Book Review: Goodlad's Five-Year Study Across Three Texts – *The Moral Dimensions of Teaching, Places Where Teachers are Taught,* and *Teachers for our Nation's Schools*

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Abstract: In this article, we start with a review of a trilogy of books that are foundational for understanding the work of John Goodlad and his arguments for democratic education. Each text is summarized individually. We highlight three emergent themes from the five-year study on teacher education programs, as categorized by Levin (1990): the issues of stability and status; the disconnect of curriculum, program structures, and practitioners; and the diminishing commitments to urban education. Published nearly 30 years ago, it is striking how relevant the issues and arguments are today. The findings reported in these texts remain instructive for anyone involved with teacher preparation, particularly professors, deans and policy makers. We encourage the readers to consider what has changed, what remains the same, and what is to be done next. The path laid out by Goodlad and his associates is simple, but not easy.

KEYWORDS: moral dimensions, simultaneous renewal, teacher education, Goodlad, equity

NAPDS NINE ESSENTIALS ADDRESSED:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
4. A shared commitment to innovative and reflective practice by all participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structure

A Brief Introduction to the Goodlad Trilogy

This review offers a look back at a book trilogy that focuses on teachers, their preparation and their place in school renewal. *The Moral Dimensions of Teaching, Places Where Teachers are Taught, and Teachers for our Nations' Schools* (henceforth referred to as "the trilogy") may be the most comprehensive and insightful texts published regarding teachers and their education. This trilogy also addresses the enormously important issues of how public schools fulfill their mission.

The trilogy resulted from a comprehensive multi-year study of teacher education programs. Each text in the trilogy represents a different aspect of the study. *Moral Dimensions…* is an edited volume that provides the overall theoretical framework and way of thinking about teaching and teacher education. It argues for the teaching profession to commit to a mission for the education of educators. Based on their study and beliefs about the purposes of schooling, the mission should be a moral, collective one. *Places…* highlights the various contexts for the study both historically and in their current states. It thematically reports on the evolution of teacher education programs across 29, deliberately selected contexts. And finally, *Teachers…* is the integrative text that provides recommendations for moving forward based on the chronic dilemmas found in *Places…*.

While it is difficult to gauge the full impact that the trilogy has had since 1990, it is *not* difficult to determine how contemporary they remain to the issues facing the country in 2019. Nearly 30 years later, the themes and propositions set forth in the trilogy are evident in schools, policy circles, colleges, universities and into the very classrooms where much of the underlying research was produced. The findings reported in these texts remain instructive for anyone involved with teacher preparation, especially professors, deans and policy makers who continue to struggle to find solutions to the problems facing education today. Thoughtful reconstruction of teacher education programs may well lie at the heart of any effort to renew public schools.

Our Purpose in Revisiting this Trilogy

Our purposes in writing this review are several. It is essential that teacher educators are aware of this seemingly neglected history in the field of teacher education. The questions raised in these texts remain vital in the quest to improve teaching and teacher education in the 21st century. It is always difficult to interpret a text, particularly when you are trying to bring in a text that is nearly three decades old into the current era. Of course, the material, social conditions have changed in the past several decades, but we find that the texts stand the test of time.

The school and university partnerships that Goodlad and his associates wrote about were established with the goal of transforming (or renewing) education, not perpetuating the present inequalities or operating within the current system of teacher education and schooling. To this, Goodlad (1990c) writes "[i]t means changing our schools in profound ways; the schools of tomorrow must be highly deviant from the schools of today. The required change will not occur if we continue to prepare teachers for school circumstances now prevailing" (p. 27).

As you will read in our review, the themes, arguments, and goals described in the trilogy remain quite contemporary in articulating the issues facing education today. To illustrate, Fenstermacher (1990) lamented that the rhetoric around schooling is primarily about "the status and prestige of teachers in society, about the testing of teachers and learners, about model for career advancement, about measuring competence and effectiveness, and about restructuring schools in ways that 'optimize' performance and results" (p. 131). This does not speak to the moral,

collective endeavor of participation in schooling as a way to create an educated, democratic citizenry in which all are treated equally, equitably, and with justice.

