

AN EXPLORATORY STUDY ON THE MANIFESTATIONS OF
NEW PUBLIC MANAGEMENT (NPM)
IN TEACHER EDUCATION

by

RICARDO GARCIA

Presented to the Faculty of the Graduate School of
The University of Texas at Arlington in Partial Fulfillment
of the Requirements
for the Degree of

DOCTOR OF PHILOSOPHY

THE UNIVERSITY OF TEXAS AT ARLINGTON

April 25, 2016

Copyright © by Ricardo Garcia 2016

All Rights Reserved



Dedication

This dissertation is dedicated to my parents, Narciso and Maria Espectacion, who came to this country in search of a better life. Their youngest, and his children, found it.

Acknowledgements

It has been said, *you can't teach an old dog new tricks*. Contrary to this idiom, however, I argue, Dan Saunders can. With a 20 year difference between Dr. Dan and me, he somehow found a way to inspire and lead this old dog [me] to new academic and scholarly levels. His knowledge of philosophical and ideological conceptions of mankind have enhanced my understanding of the world, its politics and imbalance of power between the privileged and deprived. Thank you, Dan; your teachings have given this old dog a fresh perspective and outlook on his world of work and life.

I also thank my committee for their mentorship throughout the dissertation process. Dr. Davis, your knowledge of public school systems and guidance with developing research questions during the inception of this study was greatly appreciated. Your coursework surrounding organizational change, in addition, is material that I now consistently use when leading my departments through periods of change. I appreciate your introducing me to the work of Gleicher, Lippett, and Lewin. Dr. Zhang, you are always there for me. You have been steady with support and always incredibly responsive to my academic needs. Whether it is late in the evening or at crazy hours during the weekend, you are absolutely always there to answer and guide me through any questions I may have. I hope I may someday work with you on research projects, should the opportunity arise. Dr. Semington, I am so glad you and I met. Without you, this

research would never have occurred. Your knowledge and connections to key people throughout this study facilitated my data collection, as well as cemented my relationships with both faculty and administrators within the teacher preparation program being investigated. I hope we work together in the near future and I look forward to learning more about online coursework and MOOCS from a leading faculty member in this field.

Above all, I would not have completed this four-year academic journey without the support of and guiding light in my life, my wife, Beth. Thank you for always believing in me and supporting my career aspirations throughout our 28 years of marriage. I am free! You are no longer a Ph.D. widow. Let us celebrate and look forward to wherever the next 28 years take us.

April 25, 2016

Abstract

AN EXPLORATORY STUDY ON THE MANIFESTATIONS OF NEW PUBLIC MANAGEMENT (NPM) IN TEACHER EDUCATION

Ricardo Garcia, Ph.D.

The University of Texas at Arlington, 2016

Supervising Professor: Daniel B. Saunders

Scholars have written extensively on the impact of neoliberal ideology on global economies and society, in general. Included in these studies has been the impact of neoliberalism on public education in the US and the spawning of a neoliberal-based form of organizational management known as new public management (NPM). Beginning in the 1980s, literature on NPM began to emerge as scholars reported findings associated with the management system's pervasive principles in public organizations, including institutions of higher education. Absent from this scholarship, however, are the effects of NPM on traditional four-year university teacher preparation programs. Perhaps even more unexplored are faculty perceptions of NPM's principles and practices.

Based on this significantly unexplored area of research, the purpose of this study was to explore the manifestations of new public management (NPM) principles, ideas, and practices within a particular teacher preparation program located at a large public research university in the Southwest United States. Drawing from Critical Discourse Analysis (CDA), the study investigated faculty perspectives to forces shaping their teacher preparation program through text and discourse analysis stemming from semi-structured interviews, non-participatory observations, and the institution's strategic plan. Considering the emancipatory goals of CDA, this study expanded the boundaries of its research by identifying faculty-suggested opportunities and ways past their current new public management derived obstacles and challenges.

Table of Contents

Dedication.....	ii
Acknowledgements.....	iii
Abstract.....	v
Table of Contents.....	vii
List of Figures.....	xiii
List of Tables.....	xiv
CHAPTER 1.....	15
INTRODUCTION.....	15
Statement of the Problem.....	15
Purpose of the Study.....	18
Research Questions.....	18
Significance of the Study.....	19
Assumptions of the Study.....	21
Definitions Used in the Study.....	22
CHAPTER 2 REVIEW OF THE LITERATURE.....	27
Neoliberalism.....	29
Formulation of Neoliberal Thought.....	30
Mont Pèlerin Society (MPS).....	33
Positioning Neoliberalism in Education.....	35
Faith in the Market.....	38

Glory in Inequality	40
Market Logic and Education.....	42
Results of Evidence-Based Policies	46
Succumbed to Market Logic	49
Studying Teacher Education	51
From Instability to Common School.....	52
Normal Schools.....	55
The Dismantling of 21 st Century Teacher Preparation:	58
Multiple Agendas.....	58
Professionalization and Deregulation	60
Regulation and Social Justice	63
Evidence Divorced of Values	66
The Heteronomous University	68
The New Public Management (NPM)	69
Impact on Teacher Preparation	72
CHAPTER 3	77
METHODOLOGY	77
Introduction.....	77
Research Questions.....	78
Limitations	80
Three-Dimensional Conception of Discourse.....	80

Research Group.....	81
Site Selection	83
Program Structure	86
Participants.....	87
Informants.....	90
Observations	92
Interview Participants	93
Methods and Data Collection	95
Critical Discourse Analysis (CDA)	96
Utilizing Fairclough’s Approach	97
Applying CDA’s Analytical Framework	98
Stage I: Identification of a Social Problem	99
Semi-structured in-depth interviews.....	99
Trust.....	101
Audio-recording.....	102
Stage 2: Identification of Obstacles	104
Sample size and participants.....	104
Stage 3: Does the Social Order Need the Problem?.....	106
Non-participant observation	107
Institutional Goals: Strategic Plan	108
Stage 4: Getting Past the Obstacles	109

Interview protocol.....	110
Stage 5: Reflecting on the Analysis	111
Data Analysis	111
Integrated Approach.....	112
Preliminary Analysis.....	114
Coding.....	115
Three-Dimensional Conception of Discourse.....	118
Strategic Plan	121
Description of the discourse	122
Researcher Reflexivity.....	125
Ethics and Researcher Positionality.....	128
Trustworthiness.....	132
Summary.....	135
Chapter 4.....	138
RESULTS	138
Introduction.....	138
Research Questions	140
Uncovering New Public Management (NPM).....	140
Take Control of This: Pushing Back Against NPM.....	141
Ideology at Play	145
Perpetuating New Public Management (NPM)	147

Complying Marionette	149
I'm Part of a Team: Complying With NPM	150
That's a Bunch of Stuff! Meeting NPM Demands	155
A Call to Action: Universalizing NPM Principles.....	157
Roadmap for the Future	158
Positive and Visionary: Analysis of the Strategic Plan	160
The View from Street-Level	161
Excluding the Experts: Ideological Strategy in Action.....	163
It's Tyranny! Denigration in Action	165
Who Decides? Faculty Respond to NPM Practices	167
Unrealized Possibilities.....	169
Support for Research-Based Efforts	170
Classroom Sabbatical.....	171
Perpetuating New Public Management Discourse: Summary	172
CHAPTER 5	175
SUMMARY, DISCUSSION, AND IMPLICATIONS	175
Introduction.....	175
Summary of Discourse and Interpretations	176
Implications of Findings	178
Implications on Faculty.....	179
Implications on Program.....	181

Summary of Implications.....	182
Researcher Reflections	183
Personal Outlook.....	185
Recommendations for Future Research	186
Conclusion	189
Appendix A Critical Discourse Analysis: Analytical Framework.....	193
Appendix B Semi-Structured Interview: Interview Protocol	195
Appendix C Observation Protocol.....	199
Appendix D Informed Consent.....	201
Appendix E Composition of Teacher Education Faculty	207
Appendix F Words/Phrases and Their Connotations.....	210
References.....	212
Biographical Information.....	244

List of Figures

Figure 1: <i>Three-dimensional Conception of Discourse</i>	124
Figure 2: <i>Flow Model of Data Components</i>	136

List of Tables

Table 1: <i>Participating Faculty</i>	88
Table 2: <i>Participant Characteristics</i>	89
Table 3: <i>Basic Informant Requirements</i>	92
Table 4: <i>Participant Characteristics</i>	106
Table 5: <i>Open Coding</i>	116
Table 6: <i>Coding Process</i>	117
Table 7: <i>Text Modalities</i>	119
Table 8: <i>Faculty Meeting / Texts and Their Modalities</i>	144
Table 9: <i>Words/Phrases from Strategic Plan and Their Connotations</i>	159
Table 10: <i>Strategic Plan Modalities</i>	161
Table 11: <i>Faculty Beliefs Consistent or In Tension with NPM</i>	162

CHAPTER 1

INTRODUCTION

Statement of the Problem

Upon reflecting on the history of teacher preparation programs in the US, it is mainly observed that their transformation has been generally driven by political or ideological forces (Sancar & Sancar, 2012). Ideological in the sense that it has much to do with “legitimizing the power of a dominant social group or class” (Eagleton, 2007, p. 5). When those in power then position an ideology such as neoliberalism within a space like education, decries for reform and criticisms of teacher preparation become never-ending. Such has been the case in the US, where decade after decade, from the Nation At Risk (NAR) report of 1983, to the No Child Left Behind Act of 2001, to the multiple education reform agendas of today, calls for teacher education¹ reform have methodically been driven by neoliberal ideology.

Understood as a set of ideas and policies that position the markets as the major drivers of our societies (Zeichner, 2010), neoliberalism has the potential to transform economies and societies. In U.S. society, this translates into education’s adoption of *new public management* (NPM) principles, practices, and ideas which

¹ Throughout this dissertation, the terms *teacher education*, *teacher preparation*, and *program* will be used interchangeably to refer to a state-approved course of study experienced by a preservice teacher through a four-year public University. The terms are also used interchangeably by participants of this study, without direction or suggestion from the researcher.

then extend into higher education and its teacher preparation programs. A neoliberal-founded idea, NPM promotes its market-driven management system into organizations by grounding itself on expectations of work aimed at productivity, efficiency, accountability, and bottom-line approach (Reichard, 1998). The implementation of these market-derived practices into academic fields such as teacher preparation, in turn, transforms knowledge into a “quantifiable and measurable product that can, as a consequence, like any other product, be more effectively packaged, measured and delivered” (Ward, 2012, p. 70).

Directly impacted by the aforementioned NPM principles, teacher preparation programs have increasingly come under scrutiny from neoliberal-driven state and business entities (Thomas & Loadman, 2001; Stoddart, 1991; Eraut, 2000; Wilson, Darling-Hammond, & Berry, 2001; McFadden & Sheerer, 2008). Since Reaganomics and Thatcher’s “there is no alternative” (TINA) policies of the 1980s, neoliberal ideology, via new public management (NPM) practices, has further infiltrated U.S. postsecondary schools with its principles, practices, and ideas becoming the driving force (Dean, 2008; Schugurensky, 2006; Clawson & Page, 2011; Tuchman, 2009; Ward, 2012) behind the teacher preparation reform movement. From preparing teachers as technicians (Sleeter, 2008), to defining teacher quality based on testable content knowledge (Harrell & Jackson, 2006), to shortening or even bypassing university-based teacher preparation programs (Darling-Hammond, 2006), scholars have consistently

highlighted teacher education reform efforts as a consequence of neoliberal ideology and its reliance on new public management to systemically promote its market-driven tenets.

Absent from these studies, however, are teacher preparation faculty perceptions to new public management (NPM). While neoliberalism generally, and NPM specifically, determine what occurs in colleges and universities today (Bleiklie, 1998; Deem & Brehony, 2005; Reichard, 1998; Sleeter, 2008; Weiner, 2007), “no assemblage of ideological practices and meanings can be totally monolithic” (Apple, 1980, p. 60). Cultural and social life is simply too complex to be controlled by deterministic models. And, while neoliberalism, using NPM as its vehicle, may possess immense power to influence the actions and consciousness of some, people are not passive agents of ideology, but rather active participants capable of reproducing existing structures only through both struggle and contestation (Willis, 1977). Adopting this sociological stance, this study sought to answer if studying faculty perceptions to forces shaping teacher preparation programs would suggest findings consistent with or in tension with NPM principles.

This study, therefore, posits that in their attempts to study the manifestations of neoliberalism in education, researchers have overlooked the opportunities to delve into the phenomenon associated with faculty perceptions of forces shaping teacher education programs, particularly new public management

(NPM). Aside from Kornfeld, Grady, Marker, & Ruddell's (2007) study, whose research focused on faculty self-analysis to the impact of state mandates, the literature appears under explored in this area and merits a continuation of future investigations such as the one conducted through this research to better understand the manifestations of new public management (NPM) in teacher preparation programs.

Purpose of the Study

The purpose of this study was to explore the manifestations of new public management (NPM) principles, ideas, and practices within a particular teacher preparation program located at a large public research university in the Southwest United States. Drawing from Critical Discourse Analysis (CDA) (Fairclough, 1992), the study investigated teacher education faculty perspectives to forces shaping their teacher preparation program through text and discourse analysis derived from semi-structured interviews, non-participatory observations, and the University's strategic plan. Considering the emancipatory goals of CDA (Wodak & Fairclough, 2010), this study additionally expanded the boundaries of its research by identifying faculty-suggested opportunities and ways past their current obstacles and challenges.

Research Questions

Following an extensive review of the literature on the impact of neoliberalism and new public management on teacher preparation programs, the

three research questions below were developed and served as a guide to this exploration.

1. In what ways, if any, do manifestations of New Public Management (NPM) appear within texts, language, and discourse associated with a particular teacher preparation program in the Southwest United States?
2. What principles, practices, and/or ideas do teacher education faculty perceive as shaping their particular teacher preparation program?
3. In what ways do faculty beliefs regarding teacher preparation appear consistent with or in tension with NPM?

Significance of the Study

Studies on the impact of neoliberalism and new public management (NPM) on higher education abound (Levidow, 2001; Giroux, 2010a; Sancar & Sancar, 2012; Ward, 2012; Bleiklie, 1998). Studies associated with faculty perceptions to principles, practices, and/or ideas shaping today's teacher preparation programs, however, are relatively unexplored. Considering this space in the literature, my research explored the manifestations of new public management (NPM) within a particular teacher preparation program.

As a reference to this study was Kornfeld, Marker, Ruddell, Cooke, and Fernuld's (2007) work, whose research relied on Critical Discourse Analysis (CDA), a form of discourse analysis that concerns itself with relations of power and inequality in language. An additional motivating factor to this research, was

the need to expand the apparent narrow scope of research surrounding NPM and faculty perceptions of its principles. Narrow, as scholars reported that most research on teacher preparation programs focused on ways in which *power* was being reproduced rather than how it is resisted, changed, or transformed towards liberating ends (Hall, 2015; Beck, 2012). Congruent with this assertion, and through an extensive review of CDA in education, researchers (Rogers, Malancharuvil-Berkes, Mosley, Hui, & Joseph, 2005) reported that “very few of the studies under review moved toward emancipatory action with the results of their analyses” (p. 386).

Based on these findings, the literature appears scant with regard to faculty perceptions to forces shaping today’s teacher preparation programs and, to a lesser degree, whether faculty beliefs appear consistent or in tension to these forces. By relying on Critical Discourse Analysis (CDA) methodology, and as suggested by previous research (Rogers et.al., 2005; Kornfeld et. al., 2007), the significance of this study is to further seek to understand teacher education faculty perceptions and responses to new public management practices and ideas that may additionally reveal discourses alluding to alternatives to the current dominant discourse, or what Fairclough (2001) refers to as a liberatory end.

Considering these observations, and in spite of what we understand neoliberalism and new public management (NPM) to be, or the expansive research alluding to their pressures on teacher education (Gumport, 2000;

Tuchman, 2011; Olssen & Peters, 2005; Apple, 1995; Bale & Knopp, 2012; Sleeter, 2008), the work of Rogers et.al. (2005) and others (Darling-Hammond, 2004; Milner, 2012; Kornfeld et.al, 2007) helps this research identify gaps in the literature regarding teacher education faculty perceptions to forces shaping today's teacher preparation programs. Furthermore, while neoliberal ideology in the US may have progressively solidified its presence in education following its inception in the 80s, no ideology is completely dominant or monolithic (Apple, 1995). In accord with Apple's (1995) assertion, my study contends that faculty beliefs regarding teacher preparation may be in tension with the principles, practices, and ideas associated with the neoliberal-based new public management (NPM). Consequently, without discussing NPM or alternative forces shaping teacher preparation programs from the point of view of faculty within their social and institutional organizational contexts, the discourse and understandings regarding the manifestations of new public management in teacher preparation programs will remain incomplete without exploratory studies such as the one discussed throughout this dissertation.

Assumptions of the Study

With knowledge of the education system in the Southwest United States, ranging from pre-kindergarten to postsecondary level, I begin this section of the dissertation with self-disclosure of a few assumptions. First, based on a review of the literature, I assumed that new public management (NPM) practices and ideas

were existent within the particular teacher preparation program under investigation. Anecdotal evidence arising through discussions with one of my informants brought me to this preliminary assumption as well. Second, my studies surrounding ideology and neoliberalism led me to assume that teacher education faculty are not passive. Instead, I assumed that the faculty discourse would shed light on their compliance or tension with new public management principles. Finally, based on my adoption of critical discourse analysis and research surrounding the concept of ideology, I further assumed that teacher education faculty were not aware of individual actions that further sustained or legitimized NPM. From this latter assumption, I arrived at the thought that my proposed research, consequently, may provide teacher education faculty the opportunity to reflect on their actions and, ultimately, lead towards unimagined possibilities, including the redirection of their actions towards their long-standing beliefs.

Definitions Used in the Study

My interest in the topic of faculty perceptions to forces shaping teacher preparation programs began two years ago while studying the works of scholars (Harvey, 2005; Brookfield, 2005; Eagleton, 2007; Birch, 2015) in the field of *ideology* and neoliberalism. From those readings, stemmed my interests of ideology and the manner in which it is naturalized and perpetuated. Apple (2004) contends that a dominant ideology may saturate an individual's consciousness to the point that he or she adopts the central tenets of the ideology without an

awareness to specific beliefs that ground their actions. Transposing those thoughts to the field of teacher education, I then began to see a different picture between the role of the state and the education system, and the impact that this dichotomy has on those who prepare teachers. Consequently, my selected research was founded on the concept that ideology “has to do with legitimating the power of a dominant social group or class” (Eagleton, 2007, p.5) through a variety of techniques and strategies that further sustain relations of domination.

Neoliberalism, as stated by Birch (2015), “is many things to many people” (p. 15). As the theoretical framework for this study, I am interpreting neoliberalism as a commonly described set of ideas and policies that position markets as the major drivers of our societies. To accomplish this it therefore aims to transform both economies and societies. For my study, I focus specifically on the transformation that occurred in the 1980s and that has through the decades manifested into an arguably never-ending effort to reform teacher education based off a series of political and economic agendas that place the free-market as the solution to the supposed problems in teacher education. Adopting Ward’s (2012) stance, therefore, under neoliberalism, individuals are re-conceptualized as less socially connected citizens of a nation state or members of a culture, and more as self-interested entrepreneurs, competitors, and rational consumers in a fluid and ever-changing marketplace (Ward, 2012).

With origins in the business sector of the 1980s, *New Public Management* (NPM) spawned as an expansion of neoliberal thought during that era. Defined as a set of ideas and practices that, under the direction of a manager, places great emphasis on an organization's efficiency and production, NPM is closely aligned to neoliberalism as it legitimates and expands the need for this type of control on employees and processes. With the widely held belief that management, and not workers, are ultimately responsible for expedient production and economic expansion (Bousquet, 2008), NPM has quickly reshaped the public sector (Ward, 2012) including hospitals, government agencies, schools, and what this study proposes to investigate, universities - more specifically, their teacher preparation programs.

As a major component of *Critical Discourse Analysis* (CDA), discourse refers to the entire process of social interaction of which *text* is a part, including (1) the process of production (i.e., text as a product) and (2) the process of interpretation (i.e., text as a resource) (Fairclough, 1989). Both processes, asserts Fairclough (1989), are socially determined. The examination of discursive processes through the use of a CDA framework was utilized to unveil a snapshot of teacher education faculty subjectivities, or personal judgement as shaped by their feelings and opinions. In turn, aiding this study towards pinpointing how teacher education faculty beliefs regarding teacher preparation appeared consistent with or in tension with new public management (NPM). Before

exploring faculty perceptions to NPM, however, this dissertation reflects on the origins of this study's theoretical framework, its impact on education, its manifestation into management practices, and culminates with an overview of new public management's impact on teacher preparation programs.

An organization's *social order* is characterized through particular power relations (Jorgensen & Phillips, 2002). Throughout this study, power was understood as that which produces the social. Jorgensen & Phillips (2002) assert that power creates our knowledge, establishes our identities, as well as defines how we relate to individuals or one another as groups. Hence, this study further adopted the concept that a social order is constituted by power. And, although particular occupational positions exist within the teacher education program under investigation, the social order, constituted by power, may extend to individual relationships within the program and college's organizational hierarchy.

Systemic functional linguistics is often referred to as a major substructure of critical discourse analysis (CDA) (Halliday, 1994; Fairclough, 2001; Young & Harrison, 2004). Its main focus is people's collective use of language to establish every day social life, and how social worlds are created in and through language (Kazemian & Hashemi, 2014). As a substructure to CDA, systemic functional linguistics was employed for analysis of texts in context to the social order in which they occur.

A major component of CDA's analytical framework entails the analysis of individuals' or organization's texts through *text modality*. This form of analysis centers on "the speaker's degree of affinity with or affiliation to her or his statement" (Jorgensen & Phillips, 2002). Throughout the data analysis of the study, four modalities were employed: expressive, interpersonal, demarcation, and uncertainty. Dependent on the text, the identified modality affected the discursive development of both the teacher preparation programs knowledge and social relations.

Definitions associated with the study's methodology will be more clearly explained in the methodology chapter of this dissertation. These include critical discourse analysis (CDA), social order, text modality, and systemic functional linguistics. Leading towards an historical and more detailed description of the aforementioned terms associated with ideology, neoliberalism, new public management, however, this dissertation turns to its review of the literature as the foundation for this research and its findings.

CHAPTER 2

REVIEW OF THE LITERATURE

In order to better understand the manifestations of new public management (NPM) in teacher preparation programs today, a comprehensive review of the literature was required. Consequently, the work behind this research encompassed a 14-month review of the literature on ideology, neoliberalism, new public management, teacher education reform, and teacher preparation programs. Throughout this period of study, three guiding understandings to this research emerged.

First, ideology is not easily explained or defined. While it contains *idea* at its root, it, nevertheless, is much more complicated than just a *suggestion* as it is more about legitimating the power of a dominant class or social group (Eagleton, 2007). Through this understanding of ideology, my research set out to explore the dominant discourses taking place within a particular teacher preparation program, as well as how these discourses further sustained or perpetuated the dominant group's beliefs or principles. Second, the literature on neoliberalism is expansive. From its nebulous origins, definition, thought collective, economic and global impact, to its implications on education, scholarly works on the ideology abound. Learning from this large body of work, I understand the manifestations of neoliberal ideology in today's teacher preparation programs as being promoted through a management system known as new public management.

Third, the literature on new public management (NPM) is quite extensive as well. However, much of NPM's literature resides in the public health and public services field where it details the transference of corporate management principles into public organizations. Although previous research on NPM includes education, in general, it overlooks teacher preparation programs. Consequently, this study understands NPM as pervasive throughout education, including its teacher preparation programs, though the literature on the manifestations of NPM in these programs appears unexplored.

While Clawson and Page (2011) introduced the term *heteronomous*, referring to post-secondary schools' dependence on creating revenue to sustain themselves, their mention of teacher preparation programs is nil and, instead, focused more on free-market logic's impact on education at the post-secondary level. Sleeter (2008), Darling-Hammond (2004), Olssen and Peters (2005) and numerous others (Lipsky, 1980; Ward, 2012) reference politically-charged education reform agendas and NPM practices impacting teacher education, however, they do not delve into faculty perceptions of NPM. Identifying this space in the literature, therefore, I have dedicated this research study to an exploration on the manifestations of new public management in teacher preparation programs. Considering the extensive literature on the impact of NPM on organizations, my study focused on identifying if its principles, practices and ideas existent within a particular teacher preparation program through the lens of

its faculty. As an initial step to my research, I began with the impetus for this study: neoliberalism.

Neoliberalism

From its 1947 Mont Pèlerin intellectual inquiry to the more recent 2008 Global Financial Crisis (GFC), scholars have produced numerous and often times overlapping analyses of neoliberalism. Most notably, it has been referred to as a response to the fears 1940s liberals had about totalitarianism (Mirowski & Plehwe, 2009), as a critical perspective (i.e., governmentality) on the rationalities and political technologies of neoliberalism (Foucault, Burchell, Gordon, & Miller, 1991), as an ambiguous thought collective where free market ideas are contradicted by state enacted policies (Mirowski, 2014), as a political and class project that restores power to the economic elites (Harvey, 2005), and as a process of neo-liberalization (Peck, 2013). Pervasive and promiscuous in application (Peck, 2013), therefore, “neoliberalism is many things to many people” (Birch, 2015, p. 15).

For the purpose of this study, I understand neoliberalism to be a set of ideas and policies that position markets as the major drivers of our societies (Zeichner, 2010). Hence, it has the potential to transform both economies and societies as experienced in the U.S. at the start of the 1980s, and its consequent impact on the nation’s perspective regarding education and the preparation of its teachers. Triggering this transformation were five processes or policies. Birch

(2015) describes them as (1) the privatization of government services, industries and other assets, (2) deregulation of labor and product markets to reduce impediments to business, (3) liberalization of trade in goods and capital investment, (4) marketization of society through public-private partnerships and other forms of commodification, and (5) monetarist focus on inflation control and supply-side dynamics.

In education, the conglomeration of these actions translated into education re-envisioned as the solution to the nation's economic struggles (Harris, Handel, & Mishel, 2004); I will address this point when I introduce the Nation at Risk report of 1983 further in this chapter. And, of major interest to my study, these actions were also the start of a grand scale education reform movement impacting the role of the teacher and the foci of my study, teacher preparation programs.

Formulation of Neoliberal Thought

Confirming the origins of neoliberal thought could entail an extensive overview of its rationale and application through the ages due to the variety of overlapping theories surrounding it, as witnessed soon after the GFC of 2008. Nevertheless, a brief overview of its history leads us to Dag Einar Thorsen and Amund Lie's assertion that the term neo-liberal was first used by the Italian economist Charles Gide in the 1898 article, *The Economic Journal*, referencing the work of Italian economist Maffeo Pantaleoni and his promotion of free competition (Birch, 2015). A strong proponent of neoclassical economics,

Pantaleoni was also known for his support of Benito Mussolini and his economic policies leading to Italian fascism (Birch, 2015). Others (Denord, 2001; Burgin, 2012) further claim that neoliberalism was first conceived at the Colloque Walter Lippmann in Paris in 1938 as it was used to describe a rejuvenated liberalism or *laissez-faire* then contrasting the previous liberal tradition. While these two historical accounts of neoliberalism provide a somewhat blurry vision of its origins, Austrian-born economist, Frederich Hayek, and his will to promote a much more ambitious project sets a clearer understanding of the inception of neoliberalism in America.

A student of Ludwig von Mises, leader of Austrian School of economic thought and *subjectivism* – concept where the economic value of goods and services are subjective, reflecting individuals’ preferences (Calcagno, Hall, & Lawson, (2010) – Frederich Hayek came to prominence in the 1930s as an economics professor at the London School of Economics. In 1944, his best-seller book, *The Road to Serfdom* (Hayek, 1944), contested that economic decision-making of collective planning and government control, known as Keynesian economics, would inevitably lead to totalitarianism and an oppressive society (Burgin, 2012). A staunch supporter of individualism and classical liberalism, the economic thought valuing individual liberty and free-markets, Hayek, along with Henry Simons, professor of economics at the Chicago School of Economics,

established the Hayek Project, better known today as the *Chicago School* (Van Horn & Mirowski, 2009) in 1946.

The cadre of dedicated liberal thinkers and intellectuals, included Frank Knight, Lloyd Mints, Jacob Viner, H. Gregg Lewis, and Simons. Mirowski (2009) references the school's early agenda consisting of a Free Market Study originally meant to help propel the political promise of a new and more economically oriented liberalism. Their study further emphasized and sought to explain how the free market functions rationally, systemically, and non-chaotically, unlike the Keynesian economics of the time. In accord with Hayek's economic vision, it intentionally examined the relationship between the free market and political and personal freedom.

Scholars (Harvey, 2005; Mirowski & Phlewe, 2009; Van Horn, 2011) refer to the Chicago School as the school of thought that stirred the idea that politics could best be understood as a market process. Embracing this concept further implied that the state was merely an inferior means of attaining outcomes that the market could provide better and more efficiently (Van Horn & Mirowski, 2009). This economic thought would gain vigorous momentum in the 1980s as neoliberal ideology would eventually contribute to the transformation of American society, including its perspective on education.

While this paper is not an historical account on neoliberalism, it is important for the reader to become familiar with its origins, particularly the

formulation of neoliberal thought and its fundamental principles. Principles that would eventually manifest into new public management (NPM) in the 1980s and 1990s with considerable effects on the nation's understanding of what it means to be educated (Carney, 2009). Decades before this phenomenon, however, were the beginnings of these principles as constructed by the Chicago School. Intent on the dispersion of economic power (i.e., free-markets) and political decentralization (Mirowski & Plehwe, 2009), the Chicago School further led to the formation of an Institute. This Institute, whose membership consisted of a variety of scholars encompassing a diverse group of disciplines, focused on the expansion of neoliberal thought, and named after its initial meeting place, became known as the Mont Pèlerin Society.

Mont Pèlerin Society (MPS)

At the helm of the MPS was Aaron Director, professor at the University of Chicago Law School, who then recruited economist Milton Friedman, future advisor to President Reagan [1980s], to enroll as a statistician. Additional affiliates included Walter Lippmann, Frank Knight, Frederich Hayek, George Stigler, and others. Collectively, this group of intellectuals was keenly fixed on the concept of organizing politically to develop strategies that systemically removed direct state involvement in the economy, in contrast to their present Keynesian economics. Their commitment to the role of competitive markets and freedom vehemently opposed Marxist theories of centralized state planning and

Keynesian policies of state intervention in the economy (Dean, 2008). The MPS' liberal creed was exemplified in its six core principles:

1. The analysis and explanation of the present crisis so as to reflect its essential moral and economic origins.
2. The redefinition of the state's functions so as to distinguish more clearly between the totalitarian and the liberal order.
3. Methods of reestablishing the rule of law and of assuring its development so that individuals and groups are not in a position to encroach upon the freedom of others and private rights are not allowed to become a basis of predatory power.
4. The possibility of establishing minimum standards by means not inimical to initiative in the functioning of the market.
5. Methods of combating the misuse of history for the furtherance of creeds hostile to liberty.
6. The problem of creating an international order conducive to the safeguarding of peace and liberty in permitting the establishment of harmonious international economic relations (Hartwell, 1995, 41 – 42).

Mirowski and Plehwe (2009) contend the MPS' view on freedom, in particular, was rewired to promote the capacity for self-realization attained through individual striving for a set of necessarily unexplained prior wants and desires. Once this new meaning was set in place, it became impossible within this discourse to regard any economic transaction whatsoever as coercive, making it a significant departure from prior classical liberal discourse (Smith 1998, p. 80).

Intimately connected and arguably key points of history regarding postwar neoliberal thought, both the start of the Chicago School in 1946 and the first meeting of the Mont Pèlerin Society (MPS) in Vevey, Switzerland in 1947 were the consequence of Frederick Hayek's efforts (Mirowski & Plehwe, 2009).

Mirowski (2009) states that the MPS and the Chicago school were joined at the hip from birth, considering historical records indicate that most of the major protagonists were present at the creation of both organizations: Director, Friedman, Hayek, Wallace, and Knight. As with Peck's (2013) claim that "during a political-economic twilight world, neoliberalism does not go away, but neither does it remain what it was" (p. 133), the twilight of both the Chicago School and MPS was not so much to revive a dormant classical liberalism as it was to forge a neoliberalism better suited to modern conditions.

Thirty-three years after the establishment of the Mont Pèlerin Society, Peck's (2013) political-economic twilight world would reemerge. This time, however, neoliberalism would dawn an era marked with considerable change in all aspects of society. For those preparing others for the teaching/education world, twilight was quickly turning to darkness as education and its teacher education programs were on the brink of grand-scale reform. Initiating this change, was *A Nation at Risk* (NAR) report of 1983.

