

TeachNY Advisory Council

Environmental Scan of Teacher and Leader Preparation

TeachNY Bibliography

This document contains materials from a variety of sources included ERIC database abstracts, SUNY System Administration staff research, and TeachNY Advisory Council contributions. SUNY does not claim this writing as its own. This document is in development.

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Recruitment

1. Newton, X. A., Jang, H., Nunes, N., & Stone, E. (2010). Recruiting, Preparing, and Retaining High Quality Secondary Mathematics and Science Teachers for Urban Schools: The Cal Teach Experimental Program. *Issues In Teacher Education*, 19(1), 21-40.

“Recruiting, preparing, and retaining high quality secondary mathematics and science teachers are three of the most critical problems in the nation's urban schools that serve a vast majority of children from socially and economically disadvantaged backgrounds. Although the factors contributing to these problems are complex, one area that has caught the attention of leaders of the teacher education community centers are the alternative pathways (or routes) through which teachers are trained and allowed into the profession. Many of these alternative pathways, teacher educators argue, aim to move teachers into teaching on a fast track and thereby short-change the necessary training that candidates need to have to become adequately prepared as classroom teachers. This article looks at the arguments on both sides: proponents and critics of traditional and alternative pathways of teacher education, and discusses how California addressed the persistent shortages of mathematics and science teachers through the program, Cal Teach. The program provides a unique and excellent opportunity for experimentation in alternative approaches to math and science secondary teaching credential programs.”

2. Luft, J. J., Wong, S. S., & Semken, S. (2011). Rethinking Recruitment: The Comprehensive and Strategic Recruitment of Secondary Science Teachers. *Journal Of Science Teacher Education*, 22(5), 459-474.

“The shortage of science teachers has spurred a discussion about their retention and recruitment. While discussion about retaining science teachers has increased dramatically in just the last few years, science teacher educators have not attended to the recruitment of science teachers with the same tenacity. This paper is our effort to initiate this discussion and to focus on secondary science teachers. We begin by suggesting why recruitment is important and explore related research. We then suggest a comprehensive and strategic orientation towards recruitment that serves as a mechanism to examine current practices in the field. In presenting this position paper, we hope that science teacher educators will contemplate their own recruitment practices and begin discussing the recruitment process more openly with one another. “

3. Henry, G.T., Bastian, K.C., & Smith, A. (April 2012). Scholarships to recruit the “best and brightest” into teaching: Who is recruited, where do they teach, how effective are they, and how long do they stay?. *Educational Researcher*, 41(3).

“Is a popular innovation for increasing human capital in the teaching profession—competitive college scholarships for teachers—effective? The authors show that one large and long-standing

merit-based scholarship program (a) attracts teacher candidates who have high academic qualifications; (b) yields graduates who teach lower performing students, although not as challenging as the students of other beginning teachers; (c) produces teachers who raise high school and third- through eighth-grade mathematics test scores more than other traditionally prepared teachers do; and (d) produces teachers who stay in public school classrooms for 5 years or more at higher rates than alternative entry or other traditionally prepared teachers.”

4. Flores, M. A., & Niklasson, L. (2014). Why do student teachers enroll for a teaching degree? A study of teacher recruitment in Portugal and Sweden. *Journal Of Education For Teaching*, 40(4), 328-343. doi:10.1080/02607476.2014.929883

“This paper reports on findings from an exploratory study carried out in Portugal and Sweden, concerning student teacher recruitment to Initial Teacher Education (ITE) programs. It addresses issues such as the motivations and expectations of the student teachers regarding the teaching profession. Drawing upon existing related literature, a questionnaire was designed and sent to student teachers in Portugal and in Sweden. In total, 112 and 157 student teachers participated in the study, respectively. Data suggest a given profile of a student teacher making it possible to analyse some of key characteristics in both countries. The comparison between countries in combination with suggestions and recommendations from student teachers indicate that the recruitment process may be supported if the information about the design, content and the aims of ITE programs are clarified and made explicit.”

5. Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., Ronfeldt, M., and Wyckoff, J. (December 2012). *Recruiting Effective Math Teachers: Evidence From New York City*, *American Educational Research Journal*, Volume 49.

“For well over a decade school districts across the United States have struggled to recruit and retain effective mathematics teachers. In response to the need for qualified math teachers and the difficulty of directly recruiting individuals who have already completed the math content required for qualification, some districts, including Baltimore, Philadelphia, Washington, D.C., and New York City, have developed alternative certification programs with a math immersion component to recruit otherwise well-qualified candidates who do not have undergraduate majors in math. This article examines the qualifications, student achievement gains, and retention of Math Immersion teachers in New York City compared to New York City mathematics teachers who began their careers through other pathways”.

6. Sato, M. and Israelson M. (April 2013). *A Call to Action for Diversity in Teacher Education*, *Educational Researcher*, Volume 42, no.3.

“*Studying Diversity in Teacher Education*, edited by Arnetha Ball and Cynthia Tyson, is a tapestry of unique perspectives on a critical area of teacher education research from U.S.-based theorists and researchers. The 20 chapters of the text are organized into three sections focusing

respectively on historical contexts and persisting challenges, current trends and innovation, and future trends and directions. Of the 20 chapters, one chapter explores the overarching theme of diversity in teacher education in an international context, the rest of the chapters address the theme in a variety of U.S. settings. In the foreword, Linda Darling-Hammond describes the volume as a “treasure trove of perspectives, answers, and provocations” (p. x). We take a cue from Darling-Hammond in this review and discuss this volume in terms of the perspectives the authors bring to studying diversity in teacher education and how they provoke those who engage with the text. Overall, we conclude that rather than providing answers to the most vexing questions related to diversity and teacher education, this volume is an urgent call to action for the field.”

7. Ripley, A.. *The Smartest Kids in the World: And How They Got That Way*. New York: Simon & Schuster, 2013. Print.

Most of the text was about K-12 with some good insights into what and how government policies impacted the success of education reform in each of these countries. Unfortunately each country also had a stressor that coincided with the reform that the author supposes was a large part of why it was successful. The book stresses equity, rigor and autonomy in K-12 education and recruitment and selection in teacher colleges. It also touched on some curricular design and pre-service education. Not much was said about induction, professional development or leadership. Some very thought provoking questions and with data and antidotes as well as ideas, history and drawbacks/concerns about the selected countries (and America) can be taken from this book but not many recommendations on education policy. The preface, chapter one, and first two appendices are particularly relevant to TeachNY. You can also find additional insight with the [NY Times Book Review](#).

8. Kelley, B. (2007). Teacher recruitment, preparation, induction, retention, and distribution. In Wehling, B. (Ed.) *Building a 21st century U.S. education system* (pp. 75-86). Washington, DC: The National Commission on Teaching and America’s Future.

Recruitment of Minority Teachers

9. Bryan, N. B., & Ford, D. Y. (2014). Recruiting and Retaining Black Male Teachers in Gifted Education. *Gifted Child Today*, 37(3), 155-161.

“Every school district shares the pervasive issue of having males under-represented in the teaching profession. Likewise, most have a paucity of teachers who are African American. Combining both gender and race, only 1% of teachers are Black males. In the article, we rely on scholarship regarding the lack of diversity among teachers and among males in general education to draw implications to the field of gifted education, with specific attention to

recruiting and retaining Black male teachers in gifted education. We present an overview of demographic data for students and teachers by race and gender, along with recommendations for recruiting and retaining greater percentages of Black male teachers in gifted education.”

10. Ingersoll, R. M., May, H., & Consortium for Policy Research in, E. (2011). Recruitment, Retention and the Minority Teacher Shortage. CPRE Research Report # RR-69. Consortium For Policy Research In Education.

“This study examines and compares the recruitment and retention of minority and White elementary and secondary teachers and attempts to empirically ground the debate over minority teacher shortages. The data we analyze are from the National Center for Education Statistics' nationally representative Schools and Staffing Survey and its longitudinal supplement, the Teacher Follow-up Survey. Our data analyses show that a gap continues to persist between the percentage of minority students and the percentage of minority teachers in the U.S. school system. But this gap is not due to a failure to recruit new minority teachers. Over the past two decades, the number of minority teachers has almost doubled, outpacing growth in both the number of White teachers and the number of minority students. The organizational conditions most strongly related to minority teacher turnover were the level of collective faculty decision-making influence and the degree of individual classroom autonomy held by teachers; these factors were more significant than were salary, professional development or classroom resources. Schools allowing more autonomy for teachers in regard to classroom issues and schools with higher levels of faculty input into school-wide decisions had far lower levels of turnover.”

11. Brown, K. D. (2014). Teaching in Color: A Critical Race Theory in Education Analysis of the Literature on Pre-service Teachers of Color and Teacher Education in the US. *Race, Ethnicity and Education*, 17(3), 326-345.

“In this article I take seriously the call for recruiting and retaining more pre-service teachers of color by critically considering some of the pressing challenges they might encounter in teacher preparation programs. I draw from critical race theory (CRT) in education to review the extant literature on pre-service teachers of color and teacher education in the US. I excavate how the dominant, (dis)embodied and normalized culture of Whiteness, White privilege and White hegemony pervades contemporary teacher education, and presents a formidable challenge to the goal of preparing teachers (of color) to teach in a manner that is relevant, critical and humanizing while also socially and individually transformative. I conclude by envisioning how teacher education programs might address these challenges in such a way that more effectively meets the needs of pre-service teachers.”

12. Prinster, R. (2014). 10 Education Schools Selected to Improve Recruitment of Minority Men. *INSIGHT Into Diversity*, 4.

“The article reports on the 10 U.S. colleges and universities selected for the Networked Improvement Community (NIC) program developed by the American Association of Colleges for Teacher Education (AACTE) to improve the recruitment of African American and Hispanic male teachers.”

13. Bireda, S., & Chait, R. (November 2011). Increasing teacher diversity: Strategies to improve the teacher workforce. Retrieved November 24, 2014, from http://cdn.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait_diversity.pdf

14. National Education Association. (January 2009). Strengthening and diversifying the teacher recruitment pipeline: Current efforts. Retrieved November 24, 2014, from <http://www.nea.org/assets/docs/HE/TQbook09.pdf>

Cultural Competence

15. Sato, M., & Israelson, M. (April 2013). A call to action for diversity in teacher education. *Educational Researcher*, 42 (3).

“Studying Diversity in Teacher Education, edited by Arnetta Ball and Cynthia Tyson, is a tapestry of unique perspectives on a critical area of teacher education research from U.S.-based theorists and researchers. The 20 chapters of the text are organized into three sections focusing respectively on historical contexts and persisting challenges, current trends and innovation, and future trends and directions. Of the 20 chapters, one chapter explores the overarching theme of diversity in teacher education in an international context, the rest of the chapters address the theme in a variety of U.S. settings.

In the foreword, Linda Darling-Hammond describes the volume as a “treasure trove of perspectives, answers, and provocations” (p. x). We take a cue from Darling-Hammond in this review and discuss this volume in terms of the perspectives the authors bring to studying diversity in teacher education and how they provoke those who engage with the text. Overall, we conclude that rather than providing answers to the most vexing questions related to diversity and teacher education, this volume is an urgent call to action for the field.”

16. Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*, 84(1), 74-84.

“In this article, Ladson-Billings reflects on the history of her theory of culturally relevant pedagogy and the ways it has been used and misused since its inception. She argues for the importance of dynamic scholarship and suggests that it is time for a 'remix' of her original theory: culturally sustaining pedagogy, as proposed by Paris (2012). Ladson-Billings discusses her work with the hip-hop and spoken word program First Wave as an example of how culturally sustaining pedagogy allows for a fluid understanding of culture, and a teaching practice that explicitly engages questions

of equity and justice. Influenced by her experience with the First Wave program, Ladson-Billings welcomes the burgeoning literature on culturally sustaining pedagogy as a way to push forward her original goals of engaging critically in the cultural landscapes of classrooms and teacher education programs.”

17. Delano-Oriaran, O. (2014). Engaging pre-service teachers in diverse communities through service-learning: a practical guide for application. *Journal Of Education For Teaching*, 40(2), 186-188.

“Schools are becoming culturally and linguistically diverse. This means that pre-service teachers should be exposed to methods that prepare them for diverse classrooms. This article outlines a service-learning checklist that is practical and authentic to use in working with diverse communities. Faculty can adopt the checklist when infusing service-learning into their course. It is hoped that the checklist will guide faculty as they partner with culturally and linguistically diverse communities and engage in service-learning that is authentic.”

18. McHatton, P., Bradshaw, W., & Winneker, A. (2013). Introduction to Working with Diverse Families Through Performance: Using Ethnodrama as an Instructional Tool. *Action In Teacher Education*, 35(1), 38-55. doi:10.1080/01626620.2012.743444

“It is likely general education teachers will serve diverse students with disabilities in their classrooms. To do so effectively, they need to be prepared to partner with the families of these students, as family involvement is mandated and best practice in the education of students with disabilities. This study investigated the use of ethnodrama as an instructional tool for preparing 316 pre-service teachers to work with diverse families. Findings revealed participants indicated feeling more positive and committed to working with diverse families after the ethnodramatic performance and valued ethnodrama as a tool which supplemented traditional textbooks and readings.”

19. McDonald, M. A., Bowman, M., & Brayko, K. (2013). Learning to See Students: Opportunities to Develop Relational Practices of Teaching through Community-Based Placements in Teacher Education. *Teachers College Record*, 115(4).

“For decades, scholars have argued that teaching and learning depend fundamentally on the quality of relationships between teachers and students, yet there is little research about how teachers develop relationships with students or how teacher education prepares teachers to do this work. Arguably, articulating the relational practices of teaching is critical for those aiming to prepare teachers to reach across differences, educate from a social justice perspective, and teach an increasingly diverse population of students. Noting the emphasis on relationships in

community-based organizations (CBOs), the authors investigated pre-service field placements in CBOs as potentially strategic contexts for learning about relational aspects of teaching.”

20. Amaro-Jiménez, C. (2012). Service learning: preparing teachers to understand better culturally and linguistically diverse learners. *Journal Of Education For Teaching*, 38(2), 211-213.

“The article focuses on service learning, and its connection on teachers' preparation on educating culturally and linguistically diverse students. It mentions that service learning was developed in a public library in Southwest U.S., and has goals in terms of pedagogical and community needs. It also features the initiative of service learning for pre-service teachers in terms of assisting with homework and other academic assistance, and how service learning may help teachers in developing teaching strategies.”

21. Passig, David, and Timor Schwartz. (2014). "Solving Conceptual and Perceptual Analogies with Virtual Reality among Kindergarten Children of Immigrant Families." *Teachers College Record* 116, no. 2: ERIC, EBSCOhost (accessed October 24, 2014).

“The ability to think analogically is central to the process of learning and understanding reality and there is a broad consensus among researchers that we can improve this ability. Immigrants who have emigrated from developing to developed countries tend to experience tremendous challenges in their early years as immigrants. Their children often find themselves in a situation where it is clear that their low achievements are the result of cultural mediation, which expresses itself not only in a language gap, but also in cultural and basic technological disorientation. Purpose: The goal of this study is to help find efficient ways of nurturing analogical thinking in children who have emigrated from developing to developed countries and express difficulties in analogical thinking, and to point out the advantages inherent in the use of immersive 3D Virtual Reality technology for this goal.”

22. Anderson, L. M., & Stillman, J. A. (2013). Student Teaching's Contribution to Pre-service Teacher Development: A Review of Research Focused on the Preparation of Teachers for Urban and High-Needs Contexts. *Review Of Educational Research*, 83(1), 3-69.

See annotation under this title in the “Pre-service Teacher Education” section.

23. Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York: Teachers College Press.

24. Villegas, A., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.
25. Zeichner, K., Grant, C., Gay, G., Gillette, M., Valli, L., & Villegas, A. (1998). A research informed vision of good practice in multicultural teacher education: Design principles. *Theory Into Practice*, 37(2), 163-171.

Cultural Competence: Current State

26. Numbers of Note. (2012). *Educational Leadership*, 69(5), 8.

“Statistics are presented related to the U.S. achievement gap during the 2002-2009 period among Latino, White, and African American students with regard to their state mathematics and language arts achievement tests.”

News Clips

27. Annual PDK/Gallup Poll of the Public’s Attitudes toward the Public Schools

<http://pdkpoll.pdkintl.org/october/>

- 64% of Americans have trust and confidence in teachers
- 94% of Americans favor at least 6 months of practice teaching before fulltime teaching, 27% favor 2 years
- 81% of Americans support board certification for teachers
- 99% of Americans say that learning skills like dependability, persistence, and teamwork is somewhat or very important in helping students get good jobs
- 84% of Americans say that working on a real world project that takes at least six months to complete is somewhat or very important in helping students get good jobs

28. Why Don’t More Men Go Into Teaching?

http://mobile.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?referrer=&_r=0

- “More than three-quarters of all teachers in kindergarten through high school are women, according to Education Department data, up from about two-thirds three decades ago. The disparity is most pronounced in elementary and middle schools, where more than 80 percent of teachers are women.”
- “...One thing most sides tend to agree on is the importance of raising the status of teaching so the profession will attract the best candidates.”
- Some believe that attracting more men to the teaching profession would raise the status of teaching, since jobs dominated by women pay less on average and tend to have less prestige.
- “Still, men can earn much more, on average, outside of teaching, while women’s teaching salaries more closely match the average pay for women outside of education.”

