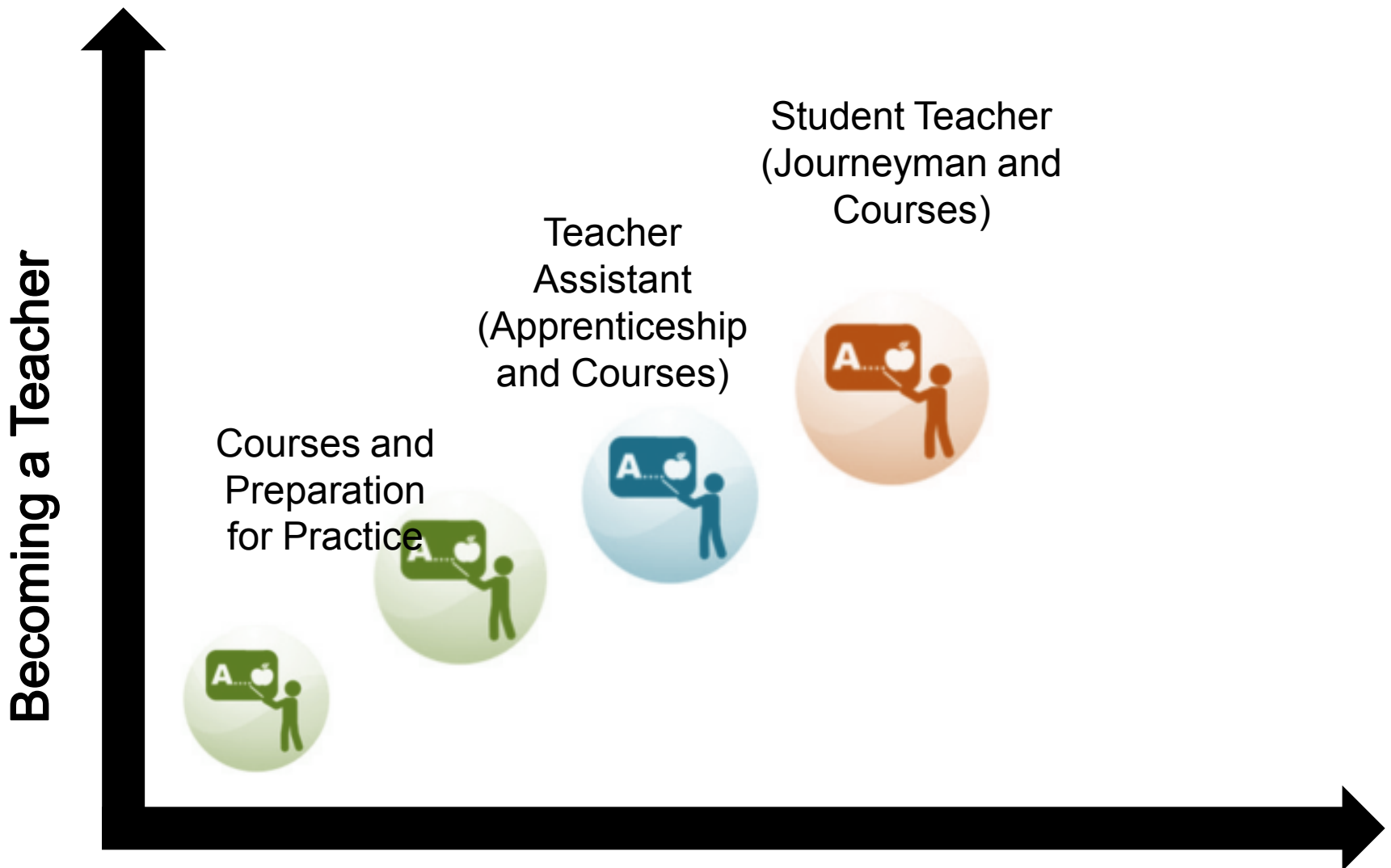
When the University within School is implemented in a four-year teacher education program, education will be "university-centered" for the first two years and "school-centered" for the last two years.

Teacher candidates completing the first two years will start working as a full-time teacher assistant in partner schools and continue in different schools in the following semester.

They will take education courses in partner schools during the evening hours.

In their senior year, they will be student teachers for two semesters in two different partner schools.

