

**CHAPTER I**  
**INTRODUCTION**

## 1.0 Introduction

The advent of Globalization has connected the world at so many different levels. Hence, there are ensuing changes with respect to approaches, attitudes and changed mind-sets to compete at the international level. This leads to a concerted search for an elevated quality of life. The phenomenon of “Globalization” is increasingly becoming the focal point of every human endeavour. Globalization as defined by Knight and de Wit (1997) is “the flow of technology economy, knowledge, people, values, ideas ... across the borders. Globalization affects each country in a different way due to a nation’s individual history, tradition, culture and priorities”. Scholars have different views about this term; however, it generally refers to economic, political and cultural integration of the global community (nations). One area globalization influences is; education, because educational systems ought to produce individuals vested with the right skills and knowledge to be able to operate effectively. Therefore nations across the world have been striving to create the right educational environment to promote effective teaching and learning to achieve the unique requirements of globalization.

The impact of globalization on Education could be well understood by the UNESCO’s “International commission on Education for the Twenty-First Century” (Commonly known as Delors-Commission) “Learning: The Treasure Within” (1996: p85-97) which begins with an analysis of the trends and tensions which face us in the future and the challenges these pose for education. The Report emphasizes that the new information technologies could revolutionize the way we teach and learn, and stresses the potential of the new technologies for expanding distance education to reach even the underprivileged in the developing countries. Most educators worldwide accept its broad vision of learning throughout life, based on the harmonious building of four pillars: learning to know, learning to do, learning to live together, and learning to be.

The intention of these pillars of education is to think about education in a more encompassing fashion that people can learn to deal with social, environmental, economic, and political and equity issues on a global scale in a sensible way. Just how well it can be achieved depends on how committed people become to life-long and life-broad learning that focuses on global events and issues. The Report also reminds of those remarkable asset possessed by every nation - the store of knowledge, skills and values embedded in the cultures of each nation. It is this store of knowledge and skill which needs to be cultivated and used wisely.

### **1.1 Quality Concerns in Education**

In the era of globalization, knowledge has become an essential commodity and the real wealth of nation is its people. Knowledge is at the core of all development efforts in advancing economic and social wellbeing of the people. The nations are now transiting to a knowledge society where the quality and relevance of education would play a crucial role in economic development. Poor quality of teaching, learning and systemic level in efficiencies affect the learners as well the society in many ways. The long term implication is the economic sustainability of production process. Education is the primary agent of transformation towards sustainable development, increasing people's capacities to transform their visions for society into realities. Education for sustainable development teaches individuals how to make decisions that consider the long-term future of the economy, ecology and equity of all communities.

A quality education has the power to provide children with the protection they need from the hazards of poverty, labour exploitation and diseases, and give them the knowledge, skills, and confidence to reach their full potential. Achieving these goals by the schools require a high quality-teaching workforce. Research confirms the common sense view that high quality teachers are the foundation of highly effective schools and the teacher effectiveness is the key to educational outcomes. Quality is a relative concept and not something that is absolute (Aggarwal, 2000)

The phrase "quality in education" implies standards and efficiency base, on the content in which the term is being used. In general, quality in education is an umbrella concept which includes all those aspect of education which makes it efficient and good. Delor's report (1996) emphasizes "a greater focus on quality

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is desirable everywhere, even in countries where all children are enrolled in basic education” (p.120). Nations across the globe are thriving for quality education. It can be said that most of the developed countries have been able to frame policies towards achieving a higher standard in the quality of education. The developing countries, on the other hand, are in the process of achieving the same with an emphasis on technology and manpower expertise.

In order to provide education of the highest quality in schools one must have teachers of the highest quality. Research internationally confirms that a highly skilled and professional teaching force does, and will continue to make a difference. In the pursuit of quality education especially in the USA several reforms have been introduced to update the knowledge and skills for teachers’ continuous professional development. The U.S report titled “What Matters Most: Teaching for America’s Future,” the U.S National Commission on Future of America (1996) states categorically that “In terms of students’ achievement, the teacher is a more significant factor than any other kind of school resource”. The Government acknowledges the vital role that teachers have in imparting knowledge and skills to young people and in striving for educational equality and teachers are given training accordingly.

Teacher education and professional development in the USA has been influenced by the implementation of the No Child Left Behind Act (NCLBA) of 2001. NCLB contains a “teacher quality” component that mandates, each teacher be “highly qualified” to teach the subjects they teach and recommended for continuous training and professional development of teachers. The preferred school concept of quality education is arising because of differential quality and standards of teaching and to have high standards in all schools. The delivery of quality education is possible only through quality teachers. The teacher has to be equipped with all the knowledge required for effective teaching.

India is a young progressive dynamic democratic country. She is presently engaged in developing quality education for her citizens. It also calls for adequate preparation for programs in the teacher training institutions. India has made significant effort in the Teacher professional development programs. National Council for Teacher Education has been working in this direction to establish quality standard in school education in general, and Teacher Education

in specific. However, India, like other developing countries, needs a clear and transparent policy and regulatory framework.

The World Bank in a report on primary education in India (World Bank, 1997) examined a number of research reports and concluded that the quality of education in Indian schools is poor. The factors that determine the quality of education include:

- The curricula and the teaching resources
- Quality and availability of learning materials
- Textbooks
- The quality of teachers

Quality teachers are the single, greatest determinant of student achievement. Teacher's education, ability, and experience account for more variation in student achievement than all other factors. Studies have found that 40 to 90 per cent of the difference in student test scores can be attributed to teacher quality (Darling Hammond, 1997). Knowing the subject matter, understanding how students learn, and practicing effective teaching methods translate into greater student achievement. Therefore, it is vitally important that teachers be well prepared when they begin teaching and continue to improve their knowledge and skills throughout their careers.

Only through professional development, teacher can fulfill their roles and responsibilities within the education system. Teachers are the most important resource in schools. Differences in teacher effectiveness account for a large proportion of differences in student outcomes – far larger than differences between schools (Kyriakides et al., 2000; Hanushek 1997; 2003; Krueger 1999; 2002; 2003). In fact, outside of family background, teacher effectiveness is the largest factor influencing student outcomes (OECD 2009) The evidence from other countries is remarkably consistent (Hanushek et al. 1998; Nye et al. 2004; Rockoff 2004; Hanushek et al. 2005; Aaronson et al. 2007; Leigh and Ryan 2011). A student with an excellent teacher (at the 90th percentile) would achieve in half a year what a student with a less effective teacher (at the 10th percentile) will learn in a full year (Leigh 2010; Hanushek 1992). These impacts are cumulative. Students with less effective teachers in consecutive years are more likely to fall behind. These researches confirm that high quality teachers

are the most important factor in schools. This can be achieved by high quality professional development.

Globalization, regional integration, and the ever-increasing mobility of students and scholars have made the need for internationally recognized standards in education among and between nations. In an attempt to raise the standards of education, the developing countries need to study the various educational systems prevalent in different parts of the world in order to acquire a global outlook. A study on Professional Development in the USA is one such way to understand this aspect.

### **1.2 Professional Development: Meaning and Importance**

Professional development (PD) serves as the bridge between where prospective and experienced teachers are now and where they need to be, to meet the new challenges of guiding all students in achieving higher standards of learning and development. Professional Development generally refers to the ongoing learning opportunities available to teachers, and other education personnel, through their schools and districts. Effective Professional Development is seen as increasingly vital to school success and teacher satisfaction. Educational reforms in the United States and around the world are setting ambitious goals for student learning and there is a great recognition and importance for Professional Development. Professional Development has been identified as an integrated part of educational reforms (Gusky, 2000; Hawley and Valli, 1999; Lewis, Parsad, Carey, Bartfai, Farris and Smerdon, 1999) and has been included in documents like Educational Excellence for All Children Act of 1999 (U.S Department of Education 1999) and No Child Left Behind (Bush, 2001). Lewis et al., (1999) wrote “The inclusion of a national goal for teacher Professional Development represents an increased focus on professional development as an important vehicle for school reforms and education excellence” (p-21). Various educational reforms papers and documents claim that professional development is the key to (1) raising student achievement, (2) implementing high academic standards, (3) transforming schools, (4) improving instruction and (5) creating authentic professional learning communities (Guskey, 1995; Libermann, 1995; Sparks and Hirsh, 2000).

