

Study on the Diversified Model of Teacher Education in the United States

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Abstract: American teacher education has always been at the forefront of the world. With the changes of economy, politics and culture, the teacher education model in the United States has undergone major adjustments and changes, and has achieved remarkable results, which has attracted wide attention from all countries in the world. This study focuses on the theme of "American teacher education diversification model". Through the interpretation of its history, current situation, causes and characteristics, we can find out its rationality and lack. It is expected to provide a good perspective for the re-examination of China's teacher education model, and provide a historical perspective and international comparison for the reconstruction of China's teacher education model.

Keywords: United States, Teacher education, Diversification, Pattern.

1. Introduction

Education is the most fundamental cause of a nation. The hope of revitalizing the nation lies in education, while the hope of revitalizing education lies in teachers. The importance of teachers can be seen from the fact that "the governance of the world depends on talents, the talent of the world depends on education, and the industry of education depends on teachers". Therefore, many countries regard the development of high-quality education as the basic national policy, and put the development of teacher education at the key position of priority development. The report "Tomorrow's Teachers" in the United States clearly states that "without the improvement of teachers' education quality, there will be no improvement of teachers' quality, and there will be no improvement of education quality". However, what kind of teacher education mode can cultivate high-quality teachers? With the intensification of global economic and technological competition, all countries are actively exploring and establishing their own teacher education models in order to improve the quality of education and cultivate high-quality talents.

At present, there are more than 1400 educational institutions in the United States that provide teacher training courses in various forms, accounting for 89% of the total number of four-year institutions of higher learning. After experiencing the normal school model, the normal college model, and the universalization model of normal education, the American teacher education model has begun to enter a period of multi-structure and multi-channel diversification. Studying the diversified model of teacher education in the United States is of great significance to reforming the model of teacher education in China and improving the quality of teacher education.

2. Types of Diversified Models of Teacher Education in the United States

Since the 1980s, the American teacher education and training mode has gradually formed a pattern of coexistence of multiple training modes, mainly including four modes.

2.1. Comprehensive university model

American comprehensive universities mainly undertake the task of cultivating teachers at the master's level. Because the teacher training programs of different states and universities are different, although the same teacher training programs at the master's level are also very different from each other. In general, it mainly includes the following two types: 5-year integrated or extended programs and Post Baccalaureate programs. [1]

The five-year consistent or extended school system plan is the "5+0" model. The school system is five years. The general courses, professional courses and educational courses are developed in a balanced and organic way in the five years. The post-bachelor program refers to that students who have studied professional courses for four years in other professional colleges and obtained the master's degree in education and the teacher's qualification certificate (or have the qualification to apply for the teacher's qualification certificate) after receiving the bachelor's degree and receiving the education professional training for one to two years. Among them, the goal of post-bachelor teacher education is to cultivate teaching experts who have certain research ability, can solve difficult problems in teaching, and can provide consultation and guidance.

The model of comprehensive university has various forms of curriculum organization. But on the whole, normal students' four years of professional study in the university are completely equivalent to the same majors, and even are taught in the same professional colleges and departments. Take the "Stanford Teacher Education Program" (STEP) set up by Stanford University as an example. Students can apply for admission to the College of Education only after completing four years of undergraduate professional study in other colleges. After selection, the applicant can study and practice in the school of education for one year, and then obtain a master's degree in education.

The characteristics of the comprehensive university model are mainly in two aspects: first, the length of schooling can be appropriately extended, and more internship and internship time can be arranged. After graduation, students can quickly enter the role of teachers without a long period of adaptation.

It can also provide enough general education, appropriate depth and breadth of subject education for future teachers, with a more flexible structural framework and better integration of theory and practice. The second is to balance and integrate academic and pedagogical characteristics, so that graduates of the comprehensive university model can be more fully prepared academically and valued by educational institutions.

2.2. College of Arts and Sciences mode

The College of Arts and Sciences model refers to the undergraduate level pre-service teacher training model in which students complete general education, subject education, professional education and teaching practice, and then are awarded a bachelor's degree and obtain a teacher's qualification certificate (or apply for teacher's qualification certificate). The training goal of the College of Arts and Sciences model is to train primary and secondary education teachers with bachelor's degrees.

In the model of liberal arts and science college, the curriculum of teacher education is generally divided into three parts. The first is general education curriculum, mainly including English, philosophy, literature, etc; The second is the subject professional curriculum, which is mainly set according to the teaching subjects that normal students will be engaged in in the future, and corresponds to the subject category of the teacher qualification certificate that future teachers hope to obtain and the subject they are preparing to teach; The third is the education professional curriculum, whose main purpose is to enable future teachers to grasp the general laws and principles of teaching, including basic education theory curriculum, education methods and skills curriculum and education practice activities.