In opposition to the rhetoric Fenstermacher (1990) critiques and reveals, Goodlad, Mantle-Bromley, and Goodlad (2004) describe morals and democracy in the following manner:

> The best we have come up with to embrace such moral concepts as compassion, civility, civicness, equality, fairness, freedom, and justice is *democracy*. But its usefulness in this regard is acquired only if our understanding of the word extends beyond formal governance to include *all* human associations. (p. 151)

We believe that by coupling democracy to the moral concepts provided above, we have a way to counter the rising inequalities and injustices in schooling. This also means we must come to understand what equality, fairness, freedom, and justice means. Apple (2004) offers a "thick" and "thin" conceptualization of morality that is quite fitting: thick morality is "where principles of the common good are the ethical basis for adjudicating policies and practices, while thin morality is defined as "individual and property rights that enable citizens to address problems of interdependence via exchange and by generating both hierarchy and division based on competitive individualism" (p. 29-30). The message Goodlad presents is one in line with Apple's notion of thick morality. In order to combat the neoliberal agenda in schools and teacher education, we must uncover the ideologies that have led to the neoliberal educational reforms we see today (Apple, 2004; Zeichner, 2018) and recognize that the common good outweighs individual interests.

What follows is a brief review of the main themes of each of the trilogy texts. After the three reviews, we discuss what were considered emergent findings of the time, but are now teacher education's enduring problems. The three emergent findings, as identified by Levin (1990) are the issues of stability and status; the disconnect of curriculum, program structures, and practitioners; and the diminishing commitments to urban education. We conclude with what we believe Goodlad's message is across the three texts: the movement towards a collective. The common thread of partnerships, societal influences, community, and care for others is undoubtedly the collective mindset.

Book Review 1 of 3

Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990a). *The moral dimensions of teaching*. San Francisco: Jossey-Bass Publishers.

The editors of *The Moral Dimensions of Teaching* have compiled ten essays as stand-alone chapters that address, quite exhaustively, what it means to be a teaching professional and part of a profession, how a hierarchical, top-down orientation to the profession is problematic for teacher autonomy, and what a moral agenda for schools and society is. Sirotnik (p. 298-305), in the final chapter, synthesizes the chapters as five moral commitments: 1) "to rational thought – to nurturing and exercising the capability of human inquiry," 2) to knowledge gained through "active and intellectual engagement with information in the context of being human," 3) to competence and developing teacher expertise, 4) to an ethic of caring for one another as human beings, and 5) to freedom, well-being, and social justice. By making these five moral commitments, we have brought back into the K-12 classroom "what it means to be human, what it means to be with other humans, and what rights and responsibilities would seem to follow" (Sirotnik, 1990a, p. 296). This is the definition Sirotnik puts forth just pages later for the "moral" in the moral dimensions. It is

about decision-making and value judgements in our relationships with other human beings. In Chapter 4, Fenstermacher (1990) explains this decision-making as follows:

> What makes teaching a moral endeavor is that it is, quite centrally, human action undertaken in regard to other human beings. Thus, matters of what is fair, right, just, and virtuous are always present. When a teacher asks a student to share something with another student, decides between combatants in a schoolyard dispute, sets procedures for who will go first, second, third, and so on, or discusses the welfare of a student with another teacher, moral considerations are present. The teacher's conduct, at all times and in all ways, is a moral matter. For that reason alone, teaching is a profoundly moral activity. (p. 133)

Goodlad (1990a, p. 17) argues that because of the weight of such decision-making teaching as a profession "must be guided by a set of moral and ethical norms internalized by teachers." The difficulty in doing so might be obvious. Teachers will have their own set of moral and ethical norms and they may differ, sometimes drastically, from institutional norms in place. In those cases, teachers have the moral imperative to "do the right thing." Several chapter authors in the text address this issue and conclude that one's individual freedoms and moral decisions should not cause harm to others; if they cause harm to others, then they are not the moral decisions an ethical society should be making.