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Professional Development is the key to keeping teachers abreast of current issues in education, helping them to implement innovations, refine their practices and broaden themselves both as educators and individuals (Darling-Hammond 1990). New type of expertise are required of teachers in order for them to keep abreast of the emerging knowledge base and be prepared to use it to continually refine their conceptual and craft skill(Guskey& Hiberman,1997). This requires a great deal of learning on the part of the teachers and will be difficult to make without the support and guidance (Ball and Cohen, 1999; Borko, Putman, 1995).With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals—observers have stressed the need for teachers, to be able to enhance and build on their instructional knowledge (National Commission on Teaching & America's Future, 1996).

Professional Development refers to the education a teacher receives after the teacher has had the teacher education and entered the teaching profession. It includes all the programs, educational, social, or others, in which the teacher takes a vital part; all the extra education which the teacher receives at different institutions by way of refresher and other professional courses, and all the travel and visits which he undertakes. All these expand his experience and vision.

Professional Development has traditionally been provided to teachers through school in-service workshops. The term in-service is self-explanatory. In the classic conception of that model, the district or school brings in an outside consultant or curriculum expert on a staff-development day to give teachers a one-time training, seminar on a variety pedagogic or subject-area topic. Such an approach has been routinely lamented in the professional literature.

According to the Secondary Education Commission, (Government of India,1953) “However, excellent the program of teacher training may be, it does not produce an excellent teacher. Increased efficiency will come through individual and group effort and improvement”. The Education commission (1964-66) highlights, “The need of in-service education is most urgent in the teacher profession because of the rapid advancement in all fields of knowledge and continuing evaluation of pedagogical theory and practice.”

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According to Buch, (1968) “In-service education is a program of activities, aiming at the continuous growth of teachers and education personnel,...”. In service may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth, understanding and cooperative practices to the member of teaching profession and arouse in them actions to improve them in every possible manner.

National Curriculum Framework 2005, (Government of India, NCERT, 2005) indicated that any curriculum renewal effort needs to be supported with a well thought –out and systematic program of in-service education and school based teacher support. In-service education cannot be an event but rather is a process, which includes knowledge, development and changes in attitudes, skills, disposition and practice — through interactions both in workshop settings and in the school. A training policy needs to be worked out, defining parameters such as the periodicity, context and methodology of programs. But efforts to strengthen quality and ensure vibrant rather than routine interactions would require far more decentralized planning with clarity on goals and methods for training and transfer.

The Commission on teacher Education in USA (1996) explained Professional development clearly as: “The continued education of teachers’ means much more than making up defects in preparation. It means continuous growth in the capacity to teach. It means broadened understanding of human development and human living. And now, more than any period at school history, it means growth in one’s capacity to work with others.”

Great teachers help create great students. An inspiring and informed teacher is the most important school-related factor influencing student achievement. So, it is critical to pay close attention to how training and support for both new and experienced teachers are being given. It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

Professional Development is taken to keep oneself up to date with current thinking in one’s subject area and in pedagogy. The new media of learning, technology based teaching, knowledge system and raising one’s own

qualifications requires continuous learning. It also refreshes and revitalizes teachers and gives them a chance to share ideas with colleagues and experts in their field. Professional Development is crucial to the long term development of teachers as well as for the long term success of the programs. The need for ongoing renewal of professional skills and knowledge is not a reflection of the inadequate training but simply a response to the fact that not everything teachers need to know, can be provided at the pre service level and knowledge base of teaching constantly changes.

Professional development is directed towards both the institutional goals and the teachers' own personal goals. Achieving personal growth and improving departmental performance go hand in hand. Ongoing professional development keeps teachers up-to-date on new researches on how children learn, emerging technology tools for the classroom, new curriculum resources that will develop them holistically to meet the world-class standards in the given context. Professional development will help to deepen and broaden content knowledge and enable teachers to anticipate and prepare for changes in the teaching-learning process. It also empowers teachers to identify problems and make complex decisions to solve them. It improves the job performance skills of an individual teacher and to extend the experience of an individual teacher for career development or promotion purposes, different type of development is needed at different levels.

What teachers know and help students to achieve is what matters in schools today. The knowledge and skills of teachers' are impacted by ongoing professional and staff development. Professional development does not exist in a vacuum, nor does it happen without conscious support from school leaders. In USA to make professional development compulsory, States set policies for induction, and professional development. Districts also set policies in addition to or in lieu of state policy. Local colleges and universities use these policy guidelines to organize their teacher induction and Professional Development activities.

With the explosion of knowledge, easy and speedy communication, it is difficult not to lift one's eyes towards what is happening in other countries. Knowledge about the educational system of other countries greatly helps in planning the

system of education in another country. It adds to the knowledge and better understanding. But more than that, it serves the specific purpose of introducing reforms helping to seek solution to the problems of other countries or involving in a joint endeavor to meet common challenges for making this planet a better place to live in.

A systematic examination of other cultures and other systems of education, understanding the resemblances and differences, the causes and solutions behind the various problems that are common to all provide a better perspective of international educational scenario (Vernon Mallinson – 1951). There is a need to explore how education is related to economic, political and social development in both developed and developing countries. It is a cross cultural program which can help in understanding the how and why of successful policy-making to improve educational practices of different countries. Such studies explored in depth and a comprehensive approach to education that intentionally prepares researches to be active and engaged participants in an interconnected world.

Organizations and Nations are coming up with quality education. The United Nations Millennium Summit in September 2000, 189 nations signed the Millennium Declaration, the ‘Millennium Development Goals’(MDG) to be achieved by 2015 which responds to the world’s main development challenges. For achieving quality education, the United Nations Developmental Plan, the MDG advocates that the world’s nations’ strive for achieving the pre-defined 8 goals. Education (Goal 2) and to Develop a Global Partnership for Development (Goal 8) being developmental goals. Most of the developed countries have reached the goals. International education provides to understand how the developed countries are able to achieve the target. It also provides a platform for the researchers to understand the ground realities of quality education in specific context like the teacher development and study the best practices of professional development of teachers.

A study of the various systems of education especially of the developed countries, through which the best policies and programs for promoting quality school education, can be formulated in one’s own country. The Knowledge Commission of India (2005) reported Quality research is fundamental for generating intellectual capital necessary to survive and sustain economic growth

and prosperity in the competitive world. Technological development made things possible to study and understand the different practices of other nations and which can be applied to the national context with some changes. International cooperation in education is seen in the context of partnership – rather than aid – where countries assist each other by sharing their successful experiences, technologies, material and financial resources and learning to appreciate each other's cultural heritage. Educational policies are vital for quality education.

So, the researcher has made an effort, to understand the policies and programs for the continuous professional development of teachers in the USA, in order to draw implications to the Indian context.

### **1.3 Policy Making in Education**

Policies provide guidelines and clear framework for action for any organization. Every nation has its own policies for development. Policy can be understood as a broad organizational framework or guidelines that help in decision making as well as a strategy to attend to the significant issues and challenges. The success of any policy is largely dependent on its implementation. Usually, policies are translated into various programs and effectively executed to obtain the desired goals. Policies can be micro as well macro. Micro policies are local specific and issue specific which have less scope whereas macro policies are more broad and general in nature and have wider scope.

The context in which the policy operates is important. Formulating a policy requires a good understanding of local needs, opportunities and constraints (population needs, capacities and commitment of local actors). A variety of stakeholders need to be consulted in the process of policy making.

In the field of education, educational policies are important to be studied because of its contribution for the development of education. In India, National Policy on Education (NPE) 1986 and revised 1990 and Program of Action 1992 are significant for addressing various challenges of Education. With respect to teachers' professional development, these policies have highlighted that the emphasis should be on developing a teacher rather than on training one. The NPE also lays emphasis on continuing education of teachers and the need for teachers to meet the thrusts envisaged in this policy.