Positioning Neoliberalism in Education

Overwhelmingly, scholars (Hunt & Staton, 1996; Sacks, 1999; Harris, Handel, & Mishel, 2004; Holton, 1984; Gardner 1984) often refer to *A Nation at Risk* (NAR) report of 1983 (U.S. Department of Education, 1983) as the impetus for the neoliberal-driven education reform movement of modern-day teacher preparation programs. Although attempts to reform education had emerged in

previous decades, such as the Elementary and Secondary Education Act (ESEA) of 1965 (Elementary and Secondary Education Act of 1965), the neo-liberalization of education and its teacher preparation is more commonly documented as having taken root during the political and economic activity of the 1980s (Sacks, 1999). It is that era, therefore, that this segment of my dissertation reflects on to more clearly illuminate the ideological and political forces that contributed towards positioning neoliberalism in education.

Compiled by the National Commission on Excellence in Education (NCEE), *A Nation at Risk* (NAR) was the result of an investigation commissioned by then Secretary of Education T. H. Bell to evaluate the purported declining state of the education system in America (Hunt & Staton, 1996). Its main goal was to not only diagnose problems but rather initiate reform on a grand scale through *recommendations for action* to public officials, parents, educators, and to those who set school policies (Holton, 1984). According to the NCEE, the educational foundations of American society were being eroded by a rising tide of mediocrity that threatened our future as a nation and a people (U.S. Department of Education [USDOE], 1983). At risk was the nation's position atop an economic and political global hierarchy comprised of well-educated, determined, and strongly motivated competitors such as Japan, South Korea, and Germany – countries which had learned to rely on government subsidies to develop and export products superseding U.S. fiscal efficiency and output (USDOE, 1983).

Consequently, NAR's opening and dramatic line proclaiming "Our Nation is at risk; our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world" (USDOE, 1983, p. 5) could be interpreted as promoting the idea to the American public that education was both the ill and solution to the nation's security, civility, and economic prosperity (Harris, Handel, & Mishel, 2004).

Though public interest in education was at a low ebb in the early 1980s (Holton, 1984), with the National Defense Education Act of 1958 and the ESEA of 1965 having been prior high points of public concern in education, the NCEE, via its NAR report, insisted that the people of the U.S. needed to be informed of education's decline. Furthermore, citizens needed to come to the realization that individuals within our society who did not possess high levels of skills, literacy, and training during this new and competitive era (1980s) would be disenfranchised from the material rewards that could only be attained through competent performance (USDOE, 1983). This idea was strongly directed at schools, colleges, and universities with NAR requesting that schools and colleges commit to achieving excellence² and instilling "dedication, against all odds, that keeps teachers serving in schools and colleges, even as the rewards diminish" (p.

² The NCEE appears to have characterized *excellence* in accordance to the new public management system (NPM) (Ward, 2012) taking root during that era by defining and associating excellence with the *performance* of the individual learner, *high expectations* on the part of the school or college, as well as teachers, and the adoption of state-supported *policies* that prepared people for the challenges of a rapidly changing world (USDOE, 1983).

16). Unknowingly, the NCEE appeared to be foreshadowing neoliberalism's dismantling of education and teacher preparation programs with this statement.

With regard to teacher quality, the report urged colleges and universities to do a far better job with preservice and in-service training of subject matter, and further suggested that teachers should be tested on the mastery of their subjects before they are hired (Holton, 1984). The assumption behind this recommendation was that high teacher quality would lead to graduates possessing the necessary knowledge and skills to reverse education's declining trend that, according to the NCEE, stemmed from a weak purpose for education, a nebulous vision, the misuse and underuse of talent, and a severe lack of leadership, rather than from conditions beyond education's control (Harris, Handel, & Mishel, 2004).

Faith in the Market

In retrospect, and unlike the ESEA of 1965 whose general aim was to increase the quality and equity of education to disadvantaged youth (Sacks, 1999), *A Nation at Risk* (NAR) report was more about the implicit alignment of education reform to the ideas and policies designed to position the free-market as the major driver of our society and the solution to presupposed problems such as schools and college's failure to prepare future teachers (Weiner, 2007). Considering the stagnant and high inflation riddled economy of that era, dubbed *stagflation* (Houmanidis, 1987), change was inevitable. The Keynesian economic model that had existed since the 1930s, that depended on government intervention

to establish public policies to achieve full employment and price stability following the Great Depression, had run its course and was unable to provide an appropriate policy response to stagflation (Jahan, Mahmud, & Papageorgiou, 2014). Faced with this challenge, President Reagan turned to the Federal Reserve and its Chairman, neoliberalism proponent, Paul Volcker³, to transform the nation's economic woes by instilling what Birch (2015) defines as a monetarism system that fostered the management of the money supply and inflation through interest rate movements. Reliance on market forces, therefore, was being sought to help ameliorate the nation's ill economy.

An example of this can be traced to the manner and location in which the NAR report was first presented to the public. During a meeting at the White House, in the presence of the press, President Reagan addressed the NCEE by stating:

Your report emphasizes that the federal role in education should be limited to specific areas. Your call for an end to federal intrusion is consistent with our task of redefining the federal role in education. So, we will continue to work in the months ahead for passage of tuition tax credits, vouchers, educational savings accounts, voluntary school prayer, and abolishing the Department of Education. Our agenda is to restore quality to education by increasing competition and by strengthening parental choice in local control⁴ (Holton,

³ Although Paul Volcker's economic plan is believed to have dramatically lowered inflation during the early 1980s, he is also associated with not resolving the underlying economic problem by stretching out a repayment schedule to the Mexican government in 1982, bailing out large depositors and noteholders of the Federal Deposit Insurance Corporations, and contributing \$8 billion of American taxpayer money to secure International Monetary Fund (IMF) financing for countries like Argentina and Brazil (Fand, 1985).

⁴ Tuition tax credits was a proposal to give a tax deduction to parents whose children attended private schools. Educational savings accounts would be analogous to IRA funds now invested by

1984, p. 18).

Having received nationwide attention upon its release in April 1983, NAR had made the case for education reform at a grand scale, but more significant was neoliberalism's influence on creating a conception of state policy where faith in the market process overrode all things, in particular, the commitment to social outcomes (Laham & Reagan, 2011).

Glory in Inequality

Across the Atlantic, a contemporary of Reagan's, the United Kingdom's (U.K.) Prime Minister Margaret Thatcher argued "there is no alternative" to dismiss any plausible alternatives to her aggressive form of neoliberalism (Munck, 2003). Despite its problems, neoliberalism's system of globalization and free markets was the only way for modern societies to advance. Consequently, through monetarism, lowering of taxes, and privatization, Thatcher allegedly sought to reinvigorate the country's economy (Birch, 2015), although some (Harvey, 2005; Dumènil & Lévy, 2004) claim that she did so to restore the power of the economic elites. For those unclear on whether such political and economic strategies were deliberate, there are the voices of those that worked

individuals; they would not be taxable. Vouchers were negotiable certificates of specific value issued by the state or local school authority to parents who may use them to pay for their children's education at the school of their choice, whether public, private, or parochial. The source of the money would be funds from the federal government furnished to the states under the Aid to Disadvantaged Children program (Holton, 1984, p. 18).

closely with the prime minister, such as Alan Budd, Thatcher's economic advisor, that commented the following:

The Thatcher government never believed for a moment that monetarism was the correct way to bring down inflation. They did, however, see that this would be a very good way to raise unemployment. And raising unemployment was an extremely desirable way of reducing the strength of the working-class (Birch, 2015, p. 68).

Under Thatcher's watch (1979-1990), the U.K. became well vested in privatization and, like the US, instilled tax cuts that aligned with concerns regarding public spending and the need to free the markets to competition (Stelzer, 1992). George (1999) indicates that competition was Thatcher's central value, and faith in competition, like that of Reagan's, was the governing precept that led towards the destruction of the British public sector. A glance at Thatcher's commentary to the Royal Geographical Society, during a presidential dinner, divulges her sentiment: "It is our job to glory in inequality and see that talents and abilities are given vent and expression for the benefit of us all" (George, 1999, p. 4).

The preceding section of this chapter was meant to orient its readers to the economic climate and political direction the U.S. had adopted in the 1980s. Though the early neoliberal principles dialogued and debated during the time of the first Chicago School and Monte Pèlerin Society had first appeared three decades prior to NAR, their resurgence in the 1980s as "a set of ideas and policies aimed at installing markets as the main mechanism for coordinating our societies"

(Birch, 2015, p. 11) was on the verge of expansion into an education system ill-prepared to respond to, much less resist, its punitive impact.

Market Logic and Education

Today, 35 years later and sounding much like NCEE's position in 1983, education is being framed as necessary for accessing global markets and the key to alleviating economic hardship (Tuchman, 2009). Faith in the market, political actions that implicitly support inequality, and an education labor force that borders on oppression have changed the way people and organizations relate to one another (Davies & Guppy, 1997). In Latin American countries, such as Mexico, the aggressive adherence to the market has transformed education into a commodity; a commodity that can only be bought by its highest bidder (Apple, 1999).

Peck (2014) suggests that although the world has become more aware of neoliberalism's impact on societies, our discussions surrounding alternatives to the welfare state succumbing to free-market ideology have not gained traction on the "inhospitable terrain of the now" (p. 138). In countries such as Mexico, Peck's (2014) metaphor can be used to describe the further division of class and inequality resulting from the decentralization, privatization, and marketization of its public school system (Pini & Gorostiaga, 2008). Regulators of global finance and trade, both the International Monetary Fund (IMF) and World Bank, have radically transformed neoliberalism into a hegemonic mode of discourse (Harvey,

2005) throughout the Mexican states of Oaxaca, Chiapas, and Mexico. To be educated in these Mexican states, is nearly impossible without profits being made by the IMF and World Bank (Pini & Gorostiaga, 2008) as previously available education has become privatized. Individuals looking for employment as teachers undergo minimal and cost-effect preparation, yet are placed in the classroom with low pay and limited instructional resources. Previous, degree holding, teachers have been removed and replaced by these less costly and minimally trained individuals through the state, with considerable support from IMF and World Bank funds.

Amidst this turmoil, exists a pocket of resistance that has nevertheless gained traction. Led by recently removed teachers, commonly referred to as *lideres sociales* (social leaders), communities of people have come together expressing their discontent with the transformation from public to private schooling, instruction from private education entities, and the dismantling of both physical locations of schools and previous education-degreed teaching staffs from the local community. Resistance to these severe changes, however, has been met with governmental brute force (i.e., military) to disband protesters where in some cases teachers and protesters have been injured or killed for involvement in their resistance demonstrations. The Mexican government's embrace of the IMF and World Bank's austere privatization and marketization practices, has stripped away and deprived Mexico's poor and indigenous children of an education, hope for a

better life, and left the future of these Mexican communities in a state of quandary.

Author and social leader, Eduardo Galeano, featured in the documentary *Granito de Arena*, describes the experience:

This [neoliberalization] is a system that fractures everything it touches, it tears things into pieces, and it teaches us that *we live to own*...and that *we live to work*. Rather than, we exist to *live* (Friedberg, 2005 [Motion picture]).

Throughout her two-year case study of Mexico's education, Friedberg (2005) captured the experiences of the oppressor and the oppressed. Considered an oppressor by the country's social leaders, the World Bank estimates that if the world's public education were privatized, it would create potential revenues for private companies in excess of \$4 trillion a year (Friedberg, 2005). With a fortune to be made, Mexico's decision to marketize and privatize its public education has created a deleterious experience for its people, especially in its poorer states where education as a private good is just a right for those who can pay for it (Ball, 1998).

While not as severe as what teachers in Mexico have recently experienced, education in the U.S. has entered an inhospitable environment as well. With teacher education facing strong criticism from the public, the educational community is obligated to conduct its research centered between the bookends of *teacher quality* and *student performance* - with each perspective placing ever-

increasing accountability measures on those who prepare teachers (Weiner, 2007). Cochran-Smith and Fries (2002) claim that student academic achievement, by today's standards, is often associated with high teacher quality, although disagreement exists regarding what teacher quality truly is and what teacher characteristics correlate to desirable outcomes. With teacher quality and student performance studies increasing since the 1990s, politicians, policymakers, and researchers have increasingly argued the case that teacher quality makes a difference in students' learning, and overall school effectiveness (Sanders, 1998).

The term *teacher quality* is commonly used to emphasize teachers as a critical influence on how, what, and how much students are expected to learn (Roderick, Nagaoka, Bacon, & Easton, 2000). Blue-ribbon reports (Roderick, Bryk, Jacob, Easton, & Allensworth, 1999) further note that schools begin to decline when teachers are failing in some way. Coupled with these findings, is the concern over low standards in schools. The confluence of these two concerns - teacher quality and low standards - has consequently prompted criticism of traditional teacher education programs. As a result, a combination of agendas have risen from both inside and outside teacher education, with some intended to strengthen teaching and the university-based teacher preparation, and others intended to do away with the university-based preparation altogether (Cochran-Smith, 2001).

Results of Evidence-Based Policies

As the literature depicts (Gumport, 2000; Milner, 2012; Cochran-Smith, 2004), the criticism of teacher education has remained a part of a long history that reflects a lack of consensus on enduring questions surrounding schools, colleges, and universities and those who teach in them. In one of his reports to Congress, referencing the progress of the No Child Left Behind Act (NCLB), U.S. Secretary of Education Rodney Paige asserted that schools of education and formal teacher training programs were failing to graduate the types of highly qualified teachers that the NCLB required (U.S. Department of Education [USDOE], 2002, 2003). Among his critique were a series of recommendations attesting to the need that states base programs on academic content, transform certification requirements, remove all requirements that are not based on scientific evidence, and recruit candidates from other fields (USDOE, 2002). His final point, further exclaimed that there is little evidence that education school work leads to improved student achievement (USDOE, 2003, p. 19). Therefore, alternative methods to certification or the option for just-in-time credentialing should be considered (Parry, Field, & Supiano, 2013). Arguably, Secretary Paige's ending commentary revealed his stance in support of neoliberal practices, as he condoned alternative certification methods over the University teacher education program in his reference to the presumed limited body of evidence that education school work leads to improved student achievement.

To build consensus on the need for teacher education reform, Secretary of Education Paige relied on the work of Sanders (1998) and other researchers (Rivers & Sanders, 2002; Rivkin, Hanushek, & Kain, 1998), all of whom concluded that individual teachers are the single largest factor that contributes to student learning, regardless of students' previous achievement, class-size, and ethnic and social economic status. By resorting to these Paige-supported studies, proponents of today's teacher education reform further define and operationalize teacher quality in terms of pupil performance. From this perspective, comes the attempt to identify major differences in student achievement gains that can then be linked to teachers' performance. Once identified, argue Cochran-Smith and Fries (2004), steps can be taken towards incentivizing teacher performance, school accountability systems, and corrective measures for the placement of teachers and students (Cochran-Smith & Fries, 2004).

Although there is measurable variation in the effectiveness across teachers, Hanushek (2002) argues that when teacher quality is defined solely by student achievement, the premise is that teachers' variance in experience, test scores, and preparation are not captured. Instead, teacher quality is measured by what is captured in students' performance. Following his two decades of research on the impact of school inputs on students' achievement, Hanushek (2002) was prompted to define teacher quality simply as "good teachers are ones who get

large gains in student achievement for their classes; bad teachers are just the opposite” (p. 3).

The emphasis on pupil performance further defines teacher quality in terms of *teacher qualifications*. From this perspective, and a hallmark of neoliberal ideology - technical solution to a social problem - the goal is to determine which, if any, of the attributes, characteristics, and qualifications generally considered indicators of teacher quality are actually linked to student achievement. Based on multiple analyses (Darling-Hammond, 2000, 2000b; Darling-Hammond, Chung, & Fellow, 2002; Darling-Hammond & Youngs, 2002) of the impact of teacher preparation policy, Darling-Hammond (2002b) concluded that pupil learning “depends substantially on what teachers know and can do” (p. 11), although states differ greatly in the extent to which they commit to teachers’ learning. Similarly, Rice’s (2003) analyses of the impact of teacher characteristics on effectiveness, revealed that despite the gaps in the literature, many teacher characteristics do appear to have an impact on student performance. Further supporting this stance, Wayne and Youngs (2003) concluded that students learn more from teachers with certain characteristics. These may include certain relationships between teachers’ college ratings, test scores, degrees and coursework, and their certification status. Results, however, remain inconclusive regarding the impact of a teachers’ coursework, degrees, and certification (Cochran-Smith & Fries, 2004).

While both teacher quality and teacher characteristics place emphasis on pupil achievement, the latter, nevertheless, attempts to identify which characteristics of teachers impact pupil achievement and then to suggest policy implications (Darling-Hammond, 2002b). Glaring public critiques of traditional teacher preparation, from NAR of 1983 to Secretary Paige's more recent report on NCLB, are influencing how the educational community conducts and uses research in, on, and for teacher education. Furthermore, the emphasis on evidence-based policies and practices, has translated into intense pressure on teacher educators and education leaders to measure the impact of teacher preparation on student learning, as well as to assemble persuasive evidence that teacher preparation makes a difference (Cochran-Smith & Fries, 2004). Yet, there are almost no studies to demonstrate direct causal links between teacher education programs and pupils' achievement, with pupil achievement by today's standards being defined as scores on standardized tests (Hanushek, 2002).

Succumbed to Market Logic

From the aforementioned developments, one can ascertain that "the principles of the market and its managers are more and more the managers of policy and practices in education" (Moore, Arnot, Beck, & Daniels, 2006, p. 212). Many (Ball, 2004; Zeichner, 2010; McFadden & Sheerer, 2008; Eraut, 2000; Piro & Mullen, 2013) espouse this stance when describing how teacher education has succumbed to market logic and its privatization, deregulation, and private versus

public good practices. Before the infusion of market logic, however, was the adoption of the Elementary and Secondary Education Act (ESEA) of 1965 (ESEA, 1965). Known today and reauthorized as the No Child Left Behind Act (NCLB) of 2001 (USDOE, 1983), ESEA in the mid-1960s was intended to increase the quality and equity of education to disadvantaged youth (Sacks, 1999). Furthermore, unlike the high-accountability measures of today, the ESEA intended to strengthen teaching and the university-based teacher preparation.

Nestled deep in the pages of the ESEA existed Title V, section 503(a) (6) of the act, which guaranteed each state an allocation of funds to establish “programs to improve the quality of teacher preparation, including student-teaching arrangements, in cooperation within institutions of higher education and local educational agencies” (Elementary and Secondary Education Act, 1965, p. 23). A contemporary of the political debates leading to the ESEA, Johnston (1967) states that although schoolmen (i.e., public school administrators and professors of education at post-secondary schools) of that era were in great support of the new legislation, they did not foresee the neoliberal ideology that would soon manifest in the decades to follow and ultimately change the course of teacher education. For a glimpse of this change in course, I begin the next section of this chapter with an overview of teacher education’s origins and leading up to the more contemporary economic and political agendas that appear to be dismantling its purpose and existence.

Studying Teacher Education

Teacher education in the U.S. today is tremendously complex. It is implemented throughout local communities and institutions where its program structures and components interact with one another, including the varied experiences and abilities that prospective teachers bring with them (Brookhart & Freeman, 1992). Cochran-Smith and Fries (2004) assert that outcomes of teacher preparation consistently depend in part on teacher candidates' interaction with one another and how they make sense of their experiences. Like the Elementary and Secondary Education Act of 1965 (ESEA, 1965), teacher education today is also greatly influenced by local and state political conditions which not only create possibilities, but also their own accountability demands and constraints. From an ideological perspective, therefore, the last 35 years in teacher education can perhaps be explained in part by identifying how *the problem* of teacher education is constructed and how it is interpreted. Following this thought, different ways of constructing and identifying the problem can be said to be influenced by the political, professional, and policy contexts of the times, in particular, public concerns and policies about teachers that are often linked to larger economic and social issues, or to the internal and external critiques of teacher education. Coupled with demands for reform, such public concerns and policies surrounding teacher education, consequently, often lead to new directions in educational research and, more specifically, research on teaching (Cochran-Smith, 2001). To

better understand teacher education's current state, this research proposal resorts to its past.

From Instability to Common School

Historically, Haberman and Stinnett (1973) point to the first recorded teacher training classes as taking place in 1672 France. The educating of teachers has also been linked to the Middle Ages and considered to be at the center of the original form of the University that first emerged in medieval Europe (Labaree, 2007). Johnson (1968) describes it as evolving from apprenticeship practices to University studies, and claims that a petition to the King of England in 1438 was the impetus for the establishment of Godshouse College in 1439, known today as Christ's College. Ultimately, this movement also led to preparing scholars known as Scholemaistres of Grammer (Johnson, 1968). Regardless of its specific origins, the university has been a focal point in teacher preparation/education throughout the centuries (Clift & Warner, 1986).

A late comer to the university system in the U.S., teacher preparation in the states consisted of education level and professional preparation as the criteria for teacher selection in the 1800s, with teachers often times entering the classroom with only a grammar school education (Cremin, 1964; Tyack, 1974). The assumption was that anyone with proven completion of a given grade level of education could turn around and teach. Basically, *take the class, teach the class* (Labaree, 2007, p. 291). In many cases, the best candidate was often the one that

required the lowest salary (Warren, 1985). In turn, this practice resulted in mobility due to low-pay. Working conditions further exacerbated mobility often resulting in teachers moving from district to district or to leaving the teaching profession entirely for other pursuits. Considering its instability, efforts to institutionalize the teaching field or require professional training failed in the 19th century. For those that pursued teaching as an occupation, if the job did not require or reward the investment, they simply opted to not spend the time and money in preparing to become a teacher. Instead, to become a teacher, individuals prepared themselves by attending a common school, self-directed study or, in some cases, both (Warren, 1985).

“To call teaching a career in the 19th century would be misleading” (Warren, 1985, p. 6). For most individuals, it was a part-time job that often led to other occupations or even marriage after a few years. School-keeping, perhaps the predecessor to the *other duties as assigned* clause found in most teacher job descriptions today, entailed chopping wood, cleaning the school, and ensuring that the room was warm in the winter time. An additional duty included a fair amount of childcare as parents often sent their three and four-year-olds to school with their older siblings, leaving teachers to cope as best they could (Clifford, 1978). Throughout American communities, an emphasis was placed on the importance of teachers serving as moral leaders (Clift & Warner, 1986).

Pedagogy and teaching strategies consisted of individual or class recitations with

ritualistic precision, believing that learning would occur when a child could reiterate information or emulate a skill (Finkelstein, 1970). Rural schools, in particular resorted to this approach due to the lack of textbooks, with teachers often creating reading and work materials from their own collections. Relying on memorization, out of expediency, was an example of how teachers of that era taught using the same strategies used on them as students.

The arrival of the common school in the 1830s, however, set the tone for organizing teacher preparation's unstable structure and making it appear more like the system of today (Labaree, 2007). Operated by local public officials, the common school was a community elementary school that over time extended into a grammar school and high school. In the 1840s, after crude and informal reviews of teaching candidates had been the norm, the introduction of a written exam was implemented to evaluate candidates for their moral and academic instructional roles (Warren, 1985), although maintaining order among students was considered one of the most important characteristics of a good teacher (Sedlak, 1989). One prominent and innovative practice taking place during the middle of the century, however, was the summer teacher institute. With a series of lectures and classes supported by common school movement leaders, (e.g., Henry Barnard and Horace Mann), the summer institute was designed to help develop the skills of teachers in both subject matter and pedagogy (Clawson & Page, 2011).

With the spread of the common school concept in the U.S. came a sharp increase in the need to fill classrooms with teachers, which then necessitated a method for preparing individuals to teach. By concurrently establishing a training ground for those aspiring to become teachers - the normal school – the assumption was that individuals would be prepared for stepping into the classroom of the common school. However, beyond creating a greater need for teachers, the common school also demanded for higher teacher qualifications (Labaree, 2007). As education shifted from a voluntaristic mode of delivery to a public sponsored and systemic form, teaching necessitated professional training and certification to ensure that teachers were meeting their new public responsibility of educating the nation’s children (Labaree, 2007). Hence, the introduction of normal schools.

Normal Schools

Normal schools appeared in a variety of forms. Large urban cities set up their own or established them within high schools to prepare teachers for their local system. In other locations, counties established their own normal schools supporting school districts within their area. In time, the most prominent teacher education system became the state normal school with the first of its kind opening in 1839 in Lexington Massachusetts. For reformers like Mann, the state normal school’s primary aim was to prepare well-educated and professionally skilled teachers in a well-structured and supported system that would eventually serve as

a model for public school teachers throughout the country. In a letter to Henry Bernard, Cyrus Pierce, founder of the Lexington normal school, stated:

It is my aim to make better teachers; teachers who would understand, and do their business better; teachers who should know more of the nature of children, of youthful developments, more of the subject to be taught, and more of the true methods teaching; who would teach more philosophically, more in harmony with the natural development of the young mind, with a truer regard to the order and connection in which the different branches of knowledge should be presented to it, and, of course, more successfully (Borrowman, 1965, p. 65).

Remnants of Pierce's vision persist today as debates surrounding University-based schools of education and alternative methods of training, including for-profit teacher preparation, persist, with all teacher preparation providers facing pressure to demonstrate that the teachers they prepare can successfully prepare the school population to pass standardized exams (Apple, 2000; Hanushek, 2002).

As normal schools struggled to meet the demand from their local school systems for more teachers, they also encountered pressure from students. From a student's perspective, normal schools were less expensive than private colleges, consequently they were a way to acquire a local, affordable, and accessible higher education. Gaining admission to a state university was not easy and almost as expensive as a private university with regard to coursework and living costs. Normal schools on the other hand were geographically accessible, admission was easy, and allowed students to commute, thus keeping costs down. The downside to normal schools, however, was their sole focus on preparing students for a

single occupation: teaching. Like state universities and colleges today, state normal schools relied on student tuition. Thus, to sustain their operations, normal schools adopted to student demand and began offering an array of coursework that led to broad access to a variety of possible jobs. Abandoning their commitment to professional education, normal schools adjusted and were able to replicate the liberal arts college (Labaree, 2007).

As the 20th century began, urbanization, immigration, and industrialization were strong influences on the American scene. Escalating elementary and secondary school student enrollments prompted a teacher shortage, with women being hired and comprising most of the teacher workforce to meet the demand (Lagemann, 2000). At the same time, there were increasing demands for professional teaching standards, including the start of certification requirements, the establishment of accrediting organizations, and the beginnings of research on the attributes related to teaching effectiveness. Educators and policymakers debated the appropriateness of normal schools versus colleges and universities, with various critics calling for changes in how and where teachers were prepared (Lagemann, 2000; Lucas, 1999).

Consequently, state legislatures began transforming normal schools into teachers colleges. By doing so, normal schools were then able to grant bachelor's degrees which ultimately led to credibility to all their programs (Labaree, 2007). With teacher education morphing from normal schools to teachers colleges, it

found itself playing a smaller role in educational institutions due to their diversified programs which now resembled more of a liberal arts college. Soon after, for marketing and a more recognizable label, teachers colleges dropped the word *teachers* and adopted the label *state college* (Larabee, 2007), with the 1950s seeing the end of the normal school. The decades that followed leading up to the 1970s, these former normal schools took one final step, becoming and being designated the title *University*.

The Dismantling of 21st Century Teacher Preparation:

Multiple Agendas

Regardless of teacher education's formal beginnings, the university has played a major role in teacher preparation for decades (Clift & Warner, 1986). Since the 1970s, teacher preparation in the U.S. has been predominantly delivered within the institutional setting of the university (Larabee, 2007). From this setting, Clift and Warner (1986) assert that teacher preparation programs focused on providing preservice teachers (1) the time and resources for analyzing and reflecting on educational issues, (2) a variety of perspectives on the teaching and learning process, (3) intellectual diversity, in regard to the purpose and nature of schooling, and (4) consistent research in the fields of teaching, schooling, and learning. The structure of teacher preparation programs within the university setting therefore allowed for a unique experience - one that could not be made by other entities (Clift & Warner, 1986). Beginning in the 1980s, however, the

expanding belief in the power of the markets to generate economic growth (Clawson & Page, 2011) dramatically reshaped the trajectory of the university and, along with it, the teacher preparation program.

Today, Cochran-Smith and Fries (2004) assert that education, in general, is characterized within five major trends: (1) heightened focus on teacher quality, (2) dramatic demographic changes of the nation's schoolchildren running parallel with an increase in disparities in educational resources and outcomes, (3) high criticism of traditional teacher preparation programs coupled with pressure to demonstrate impact on pupil learning, (4) multiple agendas surrounding teacher preparation reform, and (5) the belief that the science of education is the solution to educational problems. Of these trends, and considering compliance pressures with regard to program accreditation and state requirements, competition for recognition and national notoriety, faculty promotion and tenure, increase in student diversity, faculty academic freedom, and program fiscal sustainability, I narrowed my research focus to the fourth of these trends, *multiple agendas*.

With continual and aggressive efforts to improve teacher preparation, it is also important to note that vast disagreements exist regarding how, why, and for what purposes it should be improved. Calls for change stem from complex political, social, and organizational goals that vary from one another regardless of history and tradition. In some cases, strategies exist to control teaching politically such as regulations on teacher certification requirements, and instructional

evaluation systems. Others, are a result of long-term struggles for professional autonomy and equity (Fanfani, 2006). Cochran-Smith and Fries (2004) refer to these strategies as agendas, including: the professionalization agenda, the deregulation agenda, the regulation agenda, and the social justice agenda. Competing and at times contradictory, these agendas are not mutually exclusive. Founded on neoliberal principles, they overlap and collide with one another, depending on how they are positioned by proponents and opponents, state regulations, and the professional relationships among state agencies, accrediting agencies, and particular institutions (Cochran-Smith & Fries, 2004). These varied teacher preparation agendas, therefore, are nuanced and complex. Each, nevertheless, has implications for the research that is funded, conducted, cited, and heeded in the preparation of teachers, while simultaneously adding to the pressures that continue to degrade and deskill the teaching profession in the U.S. (Apple, 2000; Guajardo, 1999; Collinson & Ono, 2001).

Professionalization and Deregulation

Clark and Peterson (1986) suggest the *professionalization* agenda has its origins with the start of formal teacher preparation in normal schools during the 1800s. Its more recent iteration, however, stems from criticisms of teaching and teacher preparation in the 1980s through venues such as A Nation at Risk report of 1983, the K-12 curriculum standards movement, long-standing efforts by the National Council for the Accreditation of Teacher Education (NCATE), the

National Board for Professional Teaching Standards (NBPTS), the Association for Teacher Educators (ATE), and the American Association of Colleges for Teacher Education (AACTE) to standardize the standards for teaching and teacher preparation across initial preparation, certification, and licensing (Darling-Hammond & Sykes, 1999). Through these efforts, the professionalization agenda strives to make teaching and teacher preparation a profession consisting of a research-base and formal body of knowledge that distinguishes professional educators from lay persons (Gardner, 1989; Murray, 1996) and adheres to a professional practice founded on clear and consistent standards (Darling-Hammond, Wise, & Klein, 1999; National Commission on Teaching & America's Future, 1996). In brief, this agenda's major goal is to ensure that teachers are prepared and certified in accordance with professional standards (National Commission on Teaching & America's Future, 1996; 1997).

Competing with professionalization is the *deregulation* agenda. The major emphasis of this teacher preparation reform agenda is to eliminate most requirements for entry into the profession with a growing trend in for-profit teacher preparation, where proprietary, degree-granting, and accredited institutions offer occupational training for entry-level positions. The impetus for these alternate routes to the teaching profession can be linked to mounting pressures to demonstrate that entering teachers prepare all members of the school population to pass standardized tests (Anderson, 1998; Apple, 2000). Aligned

with neoliberalism's free-market principle, this agenda is driven by proponents that favor doing away with collegiate program requirements, as well as with licensing and certification processes. Furthermore, deregulation proponents argue that research indicates that courses in pedagogy and experiences associated with university programs or state-licensing agencies have no significant impact on student achievement (Ballou & Podurghsky, 2000). Deregulation proponents, therefore, advocate opening a variety of entry routes into teaching, with student test scores becoming the bottom-line for determining who should be teaching (Hanushek, 2002).

In most states, alternative providers of teacher preparation include school-based teacher preparation initiatives, computer-based distance-learning programs, and the more common alternate entry and certification tracks (Cochran-Smith, 2001). Since the early 1990s, conservative groups have strived to convert the administrations of public schools into private corporations (Pini & Gorostiaga, 2008). And, with market demand for teachers strong and the number of traditional college students interested in teaching on the decline, proprietary systems are laser focused on developing the market for adult teacher preparation (Collingson & Ono, 2001). Hess (2001) points out that the deregulation agenda functions in line with other market-based approaches to reform and privatize health and education, where students are treated like customers (Saunders, 2014; Miscamble,

2006) and faculty and staff are merely employees. With market-based strategies on the rise, Clawson and Page (2011) further project:

In the future, faculty may no longer have ownership of their class notes and syllabi, but will see them replicated in online courses taught by adjunct faculty thousands of miles away. The idea that faculty are more than vehicles for delivering information to students will promote head-scratching. The very notion of going to college which will now be delivered electronically and not at a passé tradition called Commencement (p. 21).

