

**Teachers Professional Preparation in the United States: Instructional Experience for Kazakhstan**

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**Abstract:** The strategic course of the educational system renovation in Kazakhstan supports the teacher education modernization in line with the transition to a new educational paradigm. The ideal of that is focused to the development of a highly qualified teacher-humanist, a citizen of the country; the teacher-researcher able and willing to innovative creative activity, continuous professional and personal development, productive dialogue in a professional environment. With globalization, the successful realization of this goal necessarily requires consideration of the relevant processes and trends in the world. In particular, in the United States in recent decades there has been an intensive development of the system of continuous pedagogical education: multi-level educational standards are being developed; the system of future teachers quality control is being improved, etc. As the process of professional development in American schools is implemented effectively, there is obvious need for thorough study, critical comprehension and adaptation of this experience to the specifics of the Kazakhstan national education and socio-cultural conditions. In this connection, in the article analyzes a system of accreditation and professional standards for teacher preparation institutions in the United States, as well as some innovations in American teacher education. The practical recommendations for the use of the American experience in the system of continuous teacher education in Kazakhstan are developed.

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**1. Introduction**

Teaching is one of the most popular professions. For example, in the U.S. there are 3.4 million teachers in primary and secondary schools [1], and in Kazakhstan – 360 thousand. Any mass profession cannot be built only on the selection of gifted students; we must truly learn to prepare future teachers for their prospective profession. Teachers cannot be brought from abroad; they cannot be replaced by computers yet. Therefore, any attempt to modernize the system of education includes the improvement of teacher education.

Demographic characteristics of teacher trends in America would not be a big surprise for a reader. 76% of public school teachers are female, and only 44% are under the age of 40 years, slightly more than half of them have a master's or higher degree. The pupil-teacher ratio declined from 22.3 in 1970 to 16 in 2000. The average salary for full-time public school teachers in 2010–11 was \$56,069 dollars. The country managed to achieve relative stability of the teaching corps. For example, in 2007-2008, 84.5 percent remained at the same school (“stayers”), 7.6 percent moved to a different school (“movers”), and 8.0 percent left the profession (“leavers”) during the

following year. Only about 5.3 percent of public school teacher leavers left teaching because their contract was not renewed [2].

About the shortage of teaching staff it is quite difficult to judge objectively. Each year the Federal Department of Education (the equivalent of the Ministry of Science and Education in Kazakhstan) publishes lists of teacher shortage areas [3]. Not surprisingly, there is a shortage of teachers for certain specialties (mathematics, natural science, special education), and in certain regions (in large cities and some states). Perhaps, one of the most reliable sources is the data on the number of school districts in the country that offer a newly hired teachers signing bonuses (6.3%), forgiveness of student loan(s) funded by the district (2.2%), relocation assistance (3.6%), and finder's fee to existing staff for new teacher referrals (1.5%) [4]. In other words, there is no need to talk about the catastrophic shortage of teachers. Even there is a surplus in some parts of the country. There is a severe shortage of teachers from racial minorities. 83% of teachers are white, and only 7% - African Americans or Hispanics [2], while 41% of all children relate to minorities [5].

It is also very difficult to talk of the absolute instruction quality because it is still poorly measured category. Although, there are many international tests (where the US never goes to top places). However, differences in demographics, educational programs, the structure of educational systems and other factors are so significant. It is not possible to set them apart from the quality of the scholastic work. To believe in the subjective judgment on this matter cannot be just because they are completely opposite.

What, then, creates the preconditions for the reform of teacher education? In fact, none of the measured aspects of school does not affect the results of the quality of instruction as the quality of the scholastic work [6, p. 2]. Neither the size of the class nor the cost of education, or the content of education does not have such influence. The general finding about the importance of teachers comes from the fact that average gains in learning across classrooms, even classrooms within the same school, are very different. Some teachers year after year produce bigger gains in student learning than other teachers. The magnitude of the differences is truly large. Some teachers produce 1½ years of gain in achievement during an academic year while others with equivalent students produce only ½ year of gain. In other words, two students starting at the same level of achievement can know vast different amounts at the end of a single academic year due solely to the teacher to whom they are assigned. If a bad year is compounded by other bad years, then, according to Eric Hanushek it may not be possible for a student to recover [6].