In the United States of America, the No Child Left Behind (NCLB) Act, initially authorized in 1965 as the Elementary and Secondary Education Act (ESEA), was signed into law on January 8, 2002 as a means of holding states, school districts and schools more accountable for improving the academic performance of each student regardless of economic status, race, ethnicity, proficiency in English or disability. The NCLBA has given guidelines for teacher development programs. The teacher development programs are based on these recommendations.

It is necessary to study the programs of professional development of teachers within the framework of national and regional policies. Such an analysis would provide a clear understanding as to what extent policies are realized through various programs in its real sense. In this study the researcher is interested to study the professional development programs for teachers in USA with specific reference to federal and state policies.

### **1.4 Historical Background of United States of America**

The United States of America (commonly referred to as the United States, the U.S., the USA, or America) is a federal constitutional republic comprising of fifty states and Districts of Columbia. The USA is the third largest country by total area and by population. The USA is one of the world's most ethnically diverse and multicultural nations, the product of large-scale immigration from many countries. The United States economy is the largest national economy in the world. The nation was founded by thirteen colonies of Great Britain located along the Atlantic seaboard. On July 4, 1776, they issued the Declaration of Independence, which proclaimed their independence from Great Britain and their formation of a cooperative union. The Philadelphia Charter adopted the current United States Constitution on September 17, 1787; its ratification, in the following year made the states part of a single republic with a strong central government. When these became unworkable, a new Constitution was written in 1789, and it became the basis for the United States federal government, with war hero George Washington as the country's first president (Wikipedia). The United States emerged as a world economic and military power after many civil wars in 1890 (Wikipedia).

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Education in the United States is provided mainly by government, with control and funding coming from three levels: federal, state, and local. School attendance is mandatory and nearly universal at the elementary and high school levels (often known outside the United States as the primary and secondary levels).

In the year 2011, there were 76.6 million students enrolled in schools from kindergarten through graduate schools. Of those enrolled in compulsory education, 5.4 million were attending secondary schools.



**Figure: 1.1 Political Map of the United States of America**  
(Source: <http://www.infoplease.com/states.html>)

Fifty States and the Two Districts constitute the United States of America. With the type of diverse demographics and system, the education system follows the federal government's policies as a base with few modifications.

### **1.5. History of Education in the United States of America**

The history of education in the United States, or foundations of education, covers the trends in educational philosophy, policy, institutions, as well as formal and informal learning in America from the 17<sup>th</sup> century to today. Early American education was primarily private or religious, and it brought

mass schooling and literacy to the nation well before the public school system we know today was legislated into existence. Public schooling arose in response to an influx of immigrants who had different religions or cultures. Its primary focus was to establish social order and mainstream vast numbers of immigrant children into a common school setting.

Formal education in the United States dates from 1635, when the Boston Latin School was founded in colonial New England. Grammar schools were established in the larger cities of each colony throughout the rest of the 18th century, as well as several religious colleges. The American Revolution started the formal education for women, and the American Civil War brought education for black children. However in the south Homeschooling remained predominant, until the mid-19th century. In the 19th century, Government supported, free public schools for all started and established after the revolution, as the results of efforts of men like Horace Mann, BookerandT. Washington. By 1870, all states had free elementary schools. As the 20th century drew nearer, states started passing laws to make schooling compulsory, and by 1910, 72 percent of children attended school. Private schools and colleges continued to spread during this times and land grant colleges were started in the in the rural centres. First true high schools were started in the year 1910.

Educational efforts cantered on reducing the inequality of the schooling system during the rest of the 20th century. The desegregation of elementary and high schools a national priority was made after the landmark Supreme Court case *Brown v. Board of Education*. The Pell Grant program helped poor minorities gain access to college. Special education was made into federal law in 1975.

Standardized testing was made a requirement, by The Elementary and Secondary Education Act of 1965 and in 1983, a commission was established to evaluate their results and propose a course of action. As a result No Child Left Behind Act of 2001 was established (U.S.Dept. of Education, 1983)

### **1.5.1 Education Acts of the United Statesof America**

The United States Department of Education, also referred to as Education Department (ED), is a Cabinet-level department of the United States government. Created by the Department of Education Organization

Act (Public Law 96-88) and signed into law by President Jimmy Carter on October 17, 1979, it began operating on May 16, 1980.

**The Elementary and Secondary Education Act (ESEA)** was passed in 1965 as a part of the "War on Poverty". ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLBA).

**The Higher Education Act (HEA) 1965**(Pub. L. No. 89-329) authorizes funding to improve K-12 teacher preparation programs in higher education institutions. It includes accountability provisions for the quality of the graduates from these programs. It also supports efforts to increase teacher recruitment. The 108th Congress is acting on legislation to reauthorize HEA. Legislation amending the teacher provisions of the HEA was passed by the House on July 9, 2003, and on June 2, 2004.

**The Higher Education Act of 1971** was reauthorized in 1968, 1972, 1976, 1980, 1986, 1992, 1998, and 2008. Current authorization for the programs in the Higher Education Act expires at the end of 2013. Before each reauthorization, Congress amends additional programs, changes the language and policies of existing programs, or makes other changes.

**The No Child Left Behind Act of 2001** (P.L. 107-110) reauthorized the Elementary and Secondary Education Act (ESEA), replacing the Eisenhower Professional Development program and the Class Size Reduction program with a single formula grant program supporting an array of activities to improve the elementary and secondary teachers. In addition, among other provisions, the reauthorized ESEA includes a separate program of math and science partnerships to improve teaching in those fields. (APPENDIX-A)

Section 1111 (b)(8)(C) of the Elementary and Secondary Education Act, as amended by NCLB mandates the State Educational Agency (SEA) should hire High Quality Teachers (HQT) to teach in Title I programs and Title II, Part A, Class Size Reduction programs(NCLB,2002).

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Title I, Part A, requires that Local Educational Agencies (LEAs) use at least five per cent (5%) of their Title I funds for professional development activities to ensure that teachers who are not currently highly qualified meet that standard by the end of the 2006-07 school year (Section 1119[1]). In addition, any school identified as in need of improvement for failing to make adequate yearly progress must spend ten per cent (10%) of its Title I, Part A, funds on professional development, including teacher mentoring programs (Section 1116[c][7][A][iii]) (NCLB.2002).

Title II, Part A, activities include, but are not limited to, various forms of high-quality, scientifically based professional development in gaining subject-matter knowledge, improving teaching skills, assisting teachers in the use of state academic content standards and student achievement standards (NCLB 2002, U.S. Dept. of Education).

The most recent and forceful statement, given by President Obama in 2010 on government policy for the preparation and professional development of teachers, is the reauthorization of the Elementary and Secondary Education Act (ESEA), signed into law by President Obama.

The teachers in rural areas are required to teach more than one academic subject. The new flexibility is designed to recognize this challenge and provide additional time for these teachers to prove that they are highly qualified.

Under this new policy, teachers in eligible, rural districts who are highly qualified in at least one subject will have three years to become highly qualified in the additional subjects they teach. They must also be provided professional development, intense supervision or structured mentoring to become highly qualified in those additional subjects.

Changing Federal Role: NCLBA had a significant shift in federal role with regard to the teachers. Prior to 105th congress and amendments the federal aid for teaching was focused on in-service training with limited fund. After the amendment in 1998, teacher quality enhancement programs were included to the Higher Education Act. The federal government has allocated through ED funds \$3.5 billion for teacher activities. This funding includes \$ 2.93 billion for Principal and Teacher training. This also brought in the teacher accountability requirements for teacher education programs (CRS Report RL 31254).

### **1.5.2 Organisation of the United States Department of Education**

The United States Department of Education (ED) is a cabinet-level department of the United States Government. The department was recreated by the Department of Education Organisation Act (Public Law 96-88) and signed into law by President Jimmy Carter on October 17, 1979, and began operation from May 4, 1980 (US Dept. of Education, 1979). The Department of Education is administered by the United States Secretary of Education. It is by far the smallest Cabinet-level department, with about 5,000 employees.

