

A Review of Hammond's Thoughts on College Education

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Abstract: Linda Darling-Hammond (1951-), Stanford University education. Professor of education, American contemporary famous educational thinker, educational reform analyst. Student at normal university, policy researcher. As a university professor, president of the American Education Association, and candidate for Secretary of education, Hammond began his career. He is committed to the reform of teacher education and the cultivation of excellent teachers. Study Hammond's unique thinking on teacher education. It has important theoretical significance and practical value. Hammond pursues excellent teachers and educational democracy, and constructs deeply integrated teachers rooted in practice. The educational thought has pointed out the direction for teacher education reform in the United States. The development of teacher education in China and the United States.

Keywords: Hammond; Teacher Education; Teacher Education Thought; Excellent Teachers; Excellent Teacher Training.

1. Introduction

Through combing and analyzing the existing studies, we find that: First, domestic researchers have discussed Hammond's teacher education thought from the dimensions of content, motivation and meaning.

Among them, Hammond's thought of teacher quality accountability, Hammond's thought of education democratization and Hammond's thought of education equity have been specially studied, which lays a theoretical foundation for us to further study Hammond's thought of teacher education.

Second, foreign researchers mainly summarize or evaluate Hammond's teacher education thoughts through book reviews, quotes, interviews and other ways, which is conducive to researchers' subsequent more comprehensive grasp of Hammond's teacher education thoughts.

In general, the research on Hammond's teacher education thoughts needs to be further improved. The research on Hammond's teacher education ideology at home and abroad has the following shortcomings:

First, the research content is relatively scattered, and Hammond's research results on the whole process of teacher education have not been comprehensively sorted out, analyzed and evaluated.[1,2].

Second, while the number of papers citing Hammond's literature and works is difficult to be detailed, there are few literatures devoted to Hammond's teacher education thought.[3,4].

Third, Hammond is a tireless scholar. With the advent of the post-epidemic era, his thoughts have been updated and developed with The Times. The latest research results on Hammond's teacher education thought in China were published in 2018, and there is a lack of research on Hammond's latest teacher education thought.

2. An Analysis of Hammond's Thoughts on Teacher Education

The main content of Hammond's thought on teacher education covers all aspects of teacher education, from the view of excellent teacher, the view of teacher pre-service education, the view of teacher post-service education to the

view of teacher evaluation.[5] It reflects the frontier theme of teacher education reform in the United States. Therefore, after sorting out the main content and specific propositions of Hammond's teacher education thought, it is necessary to analyze and summarize the overall characteristics of his thought.

Only by revealing the essence and characteristics of Hammond's teacher education thought can we better grasp the forward direction of our country's teacher education reform. Throughout the framework system of Hammond's teacher education thought, two salient characteristics can be summarized: the goal pursuit of excellent teachers and educational democracy, and the value orientation of deep integration and rooted practice.

2.1. Excellent Teachers and Educational Democracy

The standard is a kind of regulation of the expected quality, which has guiding significance, and can provide the basic basis for subsequent management and indicate the direction of construction. Therefore, the comprehensive, professional and fair excellence standards advocated by Hammond can provide guidance and norms for the cultivation of excellent teachers.

First, the comprehensiveness of the standard. Some scholars believe that the common standards advocated by Hammond cover the whole system of teacher education, including standards about learners and learning, Standards on the basis of teaching knowledge, standards on teaching practice and standards on professional responsibility not only drive all aspects of teacher education programs, And it affects state and federal licensing rules.

Second, the professionalism of the standard. Some scholars have proposed that the four aspects covered by the Hammond Standard point to the current core professional practice of teachers and are highly professional. Among them, the standards about learners and learning are conducive to teachers to establish a correct view of students and teachers, and realize that students are always the subject of the classroom. The standards on the basis of teaching knowledge encourage teachers to stimulate their curiosity of knowledge through inquiry, which is conducive to giving full play to teachers' subjective initiative and creating new

knowledge. The standards for teaching practice advocate authentic dialogue and practice that help teachers maintain professional authority without becoming authoritarian. Standards of professional responsibility imply a commitment to transformative leadership. That is, teachers form professional learning communities with students, colleagues, parents, and administrators, and gain democratic experience through cooperation.

Third, the fairness of the standard. Some scholars have commented that Hammond's Trinity teaching standards focus on fairness to a certain extent, as he said, "INTASC, NCATE, NBPTS three sets of standards pay attention to respect different learners, sensitivity to and respect for different cultures, NBPTS and INTASC standards also address differences in sexual orientation, demonstrating respect for student diversity and difference."

The respect and maintenance of students' personality characteristics, family background and cultural background differences means the protection of fairness and justice, and also means the commitment to not leaving every child behind, which is fair.

