

Invited Feature Article

Stone Soup Revisited: Policy Considerations for Public Education in the 21st Century

Mary Harley Gresham

University at Buffalo, State University of New York

Abstract

This article will consider education policies that create challenges in public education. Five considerations will be explored: (1) the need for a P-16 platform for universities and P-12 schools; (2) new organizational structures that allow schools greater flexibility and more time for teacher collaboration; (3) the use of technology to offer new delivery systems and new pedagogies; (4) the need to focus on 21st century skills and learning strategies; and (5) the importance of expanding accountability beyond teachers to include administrators and school boards; moreover, the effects of poverty and related issues of unequal opportunity must not be ignored.

Reports of Research

Embedding Evidence-Based Practices in Teacher Education Programs to Prepare Highly Qualified Special Education Teachers

Barbara Fink Chorzempa

Catharine R. Whittaker

State University of New York at New Paltz

Kathleen Magiera

Rhea Simmons

Christine C. Givner

State University of New York at Fredonia

Abstract

Through the 325T federal improvement grants, SUNY New Paltz and SUNY Fredonia enhanced their teacher education programs to prepare graduates to meet the highly qualified special education teacher requirements and effectively serve students with disabilities. These federal grants were used at each college to strategically embed special education content and knowledge supported by evidence-based practices throughout the teacher preparation curriculum to prepare and retain highly effective teachers. The systematic process of incorporating evidence-based practices and universal design for learning will be described and compared in both institutions of higher education.

Helping Teacher Candidates Climb the Staircase of Complexity

Doreen Saccomano

Marist College

Abstract

The Common Core State Standards (CCSS) for English Language Arts have been developed so educators, parents, and students acquire a shared knowledge and understanding of what students are expected to learn as they move from grade level to grade level. “The Standards lay out a vision of what it means to be a literate person in the twenty-first century...the skills and understandings students are expected to demonstrate ... outside the classroom or workplace (Common Core State Standards Initiative, 2011).” The majority of information from the Initiative has been geared toward the in-service teacher—the teacher currently working and refining their skills. But what about the pre-service teacher, the novice educator beginning his or her career and honing these new-found skills? How can we, as the more experienced educators, help our beginning colleagues develop the new Common Core Standards as their norm for teaching?

**Partnerships at Risk:
Using Field Placement Research to Continue Effective
College/University-School Partnerships**

Kim Wieczorek

Erica Miller

John Livermore

Cazenovia College

Abstract

The implementation of the Annual Professional Performance Review (APPR) in New York State is one among a constellation of factors that has affected the number of potential placements for pre-service teachers in schools. A pilot survey requesting quantitative ratings related to securing field placements and qualitative comments about specific challenges and solutions was sent to 116 field placement coordinators across New York State in August 2012 to assess how colleges and universities are problem-solving to continue vital partnerships with schools. Field placement coordinators are experiencing greater challenges in placing pre-service teachers as a result of the implementation of multiple initiatives, including integration of the Common Core curriculum and the APPR, placing increasing pressures on host school personnel. Field coordinators and teacher educators are using a range of strategies to maintain partnerships with school personnel, though further research is needed in order to examine the roles and responsibilities of field placement coordinators and to investigate in more depth the challenges and solutions that teacher education programs of different sizes are facing.

Nota Bene: Book Reviews

Book Review: *Flattening Classrooms, Engaging Minds: Move to Global Collaboration One Step at a Time* by **Julie Lindsay and Vicki A. Davis (2013)**.

Elaine Lawrence

SUNY College at Oneonta

Book Review of *Applying Standards-Based Constructivism: A Two-Step Guide for Motivating Elementary Students* by Pat Flynn, Don Mesibov, Paul J. Vermette, R. Michael Smith (2004).

Penina A. Kamina

SUNY College at Oneonta