The department of Education establishes policy for, administers and coordinates most Federal assistance to education under the supervision and direction of the Secretary of Education. Its mission is to ensure equal access to education and to promote educational excellence throughout the Nation. The Secretary of Education advises the President on education plans, practices and programs and coordinates between the Federal and State government in educational matters. There are several departments under the Office of the Secretary, like the Office of the Elementary and Secondary Schools. Innovation and Improvement; Federal Student Aid; Office of Planning, Evaluation and Policy development; Office of Safe and Drug free Schools and office of Inspector General. As with other federal agencies, the ED operates with the assistance of several advisory committees.

State Education Department of each State has its office of Secretary Education and under which the State Board of Education works. Education in the US is highly decentralized and the federal government and Department of Education are not heavily involved in determining curricula or educational standards (with the exception of NCLB). This has been left to the state and local school districts. The quality of educational institutions is maintained through an informal accreditation.

### **1.5.3 Educational System in the United States of America**

The educational developments in the American education have evolved gradually by the American history and philosophy. The first settlers of America, who fled from the religious and political persecution of the European government found themselves thrown upon their own resources in relative isolation of their settlements. This strengthened them to create a new

independent nation. The tremendous opportunities afforded by the undeveloped country resulted in all emphasis on “the immediately practical faith that no idea or ideal is worth anything unless it can be made to work”.

It developed the conviction “that tomorrow must be better than today, that the worship of tradition means stagnation, that every change and every innovation spells progress”. Out of the same frontier conditions developed individualism and democracy and the ideals of local co-operation and social usefulness. These national characteristics, emerging out of historical circumstances greatly influenced the educational philosophies and practices of the USA. Education, in the USA, is a large scale public enterprise. Very few democratic countries spend as much on education as the USA. Many features of the American education have surprised the foreigners. One of the basic ideals was to extend equal educational opportunity to all citizens of America.

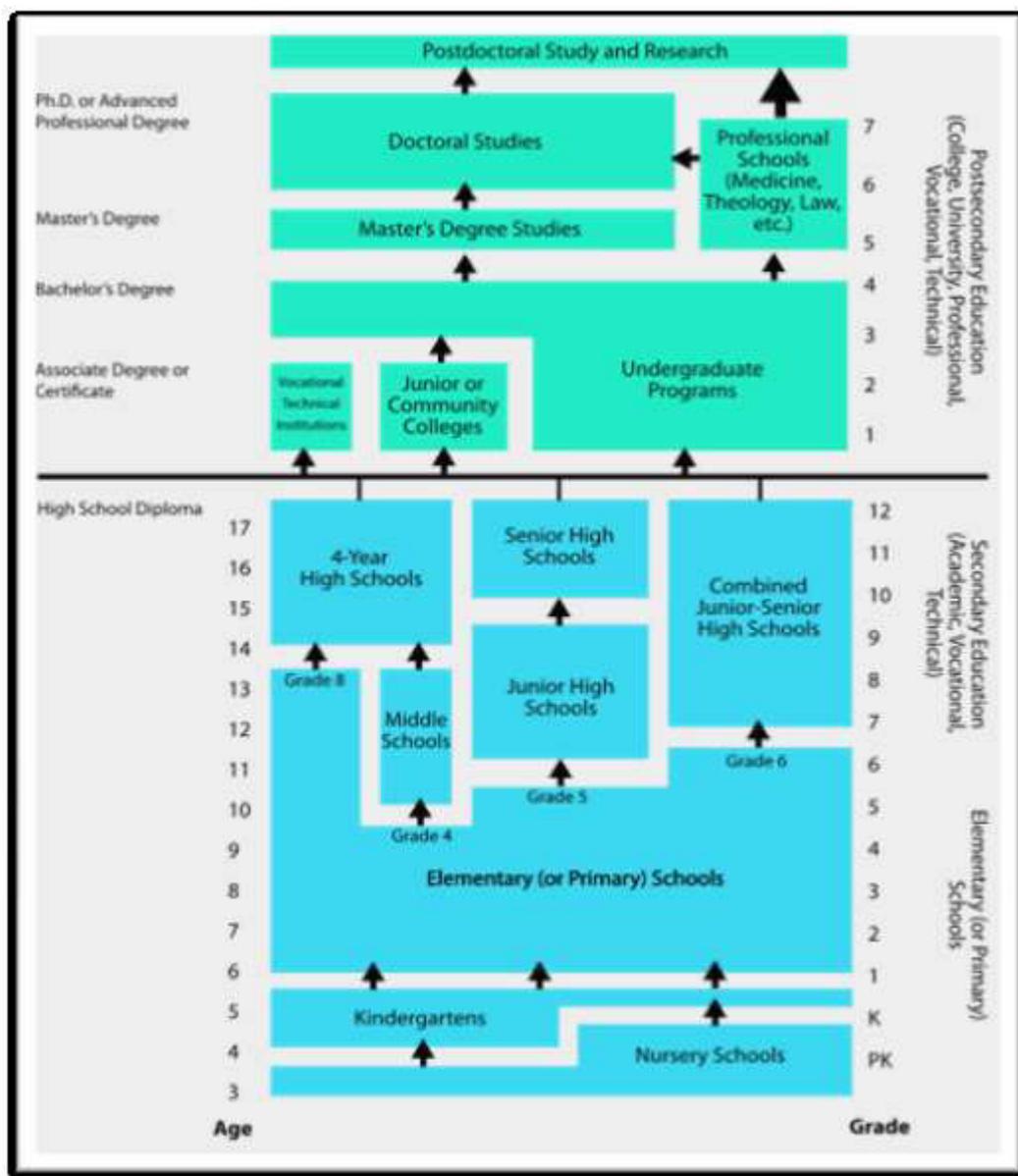
The goals of American education are derived from the social philosophy as expressed in the National constitution adopted in 1787. The constitution of the USA makes no reference to education but Article X confers upon States powers over education and legal responsibility for the maintenance of educational systems. The Tenth Amendment delegates the function of public education to the states. However, the federal government does play an active role in the educational development after the War Between the States. Federal government focused attention on “Central Welfare” clause of the Constitution as an avenue for permitting some kind of Federal involvement in the education system. Several Acts have been passed by the Federal Government which has a great bearing on education.

The relationship between the Federal, State and the local government pertaining to education may be described as the partnership in which each of the three levels of government, at one time or another participate in varying ways and degrees in the establishment and support of education. The State Department of Education works in partnership with the local school systems. It exercises a leadership role in improving the quality of public education and performs those functions which the local agencies cannot on their own. There is a considerable coordination between the two.

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In the USA the first year of compulsory schooling begins with children at the age of five or six. Children are then placed in year groups known as grades, beginning with first grade and culminating in twelfth grade. Many different variations exist across the country in the typical ages and grade groupings in public and private schools.

School education in the US is organized in three stages the elementary school, junior high school and senior high school. The post- secondary education is divided into undergraduate programs, Master's degree studies and doctoral studies. Figure 6 gives an outline of the school education in US.



**Figure: 1.2 Structure of School Education in the USA**Source: [http://en.wikipedia.org/wiki/Education\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Education_in_the_United_States)

#### 1.5.4 Local School System in United States of America

All schools located in a particular area come under one school system and are under one board or officer. It is quasi-corporate with a board or chief officer who has the responsibility for either complete or partial autonomy in the administrations of all public schools within its boundaries.

