

Teacher Education and Inclusion: Creating the Conditions for the Application of Knowledge and Skills

Marleen C. Pugach

Abstract

Changes in initial teacher education (ITE) in Ireland have pivoted toward improving the capacity of new teachers to engage in inclusive teaching practice. While the quality of new teachers' preparation might improve substantially, their ability to practice inclusive education once they begin their work in schools is far from guaranteed. In other words, ITE alone is not powerful enough to serve as the primary lever of change toward more inclusive schools. Instead, structural changes in the longstanding way teachers are prepared will be required. These changes will need to be based on new forms of partnerships to improve teaching and teacher education as a mutual effort, based on the sustained participation of all relevant stakeholder groups. Such an effort requires ongoing discourse about the meaning of diversity and an understanding of the full range of pedagogical skills required to address the social and learning needs of today's diverse student population.

Biography

Marleen C. Pugach, PhD, is Professor Emerita in the School of Education at the University of Wisconsin-Milwaukee, where she was a member of the faculty from 1986-2011. From 2012-2014 she held an appointment as a professor in the Rossier School of Education at the University of Southern California. She currently resides in Los Angeles, California.

Dr. Pugach received her doctorate from the University of Illinois at Urbana-Champaign in 1983, with a double major in teacher education and special education. Her expertise focuses on the reform of teacher education at the intersection of general and special education; dual certification; the relationship between diversity and disability as it relates to the preparation of teachers, especially for urban schools; and qualitative research methods. Her articles have been published in journals such as the *Journal of Teacher Education*, *Teaching and Teacher Education*, *Teacher Education Quarterly*, *Exceptional Children*, and *Teacher Education and Special Education*. She is author of a textbook on introduction to teaching titled *Because Teaching Matters* (now in its second edition), co-author of the book *Collaborative Practitioners, Collaborative Schools* (now in its third edition), and co-editor of the book *Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators*.

Her most recent publications include a chapter on the next generation of research on teacher education for inclusion in a 2017 book edited by Lani Florian of the University of Edinburgh, *Teacher Education for the Changing Demographics of Schooling: Policy, Practice and Research*; and 2016 and 2017 analyses of the teacher education performance assessment, the edTPA, in relationship to its

support of inclusive teacher preparation. She has been instrumental in bringing together teacher education scholars in multicultural education, social justice, and special education to consider how to achieve a more comprehensive equity agenda for teacher preparation that provides disability a more balanced place within the larger discourse of diversity.

Dr. Pugach has been a Fulbright Scholar and consults nationally in the US and internationally on teacher education reform. She has received the American Association of Colleges for Teacher Education's Margaret Lindsey Award, the Excellence in Teacher Education Award from the Teacher Education Division of the International Council for Exceptional Children, the Senior Research Award from the University of Wisconsin-Milwaukee, and the Distinguished Alumni Award from the College of Education at the University of Illinois at Urbana-Champaign.