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Effects of Policy and Research on the Structure of Teacher Education in Tennessee

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ABSTRACT

Globally, recent discussion has focused on research, policy, and practice in the development and structuring of teacher education programs (OECD, 2005). In representing the largest professional organization of mathematics teacher educators, the Association of Mathematics Teacher Educators president called for researchers to “focus explicit attention on the connections among mathematics teacher education practice, research, and policy” (Arbaugh, 2013, p. 2). These examples illustrate the international priority placed on the links between policy decisions, international research findings and teacher preparation. In addition to this priority, international organizations need descriptions at the program level that reach beyond global policy documents. This presentation will explore the influence of policy and research on shaping one teacher preparation program in the United States, currently a member of the OECD. A discussion of this case will focus on the influence of policy on program development and an increased focus on practical experience in teacher education.