There are three different types of schools in America. **Public school** is an elementary or secondary school in the USA supported by public funds and providing free education for children of a community or district. These schools do not charge tuition fees. They are funded through federal, state and local taxes. **Private schools** cost money. Private schools do not receive tax revenues, but instead are funded through tuition, fundraising, donations and private grants. **Charter School** is a publicly funded school that is typically governed by a group or organization under a contract or charter with the state; the charter exempts the school in selected state from local rules and regulations. In return for funding and autonomy, the charter school must meet accountability standards. A school's charter is reviewed (typically every 3 to 5 years) and can be revoked if guidelines on curriculum and management are not followed or the standards are not met. In the education system in the United States, the public schools with specialised courses or curricula are called the **Magnet Schools**. "Magnet" refers to how the schools draw students from across the normal boundaries defined by authorities (usually school boards) as school zones that feed into certain schools. Magnet schools emerged in the United States, in the 1960s, as one of the means of remedying racial segregation in public schools, and they were written into law in Sec. 5301 of the Elementary and Secondary Education Authorization. Demographic trends following the 1954 *Brown v. Board of Education* Supreme Court decision revealed a pattern later characterized as white flight, the hyper segregation of African Americans and European Americans, as the latter moved to the suburbs (Wikipedia).

There are magnet schools at the elementary school, middle school, and high school levels. In the United States, where education is decentralized, some magnet schools are established by school districts and draw only from the district, while others (such as the Massachusetts Academy of Math and

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Science, Las Vegas Academy, Clark High School Academy of Finance, Academy for Mathematics, Science, and Applied Technology, Maine School of Science and Mathematics, and Commonwealth Governor's Schools in Virginia) are set up by state governments and may draw from multiple districts. Other magnet programs are within comprehensive schools, as is the case with several "schools within a school." In large urban areas, several magnet schools with different specializations may be combined into a single "center," such as Skyline High School in Dallas (Wikipedia).

Apart from these schools, since 1982, the U.S. Department of Education has sought out schools where students attain and maintain high academic goals, including those that beat the odds. These schools are called the **Blue ribbon School**. The National Blue Ribbon Schools Program recognizes public and non-public elementary, middle, and high schools where students achieve at very high levels and/or where the achievement gap is narrowing. The Program sets a standard of excellence for all schools striving for the highest level of achievement. The National Blue Ribbon Schools Program is part of a larger U. S. Department of Education effort to identify and disseminate knowledge about best school leadership and teaching practices. The Blue Ribbon Schools Program honours public and private schools based on one of two criteria:

Schools whose students, regardless of backgrounds, are high performing: These are schools ranked among the state's highest performing schools as measured by their performance on state assessments or in the case of private schools, that score at the highest performance level on tests referenced by national norms in at least the most recent year tested; and Schools with at least 40 percent of their students from disadvantaged backgrounds that improve student performance to high levels as measured by the school's performance on state assessments or nationally-normed tests.

Local school districts are governed by Boards of Education comprising of elected citizens who serve for fixed terms and may usually stand for re-election. Public education in many communities in the USA has been made the function of a **school district** serving one or more towns. A school district is a unique body usually with coequal districts like that of a city or a county, and has similar powers. Its legislative body, elected by direct popular vote or by

appointment by other governmental officials, is called a *school board*, *board of trustees*, or *school committee*, and this body appoints a *superintendent*, usually an experienced public school administrator, to function as the district's chief executive for carrying out day-to-day decisions and policy implementations.

### **1.5.5 Teacher Education in USA**

USA cite the importance of a well-trained teaching force as essential to preparing students to function competently within the increasingly technologically information based society. In USA, each state set standards for teacher education. Approximately 32 states have joined together to develop model standards for beginning teachers that are compatible with emerging standards for advanced certification, as currently being developed by the National Board for Professional Teaching Standards.

In USA an increasing number of states require some form of testing before entry into a teacher education program. In addition, 15 states and over 70 percent of colleges have set minimum grade-point averages for entry into teacher education (Darling-Hammond & Cobb, 1995).

Teacher education generally falls into three categories (Cobb, Darling-Hammond, & Murangi, 1995):

1. Certificate or diploma programs conducted in normal colleges, normal schools, and colleges of education established for the purpose of training teachers. These programs are usually for elementary teachers and gives importance to pedagogical preparation more than subject area preparation. In most cases these are 2- to 4-year programs.
2. Bachelor's degree programs conducted both at general and multipurpose universities. These programs emphasize greater subject matter preparation and relatively less pedagogical preparation. These are generally 3- or 4-year programs, with the teacher preparation portion lasting for one to two years.
3. Master's degree 5<sup>th</sup>-year programs. These programs are for candidates who have completed a bachelor's degree and continue for a master's degree or postgraduate diploma in education. The duration of these programs ranges from one to two years.

In USA teachers at all levels are prepared the same. Candidates are typically prepared through bachelor's degree programs or 5<sup>th</sup>-year programs that can lead to a master's degree.

Though there does exist some variations in curriculum content of teacher education programs, most offer some combination of coursework in subject matter, teaching methods and materials, child growth and development, and other education courses such as educational psychology, history and philosophy of education, and practical teaching experience. The extent of education coursework varies by grade level to be taught (Cobb, Darling-Hammond, & Murangi, 1995).

- “Student teaching or a strong clinical practice component is seen as an essential element to teacher preparation. The duration of such an experience varies widely and appears to be influenced by teaching level and sometimes the nature of the teacher education program. Practicing teachers who do not meet this standard must either complete additional coursework to earn the equivalent of a bachelor’s degree, or pass state content area exams in each subject they teach.”
- In the U.S., student teaching ranges from eight weeks to two full semesters with most programs averaging 12-15 weeks.

### **1.5.6 Professional Requirements of Teachers in USA**

The professional training in education has grown with the expansion of public education in the USA. It was felt that with competent teachers the public schools could serve the community better. Hence, teachers’ colleges were established with that goal. With the changing curricula to suit the individual needs, aptitudes and interests, the teacher education proliferated into various branches such as School administration, Principals leadership for effective schools, Special education etc.

Different rules exist for prospective teachers and teachers who began teaching before NCLBA was adopted. States have greater latitudes regarding experienced teachers than with new teachers. The expectations, experienced teachers must meet, to be considered highly qualified vary considerably across states. In some states, teachers become certified to teach in the middle grades by majoring in

elementary education, with or without subject area minor(s). In other states middle grade teachers must have a double major in subject area and secondary education, or major in secondary education with double minors in two subject areas (e.g. mathematics and chemistry). Certification requirements may involve passing the elementary licensing exam only, or the elementary exam plus subject area exams, or the secondary licensing exam plus subject area exams(NCLBA).

Under NCLBA, high school teachers must major in the 2 subject areas they teach and pass a licensing exam in those subjects to be considered highly qualified. Practicing teachers, who do not meet this standard, must either complete additional coursework to earn the equivalent of a bachelor's degree, or pass state content area exams in each subject they teach. At the class level, a majority of 9<sup>th</sup>- through 12<sup>th</sup>-grade classes were taught by teachers with an in-field major, an in-field certification, or both.

### **1.5.7Licensure and Certification of Teachers' in USA**

All 50 States and the District of Columbia require public school teachers to be licensed. Licensure is not required for teachers in most private schools. Usually licensure is granted by the State Board of Education or a licensure advisory committee. Teachers may be licensed to teach the early childhood grades (usually preschool through grade 3); the elementary grades (grades 1 through 6 or 8); the middle grades (grades 5 through 8); a secondary-education subject area (usually grades 7 through 12); or a special subject, such as reading or music (usually grades kindergarten through 12).

Requirements for regular licenses to teach kindergarten through grade 12 vary by State. However, all States require teachers to have a bachelor's degree and to have completed an approved teacher training program with a prescribed number of subject and education credits, as well as supervised practice teaching. Some States also require technology training and the attainment of a minimum grade point average. A number of States require that teachers obtain a master's degree in education within a specified period after they begin teaching.