- Women are attracted to the profession because they have the same hours as their children.
- There is a snowball effect of men disregarding teaching as an option because there are so few men currently in teaching.
- “The reality of teaching right now is that it’s always been a hard job,” said Randi Weingarten, president of the American Federation of Teachers, the nation’s second largest teachers union. It’s “harder now than ever before, with less and less respect,” she said.’
- Men who are teachers tend to get promoted to administrative positions more quickly than women. “Nearly half of all school principals are men.”

29. Ripley, A. (June 2014) . [“Higher Calling: To improve our schools, we need to make it harder to become a teacher.”](#), *Slate: Education*, Web.

30. Sawchuk, S. (February 2013). [“Overhaul of Teacher-Prep Standards Targets Recruitment, Performance”](#), *Education Week, Teacher Beat*, Web.

Best Practices within SUNY

31. SUNY Board of Trustees Resolution: SUNY Educator Preparation Programs and the *New NY* Education Reform Commission

[SUNY Educator and New NY Ed Reform Commission](#), dated Sept 18,2013 - The proposed resolution charges SUNY with implementing the recommendations of the New NY Education Reform Commission with respect to admissions requirements and clinical experiences in educator preparation programs.

...

“Resolved that in order to further New York State’s goal of ensuring that future educators represent the highest achieving graduates of high quality preparation programs, the Chancellor will charge the SUNY Provost’s Office and campus leadership to develop a plan of action and to implement the recommendations of the New NY Education Reform Commission with regard to educator program admissions and clinical experience requirements, including the following:

1. SUNY will adopt a standard admissions requirement of a 3.0 GPA for entry into an educator preparation program at the undergraduate or graduate level or a rank in the top 30th percentile of the high school class for entry into an undergraduate educator preparation program as a freshman, effective no later than the 2015-16 academic year.
2. SUNY will adopt high quality entry assessments, such as the GRE for graduate programs, the SAT/ACT for undergraduate programs, or other recognized college entrance assessments normed to the general college population, to ensure that candidates are academically competitive with all of their peers, regardless of their intended profession.
3. SUNY will publish, by campus, outcomes data of undergraduate and graduate educator preparation programs that will facilitate program comparison, transparency, and accountability.

4. SUNY will continue to work with P-12 educators to ensure that sufficient high quality clinical teaching and leadership practices are provided, beginning early in educator preparation programs through the use of field experiences, simulations, or other clinically rich practices and that the total clinical practice component comprises at least 35 percent of total professional course credits by fall of 2015.”

Curricular Design, Simultaneous Renewal, Pre-service Teacher Education, Clinical Strategies, and Related Partnerships

Preparing Teachers for 21st Century Schools

32. Martinez, M. R., & McGrath, D. (2013). How can schools develop self-directed learners?. *Phi Delta Kappan*, 95(2), 23.

“The article discusses methods that encourage students to take responsibility for their own learning in a self-directed way. The authors offer research from their book "Deeper Learning: A Blueprint for Schools in the 21st Century." Topics include self-directed learning at the Science Leadership Academy (SLA) in Philadelphia, Pennsylvania, the importance of framing school culture around self-directed learning, and a student mentor program at Casco Bay High School in Portland, Maine.”

33. Philip, T. M., & Garcia, A. D. (2013). The Importance of Still Teaching the iGeneration: New Technologies and the Centrality of Pedagogy. *Harvard Educational Review*, 83(2), 300-319.

“In this essay, Philip and Garcia argue that visions of mobile devices in the classroom often draw on assumptions about the inherent interests youth have in these devices, the capability of these interests to transfer from out-of-school contexts to the classroom, and the capacity for these new technologies to equalize the educational playing field. These overly optimistic portrayals minimize the pivotal value of effective teaching and are implicitly or explicitly coupled with political agendas that attempt to increasingly control and regiment the work of teachers. Through discussing student interest and issues of educational technology in urban schools and highlighting the affordances and limitations of the texts, tools, and talk that teachers might facilitate with these devices, the authors offer a teacher-focused perspective that is sorely missing in the contemporary debates about using mobile technologies in schools.”

34. Alexander, C., & Kjellstrom, W. (2014). The influence of a technology-based internship on first-year teachers' instructional decision-making. *Journal of Technology and Teacher Education*, 22(3), 265+.

35. Dieker, L.A., Straub, C.L., Hughes, C.E., Hynes, M.C., & Hardin, S. (May 2014). Learning from virtual students. *Educational Leadership*, 71(8).

“The article provides information on TLE TeachLivE, a computer-simulated virtual classroom that uses avatars as students to help train teachers and improve their practice. It notes that the resource has been used to help teachers develop skills in scaffolding, behavior monitoring, and asking content-related questions. Particular attention is given to how TeachLivE is used at the University of Central Florida, which incorporates individual sessions, small-group sessions, and whole-class sessions.”

36. Rosefsky Saavedra, A., & Opfer, V.D. (October 2012). Learning 21st-century skills requires 21st-century teaching. *Phi Delta Kappan*, 94 (2).

“Globalization, economic necessity, and low civic engagement compound the urgency for students to develop the skills and knowledge they need for success. The interconnectedness of our global economy, ecosystem, and political networks require that students learn to communicate, collaborate, and problem solve with people worldwide. Employers demand fewer people with basic skill sets and more people with complex thinking and communication skills (Levy & Murnane, 2005). Low levels of civic engagement highlight the recognition that rote learning about government is not a sufficient way for students to learn how and why to be engaged citizens (Levine, 2012). But the movement toward 21st-century skills — as any movement — must define its objective, to wit, the skills that comprise the movement. Based on several hundred interviews with business, nonprofit, and education leaders, Tony Wagner (2008) proposes that students need seven *survival skills*.”

37. Dudley, D., & Baxter, D. (2013). Metacognitive analysis of pre-service teacher conception of Teaching Games for Understanding (TGfU) using blogs. *Asia-Pacific Journal Of Teacher Education*, 41(2), 186-196. doi:10.1080/1359866X.2013.777028

“Previous studies have sought to ascertain Teaching Games for Understanding (TGfU) conception in pre-service teachers. This exploratory study investigated the problems outlined in the literature surrounding the development of TGfU understanding among pre-service teachers (n = 44) of the curriculum instruction model. Blog postings were analysed over an eight-week period to identify the varying levels of student conception of TGfU using the Structure of Observed Learning Outcomes (SOLO) taxonomy in order to ascertain whether there are specific aspects of TGfU conception that prevent learning of deeper concepts. The study found that students move through at least two SOLO levels of metacognitive development. For pre-service teachers, TGfU represents a challenge to their pedagogical paradigm. This may limit their understanding of TGfU when they perceive that it is not antithetical to their existing paradigm but rather it represents a balanced approach to achieving the goals of skill-based instruction.”

38. Mobile learning: A genie on the loose. (March 2013). *Educational Leadership*, 70(6).

“The article provides information on a research report entitled "Learning in the 21st Century: Mobile Devices + Social Media = Personalized Learning" from nonprofit organization Project Tomorrow and educational software company Blackboard which addresses using mobile devices in K-12 education.”

39. Phillips, V., & Popović, Z. (2012). More than child's play: Games have potential learning and assessment tools. *Phi Delta Kappan*, 94(2), 26.

“The article discusses the use of electronic educational games to assess student achievement, focusing on the ways that electronic games can, according to the authors, increase student motivation and mastery of curricula. The authors discuss the use of digital games and computerized assessment in the classroom to offer real-time feedback and differentiated instruction to address differences in student learning rates. Topics include the benefits of computer-assisted learning in relation to students' conceptual understanding, the impact of digital games on students' learning of social skills, as well as the book "Everything Bad Is Good for You," by Steven Johnson.”

40. Mehrotra, S., San Chee, Y., & Chuan Ong, J. (2014), Narrating professional development trajectories in the context of the Statecraft X game-based learning curriculum, *Teaching and Teacher Education*, 38, 12-21.

See listing under "Continuing Professional Development" for full abstract. These findings have implications for teacher professional development with respect to game-based learning and teachers' readiness for 21st century classrooms.

41. Young, M. F., Slota, S., Cutter, A. B., Jalette, G., Mullin, G., Lai, B., & ... Yukhymenko, M. (2012). Our Princess Is in Another Castle: A Review of Trends in Serious Gaming for Education. *Review Of Educational Research*, 82(1), 61-89.

“Do video games show demonstrable relationships to academic achievement gains when used to support the K-12 curriculum? In a review of literature, we identified 300+ articles whose descriptions related to video games and academic achievement. We found some evidence for the effects of video games on language learning, history, and physical education (specifically exergames), but little support for the academic value of video games in science and math. We summarize the trends for each subject area and supply recommendations for the nascent field of video games research. Many educationally interesting games exist, yet evidence for their impact on student achievement is slim. We recommend separating simulations from games and

refocusing the question onto the situated nature of game-player-context interactions, including meta-game social collaborative elements.”

42. Johnson, D. (Feb 2013). The tablet takeover. *Educational Leadership*, 70(5).

“The article discusses the use of tablet computers such as iPads in U.S. schools, tablet sales since 2011, and the use of tablets by young children. The use of tablets for knowledge production versus entertainment consumption is discussed, as well as tablet use for games, communication, and text creation. Teacher observations, electronic publications, and wireless communication are also mentioned as uses for tablets, and school investment in educational technologies, the cost of tablets, and application software such as the alternative communication app Proloquo2Go are discussed.”

43. Mehta, J., & Fine, S. (2012). Teaching Differently...Learning Deeply. *Phi Delta Kappan*, 94(2), 31-35.

“The Gary and Jeri-Ann Jacobs High Tech High is a project-based charter school opened in 2000 as part of an initiative by business leaders frustrated by the lack of workers qualified to meet the demands of the 21st-century economy. It is the founding campus of what has become a network of 11 charter schools in the San Diego area that are socioeconomically diverse and have achieved considerable success across a variety of metrics. The authors argue that this success stems not from the school's ample technology but rather from a distinctive vision of schooling: tasks which are open-ended and sustained; students as creators rather than recipients of knowledge, and teachers as facilitators of student exploration rather than dispensers of information. This inversion of the traditional paradigm of schooling is much more likely to produce the kind of 21st-century skills which are widely desired today, but would require a change in kind and not degree for most American schools.”

44. Levin, B., & Schrum, L. (March 2013). Technology-rich schools UP CLOSE. *Educational Leadership*, 70(6).

“The article provides information on the educational technology in several U.S. school districts, noting that the schools involved attempted to create learning-based goals rather than simply adding technological innovations. Information is provided on curriculum reforms enacted to assist with technology integration. Particular attention is given to schools' reliance on project-based learning as well as the benefits of support from school leadership. Featured school districts represent locations including Mooresville Graded School District in North Carolina, Inver Grove Heights Community School District in Minnesota, and [New Tech High Schools](#). Other topics covered include the promotion of collaborative learning, problem solving skills, and critical thinking.”

45. Baran, E., Correia, A., & Thompson, A. (2013). Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers. *Teachers College Record*, 115(3).

“Although advances in distance learning have shown signs of a reconfiguration of the teacher’s role in online environments, a large number of online teaching practices still do not show many signs of this shift. Given the need for a change in pedagogies, investigating how exemplary teachers transfer their thinking, pedagogical knowledge, and beliefs to successful online teaching is critical to understanding new online learning and teaching practices. The research on online teacher roles and practices, however, has been limited in terms of bringing teachers’ voices into the research process and empowering them as autonomous professionals who constantly engage in a dialogue about solving complex problems and making decisions about online teaching. Purpose and Research Questions: The purpose of this research was to look at exemplary online teachers’ transition to online teaching with a focus on their successful practices.”

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46. Means, B., Toyama, Y., Murphy, R. F., & Baki, M. (2013). The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. *Teachers College Record*, 115(3).

“Earlier research on various forms of distance learning concluded that these technologies do not differ significantly from regular classroom instruction in terms of learning outcomes. Now that web-based learning has emerged as a major trend in both K-12 and higher education, the relative efficacy of online and face-to-face instruction needs to be revisited. The increased capabilities of web-based applications and collaboration technologies and the rise of blended learning models combining web-based and face-to-face classroom instruction have raised expectations for the effectiveness of online learning. Purpose/Objective/Research Question/Focus of Study: This meta-analysis was designed to produce a statistical synthesis of studies contrasting learning outcomes for either fully online or blended learning conditions with those of face-to-face classroom instruction.”

47. Seidel, T., Blomberg, G., & Renkl, A. (2013). Instructional strategies for using video in teacher education, *Teaching and Teacher Education*, 34, 56-65.

“Using video in teacher education can increase pre-service teachers’ ability to apply knowledge. However, video is not effective in itself. To be useful, it must be embedded in appropriate instructional contexts. We investigated the differential impact of two university modules -one using video as an illustrative example (rule-example) and one using video as an anchor

(example-rule)- on pre-service teachers' (N = 56) knowledge. The rule-example group scored higher on reproducing factual knowledge and evaluating videotaped classroom situations, whereas the example-rule group scored higher on lesson planning. The findings emphasize the need for their targeted use depending on specific learning goals."

48. Slavin, R. E. (2014). Making Cooperative Learning POWERFUL. *Educational Leadership*, 72(2), 22-26.

"The article discusses cooperative learning and provides methods that can be used by teachers to ensure this style of learning is effective. Topics discussed include the use of goal setting in student groups, the teaching of communication and problem-solving skills along with collaborative learning, and the integration of other teaching methods along with cooperative learning."

49. Rayner, C., & Fluck, A. (2014). Pre-service teachers' perceptions of simSchool as preparation for inclusive education: a pilot study. *Asia-Pacific Journal Of Teacher Education*, 42(3), 212-227.

"The shift towards the inclusion of students with disabilities in regular schools has meant that general classroom teachers need to be skilled in educating students with a diverse range of needs and abilities. Together with theoretical study and as a supplement to practical experience, teacher educators have begun to explore virtual and simulated classrooms to help prepare pre-service teachers for the complexity of the teaching profession. In this pilot study, we examined the perspective of pre-service teachers on a classroom simulation program called "simSchool." Two-hour-long tutorial sessions focusing on catering for student diversity and the educational needs of students with autism spectrum disorder were conducted. The pre-service teachers' responses to an 11-item questionnaire are discussed, highlighting the potential of simSchool as well as some current limitations of this approach in the context of Australian teacher education courses."

50. Han, I., Eom, M., & Sug Shin, W. (2013). Multimedia case-based learning to enhance pre-service teachers' knowledge integration for teaching with technologies. *Teaching and Teacher Education*, 34, 122-129.

"This study investigates the effects of case-based learning on pre-service teachers' knowledge integration related to teaching with technologies. 78 pre-service teachers were provided with interventions that included either video cases or no cases. ANCOVAs were performed to compare two groups' TPACK scores representing technological, pedagogical and content knowledge, and their integration. The results showed that video cases improved pre-service teachers' perceived learning of technological and pedagogical knowledge, and knowledge

integration of these knowledge areas. However, content-relevant knowledge for technology integration was not developed through case-based learning. The results were discussed in the context of current teacher preparation programs.”

51. Cherrington, S., & Loveridge, J. (2014). Using video to promote early childhood teachers’ thinking and Reflection, *Teaching and Teacher Education*, 41, 42-51.

“This article examines findings from a qualitative study employing group stimulated-recall interviews using video-recordings of early childhood teachers to elicit their thinking and reflections about their teaching interactions. It focuses on the value of video to enable teachers to reflect on their practices and the extent to which collectively viewing recorded episodes allows negotiated understandings of their own and other teachers’ practices. Whilst these findings suggest that video and collective dialogue are useful professional learning tools for teachers to examine and improve their teaching, structural and relational challenges exist that may impact on how effectively such tools are used.”

52. Martinez, M. (2010, April). How a new generation of teachers will change schools. *Phi Delta Kappan*, 91(7),74-75.

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53. Bushaw, W. J., & Calderon, V. J. (2014). Americans put teacher quality on center stage: Americans say their blueprint for improving public schools includes better teacher preparation and training. *Phi Delta Kappan*, 96(2), 49.

“Last month, we reported that Americans were wary and skeptical about public education initiatives that they believe were created or promoted by federal policy makers. A majority said they didn't support the Common Core State Standards, an initiative that has become controversial in many state capitals. Americans said they like their local schools, want local school boards to have more influence than the federal government in deciding what schools should teach, and don't believe standardized tests help teachers figure out what to teach. This month, in the second part of our report from the 46th annual PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools, we see some of the specific ways that Americans believe state governments, local districts, and schools of education can improve teacher quality and student experiences.”

