

## SIGNIFICANT DEVELOPMENTS IN TEACHER EDUCATION

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Perhaps the most significant development with relation to long time effect is development of the National Council for Accreditation of Teacher Education, which grew out of the development of TEPS and the AACTE. This organization gives promise of securing a constant improvement in the quality of the education of teachers, and more important, in the selection of students for that preparation with reference both to academic competence and personality characteristics. The quality of education in the United States during the next twenty-five years depends directly upon the quality of the students in our teacher education institutions.

The second most significant development during the past twenty-five years is the flood of criticism directed at the preparation of elementary and secondary teachers and the response which such organizations as TEPS and the AACTE have made to this criticism. Although this criticism seemed to those involved in teacher education to be distorted, untrue, and over-generalized; nevertheless, as a result, efforts have been directed to improving professional education courses, to evaluating the content more critically, and to eliminating duplication. But perhaps more important has been the willingness of liberal arts faculties to study the problems of teacher education and to teach their academic discipline in such a way that it will be valuable to elementary and secondary teachers. The concern of leaders in the academic fields for teacher education is greater today than ever before.

### Unsolved Problems

Perhaps the most pressing unsolved problem in teacher education is that of selecting the most promising candidates for the teaching profession. Teacher-training institutions need to understand that the techniques of personnel psychology will enable them to select students who have the personality and academic characteristics necessary for success in teaching. This will involve a great deal of research. It should involve the knowledge by NCATE of the quality of students

admitted to teacher education in every accredited college. Industry has long utilized the techniques necessary to proper selection. A well prepared personnel psychologist should be responsible for admission and retention policies in every teacher preparatory institution.

The second most pressing problem is the improvement of student teaching or internships. When the schools become adequately aware of the importance of quality in the teachers they appoint, greater emphasis will be placed on the selection of the most promising teachers. Schools alert to the need of attracting the most competent teachers will attract the better students. There will be real competition among schools to attract the best student teachers, much as now exists among hospitals to attract the most promising young doctors. Supervising teachers in the public schools will be carefully selected and prepared for this work and paid accordingly either by the school system or by the state. School systems need to recognize the importance of competing for the better student teachers.

A third problem in teacher education has to do with improving the quality and application of research in education. It can be hoped that the emphasis on research in education during the next twenty-five years will make our present research look superficial, and most certainly its application will seem superficial. The education of men and women is one of the most complicated processes imaginable; yet at the present time we do not know enough to ask the right questions or even to see the real problems.

#### Looking Ahead

Let us hope that during the next twenty-five years we will learn what our real problems are in teacher education. We should have considerable information on the type of personality and academic competence necessary for successful teaching. We will know how these factors differ in the various teaching fields. For example, the teacher of mathematics at the high school level is quite a different person from the primary teacher, the teacher of high school English, or the teacher of the deaf, blind, or mentally handicapped.

We will have learned how to use high-level teaching talent to better advantage by the use of television, moving pictures, tapes, automated learning, and other auditory-visual devices. We will have learned that these devices will always be supplementary or auxiliary. The superior teachers will use the devices with intelligence, and their teaching will be greatly improved, but the poor teacher will still be confused and still use such devices to cover up this confusion. The use of such auxiliary aids will have a large place in the professional courses in teacher education.

The profession of teaching will grow greatly in prestige during the next twenty-five years. There will be a sufficient number of students wishing to enter this profession to make possible a high selection of talent. Preparation for teaching will be considered not as a course which may be completed in four or five years, but one which will continue throughout the professional life of the teacher.