Almost all States require applicants for a teacher's license to be tested for competency in basic skills, such as reading and writing, and in teaching and also require teachers to exhibit proficiency in their subject. Many school systems are presently moving toward implementing performance-based systems for

licensure, which usually require teachers to demonstrate satisfactory teaching performance over an extended period in order to obtain a provisional license, in addition to passing an examination in their subject. Most States require teachers to complete a minimum number of hours of continuing education to renew their license. Many States have reciprocity agreements that make it easier for teachers licensed in one State to become licensed in another state(NCLB, US Dept Ed., 2002)

Now, nearly all States also offer alternative licensure programs for teachers, who have a bachelor's degree in the subject they will teach, but lack the educational requirement for a license. This is in places where there is a lack of traditional licensed teachers, or for teachers who change their career to teaching. But these programs are conducted under the supervision of experienced educators. There is a teacher shortage in the subjects of Mathematics, Chemistry and Physics. Teachers from many countries, especially India have been imported. Their number of years of service in their respective country is taken into consideration. Teachers who have been imported have to complete the licensure programs within a specified time or their contracts are cancelled.

### **1.5.8 Requirement for Subject Competency**

The University and the state verify the subject matter competency of a student teacher entering into the profession, whether he/she has met the requirements to teach a particular subject area. Apart from passing the bachelor of education program, the prospective teacher has to pass the Subject Exams for Teachers conducted by the State, in the appropriate subject area. Students who are seeking a single subject teaching credential (typically for junior high school or high school) may also verify subject matter competency by completing a CCTC-approved subject matter equivalency program and providing appropriate documentation. All students are required to verify subject matter competency prior to being placed into student teaching. Many states in the US require subject matter competency ([www.cset.nesinc.com](http://www.cset.nesinc.com)).

### **1.5.9 Programs and Policies of Professional Development of Teachers' in USA**

The federal government is not responsible for the preparation, hiring, and work life of teachers; these responsibilities rest with states and localities. Nevertheless, the federal government, over the past several years, primarily through the U.S. Department of Education (ED), provides substantial resources to strengthen the teacher quality and quantity. They fund many programs of teacher training for supporting the teachers. The congress has been redefining the federal role in supporting the teachers (U.S. Dept. of Education, 2006)

The Department of Education routinely drafts and updates policies and procedures to offer guidance to school leaders, educators, parents and students to help create a high-quality learning experience from early childhood through adulthood. These policies and procedures are intended to improve the efficiency and cooperation among state, local and federal entities as they work to build and maintain high quality teachers.

In order to understand how policy is implemented within an organization, one must have a clear understanding of the structure of the organization and its impact upon the persons carrying out particular actions. It is necessary for individuals involved in the policy field to, first, have enough knowledge about the policy to clearly understand it. Second, they must have the necessary skills to put the policy into practice within specific bureaucratic contexts like schools. (Hill & Hupe, 2002).

In the area of professional development, Chapter 12.7(1) in Section 281 of the state administrative code requires schools to develop multicultural provisions for their staff. The language here is as follows:

“Each school or school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff. To meet the professional needs of all staff, staff development activities shall align with district goals; shall be based on student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall emphasize the research-based practices to achieve increased student

achievement, learning, and performance as stated in the comprehensive school improvement” (Winssocki, 2008).

The guidelines for the in-service training of the teachers as given in NCLB are

- Partnerships with for-profit and non-profit entities through grants or contracts to provide professional development activities, course work, test preparation, and testing
- Paraprofessional training toward teacher certification
- High-quality professional development and training in core content knowledge and effective instructional strategies, methods, and skills required to meet the NCLBA teacher requirements content standards and student academic achievement standards in preparing students for the state assessments
- Training in the use of technology for instruction and analyzing achievement data
- Teacher mentoring, induction, and support programs for new teachers
- Implementation of approved CTC alternative certification and internship programs
- Charter school teachers of NCLBA core academic subject, as defined in the NCLBA Act of 2001, must meet all of the NCLB requirements. Charters may decide, for credentialing purposes only, that which is non-core. Federal law defines teacher requirements for NCLB Core Academic Subjects.
- NCLBA requires that the list of professional development activities accepted by the LEA be available to the public(Appendix-A).

#### **1.5.10 Institutions Offering Professional Development for Teachers in the United States of America**

Apart from the Department of Education, several non-profit organisations also supported federal government in its policy decisions.

- National Staff Development Council the largest non-profit organisation which was started in 1978 in Ohio (NSDC, 2007) was associated with the Federal Government for teacher professional development and school improvement.

## Conceptual Background

- National Association for Mathematics Teachers (NAMT) which organises programs for mathematics teachers.
- National Association of Science Teachers (NAST)
- National Centre for Educational Statistics (NCES) which is a part of US department of Education also organises nation-wide surveys and programs for educating teachers for statistical data analysis.

This is the over view of the educational system in the USA. Education in the USA is a large scale public enterprise. The public education of America is unique to her culture. American people are fully cognizant of the power of education and hence concerned about the quality of education. In order to have this quality education, states set policies for teacher education, certification, induction, and professional development. Districts also set policies in addition to or in lieu of state policy. Local colleges and universities use these policy guidelines to organize their teacher education programs and their induction and professional development activities.

Though the States and the local school system set forth the rules, the federal government time and again has talked about the importance of education. President Johnson in his message to the Congress of the USA in 1965 stated, 'Every child must be encouraged to get as much education as he has the ability to take. Nothing matters more to the future of our country than education. We must demand that our schools increase not only the quantity, but the quality of American education'. In this millennium, President Bush in 2001 brought in the "No Child Left Behind (NCLB)," Bill which was implemented in 2002. NCLBA gives guidelines for quality teachers and the requirements of a highly qualified teacher.

There is a comprehensive mechanism to update the knowledge and skills and system for monitoring teacher continuous development, through which the USA has achieved quality education in schools. And in this context the researcher is interested to study thoroughly the policies and programs for the teacher professional development of USA and derive some implications to the professional development of teachers in India.

A brief account of the history of education in India, teacher education, the in-service programs and the professional development of teachers are discussed below.

### **1.6.1 History of Education in India**

The Republic of India is a vast state located in South Asia, surrounded by the Himalayas to the north and the Indian Ocean on the other three sides. It is the largest democracy in the world, with about 1,135 million people (NCES,2007), or about 18 per cent of the total world population (over 6,451 million in 2006). It ranks second in the world in population and seventh in land area. According to the 2001 census, about 65 per cent are literate.

Historically, India has been the land of teachers and learners. Knowledge has always been regarded as the highest virtue in Indian society. The concept of a university is close to that of the forest ashrams of the ancient Hindu tradition for adult learning. India has a long and ancient history of imparting knowledge and has seen many transitions. These have been predominantly influenced by the various groups of people who have invaded India at different points of time. Hence, the contemporary educational context in India has been influenced by the different forms of education over the centuries. The Nalanda University established in fifth or sixth century was the oldest university-system of education in the world.

Western education became ingrained into Indian society with the establishment of the British Raj. Policies recognising the need for teacher training were framed and implemented by the Indian Ministry of Education, (later known as Ministry of Human Resource Development; Department of Education) during the post-colonial period. The period can be divided into the following categories:

1. Pre-Colonial Era (c. 1500 BC-1756 AD): The original education system consisted of village schools known as *gurukulas* or *agraharas*. Teachers known as *gurus* taught religious text such as Vedas, and Vedanta's, grammar, philosophy and languages. Vocational education, such as carpentry, metal works and farming, was also taught. These were primarily attended by male students of the upper castes (Kamat, 2003a).
2. Colonial Era (1756 AD-1947 AD): Schools were set up by the Christian missionaries during the British rule. The members of the British

government with the Indian social activists, to improve the condition of the marginalized groups through education (Srivatsava, 1988). Based on the European system, new schools were established replacing the original system of education. Teacher training was proposed in 1882, to prepare teachers for this new system. The Indian Education commission introduced separate teacher education programs to prepare teachers for the elementary and secondary levels (Maheshwari, n.d.c.).

3. Post - Colonial Era (1947 AD-Present Day): After independence, Government of India framed three National Policies on Education (1968,1979 &1986). The National Council for Teacher Education (NCTE) was established in 1995 with Teacher Training as one of its basic goals. The National Council for Education, Research and Training (NCERT), the State Council for Education, Research and Training (SCERT) and local Colleges of Education along with NCTE have been undertaking a number of training programs for teachers. Colleges of education are required to conduct annual training sessions for teachers on a variety of areas in education as laid out by the NCTE. Teachers participating in the training programs continue to search for ways to improve their classroom practice. On-going professional development and training should ideally be a part of effective practice. While opportunities need to be made available, a greater understanding of how teachers adopt to new instructional methods in their classrooms would be helpful.