The children of the lower classes of society in need of the best teachers often get the worst. So it is clear why education from the life chances balancer can easily turn into an amplifier of social inequality. This situation is unacceptable not only from the point of social justice's view, but also from the point of economic development view of any country. Indeed, the presence of a wide segment of the population with low education leads to economic stagnation and fiscal insolvency of the country. These considerations make permanent reform of teacher education in the United States inevitable. They can also make such reform urgent need in Kazakhstan in the near future.

Vast research literature is devoted to the teachers training [7]. However, we do not know exactly how to prepare an effective teacher. There is a lack of empirical data and large-scale studies showing the benefits of this or that method of teachers' preparation over the others. This problem stems from the fact that the understanding of teachers' effectiveness has not been reached yet. We know that some teachers are much more efficient than others. We do not know why and do not know how to predict what beginner-teachers will be more or less effective.

Unfortunately, there is no test or measurement that could be applied during student years. The teachers are divided into good and bad ones in the process of work. We are not sure that one teacher training institution prepares teachers better than the others. Moreover, it is not clear whether a teacher preparation plays an essential role in the formation of its effectiveness. "One of the notable gaps in scientific literature refers to the extent of the importance of teacher education» [8, p. 312].

But if we wait for full reliable research results, it is possible to abandon the hope of certain changes for the better for a whole generation of schoolchildren. Usually policymaking must be informed about the combination of available research data, the most obvious theory, common sense and experience of other countries. Since the reform of teacher education can be done relatively cheap, its potential value can be substantial, the Government cannot miss such an opportunity.

## **2. A Mixed System of Teachers Preparation Institutions Accreditation**

In the U.S., more than 1,400 schools have teacher preparation programs [9]. They vary in size, programs and reputation. Funding for public universities is mainly due to the payment of fees and direct subsidies of the states. These subsidies have shrunk because of financial difficulties of the states. Universities are forced to raise the payment for education. The federal government also funds higher education by providing guaranteed loans to students and their parents. So, in the 2010-11 academic year, the average undergraduate student has received financial aid of \$12,455, including \$6,539 in grants, \$4,907 in federally guaranteed loans and \$1,009 in the form of tax remissions and Federal Work-Study program for students. In 2010-11, 46% of all donations were received from the federal government. Ten years ago - only 29% [10]. In other words, there is a gradual federalization of funding (but not controlling) of higher education.

Until recently, most of the universities with teacher education departments have been accredited by one of the two national non-governmental professional organizations, National Council for Accreditation of Teacher Education (NCATE) or, to a lesser extent, Teacher Education Accreditation Council (TEAC). Recently, they announced their merger and the formation of a single accreditation entity that is called the Council for the Accreditation of Educator Preparation (CAEP). It should be noted that all higher education institutions that have departments or programs of teacher education have also accredited by one of five regional non-

governmental associations with criteria common to all higher education institutions [11].

In addition, almost in all the states the relevant authorities for primary and secondary education claim teacher preparation departments on the basis of its authority to issue a license (or a certificate) to engage in teaching activities. Students completed the state-approved program receive a license almost automatically. The relationship between the two types of accreditation is complex and heterogeneous. Many states have an agreement between NCATE and regional authorities on joint accreditation (see details on NCATE website). In some of them, these processes occur in parallel. Therefore a smaller number of higher education institutions can afford a dual accreditation.