Regulation and Social Justice

Occurring simultaneously with professionalization and deregulation is the *regulation* agenda. Its advocates strive to increase federal and state control of inputs (e.g., number, type, content of courses, and field experiences) and outputs or outcomes (i.e., assessments of the impact of teacher preparation on professional practice and K-12 students' learning) of teacher preparation (Whitehurst, 2001). Adopting this agenda are 42 states which now require statewide assessments for initial certification, and further requiring tests in one or more subject areas (Whitehurst, 2001). The more common practices include state regulated initial certification of new teachers, state required teacher tests for initial licensing, and voluntary professional accreditation of teacher preparation programs (Cochran-Smith & Fries, 2004). Behind this goal, is arguably the neoliberal idea that teaching can be viewed as a technical skill to be captured and measured while obfuscated under the term best practice.

In various instances, the professionalization and regulation agendas appear to be consistent with one another. Critics, however, have stated that increases to state regulation results in reduced professional autonomy, thus undermining the professionalization agenda (Fanfani, 2006). In these agendas, therefore, exists the contradictory and ideological characteristics of neoliberalism. Caught in this ambiguity are teacher educators, to whom Clawson (2009) predicts a decade or two from now, the professoriate will look less interesting as a career to many, and more than likely diminish both the quality of teaching and research taking place at most institutions. In states like Texas, there are concurrent efforts to regulate and deregulate teacher preparation as witnessed through the state's emphasis on taking control of required courses at state-approved teacher preparation institutions, coupled with the state's sanctioning of alternate certification routes with few requirements (Cochran-Smith & Fries, 2004).

Lastly, and driving a considerable portion of this proposal's research, is the *social justice* agenda. The mid-1990s saw an interest and rise among education scholars and practitioners (Gay & Howard, 2000; Ladson-Billings, 1999; Zeichner, 2003) for the conceptualization of teaching and teacher preparation in terms of social justice and alignment with the larger critical movements (Apple, 2001; Giroux, 1998; Sleeter, 1996; Weiner, 2000). Social justice advocates suggest teachers should be professional educators, as well as activists committed to lessening the inequalities of American society (Sleeter,

1995; Villegas & Lucas, 2001; Zeichner, 1993). From this perspective comes the search for teachers that are committed and likely to remain in hard to staff schools consisting of large numbers of minority and poor students (Haberman, 1991). Social justice advocates are further interested in how concerns surrounding the achievement gap and preparing qualified teachers have melded together and converged with policymakers' obsession with testing and accountability. The latter leading to what many (Apple, 2000; Sleeter, 2008) consider a dismantling of teacher preparation that further widens the gap of differentiated access to resources for those considered to be most in need, and further cements neoliberalism as the dominant ideology in education, of which little resistance but rather legitimization of the ideology appears to be the norm.

Through a neoliberal lens, the social justice agenda runs parallel with the neoliberal practices of accountability and data collection. As educators contend with these two practices, they also search for ways past the obstacles (Fairclough, 2001). The universalization of neoliberalism in education, however, limits the impact that solutions to obstacles propose. Instead, the social justice agenda appears as a consequence of education needing the problem (i.e., new public management based on neoliberal principles) to sustain itself and consequently generate the rationale for radical social change (Van Dijk, 1993).

As Cochran-Smith and Fries (2005) assert, teacher preparation is complex and, therefore, somewhat pointless to commit extensive time to attempting to

prove that traditional teacher preparation is better or worse than alternative methods of teacher preparation. It is unlikely that there will ever be a clear and single winner (p. 48) in this game of heightened focus on teacher quality. The problematizing of teacher preparation (Cochran-Smith, & Fries, 2005) is further exacerbated when it is mistakenly assumed to be a process of uniformly applied and received treatments, when effectiveness is narrowly defined by reliance on standardized tests, and when research is presumed capable of pinpointing which treatment produces better results (Hanushek, 2002).

Evidence Divorced of Values

Considering the aforementioned agendas, the preparation of teachers has been confronted with enduring disagreements, following the inception of NAR in 1983 and the manifestations of neoliberal ideology in education. Questions abound and remain unresolved, such as:

- What is the purpose for the education of teachers in relation to the more broad purpose of education (Bale & Knopp, 2012)?
- Does society expect for teachers to be prepared to serve the needs of the existing social order, or should teachers be prepared to be critical and political?
- Should teacher preparation programs strive to educate and prepare new teachers who are progressive or, perhaps, more readily in line with the status quo?

- And, perhaps the most debated question of all, how should the effectiveness of teachers be measured (Cochran-Smith & Fries, 2005)?

While my research study is an exploration of teacher preparation faculty perceptions of the current forces shaping teacher preparation programs today, it does encompass, through its analytical framework, the opportunity to identify preliminary answers to these questions.

Although the functions and purpose of teacher preparation are complicated, Cochran-Smith and Fries (2004) suggests that what policy makers and legislators need now is to develop new programs of research that acknowledge the limitations of previous questions and research design while building on the most promising and current lines of study. Questions like those above cannot be settled by simply assembling good evidence; just because a teacher preparation topic has been researched does not tell us much about what people actually do, or should do (Cochran-Smith & Fries, 2004). Haberman and Stinnett (1973) further assert that questions can be shaped, reformulated, or understood more profoundly on the basis of evidence. However, that evidence must always be interpreted. Teacher education policies and practices, therefore, can never be decided solely on the basis of empirical evidence that is divorced from values (Cochran-Smith & Fries, 2004).

In the chapter that follows, I will elaborate on critical discourse analysis (CDA) and how its emancipatory traits are ideal for this study as the methodology aims to identify the interpretations, discourse, and social interactions of individuals and groups within organizational structures like teacher preparation programs. Within these structures, however, also lie manifestations of market logic as universities have become susceptible to impositions from market and state and find themselves becoming heteronomous institutions.

The Heteronomous University

With colleges and universities increasingly being run as businesses (Tuchman, 2009), teacher preparation faculty are caught in the flux of accountability and compliance measures, institutional directives, and the preservation of their academic recognition and faculty governance. Giroux (2010) contends that the university's position as a public institution, whose tenets of creation and replication of knowledge for the public good, is being lost. The once common model, where educated individuals developed both expertise and a set of values and commitments to the college, where the core of employees, teachers and researchers, were called upon to help make key decisions for the institution, and where money was used to achieve the organization's intellectual and teaching mission, has given way to the neoliberal principle of marketization.

Clawson and Page (2011) assert Universities are *heteronomous* – susceptible to the impositions of the market and the state – and are tasked with

generating their own funds to keep themselves solvent and must therefore structure all of its activities, governance, reward system for faculty, recruitment of students, around the mission of raising funds for its operation. Furthermore, with the institution functioning as a business, the more money it generates the better its standing; and anyone or anything that brings money to the institution is valued over anyone or anything that costs the University money. Hence, the University functions like a business (Clawson & Page, 2011).

Based on this understanding, the heteronomous University operates under new public management practices (NPM). Neoliberal-founded, NPM can be described as a deliberate strategy to replace the old regime, dominated by a state-regulated profession, with a new regime, dominated by a market-and state-driven organization (Schimanck, 2005). Described as a promiscuous and rascal concept by Peck (2013), the description seems fitting as neoliberalism appears ever adaptable and as an inchoate ideological project that continues to permeate and accelerate throughout higher education via the vehicle of new public management (NPM).

The New Public Management (NPM)

The idea that workers need managing has never been more evident than what is being blatantly experienced in teacher preparation programs today. Though the concept of management is not new, the corporate methods and beliefs in how to manage knowledge organizations like schools and universities runs

parallel with the inception of neoliberalism in the U.S (Dunleavy, 1997). And, while most public organizations such as universities have been managed for some time, they have most commonly been administered bureaucratically rather than overseen in a managerial sense.

To *manage*, in accord with NPM practices, involves the adoption of bottom-line rationality and centralized decision-making of corporate organizations (Reichard, 1998). By doing so, NPM serves as the primary means through which neoliberalism's practices and ideas manifests in public organizations like universities and their teacher preparation programs. To be *managed*, under an NPM system, entails a more hierarchal setting where decisions and mandates are fulfilled through a top-down approach. In an NPM-based organization the managed they also become the managers in a strategy known as *autonomy for accountability* (Ward, 2012). Using this strategy, workers are increasingly under pressure to be more accountable in keeping with NPM advocated practices, as well as "required to continuously manage and report on themselves through managerially overseeing auditing or monitoring systems" (Ward, 2012, p. 57).

Public service organizations, as well as education experienced the shift from a rule-governed, bureaucratic, and administrative model to an output-driven corporate style of managerialism during the 1980s and 1990s, though attempts at making public institutions entrepreneurial and consumer-oriented first appeared in

the 1960s (Bleiklie, 1998). With the widely held belief that management, and not workers, was ultimately responsible for expedient production and economic expansion (Bousquet, 2008), what became known as the new public management quickly began to reshape the public sector (Deem & Brehony, 2005) including hospitals, government agencies, schools, and what this study proposes to investigate, universities - more specifically, their teacher preparation programs.

Deem and Brehony (2005) describe NPM as a set of ideas and practices that, under the direction of a manager, arranges a group's activities with an emphasis on efficiency and production minded practices while at a broader societal level doxa legitimates and expands the need for this type of control. NPM, therefore, is much more than a set of management applications. It is, instead, one of the mechanisms neoliberals use to force open new market avenues and break open protected labor like the professoriate. NPM, argues Schimank (2005), is a deliberate strategy to do away with the old regime, overseen by a state-regulated profession, with a new regime, dominated by market and state driven principles.

Under NPM's purview, organizations can only function properly and most efficiently if power, control, and decision-making are centralized and under the guidance of professionally trained managers (Gorringe, 2010) that are pragmatic, instrumental in their thinking, and above all, bottom-line oriented. From this managerial vantage point, knowledge is a quantifiable and measurable product,

and can, as a consequence, like any other product, be more effectively packaged, measured and delivered (Ward, 2012, p. 70). Implemented to fidelity, NPM is assumed to be a progression towards better, more effective social structures consisting of professional managers whose responsibility is to ensure the organization works efficiently. Without this social structure, institutions risk anarchy and lack of productivity (Gorringer, 2010).

Impact on Teacher Preparation

With the infusion of market-driven managerialism in organizations, came the way knowledge organizations, like schools and universities, operate and its knowledge workers work (Schimank, 2005). Under the influence of NPM, universities have adopted the private sector's emphasis on continuous and ongoing improvements in productivity and efficiency. The idea of *do more with less* has become common, as well as privatization and incentivized practices (Clawson & Page, 2011). The results to these ideas and practices, however, can be mixed as resources are often chronically inadequate relative to the tasks that departments or individual workers are asked to perform (Lipsky, 1980).

As one of NPM's management practices, organizational devolution, running parallel state reductions in appropriations has led universities to increased dependency on student tuition to sustain universities. Depicted as heteronomous institutions (Clawson & Page, 2011), programs within their colleges are tasked with increase their revenue through sources such as grants. Through NMP

practices and ideas such as these, teacher preparation programs may find themselves often compared to other institutional programs in terms of productivity and low overhead costs (Schimank, 2005).

The marketization of education as a commodity has led students to become more focused on preparation for the workplace and concentration on content related only to the job market (Molesworth, et. al., 2009). This new discourse, argue Natalie and Doran (2011), can potentially tear apart the roots of the university from its time honored position as an institution for the public good that serves the interests of the community and citizens of the world. Knight (2006) further contends that teacher preparation, is being reduced to a job preparation program and product in which one invests in for the purpose of one's future employment opportunities. This increased focus on students as entrepreneurial learners, rather than critical thinkers, argues Servage (2009), further lessens potential contributions to the greater public good. Instead, it further supports market initiatives to benefit capital (Beckman, Copper, & Hill, 2009; Davies & Bansel, 2007; Hursh, 2000; Olssen & Peters, 2005).

With increased importance on student-derived revenue, student satisfaction is more important than ever. The introduction of customer service orientation is a manifestation of free-market logic within postsecondary schools (Saunders, 2014) and one that has quickly gained traction through the adoption of marketing, public relations and advertising strategies identical to those found in

corporations. Thus, students are often referred to as customers (Saunders, 2014; Miscamble, 2006).

Preston and Aslett (2013) contend that these practices confirm an unwavering confidence in the power of managerialism and economic rationality as best practices for any organization, including teacher preparation programs. With NPM comes standardization, marking-driven policies, and the downsizing of organizations which are commonly carried out as practices of efficiency (Olssen & Peters, 2005). In education, these practices are experienced through the devaluation of educational programs that run counter to profit-driven rationality (Rhoads & Rhoades, 2005). Bay (2011) posits that NPM's obsession with efficiency and outcomes unrealistically replicates financial expectations of the corporate world in education. Forced to comply with these expectations, academic departments have no option but to reduce inputs and increase output, most often to the detriment of high quality education (Olssen & Peters, 2005)

Considering the NPM ideas mentioned, and those not recorded, in this section, neoliberalism has done away with the dichotomy existent prior to the 1980s and 1990s between market and non-market (Hammer & Champy, 1993). Market values have penetrated universities and eroded their distinction to other professions in the private sector both in values and mode of operation (Krause, 1996). And, when all work groups are pulled into the market economy, posits Marcuse (1964), the market economy becomes even more naturalized and

normalized. Any opposition to these practices is muted by giving the impression that depoliticized decision-making steps have led an institution to decisions that are reasonable, prudent, with inevitable outcomes arrived at only through management's rational assessment of reality (Medema, 2009).

Based on the aforementioned findings, I, consequently, sought to engage in an exploration of faculty perceptions of forces shaping teacher preparation programs today. With manifestations of NPM apparently cemented in public universities, would my exploration support others' findings? How would teacher preparation faculty describe their experiences or perceptions to NPM principles, practices, and ideas, if existent in their social order? Finally, if NPM does exist in teacher preparation programs, would faculty beliefs appear consistent with or in tension with NPM?

Critical to helping answer these questions was the methodology I employed. Because NPM serves as a vehicle for neoliberal ideology, and ideology relies on specific strategies for its manifestation and sustainability, I, consequently, thought it was important to analyze language and semiosis within a particular teacher preparation program. Supporting my decision to infuse these elements into my methodology is Fairclough's (2001) claim that language and semiosis are of significant importance when restructuring and re-scaling capitalism. Or, in the case of this study, neoliberal principles through new public

management (NPM). Chapter 3 of this dissertation, therefore, provides details to the methodology I employed to help answer this study's research questions.

CHAPTER 3

METHODOLOGY

Introduction

A review of the scholarship on the manifestations of new public management (NPM) in teacher preparation programs (Darling-Hammond, 2006; Rogers, Malancharuvil-Berkes, Mosley, Hui, & Joseph, 2005; Kornfield, Grady, Marker, & Ruddell, 2007) suggests that relationships between NPM and teacher preparation programs remain under explored. Informed by Habermas' (1977) assertion that language serves to legitimize relations of organized power, I relied on Critical Discourse Analysis (CDA) (Fairclough, 2001) throughout this study to identify and understand teacher education faculty perceptions of NPM through their text (i.e., written or printed work) and/or discursive network of practices. Discursive, referring to a variety of discourses articulated together in a particular manner or practice which may either be reproduced or replaced, thus altering the prevailing order of practices (Fairclough, 2010). Hence, if faculty were to express opinions on or beliefs of NPM through text and/or discourse, or exhibit behaviors consistent with NPM principles, CDA would help initiate an exploration on this particular form of managerialism.

With this in mind, I begin Chapter 3 with a brief restatement regarding the purpose of this study, the research questions being explored, specific limitations to the study, and an overview of the analytical framework of the research design

employed throughout the study. Further into the chapter, I provide a description of the study's data sources and data collection methods, with data derived from participant interviews, non-participation observations, and the University's strategic plan. I gave particular attention to participant interviews as these data were most critical to answering the study's research questions. I conclude the chapter with summative remarks on its methodology, including ethics, data analysis procedures, and trustworthiness. Adopting neoliberalism as my theoretical framework, I relied on Critical Discourse Analysis (CDA) (Fairclough, 1992) to navigate and analyze the varied discourses taking place within a post-secondary institution, particularly its teacher preparation program, consistent with neoliberal-based new public management (NPM) (Gumport, 2000; Tuchman, 2011; Olssen & Peters, 2005). Lastly, and in consonance with CDA's analytical framework, this research also sought expressions of alternatives to NPM. Although not the focus of this study, these alternatives or expressions of unrealized possibilities (Fairclough, 2001) could unveil a potentially emancipatory resistance to the nuanced and complex ideological strategies that further perpetuate NPM.

Research Questions

The purpose of this dissertation was to explore the principles, practices, and/or ideas that teacher education faculty perceived as shaping their teacher

preparation program. Through a qualitative approach, and drawing from Fairclough's (2010) Critical Discourse Analysis (CDA) methods, my study analyzed faculty members, and their institution's, texts and discourses as expressed within their network of practices (i.e., social order).

Supporting this approach was the work of Kornfeld, Grady, Marker, and Ruddell (2007) which relied on CDA's analytical framework to analyze the text and discourse faculty engaged in as they struggled to comply with state accreditation and institutional mandates. Although teacher education faculty expressed being adamantly opposed to the state's ruling from the outset, claiming it would alter their program significantly, the study's results reflected faculty compliance with the state's new standards and a substantive shift in the way they thought about their work (Kornfeld, Marker, Ruddell, Cooke, & Fernuld, 2003).

Along this same vein, and framing the overall work of this study, I investigated the following questions:

1. In what ways, if any, do manifestations of New Public Management (NPM) appear within texts, language, and discourse associated with a particular teacher preparation program in the Southwest United States?
2. What principles, practices, and/or ideas do teacher preparation faculty perceive as shaping their particular teacher preparation program?
3. In what ways do faculty beliefs regarding teacher preparation appear consistent with or in tension with NPM?

Limitations

Like most exploratory studies, this dissertation consisted of a number of research limitations. Rather than providing an extensive list of limitations to the study, I will instead focus only on limitations that may have inadvertently influenced the results and interpretations to this dissertation. The first of these limitations references critical discourse analysis' (CDA) three-dimensional conception of discourse (Bergh, Friberg, Persson, & Dahlborg-Lyckhage, 2014). The second addresses the limited number of researchers involved in the study.

Three-Dimensional Conception of Discourse

Fairclough's (1992) conception of discourse entails three analytic techniques for the identification of discourse within a social order. These include (1) description of the text, (2) interpretation of discursive practice, and (3) explanation of social practice. To explore the manifestations of new public management (NPM) within a particular education preparation program, I relied on the description of the text and interpretation of discursive practice throughout analysis of the data. While text modalities and their evoked level of power aided with the description of the text, and analysis of the discourses led to a significant understanding of the social order's dominant discourse through interpretation of discursive practice, the third dimension to Fairclough's (1992) conception of discourse was not incorporated in this study.

This third analytic technique looks closely at how text creates meaning as it operates within societal and institutional practices or within power relations. Jorgensen and Phillips (2002) refer to this as the cultural and social occurrences of which the communicative event is a part of. Should this third dimension, explanation of social practice, been employed, additional observations or case study methods would have been required. Again, with a short timeframe for data collection, the addition of four or more committee observations would have entailed strategic scheduling and a significant increase of time in the field for data collection purposes, as well as for data analysis. The work of Bergh, Friberg, Persson, and Dahlborg-Lyckhage (2014) attest to this limitation as their comprehensive study on the effects of new public management on nurses' patient education entailed three times as many interviews as my study and required extensive observations to fulfill the third dimension of Fairclough's (1992) three-dimensional conception of discourse.

Research Group

Critical Discourse Analysis (CDA) was an appropriate methodology for this study because of its emphasis on text and discourse analysis. Through CDA, understanding education faculty perceptions to forces shaping their particular teacher preparation program, and the examination of whether their beliefs were consistent or in tension with new public management, helped explore findings associated with these two research questions. Nevertheless, because the study

employed one researcher rather than multiple CDA analysts, a comprehensive implementation of CDA's analytical framework was left to be desired.

Throughout the review of the literature on critical discourse analysis' employment on new public management investigations, a large number of studies (Blommaert & Buleaen, 2000; Kornfeld, Grady, Marker, & Ruddell, 2007; Rogers, Malancharuvil-Berkes, Mosley, Hui, & Glynis; 2005; Kornfeld, Marker, Ruddell, Cooke, & Fernuld, 2003) entailed the collaboration of two or more CDA analysts. A similar approach could have strengthened both data collection and analysis of this research. In particular, a larger pool of interview participants could have resulted in larger datasets thus reinforcing or contrasting the identified dominant discourse – perpetuating new public management.

In addition and perhaps most beneficial to the study, had additional analysts participated, would have been the opportunity to expand interviews to include the originators of the University's strategic plan. These originators/participants would have provided the perspective of (assumed) new public management proponents and their reasons for incorporating NPM ideas and principles in the institution's overall strategic plan. This assumed proponents of NPM participant group could have provided a discourse consistent with or in tension with NPM principles. Results of these interviews could have, in turn, strengthened the study's credibility.

Lastly, the addition of CDA analysts to this study would have both increased and strengthened the quality of audit checks. Lincoln and Guba (1985) stressed the importance of conducting audit checks to enhance the credibility of the research. Considering the need to establish trustworthiness in the study, the addition of CDA analysts could have granted this study a second or third coder to evaluate and examine the categories developed throughout the data analysis process. By doing so, sets of categories could then have been compared between coders to identify the extent of any overlap. Subsequently, sets of categories could then have been merged into a combined set. Should overlap between categories had appeared weak, a CDA analysts could then have gone back to discuss and further analyze the data to develop more robust data sets (Thomas, 2006).

Site Selection

From Kornfeld, Grady, Marker, and Ruddell's (2007) work, I have learned that no one, including teacher preparation faculty, is immune to the effects of top-down standardization as their results suggested faculty members' overall compliance with state accreditation mandates. Based on their findings and the literature on the pervasive manifestations of NPM in public organizations, I aimed to explore if a North Texas teacher preparation program, relying on a similar methodology to that of Kornfeld, Grady, Marker, and Ruddell's (2007), would result in a better understanding of faculty perceptions to forces shaping their teacher preparation program.

Located in the Southwest United States, the teacher preparation program under investigation was housed within the School of Education which is part of an approximately 38,000 student enrollment, four-year public University. The University offers a wide array of degrees and certificates, is coed in student makeup, considered a commuter campus (College Board, 2015), and is located in a city composed of approximately 383,000 inhabitants (U.S. Census Bureau, 2015). Situated between two large metropolitan cities in the southern United States, the University's most popular degrees are in the fields of health professions, business and marketing, biology, and engineering, with health professions experiencing the higher enrollment numbers (College Board, 2015).

Named a Research 1: Doctoral University by the Carnegie Classification of Institutes of Higher Education, the University is a member of an elite group of 115 institutions in the R-1, highest research, category (University website, 2016). Given its research status and adoption of a new vision for the institution focused on the Science, Technology, Engineering, Mathematics (STEM) fields and grants-based research, the site presented a dichotomy of interests between the institution's STEM-focused vision and that of the School of Education. The University's most recent emphasis on national rankings, in cooperation with the National Council on Teacher Quality (NCTQ), also presented the opportunity to study teacher preparation faculty discourse surrounding this institutional interest.

Based on my theoretical framework and literature review, I furthermore selected this site because (1) it is currently undergoing a transformation due to its broader mission and focus on research, STEM fields, and corporate partnerships. Thus, I expected to encounter a variety of discourses due to these efforts and changes; (2) the University recently underwent a change in presidency. Again, with changes in leadership I expected supporting, as well as possibly opposing views and perspectives from faculty with regard to the new leadership's vision; (3) has embraced what the literature has identified as marketization practices (Levidow, 2001; Olssen & Peters, 2005; Wiener, 2007; Natale & Doran, 2012; Apple, 2001; Hinchey & Cadeiro-Kaplan, 2005), as evidenced in its public/private partnership of online course⁵ offerings. Teacher education faculty perspectives on this mode of instruction, perhaps, had never been observed or analyzed; (3) has adopted the National Council on Teacher Quality (NCTQ) accreditation measures and practices to increase its national rankings. I expected to encounter considerable dialogue on this effort as nationally it has stirred the attention of both supporters and those in the teaching field (Darling-Hammond, 2013); and (4) recently imposed on its faculty the heteronomous-based (Clawson & Page, 2011) practice of generating their own funds, in the form of grants, to

⁵ Randy Best, entrepreneur and political donor, is founder of the for-profit online program, Academic Partnerships. Earning as much as 50% of the University's online tuition, Academic Partnerships has fueled the rapid growth of the nursing school of the institution under investigation through its online course offerings (Howard, 2014).

keep themselves solvent. Considering these institutional efforts, I assumed discourse among teacher preparation faculty at this particular site would be rich in text and dialogue that would consequently render an opportunity to conduct my research.

Program Structure

The School of Education boasts a growth of more than 70% in enrollment over the past five years (2011-2016), with its current enrollment listed at approximately 3,400 students (University website, 2016). According to the school's website, the School of Education employs 131 full and part-time faculty (University website, 2016), and is fully accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the regional accreditation body for degree-awarding higher education institutions in the southern states (SACSCOC, 2016). More recently, the School of Education also received accreditation through the National Council for the Accreditation of Teacher Education (NCATE), an organizational entity whose focus is to establish high quality teacher preparation founded on the belief that each student deserves a "caring, competent, and highly qualified teacher" (NCATE, 2016, para. 2).

The School of Education at this particular institution is composed of two academic departments: Curriculum and Instruction and Educational Leadership and Policy Studies. Housed within the Curriculum and Instruction department, the teacher preparation program under investigation offers undergraduate teacher

certifications in Early Childhood (EC) – 6 grade, Secondary (7 – 12), and All-Level (EC – 12), with Secondary and All-Level certifications requiring a major in a particular subject area. For individuals interested in Secondary Math and/or Science, they are academically advised and taught in a cohort format that is coordinated by the College of Science. Education coursework is aligned with state standards (i.e., Texas Examinations of Educator Standards [TExES]) and contains key program assessments designed and implemented from standards and guidelines in accordance with NCATE.

Participants

During the time of this study, the School of Education listed 26 full-time teacher education faculty on their website (University website, 2016 [see Appendix E]). With the arrival of a new president a year and a half prior to the start of this research, however, organizational and hierarchical changes throughout the structure of both the University and the School of Education have taken place. Perhaps most notable, has been the reassignment of the college's Dean and the placement of an interim Dean to oversee the school of education. This took place during the time of my data collection: February 2016.

Considering these organizational changes, I consulted with the interim department chair and confirmed that 26 full-time and five part-time faculty were actually employed with the School of Education's teacher preparation program. Six of the full-time positions, furthermore, oversaw other areas (e.g., research and

graduate studies, school counseling, secondary and All-Level coordination, literacy studies, program coordination, and global initiatives) as coordinators, special assistants, and/or associate deans.

Participants to this study were comprised of teacher education faculty from the School of Education at a Southwest situated four-year state public University. Total participants for the study included 28 participants, with 11 duplicated while participating in non-participatory observations (see Table 1). In all, participants ranged as follows: seven interview participants, eight participants in non-participatory observation (i.e., Program Coordinator’s meeting), and 26 in a second non-participatory observation (i.e., Faculty meeting). Participants throughout the study held various posts, including faculty member, program coordinator, interim chair/interim associate dean, associate dean, and interim dean.

Table 1: *Participating Faculty*

Position	Interviews	Coordinator Meeting	Faculty Meeting
Faculty	3		20
Coordinator	2	7	7
Interim Chair		1	1
Associate Dean	1		
Interim Dean	1		
Total Participants	7	8	28

Providing a majority of discourse-related data were participants to the semi-structured interviews (see Table 2). Of the seven interview participants, six

were female, one male. The average number years of experience in education, including public, private or charter school and post-secondary, for the participant group was 26.1 years, with an average number of years in post-secondary education at 13 years. The average number of years in the current teacher preparation program for the participant group was 6.4 years. Of the seven participants, three were faculty members and four served in administrative capacities (e.g., coordinator, associate dean, or interim dean) along with their faculty position. Striving for a diverse group of participants with diverse years of experience within the teacher preparation program under study, participants ranged from less than three years to more than 15 years within the teacher preparation program.

Table 2: *Participant Characteristics*

	Characteristic	Number of Individuals
Gender	Male	1
	Female	6
Average years of experience in education		26.1
Average years of experience in post-secondary education		13
Average years in current teacher preparation program		6.4
Role	Interim Dean	1
	Associate Dean	1
	Coordinator	2
	Faculty Member	3
Total Participants		7

Conducting a review of the education program's faculty profiles, on average, the current teacher education faculty member has over two decades (M=26.1) of teaching and/or administrative experience. That is, the aggregate sum of public school and post-secondary experience. The overall span of teaching experience for the School of Education faculty ranged from seven years to 46 years in the classroom. With regard to employment with the current teacher preparation program under study, this particular faculty group averaged 11 years (M= 11). Overall, the range of years of employment with the teacher preparation program ranged from four years to 41 years. Important to note, however, were not available profiles and curriculum Vita's for four teacher education faculty members. Appendix E provides an overview of the faculty member type, responsibilities, years of experience in education, as well as years of employment with the teacher preparation program under study.

Informants

Through purposeful sampling, I intentionally identified and recruited two knowledgeable and reliable *informants* from within the University to help identify participants that would purposefully fit the study. Bernard (2002) describes informants as members of a community who are well informed about the culture under study and able to share their knowledge. My two informants were based on a short list of criteria noted in Table 2 below. The criteria I selected reflected both

my research questions and interview protocol. More specifically, I searched for and recruited informants that had knowledge of (1) accreditation measures and processes associated with the National Council of Accreditation in Teacher Education (NCATE) and the National Council on Teacher Quality (NCTQ), (2) the current teacher education faculty and administrators, (3) faculty involved in the accreditation processes, and (4) requirements and mandates to which teacher education faculty are held accountable.

In addition, I relied on my informants experience with (5) accreditation processes, (6) having served in a leadership capacity within the University or College, and (7) university or college planning processes. By recruiting informants based on these criteria, it allowed me the opportunity to more purposefully identify and recruit faculty from which I could learn of their perspectives on principles, practices, and ideas shaping their teacher preparation program. With informants having first-hand knowledge of the teacher preparation program, its faculty, as well as the School of Education and the University at large, I would be able to more strategically identify participants for the study.

Having been a student in the School of Education at one point in my educational career, and presenter in the area of K-12 education to the School of Education the previous year, I had made connections with various professors and, consequently, was able to draw on two of these contacts to serve as informants.

Table 3: *Basic Informant Requirements*

Informant	Knowledge of:					Experience with:		
	NCATE	NCTQ	Education Faculty	Faculty Involved in Accreditation Processes	Faculty Accountability Measures	Accreditation Processes	University or College Leadership	University or College Planning Processes
1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Within two months (December 2015 – January 2016), my recruitment of informants and consistent consultation with them resulted in the identification of 10 possible participants and two non-participation committee observations. Through semi-structured interviews I aimed to identify recurring discourses within the teacher preparation program’s network of practices. Through observations, I explored faculty behavior and discourse that supported or was in contrast to their responses during the interviews. By late January 2016, seven participants had agreed to participate and were soon after interviewed. Three others never responded to initial and follow-up recruitment emails. During this time period, my second informant connected me with the department’s associate Dean who then granted me permission to sit and observe, as a non-participant, the School of Education’s monthly Teacher Education Coordinator meeting, as well as the 26 member monthly faculty meeting.

Observations

On the day that I conducted the coordinator meeting observation, I was also able to observe a 26 member faculty meeting. Occurring during the morning

hours, the coordinator meeting was held in a small and somewhat outdated conference room. Led by the interim associate Dean, who served as both Dean and Department chair, I was provided with a meeting agenda and a seat located at the end of the table, a few seats away from participants. The latter meeting took place in the afternoon hours and consisted of 26 members. All members were current teacher education faculty. Similar to the morning meeting, I was presented at the meeting agenda by the interim Dean/Department chair. Because the agenda was quite extensive, I only observed the first hour of that session. Again, for this session I sat in a seat located towards the back of the room where I hand recorded my field notes.

Following the end of my observations of the faculty meeting, I was able to quickly begin data analysis on these two sessions. Both observations took place the second week in February 2016, at the conclusion of the seven individual interviews. Having been granted permission and access to these non-participatory observations, I was able to observe the interactions of some of my previously interviewed participants with fellow teacher education faculty and administrators within a larger context of the School of Education.