### **1.6.2 Education Acts of India**

To effectively carryout the education programs the Government of India, introduced the education acts. The Constitution of India has laid down the allocation of responsibility for various subjects to different tiers of the government. From 1950, when the Constitution came into force, till 1976, Education was essentially a State subject, with role of Central Government being limited to running Central Universities, Central institutions of training and research, and institutions of national importance, and coordination and determination of standards in institutions for higher, scientific and technical education and research.

The Constitution (42<sup>nd</sup> Amendment) Act, 1976, shifted Education, in general, from the “State List” to the “Concurrent List”, thus giving both Central and State Governments jurisdiction over it, concurrently. The concept of concurrency was given in paragraph 3.13 (“A Meaningful Partnership”) of the National Policy on Education, 1986. While the role and responsibility of the States in regard to education remained essentially unchanged, the Union Government accepted a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), and to promote excellence at all levels of the educational pyramid throughout the country. The most important feature of the constitutional provision was provision of free and compulsory education to all children up to the age of fourteen years.

### **1.6.2.1 Important Legislations**

Next to the Constitution, State Policy is articulated through legislations. Some of the important Central legislations having a bearing on the subjects allotted to the Department of Higher Education are: The University Grants Commission Act, 1956; The Copyright Act, 1957; The Apprentices Act, 1961; The All India Council for Technical Education Act, 1987, and The National Council for Minority Educational Institutions Act, 2004.

SarvaShikshaAbhiyan (SSA) launched to universalize elementary education of good quality all over the country in 2002. SSA is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right.

SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations(MHRD,2001).

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Indian legislation enacted by the Parliament of India on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21a of the Indian Constitution (MHRD, 2009).

### **1.6.3 Organisation of Department of Education in India**

The Department of Education is a part of the Ministry of Human Resource Development. The ministry is divided into two departments: the Department of School Education and Literacy, which deals with primary and secondary education, adult education and literacy, and the Department of Higher Education, which deals with university education, technical education, scholarship etc. The erstwhile Ministry of Education now functions under these two departments, as of September 26, 1985. The Ministry of Human Resources Development is headed by a minister of cabinet rank as a member of the Council of Ministers and he is assisted by a minister of state, and Minister of State for Human Resource Development.

The Department of School Education and Literacy is responsible for development of school education and literacy in the country. The Department of Higher Education is in charge of secondary and post-secondary education. The Ministry is guided by the Central Advisory Board of Education (CABE) which is the national level advisory body. The education ministers of all the different states are members of the board. State-level ministries of education coordinate education programs at local levels. City school boards are under the supervision of both the state education ministry and the municipal government.

The central and the state governments have joint responsibility for education, with freedom for the state governments to organise education within the national framework of education.

### **1.6.4 Educational System in India**

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: federal, state, and local. Child education is compulsory. Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to

the economic rise of India. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies. In India, the various curriculum bodies governing school education system are:

- **The Central Board of Secondary Education (CBSE):** This is the main governing body of education system in India. It has control over the central education system. It conducts exam and looks after the functioning of schools accredited to central education system.
- **The Council of Indian School Certificate Examination (CISCE):** It is a board for Anglo Indian Studies in India. It conducts two examinations 'Indian Certificate of Secondary Education' and 'Indian School Certificate'. Indian Certificate of secondary education is a k-10 examination for those Indian students who have just completed class 10th and Indian school certificate is a K-12 public examination conducted for those studying in class 12<sup>th</sup>.
- **The State Government Boards:** Apart from CBSE and CISCE each state in India has its own State Board of education, which looks after the educational issues.
- **The National Open School:** It is also known as National Institute of Open Schooling. It was established by the Government of India in 1989. It is a ray of hope for those students who cannot attend formal schools.
- **The International School:** It controls the schools, which are accredited to International Baccalaureate curriculum of international standard.
- Islamic Madrasah schools, whose boards are controlled by local state governments, or autonomous, are affiliated to DarulUloomDeoband.
- Autonomous schools like Woodstock school, Auroville, PathaBhavan and AnandaMargaGurukula.

### 1.6.5 Local School System in India

Education system in India can be divided into many stages as under:

- **Pre- Primary Stage** - It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
- **Primary Stage** - It includes the age group of children of 6-11 years studying in classes from first to fifth.
- **Middle Stage** - It consists of children studying in classes from sixth to eighth.
- **Secondary Stage** - it includes students studying in classes ninth and tenth.
- **Higher Secondary Stage**- Includes students studying in eleventh and twelfth classes.
- **Undergraduate Course** - Here, a student goes through higher education, which is completed in college. This course may vary according to the subject pursued by the student. For medical student this stage is of four and a half years plus one year of compulsory internship, while a simple graduate degree can be attained in three years.
- **Postgraduate Course** - After completing graduation a student may opt for post-graduation to further add to his qualifications.
- **Doctoral Studies** – A Student after post-graduation can continue to do a doctoral study through qualifiers.

#### 1.6.6 Teacher Education in India

The teacher competence, sensitivity and teacher motivation primarily determines the quality and extent of learner achievement. The National Council for Teacher Education in India has defined teacher education as – A program of education, research and training of persons to teach from pre-primary to higher education level.

In India, Bachelor of Education (B.Ed) is a course offered for those interested in pursuing career in teaching. The B.Ed degree is mandatory for teaching primary schools and high schools. The minimum qualification required for entry into B.Ed course is Bachelor of Arts (B.A), Bachelor of Science (BSc) or Bachelor of Commerce (B.Com). While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science streams are trained to teach Mathematics, Physics, Chemistry and Biology. After

B.Ed., students can pursue Masters in Education (M.Ed) in Indian universities. National Council for Teacher Education is statutory body which regulates courses in teaching in India. The Bachelor of Elementary Education (B.El.Ed.) program is a four-year integrated professional degree program of Elementary Teacher Education offered after the senior secondary (class XII) stage of school. Conceptualized by the Maulana Azad Centre for Elementary and Social Education (MACESE) of the Department of Education, University of Delhi and launched in the academic year 1994-95, the program is an attempt towards fulfilling the need for professionally qualified elementary school teachers. B.El.Ed. is designed to integrate the study of subject knowledge, human development, communication skills and pedagogical knowledge.. Both professional and academic options are available to students who graduate with a B.El.Ed. Degree.

There is another course, Diploma in Education (D.Ed) or TCH meant for teaching in primary and nursery schools in India. However, the qualification for admission to this course is passing the 12<sup>th</sup> grade.

### **1.6.7 Professional Requirement of Teachers in India**

The idea of in-service education for teachers was discussed in the Kothari Commission (1964-66) and in the Chattopadhyay Commission (1983-85) as important in order to enable teachers to renew their knowledge. National Policy on Education received support through central government funding for the establishment of Institutes of Advanced Studies in Education (IASE) to open University Departments of Education and District Institutes of Education and training (DIET) in each district with a view to provide a space for the conduction of in-service courses for teachers of elementary and secondary schools. The SarvaSikshaAbhiyan (SSA, 2001) has also placed emphasis on continuous in-service teacher education requiring each teacher to receive 20 days of training every year.

The Education Commission (1964–66) recommended that in-service education for teachers should be organised by universities and teacher organisations to enable every teacher to receive two or three months of in-service education once in five years; that such program should be research based. National curriculum Framework (NCF) 2005 also insisted on the Professional Development of

teachers. NCF 2009 on teacher education has given different types of Professional Development like, short and long term workshops, sabbatical for study and research, professional conferences and meetings, professional forums, resource rooms and materials; Faculty Exchange Visits and Fellowships for teachers to undertake. But no particular requirements are there. Though certain PD programs are conducted it is not taken seriously by teachers.