54. Chazan, D., & Herbst, P. (2012). Animations of Classroom Interaction: Expanding the Boundaries of Video Records of Practice. *Teachers College Record*, 114(3).

“For decades, teacher educators and professional developers have been using video recordings of actual classroom practice to help teachers reflect on their teaching (e.g., van Es & Sherin,

2002, 2008) and to help pre-service teachers come into contact with practice (Lampert & Ball, 1998). However, the use of video records of actual practice involves important facilitation challenges (Lefevre, 2004).”

55. Dotger, B.H., & Walker, J.M.T. (January/February 2012). Because wisdom can't be told: using comparison of simulated parent-teacher conferences to assess teacher candidates' readiness for family-school partnership. *Journal of Teacher Education*, 63(1).

“This study used text-related, video-based case materials to assess teacher candidates' readiness to communicate with families. Participants (N = 141) rated their efficacy for home-school communication and then responded to a description of a classroom-based challenge regarding one student's behavioral and academic performance. Next, they evaluated two videos, each capturing how a teacher addressed the challenge in a parent-teacher conference. Cases offered contrasting models of communication effectiveness along two dimensions: structuring and responsiveness. Finally, candidates chose which model did the better job and justified their choice. Findings revealed that candidates had high self-efficacy for communicating with families but generated a small number and range of strategies for dealing with the situation; could discriminate between the models' effectiveness; and their reasons for choosing one model as best centered on their valuing of structuring or responsiveness and their conceptions of partnership. Content validity and reliability assessments of the research materials are described.”

56. Daniel, G. R., Auhl, G., & Hastings, W. (2013). Collaborative Feedback and Reflection for Professional Growth: Preparing First-Year Pre-Service Teachers for Participation in the Community of Practice. *Asia-Pacific Journal Of Teacher Education*, 41(2), 159-172.

“Teaching has been described as an emerging community of practice. Within such professional communities, the processes of reflection and collaborative dialogue, or critical transformative dialogue, are central to the maintenance and improvement of professional practice for individuals, and the field. This paper reports on the challenges experienced by a group of first-year pre-service teachers engaging in a process of reflection and critique with peers, as they participated in a program focused on the development of core practices of teaching. These pre-service teachers' responses indicated their growing understanding of the importance of engaging in ongoing critical dialogue, as part of the "unnatural" aspects of teaching. The paper concludes with a reflection on the value of feedback from the earliest stages of professional learning. “

57. Hoban, G. & Nielsen, W. (2014). Creating a narrated stop-motion animation to explain science: The affordances of “Slowmation” for generating discussion. *Teaching and Teacher Education*, 42, 68-78.

“This case study investigated the nature of the discussions generated when three pre-service primary teachers made a narrated stop-motion animation called “Slowmation” to explain the science concept of moon phases. A discourse analysis of the discussion during construction demonstrated that the pre-service teachers posed many questions, propositions and ideas facilitated by four affordances of the process: (i) a need to understand the science in order to explain it; (ii) making models; (iii) stopping to check information; and (iv) sharing personal experiences. Slowmation is a simplified way of making animations that has four affordances to promote discussion resulting in scientific reasoning.”

58. Li, J. (August 2013). China's quest for world-class teachers: a rational model of national initiatives and institutional transformations. *Asia-Pacific Journal of Teacher Education*, 41 (3).

“Teacher education has been undergoing significant transformations worldwide in recent decades, and China has made continuous efforts in its quest for world-class teachers. This paper aims at a comprehensive investigation of the complex policy process in China's national initiatives to nurture a world-class teaching force, with qualitative findings from a case study. It focuses on policy initiatives in China's unique sociocultural context, system transformations and developmental challenges from a rational prospective.”

59. Dangel, J., & Tanguay, C. (2014). “Don't Leave Us Out There Alone”: A Framework for Supporting Supervisors. *Action In Teacher Education*, 36(1), 3-19.

“Professional development that scaffolds and supports supervisors is critical for quality field experiences and is our responsibility as teacher educators. The literature supports this statement and two ideas that conceptually frame our work: (1) quality field experiences are a critical component of pre-service programs and (2) training and support for supervisors is necessary to ensure quality field experiences. With the overarching outcome of quality teacher candidates and strong partnerships with schools, the authors describe the context for their supervisors' work, supervisors and their roles, a structure and resources for collaboration, then conclude with a practical and detailed framework to support professional development for supervisors. Based on four goals that guide the content and process of our professional development, the authors use a critical friends approach to (1) learn together; (2) develop a shared understanding of programs, teacher candidates, and school partners; (3) facilitate integration of coursework and field experiences; and (4) examine and extend the coaching process. Based on our experience, reflections, and the knowledge base in supervision, the authors make nine recommendations for establishing and sustaining professional development and support for supervisors.”

60. Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing E-Portfolios to Pre-Service Teachers as Tools for Reflection and Growth: Lessons Learnt. *Asia-Pacific Journal Of Teacher Education*, 42(1), 36-50.

“E-portfolios are being introduced into initial teacher education programs internationally to help pre-service teachers build records of their learning journeys and develop into reflective practitioners; to allow them to assemble collections of evidence of their achievements against graduate standards, which can function as digital CVs; and to facilitate the seeding of personal learning networks that will support lifelong learning after graduation. Despite certain tensions between these aims, the potential benefits of e-portfolios make them an increasingly popular choice in teacher education. In this article, we discuss the introduction of Wi-Fi-based e-portfolios into a Master of Teaching program at an Australian university. These served primarily as developmental e-portfolios or personal learning environments (PLEs), and were designed to place particular emphasis on reflective practice. We describe how the e-portfolios were perceived and used by pre-service teachers in the first year of their implementation, and indicate the challenges and limitations encountered. Lessons learnt from the implementation are outlined and recommendations are proposed.”

61. Lampert, M., Loef Franke, M., Kazemi, E., & Ghouseini, H. (May/June 2013). Keeping it complex: using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education*, 64(3).

“We analyze a particular pedagogy for learning to interact productively with students and subject matter, which we call "rehearsal." Our goal is to specify a way in which teacher educators (TEs) and novice teachers (NTs) can interact around teaching that is both embedded in practice and amenable to analysis. We address two main research questions: (a) What do TEs and NTs do together during the kind of rehearsals we have developed to prepare novices for the complex, interactive work of teaching? and (b) Where, in what they do, are there opportunities for NTs to learn to enact the principles, practices, and knowledge entailed in ambitious teaching? We detail what happens in rehearsals using quantitative and qualitative methods. We begin with the results of our quantitative analyses to characterize how typical rehearsals were structured and what was worked on. We then show how NTs and TEs worked together to enable novices to study principled practice through qualitative analyses of a particularly salient aspect of ambitious teaching, namely, eliciting and responding to students' performance.”

62. Krutka, D.G., Bergman, D.J., Flores, R., Mason, K., & Jack, A.R. (2014). Microblogging about teaching: Nurturing participatory cultures through collaborative online reflection with pre-service teachers, *Teaching and Teacher Education*, 40, 83-93.

“Reflection is a cornerstone of most teacher education programs, but common practices have long been individualistic and this has become increasingly evident in an era when young people

are participating in online cultures more than ever. Informal participation in digital affinity spaces could provide insights for more formal learning environments. We encouraged collaborative reflection among 77 middle/secondary pre-service teachers using the closed social networking site Edmodo. While there were obstacles and ambiguities, findings indicated that our pre-service teachers found the site highly usable, appreciated the choice and influence afforded them through the medium, and grew as teacher-candidates from peer-to-peer interactions.”

63. Bornfreund, L. (2012). Preparing Teachers for the Early Grades. *Educational Leadership*, 69(8), 36-40.

“The article discusses the findings of a study conducted by the nonprofit New America Foundation that found first year elementary teachers unprepared to teach kindergarten through third grade (K-3) due to poor preparation in their education and lack of regulation for teacher licensing. The article says teachers are either taught pedagogy or subject matter, but usually not both, and do not understand child development. The article suggests teachers be prepared to involve families in their students' education, and should be trained on how to teach reading. The article recommends changing licensing to separate licenses for K-3 and for third grade through middle school, and specific training on how to teach complex subjects like science and math to young children.”

64. Lynch, R., McNamara, P., & Seery, N. (2012). Promoting deep learning in a teacher education program through self- and peer-assessment and feedback. *European Journal Of Teacher Education*, 35(2), 179-197. doi:10.1080/02619768.2011.643396

“The incorporation of self- and peer-assessment and feedback has significant potential as a pedagogical strategy to promote deep learning in project based coursework. This study examined the impact of a deeper approach to learning on pre-service teachers' critical thinking and metacognitive skills. It also examined the impact on student learning outcomes within a project based module with a significant design element. Forty-seven students participated in the pilot of an online peer feedback system. Results suggest that the quality of students' reflections through peer feedback and overall satisfaction with the module remained high despite students' citing a preference for instructor feedback. The data also indicate that the incorporation of self- and peer-assessment and feedback resulted in higher quality learning outcomes and enhanced critical thinking skills.”

65. Ogan-Bekiroglu, F. (2014). Quality of Pre-service Physics Teachers' Reflections in Their Teaching Portfolios and Their Perceived Reflections: Do They Intersect?. *Action In Teacher Education*, 36(2), 157-170. doi:10.1080/01626620.2014.901197.

“Although proponents support portfolios’ value to enhance the reflective thinking of novice teachers and imply that such thinking improves teachers’ practice, few studies have confirmed these assertions by directly measuring in-depth reflection or describing conditions that develop it. In this study, reflective thinking in pre-service teachers’ portfolios was measured and compared with their perceived reflection. Qualitative research design was used for this study. The participants were pre-service physics teachers. Data were collected through the participants’ portfolios and interviews. Their portfolios were evaluated based on the rubric developed by the researcher focusing on personal reflection, artifacts, professional development, and organization. Findings show that most of the pre-service teachers gained expertise in reflecting about their teaching skills in their portfolios. These findings also indicate that the instructor’s supervision and help throughout portfolio preparation may have assisted the pre-service teachers with creating more reflective portfolios.”

66. Fennell, H. (2013). Reel Stories of Teaching: Film and Teacher Education. *Action In Teacher Education*, 35(5/6), 445-461. doi:10.1080/01626620.2013.846762.

“In this article, findings are presented from a recently completed study conducted with teacher candidates from an educational foundations course in which films were used as part of the text to encourage critical discussion. The work explores teacher candidates' experiences with using films as means to develop critical and creative thinking about teaching practices, democracy, power relationships, and ethics in classroom teaching. Implications and means through which teacher educators can use films in their daily work are also discussed.”

67. Nuttel, J., & Edwards, S. (July 2014). Researching teacher education in the context of teacher education reform. *Asia-Pacific Journal of Teacher Education*, 42(3).

“An introduction is presented in which the editor discusses various reports within the issue on topics including teacher education graduates, pedagogical approaches and relation between teaching and learning.”

68. Resources for understanding the common core. (Dec 2012/Jan 2013). *Educational Leadership*, 70(4).

“The article reviews websites about the U.S. educational framework the Common Core State Standards, including the EduCore website located at <http://educore.ascd.org>, and the Treasure Hunt website located at www.ksde.org/LinkClick.aspx?fileticket=JNhziWNfKtA%3d&tabid=4778&mid=11623 from the Kansas State Department of Education.”

69. Pitts Bannister, V., & Mariano, G. (2013). Snapshots of Student Thinking: An Exploration of Video Cases for Extending Prospective Teachers’ Knowledge. *Action In Teacher*

Education, 35(5/6), 430-444. doi:10.1080/01626620.2013.846760.

“The purpose of this article is to explore the relationships between prospective teachers’ content knowledge, student understanding, and pedagogy using video cases. The emphasis was on the extent to which the participants utilized constructs of Technology Pedagogy And Content Knowledge. Ten prospective teachers viewed video cases of students solving mathematical problems to look for evidence of student understanding and determine how they could use that information to guide instruction. Findings suggest that prospective teachers may lack or ignore tools to critically think about the interdependent relationship in ways that might promote diverse methods involving technology. Also, prospective teachers may be limited to constructs of their content knowledge when evaluating student conceptions and constructing aligned pedagogical strategies. Implications for teacher education are discussed.”

70. Anderson, L. M., & Stillman, J. A. (2013). Student Teaching's Contribution to Pre-service Teacher Development: A Review of Research Focused on the Preparation of Teachers for Urban and High-Needs Contexts. *Review Of Educational Research*, 83(1), 3-69.

“Despite increasing emphasis on preparing more and better teachers and despite the near universal presence of student teaching across teacher education programs (TEPs), numerous questions about what and how student teaching experiences contribute to pre-service teachers' development remain unanswered. Indeed, much of the attention focused on student teaching in reform and policy discourses emphasizes student teaching's structural and logistical dimensions--for example, its location, duration, and division of labor--but not its contributions to learning among pre-service teachers, nor K-12 students. This article reviews empirical articles published over the past two decades to determine what and how student teaching experiences contribute to pre-service teachers' development as future teachers of students in urban and/or high-needs schools specifically. While keeping this central focus, the article also considers the implications of student teaching for the schools that play host to it and for the students who attend those schools. Anchored by sociocultural perspectives on learning and learning to teach, the review highlights a disproportionate emphasis on belief and attitude change, a relatively slim evidence base concerning the development of actual teaching practice, a tendency toward reductive views of culture and context, and a need for more longitudinal analyses that address the situated and mediated nature of pre-service teachers' learning in the field. Based on these findings, authors offer direction for future research that will extend and deepen the knowledge base.”

71. Juzwik, M. M., Sherry, M. B., Caughlan, S., Heintz, A., & Borsheim-Black, C. (2012). Supporting Dialogically Organized Instruction in an English Teacher Preparation Program: A Video-Based, Web 2.0-Mediated Response and Revision Pedagogy. Teachers College

Record, 114(3).

“This paper theorizes and describes a program-wide pedagogical design for teacher preparation that addresses central problems related to supporting beginning teacher candidates in designing engaging classroom interactions in and across diverse contexts. Focus of Study: In particular, we aimed to support the development of dialogically-organized classroom interactions over time through a pedagogy informed by Multiliteracies. Our pedagogy involved a Web 2.0-mediated process of Video-Based Response and Revision (VBRR), developed and implemented over two years with secondary English teacher candidates at Michigan State University engaged in fifth-year internships in local secondary schools.”

72. Ingram, J. (2014). Supporting student teachers in developing and applying professional knowledge with videoed events. *European Journal Of Teacher Education*, 37(1), 51-62. doi:10.1080/02619768.2013.801074

“Student teachers often struggle with handling events in the complex environment that is a classroom. This article reports on a study that investigates the potential of using video-based materials to support mathematics student teachers in developing and applying professional knowledge. Student teachers viewed videos of classroom events with possible teacher reactions to each event. This article reports on the discourse that occurred before and after the viewing of the four possible responses in terms of the content and the nature of the discussions. Results show that when the event focused on mathematics, the focus of the responses shifted from themselves as teachers to the learners. However, the converse was true when the event focused on generic classroom management issues. Additionally, the nature of both sets of responses became more evaluative and interpretive following the video clips of possible responses.”

73. Harding, H. (May 2012). Teach for America: Leading for change. *Educational Leadership*, 69(8).

“The author, head of research for the nonprofit Teach for America program, discusses the history, teaching methods, and goals of the organization. The Teach for America program's main goal is to close the academic achievement gap for low-income students by recruiting college and university graduates to teach for two years in low-income communities. The author describes how teachers collaborate with students, parents, and community leaders to encourage student achievement and impact students' lives. She discusses the Teach for America training program, where teachers read, watch videos, and observe classrooms before joining the program's summer training workshop. Teachers continue to train and learn on the job, attend seminars, and earn teaching certifications.”

74. Strieker, S., Shaheen, M., Hubbard, D., Digiovanni, L., & Lim, W., (2014). Transforming Clinical Practice in Teacher Education through Pre-Service Co-Teaching and Coaching , Toni Kennesaw State University.

“Teacher preparation programs on a national level have been called to change, focusing on clinical practice as a primary focus of teacher education rather than course work. Concurrently, performance based assessment is becoming the tool to measure candidate capacity to plan and instruct. This study highlights one teacher education program and the Pre-Service Co-Teaching Model (PSCT), which utilizes instruction in co-teaching models, co-teaching internships, and instructional coaching as a means for teacher development. Forty-three pairs of co-teachers and 14 coaches participated in this study. Each coach, collaborating teacher, and teacher candidate participated in professional development to better understand co-teaching models, as well as coaching techniques. Each co-teaching pair had a coach to observe and debrief the implementation of co-teaching models in classrooms for the purpose of planning, assessment, and instruction. Goal setting, conference notes, coaching reflections, as well as focus group interviews served as data. Analysis indicated that co-teaching strategies from the professional development were used primarily to facilitate differentiated instruction as well as classroom management. Analysis also indicated that coaches had a tendency to be more prescriptive regarding classroom management and have a more open-ended conversation when the focus was on differentiated instruction.”

