

Oceans of Opportunity

Navigating the Changing Tides

- *School Reform, a 1972 Zenith TV and Other Things for the Attic:*
- *Teacher Education and Certification in the Post Reform Age*

- Tom Welch
- June 1, 2008

How do you feel about . . .

Early warning systems?

Tornadoes

Floods

Hurricanes

Time for Show and Tell

Disrupting Class – by Clayton Christensen

The XO

Oh

Aha!

OMG !

Oh	Aha!	OMG !



So What About That Zenith?

Why do things go to the attic?

Fond Memories
Crowded out
Displaced

That '72 Zenith and "School Reform"
are both "on the stairs" leading to the attic

It's fine to consider the changing
tides of education . . .

Those tides seem to fit into the system we
know



Maybe new tools are needed that are more aligned with the task



That's (still) fine . . .

For a few years

But don't be lulled by the gentle rhythm of
the tides of education change.

You need to understand that it's not a matter
of navigating changing tides

For your organization and many others

It's a matter of preparing for the tsunami

Consider this part of an early “warning”
system

Or, if you like, part of an
opportunity for change.

The Coming Tsunami

The Three Tectonic Plates

Standards

- agreement on the product

Assessments

- the introduction of quality control

Technology

- the factor that changes it all

Can you avoid the fatal error?

The line of change for the future can always be predicted by looking at the past.

Sears & Roebuck

First Generation:	Small town general store
Second Gen:	Downtown store and catalogue
Third Gen:	The Mall
Fourth Gen:	

Polaroid

- First Generation - Instant b/w pictures
- Second Gen - Instant color pictures
- Third Gen - Camera film
- Fourth Gen -

Public Schools

- First Generation - One room schools
- Second Gen - Consolidated schools
- Third Gen - “Reform” schools
- Fourth Gen -

Teacher Certification

- First Generation - Institutional Certification
- Second Gen - State Certification
- Third Gen - Organizational Certification
- Fourth Gen -

The real fatal flaw:

Trying to “update”, “reform”, or “modernize”
what has been done in the past.

Tom’s “warning”

Ten years from now . . .

You had better not plan on being an association that directs and certifies teacher education and certification!

Unless you want to join the list of other accrediting associations that are based on the hope that schools will be pretty much like they have been for the last century.

Because they won't!

The focus of the status quo, by necessity,
had to be on *teaching*.

It made perfect sense!
100 years ago

100 years ago

We decided to bring the student to the teacher.

We standardized the process . . .
just like in the factories

We controlled for the obvious variable . . .
time

We began to certify what we could control . . .
schools and teachers
and teacher education programs

It worked!

Well, sort of . . .

For some people

For some of the time

But generally speaking it met the needs of
students and teachers

And when “innovations” arrived

They were sucked into the system

Phonographs

Radio

Film

TV

and then

Computers!

