

Attracting the best prospective teachers – “Growing your own” – Attracting a greater diversity of students into teaching

The purpose of this topic is to examine how our system for educating teachers tends to result in a closed system and how that system can inform our recruitment and development of teachers. Students in a region often attend a college in that region. Those who chose to become teachers take a major in that college and get a teaching license from the same college in the region. They stay in the region to be employed sometimes returning to the vary schools they attended before college. Certainly no all teachers stay geographically bound, but the subset that do provide an opportunity to study the interaction of schools, university, and community. This is a built in longitudinal study that could tell us a significant amount about how pre-college students think about teaching as a profession and how their subject matter preparation supports or inhibits success in teaching. From this knowledge we can learn how to develop student thinking about the profession and how to build interest in a more culturally, linguistically, and intellectually diverse group of students. We need creative thinking about how to constructively and purposefully promote learning with information technologies, in out of school settings, and from people who are not trained as teachers or instructors. Some aspects of this topic to consider:

- How to explore the perspective of teachers who are products of the schools in which they will teach?
- What are critical features of District–University partnerships?
 - Linking preservice education and professional development
 - Thinking creatively about recruitment
- How can we utilize partnerships to transform teaching from an individual activity to the responsibility of an entire teaching staff?
- What advances can be made by opening teaching to group inquiry by teacher and university faculty workgroups? The target of inquiry would be a tight focus on ambitious teaching – those skills, behaviors, and intellectual orientations that produce stunning results with students.
- What can we learn about knowledge of the discipline that supports teaching and learning? We’ve known for a long time that knowledge of the discipline is crucial for teaching but simply accumulating more formal knowledge does not create a better teacher. What kinds of transformed discipline knowledge supports ambitious teaching?
- How do we improve communication about learning within the partnership? In the medical profession, patient conditions are described in clinical terms that build from observations and accumulated knowledge. This clinical language exists in education but rarely moves

from discussion of theory to real-time descriptions of student learning and classroom practices. This language could magnify the amount of learning among partnership members.