Six NCATE standards, revised in 2008, are perhaps the most common denominator. 48 states out of 50 anyway consider them in their accreditation systems:

1. Candidate Knowledge, Skills, and Professional Dispositions
2. Assessment System and Unit Evaluation
3. Field Experiences and Clinical Practice
4. Diversity
5. Faculty Qualifications, Performance, and Development
6. Unit Governance and Resources  
([www.ncate.org/Standards](http://www.ncate.org/Standards))

Standards are processed every 7 years. For each of them the three level indicators - unacceptable, acceptable and target - are designed. It should be noted that these are the standards of academic institutions; they include only a general description of what teachers need to know and be able to do. Standards for teachers' competence on different specialties are separate. They are developed by national professional organizations of subject teachers. For example, the standards of National Council for Social Studies are the 56-page document [12]. All of them are reviewed often enough, and can be found on the site of NCATE ([www.ncate.org/Standards](http://www.ncate.org/Standards)).

More general professional standards of teachers in all subjects can be found almost in all states. For example, California's standards are as follows:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Students for Learning

6. Developing as a Professional Educator [13].

List of standards with their sub-standards and indicators is 16 pages. Here is an example of one randomly selected sub-standard, to understand the level of specificity:

1.6 Monitoring student learning and adjusting instruction while teaching

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- *systematically check for student understanding and revise plans accordingly?*
- *incorporate a variety of strategies in a lesson to check for student understanding?*
- *monitor the learning of students with limited English proficiency or of students with special needs?*
- *adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?*
- *make "on the spot" changes in my lesson based on students' interests and questions?*
- *provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?*
- *adjust my lesson when I don't have enough time to complete everything I planned to do?* [13].

We cannot say that the standards of teachers' pedagogical competencies are significantly different between states. For example, the New York State standards are more traditional in its form, but include the same fundamental knowledge and skills of teachers: Knowledge of Students and Student Learning, Knowledge of Content and Instructional Planning, Instructional Practice, Learning Environment, Assessment for Student Learning, Professional Responsibilities and Collaboration and Professional Growth [14].

In addition, there are also the standards of the National Board for Professional Teaching Standards (NBPTS). More than 100,000 teachers voluntarily passed the process of certification of the National Board for the 25 years of its existence. Many states offer financial incentives to teachers for obtaining national certification (usually 1-2 thousand dollars a year).

NCATE accreditation is a two-step process. At the first stage each of the programs (specialties) within the department of education provides documentation to their national professional association, for example, of History or Mathematics teachers. The report of the program presents, except for descriptions, general data on the 6-8 key measurements of students for the last 2-3 years. Two measurements are assessment of subject matter

(usually the results of subject tests and portfolio); of the ability to plan the final teaching practicum and skills to assess and analyze students' progress. The program must demonstrate how measurement data is used to improve the learning process. Not all the programs receive national accreditation at once. Some lose it at the next accreditation.

Then, it is followed by a stage of the accreditation of the department as a whole. The Commission of NCATE first studies, presented by the department several months before to the visit, a report. The scope and content of such reports can be judged by the set of examples, such as [www.unco.edu/cebs/ncate/](http://www.unco.edu/cebs/ncate/). They are easy to find on the Internet. For each standard, there is explanatory memorandum written, as well as summarized statistical data proving adherence to the statements of conformity with the standards of NCATE. Then, the commission comes to the local place to meet teachers, administrators, students and partners for 2-3 days. After the visit, the Commission takes a decision on the extension of accreditation for a period of up to seven years. There are often gaps, and a return visit is assigned in 1-4 years, depending on the seriousness of the comments.

Undoubtedly, the positive side of the accreditation is its complexity. The process helps to create a single professional language and create more or less general requirements to the quality of the educational process. Departments of education may require an equitable distribution of resources within the university, as the department cannot be a "poor cousin" among other departments. Requirements for the establishment of a monitoring system help gradually build a culture of respect for the objective data and the habit of proving its professional viability by figures.

Disadvantages of the process are that it requires considerable effort and financial investment. A department, subject to an accreditation visit, usually spends at least a year for its preparation. It is natural that some current practical improvements are sidelined. As in any accreditation process, there is a question of balance between the real improvement of teacher education quality and the efforts to collect vast amounts of data and writing lengthy reports. Is it worth it? There is no single and universal answer to this question. It is good to recall that the American system of accreditation of teacher education is still far from stable. Its parameters and priorities change constantly because none of the parties has not said yet that they found the best option. NCATE has existed since 1954.