Hammond has always believed that the goal of developing excellent teachers requires not only collaborative relationships among educators, but also the creation of excellent collaborative and supportive environments between schools and government for teacher and student learning. In order to promote students' deep learning, fair and just teaching practices become possible. As Sebring puts it, "If schools are going to be more effective in the future, they have to create positive, positive, positive, and positive outcomes for teachers and students." Collaborative learning environment ". First, excellent cooperation environment. A collaborative environment of excellence means a collaborative atmosphere in the school. It also means shared values and norms, common standards of behavior, and common expectations. After summarizing Hammond's relevant research results, some scholars proposed that "to develop excellent cooperative environments, we need to fundamentally change the structure of the traditional school education system."

Transform schools into learning organizations such as professional learning communities or teacher professional development schools." A large number of studies have shown that the excellent cooperative environment constructed through school reform plays an important driving role in the growth and maturity of teachers. For example, researchers have found that a superior collaborative environment can positively affect teachers' collective sense of honor, as well as teachers' perceived effectiveness. It can also help support greater teacher practice.

Help teachers become adaptive experts who are comfortable coping with teaching uncertainty. In addition, excellent collaborative environments foster a strong and cohesive teacher professional community, whose growth and achievement ultimately extend to the learner. Second, excellent support environment. Looking at Hammond's thought of teacher education, his call for increasing capital investment and strengthening expert guidance in teacher education has never stopped. As early as the 1990s, for example, Hammond suggested that governments and schools adopt incentives, redistribution by means of subsidies or changes in distribution

2.2. Hammond's Quest for Educational Democracy

2.2.1. Hammond's Quest for Equal Opportunity in Education

Hammond's pursuit of equal opportunity in education stems from a firm belief that all people are created equal, and that "every student should enjoy his or her birthright: access to competent, caring and exceptional teachers in successful and organized schools." Throughout Hammond's career as a teacher, educational researcher, and university professor, "eliminating inequalities in the distribution of school funding, resources, and outstanding teachers was the driving force behind Hammond's ideas."

Unequal distribution of school funding, resources, and excellent teachers will eventually be reflected in unequal educational opportunities for students. The Hammond study found that teachers who work for high-income families earn 30 to 35 percent more in salary than those who work for low-income families, and has more perfect, sufficient teaching materials and resources.[6] In addition to his focus on educational opportunities for low-income students, Hammond, who comes from a minority family, is equally committed to fighting for equal educational opportunities for students of color.

Hammond's study found that students in California's minority schools are more than five times more likely to have an undocumented teacher than students in predominantly white schools.

"The achievement gap between black and white students is essentially a result of unequal educational opportunities in schools, especially because of unequal distribution of excellent teachers," Hammond said. Based on this, Hammond advocates the development of excellent teacher education, with particular emphasis on the development of teachers' cultural tolerance and ability to teach according to their aptitude, so that students of different cultural backgrounds and different learning needs can enjoy their birthright of education.[7].

2.2.2. Hammond's Human Care for Teachers

In Hammond's view, teachers who are adult learners should also have the right to have an educational democracy. Hammond's human care for teachers is reflected in four levels: philosophy, teaching method, curriculum and evaluation. First, the concept of human care. Taking Trotter's adult learning theory as the theoretical source of his thought on teacher education, Hammond regards teachers as unique adult learners who constantly learn in teaching, and regards the process of teacher education as the process of training teachers to explore the essence of learning and teaching effect through practice in a sensitive and systematic way.

As Hammond puts it, "All participants in teacher education, including normal students, university professors, teachers and students, are autonomous learners and knowledge builders." In addition, in recognition of the nature of the teaching profession, Hammond recognizes and understands the complexity of teaching as a profession. In Hammond's view, "Teaching is complex, professional, and teachers are the professionals who do the work." Second, human care in teaching methods. In the process of teacher education, Hammond pays attention to and respects the personality and needs of normal students or in-service teachers, attaches importance to their own experience resources.

The use of problem-based and inquiry-based teaching to

promote the professional growth of normal students or in-service teachers through initiative and collaborative problem solving. Other scholars also believe that "teacher educators must recognize and respect the different needs and personalities of teachers, and give teachers space and opportunities for self-reflection, self-guidance, and cooperative expression".

3. Deep Integration and Rooted Practice -- The Value Orientation of Hammond's Teacher Education Thought

3.1. Value Orientation of Deep Integration

Looking at the whole content of Hammond's teacher education thought, we can find "integration". As a high frequency word, the words appear in the teacher education propositions and reform suggestions, which are highlighted in the teaching standards and the deep integration of all aspects of teacher education, the deep integration of theory and practice and the infiltration of the whole process of teacher education three aspects of cooperation culture.

3.1.1. Teaching Standards are Deeply Integrated with All Aspects of Teacher Education

Some scholars have spoken highly of Hammond, arguing that "Hammond is a major advocate and defender of teacher education standards alignment, and she strongly advocates the establishment of integrated professional standards for teachers before service, entry and service."

Based on this, combined with the analysis of Hammond's specific propositions on teacher education, it can be found that Hammond has always firmly advocated that teaching standards should be deeply integrated with all aspects of teacher education. First, the integration of teaching standards and Hammond's excellent teacher view. As the maker of INTASC and NBPTS standards, and the main advocate of INTASC, NCATE and NBPTS standards Alliance, Hammond's view of teacher excellence has always been guided by the Trinity of teaching standards.