Interview Participants

As anticipated, participants for this research were recruited from the aforementioned faculty group following a purposeful sampling procedure. Through purposeful sampling the researcher is granted the ability to decide what

needs to be known as it pertains to the study's research questions and overall intent of the research. Following this procedure, the researcher then seeks to identify participants who can and are willing to provide the needed information by virtue of their knowledge and/or experience (Bernard 2002; Lewis & Shepard, 2006).

In accordance to Institutional Review Board (IRB) requirements and its adherence to individual autonomy (Hart & Belotto, 2010), all participants were informed of their rights through the provision of an informed consent form. That form was initially made available to each participant via email and as each individual was first being informed of and recruited for the study. During the time of their interview or observation, I reviewed the informed consent with each participant and also made available a hard copy of the form – in person – to obtain their signature or declination to participate. Upon their agreement to participate and signing the consent form, I then provided each participant their own copy for their records and encouraged each individual to contact me immediately should they have any questions or concerns following their interview or observation. By taking these well-detailed and systemic steps, I believe I demonstrated to each participant my commitment to ethical standards and confirmation that each perspective participant was provided ample opportunity to consider whether to participate or decline participation in the study. By doing so, I strictly limited the

possibility of coercion or undue influence (Hart & Belotto, 2010) on my part. A sample of this document is found in Appendix D.

Of the ten identified recruits, seven agreed to participate. Adopting Kornfeld, Marker, Ruddell, Cooke, and Fernlund's (2003) sampling strategy⁶, and considering the limitations and drawbacks associated with interviewing a particular faculty group (e.g., junior faculty, tenured faculty, adjunct, etc.), I opted to interview participants at various stages of their career. By taking a closer look at the teacher preparation program's diverse conditions, and assignments and responsibilities between tenured, pre-tenure, and adjunct faculty, I reasoned that focusing solely on one group could have limited the spaces for observation and data collection as a whole. Although participants varied in years of experience, each brought a unique set of experiences, knowledge, and subjectivities – personal judgement shaped by feelings and opinions - that contributed towards answering the research questions under investigation.

Methods and Data Collection

As briefly mentioned in the previous section of this chapter, data were collected from four main sources: interviews, coordinator meeting observation, teacher education faculty meeting, and the university's strategic plan. By far, the

⁶ The work of Kornfeld, Marker, Ruddell, Cooke, and Fernlund (2003) sought to understand the effects of the state of California's new teacher education standards on teacher education programs by sampling teacher education faculty at various stages of their career: from junior faculty to tenured faculty member.

most beneficial source of data came from the audio-recorded interviews of participant responses as they shed light on teacher education faculty perceptions of principles, practices, and/or ideas shaping their particular teacher preparation program. Additional data were derived from analytic memos on the institution's strategic plan, faculty curriculum Vita, and my own reflective Journal. Data collection and analysis of the institution's strategic plan and faculty curriculum vitas began November 2015, with seven semi-structured interviews and the two group observations occurring between the months of December 2015 through February 2016. Serving as guide to my research, was my adoption of Critical Discourse Analysis (CDA) and its theoretical position, analytic framework, and emphasis on the analysis of discourse.

Critical Discourse Analysis (CDA)

Rooted in critical linguistics and poststructuralist discourse theory, CDA is generally viewed as the study of “the relationship between discourse and power” (van Dijk, 2001, p. 363). From an organizational and societal perspective, its focus is on how social relations, identity, knowledge and power are constructed through written and spoken texts (Luke, 2000). Originating in the 1990s, CDA is known to appear throughout a variety of approaches (e.g., thematic analysis, print text analysis, oral text analysis, etc.) dependent on the intent and context of its use. For the purpose of this study, I relied on the theory's co-founder, Norman Fairclough, and his CDA in education approach as it is considered to be the most

developed theory and method for research in communication, culture and society (Jorgensen & Phillips, 2002).

Utilizing Fairclough's Approach

Donalek (2005) reminds us that the purpose of all qualitative research is to help understand some part of the human experience. To do so, Fairclough's (2010) CDA approach helped me to focus on understanding and interpreting what teacher education faculty are currently experiencing within their network of practices. According to Fairclough (2001), CDA functions as the analysis of dialectical – reasoning through dialogue – relationships between semiosis and elements of social practices, with semiosis involving all forms of meaning making, including language, visual images, and body language. It further delves into three areas: (1) radical changes that may take place within contemporary social life, (2) the role of semiosis within processes of change, and (3) shifts in the relationship between semiosis and social elements existing within networks of practices (Fairclough, 2001).

Practices, from a CDA perspective, “are a relatively permanent ways of acting socially which is defined by its position within a structured network of processes, and a domain of social action and interaction which both reproduces structures and has the potential to transform them” (Fairclough, 2001, p. 122). Throughout these processes, social life is viewed as a series of interconnected networks composed of diverse social practices with each practice consisting of a

semiotic element (Fairclough, 2001). By focusing on social practices, therefore, a CDA analyst is able to combine the perspective of structure with the perspective of action. In sum, and drawing from systemic functional linguistics⁷, the CDA method I adopted has the virtue of being functional and most appropriate for this study as it views and analyzes language as it is shaped by the social functions (Halliday, 1994) in which it occurs.

Applying CDA's Analytical Framework

It is CDA's functionality and problem-based approach that methodologically complemented this exploratory study. Detailed in Appendix A and modelled after Bhasker's concept of explanatory critique⁸ (Bhasker, 1986; Chouliaraki & Fairclough, 1999), CDA's functionality is commonly illustrated using what Fairclough (2010) refers to as an *analytical framework*. His framework consists of the following stages: (1) a focus upon a social problem containing a semiotic aspect, (2) identification of obstacles to its being tackled, (3) consideration of whether the social order *needs the problem* – in other words, is the social order generating a range of problems in an attempt to sustain itself, thus contributing to the rationale for radical social change? (4) Identification of

⁷ Systemic functional linguistics concerns itself with how individuals collectively make use of language to "achieve everyday social life and how social worlds are, in exchange, established in and through language" (Kazemian & Hashemi, 2014, p. 179). Through this perspective, systemic functional linguistics focuses on the analysis of texts and their relationship to the social contexts within which they occur.

⁸ Explanatory critique is an explanation form, according to Bhasker (2009), based on the premise that "there can be no action without judgments as to the truth or falsity of beliefs, and no rational adjustment of beliefs without explanation" (p. xxvii).

possible ways past the obstacles, and (5) reflecting critically on the analysis (Fairclough, 2001). It is this step-by-step framework, consequently, that steered my study's data collection and analysis processes. An overview of each stage confirms the framework's appropriateness to my research.

Stage I: Identification of a Social Problem

Stage 1 addresses my first research question; the assumption, based on my review of the literature, that New Public Management (NPM) is pervasive and exists within the particular teacher preparation program under study. Therefore, and according to CDA's framework, I have identified a social problem and now seek to confirm if the problem is evident within this particular social order – teacher preparation program - through its appearance within texts, language, and discourse. To discover if the manifestations of NPM appeared within such contexts, I utilized a data collection technique known as the *semi-structured in-depth interview* (Maxwell, 2013).

Semi-structured in-depth interviews

Similar to most qualitative studies, this research included what is by far the most common method of qualitative data collection (Donalek, 2005), the interview. To more fully understand the semiotic relationships occurring within the teacher preparation program under study, I relied on the in-depth semi-structured interview method. My use of this interview method allowed me to ask

the same set of questions to each of my seven participants within a flexible framework (Dearnley, 2005). Dependent on my participants' initial responses to my first set of questions, I was able to quickly assess my order of the remaining interview protocol. In other words, for most of my interviews I was able to follow my interview protocol with no specifically defined order. Because of the open-ended type of questions I had generated, the order of probing and further questioning was more fluidly and naturally determined by my participants' responses. Using this questioning technique ultimately allowed me to solicit more in-depth and thought-provoking reflection on the part of the participant.

Through email communication, I was able to initially make contact with each participant, provide a sample of my informed consent form, as well as inform each prospective participant on the purpose of my study and provide details on how the semi-structured interview would unfold. Because in all cases this was my first interaction with each prospective participant, I wanted to make clear to the participant what the interview experience would entail. Again, via initial email communication, each participant and I confirmed the exact day, time, and location to conduct the semi-structured interview and, through those first days of contact with each participant, I immediately worked towards establishing trust.

Trust

To begin earning each participant's trust, while ensuring that the scheduling process was as uncomplicated and less cumbersome as possible, I conducted each interview at a location that was most comfortable for the participant, yet provided enough privacy so that interruptions or distractions would be at a minimum or nonexistent. While participants may have perceptions to new public management practices or ideas, they may not be willing to express them without my establishing a strong sense of trust and rapport from my initial contact with them to the actual interview. Rasmussen (1989) reminds us that trust is essential to the success of interviews. Fontana and Prokos (2005) further assert that positive rapport is evident when the researcher is able to take the role of the respondents by attempting to see each situation from their viewpoint, rather than superimposing the researcher's preconceptions upon them. Consequently, four of the interviews were conducted in the participant's office, the remaining three interviews were conducted in quiet and non-occupied classrooms. Through this approach, gaining the trust of each participant and establishing rapport served as a starting focal point to each interview session.

As planned, each of the seven interviews ran approximately 45 to 90 minutes in duration. Carefully vetted and in consultation with my dissertation chair and one of my dissertation committee members, my interview protocol, referenced in Appendix B, was designed to understand and uncover the complex

semiotic relationships of teacher educators without imposing any a priori categorization that may have limited the field of inquiry (Fontana & Prokos, 2005).

Audio-recording

Initially, I had planned on conducting my interviews without the use of audio recording equipment. Considering Kvale's (1996) approach, where the qualitative research interview is a shared journey, a co-created work stemming from the interaction between participants and researcher, I envisioned the elimination of audio equipment as bringing me closer to Kvale's perspective. After an in-depth discussion and reflection on the interview process with my dissertation committee, however, I opted to go with the traditional approach of recording my interviews. By employing this technique, I was then able to more comfortably engage in a face-to-face interview which allowed me to more fully remain attentive to each participant's verbal and nonverbal cues.

Once again, to ensure confidentiality and trust among my participants, my informed consent form included a section with regard to audio-recording of the interview. Below is a snippet of that written disclosure to participants:

The interview will be audio-recorded to ensure that all information is accurately captured, thus facilitating a more accurate data analysis following the interview. After the interview, the tape will be transcribed, which means they will be typed exactly as they were recorded, word-

for-word, by the researcher. The tape will be destroyed after transcription. The tape will be kept with the transcription for potential future research involving teacher preparation. The tape and the transcription will not be used for any future research purposes not described here.

A more thorough overview of the interview procedure, utilizing an audio-recording device, may be found in Appendix D.

To audio record each interview I used a Sony 4GB MP3 digital voice recorder built with a mini hard drive which made it possible for me to download my recorded interviews through its USB direct-to PC capability. Ultimately, this recording device allowed me to download all recorded interviews to my personal computer and subsequently share via its MP3 capability with my transcription company, *Landmark* (<http://thelai.com/>), through a shared and secure data portal.

To prevent the loss of data, all interview recordings were secured and stored in my personal computer's hard drive, personal Dropbox account, and my transcription company's secure data portal. Each of these three data management sources helped me ensure the data remained confidential and secure through the use of user and password identifications for which I was the sole owner. By taking these measures, I was confident with my interview process and techniques, and felt that if I was going to identify the social problem, as prescribed in Fairclough's (2010) stage one of his analytical framework, I felt confident that each of my participant's data were securely stored for analysis soon to follow.

Stage 2: Identification of Obstacles

Fairclough's (2001) Stage 2 centers on the diagnosis of the problem and what the obstacles are to it being tackled. By applying this stage, a CDA analyst is attempting to discover why the manner in which social life is structured and organized makes a particular problem resistant to an easy solution. For my study, the implementation of a well-crafted interview protocol and faculty meeting observation helped diagnose the way social practices were networked together, how semiosis related to social practices, as well as the specific features and functions of discourse itself (Fairclough, 2001). To keep the study manageable, yet true to the CDA approach, I opted to go in depth with a select few participants rather than interviewing 20 or more individuals to more intensely diagnose the problem.

Sample size and participants

When it comes to qualitative research, methodologists rarely justify sample sizes or make available guidelines for estimating sample size (Marshall, Poddar, & Fontenot, 2013). Marshall, Poddar, and Fontenot (2013) contend that “ensuring that there is enough data is a precursor to credible analysis and reporting” (p. 11). The concept of *data saturation*, however, is often considered a good estimate of adequate sample size (DiCicco-Bloom, & Crabtree, 2006).

DiCicco-Bloom and Crabtree (2006) further note that saturation occurs when the researcher has gathered data to the point of diminishing returns. Following yet a more distinct and formulaic approach are Guest, Bunce, and Johnson (2006) stating that researchers should consider the following when planning for an adequate sample size: Given x analyst(s) qualities, y analytic strategy, and z objective(s), what is the fewest number of interviews required for having a clear understanding of a phenomenon? (p. 77).

Considering these examples and other sample size suggestions (Patton, 2002; Creswell, 2003; Maxwell, 2013), for this study I adopted Thomson's (2010) assertion that a small sample size will generally involve more contact time with each interviewee. Therefore, instead of interviewing 20 or more faculty members, which could have been impossible due to scheduling conflicts, I relied on my informants' and dissertation chair's suggestions and opted to interview a total of seven participants. All interviews took place during the month of January 2015, with the shortest interview lasting 45 minutes and the longest being 90 minutes in length. Table 3 illustrates the characteristics of my seven participants. Ranging from gender, to years of experience in education, in postsecondary education, number of years within the current teacher preparation program and their current role, contributed to their perceptions of major principles shaping teacher preparation programs today.

Table 4: *Participant Characteristics*

Characteristic	Number of Individuals
Gender	
Male	1
Female	6
Average years of experience in education	26.1
Average years of experience in post-secondary education	13
Average years in current teacher preparation program	6.4
Role	
Interim Dean	1
Associate Dean	1
Coordinator	2
Faculty Member	3
Total Participants	7

Stage 3: Does the Social Order Need the Problem?

Closely aligned with the concept of ideology is CDA’s stage 3. From an ideological standpoint, this stage alludes to signification (i.e., meaning) and its role in serving to “sustain relations of domination” (Eagleton, 2007, p.5). This is evident at this stage of the framework as it asks the question: Does the network of practices, referred to as the *social order* by Fairclough (2001), need the problem? The *problem*, in the case of my study, entailed representations (e.g., practices, managerialism, ideology, texts, etc.) of the neoliberal-founded new public management (NPM) – a corporate-laden management system designed to increase an organization’s efficiency and productivity (Ward, 2012). These representations, consequently, are misrepresentations of how an ideal teacher preparation program should function. Thus, they serve to sustain unequal relations of power (Fairclough, 2001). To become familiar and explore any existent

unequal relations of power within the teacher preparation program under investigation, I again turned to one of my informants to assist me with obtaining permission to observe the interactions between departmental leadership and faculty through a non-participation observation.

Non-participant observation

Corbin and Strauss (2008) declare that observations are important because it is not unusual for people to say they are doing one thing, when in reality they are doing something else. By conducting a non-participant observation, I was able to place myself directly where the action was taking place, and more accurately see what was occurring between teacher education faculty and those in leadership roles (i.e., coordinator, interim associate Dean, and interim Dean). Through this method of data collection I was able to learn if participants were actually behaving/acting the way they expressed themselves in interviews. Furthermore, determine if the social order needed the problem.

Known as the *non-participant/observer as participant* approach (Creswell, 2013), this data collection method allowed me to record data and incorporate field notes without being directly involved in the meeting or with its participants. In this type of a setting, Creswell (2013) refers to the role of the researcher as that of an outsider of the group being studied who normally watches and takes field notes from a distance. My observations of network practices located within these

meeting structures led towards a more holistic analysis of the discourse and semiosis taking place among faculty and administrators within the department. Similar to my interview method, the observation was conducted at their preferred site. In this case, however, I did not incorporate the use of an audio recording device.

Institutional Goals: Strategic Plan

Does the social order need the problem? Does the current teacher preparation program under study rely on NPM practices, ideas, and principles to drive the department's work? To help me address these questions which are commonly associated with stage 3 of Fairclough's (2010) analytical framework, I turned to the institution's overall driving artifact, the strategic plan. As a source for public information, the University's strategic plan was easily accessible via the University's website.

Reflecting on my review of the literature, with regard to NPM in teacher preparation programs, I turned to the work of specific scholars (Clawson & Page, 2011; Tuchman, 2009; Natalie & Doran, 2011) who argue that universities have become corporate-driven. Tuchman (2009) goes as far as calling them *Wannabe U* (universities); a phrase he uses to describe a university's leadership desire to transform the institution from an academic-driven organization to an organization functioning as a business. Having recently undergone changes within its executive

cabinet, the University had its most recent strategic plan available to the public on its website. Easily accessible, the strategic plan was laid out in a well-detailed format that encompassed a five-year plan. An overview of the plan included the institution's vision, mission, and imperatives that currently guide the University towards attaining its goals. From this data source, it was evident that identifying the problem, should it exist, I would find text and visual information to support or decline stage 3 of the analytical framework.

Stage 4: Getting Past the Obstacles

Although not the focus of my research questions, stage 4's emphasis on the identification of contradictions, gaps, and failures existent within the dominant social order (Fairclough, 2001) did provide a form of positive critique. Positive in the sense that (1) should NPM ideas and practices exist within the studied teacher preparation program, and (2) resistance to NPM among teacher education faculty be evident, this stage of the CDA framework could lead to the identification of certain people and/or contributing resources that may assist with overcoming the problem or revealing unimagined possibilities for change.

Fairclough's (2010) stage 4, therefore, strives to unveil contributing resources from which people may draw upon for overcoming identified problems. With regard to my study, the problem being illuminated manifests from neoliberal ideology and is literature identified as new public management (NPM) (Ward, 2012). To possibly arrive at this point in my exploration, I repeatedly returned to

my research questions to help create a well-designed interview protocol that naturally and fluidly progressed throughout each of my semi-structured interviews.

Interview protocol

Consisting of 10 open-ended questions, my interview protocol was based on an inductive approach as responses to its questions resulted in data to derive concepts and/or discourses (Thomas, 2006). Consistent with this method, I relied on the ideas, themes, and concepts to emerge from the interview data; it further limited the possibilities of me forcing a preconceived result (Thomas, 2006). Following an inductive approach, each semi-structured interview began with broad statements such as:

How would you describe the current management/supervision of the teacher preparation program at your institution?

From an initial question such as this I would then follow up with probing commentary and more explicit questioning that steered the conversation towards stage 4's intent. For instance, and following up on the previous interview question example, I would further probe with:

Is there anything faculty or administrators, like you, can do about what appears to be a lack of hearing and fully understanding, from management and/or supervisors, about what's happening in the teacher preparation field?

Fairclough's stage 4 – *identification of ways past the obstacles* – and its emancipatory objective, therefore, offered my study the opportunity to identify unrealized possibilities for change within the way things currently exist (Fairclough, 2001).

Stage 5: Reflecting on the Analysis

Finally, stage 5 of Fairclough's (2010) analytical framework directs the CDA analyst towards reflecting critically on the analysis itself. Fairclough (2001) describes this stage as follows:

Stage 5 is the stage at which the analysis turns reflexively back on itself, asking for instance how effective it is as critique, whether it does or can contribute to social emancipation, whether it is not compromised through its own positioning in academic practices which are nowadays so closely networked with the market and the state (p. 127).

Through my review of the literature regarding ideology, neoliberalism, new public management, teacher preparation, research on teacher preparation, teacher quality, and resistance, a critical discourse analysis approach was a natural fit for proposed study. Its stages, as described throughout this chapter, positioned my study to more thoroughly address my research questions and to further add to the apparent short list of findings in this field.

Data Analysis

To examine teacher education faculty perceptions to factors shaping their teacher preparation program, the analysis drew from (1) the university's strategic

plan, (2) interview data, and (3) data collected from non-participation observations of faculty and coordinator meetings. Inspired by the research of Kornfeld, Marker, Ruddell, Cooke, and Fernlund (2003), my data analysis relied on a Critical Discourse Analysis (CDA) approach to more intentionally collect and analyze data relevant to the possible manifestations of NPM within the teacher preparation program under investigation.

Their self-study focused on the effects of standardization processes associated with program accreditation. Results from their study suggested that tenured faculty, as well as faculty in earlier stages of their career, responded with similar subjectivities – perceptions and understanding of their world - as witnessed through their increased use of technocratic language and terminology within the classroom. Similarly, my exploration of NPM within the teacher preparation program under investigation relied on a similar approach as I expanded my pool of participants to a more heterogeneous group ranging from one to 18 years of experience with the teacher preparation program.

Integrated Approach

New to the world of research, I struggled with the complexities of CDA. More specifically, my understanding of it as an approach that constitutes itself at various levels, rather than as a single method (Meyer, 2001). Equally complicated was the utilization of its analytical framework while simultaneously remaining objective throughout the data analysis. Meyer (2001) alludes to this challenge as

he stresses that CDA scholars play an advocacy role for groups facing social discrimination. CDA's critical perspective on problems aims to unveil hidden power relationships with the intent to derive results of "practical relevance" (p.15). Contrary to this stance, Widdowson (1995) views CDA as a biased interpretation of discourse and claims "in the first place it [CDA] is prejudiced on the basis of some ideological commitment, and then it selects for analysis such texts as will support the preferred interpretation" (p. 15). Reflecting on these opposing views, and committed to analyzing my data without prior judgment, my struggle led me to the adoption of an integrated mode of analysis.

Throughout the data analysis phase, I incorporated both inductive and deductive techniques while utilizing CDA as my guide to data collection and analysis. By doing so, I was able to remain objective and allow the data to lead me to a more objective exploration of NPM while at the same time allowing CDA to more accurately identify and help answer my research questions. Through an inductive approach, research findings emerged from consistent and dominant themes inherent in raw data (Thomas, 2006), without restraints imposed by CDA. From a deductive angle, I captured data derived from CDA's analytical framework, as well as cascading from my research questions associated with new public management.

Preliminary Analysis

From the outset of my data collection, analysis was ongoing (Strauss, 1990; Gough & Scott, 2000; Coffey & Atkinson, 1996; DiCicco-Bloom & Crabtree, 2006), as I conducted interviews, committee observations, and an overview of the institution's strategic plan. Immediately after each interview, however, I audio-recorded my thoughts as I reflected on the experience and any notable nonverbal or body language occurrence, as well as setting details. These audio-recorded thoughts, including field memos, then became electronic memos that further provided insight to the ongoing analysis (Maxwell, 2013). By converting my field memos and thoughts into electronic notations, I was also able to establish a secure and efficient data management/storage system that further facilitated my data analysis.

Throughout my analysis of the data, I utilized *Dragon Dictation* software to recite my initial analysis and interpretation of the data. The accuracy and speed of the software granted me the opportunity to record and transform my preliminary analysis into electronic and interim summary reports soon after each interview and observation. This self-developed approach then allowed me to convert all summary reports, including field memos, into electronic analytical memos at a pace commensurate with my participants' teaching semester. Because my data collection had to occur during the long terms (i.e., fall or spring semesters), due to the teacher preparation program's field observations and

accountability efforts occurring during this period, I did not want to conduct data analysis in the summer months or after too much time had transpired between data collection and analysis. My approach, therefore, granted me the opportunity to conduct both data collection and analyses during a time frame when faculty were accessible, and throughout the duration of the research, stopping briefly to write reports or narratives as needed (Maxwell, 2013).

Coding

Almost immediately after the creation of my analytic memos, I completed two interview analyses to serve as my guides for the analysis of all subsequent data. To intentionally acquaint myself with the data, I read and reread each dataset to better understand and begin identifying persistent texts and language throughout the program's social order. By doing so, I objectively began to identify emergent discourses without losing the connections between concepts and their context (Bradley, Curry, & Devers, 2007). A third round of read-throughs led me to identifying recurring discourses and ideological concepts. This third review of the data then translated into organizing and condensing the bulk of my datasets into units for eventual analysis and the creation of categories (Gough, & Scott, 2000).

New to the research world, I attempted to closely follow specific coding practices and techniques as learned from the work of others (Miles & Huberman, 1994; Wals, 1992; Lincoln & Guba, 1985; Cantrell, 1993). From Strauss and

Corbin (1990), I learned and adopted their three levels of coding – open, axial, and selective – to the process. The first level, *open*, helped with the breakdown, comparison, and categorization of data. Already, from the example found in Table 5, the general condition of frustration appears to be evident with this participant. Although not noted in the open code, the participant’s expressions were recorded in an initial memo which further strengthened the coding description associated with counter-intuitive actions.

Table 5: *Open Coding*

	Question	Response	Memo	Code
Researcher	So how does that impact the classroom?			Counter-Intuitive
Clara		Oh yeah, well, you know, so then we have ...less time to work with the students and the teachers and making sure that they're getting what they need to get and to be successful and our goal is that we have successful teachers that ultimately translate into successful teachers but the ...theory-based and the research-based practices might get lost in this because we're following what someone else has told us what we need to do so, I'm trying, you know... I'm trying to balance that and it is very difficult for a faculty member.	Clara is expressing frustration over having to contend with requirements from external entities that deprive her and her fellow faculty from adhering to what they consider most important. In this case, time for working with preservice teachers.	The need to meet strict requirements lead to frustration and loss of time with students.

The second form of coding, *axial*, then makes connections between identified categories. From the example above (Table 5) and the analysis of various other similar open coding examples from this particular data set, led to the categories of *counter-intuitive*, *conflicting agendas*, and *mandates*. Counter-

intuitive referred to the need to meet strict requirements leading to frustration and loss of time with students. Conflicting agendas placed faculty in a position of having to balance their beliefs of what quality instruction entails and internal/external requirements and mandates. Lastly, *mandates*, referred to faculty feeling pulled away from their primary responsibility which is teaching preservice teachers. Axial coding therefore led my analysis to making connections between categories soon after conducting open coding.

A third and final form of coding utilized in my data analysis was *selective* coding. This type of coding led to the identification of core categories as related to other categories to confirm and explain identified relationships. Strauss (1990) refers to this step of the coding process is the intensification of interrelationships. Following this coding procedure, all sub-categories are systemically linked with a core category or categories (Strauss, 1990). To better illustrate the flow of these coding actions, I utilized Creswell’s (2002) coding process (see Table 6) as a simple guide to depicting the inductive approach behind these steps.

Table 6: *Coding Process*

Initial reading of text data	Identify specific text segments related to the objectives	Label the segments of text to create categories	Reduce overlap and redundancy among the categories	Create a model incorporating most important categories
Many pages of text	Many segments of text	30 to 40 categories	15 to 20 categories	3 to 8 categories

Compatible with critical discourse analysis (CDA), the development of my coding categories occurred hand-in-hand with the data analysis (Gough & Scott, 2000). Almost simultaneously, I monitored and recorded my thought processes regarding my decisions on the extraction of patterns and coding. From a deductive standpoint, I quickly began to see a pattern of NPM principles and practices throughout a significant portion of the data. In some cases, strings of texts were suited for more than one code. For recording purposes and possible future research, I generated a list of codes to assist with the identification of the content contained within each code and data set (Bernard, 1991). To better emulate the process from one data set to another, I created a few visual memos to organize my conceptual understandings of the themes, patterns, and discourses discovered throughout the data (Hubbard & Power, 1999).

Three-Dimensional Conception of Discourse

Subscribing to Bergh, Friberg, Perssonc and Dahlborg-Lyckhaged's (2014) three-dimensional conception of CDA, analysis of interview and observation data included two of these dimensions. The first, *description of the text*, was employed to analyze the transcribed interviews and strategic plan analytical memos. This dimension entailed a focus on word level, as well as text and/or phrase modalities. Consequently, the text was first analyzed by focusing on word level based on the following questions: (1) What words or texts did the

institution commonly resort to when describing its future outlook and goals? (2)
 Did it employ common new public management (NPM) phrases or words? (3)
 Did the descriptions and statements reference NPM practices and ideas? (4) If so,
 were those practices and ideas inclusive of teacher education faculty and their
 teacher preparation program?

Next, the text was analyzed and categorized according to its grammatical level to indicate the extent of modalities (Fairclough 1992). *Modality* (refer to Table 7), according to Fairclough (1992), refers to the level of power; in this case, how the institution’s executive leadership and/or faculty expressed their power in relation to the situations spoken about.

Table 7: *Text Modalities*

Participant Statements	Text Modality
We were told	Interpersonal
The committee needs to take control of this	Expressive
It's not ethical	Nominalization
The numbers appear arbitrary	Uncertainty

As referenced above, through the conception of CDA, four text modalities were identified: (1) interpersonal, (2) expressive, (3) nominalization, and (4) uncertainty. Through the interpersonal modality the faculty member experienced directives, guidance, or supervision from college or university leaders. This would include comments such as the one below which expresses a faculty member’s response to the University’s directive regarding the provision of data to external entities such as the National Council on Teacher Quality (NCTQ):

Pat: He just goes on and on and on and on with these rankings. and so the faculty just know, okay, the president wants us to get rankings. We have to do it.

The expressive modality referenced positive or promising opportunities as expressed by faculty, the college or university. The expressive modality excerpt below comes from the University's strategic plan.

To reach its [strategic plan] full potential, we are focusing collectively in embracing collaboration, innovation, and an entrepreneurial spirit.

Nominalization statements or expressions indicated a clear demarcation between faculty and their superiors.

Clara: We [faculty] are succumbing to a lot of pressures.

Identified as a recurring discourse, uncertainty was also used as a form of modality to identify texts that expressed ambiguity, obfuscation, or uncertainty. The excerpt below references the uncertainty modality.

Candy: Well, tell me how—tell me what you want me to do and we'll do it, right? I mean so how do you move up in a ranking? So you tell me okay, here's my ranking. It's 100 out of 400 or whatever. How do I move up?

The second dimensional conception of CDA entails the *interpretation of discursive practice*. Employing this dimension I interpreted faculty discourses based on both linguistic analysis of their texts and language, and my pre-understanding of teacher preparation programs. Identical to Bergh, Friberg, Persson and Dahlborg-Lyckhaged's (2014) work, I integrated linguistic analysis and my pre-understanding of the particular program under investigation to

identify an established and dominant discourse, as well as a new and emerging discursive practice with potential to change the dominant discourse order. Taking this conception a step further, I additionally focused on the institution's strategic plan to identify the message it conveyed to its readers and university personnel, including its teacher preparation faculty.

Strategic Plan

Using the same deductive approach as utilized during the analysis of participants' texts, I focused on my first research question: In what ways, if any, do manifestations of New Public Management (NPM) appear within texts, language, and discourse associated with teacher preparation? Consequently, the text analysis for the strategic plan was further derived from two questions: (1) what words, or phrases, if any, did the Strategic Plan include that are closely associated with new public management principles, practices and ideas? And, (2) did the words or phrases invoke negative or positive connotations? While this analysis was based on an artifact that is most commonly communicated with institutional and community partners, there were no current data reflecting the responses from both of these groups. Nevertheless, because strategic plans for organizations are often the driving force for the organization and presented in a positive light to both its organization and community, I assumed each NPM related text or phrase was of a positive connotation.

Description of the discourse

Continuing with a deductive approach, I focused on my second and third research questions to analyze new public management (NPM) associated texts and/or phrases that faculty used throughout their discursive practices. To arrive at the descriptive table below, I first executed a text query for each interview and observation transcription using NVivo software. After identifying consistent and repeating texts or phrases, I then resorted to my analytical memos for each participant and observation. By referring back to my analytical memos, I then traced the texts and/or phrases to the contexts in which they were revealed and expressed.

Intent on identifying data to help answer my second and third research questions: Second research question - In what ways, if any, do manifestations of New Public Management (NPM) appear within texts, language, and discourse associated with teacher education? And, third research question - in what ways do faculty beliefs regarding teacher preparation appear consistent with or in tension with NPM? The process allowed me to align identified texts or phrases with participant's perceptions to NPM, whether invoking a negative or positive connotation, or exhibiting consistent or in tension beliefs (see Table 7).