Let's talk about that 3rd tectonic plate

Up until now

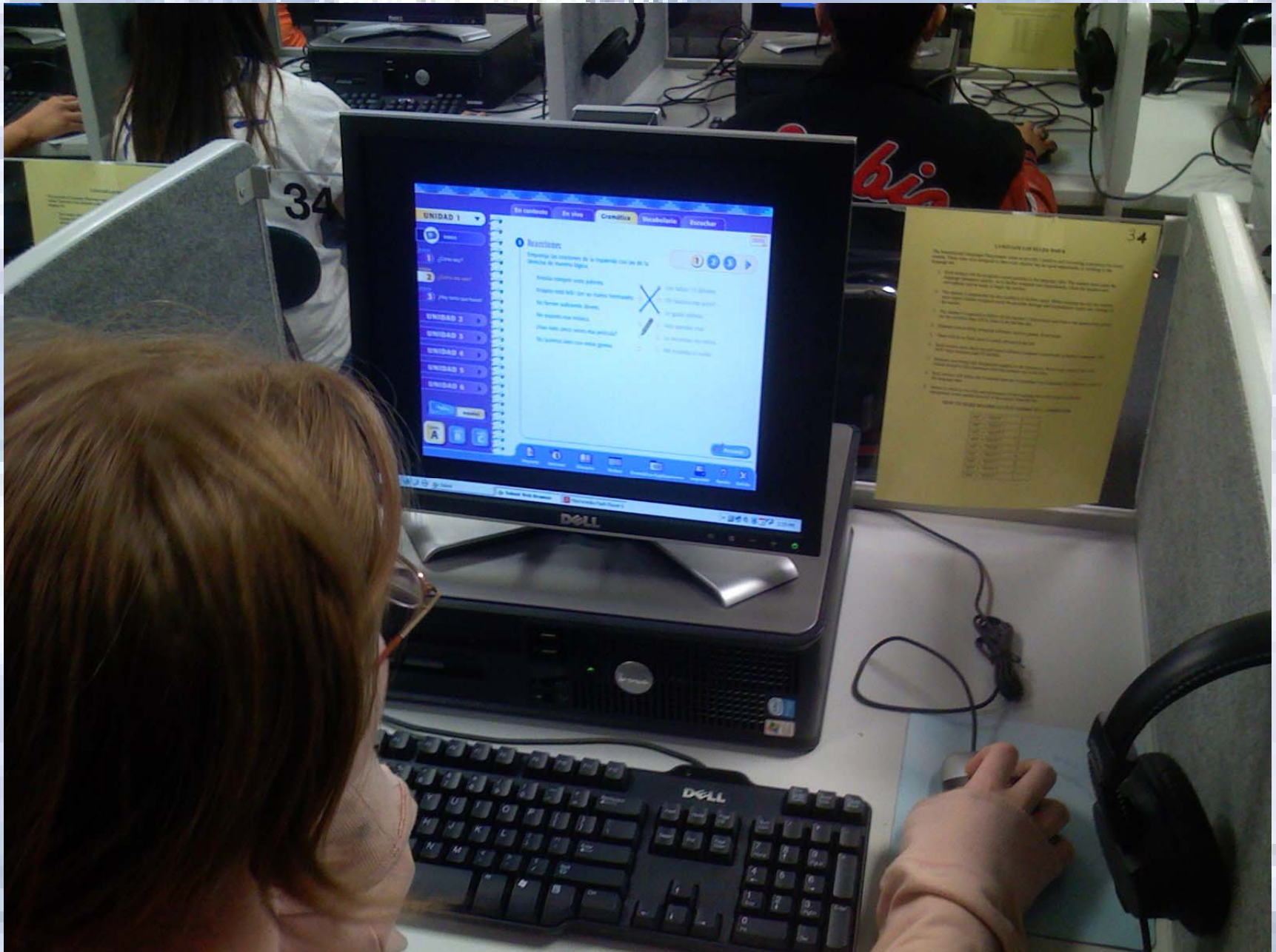
It's been the recipient of billions of \$s
but results have not met the promise

