

# TeachNY Advisory Council

## Environmental Scan of Teacher and Leader Preparation

### TeachNY Bibliography

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*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. Bireda, S., & Chait, R. (2011). *Increasing teacher diversity: strategies to improve the teacher workforce*. Washington, DC: Center for American Progress. Available from [http://cdn.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait\\_diversity.pdf](http://cdn.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait_diversity.pdf)
2. Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2012, December). Recruiting effective math teachers: Evidence from New York City. *American Educational Research Journal*, 49. DOI:10.3102/0002831211434579

“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”.

3. 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. DOI:10.1080/13613324.2013.832921

“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.”

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. Henry, G. T., Bastian, K. C., & Smith, A. (2012, April). 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). DOI:10.3102/0013189X12437202

“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.”

6. Kelley, B. (2007). Teacher recruitment, preparation, induction, retention, and distribution. In W.B. Editor & S.C. Editor (Eds.), *Building a 21<sup>st</sup> century U.S. education system* (75-86). Washington, DC: The National Commission on Teaching and America’s Future. Retrieved from [http://nctaf.org/wp-content/uploads/Bldg21stCenturyUSEducationSystem\\_final.pdf](http://nctaf.org/wp-content/uploads/Bldg21stCenturyUSEducationSystem_final.pdf)

“This book is intended to serve as a stimulus for discussion of what is needed to provide all American children with a world-class education opportunity and to make education a top priority in every state and the country as a whole. A range of contributors offer a diverse number of possible solutions to the current educational crisis in American public education, presenting views of current and former Pre-K through 12 practitioners such as teachers, principals, superintendents, and school board members; current and former policymakers in local, state, and national arenas; directors and chairs of educational organizations and leaders in educational advocacy; current and former leaders of nationally and internationally known businesses; and representatives from institutions of higher education such as researchers, academics, deans, professors, department heads, and executive officers.”

7. Lankford, H., Leob, S., McEachin, A., Miller, L. C., Wyckoff, J. (2014, December). Who enters teaching? Encouraging evidence that the status of teaching is improving. *Educational Researcher*, 43(9), 444-453. DOI:10.3102/0013189X14563600

“The relatively low status of teaching as a profession is often given as a factor contributing to the difficulty of recruiting teachers, the middling performance of American students on international assessments, and the well-documented decline in the relative academic ability of teachers through the 1990s. Since the turn of the 21st century, however, a number of federal, state, and local teacher accountability policies have been implemented toward improving teacher quality over the objections of some who argue the policies will decrease quality. In this article, we analyze 25 years of data on the academic ability of teachers in New York State and document that since 1999 the academic ability of both individuals certified and those entering teaching has steadily increased. These gains are widespread and have resulted in a substantial narrowing of the differences in teacher academic ability between high- and low-poverty schools and between White and minority teachers. We interpret these gains as evidence that the status of teaching is improving.”

8. 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. DOI:10.1007/s10972-011-9243-2

“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.”

9. 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.”

10. Ripley, A. (2013). *The smartest kids in the world: And how they got that way*. New York, NY: Simon & Schuster.

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. 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](#).

11. Sato, M., & Israelson, M. (2013, April). A call to action for diversity in teacher education. *Educational Researcher*, 42(3). DOI:10.3102/0013189X12446858

“*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.”

12. Today’s Students, Tomorrow’s Teachers. (2014, October). *TSTT Strengthening classrooms and communities through mentorship and scholarship* [Brochure]. White Plains, NY: Author.

### Recruitment of Minority Teachers

13. Bryan, N. B., & Ford, D. Y. (2014). Recruiting and retaining black male teachers in gifted education. *Gifted Child Today*, 37(3), 155-161. DOI:10.1177/1076217514530116

“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.”

14. Ingersoll, R. M., May, H. (2011, September). Recruitment, retention and the minority teacher shortage. *The Consortium For Policy Research In Education*, 69. DOI:10.12698/cpre.2011.rr69

“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.”