In most colleges of arts and sciences, the "2+2" teacher training mode is adopted, that is, the first two years are general education, and the second two years are professional education (including teaching discipline professional education and education professional curriculum education). The name and content of general education courses are not completely consistent with each state, and students are not required to study all of them, but most of the general education courses are required for college students of any major. Generally speaking, the curriculum of discipline and specialty is integrated teaching, which is based on the principle of multi-disciplinary teaching. It does not distinguish the discipline and specialty curriculum. The curriculum content is extensive, and is intertwined with the teaching methods of various subjects. Students are required to learn the teaching courses of reading, mathematics, social research, science and art, music and other subjects; The secondary education is divided into two subjects. It is based on the principle of serving as one or two subjects in the middle school, and implements the major minor system, which stipulates that students can graduate only after obtaining certain credits in the major and minor subjects.

The characteristic of the model of liberal arts and science college is to attach importance to general education and educational practice. The teacher education in the College of Arts and Sciences emphasizes the unique relationship between general education and teacher education. The tradition is that "in the future, teachers will learn to teach if they receive a good general education. With a good education in grammar, rhetoric, logic and mathematics, they can understand the basic rules of pedagogy and become teachers"

[2] 147. Some scholars call this general education tradition "the academic tradition of teacher education", which belongs to the general education based teacher education. The educational practice of the liberal arts and science college model is regarded as the most valuable part. Educational practice includes field experience and teaching practice, and field experience is the prelude of teaching practice. In the model of the College of Arts and Sciences, students usually act as assistants to classroom teachers, observe, coach individual students or student groups, grade homework or take a class. The continuous field experience makes teacher training a subtle process and helps students enter their roles. The teaching practice will give future teachers more opportunities to practice and can fully assume the responsibilities of a teacher.

2.3. Professional development school model

Professional Development School (PDS) is a new model of teacher education in the United States. It is a functional project based on the original primary and secondary schools. It integrates teacher professional development, primary and secondary education reform and university education research. The concept of professional development school was first put forward by Holmes Group in "Teachers of Tomorrow" in 1986, It also points out that the purpose of establishing a professional development school is to "make primary and secondary school teachers and educational administrators form partnerships with university teachers, improve the teaching and learning of normal students, provide various opportunities for teachers, and promote the professional growth of teachers." [3] 206 The model of professional development school is actually a kind of pre-service and in-service education for teachers, with students being prospective teachers and primary and secondary school teachers, and teachers of the school being university researchers Excellent teachers or administrators in primary and secondary schools; Students mainly carry out research-based learning with experts to achieve the purpose of entry standards and improve professional development level. The goal system of the professional development school model includes three aspects: first, to cultivate the teaching ability of interns; Second, promote the professional development of in-service teachers; Third, promote the development of university instructors. This paper mainly discusses one of the sub-objectives, namely, to cultivate the teaching ability of interns and improve the pre-service training level of teachers.

Different from the traditional pre-service training program for teachers, the curriculum of the professional development school model is not formulated by the university unilaterally, but is designed by the college of education and primary and secondary schools jointly according to the specific situation of the professional development school, with certain flexibility. Since the actual situation of each professional development school has its own characteristics, there is no fixed model for the teacher education and training curriculum of the professional development school.

The training methods of professional development schools generally include three aspects: first, personnel selection. University tutors are responsible for the selection of interns. The candidates for interns are mainly determined according to the interview, the recommendation of teachers and the size of the internship site. The principal and backbone teachers of the cooperative school are responsible for the selection of internship instructors. These teachers are willing to

participate in the project, are interested in working with pre-service teachers, and must be recognized as excellent teachers. The second is the time arrangement. Interns generally begin their internship at the beginning of August, and will have a one-year teaching practice, including one semester of internship and one semester of formal teaching practice. Third, role orientation. The university teachers participating in the cooperation visit the professional development school once a week, observe and guide the work and study of the interns, and organize the internship and thematic discussion of the interns. The main task of the internship instructor is to guide the teaching of the interns, participate in the daily discussion of the interns, and put forward suggestions and opinions to the interns in a timely manner. During the whole year of teaching practice, the interns worked together as a group and committed to the development of the school's thematic unit curriculum. [4]