Goodlad (1990a, p. 19) reminds us that teachers have four moral imperatives that must always be met: enculturating the young into a democratic way of life, providing access to a rich curriculum for all students, being responsible to the students' well-being, and being involved in the renewal of school settings. These moral imperatives reinforce Goodlad's argument that the primary responsibility of a teacher is both technical and moral, but it is ultimately to the students being taught. The technical aspects of teaching cannot be disentangled from the moral. For "virtually all of teaching in schools involves values and is guided by normative principles" (p. 18-19). It is these normative principles and values that must be constantly scrutinized; they must always account for societal and institutional developments that exclude others. In other words, teaching as a moral activity means always working towards social justice, a moral imperative that is often forgotten in reference to Goodlad's work.

Taken together, the authors of each chapter remind us that any rhetoric regarding educational reform that centers almost exclusively on the instrumental role of schools or the technical competence of teachers is at best shortsighted and at worst off the mark. The authors make a case for teacher professionalism based on a moral imperative, which if ignored, reduces teaching to an occupation recognized only for its technical competence. They exercise an ethic of care. They have a sense that they are working on behalf of the society. Reducing teaching to techniques and routines is not possible since as explained by Fenstermacher (1990) above, every technique and routine implemented in the classroom is a moral one. Although the editors and authors do not make this clear, the technical competence they speak of is not possible; all knowledge transmission is power-laden. Thus, the text concludes with Sirotnik's (1990a) claim that teacher education is more about building critical inquiry in relation to moral character than it is about building a knowledge base, skills, and expertise for teaching. Though both are absolute necessities, the former informs the latter.

Book Review 2 of 3

Goodlad, J. I., Soder, R., & Sirotnik, K. A. (Eds.). (1990b). *Places where teachers are taught*. San Francisco: Jossey-Bass.

Editors Goodlad, Soder, and Sirotnik comprehensively compile into nine chapters the historical issues that made educational reform seem so necessary and describe the conditions and circumstances of teacher education leading up to and present in the late 1980s in their edited volume *Places Where Teachers are Taught*.

This text is noticeably different from the other two in the trilogy. It is an incredibly important historical document, and it is unabashedly ambitious in both methodology (i.e., its scope) and analysis (i.e., its condemnation of some of the themes present in teacher education programs).

The text thematically organizes 29 case histories of geographically and institutionally diverse education programs in which the authors reveal the origins of the attitudes and practices that shaped teacher education in our country.

To collect a representative sample of teacher education programs across the U.S., twenty-nine colleges and universities were studied: 16 public and 13 private institutions. Rather than presenting 29 individual mini case histories, the editors settled on four chapters that highlighted the similarities and differences across institutions of a similar type: small liberal arts colleges (Chapter 3), normal schools (Chapter 4), private universities (Chapter 5), and major universities (Chapter 6). Each chapter is organized differently, but all ultimately address in some form the following: founding missions, levels of certification offered, contextual information, changes over time, ideologies driving the program, impact of critical historical events, external and internal forces, and tensions among faculty and state policies. In addition, two themes were so pervasive and significant that they were each awarded their own chapter with an in-depth perspective from individual states: the influence of bureaucracy and markets in Pennsylvania (Chapter 7) and centralization, competition, and racism in Georgia (Chapter 8).

Goodlad (1990b) made a point to describe the subtlest of similarities and differences in each program. "The more things appear the same," he writes, "the more deeply one must look to find the differences invariably present." (1990b, p. 16). He arrives at seven emerging themes to describe the state of the teacher education field: 1) instability because of a lack of a shared mission, the "increased mobility for purposes of enhancing personal opportunity, enormously expanded career choices" and a "revolving-door syndrome of administrators, 2) the search for institutional identity in face of the "lowly status" of schools, colleges, and departments of education (SCDEs); 3) a shift in orientation from teaching to individual research goals, grants, and publications; 4) fragmentation of preservice teacher cohorts; 5) discontinuities in curriculum; 6) the knowledge-practice tension marked by "best case scenario and theoretical focus in the universities and district mandated realities in the classroom during student teaching, and 7) the "urban problem," which Goodlad refers to as a "dangerous cancer" (p. 35) and states that the "road of bigotry and prejudice is long and much traveled" (p. 35). Consider how contemporary this statement is given the events of the times in which we live.