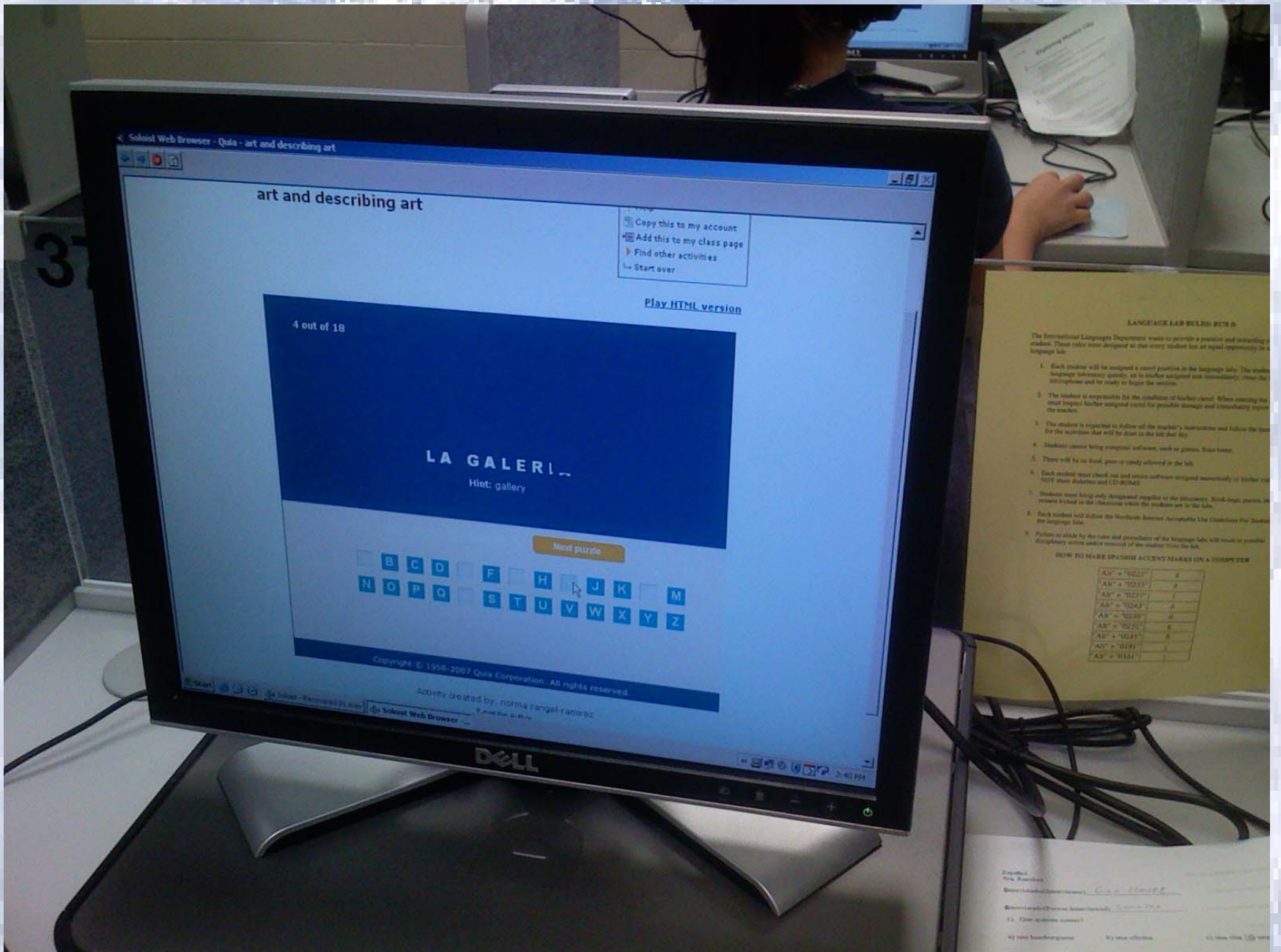
Why not?

Educators have put it on the “improvement” trajectory

It’s been used to “improve” teaching







art and describing art

- Copy
- Copy this to my account
- Add this to my class page
- Find other activities
- Start over

[Play HTML version](#)

4 out of 18



Reset puzzle

A grid of letter tiles for a word search puzzle. The tiles are arranged in two rows:

- Row 1: B, C, D, F, H, J, K, M
- Row 2: N, O, P, Q, S, T, U, V, W, X, Y, Z

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Activity created by: norma.rangel.ramirez

LANGUAGE LAB RULES WITH D

The International Language Department wants to provide a positive and rewarding learning environment for all students. These rules were designed to ensure every student has an equal opportunity to learn in the language lab.

- Each student will be assigned a specific position in the language lab. The student language laboratory (quietly) will be assigned and immediately show the microphone and for study to begin the session.
- The student is responsible for the condition of his/her chair. When leaving the room, the student must check and report any damage and immediately inform the teacher.
- The student is expected to follow all the teacher's instructions and follow the rules for the activities that will be done in the lab during the session.
- Students cannot bring computer software, such as games, music, etc.
- There will be no food, gum or candy allowed in the lab.
- Each student must check and report any software assigned to his/her room (CD-ROMs, software and CD-ROMS).
- Students must bring only assigned supplies to the laboratory. Book-bags, purses, etc. are not allowed in the classroom when the student sits in the lab.
- Each student will follow the Northside School Acceptable Use Guidelines for using the language lab.
- Failure to abide by the rules and procedures of the language lab will result in possible disciplinary action and/or removal of the student from the lab.