The characteristics of the professional development school model are: first, division of labor and cooperation. University teachers and primary and secondary school instructors form an equal partnership to jointly undertake the task of pre-service training of teachers. University teachers directly and actively participate in various teacher gatherings in professional development schools, observe the work of teachers and interns, hold various lectures for primary and secondary schools, and provide theoretical research support and reference materials for interns. The internship instructors and interns in primary and secondary schools form professional development teams to help and guide the teaching of interns in this form. The second is to attach importance to practice. Professional development school partners believe that practice is the best way to learn. Compared with the traditional practice of normal students, professional development schools provide a better environment for teaching practice. This environment not only extends the time of teaching practice, but also organizes many groups to carry out various carefully designed and arranged activities. Third, cultivate the ability of reflection. In professional development schools, educational practice has incorporated new ideas, and advocates that improving teaching must begin with reflecting on one's own experience, while the wisdom fully obtained from the experience of others is poor, sometimes even illusory. Educational practice is exploratory and research-oriented, and teaching is reflective. The purpose is to train reflective teachers so that they can devote themselves to research teaching and exploratory teaching all their lives.

2.4. Selective teacher education mode

At the beginning of the 1980s, with the increase in the number of retired teachers and school-age enrollment, as well as the implementation of policies such as the reduction of class size and individualized teaching in each state, the shortage of qualified teachers became increasingly prominent, especially in specific areas (such as the urban areas where poor people and ethnic minorities gather) and special disciplines (such as special education and bilingual teaching). To solve this problem, American states have successively proposed and implemented Alternative Teacher Education (ATE). According to statistics, in 2006, 619 institutions in the United States provided 124 alternative teacher programs to would-be teachers.

The training goal of the selective teacher education model is to help those non-education graduates who have obtained

bachelor's degree or above to obtain teacher qualification certificates by receiving training in teaching knowledge and skills. In principle, the selective teacher education mode is mainly carried out in universities or colleges, but some are also completed through distance teaching or on-site teaching. For example, Louisiana's selective teacher education model uses long-distance means to transmit educational content. Their partner universities make the required knowledge and skills into integrated modules through campus network courses, e-mail and other technologies, and transmit them to teacher candidates to provide teaching services. During the study period, students carry out teaching practice under the guidance of experienced teachers, school principals or university professors, and gain first-hand teaching experience by preparing, teaching and observing lessons. [5]

The implementation time of selective teacher training courses is generally one to five years, but most courses can be completed in only one to two years. Students take part in educational practice while taking part in course study in their spare time or weekends. Compared with other teacher education models, the most prominent feature of the curriculum of the selective teacher education model is that it emphasizes more on the connection with teaching practice, mainly providing students with the actual teaching experience, teaching method knowledge and skills required by teaching practice. The content of the courses also varies from state to state. The main purpose of these courses is to enable teachers to learn different teaching strategies to encourage primary and secondary school students to develop critical thinking and the ability to solve practical problems.

The characteristics of the selective teacher education model are shown in two aspects: first, it is highly targeted. The selective teacher training model in each state of the United States is aimed at different people, and there is no completely consistent scope of application, but it is mainly aimed at those who graduate from non-education majors, students in school and other professionals. There are a variety of programs, including post-bachelor degree training programs designed specifically for non-normal bachelor degree recipients who want to teach in primary and secondary schools, training programs for teachers with temporary teacher qualifications or exempt teacher qualifications to obtain full-time teacher qualifications, and training programs for mobile personnel, as well as teacher training programs designed to attract some special groups to teach in primary and secondary schools. Second, it presents a high degree of flexibility. The performance is as follows: ① flexible study time limit. ② Flexible learning time and place. ③ Diversified training channels. Third, highlight the primary and secondary school standard. In the selective teacher education model, universities are more often just the providers of courses. The school district has the initiative to choose which university to provide courses. The university regards the school district as a customer, provides educational services according to the requirements of the school district, and provides curriculum services for participants at the most convenient time and place. This has changed the traditional university-based teacher education model to a large extent, and presented a distinctive new feature of teacher education based on school districts and primary and secondary schools.

From the above four teacher education models, we can see that the current teacher education model in the United States is characterized by diversity, and its specific principles vary according to the education policies of each state. The teacher

education models at different levels of structure define their own scope of responsibility in different ways.

3. Characteristics of the Diversified Model of Teacher Education in the United States

Although the teacher education model in the United States presents a trend of diversification, these models can reflect their common pursuit in training teachers in the process of implementation.