15. Center for Great Public Schools, Teacher Quality Department. (2009). *Strengthening and diversifying the teacher recruitment pipeline: Current efforts*. Washington, DC: National Education Association. Available from <http://www.nea.org/assets/docs/HE/TQbook09.pdf>

“This report, prepared by the Center for Teaching Quality for the National Education Association, discusses four strategies to increase the supply of teachers, especially in high-need areas (certain subjects and teaching specialties, and teachers of color):

- College fellows programs
- High school teacher cadet programs
- High school teacher academies
- Community colleges

Currently, most state and district “grow our own” programs employ the first three approaches. Community colleges are a promising, emerging strategy to attract teachers of color. Teacher recruitment programs are also evolving in response to funding requirements of the federal Carl D. Perkins Vocational and Technical Education Act. Assessment has been cursory, at best, due to underfunding—most or all available dollars are used for program activities. Accordingly, our recommendations include establishing a national clearinghouse to:

- Collect data about the teacher recruitment pipeline
- Fund research and evaluation of recruitment initiatives”

16. Prinster, R. (2014). 10 education schools selected to improve recruitment of minority men. *INSIGHT into Diversity*. Available from <http://connection.ebscohost.com/c/articles/98593455/10-education-schools-selected-improve-recruitment-minority-men>

“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.”

## Cultural Competence

17. 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. DOI:10.1080/02607476.2012.656448

“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.”

18. 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. DOI:10.3102/0034654312468619

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

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

“In this extraordinary volume, veteran teacher educator and internationally respected scholar Catherine Cornbleth examines one of the most challenging issues for new teachers—how to effectively teach a diverse student population. Cornbleth weaves the voices and experiences of student teachers from urban elementary and high schools into her own analysis. She invites new and prospective teachers (especially white teachers from middle-class homes) to draw on these experiences to explore how to work more constructively with students different from themselves, and to succeed in schools different than their own.”

20. 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. DOI:10.1080/02607476.2013.869968

“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.

21. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74-84. Retrieved from <http://hepg.org/her-home/issues/harvard-educational-review-volume-84-number-1/herarticle/culturally-relevant-pedagogy-2-0>

“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.”

22. 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.”

23. 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.”

24. Passig, D., and Schwartz, T. (2014). Solving conceptual and perceptual analogies with virtual reality among kindergarten children of immigrant families. *Teachers College Record*, 116(2). Retrieved October 24, 2014, from <http://www.tcrecord.org/library/abstract.asp?contentid=17339>

“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.”

25. Sato, M., & Israelson, M. (2013, April). A call to action for diversity in teacher education. *Educational Researcher*, 42(3). DOI:10.3102/0013189X12446858

“*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.”

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

DOI:10.1177/0022487102053001003

“To successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the preservice curriculum. A vision is offered of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process. In this vision, culturally responsive teachers (a) are socioculturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while stretching them beyond the familiar.”

27. Zeichner, K. M., Grant, C., Gay, G., Gillette, M., Valli, L., & Villegas, A.M. (1998). A research informed vision of good practice in multicultural teacher education: Design principles.

*Theory Into Practice*, 37(2), 163-171. DOI:10.1080/00405849809543800

### Cultural Competence: Current State

28. Numbers of Note. (2012). *Educational leadership*, 70(1), 8-9.

<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Double-Take.aspx>

“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

29. Phi Delta Kappa International (2014, October). The PDK/Gallup poll of the public’s attitudes toward the public schools. *Author*. Retrieved from <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

30. Rich, M. (2014, September 6). Why don't more men go into teaching? *The New York Times*. Retrieved from [http://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?\\_r=0](http://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?_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.”

31. Ripley, A. (2014, June). Higher calling: To improve our schools, we need to make it harder to become a teacher. *Slate: Educatio*. Retrieved from [http://www.slate.com/articles/life/education/2014/06/american\\_schools\\_need\\_better\\_teachers\\_so\\_let\\_s\\_make\\_it\\_harder\\_to\\_become.html](http://www.slate.com/articles/life/education/2014/06/american_schools_need_better_teachers_so_let_s_make_it_harder_to_become.html)

32. Sawchuk, S. (2013, February). Overhaul of Teacher-Prep Standards Targets Recruitment, Performance. *Education Week*. Retrieved from [http://blogs.edweek.org/edweek/teacherbeat/2013/02/teacher\\_prep\\_accreditation\\_ove.html](http://blogs.edweek.org/edweek/teacherbeat/2013/02/teacher_prep_accreditation_ove.html)

### Best Practices within SUNY

33. Zimpher, N. L. (2013, September 18). SUNY educator preparation programs and the new NY education reform commission [Memorandum]. Albany, NY: State University of New York.