At the national level organizations like the National Center for Education, Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA) (now NUEPA), NCTE, AICTE, UGC, and DEC devise policy frameworks for teacher professional development and popularize them through periodical seminars, workshops, conferences etc. Short duration training and orientation programs are also held for the benefit of the teachers. These national level institutions also organize international seminars, workshops, conferences, etc. from time to time.

#### **1.6.8 Institutions Offering Professional Development for Teachers' in India**

The Ministry of Education has diploid the Department of extension Services at all India level for the effective organization of professional development of secondary school teachers. The in-service training of teachers is organized at sub-district, district, regional, state or central level. There are some institutes of national importance like NCERT (National Council for Educational Research and Training), NIEPA (National Institute of Educational Planning and Administration), CIIL (Central Institute of Indian Languages) etc. which conduct in-service training programmes on national level. At state level, there are State Council of Educational Research and Training (SCERT), State Institute of Education (SIE), colleges of Teacher Education (CTEs), State Institutes of Education and Training (SIET) which at the district level are called as DIETs. Given the size of the investment in professional development and the dependence of educational reform on providing effective professional development for Indian teachers; The knowledge base on the link between professional development and teachers' instructional practice, and student learning need to be strengthened.

### **1.7 Rationale of the Study**

Teachers occupy an important place in the educational scenario. The success of the institutions ultimately depends upon the teachers in those institutions. They are the 'critical link' between the nation and the nation builders of tomorrow – students. Teachers need to be seen as creators of knowledge and thinking professionals. They need to be empowered to recognize that there is a need for shift, behaviorist to constructive domain.

One important way to provide teacher support is through PD. As Roland Barth (1990) said, "Probably nothing within a school has more impact on students in terms of skills development, self-confidence, or classroom behavior than the personal and professional growth of teachers." The primary way in which teachers are supported in their personal and professional growth is through professional development programs. Educational managers also need to be empowered for evolving and sustaining 'enabling environment' in schools for teachers and learners. The in-service model surely has a supplementary role to play in professional development. In-service program is an integral part of the secondary and higher secondary teacher education program which tries to ensure continuous professional growth. These programs may be of different types and may be organized periodically or arranged as per requirement.

The different types of professional development have not been extensively researched in India. Despite the policies on in-service training programs and other learning opportunities for Indian teachers, there is little knowledge about how professional development organized for teachers ever finds its way into classrooms to enhance student learning. The lack of investigation is even more evident when the focus of the impact is on the change in teachers' professional practice (Guskey & Sparks, 1991). In addition, there is little direct evidence on the extent to which important features of professional development are related to better teaching and increased student achievement in India.

Few studies provide detailed information about specific program elements that facilitate or hinder teacher learning and student achievement. While most district-sponsored learning opportunities are "transforming," there is little or no information about what these transformative experiences are, how they translate into teachers' classroom practice, and what, if any, effects they have on student

learning and accomplishment. As important as it is for teachers to have a quality educational experience and acquire many innovative instructive techniques during the participation phase of professional development, the more fundamental concern should be whether the new knowledge and skills are implemented in the classrooms.

Therefore, it would be helpful to the field of education, to compare and contrast these different approaches to better understand the relative merits of these professional development strategies in other countries. This information could help providers of professional development choose between different strategies and plan more effective professional development.

The in-service education and continuous professional development of teachers has been given prime importance in the USA over the last two decades. The specific factors responsible for this development are: the certification laws, professional organizations, community needs, size of schools, nature of job opportunities, research based programs and skills.

In the global era the USA is acknowledged as knowledge based society. It is a nation whose scientific elite for past 50 years has been in the forefront of research and discovery, a country whose major universities and training programs are the envy of the world and a magnet for students, scholars, teachers and scientists from other continents. The achievements in scientific, technological and medical sciences have made America the model for many countries. The USA has also developed a system of civic education that is among the very finest in the world. The Educational administration is both centralized and decentralized. USA is a leading country in education in the world today and its educational system is affecting the other countries by way of students' mobility for higher studies. This is possible because of the high quality teachers in secondary schools. Review of the related literature of the researches conducted in the USA provided an idea that this achievement is possible due to the continuous professional development programs for teachers, which are both Governmental and school based on content, pedagogy, evaluation and psychological based.

A systematic examination of other systems of education will help to plan effective policies and professional development programs for one's own

country. In a world where International relations and connections are getting more and more important and complex, it is of crucial importance to make it possible for researchers to broaden their outlook and learn more about other countries through research. Therefore, it would be helpful to compare and contrast different approaches to better understand the relative merits of the professional development strategies in other countries.

This information could help providers of professional development choose between different strategies and plan more effective professional development. Keeping these specific features of system for teacher development, the researcher has taken USA for the study. The study is aimed to know the educational policies and the programs of professional development and their implementation in the schools of the USA. Therefore the present study is planned with the following questions in mind and to explore the answers.

### **1.8. Research Questions**

During the development of this present research study, several research questions have emerged in the area of teacher development programs.

1. What are the different policies formulated by the Federal and the State Government for Professional development of teachers in the USA?
2. What are the ongoing Professional Development Programs being conducted for teachers in the USA?
3. Do the teachers have the freedom to choose the type of Professional Development Programs to participate in the USA?
4. To what extent do teachers believe that such Professional Development Programs improve their teaching and classroom practice in the USA?
5. What is the impact of the Professional Development Programs on teacher development in the USA?
6. What extent does the USA Policies and Programs on teacher development is relevant to Indian context?

#### **1.8.1 Statement of the Problem**

A study of the Policies and Programmes for the Professional Development of School Teachers in the United States of America

### **1.9 Significance of the Study**

While in India, the Central and State mandates and educational research, cite the effectiveness and need for professional development, the educational boards continue to implement professional development activities that lack clarity and focus and provide few opportunities for teachers to reflect on their work. These activities are usually presented in large group settings with little or no regards to the individual needs of teachers. The educational boards led professional development programs rarely uses the expertise of the faculty.

### **1.10 Organisation of Chapters**

Chapter I: The introduction presents a detail of professional development and the policies and programs with regard to teacher professional development in the USA. An abbreviated history of approaches to professional development, requirement of highly qualified teachers, in the USA is chronicled. The school system of the USA is outlined. Chapter I also includes the educational system in India, Teacher professional development and the requirement of teachers. The importance of the study is emphasized.

Chapter II: The literature review cites research that claims about the policies and the programs for professional development of school teachers in the USA, in other countries and in India. It also includes the research on the programs in the area of content, pedagogy and logistics. Attributes of successful Professional Development and implementation of the programs to improve student achievement is included. The relevance of the review of literature to the study is discussed.

Chapter III: The chapter Plan and Procedure describes in detail research design of the study. Data collected which includes the interviews with the director of professional development for the school districts, the school principals and the focussed group discussion with the teachers and the participant observation. Other data includes the document procured from different sources, the results of the questionnaires for the teachers, the school principals. Procedure of data analysis is discussed.

Chapter IV: The analysis of the data collected through different sources and the findings of the research are reported in chapter IV. The findings focusses on the

policies for teacher professional development in USA, the perception of teachers on the different programs on content, methodology, feedback system and the impact of the programs. The findings also focus on the perception of principals and district administrators regarding Professional Development Programs.

Chapter V: The major findings of the study, the researcher's interpretation of the results within the context of the objectives of the study and the implications of the study to Indian Context are included.

Chapter VI: The summary of the study, suggestions for further research are incorporated.

### **1.11 Conclusion**

Education has been the key change agent and therefore it is given utmost importance in the national policies and programs in all the countries. It is also ably accepted that teachers play a vital role in developing quality education. Teacher professional competencies, satisfaction, working condition and free will are considered most important for achieving quality in education. Pre-service teacher education programs equip teacher with pedagogical skills, however they are not sufficient to carry out teaching in an ever changing society. In-service teacher education is considered necessary for teacher development. The present study, thus tries to understand professional development in USA, 'as they have been offering this to teachers for a long time', by studying their policies and programs and draw relevant implications to the Indian context.

The following chapter provides the literature on the policies and programs of professional development in USA, other countries in the world and from India.