Teacher excellence; Teaching excellence in the 21st Century

The purpose of this topic brings together the previous two topics and creates a specific focus on what it means to be an educator in the 21st Century.

The relationship among traditional institutions of education is changing. School districts, community colleges, and universities find themselves working more closely together. The boundaries blur as more students engage in what is traditionally called "college–level" work in high school through jump–start programs, dual enrollment, or online. Traditional institutions will also be challenged by and informed by the growing presence of virtual delivery systems like MITx[1], Udacity[2], Kahn Academy[3], Udemy[4], Wikipedia[5], and even the University of Phoenix whose online operations will compete for traditional students and at the same time influence expectations on how instruction should be delivered. The research focus of OSU's College of Education will complement the new STEM Research Center to develop better understanding of how people of all ages learn through out their lives including how learning occurs in the work place. These research efforts will bring together existing strengths and heretofore under utilized groups of educators from school districts and community colleges.

There will be a new relationship between educational institutions and the local and global communities. The Oregon Department of Education's credit by proficiency initiative is just the beginning of educational changes growing from research demonstrating how learning occurs in "apprentice" type situations. Proficiency is no longer a test. The field of "service learning" is being updated to include more focused attention on the rigor of the STEM knowledge derived from "life" and "work" experiences. The educator of the 21st Century will have expertise developed from programs that include educational and cognitive psychology, digital technologies, observational and facilitating skills derived

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[1] MITx (online learning initiative) will offer a portfolio of MIT courses for free to a virtual community of learners around the world.

[2] Udacity was founded by three roboticists, who believed much of the educational value of their university classes could be offered online for very low cost.

[3] Nonprofit Kahn Academy is a library of more than 3000 education videos and materials In the last 18 months there were 41 million visitors in the US alone.

[4] Udemy enables anyone to take and build courses online. Our goal is to disrupt and democratize education by enabling anyone to learn from the world's experts.

[5] Wikipedia: All the world's knowledge, available to all the people, all the time. It has 3,921,627 content articles, and 16,617,574 registered users.

from research in STEM learning, knowledge and experience in working with linguistically and culturally diverse people. Beyond service learning, youth will have opportunities to "apprentice" to learning opportunities in the community in which they live guided by a new breed of educator skilled at helping young people abstract the knowledge inherent in a job or experiences in an organization. Programs in offered through university, school district, and community partnerships will be known for developing a new breed of educator whose understanding of learning and teaching go well beyond a traditional classroom context. Some aspects of this topic to consider:

- How do we design professional development with links to pre-service teacher education?
- How to foster dialogues about practice – how to understand expertise and structure jobs to support development of expertise?
    - Feedback (formative evaluation)
    - Practice
    - Coaching
    - Goals
    - Incremental improvement
- How to foster instructional leadership skills among teachers; how to foster productive teacher workgroups; fostering dialogue that leads to learning from practice; dialogue supporting learning about student learning from experience?
- How to organizing schools/districts and university faculty to address instructional expertise as a group enterprise (not as an individual in a closed door classroom)?
- How can we develop systemic methods for collecting and using evidence (e.g. video records, student attitudes, state performance assessments, teacher-designed assessments, etc.) and build data analysis as part of the professional culture?
- How to use language for describing student learning to improve instruction across a vastly changing landscape of contexts?
- How can we build the study of learning through case studies as subjects of teacher and community workgroups to inform the design of learning environments across a variety of contexts?