[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 21<sup>st</sup> Century 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), 265-285. Chesapeake, VA: Society for Information Technology & Teacher Education.

“This qualitative study examined the influence of technology-based internships on teachers' instructional decision-making during their first year in the classroom. Field experiences offer preservice teachers opportunities to observe and practice teaching, yet they rarely target technology. Using a case study design, this study explored the influence of a technology-based field experience on teaching practice during the first year. Findings from the study indicated that the technology internship exposed participants to such realities as time and classroom management, adaptation to available technology resources, and introducing new tools to students.”

35. Baran, E., Correia, A., & Thompson, A. (2013). Tracing successful online teaching in higher education: Voices of exemplary online teachers. *Teachers College Record*, 115(3), 1-41. Retrieved from <https://www.tcrecord.org/library/abstract.asp?contentid=16896>

“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.”

36. Dieker, L. A., Straub, C. L., Hughes, C. E., Hynes, M. C., & Hardin, S. (2014, May). Learning from virtual students. *Educational Leadership*, 71(8), 54-58. Available from <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Learning-from-Virtual-Students.aspx>

“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.”

37. Johnson, D. (2013, February). Power up! / the tablet takeover. *Educational Leadership*, 70(5), 78-79. Available from <http://www.ascd.org/publications/educational-leadership/feb13/vol70/num05/The-Tablet-Takeover.aspx>

“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.”

38. Levin, B., & Schrum, L. (2013, March). Technology-rich schools up close. *Educational Leadership*, 70(6), 51-55. Available from [http://www.ascd.org/publications/educational\\_leadership/mar13/vol70/num06/Technology-Rich\\_Schools\\_Up\\_Close.aspx](http://www.ascd.org/publications/educational_leadership/mar13/vol70/num06/Technology-Rich_Schools_Up_Close.aspx)

“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.”

39. Martinez, M. R., & Mcgrath, D. (2013). How can schools develop self-directed learners? *Phi Delta Kappan*, 95(2), 23. Retrieved from [http://pdkintl.org/noindex/k\\_v95/23pdk\\_95\\_2.pdf](http://pdkintl.org/noindex/k_v95/23pdk_95_2.pdf)

“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.”

40. Martinez, M. R., McGrath, D. (2014). *Deeper learning: How eight innovative public schools are transforming education in the twenty-first century*. New York, NY: The New Press.

“Studies suggest that up to half of high school dropouts leave school because their classes are boring or irrelevant to their lives and aspirations. Yet the majority of U.S. schools continue their attempts to engage some 50 million students through conventional methods such as lectures, note-taking, and rote learning, often with dismal results. In *Deeper Learning*, award-winning education strategist Monica Martinez and education sociologist Dennis McGrath offer a transformative framework for learning that has led to standout results in schools across the country and has the potential to support the development and success of every student.

Through examples from eight public schools, the authors chart the path to crafting flexible learning environments that meet the widely varied needs of individual students. They showcase interactive approaches that compel students to learn how to learn and provide an invaluable guide for teachers and communities wondering how their schools will be able to adapt to the Common Core standards and new assessments. Above all, *Deeper Learning* shows how inspired, engaging education does not have to be the province of elite private schools and how all young people can become creators, collaborators, and critical thinkers.”

41. 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. DOI:10.1016/j.tate.2013.10.003

“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.”

42. Mehta, J., & Fine, S. (2012). Teaching differently...learning deeply. *Phi Delta Kappan*, 94(2), 31-35. DOI:10.1177/003172171209400208

“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.”

43. Mobile learning: A genie on the loose. (2013). *Educational Leadership*, 70(6), 8-9. Available from <http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Double-Take.aspx>

“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.”

44. Philip, T. M., & Garcia, A. D. (2013, June). 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.”

45. Phillips, V., & Popović, Z. (2012, October). More than child's play: Games have potential learning and assessment tools. *Phi Delta Kappan*, 94(2), 26-30.

DOI:10.1177/003172171209400207

“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.”

