

Table 1. Major Reforms in Teacher Education, 1970-Present

Stage	Reform/Key Components	Documentation/Evidence	
		Establishing Initiative as Reform	Impact of Reform
Stage 1: The Evolving Knowledge Base (1970 -79)	<p><i>Knowledge Base:</i> *Common body of knowledge/skills for beginning teachers</p>	<p>Cochran-Smith et al. (2008); Darling-Hammond & Bransford (2005); Gideonse (1989); Houston et al. (1990); Reynolds (1989); Sikula et al. (1996); Smith (1983)</p>	<p><i>Research Reviews:</i> Allen (2003); Cochran-Smith et al. (2008); Cochran-Smith & Zeichner (2005); Houston et al. (1990); Koehler (1985); National Research Council (NRC, 2010); Offer & Pedder (2011); Sikula et al. (1996); Wilson, Floden, Ferrini-Mundy (2002)</p> <p><i>Policy:</i> States mandated skills for beginning teachers (McDiarmid & Clevenger-Bright, 2008); NCATE standards, 1987 revision (Tom & Valli, 1990)</p>
	<p><i>Collaboration Between Pre-service General and Special Educators:</i> (Dean's Grant Projects, 1974) *Knowledge/skills to work with students with disabilities (for general education)</p>	<p>Kleinhammer-Tramill (2003); Kleinhammer-Tramill & Fiore (2003); Pugach (2005); Pugach et al. (2013)</p>	<p><i>Research Reviews:</i> Pugach (2005); Pugach et al. (2013)</p> <p><i>Policy:</i> NCATE 1982 revision of standards (Heller & Ridenhour, 1983); states mandate special education courses for all teachers (Voltz, 2003)</p>

Table 1. (continued)

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Stage 2: The Rapid Expansion of Reform (1980-89)	<i>Standards-based Teacher Education:</i> *Standards for teacher preparation	INTASC (1992); McDiarmid & Clevenger-Bright (2008); NBPTS (1987); professional association standards (e.g., Bradley, 1993); Wise & Leibbrand (2001)	<i>Research Reviews:</i> McDiarmid & Clevenger-Bright (2008); Roth (1996); Roth & Piphon (1990) <i>Policy:</i> INTASC standards used for some states' program approval (Gollnick, 2008); states developed teacher standards (McDiarmid & Clevenger-Bright, 2008); standards for multiple revisions of NCATE
	<i>Multicultural Education:</i> *Knowledge/skills to teach diverse learners	Banks & Banks (1995, 2004); Cochran-Smith et al. (2008); Houston et al. (1990); Sikula et al. (1996); Sleeter & Grant (1987); Wiedeman (2002)	<i>Research Reviews:</i> Bennett (2001); Cochran-Smith et al. (2008); Cochran-Smith, Davis, & Fries (2004); Hollins & Guzman, (2005); Houston et al. (1990); McAllister & Irvine (2000); Webb-Johnson, Artiles, Trent, Jackson, & Velox (1998); Weiner (2000) <i>Policy:</i> NCATE 1982 revised multicultural components (Hidalgo, Chavez-Chavez, & Ramage, 1996)

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	<p><i>National Network for Educational Renewal (NNER) (1986):</i> *University/school partnerships; clinical training *Strong admission requirements *Faculty collaboration across education and arts/sciences</p>	<p>Darling-Hammond & Bransford (2005); Goodlad (1993,1994); NNER: http://www.nnerpartnerships.org/</p>	<p><i>Research Reviews:</i> Clift & Brady (2005); M.M. Kennedy, Ahn, & Choi (2008); NRC (2010) <i>Policy:</i> NCATE – stronger standards for admission</p>
	<p><i>The Holmes Group (mid 1980s):</i> *University/school partnerships (PDS); clinical training *Structures of teacher education (e.g., length, level) *Subject-matter preparation</p>	<p>Ashton & Crocker (1987); Bush (1987); Darling-Hammond & Bransford (2005); Houston et al. (1990); Murray (1996); Sedlak (1987); Shulman (1987); <i>Tomorrow's Schools of Education</i> (1996); <i>Tomorrow's Teachers</i> (1986); Zeichner & Conklin (2005)</p>	<p><i>Research Reviews:</i> Book (1996); Clift & Brady (2005); NRC (2010); Stallings & Kowalski (1990); Teitel (2004); Zeichner & Conklin (2005) <i>Policy:</i> NCATE - standards for multiple field experiences</p>
	<p><i>Arts and Sciences Teacher Education Collaborative, Project 30 Alliance (1988):</i> *Collaboration across faculty in education and arts/sciences *Subject-matter knowledge *Pedagogical content knowledge *Cultural perspectives</p>	<p>Darling-Hammond & Bransford (2005); Murray & Fallon (1989)</p>	<p><i>Research Reviews:</i> Floden & Meniketti (2005); NRC (2010) <i>Policy:</i> NCLB</p>