However, Levin, in Chapter 2, mitigates some of Goodlad's themes, finding more variability, ambiguity, and counter-evidence to caution the reader from taking Goodlad's emergent themes as iron-clad. He collapses and regroups Goodlad's emerging themes: 1) issues of stability

and status in departments/colleges of education, 2) the curriculum, program structures, and practitioners, and 3) diminishing commitments to urban education. What is remarkable about the findings in this study is how contemporary they remain nearly 30 years later, an issue we will address in the section that follows the third book review.

Book Review 3 of 3

Goodlad, J. I. (1990c). *Teachers for our nation's schools*. San Francisco: Jossey-Bass.

John Goodlad takes sole authorship for *Teacher for our Nations' Schools*, the final installment of the trilogy. It is in this text that he writes about the inherent connection between good schools and good teachers and that renewal of teacher education cannot be unbound from K-12 schooling. Using the five-year study of teacher education programs, as well as his own and the Center for Educational Renewal's insights and wisdom into teacher education, Goodlad peels back the "layers of complexity" (p. xiii) that have created the current conditions of teacher education and what work needs to be done.

Goodlad divides a portion of his findings, analyses, and expectations from the five-year study into a comprehensive study of the education of teachers into nine chapters. The first chapters, "A Nation Awakening," is an introduction to the five-year study following Goodlad's and his associates' dissatisfaction with current reform movements and policy initiatives meant to "fix" education. The failure of these reform movements and policy initiatives to Goodlad is that they focused primarily on "the individual as the unit of analysis" (p. 27). The findings that Goodlad reveals in *Teachers for our Nation's Schools*, address the needs for simultaneous renewal at all levels with all stakeholders in education.

Chapter Two, "Reasonable Expectations," is a monumental piece of history for Goodlad and the Center for Educational Renewal; it is also where we find the first draft of his nineteen postulates. Chapter Three, "Legacies," details the failing legacies of institutions to strategically and effectively initiate school reform. Blame is placed primarily on the unexamined histories of SCDEs and their disjointed, detached attempts at reform that often do not coincide with reform movements in schooling.

Chapters Four-Seven divide some of the findings from data related to policy, faculty, university students, and programs. These chapters demonstrate the fundamental need for simultaneous renewal based on what Goodlad found: teacher educators are increasingly devalued in institutions of higher education. University reward systems expect their research to mirror arts and science which often results in it being increasingly removed from schools. The role of intellectualism is a key theme as it relates to the students in teacher education programs.

Chapter Eight, "An Agenda for Change", returns to the postulates in Chapter 2 and ties them to the findings presented in Chapters 4-7 to lay out a path forward. It is possibly the most important chapter of the text. As the penultimate chapter, Goodlad uses the postulates to examine what is missing from SCDEs and his proposal of solutions needed to move forward "beyond piecemeal programmatic changes" (p. 271). In essence, to Goodlad, SCDEs must elevate their status on university campuses as institutions of rigorous learning with centers of pedagogy that attract and instruct intellectually-curious, bright students that are ready to tackle moral issues in the classroom; in addition, they should raise the expectations of faculty to model sound pedagogy, maintain relationships with graduates, and strengthen the bond between knowledge formed in schools and the university.

Chapter Nine, "Renewal at Northern State University: A Fable" presents Goodlad's utopian prototype for what a ten-year renewal period could conceivably look like. Drawing on characters, settings, and plot points familiar to Goodlad, it exemplifies his belief in the nineteen postulates, a complete renewal, and that "excellence cannot be parachuted into teacher education; it must be built from within" (p. 376).

What echoes throughout the pages of *Teachers for our Nation's Schools* is that teacher education makes a difference but that it should be making a more positive difference. One that raises the status of teacher education on campuses and in the community; places higher value on the necessary link between research and practice; raises the professional and intellectual expectations of students in teacher education programs; and has a consistent vision of the moral purpose of education at all levels of teacher education. Goodlad makes it abundantly clear that the vision is to be shared, but the processes of fulfilling this vision are not to be prescribed by Goodlad and his associates. They "provide direction without confining the options" (p. 303). It is up to teacher education programs to take ownership of renewal based on their specific context and needs.