HOW TO MAKE SPANISH ACCENT MARKS ON A COMPUTER

Á	= "0021"	á
Â	= "0022"	â
Ã	= "0023"	ã
Ä	= "0024"	ä
Å	= "0025"	å
Æ	= "0026"	æ
Ç	= "0027"	ç
È	= "0028"	è
É	= "0029"	é
Ê	= "0030"	ê
Ë	= "0031"	ë
Ï	= "0032"	ï
Ó	= "0033"	ó
Ô	= "0034"	ô
Õ	= "0035"	õ
Ö	= "0036"	ö
Ù	= "0037"	ù
Ú	= "0038"	ú
Û	= "0039"	û
Ü	= "0040"	ü
Ý	= "0041"	ý
ÿ	= "0042"	ÿ

Enrolled: _____
 Title: _____
 Date: _____
 Class: _____
 Teacher: _____
 Student: _____
 1. Class registration number: _____
 2. Date: _____
 3. Name: _____
 4. Address: _____

The lab is GREAT for teaching language

For **TEACHING** language

I imagine that teachers who go through
Sony's professional development become
"Certified' Sony Major Virtuoso Teachers"

The problem?

If I'm trying to carry on a conversation with someone in Madrid, Paris or Beijing . . .

It doesn't matter if my teacher was certified

What matters is

Did I learn to communicate?

In most places, technology is still not being used to cause or certify learning.

That's about to change.

Remember the tectonic plates?

They are really "Tech"tonic plates!

What happens when those three plates have shifted and we are no longer concerned about certifying teaching or teacher education, but certifying learning?

What's the role of technology in a world
where we begin to certify
learning
rather than teaching?

Ever heard the story of the new wine in old wine skins?

There's a lesson there for American Education

It's not about school improvement

The rapid emergence of virtual learning brings new challenges for this organization

Who has jurisdiction for certifying this student's teacher?

Enrolled in school in Colorado

Living temporarily in New Jersey

Taking an online AP course from Florida Virtual

Taught by a teacher from Montana

Teacher followed an alternative certification route

Not recognized in Florida, New Jersey or Colorado

Will you have that figured out to everyone's satisfaction in 10 years?

It won't really matter

Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

predicts that the growth in computer-based delivery of education will accelerate swiftly until, by 2019,

half of all high school classes will be taught over the Internet.

Why?

According to Christensen:

Technological Improvements

Student-centric software

Looming teacher shortage

Inexorable cost pressures

The essential question will NOT be:

How can we make sure that every student has a highly qualified, certified teacher for every class?

The real question will be:

How do we make sure that every learner is achieving at the highest levels?

What might the change look like?

The Virtual Learning Magnet for Space Science and Mathematics

Partnership with NASA

The 3 evaluations –
learning,
course
design

The Physics course

Unique curricular design

non-linear

like a computer game

8 Big Ideas and Essential Questions

Standards-based

Internationally benchmark

The NASA Mission-based Independent Study

Validation of 21st Century Skills

Life and Career Skills

Learning and Innovation Skills

Information, Media and Technology Skills

The Repositories

Content

Student Learning Evidence

The Assessments

Readiness

Gateway

Where will this happen

State level -- Existing virtuals

School/student level – whatever it takes

Who will be involved?

The students (readiness)

The “teachers”

Others to help cause learning

The SEA

work with “ready” schools

The big “threat” to NASDTEC

It’s not just certified teachers who can cause learning to occur.

Will there be a need for teachers and teacher education and certification?

Of Course! . . .

Well probably

Some of those students may learn the
material and be successful . . .
on their own
without a “teacher”

But only if teacher ed and certification programs look at themselves and their purpose quite differently.

So?

Ever heard of ASCD?

What's it stand for?

The Association for Supervision and
Curriculum Development

How many in the field of education think of themselves primarily as supervisors or curriculum developers?

Last year's annual conference drew thousands and thousands of educators

Where do you suppose they would be if they had remained focused on supervision and curriculum development?

ASCD understands that it's about learning.

Their mission statement has no mention of supervision of curriculum development.

“ASCD, a community of educators, advocating sound policies and sharing best practices to achieve the success of each learner”

What about NASDTEC?

Ten years from now what will be the important elements of *TEACHER ED* programs?

This isn't just about navigating the changing tides of education . . .

This is about figuring out a role after the coming tsunami of learning.

Ten years from now will NASDTEC be part of the learning landscape . . .

Or will it be positioned next to a box full of “school reform” models somewhere near that '72 Zenith?

The future's ours . . .

If we can free it!”

From the Broadway Musical, ***A Tale of Two Cities***



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