75. Mason, K. (2013). Teacher Involvement in Pre-Service Teacher Education, *Teachers and Teaching: Theory and Practice*, v19 n5 p559-574 2013.

‘Many researchers in the field of teacher education have proposed the formation of partnerships between teachers and teacher educators, without explicitly stating what additional roles teachers might play in the teacher preparation process. This article describes how some pre-service teacher education programs have increased the involvement of in-service teachers and examines teachers' willingness to become more involved in pre-service teacher education. This article focuses on two research questions. In what ways have in-service teachers been involved in pre-service teacher education, beyond the traditional role of the cooperating teacher? What are in-service teachers' views on teacher involvement in pre-service teacher education and are they willing to become more involved? The research literature provides numerous international examples of universities that have implemented strategies and programs that involve in-service teachers in pre-service teacher education in a variety of innovative ways. These include involving in-service teachers in program development and teaching in pre-service teacher education. A survey instrument was developed to ask in-service teachers about teacher involvement in pre-service teacher education, including their willingness to become more involved. The results of the survey indicated that most teachers would consider becoming more involved, if given the opportunity to attend regular meetings, guest teach, teach part-time, teach full-time or participate in teacher-faculty exchanges. The results of this survey

have implications for teacher educators in other countries who might be considering expanding the role of in-service teachers in pre-service teacher education.”

76. Justice, J., Anderson, J., Nichols, K., Gorham, J., Wall, S., Boyd, A., & Altheiser, L. (January 2013). The Affordance of Blogging on Establishing Communities of Practice in a Pre-Service Elementary Teacher Education Program, *Journal of Technology and Teacher Education*, v21 n1 p49-88.

“This study examines the affordances of blogging on establishing communities of practice within an elementary teacher education program. Building upon the previous work with in-service teachers of Luehmann (2008), we examined pre-service teacher participation in an online community of practice where pre-service teachers, over the course of their elementary education program. As pre-service teachers participated in the community over the course of the academic year, they discussed shared practice, developed meaning and through this community transformed their identity over time. An analysis of the data demonstrated tensions around epistemologies, community and identity development. By using this framework to analyze the data, the focus became on the tensions and opportunities for development of pre-service teachers progression from the legitimate peripheral participant to a fully engaged practitioner.” (Contains 1 table, 3 figures and 1 footnote.)

77. Sun, Y.-C. (2014). Microteaching Writing on YouTube for Pre-Service Teacher Training: Lessons Learned, Sun, *CALICO Journal*, v31 n2 p179-200.

“The purpose of the study is to investigate how pre-service teachers adopt YouTube technology into their microteaching as part of their assignments. The participants were twelve Taiwanese pre-service teachers in a Teaching English to Speakers of Other Languages graduate program. They enrolled in a Second Language Writing course and worked in groups to develop and upload microteaching videos on YouTube. In addition, the pre-service teachers had to recruit students to learn from their YouTube lessons in order to make observations on their learning. The results were fourfold: (1) the pre-service teachers employed a variety of styles and approaches in their YouTube lessons; (2) the pre-service teachers held mildly positive attitudes toward the YouTube microteaching project and revealed their gains in the perceptual shift about teaching, connecting theory and practice, and gaining hands-on experience in computer-assisted language learning; (3) the pre-service teachers encountered varying degrees of technical difficulty in producing the YouTube microteaching videos; and (4) a number of factors affecting the delivery and quality of the microteaching lessons were found (e.g. sources of anxiety, shifts in motivation, a strong focus on visuals and personal appearance, lack of student feedback and interaction).”

78. Tough, P. (2012). *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin Harcourt, 2012. Print.

While it seemed the predominate focus of this book was in middle school, the book also touches on preschool, elementary and high school efforts to identify and encourage children's success (i.e. graduating from college and getting a good job).

The book focuses on many programs in different school to teach or mentor students to increase non-cognitive skills (like persistence, self-control, zest, curiosity, conscientiousness, grit, gratitude, social intelligence, optimism, self-confidence) as they are more important to student "success" than content knowledge.

The book also discusses many barriers to learning these skills, including parents insulating their children from adversity, low levels of parental attachment, high levels of parental criticism and minimal after-school adult supervision, at one end of the social spectrum to poverty - inadequate nutrition and medical care to dysfunctional schools and neighborhoods, at the other end.

This book can inform the work of Curricular Design, Simultaneous Renewal, Pre-Service Education, and Related Partnerships, specifically Pre-Service Education and Induction, Continuing Professional Development and Teacher Leadership. There was discussion on a disconnect between new teacher and leader expectations and reality (implications for induction), programs in different schools about professional development in non-cognitive skills, and the leadership (administrative and programmatic) in both privileged and underprivileged school systems and working to help students succeed in life, while in their care.

If you can only read one or two chapters of this book, read the A Different Kind of Reform (pg 189) and The Politics of Disadvantage (pg 194). These both distill and summarize much of the content and research presented in the book. Forsaking reading the book itself, here is a good [book review](#) by the NY Times. Or for a more in-depth look, see the YES Prep public schools, [How Children Succeed "Book Club"](#), Parts 1-7.

79. Clarke, A., Triggs, V. & Nielsen, W. (2014). *Cooperating Teacher Participation in Teacher Education: A Review of the Literature*, *Review of Educational Research*, Volume 84, No. 2, June 2014.

"Student teachers consider cooperating teachers to be one of the most important contributors to their teacher preparation program. Therefore, the ways in which cooperating teachers participate in teacher education are significant. This review seeks to move conceptions of that participation beyond commonly held beliefs to empirically supported claims. The analysis draws on Brodie, Cowling, and Nissen's notion of categories of participation to generate 11 different ways that cooperating teachers participate in teacher education: as Providers of Feedback,

Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. When set against Gaventa's typology of participation, the resultant grid highlights the importance of negotiated or invited spaces for cooperating teacher participation and provides a new way of thinking about, planning professional development for, and working with cooperating teachers."

80. Worrell, F., Brabeck, M., Dwyer, C., Geisinger, K., Marx, R., Noell, G., and Pianta, R. (2014). [Assessing and Evaluating Teacher Preparation Programs](#). American Psychological Association, Washington, DC.

"Effective teaching has long been an issue of national concern, but in recent years focus on the effectiveness of programs to produce high-quality teachers has sharpened. Long-standing achievement gaps persist despite large-scale legislative changes at the federal and state levels, and American students continue to show poorer performance on international tests compared to peers in other developed nations. These and other factors have resulted in the creation of new accreditation standards for teacher education programs. These standards, developed by the Council for the Accreditation of Education Programs (CAEP), require teacher education programs to demonstrate their graduates are capable of having strong positive effects on student learning.

The data and methods required to evaluate the effectiveness of teacher education programs ought to be informed by well-established scientific methods that have evolved in the science of psychology, which at its core addresses the measurement of behavior. Recent work highlights the potential utility of three methods for assessing teacher education program effectiveness: (1) value-added assessments of student achievement, (2) standardized observation protocols, and (3) surveys of teacher performance. These methodologies can be used by institutions to demonstrate that the teacher candidates who complete their programs are well prepared to support student learning. In this light, we discuss the evaluation of teacher education programs using these three methodologies, highlight the utility and limitations of each of these methodologies for evaluating teacher education programs, and provide a set of recommendations for their optimal use by teacher education programs and other stakeholders in teacher preparation, including states and professional associations."

81. Zimpher, N, Jones, D., et. al. (2010). The National Council for Accreditation of Teacher Education. [Transforming Teacher Education through Clinical Practice: A National Strategy To Prepare Effective Teachers](#), report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Washington, DC.

"This report... To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in

clinical practice and interwoven with academic content and professional courses. This demanding, clinically based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenge of using it, while under the expert tutelage of skilled clinical educators. Candidates will blend practitioner knowledge with academic knowledge as they learn by doing. They will refine their practice in the light of new knowledge acquired and data gathered about whether their students are learning. ... teacher education programs must work in close partnership with school districts to redesign teacher preparation to better serve prospective teachers and the students they teach. Partnerships should include shared decision making and oversight on candidate selection and completion by school districts and teacher education programs. Creating a system built around programs centered on clinical practice also holds great promise for advancing shared responsibility for teacher preparation; supporting the development of complex teaching skills; and ensuring that all teachers will know how to work closely with colleagues, students, and community. This report recommends sweeping changes in how we deliver, monitor, evaluate, oversee, and staff clinically based preparation to nurture a whole new form of teacher education. Specifically, the report calls for: More Rigorous Accountability, Strengthening Candidate Selection and Placement, Revamping Curricula, Incentives, and Staffing, Supporting Partnerships and Expanding the Knowledge Base to Identify What Works and Support Continuous Improvement. Implementing this agenda is difficult but doable. It will require reallocation of resources and making hard choices about institutional priorities, changing selection criteria, and restructuring staffing patterns in P-12 schools. Clinically based programs may cost more per candidate than current programs but will be more cost-effective by yielding educators who enter the field ready to teach, which will increase productivity and reduce costs associated with staff development and turnover. This report concludes with a Call to Action that urges teacher education programs to transform preparation of all teachers, regardless of where they teach, but also notes the urgent need to address the staffing and learning challenges facing high-need and low-performing schools. To support this implementation, we call on federal lawmakers and the U.S. Department of Education to invest Elementary and Secondary Education Act funds, funds available through School Improvement Grants for school turnaround efforts, and the continued funding of grants to school and university partnerships.”

Pre-service Teacher Education: Clinical Preparation

82. Franklin-Torrez, C., & Krebs, M. (2012). Expert Voices: What Cooperating Teachers and Teacher Candidates Say About Quality Student Teaching Placements and Experiences. *Action In Teacher Education*, 34(5/6), 485-499.
doi:10.1080/01626620.2012.729477.

“This study investigated characteristics and attributes of the student teaching experience to better understand what makes a quality student teaching experience. This article reflects a

holistic approach by addressing the overall context of a quality student teaching experience that includes the environment, characteristics of successful cooperating teachers and teacher candidates, and the benefits and challenges of each. In this article the authors present the findings from the experiences and insights of teacher candidates and cooperating teachers whom the authors consider to be the experts. Additionally, the authors describe complexities of practicum experiences and suggest implications for teacher educators.”

83. Aarsal, Z. (2014). Microteaching and pre-service teachers’ sense of self-efficacy in teaching. *European Journal Of Teacher Education*, 37(4), 453-464. doi:10.1080/02619768.2014.912627

“This study examined the effect of microteaching on pre-service teachers’ sense of self-efficacy in teaching using a pre-test/post-test quasi-experimental design. The sample of the study consisted of 70 pre-service teachers on a special education teacher preparation program. The pre-service teachers in the experimental group were exposed to microteaching training for one semester. The Teachers’ Sense of Efficacy Scale was administered to all pre-service teachers as a pre-test at the beginning and as a post-test at the end of the semester. The results revealed that the pre-service teachers in the experimental group showed statistically significant greater progress in terms of sense of self-efficacy in teaching than those in the control group. In addition, the results highlighted that microteaching had a positive impact on developing pre-service teachers’ sense of self-efficacy in teaching.”

84. Danielowich, R., & McCarthy, M. (2013). Teacher Educators as Learners: How Supervisors Shape Their Pedagogies by Creating and Using Classroom Videos with Their Student Teachers. *Action In Teacher Education*, 35(3), 147-164. doi:10.1080/01626620.2013.806231

“Although classroom video is well recognized as a valuable reflective resource for student teachers, we know very little about how university supervisors’ pedagogical practices are shaped by creating and using videos with their student teachers. This study explored how 12 supervisors developed greater stances of inquiry toward their practices as they experimented with video and shared their experiences with peers. Patterns in project meeting and interview transcripts revealed how these experiences not only enhanced their existing personal approaches toward supervision and helped them “anchor messages” they wanted to communicate to their student teachers about teaching methods, but also challenged their roles as observers and prompted them to build messages about teaching dispositions directly from video. The findings show how a community of practice encourages supervisors to take considerable responsibility for their own growth as teacher educators and provides a coherent framework others can use to pursue similar professional development initiatives.”

85. Dieker, L., Straub, C., Hughes, C., Hynes, M., and Hardin, S. (2014) *Learning from Virtual Students, Educational Leadership*, Vol. 71, Issue 8, May 2014.

“The article provides information on TLE TeachLivE, a computer-simulated virtual classroom that uses avatars as students to help train teachers and improve their practice. It notes that the resource has been used to help teachers develop skills in scaffolding, behavior monitoring, and asking content-related questions. Particular attention is given to how TeachLivE is used at the University of Central Florida, which incorporates individual sessions, small-group sessions, and whole-class sessions.”

Pre-service Teacher Education and Prospective Teacher Evaluation

86. Ginsberg, R. & Kingston, N. (2014). Caught in a vise: The challenges facing teacher preparation in an era of accountability. *Teachers College Record*, 116(1).

“This study examines accountability in teacher education in an era of testing. It compares how multiple professions evaluate program outcomes and identifies concerns with overemphasis on value-added models as the basis for assessing the impact of teacher preparation program graduates. Suggestions are offered for possible alternative paths.”

87. Gitomer, D., Bell, C., Yi, Q., McCaffrey, D., Hambre, B., & Pianta, R. (2014). The Instructional Challenge in Improving Teaching Quality: Lessons From a Classroom Observation Protocol. *Teachers College Record*, 116(6), 1-32.

“Teacher evaluation is a major policy initiative intended to improve the quality of classroom instruction. This study documents a fundamental challenge to using teacher evaluation to improve teaching and learning. Purpose: Using an observation instrument (CLASS-S), we evaluate evidence on different aspects of instructional practice in algebra classrooms to consider how much scores vary, how well observers are able to judge practice, and how well teachers are able to evaluate their own practice.”

88. Margolis, J., & Doring, A. (2013). National Assessments for Student Teachers: Documenting Teaching Readiness to the Tipping Point. *Action In Teacher Education*, 35(4), 272-285. doi:10.1080/01626620.2013.827602

“To evaluate the impact of the emergent national teacher performance assessment (TPA) on student teachers, this study examined a pilot implementation at one university in Washington State during Spring 2011. The qualitative research focused on the lived experience of those directly affected by TPA implementation: student teachers, mentor teachers, and university supervisors. Findings include some potential benefits to the TPA, including student teachers reporting greater levels of reflection enabling them to better focus on student thinking, and

university supervisors appreciating the shift in analysis of teaching episodes to the student teacher. However, there is also evidence that the TPA is trying to do too much too soon—with several aspects of the TPA being developmentally inappropriate and implausible within the context of student teaching. With too many requirements and not enough supports, student teachers are in danger of being positioned beyond “the tipping point.” Recommendations include piloting different versions of the TPA, highlighting varying levels of description, analysis, and reflection. Relatedly, portfolio processes must be analyzed to seek the optimum balance between documenting positive learning interactions with and allowing teachers with little experience to create, for the first time, those positive learning experiences.”

89. Papay, J.P. (Spring 2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review*, 82(1).

“In this article, John Papay argues that teacher evaluation tools should be assessed not only on their ability to measure teacher performance accurately, but also on how well they inform and support ongoing teacher development. He looks at two major approaches to teacher evaluation reform: value-added measures and standards-based evaluations. Papay analyzes these two approaches both as measurement tools and as professional development tools, illuminating the advantages, drawbacks, and untapped potential of each. In the process, attention is refocused towards a broader conception of the purpose of teacher evaluation.”

90. Amrein-Beardsley, A., Barnett, J., & Ganesh, T. G. (2013). Seven Legitimate Apprehensions about Evaluating Teacher Education Programs and Seven “Beyond Excuses” Imperatives. *Teachers College Record*, 115(12).

“Via the reauthorization of the Higher Education Act (HEA), stronger accountability proponents are now knocking on the doors of the colleges of education that prepare teachers and, many argue, prepare teachers ineffectively. This is raising questions about how effective and necessary teacher education programs indeed are. While research continues to evidence that teachers have a large impact on student achievement, the examination of teacher education programs is a rational backward mapping of understanding how teachers impact students. Nonetheless, whether and how evaluations of teacher education programs should be conducted is yet another hotly debated issue in the profession. Purpose: The purpose of this project is to describe how one of the largest teacher education programs in the nation has taken a lead position toward evaluating itself, and has begun to take responsibility for its impact on the public school system.”

91. Lambe, J., McNair, V., & Smith, R. (2013). Special educational needs, e-learning and the reflective e-portfolio: implications for developing and assessing competence in pre-service education. *Journal Of Education For Teaching*, 39(2), 181-196.

doi:10.1080/02607476.2013.765191

“This article reports on the use of e-portfolios to assess aspects of a one year, post-graduate pre-service teacher education program in Northern Ireland within the specific context of special needs education. The rationale for using an e-portfolio for program assessment and the potential it offers in demonstrating a range of teaching competencies is examined, with participants in the study challenged to develop their individual e-portfolios by selecting and presenting evidence for assessment drawn from a wide range of sources. In so doing they were asked to reflect upon their personal, academic and pedagogical learning and development across the pre-service year. The article also reports on the individual student experience of building an e-portfolio and attitudes towards its use for assessment purposes within pre-service education and beyond. Finally, it considers the potential for using e-portfolios across all phases of teacher education.”