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	<p><i>The Renaissance Group (TRG, 1989)</i></p> <ul style="list-style-type: none"> *Accountability *School partnerships *Field experience in diverse settings *Collaboration across faculty in education and arts/sciences *Technology 	<p>TRG website: http://www.renaissancegroup.org/ for history, e-journal, archives</p>	<p><i>Research Reviews:</i> see reviews in other sections</p> <p><i>Policy:</i> State requirements for technology preparation; NCATE - evidence requirements; NCATE - technology standard</p>
	<p><i>Carnegie Forum on Education and the Economy (Carnegie Task Force on Teaching as a Profession) (1986)</i></p> <ul style="list-style-type: none"> *Promoted more than a 4-year degree *Induction *Called for national certification for teachers 	<p>Ashton & Crocker (1987); Darling-Hammond & Bransford (2005); Goodlad (1993); Huling-Austin (1990); Murray (1996); Carnegie Forum (1986); NRC (2010)</p>	<p><i>Research Reviews:</i> Billingsley (2004); Huling-Austin (1990); Strong (2005); Wang, Odell, & Schwille (2008); Whisnant, Elliott, & Pynchon (2005); Zeichner & Conklin (2005)</p>

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Stage 3: The Turn to Accountability (1990-99)	<p><i>Accountability in Teacher Education:</i></p> <ul style="list-style-type: none"> *Evidence of teacher preparation impact on pre-K-12 learners 	<p>Cochran-Smith (2005); Crowe (2011); Henry, Kershaw, Zulli, & Smith (2012)</p>	<p><i>Research Reviews:</i> Henry et al. (2012); M.M. Kennedy et al. (2008); Wilson & Youngs (2005)</p> <p><i>Policy:</i> HEA requirements of 1998; (Earley & Schneider, 1996); McDiarmid & Clevenger-Bright (2008); Title II of HEA in 2008; Wilson & Youngs (2005); Teacher Education Accreditation Council & NCATE - performance standards; Cochran-Smith (2005)</p>
	<p><i>Urban Network for the Improvement of Teacher Education</i> (UNITE, 1993):</p> <ul style="list-style-type: none"> *University/school partnerships *Connection to communities *Classroom/school communities *Seamless move to induction 	<p>Howey (1996, 1999)</p>	<p><i>Research Reviews:</i> Fideler & Haselkorn (1999); see Holmes Group for PDS reviews; Wang et al. (2008)</p>

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	<p><i>Technology Education</i> *Technological knowledge/skills</p>	<p>Houston et al. (1990); PT3 grants (Polly et al., 2010); <i>ReCreating Colleges of Teacher Education</i> (Wisniewski, 2000); Sikula et al. (1996)</p>	<p><i>Research Reviews:</i> Brooks & Kopp (1990); Lawless & Pellegrino (2007); Willis & Mehlinger (1996)</p> <p><i>Policy:</i> State standards for technology (McDiarmid & Clevenger-Bright, 2008); NCATE - technology standard; International Society for Technology in Education - teacher standards in 2000</p>
	<p><i>National Commission on Teaching and America's Future</i> (NCTAF, 1996) *High standards (obtain national accreditation) *Education as a post baccalaureate after an arts/sciences degree *PDS *Induction (skilled mentoring)</p>	<p>Darling-Hammond & Bransford (2005); NCTAF (1996,1997); Wenglinsky (2000)</p>	<p><i>Research Reviews:</i> Darling-Hammond (1999); Zeichner & Conklin (2005)</p>

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Stage 4: The Deep Rooting of Accountability (2000-)	<i>NCLB (2001):</i> *HQT – content knowledge *Program evidence *Teacher equity	Cochran-Smith (2002); Darling-Hammond & Baratz-Snowden (2007); Darling-Hammond & Sykes (2003)	<i>Research Reviews:</i> Darling-Hammond & Youngs (2002) <i>Policy:</i> NCATE 2000; Council for the Accreditation of Educator Programs
	<i>Teachers for a New Era (TNE, 2001):</i> *Program evidence *Arts & sciences involvement (subject-matter and pedagogical content knowledge) *Clinical practice (school partnerships; induction)	Cochran-Smith (2005)	<i>Research Reviews:</i> Kirby, et al. (2004); Kirby, McCombs, Barney, & Naftel (2006) <i>Policy:</i> NCATE (2010)
	<i>Dual/Multiple Licensure:</i> *Faculty collaboration between general and special education	Blanton et al. (1997); OSEP 325T project in 2010; Pugach & Blanton (2011)	<i>Research Reviews:</i> Little et al. (2015); Pugach, Blanton, & Boveda (2014) <i>Policy:</i> Increase in number of states offering dual licensure (Blanton, Boveda, Munoz, & Pugach, 2017)