### 3. Innovative Approaches to the Improvement of Teachers Preparation Quality

The U.S. federal government has no direct leverage on teacher education. Therefore, the main responsibility for innovation in this area is up to the national professional associations, state governments, and universities themselves. The exception is the large-scale attempt to change the system of academic work assessment in the states received a massive federal grant program Race to the Top (RttT) for a total of \$ 4.3 billion. [15] A description of these reforms is beyond the scope of this article. The objectives and content of the program can be found on the website of RttT. The reform of teacher education is one of the components. Let us focus on the most significant innovative approaches of the last few years, some of which are directly related to RttT.

**3.1 The clinical model** is set out in the report of the Blue Ribbon of NCATE [16]. The terminology indicates a conscious borrowing of the language of medical preparation model. Its essence lies in close and thoughtful relation of theory with practice and in the development of "deep" partnerships between universities and schools. The concept is the recognition that teaching is a practical profession. Any theoretical position during teachers preparation should have an immediate confirmation in real life. The model supports more intensive forms of teaching practicum including a year's induction. The relationship of the university and schools are built in close co-operation, based on barter: the school provides a platform for practitioners and their best teachers to educate students and the university helps in professional development of teachers; supports the introduction of new programs and provides scientific support to the school. Examples of such close cooperation, of course, exist in Kazakhstani practice.

We cannot say that the idea of the practical preparation of teachers was new. Critics point to the fact that in many schools, this model was adopted in the 1960s. The number of hours allocated for teaching practicum does not mean improving the quality of teacher preparation. In addition, in recent years, there is a high turnover of school headmasters and the continuous introduction of new and new reforms. A "deep" partnership takes much time and needs personal relationship between the partners. Therefore, in many places the achievement of this partnership is not realizable in practice.

**3.2 The added value model** is potentially the most radical of American innovation in the field of teacher education. Its essence is in the evaluation of the departments of teacher education according to the results of students' achievements that are taught by their graduates. Until recently, the idea was impracticable as no state had databases linking

together the three types of data: a teacher, high school prepared him, and the results of his students' growth. Before now, in most states such databases are being developed, or simply not available. The recently published results of the analysis of such data from Louisiana - one of the pioneers of the model - show that the data is not enough even there [8]. We cannot say with certainty that one teacher preparation institution is better than another.

Advantages of the idea are quite obvious, and its logic is flawless. Indeed, the quality of the teacher's work should be measured by the achievements of his students. In this way, the quality of his preparation should be measured as well. If it were possible to detect significant differences between universities, first, it could be possible to shut down inefficient ones, and second, one could understand the key differences between them and effective ones. The idea has many critics; their main objections are as follows:

- The teacher performance evaluation on test results underlying the model failed to prove any of its effectiveness or practicality so far. Even if teachers are compared in size of relative increase of educational achievements (rather than absolute test results), then there is doubt as to whether this growth is linear and homogeneous. For example, gifted children are already receiving the highest scores on tests and in this sense they "stop growing." Children with severe learning difficulties do not show the typical growth too. The added value model can lead to even greater outflow of the best teachers from the most challenging schools and classes.

- The model assumes that a significant proportion of the teacher effectiveness depends on his preparation at high school, but on the quality of the school community, the role of the headmaster, resources and professional support. Conceptual validity of the model needs to be confirmed.

- Some early data indicate that the variability in the effectiveness of a group of the program graduates outweighs far from any variation between programs. This means either the preparation programs is not too different from each other in effectiveness or we measure it incorrectly.

