

Stanford

GRADUATE SCHOOL OF
EDUCATION



Ira Lit

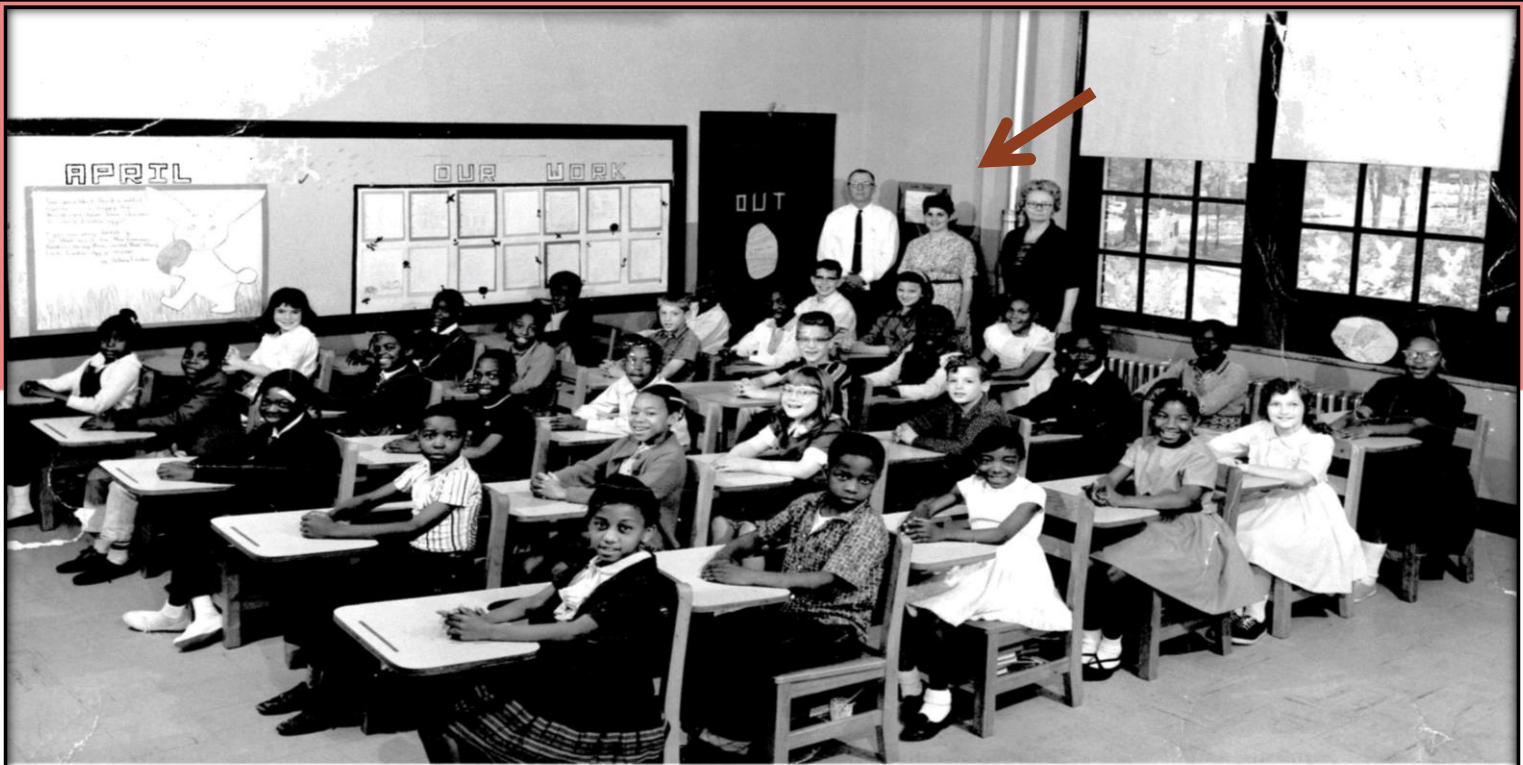
Associate Professor (Teaching)

Director, Elementary Education (STEP)

Obrigado!