92. Konstantopoulos, S. (2014). Teacher Effects, Value-Added Models, and Accountability. *Teachers College Record*, 116(1).

“In the last decade, the effects of teachers on student performance (typically manifested as state-wide standardized tests) have been re-examined using statistical models that are known as value-added models. These statistical models aim to compute the unique contribution of the teachers in promoting student achievement gains from grade to grade, net of student background and prior ability. Value-added models are widely used nowadays and they are used by some states to rank teachers. These models are used to measure teacher performance or effectiveness (via student achievement gains), with the ultimate objective of rewarding or penalizing teachers. Such practices have resulted in a large amount of controversy in the education community about the role of value-added models in the process of making important decisions about teachers such as salary increases, promotion, or termination of employment. Purpose: The purpose of this paper is to review the effects teachers have on student achievement, with an emphasis on value-added models. The paper also discusses whether value-added models are appropriately used as a sole indicator in evaluating teachers.”

93. Wiens, P.D., Hessberg, K., LoCasale-Crouch, J., & DeCoster, J. (2013). Using a standardized video-based assessment in a university teacher education program to examine pre-service teachers knowledge related to effective teaching, *Teaching and Teacher Education*, 33, 24-33.

“The Video Assessment of Interactions and Learning (VAIL), a video-based assessment of teacher understanding of effective teaching strategies and behaviors, was administered to pre-service teachers. Descriptive and regression analyzes were conducted to examine trends among participants and identify predictors at the individual level and program level. Results from this study demonstrate that a standardized assessment used previously with in-service teachers can

be implemented in a teacher education program. Analysis shows variability in pre-service abilities to detect effective teaching strategies and behaviors that is partially explained by teacher education program factors.”

94. Pieczura, M. (November 2012). Weighing the pros and cons of TAP. *Educational Leadership*, 70(3).

“The article discusses the benefits and flaws of Tennessee's teacher evaluation system, which was adopted in 2011-2012 and based on a model from the Teacher Advancement Program (TAP). The author explains that half of teachers' evaluation scores are based on student test scores and the other half on classroom observations. She discusses her student teaching experience and the importance of feedback for teachers. Other topics include the use of rubrics in evaluating teachers, the amount of time taken to design lesson plans, and value-added assessment data.”

Professional Development Schools and Partnerships

95. Breault, D.A. (2013) The challenges of scaling-up and sustaining professional development school partnerships, *Teaching and Teacher Education*, 36, 92-100.

“This article addresses the challenges PDS partnerships face as they go to scale. Based on Coburn’s (2005) notions of scale, the article uses organizational theory to analyze data from a ten-year qualitative metasynthesis of PDS partnership research. Based upon the analysis, the article offers four recommendations:

- PDS partnerships should sustain strong trajectories of research regarding their work; Stakeholders in PDS
- partnerships need to ensure that faculty and staff have adequate support to thrive; PDS partnerships
- need to be based upon enabling bureaucratic structures; and PDS partners need to create opportunities”

96. Vandyck I, Graaff R, Pilot A, Beishuizen J. Community building of (student) teachers and a teacher educator in a school-university partnership. *Learning Environments Research* [serial online]. October 2012;15(3):299-318. Available from: Education Source, Ipswich, MA. Accessed October 29, 2014.

“School-university partnerships (SUPs) are considered a way of improving teacher education. For the successful implementation of such partnerships, cooperation between the different stakeholders is of crucial importance. Therefore, most partnerships are organised in short- and long-term teams, which are usually composed of teachers, student teachers and representatives

of the university faculty. This study focused on the collaboration process of a team of modern language teachers who work and learn together in a teacher community. The aim of this study was to investigate how to design a learning environment that stimulates community development in these teams, applying the cooperative learning model of Johnson and Johnson in Learning together and alone: cooperative, competitive, and individualistic learning.”

97. Carlson, C. B. (2012). From Partnership Formation to Collaboration: Developing a State Mandated University-Multidistrict Partnership to Design a PK-12 Principal Preparation Program in a Rural Service Area. *Planning & Changing*, 43(3/4), 363-375.

“Recent state policies demand universities restructure principal preparation programs. Mandates, though unfunded, provide an opportunity for universities to engage representative stakeholders who benefit from context specific instruction. This article demonstrates how professors in one research university used collected programmatic information and surveys to invite representative partners to participate in the design process. This article utilizes Barnett, Hall, Berg and Camarena's (1999) levels of involvement framework to discuss how principal preparation program faculty moved from formation toward a collaborative partnership within one academic year. This article concludes with potential next steps where research may inform practice, namely providing rural school administrators opportunities for ongoing professional development and an increased programmatic focus on community engagement.”

98. Noguera, P. A., & Klevan, S. L. (2010). In Pursuit of Our Common Interests: A Framework for Building School-University Partnerships to Improve Urban Schools and Teaching. *Teacher Education And Practice*, 23(3), 350-354.

“Schools of education are increasingly under attack. In a speech delivered at Teachers College, Columbia University, in 2009, education secretary Arne Duncan charged that the nation's schools of education were "doing a mediocre job of preparing teachers for the realities of 21st-century classroom.". Schools and districts bear some of the responsibility for contributing to the problems faced by new teachers because they often assign the newest teachers to the neediest schools and classrooms. For this reason, it is important to examine what schools and institutions of teacher education can do to support teachers and increase their effectiveness, especially in urban schools, where the challenges are frequently the greatest.”

99. Breault, R. (Feb 2014). Power and perspective: the discourse of professional development school literature. *Asia-Pacific Journal of Teacher Education*, 42(1).

‘This paper reports on the results of a study in which the discourse within 75 professional development school (PDS)-related publications was examined to determine where the power, influence, and representation lies in PDS partnerships, as indicated by how those partnerships are described in writing. The results found that while university faculty overwhelmingly wrote the articles, their perspectives and experiences were under-represented in the literature and, moreover, their influence within the partnerships appeared to be negligible. School and

university administrators were similarly absent in PDS writing. Significantly, university authors and researchers represented themselves in a way that was highly deferential to practitioners and denigrated the role of theory and research in PDS work. In contrast to the traditional image of university dominance of partnerships, this research suggests that the real power and influence in PDS partnerships are the classroom teachers. The paper concludes with suggestions for creating a new, shared PDS discourse that tries to blur the artificial lines between theory and practice”

100. Youens, B., Smethem, L., & Sullivan, S. (2014). Promoting collaborative practice and reciprocity in initial teacher education: realizing a ‘dialogic space’ through video capture analysis. *Journal Of Education For Teaching*, 40(2), 101-113.

“This paper explores the potential of video capture to generate a collaborative space for teacher preparation; a space in which traditional hierarchies and boundaries between actors (student teacher, school mentor and university tutor) and knowledge (academic, professional and practical) are disrupted. The study, based in a teacher education department in an English university, is contextualised in the policy context of school–university partnerships. Video capture is used as a vehicle to promote dialogue and collaborative practice between partners during school-based elements of a teacher preparation course. Analysis highlights the power of this space to promote reciprocal learning across the partnership.”

101. Bole, P. p., & Farizo, K. P. (2013). Using Learning Walks to Improve Collaboration and Charter School Performance (A University/ P–12 School Partnership): Year One. *New Educator*,9(4), 328-345. doi:10.1080/1547688X.2013.841507

“Many universities exist apart from their community's public schools. A New Orleans area public university took measures to facilitate collaborative partnerships with four public schools. Those schools were taken over and converted to charter schools by state officials for poor performance. The partnerships created simultaneous opportunities and challenges, especially in the aftermath Hurricane Katrina. One challenge involved replacing damaged school buildings. Another challenge involved forging productive relationships. This article explains how the university utilized “Learning Walks” (Resnick, 1996) to facilitate stakeholder collaboration, which blossomed into partnerships facilitating school and student improvement and professional development opportunities for both entities.”

Simultaneous Renewal

102. Bier, M. L., Horn, I., Campbell, S. S., Kazemi, E., Hintz, A., Kelley-Petersen, M., & ... Peck, C. (2012). Designs for Simultaneous Renewal in University-Public School Partnerships: Hitting the "Sweet Spot". *Teacher Education Quarterly*, 39(3), 127-141.

“In this article, the authors describe a design strategy aimed at creating shared opportunities for teacher learning and development, including the learning of university faculty, that may be embedded in practical activities related to the analysis of P-12 student work. The authors offer three illustrations of how they have used this strategy to design shared contexts for learning that are relevant to the (differing) needs of teacher candidates, public school colleagues and university faculty.”

103. Ozkan, B. C., Davis, N., & Johnson, N. (2006). An Innovative Approach on Holistic Analysis of Interview Data: The Case of Iowa State University's Simultaneous Renewal of Teacher Education. Online Submission.

“In this study, we discuss the use of generative evaluation as an innovative approach in the analysis of qualitative interview data for evaluating simultaneous renewal of Iowa State University's PT3 grant. Goodlad's (1994) simultaneous renewal framework forms the basis of our argument. TechCo (Technology Collaborators for Simultaneous Renewal), Iowa State University's (ISU) Preparing Tomorrow's Teachers to Use Technology (PT3) implementation grant project is aimed at developing systemic change in K-12 schools and teacher education programs through simultaneous renewal. In this regard the project is focused on renewing teacher education programs through the extensive and effective use and integration of technology in student-centered learning environments.”

104. Williams, M., & Shaw, S. F. (2003). Simultaneous Renewal in the Urban Professional Development School. *Professional Educator*, 25(2), 67-75.

“Urban schools have the greatest need for renewal of existing staff and the infusion of new teachers. Unfortunately, they present a challenging environment in which to prepare teachers while fostering the renewal process in experienced teachers. Goodlad (1994) proposes that both the school and university embark upon this renewal process through school-university partnerships. This concept, called simultaneous renewal, means individual and institutional renewal are expected to occur in both the school and university. This qualitative study focuses on the renewal experienced in the urban Professional Development Schools (PDS) from the perspective of veteran teachers.”

105. Shroyer, G. C. (2007). Simultaneous Renewal Through Professional Development School Partnerships. *Journal Of Educational Research*, 100(4), 211-225.

“The authors describe the premises, processes used, and outcomes of a K-16 simultaneous renewal model, as implemented through the Kansas State University Professional Development School Partnership Project. The goal of this partnership is to improve K-12 teaching and learning while improving a university teacher-preparation program through collaboration between university faculty and multiple-partner district administrators and teachers. Because of their experiences, the authors believe that teacher education and K-12 student learning can be enhanced by establishing a culture of collaboration, inquiry, and

continuous growth, supported by multifaceted program assessments, professional development, and a mindset that all K-16 educators are responsible for one another's students.”

106. Thompson, A. D., Schmidt, D. A., & Davis, N. E. (2003). Technology Collaboratives for Simultaneous Renewal in Teacher Education. *Educational Technology Research and Development*, (1). 73.

“The Technology Collaboratives (TechCo) for Simultaneous Renewal in Teacher Education project, based in John Goodlad's theory of simultaneous renewal (1994), is described. The project is a systemic approach to using technology to help facilitate renewal in both teacher education and K-12 schools. Project features include cohort groups of students with laptop computers, faculty development programs, teacher development programs for collaborating schools, and curriculum development in both teacher education and K-6 partner schools. Evaluation results suggest changing attitudes and capabilities of pre-service teachers, major course changes from faculty, plus the strength of the mentoring model for faculty and teacher development.”

107. Shroyer, G., Yahnke, S., Bennett, A., & Dunn, C. (August 2010). “Simultaneous Renewal Through Professional Development School Partnerships,” *The Journal of Educational Research*, pp. 211-25. <http://www.tandfonline.com/doi/abs/10.3200/JOER.100.4.211-225#.VEfc9fnF-6V>.

- The authors believe that teacher education and K-12 student learning can be enhanced by establishing a culture of collaboration, inquiry, and continuous growth, supported by multifaceted program assessments, professional development, and a mindset that all K-16 educators are responsible for one another's students.
- Two major conclusions regarding simultaneous renewal:
 - Significant educational change requires extensive and continuous time, resources, professional development, and implementation support across systems involved
 - K-12 students must be placed at the center of any teacher-education initiatives

108. Frazier, C. (1995). “Assessment and Evaluation in Teacher Education Renewal.” http://images.pearsonassessments.com/images/NES_Publications/1995_04Frazier_351_1.pdf.

- The simultaneous renewal approach requires students to move through a redesigned program that relates their teaching preparation more closely to their general and major area studies and to the public schools
- First two years of college: Visits to schools, interaction with other students, and the mentoring by faculty and public school staff begin to clarify the wisdom of the decision to embark on a teaching career.
- Upon formal entrance into the professional program: in addition to meeting GPA requirements, a student must discuss his or her career choice with faculty and schoolteachers who have observed the student and can be specific in their assessment of the candidate's strengths and weaknesses

- Junior and Senior years: the student completes the major area and elective requirements and enters a cohort group of students. School of education faculty lead the group in the study of the foundations and methods. Frequent, guided observations and carefully evaluated short-term teaching experiences are conducted in a variety of school settings—urban, suburban, and rural—and in racially and ethnically diverse schools. Major area professors participate with education professors in the observations and discussions of the cohort group. Students in the cohort group provide valuable reactions and guidance to one another.
- Full fifth year: internship of sufficient duration to experience the beginning and closing of school. Education and arts and sciences faculty, working with public school teachers, evaluate and assist the prospective teachers.
- At this point, The institution's recommendation, in combination with the state's knowledge-base examination, should assure policymakers that the candidate meets and probably exceeds the state's performance standards

Teacher Education Policy

109. Leonardatos, H., & Zahedi, K. (2014). Accountability and “Racing to the Top” in New York State: A report from the front lines. *Teachers College Record*, 116(9).

“Written by New York public school principals, Harry Leonardatos and Katie Zahedi, this article shares a shop-floor view of the impact of Race to the Top on New York Public Schools. The New York State Regents Reform Agenda involves mandated compliance with the federal legislation within Race to the Top (RTTT). Requirements related to an increase in student testing and the coupling of teacher evaluations to students’ scores on state tests is at cause in the deterioration the quality of public education in New York State. Imposed political directives are shown to have a role in creating confusion through untested policies, engendering a culture of distrust, diverting money from sound educational practice that are dismantling public schools in favor of market models.”

110. DeLuca, C., & Bellara, A. (September/October 2013). The current state of assessment education: aligning policy, standards, and teacher education curriculum. *Journal of Teacher Education*, 64(4).

“In response to the existing accountability movement in the United States, a plethora of educational policies and standards have emerged at various levels to promote teacher assessment competency, with a focus on pre-service assessment education. However, despite these policies and standards, research has shown that beginning teachers continue to maintain low competency levels in assessment. Limited assessment education that is potentially misaligned to assessment standards and classroom practices has been identified as one factor contributing to a lack of assessment competency. Accordingly, the purpose of this study was to analyze the alignment between teacher education accreditation policies, professional standards for teacher assessment practice, and pre-service assessment course curriculum. Through a curriculum alignment methodology involving two policy documents, two professional standards documents, and syllabi from 10 Florida-based, Council for Accreditation of Teacher Education-

certified teacher education programs, the results of this study serve to identify points of alignment and misalignment across policies, standards, and curricula. The study concludes with a discussion on the current state of assessment education with implications for enhancing teacher preparation in this area and future research on assessment education.”

111. Mehta, J. (2013). From Bureaucracy to Profession: Remaking the Educational Sector for the Twenty-First Century. *Harvard Educational Review*, 83(3), 463-488.

“In this essay, Jal Mehta examines the challenges faced by American schooling and the reasons for persistent failure of American school reforms to achieve successful educational outcomes at scale. He concludes that many of the problems faced by American schools are artifacts of the bureaucratic form in which the education sector as a whole was cast: “We are trying to solve a problem that requires professional skill and expertise by using bureaucratic levers of requirements and regulations.” Building on research from a variety of fields and disciplines, Mehta advances a “sectoral” perspective on education reform, exploring how this shift in thinking could help education stakeholders produce quality practice across the nation.”

112. Lo, L., Lai, M., & Wang, L. (2013). The Impact of Reform Policies on Teachers’ Work and Professionalism in the Chinese Mainland. *Asia-Pacific Journal Of Teacher Education*, 41(3), 239-252.

