

From the Margin to the Center: How P20 Collaborative Efforts Can Support Equitable Opportunities to Learn and Learning for Every Child and Help Schools of Education to Become Recognized as a Vital Source of Support to Our Field

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Description: Although schools of education played a central role in the founding of most land grant universities in the US, today, many are maligned as intellectually weak, and too often treated as marginal to the mission of higher education. Such characterizations are generally unfair distortions of the research and teaching undertaken by faculty at most schools of education. Nonetheless, to the degree that such perceptions are widely held, both within and outside of the university, they contribute to the ongoing marginalization of schools of education and limit our ability to impact our field. The disruptions caused by the COVID-19 pandemic may create an opportunity for schools of education to begin to re-create themselves and the way they are seen by others. Throughout the US, schools and educators are looking for research-based guidance on how to meet the academic, social and emotional needs of their students, many of which were exacerbated by the pandemic. Similarly, many school districts are searching for strategies to make their schools more responsive to the needs of the students and communities they serve. If we can work together in Ohio to bring about greater alignment between the research and teaching that occurs within education schools and the needs of schools and educators, I believe we can move toward ensuring that schools of education are recognized as a vital source of support to our field. In these presentations I will describe some of the steps that can be taken by schools of education to support the equity efforts being undertaken by schools so that they can become better at meeting the needs of students than they were before the pandemic. We will also discuss strategies that can help to improve the way our institutions are seen by others.