As Hammond puts it, "At a time when reflective, student-centered, problem-oriented, as articulated in NBPTS, INTASC Standards and assessments, are increasingly seen as integral parts of a teacher's professional life, teachers are no longer just external designers and implementer of the curriculum; they should become professionals who develop the curriculum, analyze student learning, and provide learning strategies." [8].

Integration of teaching standards and teacher education curriculum. Hammond makes it clear that successful teacher education builds consensus based on common standards to develop a set of core curricula. In order to meet the core nature of common standards, teacher education curricula are designed with greater emphasis on differences in student learning, students' cultural and social backgrounds, and parental or family involvement. [9].

3.1.2. The Integration of Theory and Practice

Some scholars have commented that the outstanding feature of Hammond's teacher education thought, namely "theory with practice", is embodied in the integration of professional theoretical courses and educational practice courses and the integration of teachers' theoretical knowledge and teachers' practical ability.

First, the integration of educational theory courses and

educational practice. In the evaluation of the early STEP project, some scholars suggested that one of the most serious problems of the project was the separation of theory and practice. In this context, the redesigned STEP led by Hammond showed a tendency of integrationism, and the curriculum supported the dual parallel of teacher education theory courses and normal university students' education practice, realizing the full process of clinical practice and the integration of theory and practice.

Second, the integration of teachers' theoretical knowledge and teachers' practical ability. On the question of "is teaching a science or an art", Hammond went beyond the pendulum debate and advocated that teacher education should focus on the deep integration of teachers' theoretical knowledge and teachers' practical ability." The most excellent teacher education is not only fully prepared in the subject content, but also proficient in the art and science of teaching." For example, Hammond's Teacher in residence program provides normal students with a close integration of theory and practice through a one-year educational internship, creating a powerful learning experience and best practices, and realizing the coexistence of teaching science and art in the self-reflection and construction of normal students.

As A. L. Goodwin said, "Teacher education should not ignore either side of educational theoretical knowledge and teaching practice, and should take integration and practice-based problem orientation as the core principle to help normal students form theories about practice." [10].

3.1.3. Infiltrate the Deep Integration of Cooperative Culture

"Teacher education should establish a culture that emphasizes continuous improvement and cooperation". Hammond's emphasis on and construction of cooperative culture provides an environmental basis for the integration of teachers, schools, teachers and students, and home and school. The importance of cooperative culture has been confirmed by many scholars, such as Waltemeyer, who proposed that "when school administrators create a cooperative culture centered on teacher interaction, students will benefit through consistency". [11].

Hammond mainly achieved the deep integration of the above four dimensions through the following ways, while creating a strong culture of cooperation:

First, to build a teaching and research community of teachers. Give full play to the joint power of education experts, scholars and teachers, carry out the discussion of professional courses, the debate on education issues, and the analysis of education hotspots in cooperation, and promote the deep integration between teachers and teachers. "When the educators of the whole grade, department and school are involved, they can create a critical mass for improving teaching at the school level" [12].

Second, establish university-school partnerships. Based on the university-school partnership, learning organizations such as teacher professional development schools and teacher professional learning communities have been established to truly realize the integration of teachers and teachers, school-school integration, teacher-student integration and home-school integration.

As scholars have said, university-school partnerships help teachers improve their teaching, bring into play the educational synergy of schools, experts, teachers, students and parents, meet the needs of different learners and provide a practical platform for teachers to apply and innovate their

theoretical knowledge.

4. Summary

Hammond's contribution to teacher education is indisputable, and she is indeed a model scholar in the 21st century, a leader in teacher education, and a driver of educational democracy.

Hammond is knowledgeable and good at learning. She has absorbed the thought essence of Schulman, Dewey, Thorndike, Humboldt, Trotter and other scholars, and has generated her own unique teacher education thought in theoretical and practical research.

In the more than 40 years since he entered the field of teacher education, Hammond has been working tirelessly, and is still at the forefront of education to export his strength, from the concept of excellent teachers with clear goals, the concept of integrated teacher pre-service education, Hammond's thoughts on teacher education cover the whole process of the growth and development of excellent teachers, including the view of post-service teacher education that involves practice and cooperation and the view of teacher evaluation that attaches equal importance to humanity and science.

Hammond always combines knowledge and action, and adheres to the goal pursuit of excellent teachers and educational democracy in theory and practice, and the value orientation of deep integration and rooted practice. An in-depth analysis of Hammond's teacher education thought can be found that Hammond's teacher education thought has solved the problem of how to break through the vagueness of training goals, the disconnection between theory and practice, and the problems of teacher education in China.

Normal sex and academic debate, etc, to promote the development of China's teacher education connotation, construction of teachers' education collaborative innovation development of long-acting mechanism, establish a coherent, join each teacher quality evaluation system is of great significance.

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