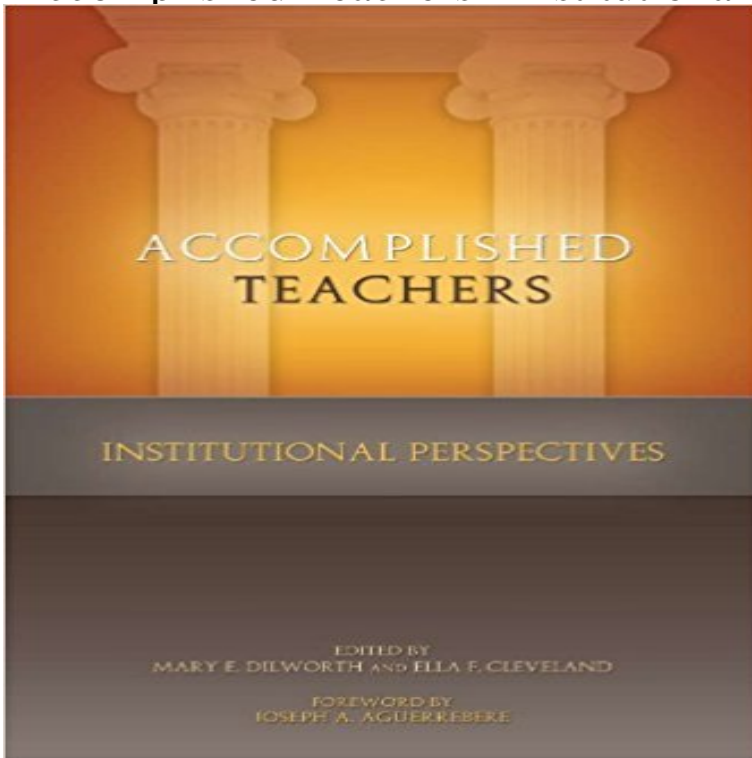


Accomplished Teachers - Institutional Perspectives



Accomplished Teachers, Institutional Perspectives provides perspectives from a wide range of policymakers, administrators and practitioners on the value and utility of the National Board for Professional Teaching Standards. In describing their various experiences working with NBPTS, the authors challenge the nation's Pre K-12 and post secondary education system and state/local governing bodies as well as the National Board itself to expand the linkage between the NBPTS standards and assessment process and teacher preparation, program accreditation and state licensure. This linkage is not only beneficial to the institutions themselves it is critical in helping advance the nation's education reform agenda. The book details some contemporary issues such as creating online programs based on NBPTS Standards and managing NBPTS teacher centers. The authors challenge the education community in general and the National Board specifically to rethink teacher professional development and certification. The volume, edited by staff Mary E. Dilworth and Ella F. Cleveland, offers the reader a variety of perspectives on the benefit and utility of NBPTS programs, standards and assessments in the postsecondary domain. Contributors include Dean C. Kent McGuire (Temple University), James Cibulka, president of the National Council for the Accreditation of Teacher Education (NCATE), Frank Murray, president of the Teacher Education Accreditation Council

(TEAC), Marty Hopkins (University of Central Florida), and Richard Navarro (California State Polytechnic University) who have effectively established NBPTS in teacher preparation programs and policies.

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The scholarship of an accomplished teacher educator is conceptualized

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