- Finally, the cost and complexity of the data collection and processing are quite high. It is not clear whether the states are able to find a sufficient number of system analysts and psychometricians, and pay them for their highly skilled work for the maintenance of these systems in the long term. There is also doubt about the statistical reliability of the estimates. If we disaggregate the data on an annual graduation (the programs are constantly changing) and individual schools (school climate also affects the effectiveness of the teacher), so the samples are too small to produce reliable conclusion.

### 3.3 Alternative Programs

Considerable hopes are pinned on alternative teacher education programs. The most influential of these programs, of course, is the national corps "Teach for America" (TFA). Despite the great diversity of programs, common to all of them is the training, so to speak, without discontinuing work. A graduate of non-teacher education department goes through a short training course (in the case of TFA it is five weeks of intensive work) and gets a full load of a teacher. At the same time, he takes a few evening or part-time courses in psychological-pedagogical cycle at university.

The results of the alternative programs compared with the more traditional ones are the subject of intense debate. At least, it is known that members of TFA show the same, and in some cases better results than their counterparts graduated from traditional educational programs [17]. The same cannot be said of other alternative programs. Maier [17] believes that the success of TFA is the result of selection of the most talented graduates and not a function of their preparation. According to some estimates, the recruitment and training of a member of TFA cost 70,000 dollars [18, p. 11] that is significantly higher than the cost of training in the regular program. Most corps members remain at school for only 2-3 years. Therefore, they cannot form the backbone of the profession.

### 3.4 Technological innovations.

The fate of teacher education in the United States linked to the fate of higher education. The latter passes through a period of rapid and unpredictable changes related to the introduction of new information technologies as well as the revision of the business model of higher education. Analysis of these innovations can make a very fascinating conversation but goes far beyond the scope of the article. We only note the trends and developments that may have a direct impact on teacher education.

- *Video Collections and Virtual Practice.* Despite the obvious need, the systematic collection of video clips with the best teaching samples at school has recently been started. Their skillful use of the virtual teaching practice will intensify the teachers' preparation over time. After sending future teachers to schools, we are not always sure that they will see the best examples of professional activity there. Furthermore, the physical presence at school takes much time. Most notable are the collections of the following organizations:

- *www.teachscape.com*, a company that uses best practice of a well-known researcher and developer of tools for monitoring Charlotte Danielson;

- The Measures of Effective Teaching; MET, [www.metproject.org](http://www.metproject.org), funded by the Bill and Melinda Gates Foundation
- Teach like a Champion, [www.teachlikeachampion.wiley.com/](http://www.teachlikeachampion.wiley.com/) under the guidance of Doug Lemov;
- Teacher Tube ([www.teachertube.com](http://www.teachertube.com)) – it is less organized but extensive database of video clips created by the teachers themselves;
- [Youtube.com](http://Youtube.com) also includes a large number of training videos but it is even less organized and chaotic source;
- The Khan Academy ([www.khanacademy.org](http://www.khanacademy.org)) contains more than 3600 video clips of lectures and explanations on the basic subjects of secondary school. The idea of this organization is in the transition to the "flipped classroom", when children watch lectures and explanations at home, then, do homework (individual work to consolidate the material) at school, with the help of a teacher. Many of these video clips are provided with subtitles in other languages;

• *Databases of lesson plans.* Dozens of sites offer lesson and thematic plans with teaching materials. It is still unstable and disorganized information ecosystem but it is already showing the signs of self-organization. For example, [www.lessonplanet.com/](http://www.lessonplanet.com/) offers peer-reviewed plans, that is, includes a mechanism for selecting the best of them. An abundance of ready-made teaching materials forces departments of teacher education to review their programs. If we made students plan their work themselves before but now the challenge is to teach students the skills of content curation.

• *Massive Online Open Course (MOOC)* promises a paradigm shift in the idea of higher education. Tens of thousands of students can listen to the same course, cooperate with each other in a virtual space. Even, they can obtain documentary evidence of their achievements for a very little fee. To judge the extent and consequences of this revolution is so far, but judging by how hundreds of university presidents watch the developments with nervous tension, it is not beyond probability. That is not even case that MOOC passed to the next generation of online education with the use of artificial intelligence. They undermine the business model of the modern American university. The sharp ten times increase in productivity of the professors work at the expense of the division of work and new technologies can lead to a major shift in the industry, that, of course, cannot fail to affect teacher education.