“This paper examines the impact of reform policies on the work of Chinese teachers. It explores the policy context in which a fragile teaching profession attempts to develop and discusses the dynamics of interacting societal forces that have created the dilemmas for the teachers. The authors argue that while the continual implementation of reform policies has fostered a new outlook in Chinese schools, calls for profound change in schooling have caused much anxiety among teachers. The teachers’; anxiety stems from the incongruence between their professional outlook, which is intimately linked to student academic achievement, and the dictates of state reform measures, which seek to broaden the conception of education to include other areas of human development. Throughout the years of reform, teachers have had to stretch their professional capacity in order to satisfy competing demands engendered by reform measures and educational reality. It is in the tensions caused by the implementation of reform policies that the humanism of teacher professionalism is magnified. In this paper, the authors discuss the educational and social issues that surround the teachers’ preference for conventional practices.”

113. Cochran-Smith, M., Cannady, M., McEachern, K., Mitchell, K., Piazza, P., Power, C., & Ryan, A. (2012). Teachers' Education and Outcomes: Mapping the Research Terrain. *Teachers College Record*, 114(10).

“Questions about teacher quality, including how teachers ought to be educated and licensed, rank near the top of the educational agenda in the United States. These controversies persist because of lack of consensus about what “teacher quality” means, conflicting claims about the empirical evidence, and public skepticism about the need for formal teacher preparation. Because there has been relatively little research on the outcomes of preparation programs and pathways and because researchers work from diverging paradigms, there are few clear conclusions in this area. Purpose /Focus of Study: The purpose of this article is to offer a conceptual analysis of empirical research on teachers’ education and outcomes that is linked to the political controversies and policy debates that shape it.”

News Clips

114. Sawchuk, S. (February 2013). “[Overhaul of Teacher-Prep Standards Targets Recruitment, Performance](#)”, *Education Week, Teacher Beat*. Web.
115. Green, E. (March 2 2010). “[Building a Better Teacher](#)”, *The New York Times*. Web.

Best Practices from across the country

116. NCATE, “Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers,” <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>, p. 19.

“Revamp curricula to integrate coursework with laboratory and extended embedded school experiences and better educate teachers to use measures of student learning. Academic faculty, teacher education faculty, and school partners need to work in partnership to develop a deliberate seamless curriculum that spirally integrates coursework and laboratory experience with extended embedded school experiences. Candidates must be given experiences in working directly with students in schools not sequentially but continuously as they study the theory, content, and pedagogy of teaching. They should also work with virtual students, classrooms, and whole schools analyzing problems, trying out solutions, getting feedback – all the time drawing on what they are learning in their course work. Research on learning has identified teacher-made assessments as the strongest strategy to engage learners in their own growth, to document learner progress, and to guide the teacher’s ongoing planning and instruction. Faculty at all levels should demonstrate their understanding and uses of multiple methods of assessment and their proficiency in the emerging technologies that make the assessments more feasible. Faculty should also be able to model appropriate uses of the assessments for candidates.”

117. Harvard: <http://www.gse.harvard.edu/masters/tep>. Designed for students who will go on to teach in urban schools.

“The TEP curriculum is carefully designed to balance both theory and practice. The coursework and field experiences work together over 11 months to build your confidence and skills as a

teacher. To graduate, you will need to successfully complete 36 credits of required courses and electives, and roughly 675 hours of classroom teaching.”

118. University of North Carolina:

http://soe.unc.edu/academics/phd_teacher_education/#cte. Ph.D Level.

“Students in CTE will take courses in teacher education and curriculum as well as in self-identified areas of interest. There are three required courses for all CTE students followed by three or four additional courses specific to either curriculum or teacher education, depending on one’s specialization. Additionally, each CTE student will be required to take three research courses. Graduates will be prepared to promote innovative, research based strategies for the education of teachers and for the analysis and development of curriculum, and to assume teacher education and/or curriculum positions in higher education.

- *Curriculum Core:*
 - Intellectual History
 - Learning Theories
 - Advanced Curriculum in the Disciplines OR Curriculum Theory
 - Institutional Logics of Curriculum and Teaching
 - One additional curriculum course (as approved by the student’s POS committee)
- *Teacher Education Core:*
 - Teacher and Professional Knowledge and Change
 - Diversity in Teacher Education OR Comparative Perspectives of Teacher Education
 - Research and Policy in Teacher Education
 - Intellectual History
 - Learning Theories”

119. St. Arnauld, C. (2006). Arizona’s Teacher Education Initiative: Aligning High School and College Curricula, *New Directions for Community Colleges*, no. 135, pp. 91-100.

<http://www.accbd.org/articles/index.php/attachments/single/196>.

“In response to demand from K-12 partners for greater numbers of teachers, community colleges in Arizona began developing teacher preparation programs on a larger scale in 2000. Sporadic individual partnerships had previously been developed between individual campuses and universities, but most of these efforts were disparate and uncoordinated. By 2000 all sectors of the state education system were required to work together, aligning efforts across the educational continuum to increase teacher numbers and quality.

Maricopa Community Colleges: ten nationally accredited two-year colleges, two skill centers, and numerous campuses, educational centers, and teaching sites. The colleges educate and train more than 275,000 credit and noncredit students every year. Each college has a unique teacher preparation program that meets different student and community needs, and each college functions autonomously within the system.

In keeping with the mission of the National Center of Teacher Education, the Maricopa Community Colleges’ College and Career Transition Initiative (CCTI) partnership focuses on developing a coherent sequence of rigorous courses, and refines practices that help students

move effectively from high school to college and on to careers in education by better aligning secondary and postsecondary programs in teacher preparation.

CCTI's desired student outcomes include decreased need for remediation at the postsecondary level, increased enrollment and persistence in postsecondary education, increased academic and skill achievement at the secondary and postsecondary levels, increased attainment of postsecondary degrees, certificates, or other recognized credentials, and increased entry into employment."

120. Hammond, B. (December 2013). "Oregon, Washington teacher prep programs draw praise from group critical of most colleges of education," *The Oregonian*.
http://www.oregonlive.com/education/index.ssf/2013/12/oregon_washington_teacher_prep.html.

- NCTQ studied 100+ teacher preparation programs around the country
- The study's authors wanted to see evidence that each teacher prep program gives robust coverage to what they call "the Big Five" of research-proven strategies to keep students on task: rules, routines, praise, consequences for misbehavior, and engagement.
 - Vast majority fell far short and not a single program covered all five areas properly
 - The study didn't find much, particularly when it came to teaching future teachers how to use praise to keep students in line
- The group said Oregon, along with three other states, has a clear state policy of asking all teacher preparation programs to equip their graduates to use the Big Five techniques.
- By contrast, it said, the typical teacher education program covers fewer than four of the Big Five techniques and devotes the equivalent of less than half of one course to anything related to classroom management.

121. <http://www2.ed.gov/programs/tqpartnership/index.html>

"Aims to increase student achievement by improving the quality of new prospective teachers by enhancing the preparation of prospective teachers and the professional development activities for current teachers; holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing highly qualified teachers; and recruiting effective individuals, including minorities and individuals from other occupations, into the teaching force.

TQP Grants Program seeks to improve the quality of new teachers by creating partnerships among IHEs, high-need school districts (local educational agencies (LEAs)) their high-need schools, and/or high-need early childhood education (ECE) program.

These partnerships would create model teacher preparation programs at the pre-baccalaureate level through the implementation of specific reforms of the IHE's existing teacher preparation programs, and/or model teaching residency programs for individuals with strong academic and/or professional backgrounds but without teaching experience."

122. <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>. Page 22, "Supporting Partnerships"

- Remove barriers to preparation program/district collaboration and provide incentives for meeting district needs
 - State lawmakers, education leaders, and P-16 councils should explore new funding options that reward districts that commit financial resources to school-based clinical preparation programs and support fused funding and other options.
- Provide incentives to support programs that produce more effective teachers for high-needs schools and in needed disciplines
 - Universities should ensure that schools of education receive their fair share of revenues that they bring in from teacher education to be able to support clinical programs
 - States should provide disincentives for programs that continue to prepare teachers in specialties not needed and who do not intend to teach.
- Delegate and target resources
 - Universities and districts should support new roles, such as joint faculty appointments. The ultimate goal should be to create a replenishing pool of expert teachers who have been identified and trained as coaches, mentors, and peer reviewers

Best Practices across the World

123. Van Nuland, S. (2011). "Teacher Education in Canada," *Journal of Education for Teaching: International Research and Pedagogy*, v37 n4 p409-421.

"Teacher education programs within Canada are markedly different in structure and duration across the provinces, which affect program delivery for teacher candidates and their opportunities for clinical practice. This paper provides a brief overview of Canadian pre-service teacher education, a summary of new teacher induction and mentoring activities, and an outline of some issues and factors facing and influencing these teacher education programs, including declining enrolment, emerging technologies and practices, and equity issues."

124. Beach, D. & Bagley, C. (2013). "Changing Professional Discourses in Teacher Education Policy Back Towards a Training Paradigm: A Comparative Study," *European Journal of Teacher Education*, v36 n4 p379-392.

"Modern definitions of professions connect professional knowledge to scientific studies and higher education. In the present article we examine the changing nature of this relationship in initial teacher education in two European countries: Sweden and England. The article is based on policy analyses from recent decades of teacher education reforms. The findings suggest a policy convergence through a shared policy return that has moved teacher education back toward a teacher training paradigm."

125. McLean Davies, L., Anderson, M., Deans, J., Dinham, S., et al. (2012). "Masterly preparation: embedding clinical practice in a graduate pre-service teacher education program,"

<http://www.tandfonline.com/na101/home/literatum/publisher/tandf/journals/content/cje>

t20/2013/cjet20.v039.i01/02607476.2012.733193/20130211/02607476.2012.733193.fp.png_v03.

“This paper describes the implementation of the Master of Teaching degree, which was introduced at the University of Melbourne in 2008. The program aims to produce a new generation of teachers (early years, primary and secondary) who are interventionist practitioners, with high-level analytic skills and capable of using data and evidence to identify and address the learning needs of individual learners. The program marks a fundamental change to the way in which teachers have traditionally been prepared in the University of Melbourne and builds a strong link between theory and practice. This linking occurs within a new partnership model with selected schools. The model was influenced by the *Teachers for a New Era* program in the USA and by the clinical background of senior faculty. The program sees teaching as a clinical-practice profession such as is found in many allied health professions; this understanding is also embraced by the university’s partnership schools. These schools are used as clinical sites, actively involving their best teachers in the clinical training components. These teachers are recognized as members of the university and are highly skilled professionals who are capable of interventionist teaching and who use appropriate assessment tools to inform their teaching of individual children.”

Induction, Continuing Professional Development, and Teacher Leadership

Induction

126. Boulton, H. (2014). ePortfolios beyond pre-service teacher education: a new dawn?. *European Journal Of Teacher Education*,37(3), 374-389. doi:10.1080/02619768.2013.870994

“The aim of this paper is to demonstrate the efficacy of using ePortfolios to enhance career skills for newly qualified teachers (NQTs). The context is the final phase of a longitudinal action research project investigating whether an ePortfolio, created as a pre-service teacher to evidence a digital story of developing professional identity, could transition into employability, i.e. the first year as an NQT. Thus, this paper focuses on a new area of ePortfolio-related research in teacher education; the transition from university into employment. The research findings indicate a changing purpose of the ePortfolio from training to the workplace, an increasing strength of ownership as part of the transition, and empowerment in becoming a teacher. Secondary findings demonstrate an increasing acceptance amongst head teachers regarding the usefulness of the ePortfolio in pre-service teacher education and in the continuing professional development of qualified teachers. Key outcomes are discussed and arguments are

presented for an ePortfolio to support professional development from university to employment.”

127. Carter, B. (2012). Facilitating Pre-service Teacher Induction through Learning in Partnership. *Australian Journal Of Teacher Education*, 37(2), 99-113.

“Partnership in teacher education is usually seen as needing to occur between the university and a school. This teacher education program, however, considers partnership across many stakeholders, in addition: employer authorities, community agencies and pre-service teachers themselves as active partners. Using Wenger's (1998) concept of communities of practice, this paper explores several action research cycles of a teacher educator, examining changing practices in a regional/rural initiative. The paper explores strategies at the university to promote induction into the profession, examples of university pedagogies to facilitate professional growth and understanding of professionalism, orientation to the regional community, orientation to the school, and the support of the development of a peer group among the cohort. Pre-service teacher learning became a vehicle not only for their own professional growth but also as a vehicle for the learning of other partners, including the teacher education program itself.”

128. Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., Anders, Y., & Baumert, J. (Nov 2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education*, 36.

“This study examines the extent to which the quality of mentoring and its frequency during the first years of teaching influence teachers' professional competence and well-being. Analyses are based on a sample of more than 700 German beginning mathematics teachers who participated in a pre-test/post-test study over the course of one year. Findings indicate that it is the quality of mentoring rather than its frequency that explains a successful career start. In particular, mentoring that follows constructivist rather than transmissive principles of learning fosters the growth of teacher efficacy, teaching enthusiasm, and job satisfaction and reduces emotional exhaustion.”

129. Ahn, R. (May 2014). How Japan supports novice teachers. *Educational Leadership*, 71(8).

“The article examines the teacher preparation system in Japan and focuses on the use of a shared space known as shokuin shitsu, or teachers' room, in which teachers meet daily to collaborate. Details are provided on how Japanese administrators help facilitate resources within the room. Other topics covered include teacher mentors, services for first-year teachers, and teacher retention rates in Japan.”

130. Gaikhorst, L, Beishuizen, J.J., Korstjens I. M., & Volman, M.L.L. (2014). Induction of beginning teachers in urban environments: An exploration of the support structure and culture for beginning teachers at primary schools needed to improve retention of primary

school teachers, *Teaching and Teacher Education*, 42, 23-33.

“This study aimed to gain insight into ways to enhance teacher retention. Principals and beginning teachers from 11 Dutch urban primary schools were interviewed about their schools’ support structure and culture. Schools where teachers judged about the support they received positively and schools where teachers evaluated this support negatively were contrasted. The study revealed that all schools undertook support activities, such as offering beginning teachers a buddy or coach. However, at schools where teachers judged the support positively, these activities were performed more consistently and conscientiously than at the other schools. Furthermore, cultural rather than structural characteristics distinguished the schools.”

131. Hill, H. C., & Grossman, P. (2013). Learning from Teacher Observations: Challenges and Opportunities Posed by New Teacher Evaluation Systems. *Harvard Educational Review*, 83(2), 371-384.

“In this article, Heather C. Hill and Pam Grossman discuss the current focus on using teacher observation instruments as part of new teacher evaluation systems being considered and implemented by states and districts. They argue that if these teacher observation instruments are to achieve the goal of supporting teachers in improving instructional practice, they must be subject-specific, involve content experts in the process of observation, and provide information that is both accurate and useful for teachers. They discuss the instruments themselves, raters and system design, and timing of and feedback from the observations. They conclude by outlining the challenges that policy makers face in designing observation systems that will work to improve instructional practice at scale.”

132. Zuidema, L.A. (March/April 2012). Making space for informal inquiry: inquiry as stance in an Online Induction Network. *Journal of Teacher Education*, 63(2).

“This study brings the concept of inquiry as stance to bear on current understandings of how inquiry occurs within online networks for teacher induction. The author presents a case study of an online network that allowed 36 new teachers to participate in informal, spontaneous conversations. Genre research is used to examine the on-network, off-network relationship of teachers’ inquiry activity. Using integrated analysis of the online messages and of interviews that focused on teachers’ contexts and actions, the author presents a holistic portrait of teachers’ participation in informal inquiries. The online discussions allowed novice teachers to collaboratively consider new possibilities and to individually develop and reconsider their frameworks for teaching secondary English. Inquiry mentors and researchers should recognize and make space for inquiry as stance by attending to ties between new teachers’ on- and off-list activities--to how teachers enact inquiry as stance within and beyond online spaces.”

133. Kemmis, S., Heikkinen, H.L.T., Fransson, G., Aspfors, J., & Edwards-Groves, C. (October 2014). Mentoring of new teachers as contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43.

“This article examines contested practices of mentoring of newly qualified teachers within and between Australia (New South Wales), Finland and Sweden. Drawing on empirical evidence from a variety of studies, we demonstrate three archetypes of mentoring: supervision, support and collaborative self-development. Using the theory of practice architectures, we show that (1) these three forms of mentoring represent three different projects: (a) assisting new teachers to pass through probation, (b) traditional mentoring as support, and (c) peer-group mentoring; and (2) these different projects involve and imply quite different practice architectures in the form of different material-economic, social-political and cultural-discursive arrangements.”

134. Langdon, F.J., Alexander, P.A., Ryde, A., & Baggetta, P. (November 2014). A national survey of induction and mentoring: How it is perceived within communities of practice. *Teaching and Teacher Education*, 44.

“The purpose of this study was to conduct a national survey of induction and mentoring. Participants were 696 New Zealand school personnel from primary and secondary schools. Respondents were drawn from five regions of the country representing both urban and rural schools of differing socioeconomic levels. Based on data from the Langdon Induction and Mentoring Survey, main effects for professional role and school sector were found. Also, several significant interactions were identified, such as for professional role by socioeconomic level. There were also effects for mentors who volunteered and who participated in professional development versus those who did not.”