Mentor teachers and college faculty will observe and guide them (See Figure 2).



Courses: First 2 Years + Practice and Courses: Last 2 Years

Figure 2: Undergraduate Level University within School

2nd Version: Two-Year Graduate Level University Within School

Post-Baccalaureate Level University within School: Candidates that already possess a college degree will be accepted to the program, and their “school-centered” professional education will last two-years.

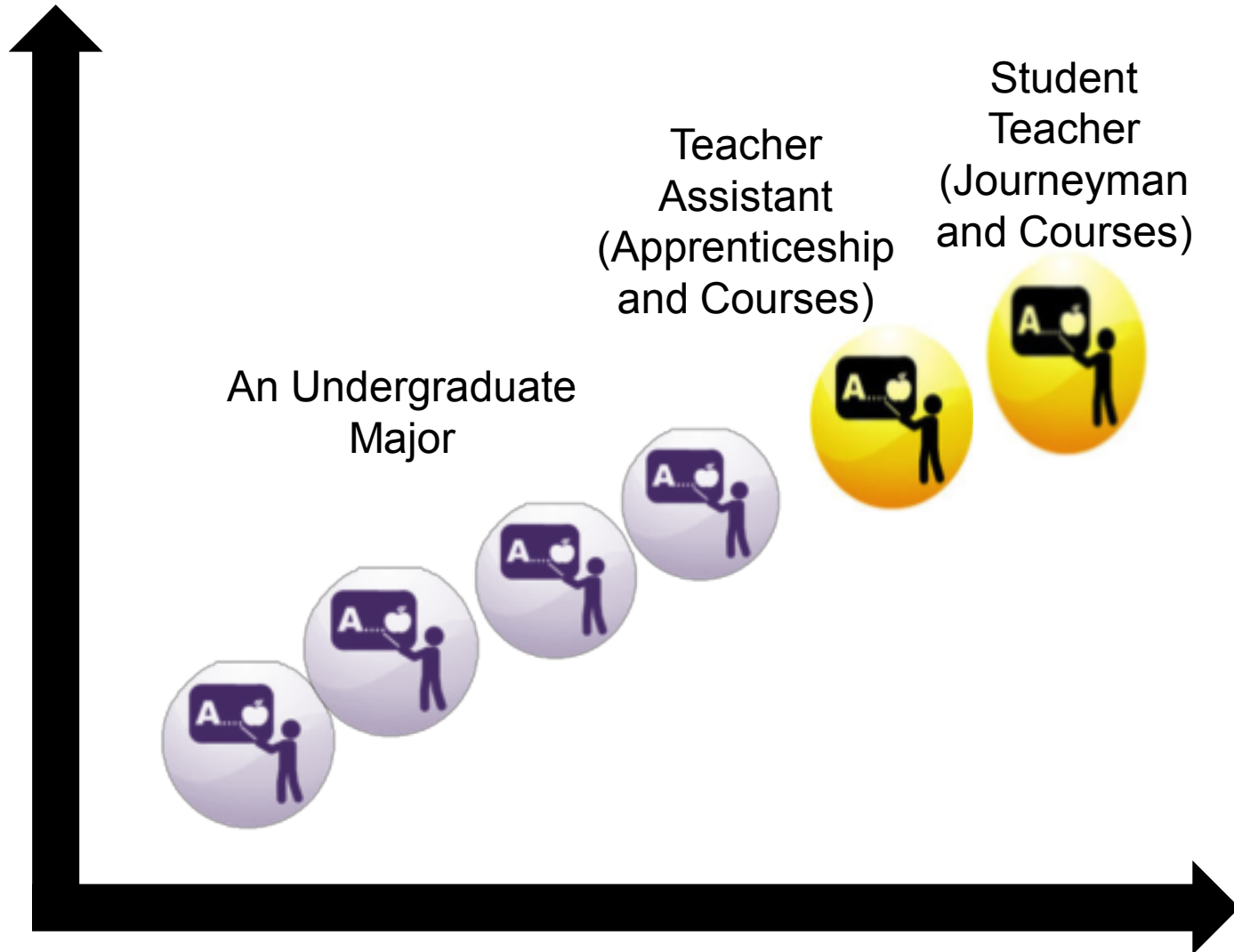
Teacher candidates will be placed in partner schools as a full-time teacher assistant for two semesters.