Emerging Themes Then, Enduring Problems Today

In this section, we use the thematic grouping Levin (1990) put forth as findings from the study presented in *Places Where Teachers are Taught* to review the most salient aspects of the text. The three themes represent emerging findings of the problems in teacher education programs: the issue of stability and status; the disconnected or disjointed nature of curriculum, program structures, and practitioners; and the diminishing commitments to urban education. We discuss each theme in reference to what was found in the 1990s and then situate each them in contemporary terms.

Issues of Stability and Status

Because of the increased institutional efforts to compete against other institutions and elevate the status of teacher education programs, many teacher education programs were expanding. The consequence of these efforts was that some programs, became even less stable resulting in a loss of status.

The text contends that leadership and status in teacher education programs at the time had eroded and offers three primary reasons: the mission of preparing teachers had been overlooked in favor of research agendas and increased competition; administrative positions had much higher turnover rates, causing diminishing relationships with presidents and provosts and internal inconsistencies; and state governments created policies that were at odds with how best to prepare and certify future teachers.

It appears that the research team identified the rise of neoliberalism in academia (Zimmerman, 2018), though they did not label it as such. They recognized that faculty members were engaging in individual pursuits cut off from one another and not engaged in conversation about program renewal or coherence. Faculty were prioritizing research, grant writing, and spending less and less time in the schools and in the classrooms. The culture of individualism was reinforced in institutional reward structures that emphasized publications and other "scholarly work". Chapter 7 is devoted entirely to capitalism in education, the influence of bureaucracy and

markets, and the emergence of a neoliberal agenda in universities and colleges, including teacher education programs.

The issue of instability and declining status is not an argument for returning to the "good old days." In fact, Goodlad and Levin, in their respective chapters, directly state that the good old days never existed. It is an argument put forth by Goodlad and Levin that when teacher education programs face instability in their historical evolution, the change must be carefully planned and crafted. Though a detailed alternative is not offered in this text, it is clear that the rejection of individual, self-interested pursuits in teacher education programs is of the upmost importance.

Disconnected Curriculum, Program Structures, and Practitioners

The authors indicate most sites had professional education curricula that lacked focus. Course proliferation led the research team to conclude that programs were more like collections of courses, various field experiences and student teaching all separated from one another with little or no communication among the key actors. The separation was most evident between on-campus faculty and faculty who supervised field experiences.

Further recognizing the discontinuous and fragmented program structures and curricula, findings indicated that few programs contained foundational courses designed to address how public school functions in relation to the larger society. Programs were not consistently educating students about their professional roles and responsibilities (as outlined in *The Moral Dimensions of Teaching*). Most importantly, they argue that teacher education programs were not acting responsibly if they were "not educating critically thinking, equity-oriented, socially conscious teachers" (Levin, 1990b, p. 51).

Another finding asserted that there was no consistent interplay between new knowledge and classroom practices. If educational research, so prized and rewarded in colleges of education, is to have any impact on practice whatsoever, there must be pathways by which new knowledge can find its way into the classroom. To the authors, given the disconnect among faculty, the curricular incoherence and the lack of effective communication between professor/researchers and classroom practitioners, getting new knowledge to bear on what students were learning seems highly unlikely.

While it might be reasonable to expect programs to be oriented toward a common conception of what education and teaching ideally are and what schools are for, there was scant evidence to be found. Furthermore, there was little evidence that such conceptions were shared or consistently examined by faculty, not just tenure track faculty, but everyone, including cooperating teachers who work with students in the field. In all 29 sites, researchers found little evidence that these basic expectations were being met.

Diminishing Commitments to Urban Education

Disappointing, yet sadly unsurprising is the emerging theme of teacher education programs not addressing the needs of minoritized students, teachers, and communities. There are several dimensions covered in this theme: teacher educators only placing student teachers in "safe" suburban (read: "White") schools; a significant lack of non-white teachers in teacher education programs; a significant lack of recruitment and failure of recruitment of minoritized students majoring in education, and finally, blatant racism, which one could argue sums up the other three

dimensions listed. The research team found that Black student teachers for example were often unwelcome in White districts and White student teachers avoided predominately Black and Hispanic districts.