135. Thorpe, R. (2014). Residency: can it transform teaching the way it did medicine? As the nation examines teacher preparation, the time is ripe for exploring how the profession can create a teacher residency process modeled after medical preparation. *Phi Delta Kappan*, 96(1), 36.

“As we seek to raise the bar for entry into teaching, we need to see that "bar" not just as a single moment or hurdle. It certainly isn't a single test. The "bar" is a series of steps, a coherent continuum that includes entry into teacher prep, satisfactory completion of the undergraduate preparation program, attainment of a teaching license, acceptance into a well-designed residency and the completion of that residency, and achieving National Board certification at the earliest possible moment. And, as it is in medicine, the path must be the same for everyone. As soon as we allow a side door or a back door, not only does the integrity of the "bar" disappear but so does our claim that teaching is a true profession.”

136. Hopkins, M., & Spillane, J.P. (September/October 2014). Schoolhouse teacher educators: structuring beginning teachers' opportunities to learn about instruction. *Journal of Teacher Education*, 65(4).

"While few would disagree that a key component of educating teachers to teach happens on the job, research rarely explores the schoolhouse as a site for teacher education. This study thus focuses on inservice as distinct from pre-service teacher education and explores how beginning teachers' learning about mathematics and literacy instruction was supported within 24 elementary schools in two midwestern school districts. A mixed methodology was used in this exploratory study, including social network and interview data analysis, to examine beginning teachers' advice- and information-seeking behaviors related to mathematics and literacy. Findings revealed that formal organizational structures inside schools were critical for shaping beginning teachers' opportunities to learn about instruction, including grade level teams and formal leadership positions."

Continuing Professional Development

137. Scherer, M. (2014). Bright Spots in Professional Learning. *Educational Leadership*, 71(8), 7.

"An introduction is presented in which the author discusses several reports from the issue on topics related to teacher development including professional learning communities (PLCs), mentoring programs, and teacher-driven professional development (PD)."

138. Challenging science teachers' beliefs and practices through a video-case-based intervention in China's primary schools. *Asia-Pacific Journal of Teacher Education*, 40(4), 363-378.

"The present study aims to challenge primary school science teachers' beliefs about education and teaching efficacy, as well as their teaching practices, through a video-case-based intervention program in a Chinese educational setting. A total of 46 in-service teachers were involved in this study (experimental group = 23, control group = 23). Pre- and post-intervention surveys were administered to examine possible changes in the participants' beliefs about education and science teaching efficacy. Video data were gathered through classroom observations of 9 participants from the experimental group and 9 participants from the control group. The results of one-way analysis of covariance indicate that the reported post-intervention beliefs of teachers who participated in the program differed significantly from their pre-intervention beliefs. More specifically, teachers in the experimental groups reported fewer traditional and more constructivist beliefs after the intervention, as well as stronger personal science teaching efficacy beliefs. One exception included beliefs about science teaching outcome expectancy. The video data showed that teaching practices became more constructivist in terms of both practical activities and student ICT use."

139. Bai, B. (2014). Enhancing in-service teachers' professional learning through a school-based professional development program in Hong Kong. *Journal of Education for Teaching*, 40(4).

"Writing is a complex skill that requires effective teaching practices in the classroom. One of the challenges English teachers in the English as a second language context face is the lack of teacher experience in teaching English writing. Both pre- and in-service writing teachers receive insufficient training on how to teach writing and it receives little attention in teacher preparation programs in Hong Kong. This paper reports on a small-scale study on helping Hong Kong in-service primary school teachers improve on their writing instruction through a school-based professional development program in Hong Kong."

140. Sams, A., & Bergmann, J. (2013). Flip Your Students' Learning. *Educational Leadership*, 70(6), 16-20.

"The article discusses the benefits of a flipped classroom teaching method. According to the authors, such a method allows teachers to maximize class time by avoiding lectures and class instruction while focusing more on individualized teaching. In addition, they examine ways that educational technology can be used to maximize teacher effectiveness with specific attention on the development of instructional videos. Other topics covered include self-paced learning, assessments, and project-based learning."

141. Free PD on the Common Core. (2013). *Educational Leadership*, 71(4), 95.

"The article offers information on the professional development training webinars to be offered by the Association for Supervision and Curriculum Development (ASCD) to teachers."

142. Mehrotra, S., San Chee, Y., & Chuan Ong, J. (2014), Narrating professional development trajectories in the context of the Statecraft X game-based learning curriculum, *Teaching and Teacher Education*, 38, 12-21.

"This article examines the professional development trajectories of two teachers who implemented the Statecraft X digital game-based learning curriculum. The research project's objective was to enhance teachers' capacities to enact game-based learning curricula. Teachers participated in guided reflective questioning after their dialogic sessions that generated narratives. The narratives reported here indicate that teachers' professional development experiences were influenced by their personal practical knowledge. These experiences had a powerful influence on them as developing professionals and in transforming their pedagogical practices. These findings have implications for teacher professional development with respect to game-based learning and teachers' readiness for 21st century classrooms."

143. Moss, C., & Brookhart, S. (April 2013). A new view of walk-throughs. *Educational Leadership*, 70(7).

“The article discusses formative walk-throughs or classroom visits by school principals, and argues that they can be a useful tool for assessing student learning. The assertion that effective walk-throughs should be focused on students rather than teachers is offered, and the caution to avoid focusing narrowly on lists of best practices is presented. The value of walk-throughs for fostering communication and collaboration between teachers, principals, and students is touched on, and their usefulness in supporting professional development for principals is also examined.”

144. A Peek into Practice. (Feb 2012). *Educational Leadership*, 69(5), 9.

“The article reviews online educational video resources hosted by the Trends in International Math and Science Video website, located at timssvideo.com, which allow teachers to compare international education strategies for effective lesson planning through the use of recorded classroom videos.”

145. Bundick, M. J., Quaglia, R. J., Corso, M. J., & Haywood, D. E. (2014). Promoting Student Engagement in the Classroom. *Teachers College Record*, 116(4).

“Much progress has been made toward a greater understanding of student engagement and its role in promoting a host of desirable outcomes, including academic outcomes such as higher achievement and reduced dropout, as well as various well-being and life outcomes. Nonetheless, disengagement in our schools is widespread. This may be due in part to a lack in the student engagement literature of a broad conceptual framework for understanding how students are engaged at the classroom level, and the ways in which teachers may play an active role in promoting student engagement. Purpose: The present work seeks to summarize and synthesize the literature on student engagement, providing both a greater appreciation of its importance as well as a context for how it might be better understood at the classroom level.”

146. Homan, E. (2014). The shifting spaces of teacher relationships: complementary methods in examinations of teachers' digital practices. *Journal of Technology and Teacher Education*, 22(3), 311+.

147. Rosaen, C.L., Carlisle, J.F., Mihocko, E., Melnick, A., & Johnson, J. (2013). Teachers learning from analysis of other teachers' reading lessons, *Teaching and Teacher Education*, 35, 170-184.

“This study explores teachers’ responses to a video-based multimedia program designed to reflect current views of effective professional development for practicing teachers. The Case Studies of Reading Lessons program engages teachers in analysis of others’ reading instruction. Findings showed teachers’ enthusiasm for studying authentic reading instruction but suggest mixed views of the benefits of questions used to guide analysis of instruction. Teachers reported making connections to their own reading instruction and provided evidence that analysis of reading lessons may contribute to reflective practice. Future studies might investigate long-term effects of systematic analysis of case studies to develop adaptive expertise.”

148. Knight, J. (2014). What You Learn... When You See Yourself Teach. *Educational Leadership*, 71(8), 18-23.

“The article examines the positive effects of using video cameras to document teachers and allow them to evaluate their own teaching practices. Examples are provided that cover the experiences of reading specialist Jody Johnson, school principal Chad Harnisch, and special education teacher Kimberly Nguyen. Recommended guidelines for such practices are included, covering topics such as creating psychologically safe environments, making participation a choice, and focusing on intrinsic motivation.”

149. Hill, H., Beisiegel, M., & Jacob, R. (December 2013). *Professional Development Research: Consensus, Crossroads, and Challenges*, *Educational Researcher*, Volume 42, no.9.

“Commentaries regarding appropriate methods for researching professional development have been a frequent topic in recent issues of *Educational Researcher* as well as other venues. In this article, the authors extend this discussion by observing that randomized trials of specific professional development programs have not enhanced our knowledge of effective program characteristics, leaving practitioners without guidance with regard to best practices. In response, the authors propose that scholars should execute more rigorous comparisons of professional development designs at the initial stages of program development and use information derived from these studies to build a professional knowledge base. The authors illustrate with examples of both a proposed study and reviews of evidence on key questions in the literature.”

150. Van Driel, J. & Amanda Berry, A. (January/February 2012). *Teacher Professional Development Focusing on Pedagogical Content Knowledge*, *Educational Researcher*, Volume 41, Issue 1.

“Because pedagogical content knowledge (PCK) includes teachers’ understanding of how students learn, or fail to learn, specific subject matter, the development of PCK is an important goal to focus on in professional development programs. The research literature clearly indicates the complex nature of PCK as a form of teachers’ professional knowledge that is highly topic, person, and situation specific. This implies that professional development programs aimed at

the development of teachers' PCK cannot be limited to supplying teachers with input, such as examples of expert teaching of subject matter. Instead, such programs should be closely aligned to teachers' professional practice and, in addition to providing teachers with specific input, should include opportunities to enact certain instructional strategies and to reflect, individually and collectively, on their experiences."

Teacher Leadership

151. Berry B. (Oct 2013). Bold leaders, inconvenient truths. *Educational Leadership*. 71(2).

"The article presents information on teacher leadership in the U.S. The author looks at how the U.S. can model leadership opportunities and educational systems based on the student achievement success in Singapore and Finland. The article looks at fostering leadership, the U.S. Common Core State Standards, and the public opinion of U.S. teachers."

152. Neumann, M., Jones, L., & Webb, P. (2012). Claiming the Political: The Forgotten Terrain of Teacher Leadership Knowledge. *Action In Teacher Education*, 34(1), 2-13. doi:10.1080/01626620.2012.642279

"This article argues that leadership knowledge should be included in teacher education curricula. The authors discuss the political realities that affect teachers and how these realities are best met with teacher leadership knowledge. Failure to include ideas of educational leadership in teacher education denies teachers an understanding of the activities they practice daily. More important, knowledge of leadership would enable teachers to label what they see and do. Such knowledge would help teachers understand and navigate the micropolitical environments of their work and, therefore, make more informed actions to improve schooling for all and correct some of our democratic injustices as they relate to education more broadly. The article presents examples of three kinds of teacher leadership practices: managerial, professional development, and social responsibility. The authors conclude with proposed opportunities for the teaching profession to reclaim its pedagogical and curricular knowledge and to understand its own acts of leadership."

153. Curtis, R., & Aspen, I. (2013). *Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands*. Aspen Institute.

"Given the newly refined ability to distinguish between teachers and their effectiveness, and the imperative brought on by the Common Core standards (CCSS) to deliver instruction at a more sophisticated level, it is no longer reasonable or tenable to keep treating teachers the same. Instead, school systems should provide their highest-performing teachers with leadership roles that both elevate the profession and enable them to have the greatest impact on colleagues and students. It is not easy to implement new forms of teacher leadership meaningfully and

effectively; doing so involves some profound changes to the status quo. This paper addresses what is necessary for change and how school systems might be able to achieve it.”

154. Johnson, S.M. (Oct 2013). Formal recognition required. *Educational Leadership*, 71(2).

“The article presents information on teacher leaders in the U.S. The author looks at teacher unions, peer assistance and review (PAR) programs, and the U.S. No Child Left Behind Act. The article also suggests that schools should recognize teacher leaders in order to promote educational change and organizational improvement.”

155. Amrein-Beardsley, A. (2012). Recruiting Expert Teachers into High-Needs Schools: Leadership, Money, and Colleagues. *Education Policy Analysis Archives*, 20(27).

“Teacher quality experts are urging policymakers to identify and target expert teachers and entice them to teach in high-needs schools. To understand what this might take, expert teachers in Arizona were surveyed to understand their job-related preferences to inform future recruitment policies. Findings should inform others about the important factors educational policymakers might consider when thinking about recruiting expert teachers into high-needs schools. These factors include the quality of the principal; salary, bonuses, and benefits; and the degree to which expert teachers can work in multiple roles to enhance student learning.”

156. Hess, F.M. (Oct 2013). Seizing opportunity from crisis. *Educational Leadership* 71(2).

“The article presents information on teacher leadership in the U.S. The author looks at professional development for teachers, teachers' unions, and partnerships between students and policymakers. The article also discusses organizations such as the Center for Teaching Quality, Teach for America, and the U.S. National Network of Teachers of the Year.”

157. Sahlberg, P. (October 2013). Teachers as leaders in Finland. *Educational Leadership*, 71(2).

“The article presents information on teacher leadership in Finland. The author looks at his experiences visiting schools in Finland, where he observed teacher collaboration, teacher satisfaction, and the role that principals play in education. The article also discusses high-performing school systems, teacher education, and educational reform.”

Teacher Leadership: Mentoring

158. Dawson, P. (April 2014). Beyond a definition: Toward a framework for designing and specifying mentoring models. *Educational Researcher*, 43(3).

“More than three decades of mentoring research has yet to converge on a unifying definition of mentoring; this is unsurprising given the diversity of relationships classified as mentoring. This article advances beyond a definition toward a common framework for specifying mentoring models. Sixteen design elements were identified from the literature and tested through specification of two different mentoring models from higher education contexts. This framework provides researchers and practitioners with a detailed yet concise method of communicating exactly what they mean when using the word *mentoring*; it may also act as a useful set of prompts for educators designing new mentoring interventions.”

159. Clarke, A., Triggs, V., & Nielsen, W. (June 2014). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research*, 84(2).

“Student teachers consider cooperating teachers to be one of the most important contributors to their teacher preparation program. Therefore, the ways in which cooperating teachers participate in teacher education are significant. This review seeks to move conceptions of that participation beyond commonly held beliefs to empirically supported claims. The analysis draws on Brodie, Cowling, and Nissen’s notion of categories of participation to generate 11 different ways that cooperating teachers participate in teacher education: as Providers of Feedback, Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. When set against Gaventa’s typology of participation, the resultant grid highlights the importance of negotiated or invited spaces for cooperating teacher participation and provides a new way of thinking about, planning professional development for, and working with cooperating teachers.”

160. Gareis, C.R., & Grant, L.W., (2014), The efficacy of training cooperating teachers, *Teaching and Teacher Education*, 39, 77-88.

“This study investigated outcomes of a clinical faculty training program designed to prepare cooperating teachers for supervising pre-service teachers. Drawing on multiple data sources from more than a decade of implementation, researchers investigated initial outcomes of the program for cooperating teachers, student teachers, and new teachers. Findings suggest that the training resulted in a greater sense of efficacy for aspects of the role and may lead to more effective evaluation practices by clinical faculty and to stronger performances by student teachers. The lack of other significant results may have implications for policies related to the evaluation of teacher preparation programs.”

161. Desimone, L.M., Hochberg, E.D., Porter, A.C., Polikoff, M.S., Schwartz, R., & Johnson, L.J. (March/April 2014). Formal and informal mentoring: complementary, compensatory, or consistent?. *Journal of Teacher Education*, 65(2).

“Informal mentors likely play a substantial role in novice teacher learning, yet we know little about them, especially in relation to formal mentoring, which is the cornerstone to most induction programs. This study analyzes survey and interview data from 57 first-year mathematics teachers from 11 districts to investigate differences in the characteristics of formal and informal mentoring that can inform improvements in mentoring policy. Our findings suggest that informal and formal mentors sometimes serve similar functions but often provide compensatory and complementary support. Based on these findings, we identify a set of policy recommendations to improve new teacher supports.”

162. Johnson, S., & Fiarman, S. E. (2012). The Potential of Peer Review. *Educational Leadership*, 70(3), 20-25.

“The article discusses the effectiveness of Peer Assistance and Review (PAR) programs for teachers through an examination of seven school districts in the U.S. The authors highlight PAR's strategies for teacher improvement, including discussions of selecting outstanding teachers to act as consultants in the program, establishing clear guidelines for the program, and relying on teacher standards and rubrics. Other topics include the importance of offering support and training for teachers, and district supervision of the dismissal of ineffective teachers.”

Teacher Leadership: Professional Development

163. Anderson, J., & Gristy, C. (2013). Coaching staff in schools: what can we learn from the new role of the Masters in Teaching and Learning in-school coach for schools and the higher education tutors working alongside them?. *Journal of Education for Teaching*, 39(1).

