

**UNIVERSITY WITHIN SCHOOL:  
A NEW MODEL TO REFORM TEACHER EDUCATION**

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**Rationale, Goal, and Method**

The information age has affected formal and informal education as well as all other aspects of life. Knowledge about virtually everything is now accessible at any time, in all places and by all people. Students in any place may come to class with more knowledge than their teachers. Globalization, like the information age, has affected all educational institutions. Meeting local, regional, and even national standards is not enough anymore. Competition is at the global level and global standards for education are higher than ever. Demographic change has accelerated during the recent decades due to immigration among and within countries. Racial, social and cultural diversity, and achievement gap among diverse students are rapidly growing. We need the information age teachers possessing the 21<sup>st</sup> century skills and the knowledge of diverse and disadvantaged children and youth who can teach all students regardless of how diverse they are.

The goal of this study is to design a new teacher education model to educate knowledgeable and skillful teachers who can teach all students regardless of who they are. It is a theoretical study, which is done through reviewing the available literature on the most successful teachers education programs in the US and around the world.

**Proposed Model**

The proposed model, University within School, suggests that teachers be educated through partnership between universities and schools. It combines two models of professional education: one is the traditional "apprenticeship-internship-master" model, which is completely practice-based; the other is the current model of teacher education, which is heavily theoretical. University within School is based on both "theoretical knowledge" and "workplace experience." Some principles of implementation of this model are as follows:

Collaborating universities and schools will establish a solid partnership. Offices of the college of education faculty will be in partner schools. Experienced teachers in partner schools will be hired as adjunct faculty. Education courses will be taught in partner schools.

The proposed model has four different forms, such as four year, six year, two year after college, and two year after master's degree in a field. In a four-year program implementing this model, the first two years of education will be university-based, and the last two years will be school-based. When teacher candidates reach the third year, in the first semester, they will be placed in one of the partner schools as a full-time paid teacher assistant. The next semester, they will continue working as a teacher assistant in another partner school located in a socially different neighborhood. When the candidates reach the fourth year, they will begin their two-semester long paid internship, which will be also completed in two different partner schools located in socially different neighborhoods. Seven dimensions of the proposed model are: Conceptual Framework; Curriculum; Method-Learning by Doing; Teacher Candidates with Interest and Ability to Teach; Faculty with K-12 Experience; Leadership with a Vision; and Partnership, Practice and Development.