Goodlad reports that the Black professors they interviewed confirmed that racism ran deep. He summarizes the issue succinctly – "It is all right in the eyes of white citizens for white teachers to teach black students, but it is not all right for black teachers to teach white students" (1990b, p. 35). This was the same sentiment post-Brown v. Board of Education, and it was alive and well in the late 1980s.

Goodlad writes that he believes the white majority and minorities have been "tranquilized," that they have been sold the belief that the "shortcomings of the schools can be accounted for by the cultural shortcomings in the families of minority students" (1990c, p. 9). He goes on to say that schools have been touted as the ultimate promise of equality and opportunity, and that we have used broad categorizations of Asian-Americans and their test scores as evidence of such. Goodlad and his associates recognized the racial, social, and classed inequalities facing schools and called for teacher educators to prepare teachers to address such inequalities. Today it is only marginally better – calls for addressing inequalities continue without systemic, institutional change.

Conclusion

In the final chapter of *Places Where Teachers are Taught,* Soder and Sirotnik (1990) spend several pages laying out their path for change. Instead of passive resistance to political and institutional changes, they advocate for teacher educators and educators to remain true to their moral and ethical responsibilities as professionals use the idea of renewal of their mission to "learn well how to vie for power and resources, gain control of reward systems, form important coalition groups, and negotiate successfully in their own best interests" (Soder & Sirotnik, 1990, p. 400). Becoming more politically active is the path for change.

Goodlad includes another path for change in his later work (see *Educational Renewal: Better Teachers, Better Schools,* 1994) – developing centers of pedagogy. Among the findings, identifying the knowledge-practice tension may be the one to have given rise to the future emphasis Goodlad and his associates placed on the importance of closer working relationships between public school professionals and faculty in colleges of education. The simultaneous and mutual renewal of colleges and schools, guided by common purpose is the challenge for coming generations.

Taken together, the trilogy addresses deficiencies uncovered in the SCDEs. However, Goodlad (1990c) tempers the bleak picture he has painted by initiating an awakening. In this text is evident the move towards a loss of innocence and a stirring or rattling of decision-makers in education. As Goodlad writes, there are still large disparities in the ways students are educated: minority students continue to be disadvantaged in schools in the U.S. and are not proportionately choosing to become teachers, schools and teacher education programs lack a moral and democratic philosophy to education, and "the legacies of neglect and mindlessness hang heavy over the necessary tasks of renewal" (p. 68). A jolt, an awakening, is certainly needed.

Those involved in teacher education today undoubtedly see both pictures Goodlad paints: the bleak, neglected picture of teacher education bogged down by policies and histories that have not been challenged, as well as the utopian picture presented as a fable in the final chapter of the text, one in which partnerships are problem-free with a dedication to the nineteen postulates and

simultaneous renewal. The responsibility is in the hands of teacher educators and administrators in colleges of education to take up the Agenda's postulates. This is what Goodlad does best: instead of placing blame on individual actors or groups, Goodlad attempts to rally everyone together to overcome the legacies that burden teacher education and instead adopt the nineteen postulates and work together under the notion of simultaneous renewal to improve education and schooling in the U.S.

What lingers long after reading the trilogy is Goodlad's insightful recognition of the field's absence of community. The system continues to focus on the individual over the collective. Despite national report after national report urging the schools and universities to work more closely together, traditions of relative isolation remain. Where partnerships operate intentionally, informed by common goals and common purpose, we see Goodlad's vision come to life. Where educational leaders have informed themselves of the rich legacy, school and university partnerships take on and resolve many of the obstacles to change. What the trilogy does is to help us understand what those obstacles are and gives us a basis for addressing them. Each one of these texts have the potential to bring all members of the community into conversation not just about the past, but also about the future. Understanding Goodlad's legacy can result in making better, more informed, decisions about what education should look like in the century to come.

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