Candidates will take education courses in schools during the evening hours.

The following year for two semesters, candidates will be student teachers in two different partner schools.

They will be observed and guided by mentor teachers and college faculty (See Figure 3).

Öğretmen Olma Süreci



Undergraduate: 4 Years + Professional Education: 2 Years

Figure 3: Post-Baccalaureate University within School

3rd Version: Six-Year Master Level University Within School

When this model is implemented, teacher candidates will complete their undergraduate and master's degrees in the subject while simultaneously taking education courses and practicing teaching.

Similar to the undergraduate version of the model, candidates in their junior year will work as a full-time teacher assistant, and in their senior year, they will work as a full time student teacher.

They will focus on their master's thesis during the fifth and sixth years, and at the same time, practice teaching by using their master level pedagogical content knowledge (See Figure 4).

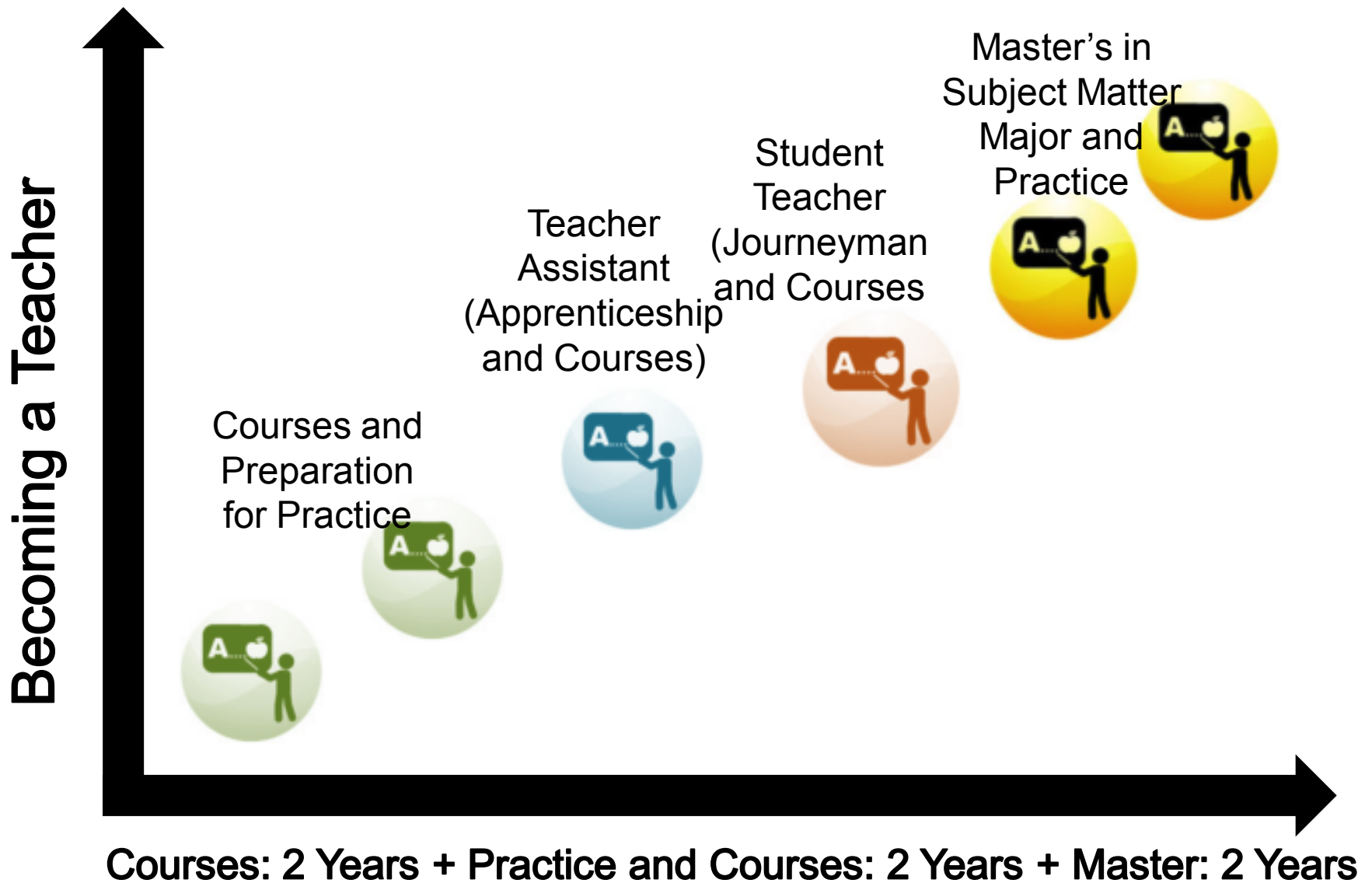


Figure 4: Master Level University within School

4th Version:

Two-Year Post-Master Level

University Within School

In this model, the candidates with a master's degree in a "teachable" subject matter will be accepted to the program.

As in the other models, particularly the post-graduate level model, teacher candidates will engage in a two-year school-centered professional education.

They will work as a teacher assistant for the first year and as a student teacher in the second year.

Courses will be taken during the evening hours, and candidates will be observed and guided by experienced mentors and faculty members (See Figure 5).

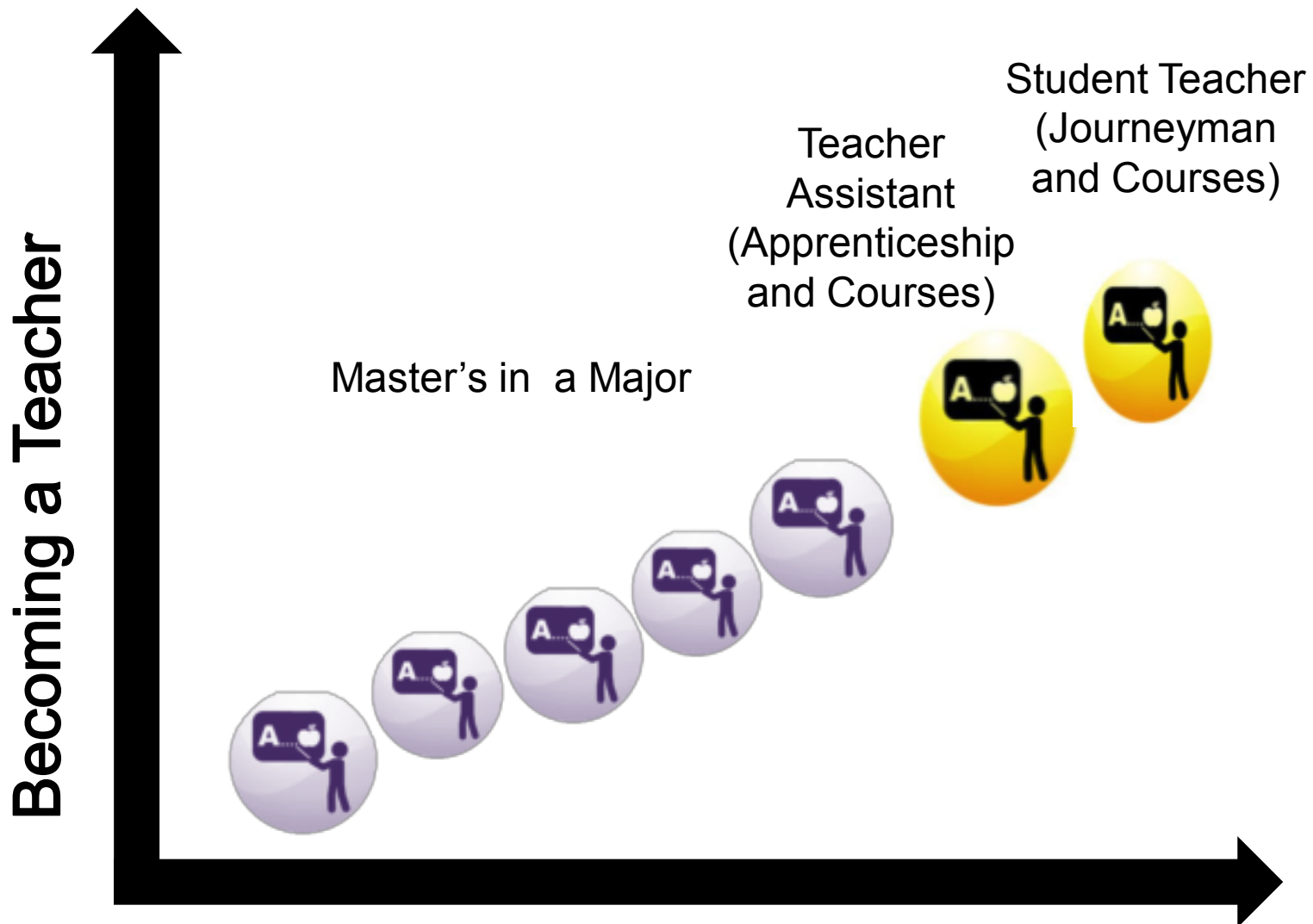


Figure 5: Post-Master University within School

Common Feature of the Four Versions

- In all versions of the University within School:
- (a) undergraduate level,
- (b) post-university (baccalaureate) level,
- (c) master level or
- (d) post-master level,
 - All teacher candidates must experience a two-year, school-centered, practice-focused professional education by working for one year as a teacher assistant and for one year as a student teacher.

SEVEN COMPONENTS OF UNIVERSITY WITHIN SCHOOL

- **LEADERSHIP: VISION AND CHANGE**
- **FACULTY: DEDICATED ROLE MODELS TO EDUCATE THE BEST TEACHERS**
- **CONCEPTUAL FRAMEWORK: VISION IN ACTION/WISDOM WITHIN PRACTICE**
- **CURRICULUM: SOURCE OF KNOWLEDGE, SKILLS AND VALUES**
- **METHODS: LEARNING BY DOING AND LIVING**
- **STUDENTS: CANDIDATES WITH ABILITY AND INTEREST IN TEACHING**
- **PARTNERSHIP, PRACTICE AND DEVELOPMENT: UNIVERSITY-SCHOOL PARTNERSHIP FOR TEACHING PRACTICE, EDUCATIONAL RESEARCH, TEACHER AND FACULTY DEVELOPMENT, AND STUDENT ACHIEVEMENT**

PARTNERSHIP, PRACTICE AND DEVELOPMENT

(In Detail)

- **Mission of Universities and Schools**
 - Mission of the University
- Mission of the School
- They Are Natural Partners

University-School Partnership for Teacher Education