3.1. High degree of teacher training

With the rapid development of economy, culture and science and technology, the American society has put forward unprecedented new requirements for education, requiring teachers at all levels not only to have skilled theoretical knowledge and skills in education, but also to have profound professional knowledge and extensive scientific and cultural knowledge. The demand for teachers has moved from pure growth to qualitative improvement. From the perspective of the current diversified model of teacher education in the United States, the level of teachers in the United States reflects the characteristics of high academic qualifications. Among them, the comprehensive university model is dominated by post-bachelor teacher education, and its representative model is “4+1” or “4+2”; The model of liberal arts and science colleges is mainly based on four-year bachelor of education. Not only that, but also with the promotion of teaching professionalization movement, American states put forward higher and higher standards for those who have obtained teacher qualification certificates. Some states require high school teachers to obtain a master’s degree in education in addition to a degree in a certain discipline; Some states require primary school teachers to also obtain a master’s degree in education. These fully show that the focus of teacher training is gradually shifting from the undergraduate stage to the postgraduate stage. Most states in the United States regard master’s degree as the basic condition for teachers in primary and secondary schools, and give preferential treatment to teachers who have obtained doctor’s degree, so as to steadily improve the overall academic level of teachers to a higher level.

3.2. Emphasis on educational practice

American teacher education has always attached great importance to educational practice. No matter what kind of teacher education training mode, its teacher education curriculum should pay special attention to the planning and organization of educational practice in the improvement. Taking the professional development school as an example, the main feature of student education practice is to strengthen the cooperation between primary and secondary schools and universities. Such a new cooperation mode provides a new opportunity for interns to develop into reflective teachers. The communication and cooperation between interns and university teachers, primary and secondary school instructors and other interns in the collaborative group provide them with valuable learning opportunities. “Learning by teaching”, “Learning by doing” and “Learning by collaborating” are organically integrated. Interns have accumulated rich teaching experience, enabling them to adapt to the teaching life of the school more quickly after teaching.

3.3. Extensive general education courses

Influenced by the tradition of “liberal education”, the diversified model of teacher education in the United States attaches great importance to the setting of general education courses, providing normal students with extensive and practical courses in humanities, natural sciences and social sciences, broadening their knowledge and making them have a broad foundation of liberal arts and science knowledge. [6] Taking the general education curriculum of the undergraduate course of mathematics education in the New York University School of Education from 1998 to 2000 as an example, students are required to master the general knowledge of humanities, social sciences and natural sciences, so that they have basic cultural accomplishment, ethics, exploration spirit and the ability to analyze and solve problems. The extensive general education curriculum plays an important role in broadening the knowledge range of normal students and strengthening their knowledge base.

4. Advantages and Disadvantages of American Teacher Education Model

Looking at the teacher education model in the United States, in the process of its increasingly perfect development, it has gradually formed a diversified feature, followed by its own advantages and disadvantages.

4.1. Advantages

The diversified model of teacher education in the United States has attracted wide attention and imitation from many countries due to its advantages.

4.1.1. Meet the educational needs of different levels of society

The United States has entered a new stage of multi-channel, multi-level and multi-type training of teachers, realizing the differentiation and diversification of training models, thus meeting the needs of different levels of American society and improving the quality of primary and secondary school teachers.

The advantages of the comprehensive university model in training teachers lie in the complete range of disciplines and good integration between disciplines. Relying on the original basis of its disciplines, reforming the curriculum and teaching system of teacher education can expand students’ knowledge and help students form a strong professional theoretical basis. The College of Arts and Sciences model pays more attention to the cultivation of students’ broad knowledge base and comprehensive development, and takes strengthening general education as the guarantee of teaching quality, which reflects a unique teaching quality standard in the American teacher education system. The professional development school model emphasizes the concept of cooperation, is committed to establishing democratic cooperation between universities and primary and secondary schools, and eliminates the isolation between the two, providing a strong guarantee at the level of interns’ practice. The emergence of the selective teacher education model has improved the situation of the insufficient number of teachers in the United States to a certain extent. Therefore, compared with traditional teacher education, it is an effective supplement.

4.1.2. It is beneficial to improve the theoretical level and practical ability of normal students

The United States attaches special importance to the

curriculum of normal education in order to improve the professional skills and knowledge level of normal students. The American normal curriculum has the following two characteristics: First, the curriculum is rich in content. For example, education professional courses include education professional guidance, education professional basic courses and education professional courses. The second is that the course content conforms to the educational reality. The specialized courses in colleges and universities directly prepare students for their future work. The main function of normal education curriculum is to provide certain theoretical basis and methodological guidance for students' future education and teaching. The curriculum content of normal education pays great attention to the practicality of the curriculum, so that students can use the knowledge they have learned at any time in the future practical work, and make the knowledge more operational in daily education and teaching work. The opening of these courses is very helpful for students to successfully complete the transition to the role of teachers [7].

