

rationale	Points worth consideration
Teachers are agent and object of education reform. So, teacher education program need respond to the need.	Understanding the way teachers align their program and prepare teachers at school.
Facilitates the understanding of the current practice including how the present practice informed by the past experiences.	The way secondary school organized and provided its influence on the current practice
Status of teaching profession is a key factor in attracting and maintaining brilliant, outstanding and dedicated candidates and other educators to the system.	Considering the status compared with other Particularly looking at: salary, academic freedom (work structure, and professional development)
Provides legal ground for teacher education program and practices. It is a reference point for the formulation of standards and qualification requirements.	By whom and how the standards regulated; the way it directs courses, between course work

Performancebased Teacher Education Programs A Comparative Description

Iris M. Elfenbein



Performancebased Teacher Education Programs A Comparative Description:

Performance-based Teacher Education Programs American Association of Colleges for Teacher Education. Committee on Performance-Based Teacher Education, Caseel Burke, Frederic T. Giles, Harry S. Broudy, Iris M. Elfenbein, Stanley Munson Elam, Theodore E. Andrews, Wilford A. Weber, 1971

Handbook on Teaching Educational Psychology Donald J. Treffinger, J. Kent Davis, Richard E. Ripple, 2013-09-17 Handbook on Teaching Educational Psychology provides a wide ranging survey of practices and problems in teaching educational psychology This book evaluates and reviews the conceptual and methodological bases of the practices Organized into four parts encompassing 15 chapters this book begins with an overview of the general problems encountered by the educational psychologists and the techniques for attacking those problems This text then tackles the problems of defining the boundaries and content educational psychology Other chapters consider the methodological tools and issues that are employed by educational psychologists in studying educational problems This book discusses as well the general conceptual and theoretical models that have influences instructional development and research in educational psychology The final chapter deals with some of the main issues and developments in teaching educational psychology organized to distinguish between the graduate and undergraduate levels of instruction This book is a valuable resource for educational psychologists teachers and students

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Resources in Education, 1980-10

Performance-based Teacher Education Programs Iris M. Elfenbein, 1972

Ferment and Momentum in Teacher Education American Association of Colleges for Teacher Education, 1974

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A Model Developed for the Analysis and Evaluation of the Administration and Operation of a Competency-based System and Field Tested with National College of Education Harold Blaine Street, 1977

Mutual Benefit Evaluation of Faculty and Administrators in Higher Education William J. Genova, 1976

A Competency-based Program Model for Secondary English Teacher Education Katherine Marie Jones Loheyde, 1977

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