Principles of Powerful Teacher Education



Mrs. Judith Melvin
Teacher-Fourth Grade

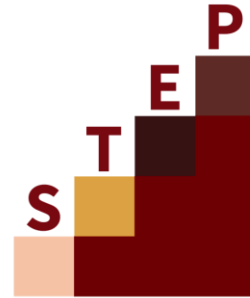
HOLLYWOOD SCHOOL,
Memphis, Tennessee
1964-65

J.H. Spray
Principal



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Stanford Teacher
Education Program

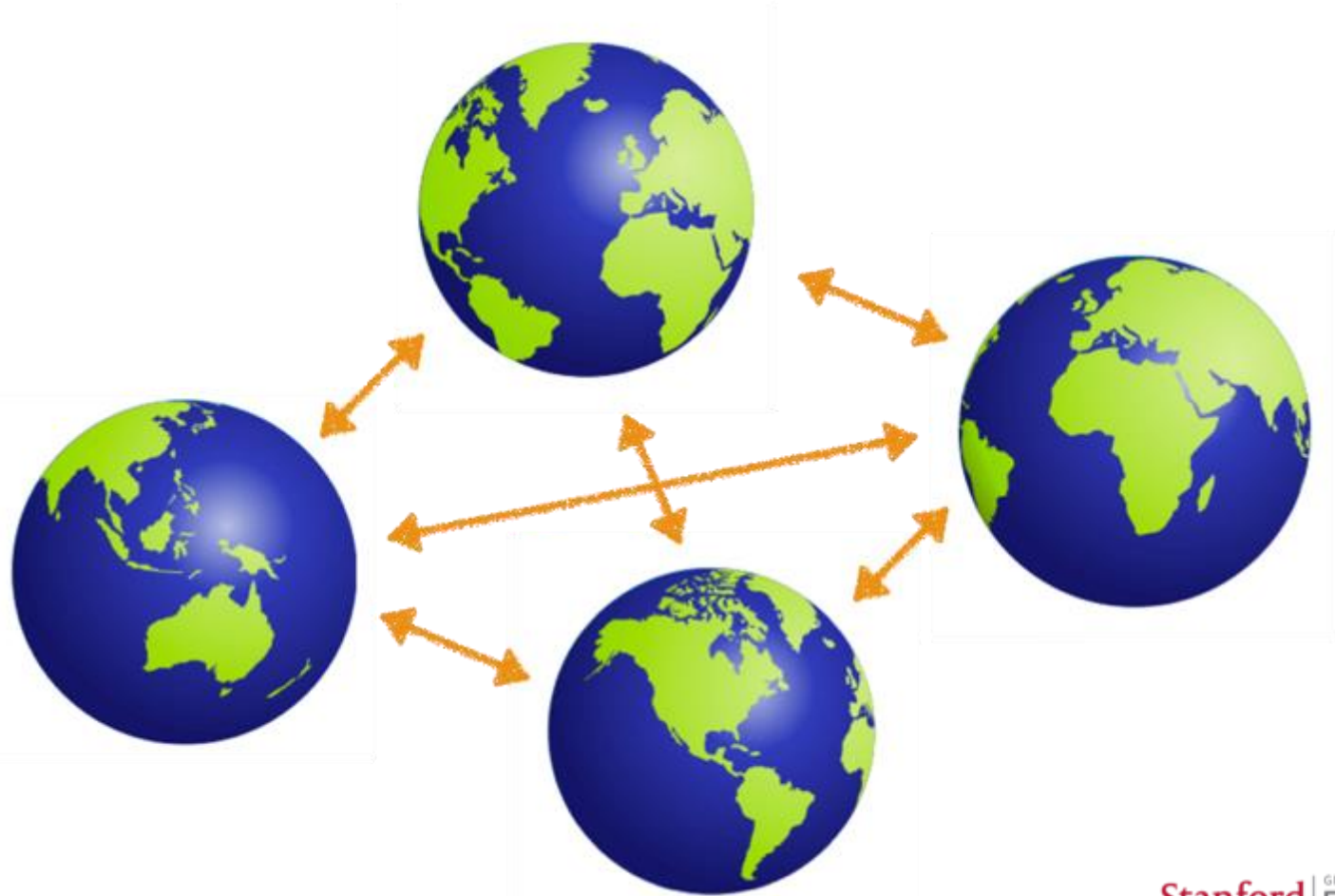
SCOPE

Stanford Center for

Opportunity Policy in Education

Principles of Powerful Teacher Education

The Power of Principles



Principles of Powerful Teacher Education

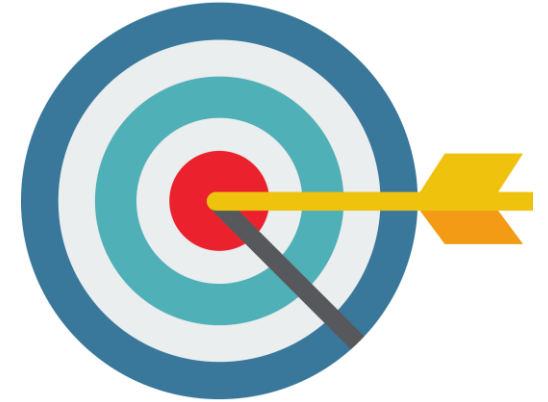
- **Mission driven**
- **Integrates scholarship and practice**
 - › Research-based curriculum
 - › Clinically-rich experience
 - › Strong partnerships with local schools
- **Addresses Equity and Excellence**
- **Strives for Coherence**
 - › Aligns Content and Pedagogy
- **Utilizes Assessment and Refinement System**

Principles of Powerful Teacher Education (Darling-Hammond; Shulman)

- **Mission driven** (Wiggins and McTighe, Fineman-Nemser)