#### 4. The U.S. Experience in the Modernization of Teachers Education in Kazakhstan

Convincing colligation of the international experience of teacher education was conducted by Linda Darling-Hammond [19]. She analyzed the most successful countries (Finland, Singapore, and the Canadian Province of Ontario), and has come to an expected conclusion about what works in teacher education: a systematic approach, the emphasis on the selection and active training of students, attractive working conditions for teachers, professional re-training and development of teachers leadership features. Already mentioned report of Schleicher [7] summarizes the international experience in building the teaching profession. In this article, we would like to focus on the experience of one country. It should be noted, its negative experience is no less interesting and useful than positive one.

Kazakhstan, in our opinion, should avoid widespread alternative programs and the added value models to assess the agency of teacher education departments. For all their newness, both approaches have not demonstrated effectiveness and are extremely expensive. If their effectiveness is proven over time, it will be easier and faster to implement them without repeating the mistakes of others. At the same time, the American system of professional accreditation, two-level certification of teachers, the elements of the clinical model and the active induction can be borrowed.

With respect to alternative programs, there is a need for one essential option. In the context of an acute shortage of teachers, this or that variant of the alternative programs is inevitable. If this system is not created, the schools will be full of completely accidental people without any preparation. Therefore, in Kazakhstan the experience of the national corps Teach for America would be useful. We should not only consider these programs as a permanent solution. A teacher passed short courses is quite better than unprepared one but not better than a well-trained and experienced teacher. The bet must be placed on a deep, elaborate system of teacher education.

##### 4.1 Where Should We Teach Future Teachers?

The American experience clearly shows that this is not so important. Even so radical difference between traditional and alternative programs has no visible difference in the result. In the U.S., there are pedagogical departments nearly in every major university. But in many elite universities, either teachers are not prepared at all or it is a tiny program on one or two specialties (although in most elite universities there are post-graduate programs). At the same time, many regional universities specialize in teachers' preparation. As it seems they do it cheaper and better than the most prestigious institutions.

Little-known overseas universities are the backbone of teacher education: Utah State University, St. Cloud State University, University of North Carolina, California State University, Northern Arizona University, and Emporia State University etc.

Kazakhstan is not worth starting a new bureaucratic game of mergers and renaming. Mechanical and across-the merger of pedagogical institutes to universities will not bring any results. It will just postpone the solution of real problems. A more practical approach would be the support and recognition of the best pedagogical institutions of the country, and the closure or merger of the weak and corrupted. The criterion should be not the name but the quality measured by the opinion of the graduates, their employers, and independent experts.

Most of Kazakhstan's pedagogical institutions have already expanded the set of their programs and now offer non-teaching specialties. Although, their renaming to universities was ahead of the reality but it is still in the same vector as the actual practice. Pedagogical institutions will eventually turn into a real university. Exactly the same process occurred in the United States during the 19th and 20th centuries. Many public universities began their lives as so-called "Normal school" (a blueprint from the French "École Normale") of the 19th century. Essentially, technical schools became teachers colleges in the 20th century, and in the middle of the century have turned into full-fledged universities. In most cases, the improvement of existing organization structures will be more efficient than creating new ones.

#### 4.2 The Standards Renovations

American system of teacher education suffers from a large number of overlapping standards. Therefore, Kazakhstan's practice to develop unified national standards seems to be more reasonable and practical. A world of difference is the content of Kazakhstani standards that leaves much to be desired. The next version of the state standards for teacher education should be developed from the standpoint of what their main expected functions are. Why do we need standards? The answer to this question is quite simple. As the programs of teachers training are largely developed at the local level (and it is necessary to avoid stagnation), the specific list of important points is needed. In some form, it must be present in any program. Standards remind that a teacher should eventually know and be able to do, or what he should be taught. Existing Kazakhstani standards are established for non-implementation of the best specimens but to prevent the worst cases. This approach is not entirely successful as the standard is to perform both functions. That is why, the NCATE

standards are built on three-level basis, from the minimum acceptable to the ideal.

