

Contents

Preface

- 1 Teacher Education at the Crossroads
by Thomas J. Lasley and Joseph Watras 1
 - Preconditions for Action 2
 - Misconceptions of Teacher Education 10
 - Marks of Improved Teacher Education 16
 - References 17

- 2 Teacher Preparation in the Normal School
by R.S. Patterson 20
 - References 35

- 3 A Plight of Teacher Educators: Clinical Mentalities in a Scientific Culture
by James Rath, Amy McAninch, and Lilian Katz 37
 - Introduction 37
 - Contrasting Clinical and Scientific Mentalities 39
 - Functionality of the Clinical Mentality 41
 - Consequences Accruing to Those with Clinical Mentalities in a University Setting 44
 - Implications 47
 - References 48

- 4 Teacher Planning, Collegiality, and the Education of Teachers: A Developmental Integration of Research-Validated Knowledge with Practice
by Peter P. Grimmert 50
 - Teacher Planning and Implications for Teacher Preparation 52
 - Collegiality and Implications for Preparation Programs 59
 - Bringing Content and Process Together in Teacher Education: A Developmental Integration 78
 - References 78

- 5 A Teacher Education Paradigm to Empower Teachers and Students**
by Patricia Ashton **82**
- Introduction 82
 Traditional Paradigms of Teacher Education 85
 Democratic Pedagogy: A Comprehensive, Unifying Paradigm 86
 Preliminary Efforts Toward a Democratic Pedagogy 97
 Conclusion 99
 References 100
- 6 The Beginning Teacher as Theory Maker: Meanings for Teacher Education**
by Patricia M. Copa **105**
- The New Teacher's Experience Portrayed in Previous Research 107
 Alternative Views of New Teachers and Their Experiences 109
 Emerging Research About Teachers and Teaching 110
 A Shift in Perspective Toward Teachers Themselves 111
 A Study of Beginning Teachers 115
 Energy in New Teachers' Thoughts 116
 Distinguishing the Nature of Energy 117
 Energy in Teachers' Actions 121
 The Role of Energy in New Teachers' Experiences 122
 Messages for Supervisors and Teacher Educators 127
 References 133
- 7 Issues in Teaching Practice Supervision Research: A Review of the Literature**
by Deanne Boydell **137**
- The Relative Influences of Teacher and Supervisor on the Student 138
 Interpersonal Relationships: The Supervisor-Student-Teacher Triad 141
 The Social Context 142
 Alternative Approaches to Supervision 143
 Changing the Supervisor's Role 150
 References 151
- 8 A Framework for Designing Field Experiences: A Jamaican Study**
by Hyacinth L. Evans **155**
- Introduction: The Problem 155
 A Framework for Curricular Decision Making 157

The Commonplaces and Their Contribution to Decision Making	157
Characteristics of Students in the Jamaican Case: Application to Decision Making	159
Characteristics of Teaching Agents in the Jamaican Case: Application to Decision Making	163
Characteristics of the Milieu in the Jamaican Case: Application to Decision Making	167
Concluding Remarks	170
References	170
Author Index	173
Subject Index	