

Tekst 4

No Teacher Left Behind

Why do American children often lag behind their counterparts in Europe and elsewhere on learning tests? Perhaps part of the answer can be gleaned from shocking statistics about U.S. teacher training in a report this week from the Education Schools Project. According to the report, “Educating School Teachers”, three-quarters of America’s 1,206 university-level schools of education don’t have the capacity to produce excellent teachers. 14, half of teachers are educated in programs with the lowest admission standards (often 100% acceptance rates) and “the least accomplished professors.” When the school principals were asked to rate the skills of new teachers, only 40% on average thought education schools were doing even a moderately good job.

Schools of education in the U.S. have been 15 before. Yet the latest report card is significant for two reasons. First, it is based on broad and methodical research, including surveys of principals, deans, staff and graduates of education schools, plus case studies of 28 institutions. So the results of these inquiries, i.e. the basic findings about glaring flaws and gaps in the teacher-training system, can’t easily be 16.

The report from the Education Schools Project comes at a unique time in American education. Project director Authur Levine, a former president of Columbia’s Teacher’s College, notes that America faces a national shortage of some 200,000 teachers – at the same time when, “to compete in a global marketplace, the United States requires the most 17 population in history.”

Yet the report’s most stunning admission is that nobody knows what

makes a good teacher today. Mr Levine compares the training universe to the Wild West, with an “unruly” mix of 18 because there is no consensus on issues as basic as what and how long future teachers should study; whether they should concentrate on methodology or mastering subject matter; or whether their focus should be on academics or classroom experience. Compare that chaos to professions such as law or medicine, where, Mr Levine reminds us, nobody is unleashed on the public without meeting universally acknowledged standards of knowledge and skills.

Mr Levine also outlines many 19. Some seem obvious: more in-classroom training, for instance. Some are not very realistic: The report notes that one way to attract the best and the brightest to teaching would be to pay them the same salaries as other professionals – although it helpfully mentions less expensive incentives. The report also suggests closing some of the many failing teacher programs that operate as “cash cows” for universities, admitting almost anybody for the sake of tuition dollars.

20, there’s one idea that seems more important and urgent than the others. That is the proposal that all U.S. states begin collecting information about how much their school children have learned so that it can be correlated with information about how their teachers were trained. Until this root question is explored – what kind of training produces teachers who get the 21 their students – Americans will be holding classes in the dark.

The Wall Street Journal

Tekst 4 No teacher left behind

Kies bij iedere open plek in de tekst het juiste antwoord uit de gegeven mogelijkheden.

1p **14**

- A In contrast
- B In fact
- C Nevertheless

1p **15**

- A closed down
- B criticized
- C reformed

1p **16**

- A detected
- B explained
- C ignored
- D improved

1p **17**

- A creative
- B educated
- C intelligent
- D motivated

1p **18**

- A approaches
- B emotions
- C facilities
- D students

1p **19**

- A examples of failure
- B experiences of success
- C recommendations for change
- D suggestions for cutting the costs

1p **20**

- A Consequently
- B However
- C In short
- D Otherwise

1p **21**

- A best relationship with
- B best results from
- C most feedback from
- D most information about