- **Integrates scholarship and practice**
 - › Research-based curriculum (Ball, Boaler, Wineberg)
 - › Clinically-rich experience (Levine, Zimpher)
 - › Strong partnerships with local schools (Goodlad, Zeichner)
- **Addresses Equity and Excellence** (Cohen, Lotan, Moll, Oakes)
- **Strives for Coherence** (Klette and Hammerness)
 - › Aligns Content and Pedagogy (Grossman)
- **Utilizes Assessment and Refinement System** (Cochran-Smith, Pecheone)

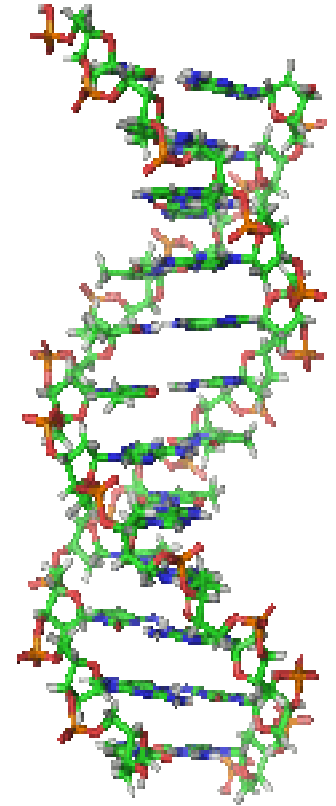
Principles of Powerful Teacher Education

- **Mission driven**



Principles of Powerful Teacher Education

- **Integrates scholarship and practice**
 - › Research-based curriculum
 - › Clinically rich experience
 - › Connects schools and institutions of higher education



Principles of Powerful Teacher Education

- Addresses Equity and Excellence



Principles of Powerful Teacher Education

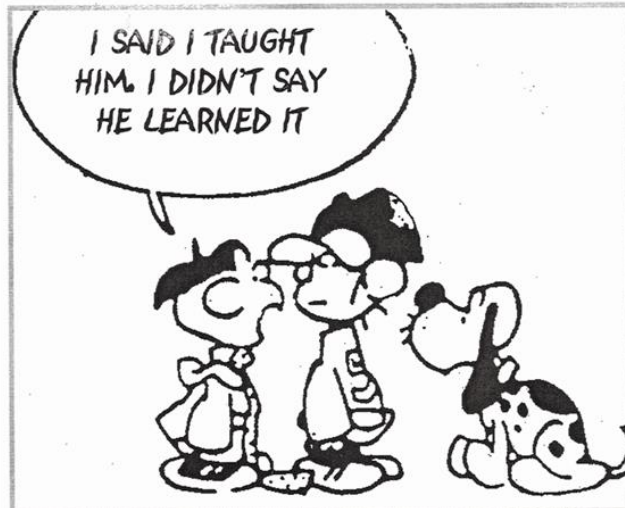
- Strives for Programmatic Coherence
- Aligns Content and Pedagogy



