

### Statements About the Future of Teacher Education

Predictions		Following are some statements about the future of teacher education. In the left-hand columns, you are asked to agree or to disagree if you think the statements are accurate predictions of what teacher education will be. In the right-hand columns, indicate whether the statements would fit your vision of ideal teacher education programs in the future.	Visions	
Agree	Disagree		Favor	Oppose
		1. Because of the cost of providing high quality teacher education, the number of colleges and universities providing teaching education has declined to less than one-third the number in 2000.		
		2. Teacher education has become a competency-based profession. It is no longer necessary for a student to graduate from an accredited teacher education program in order to obtain a teacher's license. All that is necessary is to be a college graduate, pass written and performance teacher examinations mandated by each state, and perform three years of supervised apprenticeship in order to obtain a teacher license.		
		3. The average entry age of beginning teachers is 25, and one-third of all new teachers have completed most, if not all, of their course work through distance learning and have never enrolled in a course offered on campus.		
		4. Professional development schools, popular in the 1990s, have given way to virtual professional development schools; these involve close collaboration between the SCDE and K-12 schools electronically.		
		5. Some SCDEs offer year-round teacher education programs. Students are admitted in cohort groups; a new group begins each month. Faculty take their vacations when it is most convenient to them, rather than according to a rigid academic calendar. Many remain in touch with their students electronically even when they are not present on campus.		
		6. As computers have become increasingly more powerful and less expensive, they have also become ubiquitous. Every teacher education student owns at least one computer; faculty typically have two or three, at least one at the office, one at the home office, and a portable computer for traveling.		
		7. New teachers who are able to direct computer activities in schools are paid an average of 20 percent more than teachers who lack computer competencies.		
		8. Some SCDEs have established professional development programs to aid teachers in teaching more effectively with computers. This has become the most profitable part of the teacher education program.		