The standards must be reasonable if not supported with scientific findings, at least logical or on the examples of other countries. The absence of convincing substantiation leads to the rejection of the standards by teachers. Thereby, it leads to the reducing their impact on the practice. It is not clear what the basis of the inclusion, for example, in the pedagogical undergraduate program (on specialty 5B010300), of such disciplines as pedagogical oratory, physical education, pedagogical management is, or why the methods of teaching occupies a modest place in the total preparation. It is not clear why the subject knowledge on the discipline is not specified in the standards at all, as if the music or physics teachers should have an almost identical preparation. It is not obvious if there is the substantiation of the content of the standards.

Here are some *practical recommendations* on processing standards:

- The volume of the standards as a whole should be reduced to a size that can be accommodated by ordinary human consciousness. Otherwise, they will remain something for reporting and will not be a guide for action. Report writing will be an aim in itself, and to separate the habit of reporting from the practice becomes difficult to overcome.

- In fact, Kazakhstan has already got three types of standards:

- (1) Standards for university agency (for instance, the possession of the library, the percentage of PhDs, etc.),

- (2) general education standards common for all the specialties,

- (3) standards for students' knowledge and skills on each specialty. The first two should be placed in separate regulations governing the work of the university, and the third - in the standards of the specialty. This will reduce the total amount of regulatory documents by combining repetitive sections. In addition, pragmatically it makes sense because the administration of the university and inter-department chairs in large part responsible for the implementation of the first two types of standards, and specialized departments and their leading chairs - for the third.

- Standards for teacher education institutions should include the establishment of data collection and analysis, regular measurements of key competencies of the students. Course valuation has very low reliability and cannot be used to monitor the effectiveness of the learning process. Modified NCATE standards can serve as a starting point for description of such systems.

- Existing standards include the extremely abstract competences, such as the ability to "use modern techniques and technology of the organization and implementation of the educational process at different educational levels in various educational institutions." This kind of description is not useful to improve the educational process. It is, therefore, necessary to find a language more specifically describing the abilities of the teacher in such standards as NBPTS.

#### 4.3 Accreditation

There is no reason to repeat the mistakes of the U.S. on regional and duplicated (from the point of state and NCATE) accreditation system. As Kazakhstan has still no well-developed network of reputable professional associations, there is no a real alternative to the state accreditation yet. In the long term, the creation of such system of public organizations is needed. Whatever the Ministry of Science and Education personnel is competent, the real authority among teachers could be professional organization with a transparent administration, elected officials, and some history.

The burden of reporting at Kazakhstani universities it is already high enough, to add an additional level of professional accreditation for educational programs is impossible. Thus, the most possible is the processing of existing accreditation system with the inclusion of specific standards and requirements for the teaching specialties.

The American experience allows us to offer new forms of accreditation. For example, labor contribution to create report documentation is not always justified. A significant step forward may be a shift from the model of reporting to the audit one. The first documentation is created specifically for inspecting organizations; it is often alienated from the real life of the university, and it is brought up only to the time of arrival of the next inspection. In the audit model, the accreditation service gets acquainted with the actual documentation used in practice. For example, work plans of lessons, statements of progress, information for students, minutes of meetings of the chairs, the department website, lists of employees in the HR department, etc. In addition, the accreditation visit, of course, will include interviews with teachers and students in order to confirm the compliance of actual practice with documentation.

In banking sector, for example, to create a special set of documents for checking instances, and at the same time to maintain the detailed documentation cannot occur to someone. This would be not only unproductive but also illegal (accounting fraud). The same logic should apply to the evaluation of higher education institutions. Undoubtedly, the labor contribution of inspection organizations for

accreditation will be increased slightly but labor costs of accountable organizations will be declined and the quality of information obtained will be improved.