Principles of Powerful Teacher Education

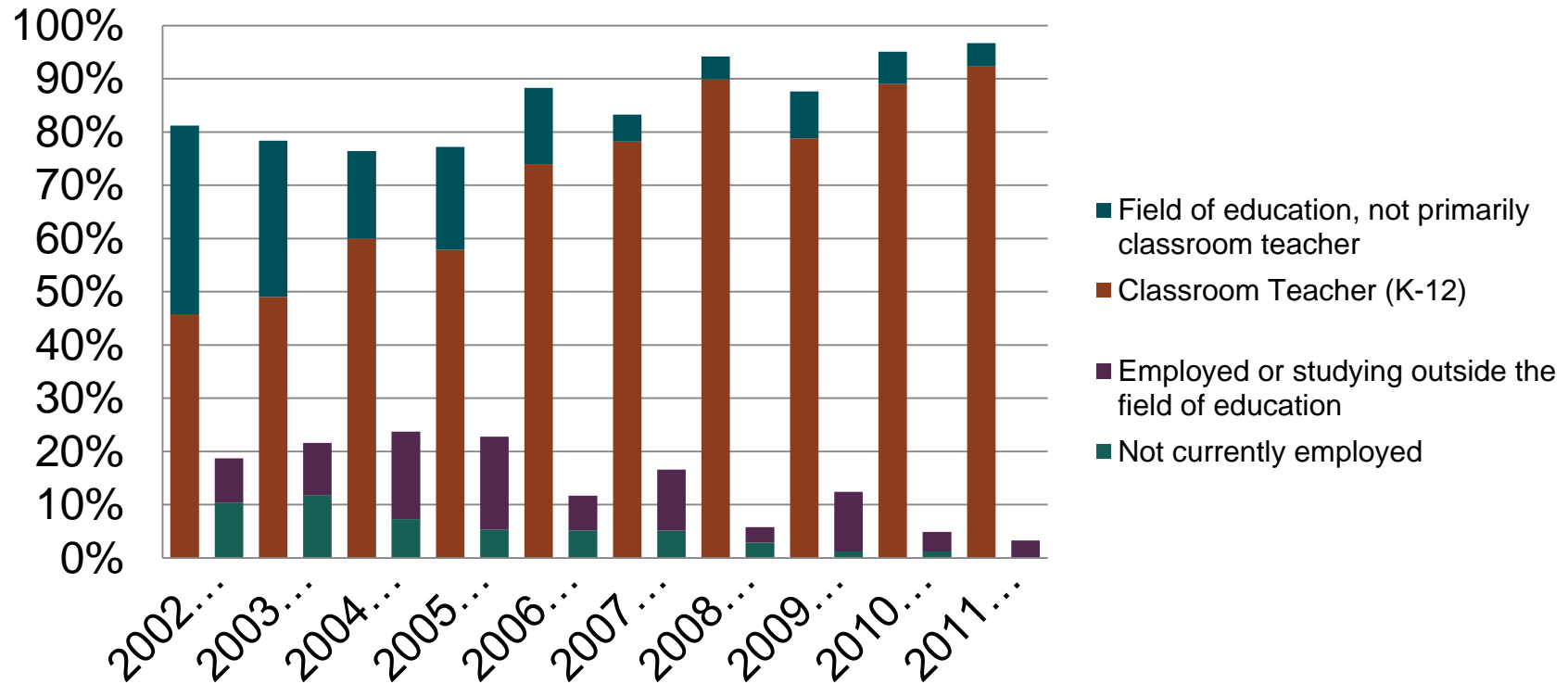
- **Utilizes Assessment and Refinement System**

- › Multiple methods of evaluation
- › Continuous improvement cycle



Assessments: Indicators of Program Quality

STEP Graduates – Professional Pathways Study Professional Roles after STEP



SCOPE Study: Evaluation of Teacher Preparation at Bank Street College



Perceptions of Preparation

Explore the perceived value and effectiveness of professional preparation at Bank Street

Surveys of Graduates and Comparison Teachers

Professional Pathways

Explore the employment trajectories, as well as the perception of employers on the preparedness and effectiveness of Bank Street graduates

Surveys of Graduates and Employers

Student Learning

Investigate effectiveness of teachers prepared at Bank Street College and working in NYC public schools, as measured by pupil learning gains

Value-Added Modeling

Classroom Practice

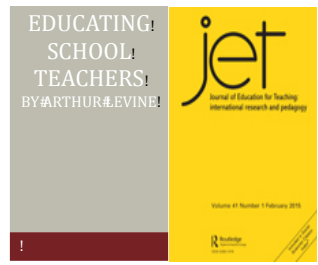
Document and describe in detail the classroom practices of Bank Street College graduates

Case Studies of Graduates' Classroom Practices

Collaboration and Amplification



Understanding Language



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Discussion



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