## **Colleagues**

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## Dean's Corner

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## College of Education at the Forefront

hile the K-12 system has been under intense scrutiny, the college system in the U.S. has just now started to feel the same pressure. Here at the GVSU COE we have been proactive in our efforts to address criticisms leveled at teacher preparation programs. Through the active National Council for Accreditation of Teacher Education (NCATE) process, we are addressing graduate success and program quality.

Part of this ongoing process is looking at national standards for teacher preparation. Created in 1987, the Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations that have partnered with NCATE to revise their old standards in 2011 to meet the new reform agenda in the U.S.

The following list is a summary of the new InTASC standards from the InTASC Model for Core Teaching Standards: A Resource for State Dialogue (CCSSO, April 2011):

- Teachers need knowledge and skills to customize learning for learners with a range of individual differences.
- Teachers need to recognize that all learners bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning.
- Teachers need to assign learners a more active role in determining what they learn, how they learn, and how they demonstrate their learning.
- Teachers must have a deeper understanding of their own frames of reference, the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- Teachers need to have greater knowledge and skill around how to develop a range of assessments, how to balance use of formative and summative assessment as appropriate, and how to use assessment data to understand each learner's progress."

I am happy to say that many of these new requirements have long been incorporated into the GVSU program. Required diverse placements, meaningful pre-service volunteer hours, and coursework focusing on theory and practice have led the COE to an exemplary rating by the Michigan Department of Education for the fourth year in a row. The COE has paid attention to meeting learners' needs and incorporated differentiation as a key component in multiple courses. We have embraced the concept of "Youth Voice," student input into what they are learning, through our service learning initiative that will be expanding in the coming years. Already we have reached thousands of K-12 students with this method through

our Learning to Give grant and our newer Groundswell program, a project of the Great Lakes Stewardship Initiative.

In this issue, you will find articles addressing a range of reform ideas and trends. Looking at reform, "Fact or Opinion" offers an appeal to use research to guide how we can change our profession. One change to explore is in the "Inverted Classroom" article, followed by an extensive analysis and brief on charter schools. In addition, articles like "Service Learning Now" will lead you through both K-12 and college reform concepts. We encourage you to read all articles in this edition and to share them with your colleagues, both in print and online at <a href="www.colleaguesp-lus.com">www.colleaguesp-lus.com</a>.

The COE is taking a lead in the state by looking at the InTASC standards and other reform initiatives and forming a plan for teacher preparation into the future. We encourage all of our stakeholders to become active in the debate on the role and value of universities in the teacher preparation process. As a public institution, the COE will continue to respond to our students and faculty, while being accountable for results to the state. I hope you use this issue as a primer to the wider reform debate.

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