#### 4.4 Qualified Prospective Students Attraction

In the U.S., only 23% of first-year students in teacher education institutions come from the top one-third (by grade) of school leavers. In Finland, Singapore and South Korea, this figure is 100% [20]. The contest for one seat in educational programs for primary school teachers in Finland is 10 people. For all teaching specialties, from 20,000 applicants only about 5,000 students are selected [19, p.14]. It is connected not only with a higher salary of a teacher but also with the traditional Finnish respect for the teacher. American teachers work is much closer to the work of the working man than to the creative work of white-collar. His day is more regulated, he has a large workload, he takes fewer decisions, and he has fewer opportunities to collaborate with colleagues.

School teachers have the same principle as university ones. Y.I. Kuzminov [21] calls it "the factors of non-financial reward": "a) high self-assessment, constantly maintained a sense of his own authority and public benefit of his work, b) high shelteredness of worker, low risk of losing his job for reasons beyond the employee's circumstances [21, p. 29]. The sharp increase in wages for a mass profession is fraught with not only inflation but also with other undesirable consequences (e.g. negative incentives of retirement). Investment of relatively small funds in the development of professional communities of teachers, professional exchange, including abroad, grants for master's degrees - these and similar measures can change the self-consciousness of teachers and attract more qualified applicants. In keeping with the same logic and relatively small price, student life in teacher education institutions can be made more interesting and eventful, and thus, attract creative young people to the teaching profession.

#### 4.5 Masters Programs

The recent transition to three-level higher education opens a rare possibility of a sharp demarcation of the new teacher from the traditional. The government can create a significant difference in pay and status between teachers with a master's degree, and without it. At the same time, the requirements for Master's Program should greatly be improved. Their programs should also be made qualitatively different from the previous levels. Talented teachers will be able to get a master's degree at any age, thus, to improve their skills and achieve higher wages and a higher status. For them, especially for rural teachers, programs for distance education on master's degree should be set up. At the same time, teacher education institutions will be able to prepare a

new generation of teachers that will begin their careers with the master's level at once.

In order to make this scheme work, we need clearly to identify the skills required for a teacher with a master's degree. They should be able to collect and analyze data on student achievements, develop tools to measure knowledge, differentiate the instruction, use the modern teaching aids, and organize a group of colleagues for professional development. If it is necessary, these competencies need to be confirmed through state tests or examinations. It is possible that many of the regional universities would lose the right to issue master's degrees; this right must be proved during accreditation. The essence of the idea is that instead of the usual renaming the programs, making a master's degree synonymous with a modern teacher.

#### 4.6 Postgraduate Induction

One of the weakest components in teacher education in the U.S. it is a post-graduate induction, that is the system of support for new teachers at their work place during the early years of their work. Although, in practice this form is weak, the need for high-quality induction programs has the support of the overwhelming number of researchers for several decades. Induction usually involves the appointment of a mentor from the list of experienced teachers. In best models a mentor is released from part of his workload. In addition, a group of mutual support and professional development for beginning teachers are usually created. They often take part in the evening or online courses offered by the university as well [22].

Again, decentralized the US budget on education prevents the bringing into the practice of the efficient and stable policy of induction. In the country there are many successful models of induction that have proven to be effective. There are interesting techniques developed, for example, of non-profit organization The New Teacher Center ([www.newteachercenter.org](http://www.newteachercenter.org)). Unfortunately, the financial instability leads to a variety of short-term experiments that start and die not having time to show its importance. In this area, long-term state program can lead to the reliable improvement of the quality of Kazakhstani education and reduce the staff turnover. With a significant reduction in staff turnover, it would be possible to reduce their preparation numerically and to focus the efforts on the quality of teacher education not on the number of prepared teachers.

We would like to emphasize that the use of the American experience of teacher preparation does not mean its blind borrowing. However, there is no reason to ignore any success or failure of our colleagues in the United States.

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