- Principles of Partnership
- Equal Partnership

Teaching Practice

(Practicum and Student Teaching)

- One-Year Apprenticeship
 - as Teacher Assistant
- One-Year Internship
 - as Teacher Candidate

Professional Development of Teachers

- Faculty-Teacher Co-Teaching In School and College
- Appointing Teachers as Adjunct College Faculty
- Courses and Workshops for Teachers
- International Professional Development
- Length and Follow-Up in Professional Development

Professional Development of College Faculty

- College Faculty-School Teacher Co-Teaching In School and College
- Workshops for Faculty
- International Professional Development

Educational Research

- Research on Local Educational Problems
- Joint Research Projects of Faculty, Teachers and Teacher Candidates

Improving Student Achievement

- The Ultimate Goal
- Closing the Achievement Gap
- Producing Equal Student Outcomes

Other Areas of Partnership

- Preparing the Conceptual Framework Together
- Designing Curriculum Together
- Deciding the Methods of Teaching Together
- Choosing the Teacher Candidates Together
- Office of College Faculty in Partner Schools
- Using School Buildings to Teach College Courses

FUTURE OF TEACHER EDUCATION

- Teacher Education Must Be Reformed
- Imperatives to Reform Teacher Education
- Recommended Models of Teacher Education
 - Undergraduate and Master Integrated (six years total)
 - Master in Subject Matter
 - Two Year Practice
 - Post Master Level (two years after master)
 - Master in Subject Matter
 - Two Year Practice

CONCLUSIONS

- **PUTTING “EDUCATIONAL RESEARCH” AND “THE WISDOM OF TRADITION” INTO PRACTICE TO RESTRUCTURE TEACHER EDUCATION**
- **THOSE WHO TEACH US ARE THE MAKERS OF US**
- **IMPROVING TEACHERS IMPROVES US**
- **INVESTMENT IN TEACHER EDUCATION IS THE INVESTMENT IN THE FUTURE OF OUR CHILDREN, OUR COUNTRY AND HUMANITY**