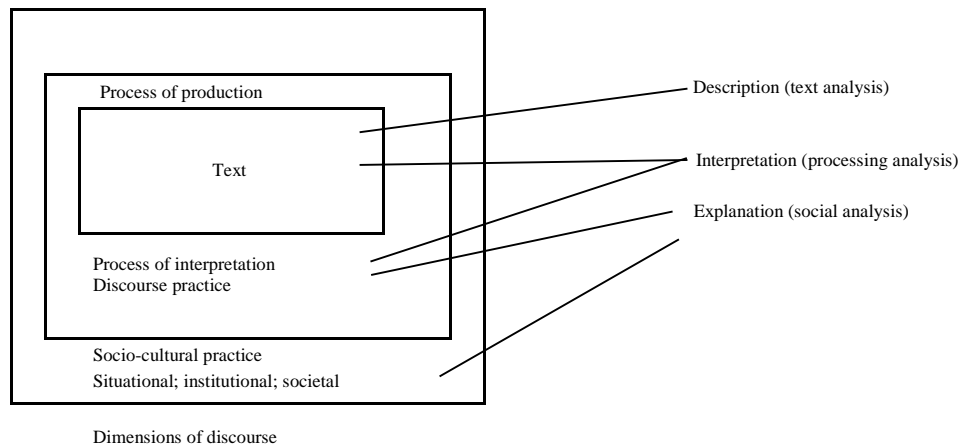
Table 7: *Faculty Text Analysis*

What words, or phrases, if any, did faculty use to describe their beliefs as consistent or in tension with NPM?	Were the words consistent or in tension with NPM?
It's a lot of work	In tension
Too much load to observe	In tension
We will meet what NCTQ says	In tension
It's a mandate	Consistent
It's tyranny (Fig. 13)	In tension
Accountability is not a new thing	Consistent
Have no knowledge of the field	In tension
It's really a business (Fig. 11)	In tension
Trepidation	In tension
Tightly controlled	In tension
We're succumbing to a lot of pressures	In tension
I'm trying to balance things	In tension
Competition has gotten intense	In tension
Just doing what they're telling us to do	In tension
Onerous and demanding	In tension
I don't care what you say, we want it this way.	In tension
Sometimes I feel like a marionette (Fig. 12)	In tension

Through an in-depth review of interview data, the discursive practice was interpreted based off the linguistic analysis, in this case, systemic functional linguistics which focuses on dominant representations (Halliday, 1994). Described as seeking to “compare the dominant and resistant strands of discourse” (Meyer, 2001, p. 29), interdiscursivity was studied by examining how different discourses were expressed. Throughout the analysis of interview data, and by relying on Fairclough’s (2010) analytical framework, I searched for (1) supporting, resisting, opposing, or new discursive practices contrary to the dominant discourse order, and (2) a well-embedded discursive practice as evidenced through my participants’ use of language, and commentary disclosing

individual and/or organizational practices and beliefs. Illustrating this process of analysis (Fairclough, 2001), Figure 1 is presented as a graphic depicting the three-dimensional conception of discourse and its evolving process beginning with text and leading to social practice.

Figure 1: *Three-dimensional Conception of Discourse*



Contrary to the dominant discourse order, is Clara's reflective and nominalization⁹ invoked remarks:

Researcher: You gave me a very good example of what sounded like critical-thinking on the part of the instructor to the student. The student becoming engaged in critical thinking, how mitochondrial works. If the faculty member is that skilled at delivering that kind of instruction, in educating a student or students, what keeps the faculty member from using those exact same skills in educating, whether it's the institution's upper management or outside organizations that are looking into the school of education, or legislators...

⁹ Nominalization statements/expressions indicate a clear demarcation between faculty and their superiors.

what keeps a well-skilled, master teacher, for lack of a better word, from using that to educate the system [i.e., NPM practices]?

Clara: That's a good question. I think part of it is opportunity, and getting the attention ... (three seconds of pause)...
hmm...So, if I need to communicate, which I do,
(chuckle) but I communicate to others how teaching should be done, then a lot of it is ... (two seconds pause)
Faculty 20 whispers to self "*why is it not done?*" I think a lot of it, might be, I mean there are a lot of external pressures or fear of ...two second pause...
they (upper-level administration) have more power, more power structure, they have more power than I do, they can tell me, you know they can tell me "I'm full of it , I don't know what I'm talking about," they are above me. You know, they say well "I don't care what you say, we want it this way, and they do." That happens...sometimes. Part of it is time ... my hands are full, I've got a lot going on already. Ugh.

Researcher Reflexivity

Similar to most researchers, I was in search of good data (Kleinsasser, 2000). To coin Kleinsasser (2000), focusing on my theoretical groundings, data collection, and its analysis and writing up interpretations, placed me in a position where my thoughts and actions appeared to be melding with one another and I found myself wondering if my data was, in fact, good enough to report or share with others. To help build my confidence and set me on the right track regard to this research step, I turned to the expertise and advice of one of my dissertation committee members who happened to be a qualitative researcher. From this person's guidance and feedback, I learned of *reflexivity*.

Reflexivity, dependent on the researcher's preferences and strengths, refers to handwritten, word-processed, or audio recorded documentation expressing acknowledgment of the researcher's place (i.e., positionality) and self-reflexive process (Schwandt, 1997). Throughout the research process, researchers may observe and comment on themselves as they experience and interact with the process. Kleinsasser (2000) claims that qualitative researchers engage in reflexivity to learn about self, which may then "illuminate deeper, richer meanings about personal, theoretical, ethical, and epistemological aspects of the research" (p. 55). In my case, reflexivity aligned well with CDA's Stage 5 which reflected critically on the research process itself. Adopting reflexivity techniques, I then examined reflexivity data with the same intent as interview and observation data. By infusing these measures into my research process, I then strived to ensure that validity criteria were met and, ultimately, generating good data.

To document my reactions, assumptions, expectations, and even biases associated with the research process (Morrow & Smith, 2000), I incorporated the use of an electronic reflective journal. Congruent with qualitative methods (Maxwell, 2013; Lincoln & Guba, 1985; Kleinsasser, 2000), the use of this practice added rigor to my qualitative inquiry. The journal entry below attests to my previous work experience and how it aids in viewing new public management (NPM) demands on the teacher preparation program under study.

March 5, 2016: Having been a Dean at the community college level

I'm fairly familiar with the challenges that were expressed during my observation of the coordinators meeting. A red flag to me is how the University appears to be failing at supporting the college of education with recruitment and promotion of its programs. While the University proclaims its accolades in the areas of grants and stem related fields, the education program is left to fend for itself and under the guidance of people with less power and authority: coordinators.

By documenting my reflections on the research experience, and even biases associated with the research process, I aimed to strengthen and further validate my study (Morrow & Smith, 2000). Coffey and Atkinson (1996) remark "we should never collect data without substantial analysis going on simultaneously" (p.2). Adhering to their experience, I systematically recorded personal reflections prior to and soon after an observation or an interview, upon reflecting on the data, on any biases that I may have encountered, feelings or thoughts on the research experience, as well as interactions with participants. Throughout this process, I reflected on my methods and personal experiences with both the research and my position as a school district employee. Continually throughout my study, I reflected on my theoretical framework and my assumption that new public management practices and ideas were existent within the teacher preparation program under study. Consequently, my reflections, to a greater

extent, focused on how to maintain my objectivity so as to confirm credibility to my research.

Ethics and Researcher Positionality

With 28 years of experience in education, and having worked with faculty at the community college level, I began this study with a considerable amount of knowledge and experiences in the teacher preparation field. My current occupation had additionally placed me in close contact with teacher education faculty, as well as their direct supervisors. Consequently, I went into this study having knowledge of the assortment of challenges and national outlook regarding teacher preparation programs. Again, because of my current occupation - school district administrator - I had become aware of the pressures and changes taking place within the institution prior to the start of my study. The district for which I currently work for had also requested that I work closely with the School of Education under investigation to begin and education preparation program for high school students wishing to pursue the teaching field.

Considering these things, my study positioned me in somewhat of a colleague role. In other words, I was not viewed as an authority figure, but rather as an education colleague by all participants. This was evident as three participants stated to me “this study that you are conducting is important. Someone needs to be researching our program.” I had initially thought that most participants would view me as either an authority figure due to my position within

my current school district, or as a student conducting novice-level research.

Instead, I was pleasantly surprised that all participants, including those in my non-participatory observations appeared to consider me more of a colleague in the education world.

Having evaluated faculty at the community college level, I was very comfortable conducting the semi-structured interviews. From the interim Dean, to interim department chair, to faculty member, each level of the college's program hierarchy appeared comfortable in their conversations with me and in many cases were very forthcoming in their interviews. By quickly addressing the trust factor with a genuine interest on my part, I believe I was able to reach a level of in-depth conversation with each participant. An awkward moment did occur, however, when observing the faculty meeting I was introduced to the group by the interim department chair. While this is not a common practice, it did give me the opportunity to speak to the group as a whole in regard to my study's intent. Following that quick introduction, I quickly resorted back to my position as an outsider and first and foremost, a student conducting a non-participatory observation.

Like many post-secondary and public school scenarios identified throughout my literature review, I have also experienced new public management practices and ideas during my career. Because of this, it was not difficult for me to position myself in the role of the participant and quickly connect with their

sharing of experiences. An example of this arose when a participant commented on their education program functioned with the top-down mentality. In other words, decisions related to their teacher preparation program were often made by university executives with limited or no input from teacher education faculty. When I asked about University mandates to improve the program's national rankings, the participant responded with:

Roberta: We have no choice. If we are told to generate and submit data to increase our national rankings, then we must comply.

Similarly, yet in a slightly different work environment, I had also experienced that scenario. Thus, it was important for me to remain objective and not give my opinion on matters. Understanding their position in my experience, I worked hard to differentiate myself from them and remain an objective observer and researcher. However, after each interview I would walk away fully understanding their experience. Unlike non-educator researchers, this topic places me very close to the participant.

In an effort to position myself as a researcher and remain objective to the study, I discussed this positionality with one of my committee members. From those discussions, I learned of the benefits associated with my knowledge and experience of new public management. Reflecting on Cochran-Smith and Fries (2004) assertion that educators conducting research on education oftentimes leads to deeper questioning and discovery of limitations to the variety of research

conducted on the subject, I confidently pressed forward with my study. At the conclusion of this dissertation, I therefore wish to keep education issues at the forefront of any future research that I may be a part of and intend to continue engaging with those within and outside the realm of education to share my reflections as an educator operating within the new public management system.

As posit by Rallis, Rossman, and Gajda (2006), “all research should be grounded in *trust*” (p. 404). Simply obtaining institutional review board (IRB) approval does not certify that research is ethical. Beyond a focus on sound procedural matters, therefore, my proposed study intentionally adhered to moral principles and ethical standards to more appropriately guide how its methods related to the study’s participants (Rallis, Rossman, & Gajda, 2006). New to the world of research, I relied on the American Evaluation Association’s Guiding Principles for Evaluators (American Evaluation Association, 2004), I practiced within the limits of my own competence and ethical practices such as determining when the benefits of the evaluation or procedures should be foregone due to potential risks. My own training in the field of counseling had prepared me to address matters associated with these matters, including confidentiality, transference – redirection of thoughts and feelings from one to another - and most certainly, trust. Similarly, three years of counselor training had prepared me well for the interview, questioning, data collection, and analysis process.

Thus, although new to the field of research, the qualitative approach was a methodology that strongly suited my experience and training, and has further enhanced my skills with regard to establishing relationships with participants. Rallis, Rossman, and Gajda (2006) further elaborate on the importance of these skills, as obtaining informed consent is much more than a procedure. It is, rather, a commitment to establishing trust that is grounded on the tenets of beneficence, respect for human persons, and justice (Rallis, Rossman, & Gajda, 2006). And, experienced and wise individuals, should know when to modify or even alter procedures of informed consent in an effort to develop, establish, and preserve relationships within the research participants (Sieber 2004). Based off previous coursework, internships, and training, I felt confident in fulfilling these important steps of the research.

Trustworthiness

Braud and Anderson (1998) explain how the test of the validity in research lies in its ability to discern pattern and, ultimately, its ability to provide an understanding of the human experience. Validation in qualitative research, however, comes in various forms. For this study, I adopted two general procedures of Lincoln and Guba's (1985) concept of trustworthiness: credibility and dependability. Using these procedures, I aimed for coding consistency checks to strengthen and ensure credibility. In addition, I conducted a brief research audit where I compared my study's data with that of research findings and

interpretations (Thomas, 2006) for dependability. The latter of these two procedures aligned naturally with stage 5 - reflecting critically on the analysis - of Fairclough's (2001) CDA analytical framework.

Another technique involved the triangulation of data sources, methods, and investigators. Creswell (2013) claims that by triangulating information, the researcher is providing validity to their findings. Using this process, I corroborated evidence from various sources to identify a particular theme or perspective. By incorporating a technique known as triangulation (Corbin & Strauss, 2008), I combined interview data with a non-participatory observation data, then drew a comparison between these two data sources and the institution's strategic plan to shed light on a particular perspective or discourse.

To ensure the accurate transferability of findings between the participants and me, I further incorporated the technique of rich, thick description a technique that grants readers the ability to make decisions regarding transferability because the writer has described, in great detail, the setting or participants under study (Lincoln & Guba, 1985). Erlandson, Skipper, and Allen (1993) claim that such detailed descriptions allows readers to transform information to alternate settings and to further determine if the findings can be transferred due to shared commonalities or characteristics. Following these techniques, my perspective on credibility may be viewed as the naturalist's equivalent to validity (Creswell, 2013).

To confirm coding consistency, I carried out an analysis and developed a set of categories for my interview and observation data. I then provided my evaluation objectives and a portion of the raw text to one of my informants who served as a reviewer for this particular step. Without knowledge of my initial categories, the informant then confirmed my categories or suggested additional steps towards the identification of more succinct categories. The creation of a second set of categories was then compared with my set for review and to establish the extent of overlap (Thomas, 2006). These two sets of categories were in some cases merged to combine one set. This process of discussing my findings with my informant helped develop stronger sets of categories.

Lastly, to enhance the credibility of my research findings I cooperated with three faculty participants to comment on, and in some cases, assess the findings. Supporting this procedure, Bryman (1988) stresses this allows (1) the researcher possibility of ruling out misinterpretations of what participants have said or done, as well as their perspective on what's transpiring within their social environment and (2) grants the researcher an opportunity to reflect and identify his/hers biases or misunderstandings of what has been observed. Adhering to these processes and techniques made for a strengthened analysis of the data.

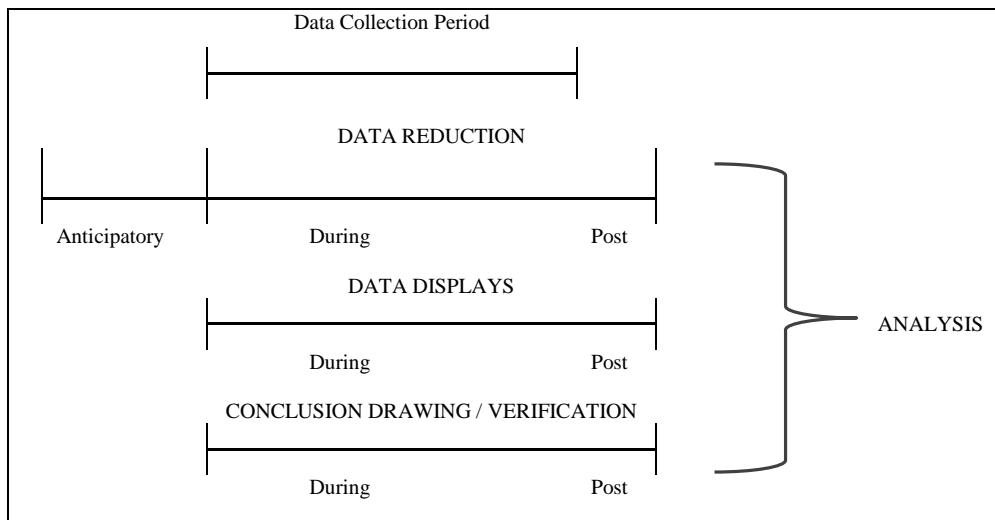
Summary

My purpose for selecting qualitative methods for this study was due in part to Cochran-Smith and Fries (2004) assertion that different paradigms of research should yield different insights. My adoption of Critical Discourse Analysis (CDA) methods, in addition, appeared favorable for conducting a study on a modern day teacher preparation program undergoing much change, while at the same time contending with accreditation and compliance.

Overall, the flow of my data analysis followed a process identical to Schutt's (2012). Following his strategies, I first anticipated my data collection and analysis by applying a deductive approach and identifying new public management principles, practices, and ideas. These items served as categories in anticipation of the data that was soon to follow. Following this step, I documented the data and the process of data collection. I then organized and categorized the data into concepts through open and axial coding. Soon after, I implemented selective coding and examined relationships between various categories to narrow down the strands into broader and all-encompassing categories which I labeled as discourses. Again, relying on a deductive approach much of the data naturally fell in alignment with new public management principles, practices, and ideas. Thus, the categories were streamlined to a single discourse: Perpetuating New Public Management.

Lastly, I authenticated my conclusions by adhering to procedures associated with credibility and as detailed in this chapter. In brief, and as depicted in Figure 2, the overall flow of my data analysis focused on (1) an anticipatory stage, (2) a data collection period, (3) data reduction, during and after data collection, (4) data analysis, during and after data collection, and finally (5) drawing conclusions and verification.

Figure 2: *Flow Model of Data Components*



Throughout this study, I aimed to perfect my skills in data coding procedures, as well as data analysis. My experience and perspective as an educator, nevertheless, proved to be a strength throughout this research. I sensed that most often during each semi-structured interview, and as I navigated each conversation with a fair amount of ease, transitioning from one topic to another, and probing further with questions meant to help answer my research questions.

Cochran-Smith and Fries (2004) attest to research situations and experiences such as mine when they assert that an educator's perspective may help deepen the questions being asked throughout the research, as well as unveil the limitations of the many types of research when insiders, such as me, look critically at the evidence in their own field. Reflecting on this thought, the purpose for this study suddenly resonated stronger with me, especially as I considered how unexplored the literature on the manifestations of new public management in teacher preparation appeared to be. Adding to the literature, nevertheless, are the findings to this study and as articulated throughout the pages of the subsequent chapter of this dissertation.

Chapter 4

RESULTS

Introduction

A review of the literature on teacher preparation suggests University teacher preparation programs are being shaped by politically created education reform agendas (Darling, 2004; Bale & Knopp, 2012; Ball, 2004; Clawson & Page, 2011; Cochran-Smith, 2001). Studying those agendas further reveals new public management (NPM), a form of management consistent with neoliberal ideology, manifesting at the core of many of today's universities (Ward, 2012). Embedded in these institutions are NPM principles of continuous improvement to increase productivity and efficiency (Kettl & Dilulio, 1995), marketization-type incentives designed to create competitive and entrepreneurial environments within organizations (Kettl, 2000), customer service orientation (Kettl, 2000), market-based and hierarchical form of decision-making left in the hands of trained professionals, and a diffused management style where the managed become the managers. The latter of these principles – diffused type of management – workers, or faculty in the case of teacher preparation programs, are (1) under increasing pressure to become more accountable through NPM practices of productivity, and (2) required to repeatedly manage and report on themselves through institutional and organizational auditing or monitoring systems.

Considering NPM's pervasive effects on universities (Deem & Brehony, 2005; Bleiklie, 1998; Kornfeld, Grady, Marker, & Ruddell, 2007), this study assumed that teacher preparation programs, particularly their faculty, are affected by NPM as the literature on the effects of NPM on organizations indicate. Given these findings, I wanted to learn if my assumption was consistent or contrary to what was occurring at a particular teacher preparation program in the Southwest United States. Following this thought, the goal of my research was to explore the principles, practices, and/or ideas that teacher education faculty perceived as shaping their particular teacher preparation program.

By employing Critical Discourse Analysis (CDA) methods and its conception of discourse (Bergh, Friberg, Persson, & Dahlborg-Lyckhage's, 2014), results of this exploration encompassed an interpretation of discursive practices, manner in which text is generated and received/interpreted, as well as a description of the texts (Fairclough, 1992) that surfaced during the time frame of this study. Because of the significant amount of data alluding to the ideological strategies of naturalizing, universalizing, denigrating, excluding, and obfuscating, data analysis continually led me to the identification of compliance and uncertainty related discourses. However, it was an in-depth examination of the institution's strategic plan and its universal message to its reader(s) that presented a clearer picture on the overarching and dominant discourse of this particular teacher preparation program. Consequently, based on the numerous ideological

strategies at play within this program, I referred to its dominant discourse as the Perpetuating New Public Management (NPM) discourse.

Research Questions

Prior to the identification of the program's dominant discourse, and my review of the literature on NPM in education, I began this exploration attempting to answer the following research questions:

1. In what ways, if any, do manifestations of New Public Management (NPM) appear within texts, language, and discourse associated with a particular teacher preparation program in the Southwest United States?
2. What principles, practices, and/or ideas do teacher preparation faculty perceive as shaping their particular teacher preparation program?
3. In what ways do faculty beliefs regarding teacher preparation appear consistent with or in tension with NPM?

Uncovering New Public Management (NPM)

Based on data collection from participant interviews and observations, teacher education faculty seemed overly confused and in flux to program operations and institutional decisions. With changes in leadership, a new direction and vision for the University had been set with the recent arrival of a new president two-and-one-half years ago. During the time of this study, there had also been changes within the teacher preparation program. More specifically, the program had recently attained national recognition for its Masters of Education

online program, had undergone a Southern Association of Colleges and Schools (SACS) accreditation review, and its Dean had been promoted to senior leadership within the institution. These changes, specifically the Dean's promotion, caused a ripple effect in the program's structure with interim individuals asked to fulfill dual roles of faculty and administrator while the institution began its search for a new Dean of the School of Education.

Amidst these changes, interviewed faculty had begun to question key operational functions and decisions as an overall sense of apprehension seemed to have settled among these particular faculty. Noticeable, during both a coordinator and faculty meeting, was a large faction of the faculty seeking answers to present-day challenges by resorting to data, procedural memorandums, and past modes of operation with great certainty that such artifacts would bring normalcy to their current network of practices. Obscure, opaque, or unclear, the program appeared to be undergoing a vague and somewhat obfuscated change.

Take Control of This: Pushing Back Against NPM

Eagleton (2007) refers to obfuscation as the ideological strategy that obscures social reality in manners that are most convenient to the dominant social group or class. Throughout observations and interviews of participants, uncertainty prevailed. Discrepancies, ambiguity, and a lack of clarity with regard to decision-making processes, master schedule of courses/sections, equitable compensation, and accreditation reporting existed. Parallel to these observations,

some faculty were also certain that data, and previously developed operational memorandums, would provide them the answers to their current challenges, especially their concerns over promotion and tenure. However, those documents appeared outdated. Furthermore, previous decision-making practices where faculty and upper-level administration corroborated to arrive at consensus were things of the past. Instead, faculty were left to figure things out on their own.

The passage below depicts the ideological strategy of obfuscation at play. While play may not have been on the minds of the faculty engaged in this dialogue, it does illustrate the unsettled rally of commentary I observed as these particular faculty sought to reach match point with their closing statement *this committee needs to take control of this* (Fig. 3). The topic of *promotion and tenure* attracted much discussion as veteran faculty reflected on a previous approach to agreement on the current promotion and tenure document. That approach had previously entailed a collaboration between faculty and upper-level administration. In 2016, however, the process was in a state of quandary as interim administrators and faculty attempted to resolve questions surrounding the School of Education's promotion and tenure process and its requirements.

To date, the teaching average was also in question as faculty addressed the promotion and tenure topic based off presumably reliable data. The following dialogue exemplifies obfuscation through faculty expressions of uncertainty and further touches on the subject of ethics as faculty appear to express discontent

over dubious numbers, originating from a variety of sources of which faculty are unsure:

- Anita: 4.28 used to be the University teaching average, at least that's what we had in 2015. There's a difference between what the department and the University considers to be a teaching average. Our data is off. The number appears arbitrary (Fig. 1). It's really difficult for us to rank ourselves with arbitrary numbers.
- Lupe: It's not ethical.
- Anita: Our department has our average at 4.7. We need calculation. We have the numbers.
- Janice: We were told (Fig. 2) it was 4.9, now 4.7.
- Lakeisha: How many students do we advise?
- Lupe: Student feedback numbers are not good. We work within an unethical system. We need to fix it; as a unit, we need to.
- Ju: This is important to people's careers. The leadership at this college has changed so much.
- Janice: This committee [addressing the committee of 26] needs to take control of this (Fig. 3). I propose a thorough review of the spreadsheets of the process used for promotion and tenure by the committee.

Framing the previous dialogue within the four identified text modalities as referenced¹⁰ in Table 9: interpersonal, expressive, nominalization, and

¹⁰ Throughout Chapter 4, I incorporated tables and figures to engage the reader with the description of texts. Specifically, how their modality referred to the level of power, whether institutional (i.e., interpersonal), faculty derived (i.e., expressive), uncertain (i.e., uncertainty), or demarcated (i.e., nominalization) between faculty and institution.

uncertainty; this discourse includes several interjections of the interpersonal modality, as expressed by Janice (Fig. 2). The entire exchange, nevertheless, is significantly layered with a tone of uncertainty as expressed by four of the five faculty members. Lupe was fixated on the interpersonal modality as the individual commented *it's not ethical, not good, unethical system, we need to fix it, and we need to*. Setting Lupe's commentary in context to the situation, however, analysis of the data indicates these comments as being directed at the institution for presumably failing to provide faculty clear direction on teaching average and promotion & retention processes. Each of Lupe's interpersonal modality statements, therefore, also align with the uncertainty modality as each statement invokes a sense of distrust towards previous institutional practices.

Table 8: *Faculty Meeting / Texts and Their Modalities*

Participant Statements	Text Modality
The numbers appear arbitrary (Fig. 1)	Uncertainty
We were told (Fig. 2)	Interpersonal
The committee needs to take control of this (Fig. 3)	Expressive
Used to be the University teaching average	Uncertainty
at least that's what we had	Uncertainty
Difference between	Interpersonal
University considers	Interpersonal
Our data is off	Uncertainty
difficult for us	Uncertainty
It's not ethical	nominalization
we need calculation	Uncertainty
we have the numbers	Expressive
how many students?	Uncertainty

Considering the importance of this topic, as it pertains to faculty members' careers, it was interesting how only five of the 26 members in attendance were

fully engaged with the dialogue. Reflecting on the program's social order (Fairclough, 2001), consisting of tenured and non-tenured faculty, I wondered how these faculty roles affected the social practice among teacher preparation faculty. From this perspective a critical discourse analysis researcher could assume that the social order had evolved to a practice where non-tenured faculty, perhaps were not granted the opportunity to express their thoughts associated with promotion and tenure when compared with tenured faculty. Thus, the discursive practices could be so traditionally set that only tenured faculty had the authority to resolve these type of issues. If so, this practice suggested an alignment to the new public management principle of hierarchal decision-making where those with power, in this case seniority, had the authority to recommend or make decisions with regard to the promotion and tenure of faculty.

Ideology at Play

Reflecting the literature was the teacher preparation program's adoption of new public management (NPM) principles as evidenced through the program's hierarchal style of decision-making and the practice of self-accountability, a discourse of compliance permeated the program through a vast array of operational and compliance-related tasks. Arguably, this compliance form of discourse was the result of NPM becoming the teacher preparation program's inherent and natural state of being. From an ideological standpoint, NPM appeared naturalized throughout the program as the social order - network of

practices - from faculty to coordinator, to department chair, to associate Dean, to the college complied and worked as directed to meet internal and external directives and mandates without hesitation or noticeably resistance. Supporting these findings were interview and observation data which revealed a network of practices consistent with ideological strategies. Sometimes implicit, such as the *Take Control of This* dialogue exchange, above , at other times blatant, these organizational behaviors were nevertheless in accord with the ideological strategies meant to perpetuate NPM.

Ideology, as understood throughout this study, has to do with “legitimizing the power of a dominant social group or class” (Eagleton, 2007, p. 5). Unlike the harsh and violent conditions faced by Mexican educators – referenced in Market Logic and Education section of Chapter 2 – *power*, in relation to the teacher preparation program under investigation, refers to the propensity to instill new public management (NPM) principles through intentional and authoritative use of text and language. To legitimate NPM, findings to this study suggests that the social order within which the program currently operates relies on the ideological strategies of naturalizing, universalizing, denigrating, excluding, and obfuscating. Embodying the ideological strategies at play, was the dominant discourse of Perpetuating New Public Management (NPM).

Perpetuating New Public Management (NPM)

Manifestations of new public management (NPM) appear throughout the teacher preparation program under investigation as a series of ideological strategies further perpetuate and legitimize its principles. Within the program exists a network of practices that exemplify a natural state of compliance and acceptance to both institutional and external directives. Eagleton (2007) describes this strategy as a dominant power legitimizing itself by naturalizing its beliefs and making them unavoidable and self-evident.

As the title of the dominant discourse suggests, Perpetuating New Public Management (NPM), discourse was non-confrontational and, instead, appeared to fluidly move throughout the program's social order as observed faculty appeared compliant to institutional and program mandates. Consequently, new public management practices and principles were a natural component of the teacher preparation program's operation. During the 26-member faculty meeting, Shuang described to colleagues the ideal and collaborative work environment. The conversation alluded to a Democratic and collaborative vision for decision-making. However, if the 26 member committee were to find itself charged with a mandate, Shuang expressed, whether from upper-level administration or an external regulatory organization, there would be no discussion. A mandate should be self-evident and be fulfilled. Expressing this point and interjected with a tone of assuredness, was Shuang's response during the faculty meeting:

Shuang: I'd like to work with colleagues. I want a relaxed environment, but we can work together [arrive at collaborative decisions]. However, when it comes to mandates...

A mandate! There's nothing to discuss about it. In this state [name masked for anonymity], that is very well known about this [responding to directives assigned to the program].

Shuang's remark was a no-nonsense type of response. In other words, a mandate is a must-do. There is no need for discussion, debate, or explanation. Instead, faculty and/or the teacher preparation program should comply. Furthermore, in their Southwest state, this should be of no surprise to anyone. Hearing this response, the committee of 26 appeared unnerved and unmoved by Shuang's comment. Seconds later, the conversation turned towards preparations for their late spring meeting.

Again, in this brief exchange of commentary between Shuang and the 26 member faculty committee, there were no questioning, debate, or comments associated with the "it's a mandate" remark. Faculty, similar to Shuang, appeared to comply and agree with both the statement and program regulatory tasks assigned to them. From a managerial perspective, Shuang's statement epitomized the top-down/centralized decision-making power and control that is most closely associated with organizations functioning under new public management (NPM). Further attesting to the program's adoption of NPM principles was Pat's commentary below.

Complying Marionette

A seasoned and 38-year veteran of education who has worked in both public school and higher education settings, Pat has been with the teacher preparation program under investigation eight years and has become well-versed in accreditation and compliance procedures. Pat attests to the program's overarching focus on compliance when asked about common themes, phrases, or terms that faculty of the teacher preparation program consistently incorporate in their discourse. Asking the question below, I was searching for manifestations of new public management as expressed through faculty use of text and language.

Researcher: During your departmental meetings or committee meetings, what are some common themes, phrases, or terms that are often articulated?

Pat: *Accreditation* is a big one. Perhaps even bigger than that is *compliance*. I tell people that we spend more time accounting for what we do than doing what we do. We're accredited by—it used to be NCATE. Now it's called CAEP, the Council for the Accreditation of Educator Preparation. There's another group called the National Council For Teacher Quality, sort of a self-appointed group, and they're continually requesting data. And, we make changes to our programs based on all of these people.

Rather than constantly having to fulfill data requests, time would be better utilized by coordinating and facilitating the program the way the department sees fit, comments Pat. Following this exchange, Pat goes on to say:

Pat: Sometimes I feel like a marionette, just all these strings, just do this, do this. And, that's no way to run

a really good program. I wish we could just back off that stuff for a while so we would have the time to look at our program the way we want to look at it and with partners and say, okay, what do we need to do to get to where we want to be.

Pat expresses how faculty wish these organizations would relax on their requirements and requests. Compliance is a major task for the teacher preparation program, according to Pat. From NCATE to the self-appointed program evaluation organization NCTQ, requests for data and justifying program efforts require a significant amount of time from faculty. So much, that Pat states “sometimes I feel like a marionette,” whose strings are being pulled in all directions. Pat expresses *we spend more time accounting for what we do than doing what we do*. In addition, compliance tasks take faculty away from facilitating a program the way the department considers to be ideal. Regardless of these tasks, being in compliance with these regulatory entities appears to drive a majority of the work for faculty of the teacher preparation program.

I’m Part of a Team: Complying With NPM

The University has more recently placed high value on national rankings as evidenced throughout the institution’s website. Its opening page has a section devoted to the institution’s national rankings, entitled “Ranked Among the Best” (University website, 2016). Similar to other institutions nationwide, the University appears concerned about its national status and recognition among its local and national community, as well as to any prospective student. Exploring

faculty beliefs regarding the preparation of classroom teachers, I sought consistency or tension with new public management (NPM) principles when I asked a question associated with the NPM principle of *productivity*. Adopted from the public sector, Lipsky (1980) associates the term with organizations compelled to *do more with less*. In other words, increase production with efficiency, cost-effectiveness, or limited resources.