“The MTL is a practice-based professional master's qualification, aimed at attracting Newly Qualified Teachers (NQTs) to National Challenge schools in order to help improve outcomes. The MTL program was also developed as a continuation of a teacher's PGCE and subsequent induction year. A key element of the MTL is the tripartite relationship of HEI tutor, school-based coach and MTL student, with funding weighted towards schools (60%) and the HEI (40%). The role of the HEI was to be quality assurance and assessment, with the in-school coach doing most of the program delivery. The project reported here is based on interviews with in-school MTL coaches to explore, firstly, how their role had developed within the MTL. Coaches are typically without a formal master's qualification themselves, so a second aim of this study was to examine the consequences of this in and on practice. Finally, we explored the effect on all involved as flaws in the model emerged. Formal case-study interviews were the main empirical research data upon which this study is based, although they are supplemented by additional data. Where the MTL coach enjoyed a level of success, we suggest that this was primarily because of the attitudes of the coach in school and the HEI staff working alongside them. The lack of a master's-level qualification amongst coaches had some negative impact, but the most

significant issue we contest is that to create true working partnerships with school, the HEI has to be able to share assessment procedures with school-based colleagues.”

164. Farley-Ripple, E. N., & Buttram, J. L. (2013). Harnessing the power of teacher networks. *Phi Delta Kappan*, 95(3), 12.

“The article discusses the utilization of teacher networks by school principals to implement innovations. Comments are offered noting the use of network analysis techniques by researchers to chart educational information technology use. Several features of successful communication strategies between teachers and administrators are mentioned, such as leveraging existing professional relationships, the role of formal leadership positions, and differences between advising and expertise.”

165. Lesham, S. (July 2014). How do teacher mentors perceive their role, does it matter?. *Asia-Pacific Journal of Teacher Education*, 42(3).

“Mentoring student-teachers and novice teachers constitutes a critical factor in teacher-education programs and yet, little emphasis has been placed on the mentors themselves, particularly in relation to their own professional development (PD) and the construction of their identities. Does it really matter? This study investigates two groups of mentors: one group who received professional training and one group who received no professional training. The research questions address how mentors perceive their role, what preparation they receive to serve as effective mentors, and what are their professional needs. The study illuminates essential aspects of the mentors’ role perception and the impact of mentoring education on the professional identity of mentors. The implications are that low involvement in PD workshops could be linked to the uncertainty in mentors’ own self-perception as mentors. How mentors perceive their roles does matter if they wish to gain recognition by significant others within their institutions. Likewise, schools need to provide a supportive culture which is fundamental to identity construction.”

166. Danielson, C. (2012). Observing Classroom Practice. *Educational Leadership*, 70(3), 32-37.

“The article discusses effective approaches to teacher observation systems. Special attention is paid to observing the classroom environment and teaching based on the Danielson Framework for Teaching, including discussions of research-validated effective teaching practices, levels of teacher performance, and the collection of evidence. Skills needed by observing principals are highlighted including the abilities to conduct professional conversations with teachers and to interpret evidence against levels of performance. Other topics include actively involving teachers in observations, increasing teacher learning, and post-observation reflections.”

School Leaders and Professional Development

167. Spiro, J.D. (May 2013). Effective principals in action. *Phi Delta Kappan*, 94(8).

“Learning should be at the center of a school leader's job, with good principals shaping the course of the school from inside the classroom and outside the office. The article discusses the characteristics of effective school principals, and argues that learning and instructional leadership should be the primary role of principals. Characteristics of strong principals including creating a vision of success for their students, fostering a school climate which encourages education, encouraging leadership development in others, and working to improve instruction in their schools are explored, and the necessity of good training and education for prospective principals is touched on.”

168. For principals: A social media support group. (April 2013). *Educational Leadership*, 70(7).

The article presents information on Leadership 2.0, an online learning community for school principals located at www.edWeb.net/leadership.

169. Drago-Severson, E. (2012). New Opportunities for Principal Leadership: Shaping School Climates for Enhanced Teacher Development. *Teachers College Record*, 114(3).

“Improved professional development for teachers and principals is central to our national educational agenda. Principals struggle with the challenge of how to build school climates that improve practice in an era of heightened accountability and increasingly complex adaptive challenges.”

170. Stewart, V. (April 2013). School leadership around the world. *Educational Leadership*, 70(7).

“The article discusses school principal training and development programs around the world, and presents examples of effective programs from places including Shanghai, China, Singapore, and Ontario, Canada. Lessons which the author asserts the U.S. can learn from other education systems including redefining the role of principals as leaders focused on learning, creating comprehensive programs for recruiting, training, and supporting principals, and spreading administrative and operational responsibilities in schools to allow principals more time to focus on student learning are also explored.”

Professional Development and Teacher Evaluation

171. Oon-Seng Tan. (November 2012). Singapore's holistic approach to teacher development. *Phi Delta Kappan*, 94(3).

"As battle lines are drawn in the U.S. over linking student performance to teacher evaluations, Singapore offers an approach that could help both students and teachers."

172. Maunsell, P. A. (2014). Communication is key to Common Core. *Phi Delta Kappan*, 95(6), 61.

"The article discusses the results of research performed by the U.S. Education Trust concerning communication of the Common Core State Standards and changes to teacher assessments. Topics include developing a communication plan and partnerships with stakeholders, focusing on internal communication, and choosing the best communication tools and message delivery systems."

News Clips

173. Why Do Teachers Quit? http://m.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/?utm_source=FBB_0906

- "...turnover in teaching is about four percent higher than other professions."
- "Approximately 15.7 percent of teachers leave their posts every year, and 40 percent of teachers who pursue undergraduate degrees in teaching never even enter the classroom at all."

174. Beginning Teacher Induction: What the Data Tell Us. Education Week. http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html

- Teachers typically are isolated from their colleagues, which is especially difficult for new teachers who are often left to "sink or swim" on their own.
- "...schools must provide an environment where novices can learn how to teach, survive, and succeed as teachers."

175. Sawchuk, S. (February, 2013). "[Overhaul of Teacher-Prep Standards Targets Recruitment, Performance](#)", *Education Week, Teacher Beat*, Web.

176. Nocera, J. (July 2014). "[Teaching Teachers](#)", The New York Times, (Op-Ed review of Elizabeth Green's book "Building a Better Teacher: How Teaching Works (and How to Teach It to Everyone)")

Best Practices across the World

177. Sahlberg, P. (October 2013). Teachers as Leaders in Finland. *Educational Leadership*, Vol. 71, Issue 2.

"The article presents information on teacher leadership in Finland. The author looks at his experiences visiting schools in Finland, where he observed teacher collaboration, teacher satisfaction, and the role that principals play in education. The article also discusses high-performing school systems, teacher education, and educational reform."

178. Kunter, M., Lüdtke, O., Klusmann, U., Anders, Y., & Jürgen Baumert, J. (Nov 2013). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education*, Vol. 36.

"This study examines the extent to which the quality of mentoring and its frequency during the first years of teaching influence teachers' professional competence and well-being. Analyses are based on a sample of more than 700 German beginning mathematics teachers who participated in a pre-test/post-test study over the course of one year. Findings indicate that it is the quality of mentoring rather than its frequency that explains a successful career start. In particular, mentoring that follows constructivist rather than transmissive principles of learning fosters the growth of teacher efficacy, teaching enthusiasm, and job satisfaction and reduces emotional exhaustion."

179. Ahn, R. (May 2014). How Japan Supports Novice Teachers. *Educational Leadership*, Vol. 71, Issue 8.

"The article examines the teacher preparation system in Japan and focuses on the use of a shared space known as shokuin shitsu, or teachers' room, in which teachers meet daily to collaborate. Details are provided on how Japanese administrators help facilitate resources within the room. Other topics covered include teacher mentors, services for first-year teachers, and teacher retention rates in Japan."

Other Resources

Reports, Books, and Monographs

Recruitment

180. Auguste, B., Kihn, P., & Miller, M. (September 2010). Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching; an international and market research-based perspective.

<http://www.compadre.org/phystec/items/detail.cfm?ID=10526>

181. Why Don't More Men Go Into Teaching? The New York Times.

http://mobile.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?referrer=&_r=0

Recruitment: Increasing Diversity

182. National Education Association. (2009, January 1). Strengthening and diversifying the teacher recruitment pipeline: Current efforts. Retrieved November 24, 2014, from

<http://www.nea.org/assets/docs/HE/TQbook09.pdf>

Cultural Competence

183. Villegas, A., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.

Pre-service Teacher Education

184. Cochran-Smith, M. (2006). Ten promising trends (and three big worries). *Educational Leadership*, 63(6), 20-25.

185. CTQ TeacherSolutions Teacher Prep Team. (2013). *TEACHING 2030: Leveraging teacher preparation 2.0*. Retrieved from <http://www.teachingquality.org/content/teaching-2030-leveraging-teacher-preparation-2-0>

186. Darling-Hammond, L. (2006). Developing professional policy. In *Powerful teacher education: Lessons from exemplary programs* (pp. 313-342). San Francisco: Jossey-Bass.

187. Levine, A. (September 2006). Educating school teachers. *The Education Schools Project*. Retrieved from http://www.edschools.org/pdf/educating_teachers_report.pdf
188. Poliakoff, A., Dailey, C., & White, R. (January 2011). Pursuing excellence in teacher preparation: Evidence of institutional change from TNE Learning Network Universities. Retrieved November 1, 2014, from <http://www.fhi360.org/resource/pursuing-excellence-teacher-preparation-evidence-institutional-change-tne-learning-network>
189. Putman, H., Greenberg, J., & Walsh, K. (November 2014). Easy A's and what's behind them. *National Council on Teacher Quality*. Retrieved from www.nctq.org/dmsStage/EasyAs
190. Measures of Effective Teaching: <http://www.metproject.org/>
191. [Council for Accreditation of Educator Preparation \(CAEP\)](#)
[CAEP 2013 Standards for Accreditation of Educator Preparation](#)
- Standard 1: [Content and Pedagogical Knowledge](#)
 - Standard 2: [Clinical Partnerships and Practice](#)
 - Standard 3: [Candidate Quality, Recruitment, and Selectivity](#)
 - Standard 4: [Program Impact](#)
 - Standard 5: [Provider Quality Assurance and Continuous Improvement](#)
- [CAEP Standards for Advanced Programs](#)

Clinically Rich Preparation

192. Deeney, T., Dozier, C., Smit, J., Davis, S., Laster, B., Applegate, M. D., Cobb, J., Gaunty-Porter, D., Gurvitz, D., McAndrews, S., Ryan, T., Eeg, M., Sargent, S., Swanson, M., Dubert, L., Morewood, A., & Milby, T. (2012). Clinic experiences that promote transfer to school contexts: What matters in clinical teacher preparation. *60th Annual Yearbook of the Literacy Research Association*, pp.111-127. Oak Creek, WI: Literacy Research Association.
193. Grossman, P. (May 2010). Learning to practice: The design of clinical experience in teacher preparation. *AACTE/NEA Policy Brief*. Retrieved from [http://www.nea.org/assets/docs/Clinical Experience - Pam Grossman.pdf](http://www.nea.org/assets/docs/Clinical_Experience_-_Pam_Grossman.pdf)

194. Howey, K. R., & Zimpher, N.L. (April 2010). Educational partnerships to advance clinically rich teacher preparation. *National Council for the Accreditation of Teacher Education*. Retrieved November 24, 2014, from <http://www.ncate.org/LinkClick.aspx?fileticket=hccwyqMLISo%3D&tabid=715>
195. Picus, L. O., Monk, D. H., & Knight, D. (August 2012). Measuring the cost effectiveness of rich clinical practice in teacher preparation: Part one, understanding the problem.
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Clinically Rich Preparation: Teacher Residency

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21st Century Schools

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201. Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57, 1-15.

Professional Development Schools

202. Ferrara, J. (2014). PDS action steps. In *Professional development schools: Creative solutions for educators* (pp. 143-164). Lanham, MD: Rowman & Littlefield.

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Professional Development Schools: Simultaneous Renewal

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Partnerships

205. Howey, K. R. (November 2011). A framework for setting priorities and building partnership prototypes. *NCATE State Alliance for Clinically-Based Teacher Education*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=g4btD8wCIJw%3D&tabid=715>
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Teacher Leadership

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Induction

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212. Why Do Teachers Quit? The Atlantic. http://m.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/?utm_source=FBB_0906
213. Beginning Teacher Induction: What the Data Tell Us. Education Week. http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html

Other Reports

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216. Grading Teachers, With Data From Class. The New York Times. <http://www.nytimes.com/2014/09/04/technology/students-grade-teachers-and-a-start-up-harnesses-the-data.html?ref=education&r=0>
217. [The Organisation for Economic Co-operation and Development \(OECD\)](#), PISA and Andreas Schleicher
218. Program for International Student Assessment (PISA) - <http://www.oecd.org/edu/school/programforinternationalstudentassessmentpisa/pisa-letsreadthemastorytheparentfactorineducation.htm>
219. PISA 2012 Results - <http://www.oecd.org/pisa/keyfindings/pisa-2012-results.htm>; <http://www.oecd.org/pisa/keyfindings/pisa-2012-results.htm>

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http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools

News clips

221. Tough, Paul. *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*. New York: Houghton Mifflin Harcourt, 2012. Print.
222. Ripley, A. (June 2014) "[Higher Calling: To improve our schools, we need to make it harder to become a teacher.](#)", *Slate: Education*. Web.
223. King, John, "Regents Reform Agenda: A Call for Transformational Leadership," Engage NY, March 12, 2012.
- Graduates are underprepared for college and the workforce. 42% of college instructors and 45% of employers agree
 - Not surprisingly, the higher your level of education, the higher the median annual salary and the lower the unemployment rate
 - Regents Reform Agenda aims to:
 - Implement Common Core standards and develop curriculum and assessments aligned with these standards
 - Build instructional data systems that measure student success
 - Recruit, develop, retain, and reward effective teachers and principals
 - Turn around the lowest-achieving schools
224. www.NYPuttingStudentsFirst.com
- Tasked with providing our young people with a quality education by Governor Cuomo in 2012.
 - Many students face barriers to quality education. Charged with breaking down these barriers, the Commission solicited guidance from experts, parents, students, teachers, administrators, and other stakeholders in order to gain insight into what was working and should be replicated, and what wasn't working and should be fixed.
 - In order to improve education, the Commission believes that communities must come together and determine collective goals, develop a community strategy, work collaboratively, and share accountability.
 - A major area of concern for the Commission was how to improve the schools that need it the most
 - Many efforts to turn schools around fail because of a one-dimensional approach that ignores the interdependency of districts, schools, and communities. Therefore, struggling schools need support on multiple levels while also being held accountable for student success.

Contributions from Council Members

Recruitment, Selection, and Cultural Competence

225. [5 Future Trends That Will Impact the Learning Ecosystem Edutopia.pdf](#)
226. [A New Vision in Teacher Education - Agenda for Change in...Programs 2007.pdf](#)
227. [AACTE Workforce Alignment Initiative Networked Improve...munity Charter.pdf](#)
228. [As Apprentices in Classroom, Teachers Learn What Works - NYTimes.pdf](#)
229. [Assessment of diversity in-America's Teaching Force.pdf](#)
230. [DRAFT Primer on NYSED Policy 11-17-14.docx](#)
231. [PEDS Report - An Emerging Picture of the Teacher Preparation Pipeline.pdf](#)
232. [Stanford Center for Opportunity Policy in Education Educa...ion Policy Brief.pdf](#)
233. [SUNY Educator Preparation Programs and the NewNY Edu...ion rev 9-18-13.pdf](#)
234. [The Community College Role in Teacher Education.pdf](#)

Curricular Design, Simultaneous Renewal, Pre-Service teacher education, Partnerships

235. [5 Future Trends That Will Impact the Learning Ecosystem Edutopia.pdf](#)
236. [A New Vision in Teacher Education - Agenda for Change in...Programs 2007.pdf](#)
237. [Leveraging State Longitudinal Data Systems - Data SharingTemplate.pdf](#)
238. [Our Responsibility Our Promise 2012.pdf](#)
239. [Peck, Gallucci, Sloan Negotiating Implication of High Stake...cher Evaluation.pdf](#)
240. [Preparing General Education Teachers to Improve Outcom...with Disabilities.pdf](#)

241. [When Structural Reforms Fail II Maheady.pptx](#)

Induction, Continuing Professional Development, and Teacher Leadership

242. [5 Future Trends That Will Impact the Learning Ecosystem Edutopia.pdf](#)

243. [A New Vision in Teacher Education - Agenda for Change in...Programs 2007.pdf](#)

244. [Berry, Barnet Education Week Clearing the Way for Teach... Leadership \(1\).URL](#)

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246. [CTQ Global Teacher Solutions Report on Professional Lear...tems 07112014.pdf](#)

247. [Greece Central Schools Professional Learning Programs.pdf](#)

248. [Ingersoll and Strong The Impact of Induction and Mentoring.pdf](#)

249. [Instructional Rounds Faculty Overview.pptx](#)

250. [New Yorker Article on Continuous Improvement.pdf](#)

251. [Teacher Leader Model Standards.pdf](#)

252. [Whisnat, Elliott, and Pynchon A Review of Literature on Be...cher Induction.pdf](#)