



## **PRESS RELEASE**

FOR IMMEDIATE RELEASE  
THURSDAY, JULY 23, 2009

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### **Issues in Teacher Education Span Continents: Commission Staff Publishes Article Comparing Teacher Education in California and Gujarat, India**

SACRAMENTO – Spanning an 8,000 mile distance, Commission on Teacher Credentialing staff members, Dr. Jo Birdsell and Dr. Marjorie A. Suckow, found common themes in teacher education in California and Gujarat, India. In an article in the Delta Kappa Gamma Bulletin, International Journal for Professional Educators’ summer 2009 edition, the CTC staffers discuss the basics of teacher preparation in the U.S. and Indian states along with common challenges in addressing cultural and language differences and meeting the needs of students who require special education instructional adaptations.

“I’m proud of the initiative shown by these two staff members in using their own time to research and develop this article. Dr. Birdsell and Dr. Suckow demonstrate the professionalism and dedication to teacher preparation that is the hallmark of the excellent staff here at the Commission,” stated Dale A. Janssen, the Commission’s Executive Director.

Dr. Suckow took an education leave from her education consultant job at the Commission to spend time visiting several teacher training programs in Gujarat. She collected information on three phases of teacher preparation:

- Content matter knowledge (learning what to teach)
- Pedagogical preparation (learning how to teach), and
- Field experience/student teaching (teaching to learn)

Dr. Birdsell provided comparable information about California teacher preparation.

The two states, while oceans apart, are very similar. Both states boast advanced industrial development and technology. Both states are ethnically, culturally and linguistically diverse.

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Teacher preparation in Gujarat allows a limited number of students to complete the same full-time program in a cohort, which provides a close-knit and supportive group experience. California offers multiple routes to earning credentials to meet the diverse needs of credential candidates including undergraduate programs, internships, a part-time program and a full-time program. However, teacher support continues after the individual earns a preliminary credential through the Beginning Teacher Support and Assessment program.

While the structures of the two teacher credentialing systems are different, both systems emphasize the need for strong subject matter preparation and effective pedagogical preparation linked to student teaching experiences.

The authors conclude:

*Regardless of the differences in the structure and delivery of programs in Gujarat, India and California, US, current issues such as meeting the needs of English learners and K-12 students requiring special education accommodations are common. Our hope is that identifying some of the similarities of working in diverse states to meet the needs of a variety of K-12 students will open possibilities for teachers in different parts of the world to work together to prepare citizens for a common world.*

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