Through the following exchange, I learned that some faculty are in agreement with the need to produce more graduates, as well as to be held accountable for increasing their program's rank and national status. While not demonstratively promoting the idea, their discursive practice and sentiment inadvertently promoted the NPM principle of productivity and incentivizing education for profit (Sleeter, 2008).

Researcher: Historically, teacher education programs have been summoned to be (a) more productive in its number of graduates, and (b) accountable for increasing its rank and national status among teacher education programs. How do you respond to calls associated with these charges?

Anh: You know, personally, if my leadership wants this thing, I'm gonna work to support it. I'm part of a team. And, you know, I think if that's their [upper-level administration] mission, one of their missions, I need to be contributing to that. So, I feel like if I don't like it, then I need to find another job. You know what I'm saying? I always say, I really feel like if you're hired and you're part of a team, and your leadership and your administration wants something, you need to try to work to address that. If you don't like that, then you need to work somewhere else.

So we have a 30-hour Master's degree. We can't change that. Let's try to make it the best we can. Let's try to think about how we can be effective and more efficient, but effective at the same time. And I think sometimes, we can do that, you know. It's like, people go. I don't have time for this. Well, you really do if you would spend less time on this over here, which isn't needed, and put time over here. You know, sometimes, it is what's necessary.

Tenured and with 33 years of experience in education, Anh was very knowledgeable of teaching pedagogy and political/legislative actions affecting education throughout the state. Throughout the interview, Anh appeared to always have a positive perspective on mandates and institutional directives. While this study does not explore the topic of generational differences to new public management, I did identify a difference between Anh and other faculty, with less years of experience, responses to this one particular question. And, although the program's social order appeared compliant to NPM principles and practices, it responded contrary to Anh's response above.

Haley: I just feel like that's almost more important than rankings. That is, reputation [of program].

Alice: I think you still have to attend to the rigor of the classes. Make sure that they [pre-service teachers] are getting everything that they need.

Roberta: I know some of that has to do with the goals of the institution. This institution is trying to become a tier 1 research institution and so some of those goals come from higher up.

Clara: I know that we [faculty] don't necessarily agree with it, but we must comply and just provide more and more information and say look we're doing this. We have to continue to prove ourselves. In addition to the other things, we have to improve ourselves, according to what they [University] want us to prove.

Along this same vein of compliance, and although compensation for their work appeared inequitable, program coordinators complied with the School of Education's demands throughout the academic year. Consisting of coordinators from each program of study (e.g., Bilingual Education, English as a Second Language, Secondary Education, etc.), the eight-member committee found itself discussing summer courses and its required staffing. Reflecting on their yearly salary and the amount of work required to sustain their year-long programs, the following short exchange ensues:

Chantel: We are on a nine-month contract. We work summer with no pay. We are asked to do something off contract and we are not compensated.

LaToya: But, you have to have someone there to work and monitor [preservice] teachers.

Committee: Silence. Committee then proceeded with the next meeting agenda topic.

Similar to Anh above, this short exchange gave the impression that everyone is a part of the team. Chantel makes the point that coordinators are working while off contract, yet receive no compensation for that work. LaToya states emphatically that coordinators must be there to monitor preservice teachers,

however. Following that short exchange, the remaining six coordinators interjected with brief comments justifying the need for compensation. Focused on students' needs, however, the team of coordinators stopped their conversation on this topic, and proceeded with a discussion on summer operational tasks. From this exchange, I understood that although compensation may not be available to those working extended hours during the summer weeks, the work still needs to get done.

New public management refers to this as the bottom-line approach (Ward, 2012). A vernacular terminology, bottom-line approach nevertheless is to the point and clear with regard to employee's role, in this case coordinators, within the organization. Although the brief moment of silence was broken when another coordinator brought up a new topic for the committee, it does provide a glimpse of faculty dedication and commitment to their students. As the exchange indicates, "but you have to have someone there to work and monitor [preservice] teachers" (LaToya), the team of coordinators overlook their non-paid weeks of work, or added summer responsibilities. Instead, they accept the task and move on. Arguably, this too is an example of new public management practices. Doing more with less, in this case, is represented with coordinators accepting additional responsibilities, yet compensation remaining the same.

That's a Bunch of Stuff! Meeting NPM Demands

The *perpetuating new public management* discourse permeates throughout the teacher preparation program as compliance takes center stage to their daily performance at work. While maintaining a teaching load and for some, conducting research, faculty find themselves constantly having to justify their program and its operations to meet compliance with numerous entities. To meet US News and World Report standings requirements, the University submits large amounts of data to these organizations. Faculty attest, more specifically, to NCTQ requests that the more the University responds with data, the higher the rank. Upper-level administration has directed the School of Education and its teacher preparation program to give them [NCTQ] what they want, and make changes, whatever is required. Faculty respond with *we have to do it*:

Researcher: How do the faculty respond to that [submitting data to [NCTQ]? What do you hear them say? I mean, you're already, right now, saying it's kind of like a game.

Pat: That's a bunch of stuff! And now, we are awaiting results. Yeah, it's exactly like playing a game.

The president is huge on university rankings. I've heard him speak many times at different convocations and things, and he has this canned speech stating this program is ranked this, and this program is ranked this. He just goes on, and on, and on, and on with these rankings.

And, so the faculty just know, okay, the president wants us to get rankings. We have to do it. And, I

think they've been very good about doing it; just cuz they know we have to.

Without hesitation, and accepting directives from all entities, whether within the University or from accrediting and evaluative organizations, faculty are complying and accepting all directives as the norm. Like a marionette, whose strings are being pulled in numerous directions, Pat believes that meeting compliance is a consistent task for the teacher preparation program. From the previous transcription, Pat also believes the faculty comply “just cuz they know we [they] have to.”

From the aforementioned scenarios of ideological strategies, the teacher preparation program’s network of practices exemplifies a natural state of compliance and acceptance to institutional and external directives. The University’s teacher preparation program appears to experience and accept ideological strategies that further perpetuate new public management without contestation or rebuttal. Fairclough (2001) describes this organizational state (i.e., network of practices) as a social order that inherently generates a range of problems which it *needs* in order to sustain itself (p. 126). For the teacher preparation program under investigation, these include the need to (1) set a new vision for the University that culminates in global impact (University website, 2016), (2) take a bottom-line approach to complying with external accrediting, regulatory, and examination entities to attain higher national rankings while

maintaining institutional and program accreditation, (3) generating its own funds to keep themselves solvent, and (4) utilization of data to set and drive the institution's goals. Underlining these needs is the University's belief, like that of NAR 35 years ago, that a call to action is required now in order for the University to avoid becoming obsolete. To report on findings associated with this discourse, I begin with the university's quest to attain national recognition and its strategies of naturalizing and universalizing that movement.

A Call to Action: Universalizing NPM Principles

Besides examining observation and interview data, my analysis relied on an additional and text-rich source, the University's strategic plan. Available to the public via the institution's website, the University's strategic plan was developed over a course of 24 months. An extensive document, the plan was filled with texts, photos, data and statistics, PDF iterations, and video footage showcasing select few University professors and staff from the Science, Technology, Engineering and Mathematics (STEM) fields. Resembling the neoliberal-founded Nation at Risk report of 1983 and its call for action to the nation, the University relied on the strategies of naturalizing and universalizing as its strategic plan illustrated a vision of positive global impact, while summoning its constituents with the following quote:

The world is changing around us and we must adapt or become obsolete. The strategic plan should be viewed more than a road-map for the future, but rather as a call to action (University website,

2016).

From these few words, it is understood that the university's problem is *becoming obsolete*. To avoid this, the University *must adapt*. The plan therefore, according to its author(s), is a call to action; there is no alternative, either adapt or become obsolete. With this statement, the institution is exerting its belief with an undertone of naturalness as adapting is a must and apparently inevitable. By creating this type of texts, the University is also universalizing a sense of unity as readers may understand this quote as both the University and its faculty are taking action to avoid becoming obsolete. By rendering the belief that the institution must adapt or become obsolete, the University, via its strategic plan, arguably utilizes the strategies of naturalizing and universalization to legitimate its NPM principles.

Roadmap for the Future

An examination of the strategic plan's text modality, degree of affinity with or affiliation to each statement (Jorgensen & Phillips, 2002), reveals a significant presence of NPM terminology with each invoking a positive connotation (see Table 9) as determined by the context in which the texts were disclosed to the public.

Table 9: *Words/Phrases from Strategic Plan and Their Connotations*

What words, or phrases, if any, did the Strategic Plan include that are closely associated with new public management principles, practices and ideas?	Did the words or phrases invoke positive or negative connotations?
Data analytics	Positive
Predictive performance	Positive
Recognition	Positive
Producing	Positive
Operational priorities	Positive
Aggressive transition from the planning phase to the implementation phase.	Positive
Ideas will propel and advance the University status to that of a model 21st-century urban research University.	Positive
Competitive	Positive
Dedicated to providing a career-ready workforce and a highly educated citizenry.	Positive
Goal centered	Positive
Global impact	Positive
The University is ranked number four for online programs.	Positive
Strategic Hires	Positive
Metrics	Positive
Assessing progress	Positive
Measuring success	Positive
Entrepreneurship	Positive
Excellence	Positive
Data-driven	Positive

From data analytics, to its emphasis on data to drive its decision-making, the University is sending a clear message to the reader of its strategic plan that it is committed to *continuous improvement* - yet another new public management (NPM) principle. Kettl (2000) correlates continuous improvement to private sector management. Under NPM, organizations shift work to the private sector

and their management practices with the intent of improving productivity and efficiency under the banner of continuous improvement.

Positive and Visionary: Analysis of the Strategic Plan

Relying on the text modality technique used throughout the observation and interview analyses, the strategic plan invoked an overall expressive modality (see Table 10). As detailed in the Methods section of this dissertation, Chapter 3, four text modalities were utilized for the analysis of this study's texts and language. With regard to the strategic plan, the expressive modality references positive and visionary possibilities. The same modality was also used during the analysis of faculty text and language. Visionary and focused on wide-spread possibilities, the strategic plan informed the reader of its *dedication to providing a career-ready workforce and a highly educated citizenry* (Fig. 9), ranking with regard to online courses, and informing the public of how the *strategic plan should be viewed more than a roadmap for the future, but rather as a call to action* (Fig. 10).

Table 10: *Strategic Plan Modalities*

What phrases/statements did the Strategic Plan use that invoked interpersonal modality (institutional power), expressive modality (i.e., possibilities), nominalization (i.e., demarcation between institution and faculty), or (un)certainty?	Modality
Begun an aggressive transition from the planning phase to the implementation phase.	Expressive
Ideas will propel and advance the University status to that of a model 21st-century urban research University.	Expressive
Dedicated to providing a career-ready workforce and a highly educated citizenry. (Fig. 9)	Expressive
The University is ranked number four for online programs.	Expressive
The strategic plan is a far-reaching singular concept of enabling a sustainable mega-city by offering context for engagement and impact.	Expressive
Strategic plan should be viewed more than a roadmap for the future, but rather as a call to action. (Fig. 10)	Expressive
The strategic plan is a living, dynamic manifesto with targeted metrics that will continuously measure to assess progress toward the University's lofty goals	Expressive
The world is changing around us and we must adapt or become obsolete	Expressive
Principles of community: leadership and service, collaborative relationships, a supportive environment, constructive communication, mutual respect, and inclusion and diversity.	Expressive

The View from Street-Level

In contrast to the institution's new public management-driven vision, teacher education faculty, perceived NPM principles, practices, and ideas as negative (see Appendix F). Numerous examples including words, phrases, or sentences were identified with faculty alluding to or specifically referencing NPM practices. During the semi-structured interviews faculty express the following contrary remarks to the strategic plans expressive modality:

- Clara: It's creating competition [online versus lecture courses]
- Roberta: It appears based on money [increase in online course offerings]

Pat: It's what the University expects [compliance with NCTQ]

Anh: And, there's a difference between the department and the University [omission of teacher education faculty and their program in the strategic plan].

Further still, during interviews, faculty were asked to reflect on literature identified NPM principles to determine whether teacher education faculty beliefs were consistent or in tension with NPM (see Table 11). Results revealed a significant amount of responses as being in tension to NPM. These included *it's really a business* (Fig. 11), *tightly controlled*, *sometimes I feel like a marionette* (Fig. 12), and *it's tyranny!* (Fig. 13).

Table 11: *Faculty Beliefs Consistent or In Tension with NPM*

What words, or phrases, if any, did faculty use to describe their beliefs as consistent or in tension with NPM?	Were the words consistent or in tension with NPM?
It's a lot of work	In tension
Too much load to observe	In tension
We will meet what NCTQ says	In tension
It's a mandate	Consistent
It's tyranny (Fig. 13)	In tension
Accountability is not a new thing	Consistent
Have no knowledge of the field	In tension
It's really a business (Fig. 11)	In tension
Trepidation	In tension
Tightly controlled	In tension
We are succumbing to a lot of pressures	In tension
I'm trying to balance things	In tension
Competition has gotten intense	In tension
Just doing what they're telling us to do	In tension
Onerous and demanding	In tension
I don't care what you say, we want it this way.	In tension
Sometimes I feel like a marionette (Fig. 12)	In tension

Lipsky's (1980) *street-level bureaucracy* concept appears to be occurring as teacher education faculty do not share the same perspectives and preferences as upper-level administration based on interview, observation, and strategic plan data. Described as workers with substantial discretion in carrying out their work as they interact directly and consistently with citizens, street-level bureaucrats include education faculty (Lipsky, 1980). Placed in context with the teacher preparation program under investigation, street-level bureaucrats (workers) in this case are faculty members and citizens are students. Viewing the dichotomy between the strategic plan's expressive and positive modality and faculty perceptions to new public management practices then, the concept of Street level bureaucracy is taking place. When this occurs, contends Taylor (2007), an organization cannot be thought to be working towards stated goals.

Excluding the Experts: Ideological Strategy in Action

Along with the ideological strategies of naturalizing and universalizing, data analysis suggested the presence of the excluding and denigrating strategies. While faculty beliefs appear to be in tension with new public management practices and ideas, the University and the teacher preparation program are not rivals. Or, at least the network of practices within the institution does not reflect such rivalry. Nevertheless, thoughts and beliefs do appear to be in opposition. Defined as "excluding rival forms of thought through unspoken or systemic logic" (Eagleton, 2007, p. 6), findings throughout this study indicate an alignment to the

ideological strategy of *exclusion*. Analyzing faculty expressions through a critical discourse analysis (CDA) lens, the exclusion strategy appears to be perpetuating new public management (NPM) as it serves as an obstacle to solving the problem. Problem, in the case of the teacher preparation program under investigation, referring to an NPM principles. By doing so, the network of practices remains unchanged and NPM remains intact.

Researcher: Sounds like you're pretty well in touch with how the faculty are feeling right now.

Clara: uh hum

Researcher: Based on what I'm hearing, are other faculty thinking [about regulatory agencies] the same as you?

Clara: We're all feeling the pressure, I know that I am. The whole thing [NCTQ review] is that it makes us feel like we know what's best for teachers and I live in [anonymity of state], and I live in this part of the state, and I know what my teachers need. I am directly in touch with them. We know our contexts and to have external entities tell us that what we should or shouldn't be doing is contradictory to what we believe. And, it may conflict, with what we know and what we see is best. I've had years and years of experience, and know the research and know what works, and what doesn't work, and yet we consistently get conflicting standards placed on us that they say well no forget all that you've learned, as if we're not the experts in what we do. So, it's just dismissing the expertise that we have developed over the years. This is some outside entity telling us this is how you should be doing things, and they don't know our school, the University, they don't know our faculty and they don't know all the schools that we serve... that its... no... it's absent of the actual context and the populations that we deal with at all levels.

Appearing most damaging to faculty morale and their job satisfaction was their exclusion from key discussions and decisions impacting the School of Education. The University is striving for national notoriety. Through its efforts to attain national status, however, teacher education faculty are frustrated and disillusioned by the direction of their institution. Rather than relying on its current education faculty to further develop the education program's vision, the University has turned to outside entities, such as NCTQ, to evaluate and non-collaboratively change the course of the program's operations and functions.

It's Tyranny! Denigration in Action

Disparaging thoughts and ideas that might challenge the Perpetuating New Public Management (NPM) discourse (Eagleton, 2007), the ideological strategy of denigration results in discontent with regulatory organizations, specifically NCTQ. A significant number of faculty express their sentiments with this organization. More descriptive, are Anh's comments:

Researcher: So, why do you think some faculty from the teacher education program bristle when NCATE or an accrediting agency gets involved with the teacher education program?

Anh: I'll be honest with you. There's something else that I didn't mention here that we're having to deal with now, and that is, that NCTQ.

Researcher: Yes.

Anh: They just come in and do this. That is a very weak process. They go in, and you can tell from the report, the feedback, that all they've done is scan a syllabus, looking for keywords. Many of the people doing it don't have knowledge of the field. And, they're only looking for key things, like they've been trained. They only know keywords. They have no idea what these courses mean. So when they tell you, I took a course in this, or they look at the college transcript, they don't know how to appreciate what it meant to make an A in that course, or when they mention certain experiences they [students] had. They don't have the knowledge to really evaluate that. All they've been trained to do is look for keywords in a resume or in a cover letter; now that's a game.

That's different to me than addressing state standards and national standards, which are all based upon things from our professional organizations. I even think it's tyranny. To me, it's tyranny! We know our best. It's tyranny that you're dictating like that.

From an ideological standpoint, Anh's perspective illustrates a form of denigration occurring as an external entity, NCTQ, evaluates and critiques the teacher preparation program. Furthermore, as the institution complies with this entity's requests, with regard to data and program functions to attain a higher national status, the institution portrays itself as denigrating its own teacher preparation program. Teacher education faculty unknowingly express this occurrence when they comment:

Pat: The faculty just know...okay, the president wants us to get rankings. We have to do it.

From this remark, and considering it refers to all faculty, in general, faculty appear to not be consulted or included in conversations regarding the implications to NCTQ requirements. Anh expresses “it’s tyranny.” Pat exclaims, “we have to do it.” Others, claim similar experiences. Consequently, the actions of the institution seem to denigrate the teacher preparation program.

Who Decides? Faculty Respond to NPM Practices

There exists trepidation over defending their stance to upper level administration, when it comes to matters associated with national rankings, rigorous admissions requirements, and complying with external entity’s requests. There is a clear delineation between *them* [institution] and *us* from some education faculty. In addition, complying with newly developed program standards also translates into going up against faculty fundamental beliefs. Faculty accept being accountable, however, they are not content with being criticized for their program, as well as not being recognized for their expertise.

Researcher: Is there anything faculty or administrators can do about what appears to be a lack of listening and fully understanding what’s happening in the field?

Clara: You know it’s almost like that they [University] think that we don’t want to be accountable. It’s not that we don’t want to be, it’s just who decides? Of course we want to be accountable. Of course we want to make sure we have good strong performing programs. We don’t just want to do whatever....whatever whim comes along...
laugh [with disbelief inflection]...

But, you know, trust us to also have the expertise and let's work together on this versus you telling me what I should be doing, when I come to the table with work, with ideas and knowledge, and experience that you don't have. So, on the one hand it looks like you're trying to say I don't want to be accountable when you are. But, it's just not necessarily along their lines.

Faculty responses gave the ideological impression that there is no alternative to complying with internal and external mandates. Innovation, engineering, and scientific discovery is what the institution has claimed as its goals (University website, 2016). Teacher preparation appears secondary and perhaps not as highly valued as the STEM fields. Although the teacher preparation program has graduated high achieving teachers, due to its best practice approach, the University does not appear interested in supporting the program, whether financially, politically, and publicly according to Clara.

Clara: It's good that we [University] have a good teacher education program. You're doing a good job. I'm glad you're making good teachers, but you know we can't really afford that many.

In addition to teaching teachers, there's now pressure to generate grants. \$100,000 to support faculty's work, while conducting research, whether or not its funded, and publications to obtain tenure, although clinical faculty don't contend with tenure. They do, however, have to meet NCATE and NCTQ requirements. Faculty have been told they need to bring in \$100,000 apiece. Per year, to support their work.

Do we actually think we're gonna be able to do that in education? Some feel it gets to be a lot harder because STEM education probably can make that goal. At some

point we can't.

Faculty contend that the School of Education continues to be underfunded, when compared to other colleges within the University. There's a lot of economic issues that require conversations with others.

They [upper-level administration] come back with its spending too much, we need to audit your program and we need to make it smaller because it's too expensive. Instead, it's what we hear. We need to make it smaller and we hear this is too expensive. But, yet, they [institution] fund millions into engineering.

Unrealized Possibilities

Having relied on critical discourse analysis (CDA) as the methodology to this study, it is Stage 4 – Getting Past the Obstacles (Meyer,2001) – that further proposes additional, albeit, positive implications. This stage of the critical discourse analysis (CDA) framework emphasizes the identification of contradictions, gaps, and failures within a dominant social order. Referred to as a positive form of critique by its theory's co-founder, Norman Fairclough, (Jorgensen & Phillips, 2002), Stage 4's positive connotations assert that possibilities, or possible ways past the obstacles (Fairclough, 2001) may transpire.

“There is nothing that has been socially created that is incapable of being socially changed,” claims Fairclough (p. 134). Apple (1980), contends “no assemblage of ideological practices and meanings can be totally monolithic” (p. 60). From these assertions, this research was conducted with the understanding that cultural and social life is simply too complex to be controlled by

deterministic models. For the teacher preparation program under investigation, its future or the tensions within its discourses, can perhaps be reshaped by those throughout the program that envision and express alternatives to the current discursive practices. Based on this study's findings, the following unrealized possibilities exist, if only someone takes heed to the social order's current discourse and its implications on the teacher preparation program.

Support for Research-Based Efforts

Semi-structured interviews to this study led to an understanding that a faction of the faculty express an interest in developing a teacher preparation program that embodies efforts similar to those of highly successful programs like those of University of Wisconsin, Georgia Tech, and University of Oklahoma.

Research-based efforts are on the minds of faculty:

Anh: Teacher education is much more complex than we've given it credit for. We talk about constructivism as a way of learning and in-depth types of learning experiences that we know are the ones they [pre-service teachers] need. I don't think public schools or we [teacher preparation] do [teach] this.

Clara: With the institution striving to be nationally recognized here's an opportunity that already has capacity and support from faculty behind it.

Anh: I think leadership is critical, for any kind of sustainable changes. You need strong leadership. So, if you really wanted to have large changes [referencing the teacher preparation program], then I think you have to have institutional support, and I think there has to be a structure for that and leadership that knows how

to make that happen.

Although our discussion did not delve into the theory of constructivism or Piaget, it did resonate with the need for a teaching and learning vision based on research and proven instructional practices. For the incoming Dean, these particular discussions, and as articulated by Clara, may quickly gain momentum as they already have faculty support. Given the physical expressions these faculty demonstrated during our conversations, with frequent pauses in discussion to reflect, and at times teary-eyed from frustration or the apparent need to be heard, their words seemed genuine, sincere, and well-articulated from the perspective of passionate and visionary veteran and new faculty alike.

Classroom Sabbatical

A final implication of unrealized possibilities entails extensive fieldwork. Almost unanimously, faculty expressed the need to be in the field. Findings revealed faculty members' desire to not be so removed from public education that they lose sight of contemporary school culture. From faculty come the following thoughts:

Clara: I think that one way we could improve it [teacher education], in an important way, is that we faculty live in schools. I think that a lot of professors tend to become too far removed from the realities of the classroom.

Haley: One of the things that I would absolutely love—I don't know if it would ever happen, is to see people who are in higher education, in the education field, have year-long sabbaticals where they're required to go back to

Perpetuating New Public Management Discourse: Summary

The results of this research suggests new public management (NPM) principles, practices, and ideas were present during the time of this study. Supporting this claim were findings consisted with NPM throughout the program's discursive practices, production of texts and consumption of texts and language (Fairclough, 1992), as depicted throughout observation, interview, and the strategic plan's data. Their analysis revealed a significant amount of data representing the ideological strategies of naturalizing, universalizing, denigration, and exclusion. Because of the continual promotion of these strategies throughout the teacher preparation program's network of practices, I referred to the program's dominant discourse as Perpetuating New Public Management (NPM).

Exemplifying a natural state of compliance and acceptance to institutional and external directives, this discourse permeated throughout the teacher preparation program through a vast array of operational and compliance-related tasks. Sometimes implicit, at other times blatant, such as the omission of teacher preparation faculty in the Strategic Plan, these organizational behaviors were consistent with ideological strategies intended to perpetuate NPM.

Analysis of text modalities – referencing the level of power expressed by faculty or upper-level administration – revealed four types of modalities including (1) interpersonal, (2) expressive, (3) nominalization, and (4) uncertainty. Each of these modalities appeared consistently within the program's networks of practices

as identified within commentary in all sources of texts. Based on the description of these text modalities and interpretation of faculty discursive practice, the program's outlook, in addition, appeared uncertain based on a faction of faculty responses.

While studies on the effects of NPM on public organizations such as universities exist, research on the manifestations of NPM in teacher preparation programs is not as prolific, perhaps nonexistent. Therefore, to study teacher education faculty perceptions of forces shaping today's teacher preparation programs is beneficial to the education field and, perhaps more importantly, to teacher preparation faculty. As posit by Kornfeld, Grady, Marker, and Ruddell (2007), "no one should assume he or she is immune to the effects of top-down standardization" (p. 1903). Consequently, results of this study may inspire faculty to reflect on their actions and realign those actions with their beliefs. And, as eloquently suggested by Kornfeld, Grady, Marker, and Ruddell (2007), inspire teacher education faculty to regain control of both their discourse and identities as teacher educators.

From faculty came the hope and call for strong leadership. Leadership that provides institutional support and structure for exciting and sustainable change. Based on these findings – faculty-derived ideas and faculty dispositions to teacher preparation – current and future School of Education leaders are presented the following questions for consideration: (1) Is anyone listening to faculty members'

creative and progressive ideas? (2) Is there a forum where these ideas can be shared intra / inter-departmentally, and with upper-level administration? (3) Who should be providing guidance to faculty during this time of uncertainty? (4) Who is mentoring and guiding the current interims in their new positions? And, (5) who should champion the efforts of an uncertain and neoliberal-challenged (NPM) teacher preparation program? To that end, Chapter 5 discusses the further implications of the study on faculty, program, and institution. And, in consonance with critical discourse analysis (CDA), it closes with recommendations for future practice and research.

CHAPTER 5

SUMMARY, DISCUSSION, AND IMPLICATIONS

Introduction

The purpose of this study was to explore the manifestations of new public management (NPM) principles, ideas, and practices within a particular teacher preparation program located at a large public research university in the Southwest United States. Drawing from Critical Discourse Analysis (CDA), the study investigated teacher education faculty perspectives to forces shaping their teacher preparation program through text and discourse analysis derived from semi-structured interviews, non-participatory observations, and the institution's strategic plan. Through CDA's three-dimensional conception of discourse, text modalities of the University's strategic plan, as well as observation and interview data proved beneficial to discovering manifestations of NPM. Considering the emancipatory goals of CDA (Wodak & Fairclough, 2010), this study additionally expanded the boundaries of its research by identifying faculty-suggested opportunities and ways past their current obstacles and challenges. Guiding this study, were the following research questions:

1. In what ways, if any, do manifestations of New Public Management (NPM) appear within texts, language, and discourse associated with a particular teacher preparation program in the Southwest United States?
2. What principles, practices, and/or ideas do teacher preparation faculty

- perceive as shaping their particular teacher preparation program?
3. In what ways do faculty beliefs regarding teacher preparation appear consistent with or in tension with NPM?

Summary of Discourse and Interpretations

From the outset of the study's data collection and analysis, faculty appeared uncertain about program and institutional operations as expressed through the continual questioning of institutional and program decisions. Exhibiting ambiguity and apprehension, teacher education faculty discourse was consistent with Kornfeld, Grady, Marker, and Ruddell's (2007) findings associated with compliance and the effects of top-down standardization. Faculty participating in this study appeared to be at a much deeper level of compliance than those of Kornfeld, et. al.'s (2007) study, however, as they had adopted a majority of the technocratic language and terminology in their day-to-day operations. While this study did not attempt to measure the levels of compliance, conformity, or resistance in faculty, it was, nevertheless, noticeable through the analysis of text modalities and discourse that teacher education faculty had acclimated to ideological strategies that further legitimated NPM practices and ideas. Transcriptions associated with these strategies appear in the *Results* Chapter 4 of this dissertation and attest to this phenomenon.

Seeking to contrast dominant and resistant strands of discourse (Meyer, 2001), analysis of the data suggested a dominant and recurring discourse within

the teacher preparation program's network of practices. Overlapping all discourses throughout the program's network of practices, this discourse exuded a sense of compliance to institutional and external agencies' requests regardless of their challenges or demands. Assigning it the title of Perpetuating New Public Management (NPM) discourse, the combination of the program's discursivity and institutional practices appeared to further promote and sustain NPM. Helping legitimize NPM throughout both the teacher preparation program and the institution were the ideological strategies of naturalizing, universalizing, obfuscating, exclusion and denigration as identified through discourse and text.

Serving as a vehicle for these strategies and further universalizing NPM principles was the institution's strategic plan. An analysis of its text revealed Fairclough's (2001) stage 3 of CDA's analytical framework and its assertion that the social order – network of practices – needs the problem(s) to sustain itself. By claiming that the institution needs to adapt to 21st-century global demands in order to avoid becoming obsolete, authors of the strategic plan, generate a series of problems which, in turn, legitimize the need for NPM to resolve those problems. From an ideological perspective, discourse is consequently contributing to the sustainability of particular relations of power and domination (Van Dijk, 1993), with the institution being the former, and faculty the latter. This relationship is evident as the strategic plan denotes the University is assessing progress through the use of metrics and data. In contrast, faculty interviews and observations

revealed expressions of: *it's a lot of work, the University is really a business, and we're succumbing to a lot of pressures.*

(see Appendix F).

The Perpetuating New Public Management (NPM) discourse, as understood and explained in this research's findings, stems from the ideological aspects of neoliberalism. Through this conceptual approach, derived from a review of the literature on neoliberalism in education (Tuchman, 2009; Parry, Field, & Supiano, 2013; Bale & Knopp, 2012; Dunleavy, 1997) and Eagleton's (2007) description of ideology, the perpetuating NPM discourse suggests a strong connection to neoliberalism and the processes or strategies associated with legitimizing the ideology. Unlike previous research, however, this study's emphasis on faculty members' perceptions to neoliberal-based forces like NPM appears under explored.

Implications of Findings

The identification of the Perpetuating New Public Management was based on a basic understanding of systemic functional linguistics (Kazemian & Hashemi, 2014). Unlike Kornfeld, Grady, Marker, and Ruddell's (2007) research, whose work had a narrow focus on text, this study was a broader view of a particular teacher preparation program's text and discourse. Through this lens, texts, language and their relationship to the social contexts within which they occurred was a constant factor throughout the analysis (Kazemian & Hashemi,

2012). Consequently, by considering the reoccurrence of four particular text modalities (i.e., interpersonal, demarcation, expressive, and uncertainty) and interpretation of discursive practices through systemic functional linguistics, the discourse of Perpetuating NPM appeared inherently positioned within this particular teacher preparation program. Firmly positioned, this dominant discourse additionally suggests adverse effects on faculty, outlook of the teacher preparation program, and institutional goals.

Implications on Faculty

For University leaders and faculty of this program, it may be beneficial to learn these findings suggests manifestations of new public management (NPM) throughout the institution. While not a disease, NPM practices, nevertheless, are having a debilitating effect on faculty of the teacher preparation program as expressed through their commentary:

It's tyranny, it's really a business, this place is tightly controlled, we are succumbing to a lot of pressures, it's onerous and demanding, sometimes I feel like a marionette, and I don't care what you say, we want it this way (see Appendix F).

In their context, each of these quotes was a faculty response to questions associated with NCTQ, acquisition of grants, compliance, and program funding support.

To the University leadership responsible for fiscal and enrollment management aspects of the institution, it may be important to note that as the

institution promotes a new vision, framed within heteronomous¹¹ based ideas that include an increase in tuition revenue, it ironically comes at a cost as the marketing of particular courses and programs translates into a loss (i.e., students and programs of study) for its teacher preparation program. Repeatedly, faculty expressed concern over losing students in face-to-face (i.e., lecture) settings.

Candy: We have concerns over the loss of students to online programs or to other universities.

Clara: We know our numbers are declining due to online competition.

Anh: The truth of the matter is that there are departments that are being wiped out at universities because—in lots of states because they don't have enrollments, and they don't have the funding to support them. And that is a reality.

Candy: There's fear that they [student numbers] will decline; and, eventually you won't need a teacher program.