4.1.3. Promote effective cooperation between universities and primary and secondary schools

In all kinds of teacher education models, they pay more attention to the combination of the education theory learning of interns and the teaching practice of primary and secondary schools. Especially after the establishment of professional development schools in cooperation between universities and primary and secondary schools, universities and primary and secondary schools form equal partnership and symbiotic relationship, and jointly generate some new teaching ideas and teaching reform models in mutual learning and exploration. Through cooperation, universities and primary and secondary schools use complementary advantages to jointly train teachers.

In addition, compared with traditional teacher education, professional development schools have extended the time of teaching practice, which can ensure that normal students have more opportunities to contact diverse teaching environments, and communicate and cooperate with various people in the school district. Such cooperation is conducive to cultivating future teachers' teaching self-confidence and good adaptability. The research shows that graduates who have practiced in professional development schools can reflect on teaching results independently, choose teaching methods flexibly according to teaching situations, and show full preparation and confidence in the diversity of educational culture. This is beneficial for primary and secondary school teachers to innovate teaching methods and play their leading role in school reform, and to promote primary and secondary schools to become active partners in teacher education. Therefore, professional development schools that focus on the cooperation between universities and primary and secondary schools have become the best base for teachers' professional development [8].

4.2. Deficiencies and deficiencies

Everything has two sides. Similarly, the diversified model of teacher education in the United States is no exception.

4.2.1. The quality assurance system needs to be improved

Due to the large number of higher education institutions that provide teacher training programs, their training models are different, and various teacher education models are different in terms of enrollment requirements, training time, training methods and approaches, and attitudes towards the

relationship between theory and practice. It is difficult to determine the common standards of teacher education, and it is difficult to ensure the teaching quality of teacher training. Faced with such a variety of training modes, American states have failed to establish a sound quality assurance system. Taking the American selective teacher education model as an example, although compared with the traditional teacher education, the American selective teacher education has the advantages of pertinence, flexibility and practicality, but compared with the very sound quality standards for entry and training process established by the traditional teacher education, the selective teacher education lacks such a quality assurance system. Although the traditional quality standards also have certain binding force on selective teacher education, many states also refer to it to assess and evaluate selective teacher education plans, but after all, they lack pertinence and sometimes appear very subjective and arbitrary in practice. It is this key reason that the quality of selective teacher education model in the United States is not optimistic on the whole [9].

4.2.2. Lack of integration between disciplines

In the American teacher education model, the curriculum of teacher education is relatively scientific in general, but there are also certain limitations. A survey conducted by the American Humanities Foundation in 1989 found that the contents of teacher education were complex, the curriculum was fragmented, and the lack of systematism and integration led to the spread of students' knowledge, confusion and superficiality. The content of general education curriculum is too extensive. Similarly, the opening of education professional courses also has the disadvantages of various types and trivial knowledge. Although these courses are divided into compulsory courses and optional courses, they are too many and too complex in general, resulting in tense class hours and increasing the learning burden of students. No matter which mode is set, learning a wide range of courses in a limited time results in the lack of systematicness and depth of most courses. There is a lack of scientific and reasonable integration between disciplines, and complicated knowledge of humanities, nature and society is often presented to students in the form of "puzzle".

4.2.3. Ignoring multiculturalism

Due to the increase of immigrants and ethnic minorities, immigrant students and ethnic minority students in the United States accounted for one third of the total number of students in 2000. The change of student composition is a big challenge to school management and teachers' teaching. On the one hand, quite a few of these students can't or can't express themselves well in English, and lack understanding of American culture; On the other hand, students from different nationalities or countries are bound to bring in local culture consciously or unconsciously because of the "preconstruction" of their own culture. This integration of diverse and heterogeneous cultures forces teachers and education managers not only to have the necessary academic and professional knowledge, but also to uphold the multicultural education concept and take the establishment of an equal, pluralistic and harmonious campus culture as their own responsibility [10].

In view of the changes in student structure and the shortcomings of teachers' multicultural ideas, American teacher education curriculum should pay more attention to teachers' multicultural education with more curriculum hours. However, multicultural curriculum has not reached its due

status in the actual teacher education curriculum in the United States. Many normal school graduates believe that their courses cannot prepare well for multicultural education and can not lay a broad and solid knowledge platform for future teachers who are interested in multicultural education. After taking up their jobs, students with different skin colors and cultural traditions are often at a loss.

To sum up, various types and levels of teacher education models in the United States have their own merits and strengths. This is also the point that the author wants to emphasize: the study of the diversified model of teacher education in the United States must be conducted in an all-round and multi-angle manner. Only in this way can we fully understand and master the characteristics of the diversified teacher education model in the United States, so that we can learn from its advanced development experience.

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