As presented in the methods chapter (Chapter 3) of this dissertation, the School of Education boasts a growth of more than 70% in enrollment over the past five years (2011-2016), with its current enrollment listed at approximately 3,400 students (University website, 2016). Unknown is the mode of instruction that has contributed to this growth. During the time of this study it was not known

¹¹ Clawson and Page (2011) assert Universities are *heteronomous* – susceptible to the impositions of the market and the state – and are tasked with generating their own funds to keep themselves solvent and must therefore structure all of its activities, governance, reward system for faculty, recruitment of students, around the mission of raising funds for its operation.

if this growth was due to increased enrollment in lecture courses, or online coursework, or both. Based on the Perpetuating NPM discourse, it appears to be online due to its recent *U.S. News & World Report* rank, although enrollment data with regard to the two modes of instruction were unavailable during the course of this study.

Implications on Program

Of interest to University leaders and its designers of the institution's vision and mission, should be teacher education faculty beliefs, preferences, and perspectives which are distinctly in tension with that of their superiors (see Appendix F). Thus, while the University expounds a vision meant for global impact, those (i.e., faculty) at street-level – employees with substantial interaction with citizens (Lipsky, 1980) – and closest to the students and program operations, experience and interpret that vision with a contrasting view from that of their upper-level administrators. As this disconnect between the University vision and faculty preferences and beliefs persists, the institution and its teacher preparation program cannot be thought to be working towards its stated goals (Taylor, 2007).

Lastly, and what might capture the attention of the those overseeing teacher preparation program, is the Perpetuating New Public Management discourse's undertone of faculty expressing the School of Education will cease to exist, if the University's focus and support is mainly on other disciplines and

modes of instruction, and obtaining a higher standing in national rankings, rather than education. Roberta was clear on this remark:

Roberta: I've heard some people [faculty] say the College of Ed. won't make it. That's a problem [raising program entrance GPA requirements]. If you don't have students coming in and taking classes, then you don't—then you're not needed. So if the priorities are going to other places, you're pushing people to go into science and go into math and these other things, but not in teaching, then eventually you won't need a teacher program, right?

With numerous teacher preparation courses closing down in other states similar to Illinois, Michigan, and Arizona (Federal Register, 2016), faculty in this study expressed uncertainty and fear of their program experiencing a similar end.

Summary of Implications

With implications on faculty, outlook of the teacher preparation program, and institutional goals, these research findings could help inform the institution's leaders of the significant contrasts in beliefs, preferences, and perspectives between teacher education faculty and the University's goals. While differences of opinion and beliefs between employees and their supervisors are not uncommon (Taylor, 2007), the significant dissonance between this particular university's goals and beliefs of its faculty, has various teacher preparation faculty in a state of apprehension with regard to their program's future.

Inheriting this faculty sense of apprehension will be the School of Education's new dean. Unknown to this study was the new Dean's starting date.

During the time frame of this study, however, various individuals served in interim leadership positions while the search for a new Dean took place: yet another new public management principle (i.e., do more with less). Nevertheless, the teacher preparation program will have a new Dean in the months following this study. Considering these findings, it would behoove the new Dean to commit a considerable amount of time towards building relationships with faculty and throughout the School. Perhaps this new individual will be well-versed in NPM and its effects on faculty and program sustainability. If not, how will this individual address the pervasive nature of the Perpetuating New Public Management discourse? What if the new Dean is a proponent of NPM principles? How will that affect the current network of practices? Uncertain and apprehensive, faculty of the teacher preparation program appear to need a champion. Someone that can hear their concerns, needs and recommendations and serve as an advocate for what appears to be a struggling and somewhat denigrated institutional program.

Researcher Reflections

Having experienced both public school and post-secondary perspectives as an educator and administrator, principles and practices associated with new public management were not unknown to the researcher of the study. As a consequence, the research was intentionally initiated using an inductive approach. Through this approach, the researcher sought objectivity and avoidance of biased reactions

during the data collection and analysis stages of this research. Again, having experienced NPM practices in both public school and postsecondary settings, the researcher was quick to identify texts, dialogue, and behaviors common to NPM. An early submission on the researcher's reflective Journal indicates his self-awareness from the start of the study:

December 21, 2015: As I begin this study, I am concerned that my work and organizational experiences may influence my approach to this research. My review of the literature further strengthens my thoughts on how education has taken a turn towards corporate ideas and beliefs. Although the term free-market is not used commonly in education, practices associated with it appear to be firmly cemented in its operations. We experience this in the four agendas that Cochran-Smith highlight; regulation, professionalization, deregulation, and social justice.

Sensing a possible biased inclination towards faculty preferences, data collection included the observation and interviewing of program leaders using identical interview and observation protocols. With this approach, the researcher strived to remove all biased thoughts and interpretations associated with the data.

From the outset, this study assumed that new public management (NPM) practices were present in the teacher preparation program under investigation. Because of the extensive literature regarding NPM in public organizations, including universities (Taylor, 2007; Ward, 2012; Deem & Brehony 2005; Reichard, 1998; Bleiklie, 1998), this study assumed that the presence of NPM principles, practices, and ideas were in existence in this particular program.

Although the research unfolded with a confident assumption that NPM existed within this particular teacher preparation program, the level of its pervasiveness was not expected. Of surprise were the significant demonstrations of ideological strategies, including: naturalizing, universalizing, denigration, obfuscation, and exclusion. With NPM serving as their vehicle, these strategies were inherently positioned within the teacher preparation program, as well as the institution as they served to further legitimize NPM principles.

Personal Outlook

My scholarly journey with this research began nearly 3 years ago while undertaking independent studies with my dissertation chair. Since then, my understanding of neoliberal ideology and its manifestations in education through managerialism practices like new public management (NPM), has increased considerably. What is experienced in today's world of education, whether public school or postsecondary, is significantly aligned with neoliberal ideology; based on my review of the literature in this field of study.

As a veteran educator of 28 years, I knew education was complex. However, from this study, I feel a sense of empowerment. Empowerment because of my deeper understandings of neoliberal ideology and how it is perpetuated in a pervasive manner throughout education. From these understandings comes my renewed outlook on education. Through my current position at work, and because of this research, I sense an obligation to champion an effort to help faculty regain

control of their discourse. The literature on faculty perceptions of forces shaping today's teacher preparation programs appears unexplored. Perhaps this study, like Kornfeld, Marker, Ruddell, Cooke, and Fernlund's (2003) work on faculty perceptions to state regulations, can trigger the start of expansive research on *what works in teacher preparation* from a faculty member's perspective.

Recommendations for Future Research

A qualitative approach to an exploration regarding the manifestations of new public management (NPM) in teacher preparation programs was a natural and effective methodology to this study. The data collection techniques and analytical framework of critical discourse analysis (CDA) helped to both explore and learn of findings consistent with NPM and ideological strategies that further legitimize its principles. To further strengthen future research in this area that obtains findings consistent or contrary with current literature, a similar study could be conducted by a team of researchers, rather than a single individual. The pool of participants could be expanded from 7 to 20 or more. The non-participatory observations could be replicated in two stages. In addition, the use of artifacts such as the University's strategic plan can expand to include faculty, program, and institutional documents, as well as in-depth analysis of the strategic plan media and video iterations which depict strategic messages to its readers.

While some experts (Jamesick, 2003; Morse, 1994; Morse & Richards, 2002) contend that a single researcher is both sufficient and preferred with regard

to coding, a study such as the one depicted in this dissertation could have benefited from collaborative efforts and work of a team of two or more critical discourse analysts. The assemblage of a team may help to more critically examine the affirmation of codes that may lead to the identification of discourses consistent with those in the study, or different than what may be expected. In addition, while member checks were conducted throughout this study, research conducted by a team of CDA analysts may result in a higher number of member checks which ultimately strengthen the credibility of the research (Creswell, 2007).

By increasing the pool of participants, particularly interviewees, from 7 to 20 or more, the research team would be able to collect an extensive amount of data with the expectation that numerous discourses may be occurring throughout the teacher preparation program and institution. The increase of interviews may include a selection of participants from the heterogeneous group such as this study. However, the team of researchers may expand the number of participants for each subgroup. Consequently participants may span from first-year instructors to veteran faculty that have been with the institution for a significant number of years. Again, although this study consisted of the heterogeneous group, each subgroup was small in number. The recommendation, therefore, would be to have subgroups consisting of a larger number of participants each. Incorporating this

approach, data would reflect responses from significant participation from each subgroup.

While this dissertation entailed non-participatory observations, each was simply a snapshot or one-time observation of each group. Future research may consider the observation of each group to occur at multiple times throughout the study. Consequently, a team of CDA analysts would be able to identify consistencies from one observation to another, as well as changes in behaviors and discourse that may occur through a lengthier time span of the study.

A major component of critical discourse analysis (CDA) entails the analysis of texts. The findings reported from this research focuses on the text expressed from faculty in interview and observation settings. It also included an in-depth review of the institution's strategic plan. Further research, however, should expand the text analysis to additional artifacts such as faculty curriculum Vita's, interoffice communication memorandums, historical documentation in key areas related to new public management practices and principles. Artifacts between the School of Education and the University, or external regulatory and compliance agencies, such as those the teacher preparation program interacts with frequently, may reveal findings that provide a more concrete description/analysis of the discursive practices occurring and affecting the program. And, further text analysis may include accreditation and regulatory compliance documents, if available.

Considering the aforementioned recommendations, this study is simply the tip of the iceberg. While the findings are consistent with the literature pertaining to new public management (NPM), the addition of one or more CDA analysts to a future and similar study may help delve deeper into the exploration of the potential or limitations of NPM as a legitimized approach to the management of teacher preparation programs.

Conclusion

This qualitative study explored the manifestations of new public management (NPM) within texts, language, and discourse associated with a particular teacher preparation program in the Southwest United States. Grounding this research on neoliberalism as its theoretical framework, it aimed to identify the relation between language and power through an analytical approach known as critical discourse analysis (CDA) (Wodak, 2001). By relying on CDA's three-dimensional conception of discourse, data analysis included a method known as text modalities to analyze the level of power asserted by faculty or upper-level administrators through texts or language. Through CDA's three-dimensional conception of discourse, analysis also included the interpretation of discursive practice through the examination of how discourses were expressed in context, and how the discursive practice either changed or sustained the already social order's established dominant discourse (Jorgensen & Phillips, 2002).

Based on the literature, new public management (NPM) has been described as a set of ideas and practices that, under the direction of a manager, arranges a group's activities with an emphasis on efficiency and production minded practices while at a broader societal level doxa – common belief – legitimates and expands the need for this type of control (Brehony, 2005). With the widely held belief that management, and not workers, is ultimately responsible for expedient production and economic expansion (Bousquet, 2008), NPM has quickly reshaped the public sector (Deem & Brehony, 2005) including hospitals, government agencies, schools, and higher education. For teacher preparation programs, the literature on the impact of NPM on teacher preparation programs or faculty perspectives on NPM, however, appears scant. Beyond the work of Kornfeld, Grady, Marker, & Ruddell (2007), whose research focused on faculty self-analysis/reflection to the impact of state mandates on their teacher preparation program, the literature appears minimal or nonexistent with regard to the manifestations of new public management in teacher preparation programs. Finding the space and need for research in this area, this study sought to begin an exploration on the manifestations of new public management in teacher preparation programs.

From the data analysis of seven interview participants, two non-participation observations, and the University's strategic plan, a recurring and dominant discourse appeared during the time frame of this study: December 2015

– April 2016. Because of the significant findings associated with the ideological strategies of naturalizing, obfuscating, denigration, exclusion, and universalization, the identified dominant discourse was entitled Perpetuating New Public Management. Observations of faculty meetings presented scenarios where faculty appeared uncertain and ambiguous to program and institutional operations. These expressions were distinctly present during the time of the 26-member faculty meeting when faculty questioned the promotion and tenure processes, as well as the data that was being used to substantiate the need for updating procedures and requirements for faculty to attain tenure status.

Through the perpetuating new public management discourse, a faction of the faculty resorted to data, procedural memorandums, and past modes of operation with great certainty that such artifacts and procedures of the past would bring normalcy to their apprehensions surrounding promotion and tenure, compensation, and teaching load. Other faculty expressed uncertainty through the questioning of institutional and program decisions, and were distinctly concerned about the future of their teacher preparation program.

Exemplifying a natural state of compliance and acceptance to institutional and external directives, perpetuating new public management discourse permeated throughout the teacher preparation program in a vast array of operational and compliance-related tasks. Manifesting throughout the teacher preparation program and institution alike, was a network of practices consistent

with the ideological strategies of naturalizing, obfuscation, denigration, universalization, and exclusion. These findings stemmed from all data sources including interviews, observations, and the University's strategic plan.

For faculty and leadership of both the teacher preparation program and institution, the findings from this study could help inform the institution's leaders of the significant contrasts in beliefs, preferences, and perspectives between teacher education faculty and the University's goals. With such contrasting views, it could be assumed that any University goal(s) that is directly or indirectly aligned with the teacher preparation program may never be fulfilled. For faculty, it might bring self-awareness to their discursive practices and the ideological strategies that appear as the current norm. Awareness to this dominant discourse, posit CDA analysts (Kornfeld, Marker, Rudell, Cooke, & Fernlund, 2003), may trigger faculty "to realign their actions with their beliefs, to regain control of their discourses and other identities as teacher educators" (p. 1903).

Appendix A
Critical Discourse Analysis: Analytical Framework

Analytical Framework for Critical Discourse Analysis

- I. Focus upon a social problem which has a semiotic aspect.
- II. Identify obstacles to its being tackled, through analysis of:
 - A. The network of practices it is located within;
 - B. The relationship of semiosis to other elements within the particular practice(s) concerned; and
 - C. The discourse (the symbiosis itself);
 - i. Structural analysis: the order of discourse,
 - ii. interactional analysis,
 - iii. inter-discursive analysis,
 - iv. linguistic and semiotic analysis.
- III. Consider whether the social order (network of practices) in a sense “needs” the problem.
- IV. Identify possible ways past the obstacles.
- V. Reflect critically on the analysis (1 – 4) (Fairclough, 2001, p. 125).

Appendix B

Semi-Structured Interview: Interview Protocol

Interview Protocol

Date _____ Pseudonyms _____

Introduction

- Introduce yourself and ensure that participant is feeling comfortable
- Discuss the purpose of the study
- Provide informed consent
- Provide structure of the interview (e.g. recording, taking notes, and use of pseudonym)
- Ask if participant has any questions

Interview Questions

1. How would you describe the current management/supervision of the teacher education program at your institution?
2. During your departmental meetings or committee meetings, what are some common themes, phrases, or terms that are often articulated?
 - a) What is your perception of their influence on teacher education?
3. We know that, historically, teacher education programs have been summoned to be (a) more productive in its number of graduates and, more recently, (b) accountable for increasing its rank and national status among teacher education programs. How do you respond to calls associated with these charges?

4. I understand that your institution recently went through an NCATE - National Council for Accreditation of Teacher Education - review. What was that experience like?
 - a) *Open for probing questions, following subject's response.*
5. In what ways does preparing preservice teachers to meet the required standards by organizations such as NCATE or NCTQ - the National Council on Teacher Quality - affect the way you think about teacher education?
6. Is there a disparity between what teacher education faculty say they believe in and what they actually do in practice, as a consequence of NCATE, NCTQ, or even internal accountability requirements? Please explain.
7. What would you say is the mission of the teacher education program at your institution?
8. How does this mission align or not align with your approach to teacher education?
 - a) If I asked the same question to your colleagues, what kind of responses would I hear?
 - b) *Potential probing question:* If the mission of the teacher education program is moderately or significantly not aligned with teacher

educators' beliefs, how do faculty express their sentiments to this disconnect?

9. Considering the state of teacher education today, in what ways, if any, could teacher education be improved?

a) From your perspective, what forces keep it from attaining your preferred state?

10. Is there anything that I may have left out and not asked? If so, please feel free to share your thoughts at this time.

Concluding Questions and Statements

- Thank them for their participation
- Ask if they would like to see a copy of the results
- Record any observations feelings, thoughts and/or reactions about the interview.

Appendix C
Observation Protocol

Observation Protocol

Date: _____

Time: _____

Location: _____

Observation	Reflection

Appendix D
Informed Consent

Informed Consent Document

PRINCIPAL INVESTIGATOR

Ricardo Garcia | Educational Leadership and Policy Studies | 214.543.0758 | ricardogarcia2005@mavs.uta.edu

FACULTY ADVISOR

Dr. Dan Saunders | Educational Leadership and Policy Studies | 817.272.0149 | saunders@uta.edu

TITLE OF PROJECT

An Exploratory Study on the Manifestations of New Public Management (NPM) in Teacher Education.

INTRODUCTION

You are being asked to participate in a research study that will explore the principles, practices, and ideas shaping today's teacher education program. You are eligible to participate in this study because you currently serve as a professor, or have an affiliation with the teacher education program at your institution. As a participant, however, you can decide not to participate. The following information is provided in order to help you make an informed decision whether or not you would like to take part in this study. Should you have any questions, please do not hesitate to ask. Refusal to participate or discontinue your participation at any time will involve no penalty or loss of benefits to which you are otherwise entitled.

PURPOSE

This study will explore existent principles, practices, and ideas shaping a particular public university's teacher education program.

DURATION

If participating in an interview:

You will be asked to participate in a one-time interview lasting approximately 45 to 90 minutes.

If participating in observation:

I will observe a committee meeting, of which you are a member, for approximately 60-90 minutes.

NUMBER OF PARTICIPANTS

The anticipated number of participants to this research study will be 20 maximum (includes interviews and observation) participants, dependent on interest.

PROCEDURES

You will be asked to participate in (1) an interview or (2) a non-participation observation at a location that is most comfortable for you.

If asked to participate in an interview:

The interview will take approximately 45 to 90 minutes of your time. During this interview you will be asked a series of questions. These questions are designed to allow you to share your experiences as a professor or other institutional role that is found within the teacher education program. The procedures which will involve you as a research participant include:

1. Submission of this completed consent form, should you wish to participate.
2. Email response to the principal investigator, Ricardo Garcia, to confirm your preferred date/time/location of the interview. The interview will take place at a location you are most comfortable and acquainted with.
3. Face to face interview with principal investigator.
4. Use of an audio recording device to record the interview.

The interview will be audio recorded to ensure that all information is accurately captured, thus facilitating a more accurate data analysis following the interview. After the interview, the tape will be transcribed, which means they will be typed exactly as they were recorded, word-for-word, by the researcher. The tape will be destroyed after transcription. The tape will be kept with the transcription for potential future research involving teacher education. The tape and transcription will not be used for any future research purposes not described here.

If asked to participate in a non-participation observation:

The observation will take approximately 60 to 90 minutes. It will take place during a regularly scheduled faculty meeting. Consequently, there will be no need for setting up a time, location, or specific meeting date with me. It is called a non-participation observation because I will not engage in conversation or participate throughout the session with committee members. Instead, I will observe from afar and take notes of what is transpiring throughout the meeting.

Through this method, I will aim to observe the interactions between faculty and, if possible, their department leaders. Because I will merely participate as an observer, participants may expect me to sit in the background and out of direct face-to-face participation. The procedures which will involve you as a research participant via a non-participation observation include:

1. Submission of this completed consent form, should you agree to my observing the committee's meeting. The consent form will also be made available to you the day of the observation.
2. The arrangement for my non-participation observation will be coordinated between your committee chairperson and me. Therefore, you and I will have no contact or interaction before, during, or after the observation - other than through this informed consent.
3. I will not be using an audio or video recording device to record the observation.

POSSIBLE BENEFITS

The information gained from this study may help to better understand the perceptions of teacher education faculty with regard to what is most critical to preparing preservice teachers for the classroom. And, how the current oversight/management of teacher education programs either supports or is in tension with their perceptions.

POSSIBLE RISKS/DISCOMFORTS

There are no known risks or discomforts associated with this research. Should you experience any discomfort, however, please inform the researcher. You have the right to quit any study procedures at any time at no consequence.

COMPENSATION

You will not receive any type of compensation for participating in this study.

ALTERNATIVE PROCEDURES: FOR INTERVIEWS ONLY

Should you need to cancel or postpone the interview date due to an unforeseen occurrence or event throughout the course of this study, the interview may be conducted via telephone as an alternative option. However, you can elect not to participate in the study or discontinue participation at any time at no consequence.

VOLUNTARY PARTICIPATION

Participation in this research study is voluntary. You are free to decide not to enroll in this study or to withdraw at any time without adversely affecting your relationship with the investigator or the University of Texas at Arlington.

CONFIDENTIALITY

During the interview, you will be asked to provide a pseudonym to insure that your identity is not disclosed to the reader. The pseudonym will be entered into a demographic sheet for data collection purposes. The demographic sheet, however, will not identify you. The demographic sheet will only have the pseudonym that

you picked during the interview. Once all demographic sheets are entered in a database, they will be destroyed.

Whether you participate in an interview or observation of a meeting: Every attempt will be made to see that your study results are kept confidential. A copy of this signed consent form and all data collected, including transcriptions/tapes, from this study will be stored in a locked file at UTA's College of Education office for at least three (3) years after the end of this research.

The information obtained during this study may be published in scientific journals or presented at scientific meetings but the data will be prepared as aggregated data and without naming you as a participant. Additional research studies could evolve from the information you have provided, but your information will not be linked to you in anyway; it will be anonymous.

Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the UTA Institutional Review Board (IRB), and personnel particular to this research have access to the study records. Your records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above. The IRB at UTA has reviewed and approved this study and the information within this consent form. If in the unlikely event it becomes necessary for the Institutional Review Board to review your research records, the University of Texas at Arlington will protect the confidentiality of those records to the extent permitted by law.

CONTACT FOR QUESTIONS

You may ask any questions concerning this research and have those questions answered before agreeing to participate, or during the study. You may also call me at any time, (214) 543.0758 or email ricardogarcia2005@mavs.uta.edu. If you have questions about the research that have not been answered by the investigator or report any concerns about the study, you may contact Dr. Dan Saunders through the Office of Educational Leadership and Policy Studies via telephone, 817.272.0149, or email at saunders@uta.edu . Any questions you may have about your rights as a research participant or a research-related injury may be directed to the Office of Research Administration; Regulatory Services at 817-272-2105 or regulatoryservices@uta.edu.

As a representative of this study, I have explained the purpose, the procedures, the benefits, and the risks that are involved in this research study:

Ricardo Garcia

Signature and printed name of principal investigator or person obtaining consent

Date

CONSENT

By signing below, you confirm that you are 18 years of age or older and have read or had this document read to you. You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time.

You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of benefits, to which you are otherwise entitled.

**SIGNATURE OF
VOLUNTEER**

DATE

Appendix E

Composition of Teacher Education Faculty

Composition of Teacher Education Faculty

Faculty member	Primary role	Additional assignment(s)	Years in education ¹²	Years of employment within teacher education program ¹³
1	Assistant Professor	None	Not available ¹⁴	Not available
2	Assistant Professor	None	20	7
3	Associate Professor	None	34	10
4	Associate Dean	None	35	10
5	Director	Assistant Professor	35	9
6	Director	Professor	47	47
7	Assistant Professor	Coordinator Director	8	4
8	Associate Professor	Coordinator	Not Available	Not Available
9	Assistant Professor	None	Not Available	Not Available
10	Associate Professor	None	19	8
11	Professor	None	25	5
12	Associate Professor	None	12	12
13	Associate Professor	None	51	44
14	Assistant Professor	None	4	4
15	Assistant Professor	None	30	9
16	Instructor	Coordinator	7	7
17	Assistant Professor	Coordinator	Not Available	Not Available
18	Associate Professor	None	14	4
19	Assistant Professor	None	20	4
20	Assistant Professor	None	19	4
21	Dept. Chair, Interim	Director	38	7
22	Associate Professor	None	22	6
23	Professor	Director	34	9
24	Associate Professor	None	19	8

¹² Years in education includes experience in PK-12 and post-secondary years of teaching and administrative experience, whether public, charter, or private.

¹³ Refers to number of years as a faculty or administrator within the teacher education program under investigation.

¹⁴ Texas House Bill 2504 requires institutions of higher education in Texas to post their faculty curriculum vitae on the school's website. These four were not listed by the institution under investigation.

25	Interim Dean	Professor Associate Dean	42	8
26	Assistant Professor	Coordinator	41	18
Total Years			576	244
Mean			M = 26.1	M=11.0

Appendix F

Words/Phrases and Their Connotations

Words/phrases and their connotations

What words or phrases did faculty use that are closely associated with new public management (NPM) practices and principles?	Did the words or phrases invoke positive or negative connotations?	What words, or phrases, if any, did faculty use to describe their beliefs as consistent or in tension with NPM?	Were the words consistent or in tension with NPM?
It's creating competition	Negative	It's a lot of work	In tension
It comes back to economics	Negative	Too much load to observe	In tension
Upper level administration	Negative	We will meet what NCTQ says	In tension
Performance	Negative	It's a mandate	Consistent
Rankings	Negative	It's tyranny	In tension
Quality	Negative	Accountability is not a new thing	Consistent
Data	Positive	Have no knowledge of the field	In tension
Tenure	Negative	It's really a business	In tension
Self-sustainable	Negative	Trepidation	In tension
Management system	Negative	Tightly controlled	In tension
Organization does a lot of marketing	Negative	We're succumbing to a lot of pressures	In tension
Compliance	Negative	I'm trying to balance things	In tension
There's a difference between the department and the University	Negative	Competition has gotten intense	In tension
It appears based on money	Negative	Just doing what they're telling us to do	In tension
The work needs to be aligned	Negative	Onerous and demanding	In tension
Different people have gotten different things	Negative	I don't care what you say, we want it this way.	In tension
We are not compensated	Negative	Sometimes I feel like a marionette	In tension
It's what the University expects	Negative	Fall back on us to make sure students are prepared	In tension
It's a huge push from those above us	Negative		
Things are left to those on the ground	Negative		

References

- Ahlquist, R. (2003). Challenges to academic freedom: California teacher educators mobilize to resist state-mandated control of curriculum. *Teacher Education Quarterly*, 30(1), 57-64.
- American Evaluation Association. (2004). *Guiding principles for evaluators*. Retrieved September 7, 2015 from <http://www.eval.org/p/cm/ld/fid=51>
- Anderson, G. (1998). Toward authentic participation: Deconstructing the discourses of participatory reforms in education. *American Educational Research Journal* 35(4): 571–603.
- Apple, M. W. (1980). Analyzing determinations: Understanding and evaluating the production of social outcomes in schools. *Curriculum Inquiry*, 10(1), 55-76.
- Apple, M. W. (1995). *Education and Power*. New York: Routledge.
- Apple, M. (2004). *Ideology and curriculum*. New York: Routledge.
- Apple, M. (2001). Markets, standards, teaching, and teacher education. *Journal of Teacher Education*, 52(3), 182-196.
- Apple, M. (2000). *Official Knowledge. Democratic Education in a Conservative Age* (2nd ed.). New York: Routledge.
- Apple, M. (1999). Rhetorical reforms: Markets, standards and inequality. *Current Issues in Comparative Education*, 1(2).
- Asch, S. E. (1952). *Social Psychology*. Inglewood Cliffs, N. J.: Prentice-Hall.

- Bale, J., & Knopp, S. (2012). *Education and capitalism: Struggles for learning and liberation*. Chicago, IL: Hay Market Books.
- Ball, S. (1998). Big policies, small world. *Comparative Education*, 34(2), 119–130.
- Ball, S. (2004). *Everything for sale: The commodification of everything*. The annual education lecture. London Institute of Education. The annual education lecture. London Institute of Education. Baulch, C. E. (2010). The pragmatic path and the influence of standardization. *Scholar-Practitioner Quarterly*, 4(2), 125-143.
- Beck, K. (2012). Globalization(s): Reproduction and resistance in the internationalization of higher education. *Canadian Journal of Education*. 35(3), 133-148.
- Bell, C. A., & Youngs, P. (2009). Substance and show: Understanding responses to teacher education program accreditation processes. *Teaching and Teacher Education*, 27, 298- 307.
- Bergh, A. L., Friberg, F., Persson, E., & Dahlborg-Lyckhaged, E. (2014). Perpetuating new public management at the expense of nurses' patient education: A discourse analysis. *Nursing Inquiry*, 22(3), 190–201.
- Bernard, H.R. (2002). *Research Methods in Anthropology: Qualitative and quantitative methods*. Walnut Creek, CA: Alta Mira Press.
- Bernard, P. (1991). A method of analyzing interview transcripts in qualitative

- research. *Nurse Education Today*, 11, 461-466
- Bhasker, R. (2009). *Scientific Realism and Human Emancipation*. New York: Routledge.
- Birch, K. (2015). *We Have Never Been Neoliberal: A Manifesto for a Doomed Youth*. Alresford, Hants, UK: John Hunt Publishing Ltd.
- Blackwell, P. J., Futrell, M. H., & Imig, D. G. (2003). Burnt water paradoxes of schools of education. *Phi Delta Kappan*, 84(5), 356-61.
- Bleiklie, I. (1998). Justifying the evaluative state: New public management ideals in higher education. *European Journal of Education*, 33 (3), 299 – 316.
- Blommaert, J., & Buleaen, C. (2000). Critical discourse analysis. *Annual Review of Anthropology*, 29, 447-466.
- Borman, G. D., & Kimball, S. M. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *The Elementary School Journal*, 196(1), 3-20.
- Borrowman, M. L. (1965). *Teacher education in America: A documentary history*. New York: Teachers College Press.
- Bousquet, M. (2008). *How the University Works: Higher Education and the Low-Wage Nation*. New York: New York University Press.
- Bradley, E. H., Curry, L. A., & Devers, K. J. (2007). Qualitative data analysis for health

- services research: Developing taxonomy, themes, and theory. *Health Research and Educational Trust*, 42(4), 1758 – 1772.
- Braud, W., & Anderson, R. (1998). *Transpersonal research methods for the social sciences. Honoring human experience*. Thousand Oaks, CA: Sage Publications.
- Brent, K. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108(4), 529-576.
- Brock, B. L., & Grady, M. L. (2002). Beginning teacher induction programs: the role of the principal. *Clearing House*, 75, 180–185.
- Brookfield, S.D. (2005). *The power of critical theory: Liberating adult learning and teaching*. San Francisco, CA: Jossey-Bass.
- Brookhart, S. M., & Freeman, D. J. (1992). Characteristics of venturing teacher candidates. *Review of Educational Research*. 62 (1), p. 37-60.
- Bryman, A. (1988). Quantity and quality in social research. London, England: Unwin Hyman. In Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. Los Angeles: Sage Publications, Inc.
- Burgin, A. (2012). *The Great Persuasion: Reinventing Free Markets Since the Depression*. Cambridge, MA: Harvard University press.
- Calcagno, P. T., Hall, J. C., & Lawson, R. A. (2010). Objectivism versus subjectivism: A market test. *Journal of Economic Behavior & Organization*, 76, 445 – 448.

- Cantrell, D. C. (1993). *Alternative paradigms in environmental education research: the interpretive perspective*. In Mrazek, R., (1993). *Alternative paradigms in environmental education*. 81-106.
- Carney, S. (2009). Negotiating policy in an age of globalization: Exploring educational “policyscapes” in Denmark, Nepal, and China. *Comparative Education Review*, 53(1), 63-88.
- Clawson, D., & Page, M. (2011). *The Future of Higher Education*. New York: Routledge.
- Clifford, G. J. (1978). Home and school in 19th-century America: Some personal history reports from the United States. *History of Education Quarterly*, 18, 3-34.
- Clift, R. T., & Say, M. (1988). Teacher education: Collaboration or conflict? *Journal of Teacher Education*, 39(3), 2-7.
- Clift, R. T., & Warner, A. R. (1986). University contributions to the education of teachers. *Journal of Teacher Education*, 37(2), 32-36.
- Clotfelter, C. T., Ladd, H. F., Vigdor, J. L., & Diaz, R. A. (2004). Do school accountability systems make it more difficult for low-performing schools to attract and retain high-quality teachers? *Journal of Policy Analysis and Management*, 23, 251-271.
- Cochran-Smith, M. (2001). Reforming teacher education: Competing agendas. *Journal of Teacher Education*, 52(4), 263 – 265.

- Cochran-Smith, M., & Fries, M. K. (2002). The discourse of reform in teacher education: extending the dialogue. *Educational Researcher*, 31 (6), 26-29.
- Cochran-Smith, M. (2004). The problem of teacher education. *Journal of Teacher Education*, 55 (4), 295-299.
- Coffey, A., & Atkinson, P. (1996). *Making Sense of Qualitative Data*. Thousand Oaks, CA: Sage Publications Inc.
- Collinson, V., & Ono, Y. (2001). The professional development of teachers in the United States and in Japan. *European Journal of Teacher Education*, 24(2), 223–248.
- Corbin, J., & Strauss, A. (2008). *Basics of Qualitative Research*. Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.) Thousand Oaks, CA: Sage Publications, Inc.
- Creswell, J. W. (2007). *Research design: Qualitative and quantitative approaches*. (2nd ed.). Thousand Oaks, CA: Sage.
- Cuban, L. (1984). *How teachers taught: Constancy and change in American classrooms, 1890-1980*. New York: Longman.
- Danowitz, M. A., & Tuitt, F. (2011). Enacting inclusivity through engaged pedagogy: A higher education perspective. *Equity & Excellence in Education*, 44, 40–56.

- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57, 300-314).
- Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106(6), 1047-1085.
- Darling-Hammond, L. (2013, June). Why the NCTQ teacher prep ratings are nonsense. *The Washington Post*, Retrieved from <https://www.washingtonpost.com/news>
- Davies, S., & Guppy, N. (1997). Globalization and educational reforms in Anglo-American democracies. *Comparative Education Review*, 41(4), 435-459.
- Deem, R., & Brehony, K. J. (2005). Management as ideology: The case of new managerialism in higher education. *Oxford Review of Education*, 31 (2), 217 – 235.
- Dean, J. (2008). Enjoying neoliberalism. *Cultural Politics*, 4(1), 47-72.
- Denord, F. (2001). Aux origines du neo-liberalism en France. *Le Mouvement Social*, 195: 9-34.
- Dearnly, C. (2005). A reflection on the use of semi-structured interviews. *NurseResearcher*, 13(1), 19-28.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). Making sense of qualitative research: The qualitative research interview. *Medical Education*, 40, 314-321.

- Dierking, R.C., & Fox, R.F. (2012). Changing the way I teach: Building teacher knowledge, confidence, and autonomy. *Journal of Teacher Education*, 64(2), 129-144. doi: 10.1177/00 22487112462893
- Donalek, J. G. (2005). The interview in qualitative research: Demystifying nursing research. *Urologic Nursing*, 25(2), 124-126.
- Dumenil, G., & Levy, D. (2004). *Capital Resurgent: Roots of the Neoliberal Revolution*. Cambridge, MA: Harvard University Press.
- Dunleavy, P. (1991). The globalization of public services production: Can government be the best in the world? *Public Policy and Administration*, 9(2), 16 – 46. In Dunleavy, P., Margetts, H., Bastow, S., & Tinkler, J. (2006). *Journal of Public Administration Research and Theory*, 16(3), 467-494.
- Dunleavy, P., Margetts, H., Bastow, S., & Tinkler, J. (2006). *Journal of Public Administration Research and Theory*, 16(3), 467-494.
- Eagleton, T. (2007). *Ideology: An introduction*. Brooklyn, NY: Verso.
- Elementary and Secondary Education Act of 1965, Pub. L. No. 89-10, § 503, 79 Stat. 27 (1965).
- Elmore, R. (2002). The testing trap. *Harvard Magazine*, 105(1), 35.
- Elmore, R., & Burney, D. (1997). Investing in teacher learning: Staff development and instructional improvement in Community School

- District #2, New York City. New York: *National Commission on Teaching and America's Future*.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (1995). *Writing Ethnographic Fieldnotes*. Chicago, IL: University of Chicago Press.
- Eraut, M. (2000). Teacher education designed or framed. *International Journal of Education Research*, 33, 557-574.
- Erlandson, D. A., E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: Sage.
- Fand, D. (1985). Paul Volcker's legacy: A reputation for brilliant crisis management, and a monetary system in disarray. *Policy Review*, 34, 58-63.
- Fanfani, T. E. (2006). *Profesionalizacion docente: consideraciones sociologicas*. In Fanfani, T. E. (2006). *El Oficio de Docente: Vocacion, trabajo y profesion en el siglo XXI*. Buenos Aires: Siglo Veintiuno Editores.
- Fairclough, N. (1989). *Language and Power*. London and New York: Longman.
- Fairclough, N. (2001). *Critical Discourse Analysis as a Method in Social Scientific Research*. In *Methods of Critical Discourse Analysis*. (2005). London: Sage.
- Fairclough N. (1992). *Discourse and social change*. Cambridge: Polity. In Bergh, A. L., Friberg, F., Persson, E., & Dahlborg-Lyckhaged, E. (2014). Perpetuating new public management at the expense of nurses' patient

- education: A discourse analysis. *Nursing Inquiry*, 22(3), 190–201.
- Federal Register (2016, April). Teacher education issues. *The Daily Journal of the United States Government*. Retrieved April 1, 2016 from <https://www.federalregister.gov/articles>
- Fein, K. P. (2009). Business Conservatives and the Mont Pèlerin Society. In In Mirowski, P., & Plehwe, D. (2009). *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective* (280-301). Cambridge, MA: Harvard University Press.
- Finklestein, B. J. (1970). *Governing the young: teacher behavior in American primary schools, 1820-1880*. In Warren, D. (1985). Learning from experience: History and teacher education. *Educational Researcher*, 14 (10), 5-12.
- Fontana, A., & Prokos, A. H. (2007). *The interview: From formal to postmodern*. Walnut Creek, CA: Left Coast Press, Inc.
- Foucault, M., Burchell, G., Gordon, C., & Miller, P. (1991). *The Foucault Effect: Studies in Governmentality*. Chicago: The University of Chicago Press.
- Freire, P. (1990). *Pedagogy of the oppressed*. New York, NY: The Continuum Publishing Company.
- Friedberg, J. I. (Producer & Director). (2005). *Un Granito de Arena* [Motion Picture]. Seattle, WA: Corrugated Films.

- Gajardo, M. (1999). Reformas Educativas en América Latina: Balance de una década. *PREAL/Documentos*. 15, p. 1-51.
- Gardner, W. E. (1984). A nation at risk: Critical comments. *Journal of Teacher Education*, 35(1), 13-15.
- George, S. (1999). A Short History of Neoliberalism. Paper presented at the Conference on Economic Sovereignty in a Globalizing World (March 24–26). Available at <http://www.globalpolicy.org/globaliz/econ/histneol.htm>
- Giroux, H. A. (1981). *Ideology, culture and the process of schooling*. Philadelphia: Temple University Press.
- Giroux, H. (1983). Theories of reproduction and resistance in the new sociology of education: a critical analysis. *Harvard Educational Review*, 53(3), 257-293.
- Giroux, H. A. (1993). *Living dangerously: Multiculturalism and the politics of difference*. New York: Peter Lang.
- Giroux, H.A. (1998). *Teachers as intellectuals: Toward a critical pedagogy of learning*. West Port, CT: Bergin & Garvey Publishers, Inc.
- Giroux, H. A. (2010a). Bare pedagogy and the scourge of neoliberalism: Rethinking higher education as a democratic public sphere. *The Educational Forum*, 74, 184–196.
- Gorringe, P. (2001). *Economics for Policy: Expanding the Boundaries*. Institute of Policy Studies, Victoria University, Wellington. In Heyer, G. (2010).

- New public management: A strategy for democratic police reform in transitioning and developing countries. *International Journal of Police Strategies & Management*, 34(3), 419-433.
- Gough, S., & Scott, W. (2000). Exploring the purposes of qualitative data coding in educational enquiry: Insights from recent research. *Educational Studies*, 26 (3), 341-354.
- Greider, W. (1987). *Secrets of the Temple: How the Federal Reserve Runs the County*. New York: Simon & Schuster.
- Guest, G., Bunce, A., & Johnson, L. (2006). "How many interviews are enough? An experiment with data saturation and variability," *Field Methods*, (18), 59-82.
- Gumport, P. J. (2000). Academic restructuring: Organizational change and institutional imperatives. *Higher Education*, 39, 67-91.
- Haberman, M., & Stinnett, T. M. (1973). Teacher education and the new profession of teaching. In Clift, R. T., & Warner, A. R. (1986). University contributions to the education of teachers. *Journal of Teacher Education*, 37(2), 32-36.
- Habermas, J. (1977). *Erkenntnis und Interesse*. Frankfurt: Suhrkamp.
- Hall, D. (2015). Conceptualizing teacher professional identity in neoliberal times: Resistance, compliance and reform. *Education Policy Analysis Archives*, 23(88), p. 1-21.

- Hall, S. (2011). *The neo-liberal revolution*. In Peck, J. (2013). Explaining (with) neoliberalism. *Territory, Politics, Governance*, 1:2, 132-157, DOI 10.1080/21622671/2013/785365
- Hall, S., Massey, D., & Rustin, M. (2013). After neoliberalism: Analysing the present. *Soundings*, 53(15), 8-22.
- Halliday, M. A. K. (1994). *Introduction to Functional Grammar*. London: Arnold. In Wodak, R., & Meyer, M. (2001). *Methods of Critical Discourse Analysis*. London: SAGE Publications.
- Hammer, M., & Champy, J. (1993). *Re-engineering the Corporation*. New York: Harper Business. In Ward, S.C. (2012). *Neoliberalism and the Global Restructuring of Knowledge and Education*. New York: Routledge.
- Hanushek, E. A. (2002). Teacher quality. *Teacher Quality and Equity in Educational Opportunity: Findings and Policy Implications*, 13, 1-11.
- Harrell, P. E., & Jackson, J. K. (2006). *Teacher knowledge myths: An examination of the relationship between the Texas examinations of educator standards and formal content area coursework, grade point average and age of coursework*. Paper presented at the Science, Technology, Engineering and Mathematics Education Institute, University of Massachusetts Amherst, May 2006. Retrieved September 21, 2006 from <http://www.stemtec.org/act>

- Harris, D.N., Handel, M.J., & Mishel, L. (2004). A nation at risk: A 20-year reappraisal. *Peabody Journal of Education*, 79(1), 33-63.
- Hart, R., & Belotto, M. (2010). The institutional review board. *Seminars in Nuclear Medicine*, 40, 385-392.
- Hartwell, R. M. (1995). *A History of the Mont Pèlerin Society*. Indianapolis, IN: Liberty Fund. In Mirowski, P., & Plehwe, D. (2009). *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*. Cambridge, MA: Harvard University Press.
- Harvey, D. (2005). *A Brief History of Neoliberalism*. New York: Oxford University Press Inc.
- Hayek, C. F. (1944). *The Road to Serfdom*. Chicago, Il: University of Chicago Press. In Mirowski, P., & Plehwe, D. (2009). *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*. Cambridge, MA: Harvard University Press.
- Hinchey, P. H., & Cadiero-Kaplan, K. (2005). The future of teacher education and teaching: Another piece of the privatization puzzle. *Journal for Critical Education Policy Studies*, 3 (2), 30-64.
- Holton, G. (1984). A nation at risk visited. *Values, Resources, and Politics in America's Schools*, 113(4), 1-27.
- Houmanidis, L. (1987). Keynesianism and stagflation. *International Journal of Social Economics*, 14, 211-220.

- Howard, C. (2014, February). No college left behind: Randy Best's money-making mission to save higher education. *Forbes: Forbes Woman*. Retrieved from <http://www.forbes.com>
- Hunt, S. L., & Staton A. Q. (1996). The communication of educational reform: A nation at risk. *Communication Education*, 45, 271-292.
- Jahan, S., Mahmud, A. S., & Papageorgiou, C. (2014). What is keynesian economics? *Finance and Development*, 53-55.
- Janesick, V. (2003). *The Choreography of Qualitative Research: Minuets, Improvisations, and Crystallization*. In *Strategies of Qualitative Inquiry*, edited by N. Denzin and Y. S. Lincoln, pp. 46–79. Thousand Oaks, CA: Sage Publications.
- Johnson, J. A. (1968). A brief history of student teaching. In Clift, R. T., & Warner, A. R. (1986). University contributions to the education of teachers. *Journal of Teacher Education*, 37(2), 32-36.
- Johnston, W. R. (1968). Schoolmen and the principle of separation in debates leading to ESEA 1965. *Contemporary Education*, 39(6), 282-286.
- Jorgensen, M., & Phillips, L. (2002). *Discourse Analysis as Theory and Method*. Thousand Oaks, CA: Sage Publications.
- Kaplan, G. R. (1996). Profits r us: notes on the commercialization of America's schools. *Phi Delta Kappan*, 78(3), 1–12. Retrieved March 17, 2011, from EBSCOhost.

- Kazemian, B., & Hashemi, S. (2014). Critical discourse analysis of Barack Obama's 2012 speeches: Views from systemic functional linguistics and rhetoric. *Theory and Practice in Language Studies*, 4(66), p. 1178-1187.
- Kettl, D. F. (2000). *The Global Public Management Revolution*. Washington, DC: Brookings Institution Press. In Ward, S.C. (2012). *Neoliberalism and the Global Restructuring of Knowledge and Education*. New York: Routledge.
- Kincheloe, J. L. (2001). "Goin' home to the armadillo": Making sense of Texas educational standards. In R. A. Horn, Jr. & J. L. Kincheloe (Eds.), *American standards: Quality education in a complex world—The Texas case (pp. 3–41)*. New York: Peter Lang.
- Kleinsasser, A. M. (2000). Researchers, reflexivity, and good data: Writing to unlearn. *Theory Into Practice*, 39(3), 155-162.
- Koehler, V. (1985). Research on pre--service teacher education. *Journal of Teacher Education*, 36, 23-30.
- Kornfeld, J., Grady, K., Marker, P. M., & Ruddell, M. R. (2007). Caught in the current: A self-study of state-mandated compliance in a teacher education program. *Teachers College Record*, 109(8), 1902-1930.
- Kornfeld, J., Marker, P. M., Ruddell, M. R., Cooke, T., & Fernuld, P. (2003). Through the looking-glass: Self-study in an era of accountability. *Teacher Education Quarterly*, 30(3), 7-22.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*.

Thousand Oaks, CA: Sage.

Labaree, D. F. (2004). *The trouble with ed schools*. New Haven: Yale University press.

Labaree, D. F. (2007). An uneasy relationship: The history of teacher education and the University. *Handbook of Research on Teacher Education*, 290-306.

Laham, R., & Reagan, E. M. (2011). Teach for America and the politics of progressive neoliberalism. *Teacher Education Quarterly*,

Lebowitz, M. (2004). Ideology and economic development. *Monthly Review*, 56 (1), <http://monthlyreview.org/2004/05/01/ideology-and-economic-development/>

Lewis, L, Parsad, B., Carey, N., Bartfai, N., & Farris, W. (1999). Teacher quality: A report on the preparation and qualifications of public school teachers. *National Center for Education Statistics: Analysis Report* (NCES 1999-080). Washington, DC: U.S. Department of Education.

Lewis, J. L., & Sheppard, S. R. J. (2006). Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning*, 77, 291–313.

Levidow, L. (2001). Marketization Higher Education: Neoliberal Strategies and Counter-Strategies. *Education and Social Justice*, 3(2), 1-18.

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lingenfelter, P. E. (2006). *The unfunding of public education*. Presented at the Public Affairs Week, Baruch College, City College of New York.
Retrieved from <http://www.sheeo.org>
- Lipsky, M. (1980). *Street-level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Sage.
- Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. London: Routledge
- Marroquin, A., & Thomas, F. (2015), Classical liberalism in Guatemala. *Econ Journal Watch*, 12(3), 460 – 478.
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, 54, 11-22.
- Maxwell, J.A. (2013). *Qualitative research design: An interactive approach*. Los Angeles: Sage Publications, Inc.
- McFadden, C., & Sheerer, M. (2008). Faculty members' perception of teacher preparation programs. *The Educational Forum*, 70(1), 61-74.
- McMillan, J., & Schumacher, S. (2010). *Research in education evidence-based inquiry* (7th ed). Upper Saddle River, NJ: Pearson.
- Medema, S. (2009). *The Hesitant Hand: Teaming Self-interest in the History of*

- Economic Ideas*. Princeton, NJ: Princeton University Press. In Ward, S.C. (2012). *Neoliberalism and the Global Restructuring of Knowledge and Education*. New York: Routledge.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Meyer, M. (2001). *Between theory, method, and politics: Positioning of the approaches to CDA*. London: SAGE Publications. In Wodak, R., & Meyer, M. (2001). *Methods of Critical Discourse Analysis*. London: SAGE Publications.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage.
- Milner, H. R. (2012). Challenges in teacher education for urban education. *Urban Education*, 47(4), 700-705.
- Miscamble, W. D. (2006). The corporate university: A Catholic response. *America*, 14–17.
- Mirowski, P., & Plehwe, D. (2009). *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*. Cambridge, MA: Harvard University Press.
- Mirowski, P. (2014). *Never Let a Serious Crisis go to Waste: How Neoliberalism Survived the Financial Meltdown*. New York: Verso.

- Molesworth, M., Nixon, E., & Scullion, R. (2009). Having, being and higher education: The marketisation of the university and the transformation of the student into consumer. *Teaching in Higher Education*, 14(3), 277–287.
- Moore, R., Arnot, M., Beck, J., and Daniels, H. (2006). *Knowledge, Power and Educational Reform: Applying the Sociology of Basil Bernstein*. New York: Routledge.
- Morrow, S. L., & Smith, M. L. (2000). Qualitative research methods in counseling psychology. In S. D. Brown & R. W. Lent, *Handbook of Counseling Psychology*, 199-230.
- Morse, J. M. (1994). *Designing Funded Qualitative Research*. In *Book Designing Funded Qualitative Research*, edited by N. Denzin and Y. S. Lincoln, p. 220–35. Thousand Oaks, CA: Sage Publications.
- Morse, J. M., & Richards, L. (2002). *Readme First for a User's Guide to Qualitative Methods*. Thousand Oaks, CA: Sage Publications.
- Morse, J. M. (2002). Myth #53: Qualitative research is cheap. *Qualitative Health Research*, 12(10), 1307-1308. In Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, 54, 11-22.
- Munck, R. (2003). Neoliberalism, necessitarianism and alternatives in latin America: There is no alternative (TINA)? *Third World Quarterly*, 24(3),

495-511.

Natale, S. M., & Doran, C. (2011). Marketization of education: An ethical dilemma. *Journal of Business Ethics*, 105, 187-196.

NCATE: The Standard of Excellence in Teacher Preparation. (2016). About NCATE. Retrieved December 16, 2016 from <http://ncate.org/Public/AboutNCATE/tabid/179/Default.aspx>

Oliver, C. (1991). Strategic responses to institutional processes. *The Academy of Management Review*, 16(1), 145-179.

Olssen, M., & Peters, M. A. (2005). Neoliberalism, higher education and the knowledge economy: From the free market to knowledge capitalism. *Journal of Educational Policy*, 20(3), 313-345.

Paine, G. (2015). A pattern-generating tool for use in semi-structured interviews. *The Qualitative Report*, 20(4), 468-481.

Parry, M. Field, K., & Supiano, B. (2013, July). The Gates effect. *The Chronicle of Higher Education*, pp. A18-A28.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. Thousand Oaks, CA: Sage.

Peck, J. (2013). Explaining (with) neoliberalism. *Territory, Politics, Governance*, 1:2, 132-157, DOI 10.1080/21622671/2013/785365

- Pini, M. E., & Gorostiaga, J. M. (2008). Teacher education and development policies: Critical discourse analysis from a comparative perspective. *International Review of Education*, 54, 427 – 443.
- Piro, S., & Mullen, L. (2013). Outputs as educator effectiveness in the United States: Shifting towards political accountability. *Journal of Educational Leadership Preparation*, 8(2), 59-77.
- Pollis, N. P., & Montgomery, R. L. (1966). Conformity and resistance to compliance. *The Journal of Psychology*, 63, 35-41.
- Prasad, A. & Prasad, P. (1998). Everyday struggles at the workplace: the nature and implications of routine resistance in contemporary organizations. *Sociology of Organizations*, 15, 225-257.
- Preston, S., & Aslett, J. (2013). Resisting neoliberalism from within the academy: Subversion through an activist pedagogy. *Social Work Education: The International Journal*, 33(4), 502-518.
- Price, B. (2002). Laddered questions and qualitative data research interviews. *Journal of Advanced Nursing*, 37(3), 273-281.
- Raby, R. (2005). What is resistance? *Journal of Youth Studies*, 8(2), 151-171.
- Rasmussen, P. (1989). *Massage parlor prostitution*. New York: Irvington.
- Rallis, S. F., Rossman, G. B. & Gajda, R. (2006). Trustworthiness: Beyond procedures to probity. In L. Goodyear (Chair), *Beyond the guiding principles for evaluators: Professional ethics, cultural norms and*

- trustworthiness in evaluation*. Panel at the annual meeting of the American Evaluation Association, Portland, OR, November.
- Reichard, C. (1998). Education and training for new public management. *International Public Management Journal*, 1(2), 177-194.
- Rennert-Ariev, P. (2008). The hidden curriculum of performance-based teacher education. *Teachers College Record*, 110(1), 105–138.
- Rice, J. K. (2003). *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington: Economic Policy Institute.
- Richards, L., & Richards, T. (1994). From filing cabinet to computer. In Bryman, A., & Burgess, & R. G. (1994). *Analyzing Qualitative Data*. London: Routledge.
- Rikowski, G. (2000) *Messing with the Explosive Commodity: School Improvement, Educational Research and Labour-Power in the Era of Global Capitalism*, paper presented at the British Educational Research Association Conference, for the Symposium 'If we aren't pursuing improvement, what are we doing?' Cardiff University, 7 - 10 September. At *Education-line*, University of Leeds:
<http://www.leeds.ac.uk/educol/documents/00001610.htm>
- Rhoades, G. (1998). *Managed Professionals: Unionized Faculty and Restructuring Academic Labor*. Albany, NY: SUNY press.

- Robertson, S. (2008). *Remaking the World: Neoliberalism and the Transformation of Education and Teachers' labor*. In M. Compton, & L. Weiner (Eds.). *The global Assault on Teaching, Teachers and Their Unions* (p. 11e36). New York: Palgrave Macmillan.
- Roderick, M., Bryk, A. S., Jacob, B. A., Easton, J. Q., & Allensworth, E. (1999). *Ending social promotion: Results from the first two years*. Chicago: Consortium on Chicago School Research.
- Roderick, M., Nagaoka, J., Bacon, J., & Easton, J. (2000). *Update: Ending social promotion: Passing, retention, and achievement trends among promoted and retained students, 1995-1999*. Chicago: Consortium on Chicago School Research.
- Rogers, R., Malancharuvil-Berkes, E., Mosley, M., Hui, D., & Joseph, G. O. (2005). Critical discourse analysis in education. A review of the literature. *Review of Educational Research*, 75(3), 365-416.
- Ryan, K. (1979). Toward understanding the problem: At the threshold of the profession. In K. R. Howey & R. H. Bents (Eds.), *Toward meeting the needs of the beginning teacher*. Lansing, MI: Midwest Teacher Corps Network. (ERIC Document Reproduction Service No. ED 206 581).
- Sacks, P. (1999). Standardized minds: The high price of America's testing culture and what we can do to change it. In Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher

- quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20, 165-184.
- Saltman, K.J. (2010). *The gift of education: Public education and venture philanthropy*. New York: Palgrave MacMillan.
- Samuels, J. J. (1970). Impingements on teacher autonomy. *Urban Education*, 5, 152-173. doi: 10.1177/004208597000500205
- Sancar, C., & Sancar, M. (2012). Neoliberal mechanisation of education. *Turkish Online Journal of Educational Technology*, 11(3), 246-254.
- Sanders, W. (1998). Value-added assessment. *The School Administrator*, 24-27.
- Saunders, D. B. (2014). Exploring a customer orientation: Pre-market logic and college students. *The Review of Higher Education*, 37 (2), 197 – 200
- Schugurensky, D. (2006). *The political economy of higher education in the time of global markets: Whither the social responsibility of the university?* In Rhoads, R. A., & Torres, C. A. *The university, state, and market*. Stanford, CA: Stanford University Press.
- Schwandt, T.A. (1997). *Qualitative inquiry: A dictionary of terms*. In Kleinsasser, A. M. (2000). Researchers, reflexivity, and good data: Writing to unlearn. *Theory Into Practice*. 39(3), 155-162.
- Sedlak, M. W. (1989). *Let us go and buy a schoolmaster*. In Labaree, D. F. (2007). An uneasy relationship: The history of teacher education and the University. *Handbook of Research on Teacher Education*, 290-306.

- Sherif, M. (1935). A study of some social factors in perception. *Archives of Psychology*, 27 (187), 23-46.
- Sieber, J. (2004). Informed consent. *The Sage Encyclopedia of Social Science Research Methods*, 2, 493–497.
- Sims, R. L., & Miller, J. R. (1989). Assault on teacher education in Texas. *Journal of Teacher Education*, 18
- Sleeter, C. (2008). Equity, democracy, and neoliberal assaults on teacher education. *Teaching and Teacher Education*, 24, 1947-1957.
- Smith, V. (1998). Friedman, liberalism, and the meaning of negative freedom. *Economics and Philosophy*, 14, 75-94. In Mirowski, P., & Plehwe, D. (2009). *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective*. Cambridge, MA: Harvard University Press.
- Snedecor, G.W. (1939). Design of sampling experiments in the social sciences. *Journal of Farm Economics*, 21, 846-855.
- Southern Association of Colleges and Schools Commission on Colleges. (2016). Retrieved January 16, 2016 from <http://sacscoc.org/>
- Springer, M. G., & Gardner, C. D. (2010). Teacher pay for performance: Context, status, and direction. *The Phi Delta Kappan*, 91(8), 8-15.
- Stelzer, I. M. (1992, January). *What Thatcher Wrought*. Paper presented at the Bradley Lecture Series, American Enterprise Institute, Washington, DC.

- Stoddart, T. (1991). Policy analysis for California education (PACE) (Report No. 91-10-1). Los Angeles: Policy Analysis for California Education.
- Strauss, A. L. (1990). Systemic coding in qualitative research. *Bulletin de Methodologie Sociologique*, 27, 52-62.
- Strauss, A. L., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park: CA: Sage.
- Stronge, J. H., Ward, T. J., Tucker, P. D., & Hindman, J. L. (2007). What is the relationship between teacher quality and student achievement? An exploratory study. *Journal of Personnel Evaluation in Education*, 20, 165-184.
- Taylor, I. (2007). Discretion and control in education: The teacher as Street-level bureaucrat. *Educational Management Administration & Leadership*, 35 (4), 555 – 572.
- Texas Administrative Code (2010). *Chapter 4: Rules Applying to All Public Institutions of Higher Education in Texas*. Retrieved October 1, 2015 at http://cbgm41.theceb.state.tx.us/search?site=WWW&client=wwwnew_frontend&proxystylesheet=wwwnew_frontend&proxyreload=1&output=xml_no_dtd&q=hb+2504&btnG.x=0&btnG.y=0
- Thomas, A. M., & Loadman, W. E. (2001). Evaluating teacher education programs using national survey. *The Journal of Educational Research*, 94(4), 195-206.

- Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation*, 27(2), 237-246.
- Thompson, J. B. (1984). *Studies in the Theory of Ideology*. Cambridge. In Eagleton, T. (2007). *Ideology: An introduction*. Brooklyn, NY: Verso.
- Thomson, S. B. (2015). "Grounded theory — sample size and validity, Retrieved September 9, 2015 at http://www.joaag.com/uploads/5_1_Research_Note_1_Thomson.pdf
- Tuchman, G., (2011). The unintended decentering of teaching and learning. *Society*, 48, 216-219.
- Tuchman, G. (2009). *Wannabe U.: Inside the Corporate University*. Chicago, IL: The University of Chicago Press.
- Tucker, J. (1991). Global education partnerships between schools and universities. In K. Tye (Ed.), *Global education: From thought to action* (109-124). Alexandria, VA: *Association for Supervision and Curriculum Development*.
- Tye, B. B., & O'brien, L. (2002). Why are experienced teachers leaving the profession? *The Phi Delta Kappan*, 84(1), 24-32.
- United States Census Bureau. (2016). *State and County QuickFacts*. Retrieved November 27, 2016 <http://quickfacts.census.gov/qfd/states/48/4804000.html>

- U. S. Department of Education. (2002). *Meeting the highly qualified teachers challenge: The secretary's annual report on teacher quality*. Washington: U. S. Department of Education, Office of Postsecondary Education.
- U. S. Department of Education. (2003). *Meeting the highly qualified teachers challenge: The secretary's second annual report on teacher quality*. Washington: U. S. Department of Education, Office of Postsecondary Education.
- U. S. Department of Education (USDOE) (1983). National Commission on Excellence in Education. *A nation at risk: The imperative for educational reform. An open letter to the American people. A report to the nation and the secretary of education*. Washington, DC: Superintendent of Documents, Government Printing Office.
- The University of Texas at Arlington (UTA). (2016). About the College of Education: Department of Curriculum and Instruction. Retrieved February 6, 2016 from <https://www.uta.edu/coed/about/directory/curricandinstruct.php>
- The University of Texas at Arlington (UTA). (2016). About the College of Education: Our Students and Faculty. Retrieved from <https://www.uta.edu/coed/about/>
- Van Dijk, T. A., (1993). Principles of critical discourse analysis. *Discourse & Society*, 4(2), 249 – 283.

- Van Horn, R. (2011). 2011. *Building Chicago Economics: New Perspectives on the History of America's Most Powerful Economics Program*. Cambridge, UK: Cambridge University Press.
- Van Horn, R. & Mirowski, P. (2009). In In Mirowski, P., & Plehwe, D. (2009). *The Road from Mont Pèlerin: The Making of the Neoliberal Thought Collective* (139-178). Cambridge, MA: Harvard University Press.
- Varoufakis, Y. (2011). *Global Minotaur*. In Birch, K. (2014). *We Have Never Been Neoliberal: A Manifesto for a Doomed Youth*. Alresford, Hants, UK: John Hunt Publishing Ltd.
- Wals, A. E. J. (1992). Young adolescents perception of environmental issues: Implications for environmental education in urban settings. *Australian Journal of Environmental Education*, 8, 45-58.
- Walsh, F. W., Abi-Nader, J., & Poutiatine, M. I. (2005). What do adult learners experience in a teacher certification program? *Journal of Adult Education*. 34(1), 6-21.
- Ward, S.C. (2012). *Neoliberalism and the Global Restructuring of Knowledge and Education*. New York: Routledge.
- Warren, D. (1985). Learning from experience: History and teacher education. *Educational Researcher*, 14 (10), 5-12.

- Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89 – 122.
- Weiner, L. (2007). A lethal threat to U.S. teacher education. *Journal of Teacher Education*, 41 (4), 274 – 286.
- Weinstein, C. S. (1988). Preservice teacher's expectations about the first year of teaching. *Teaching & Teacher Education*, 4(1), 31-40.
- Widdowson, H. G. (1995). Discourse analysis: A critical view. *Language and literature*, 4(3), 157 – 172.
- Willis, P. E. (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. In Gal, S. (2015). *Language and the Arts of Resistance. Cultural Anthropology*, 10(3), 407-424.
- Wilson, S. M., Darling-Hammond, L., & Berry, B. (2001). A case of successful teaching policy: Connecticut's long-term efforts to improve teaching and learning. *Case for the Study of Teaching and Policy*. University of Washington.
- Wilson, S. M., R. E. Floden, and J. Ferrini-Mundy. (2002). Teacher preparation research: An insiders' view from the outside. *Journal of Teacher Education*, 53(3), 190-204.
- Wodak, R. (2001). *What CDA is About: A Summary of its History, Important Concepts and its Developments*. Thousand Oaks, CA: Sage Publications

Ltd.

- Wodak, R., & Fairclough, N. (2010). Recontextualizing European higher education policies: The cases of Austria and Romania. *Critical Discourse Studies*, 7(1), 19-40.
- Wodak, R., & Meyer, M. (2001). *Methods of Critical Discourse Analysis*. London: SAGE Publications.
- Wright, B. (2014). Breaking tradition: Taking stock of research on global school choice. *Current Issues in Comparative Education*, 16(1), 26-36.
- Young, A., & Copenhaver, R. (1993). When teachers and administrators are asked: Improving teacher education through collaboration. Paper presented at the Fall Conference of the International Association of Teacher Educators (Utica, IL, November 12, 1993).
- Young, L. & Harrison, C. (2004). *Systemic Functional Linguistics and Critical Discourse Analysis: Studies in Social Change*, New York: Continuum.
- Zeichner, K. (2010). Competition, economic rationalization, increased surveillance, and attacks on diversity: neoliberalism and the transformation of teacher education in the U.S. *Teaching and Teacher Education*, 26, 1544 –
- Zeichner, K., Payne, K. A., & Brayko, K. (2015). Democratizing teacher education. *Journal of Teacher Education*, 66(2), 122-135.

Biographical Information

Ricardo Garcia holds a Bachelor's degree in education, as well as two Master's degrees in the fields of Music Performance and Counseling. Recently earning his Ph.D. in Educational Leadership and Policy Studies, his interest in research includes critical discourse and the impact of New Public Management (NPM) on education. With 28 years of experience in education, Dr. Garcia plans to pursue the publishing of articles in the field of critical discourse in hopes of encouraging educators to become more aware that discourse can function as a form of social practice that reflects and/or assists with reinforcing unequal power relations.