46. Saavedra, A. R, & Opfer, V. D. (2012, October). Learning 21<sup>st</sup>-century skills requires 21<sup>st</sup>-century teaching. *Phi Delta Kappan*, 94(2), 8-13. DOI:10.1177/003172171209400203

“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*.”

47. 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. DOI:10.3102/0034654312436980

“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.”

## 21<sup>st</sup> Century Schools: Pre-service Teacher Education

48. Cherrington, S., & Loveridge, J. (2014). Using video to promote early childhood teachers' thinking and Reflection. *Teaching and Teacher Education, 41*, 42-51.  
DOI:10.1016/j.tate.2014.03.004

"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."

49. 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. DOI:10.1016/j.tate.2013.03.006

"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."

50. Martinez, M. (2010, April). How a new generation of teachers will change schools. *Phi Delta Kappan, 91*(7), 74-75. DOI:10.1177/003172171009100716

51. 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). Retrieved from  
<https://www.tcrecord.org/library/abstract.asp?contentid=16882>

“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.”

52. Rayner, C., & Fluck, A. (2014). Pre-service teachers' perceptions of sim School as preparation for inclusive education: A pilot study. *Asia-Pacific Journal Of Teacher Education, 42(3)*, 212-227. DOI:10.1080/1359866X.2014.927825

“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.”

53. Seidel, T., Blomberg, G., & Renkl, A. (2013). Instructional strategies for using video in teacher education. *Teaching and Teacher Education, 34*, 56-65. DOI:10.1016/j.tate.2013.03.004

“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.”

54. Slavin, R. E. (2014, October). Making cooperative learning powerful. *Educational Leadership*, 72(2), 22-26. Available from <http://www.ascd.org/publications/educational-leadership/oct14/vol72/num02/Making-Cooperative-Learning-Powerful.aspx>

“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.”

### Pre-service Teacher Education

55. Anderson, L. M., & Stillman, J. A. (2013, December). 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.  
DOI:10.3102/0034654312468619

“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.”

56. Bornfreund, L. (2012, May). Preparing teachers for the early grades. *Educational Leadership*, 69(8), 36-40. Available from <http://www.ascd.org/publications/educational-leadership/may12/vol69/num08/Preparing-Teachers-for-the-Early-Grades.aspx>

[leadership/may12/vol69/num08/Preparing-Teachers-for-the-Early-Grades.aspx](#)

“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.”

57. Bushaw, W. J., & Calderon, V. J. (2014, October). 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. Available from <https://www.questia.com/library/journal/1G1-384544241/americans-put-teacher-quality-on-center-stage-americans>

“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.”

58. Chazan, D., & Herbst, P. (2012, March). Animations of classroom interaction: Expanding the boundaries of video records of practice. *Teachers College Record*, 114(3). Retrieved from <https://www.education.umd.edu/MathEd/Home/People/Faculty/DChazanScans/2012TCRPaper.pdf>

“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).”

59. Clarke, A., Triggs, V., & Nielsen, W. (2013, September). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research, 84*(2). DOI:10.3102/0034654313499618

“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.”

60. 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. DOI:10.1080/1359866X.2013.777025

“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. “

61. 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. DOI:10.1080/01626620.2013.864574

“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.”

62. Dotger, B. H., & Walker, J. M. T. (2011, October 14). 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), 62-75. DOI:10.1177/0022487111419300

“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.”

63. Fennell, H. (2013, December). 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.”

64. Harding, H. (2012, May). Teach for America: Leading for change. *Educational Leadership*, 69(8), 58-61. Available from <http://www.ascd.org/publications/educational-leadership/may12/vol69/num08/Teach-for-America@-Leading-for-Change.aspx>

“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.”

65. 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. DOI:10.1016/j.tate.2014.04.007

“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.”

66. 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.”

67. Justice, J., Anderson, J., Nichols, K., Jones Gorham, J., Wall, S., Boyd, A., & Altheiser, L. (2013). The Affordance of Blogging on Establishing Communities of Practice in a Pre-Service Elementary Teacher Education Program. *Journal of Technology and Teacher Education*, 21(1), 49-88. Chesapeake, VA: Society for Information Technology & Teacher Education. Available from <http://www.editlib.org/p/40512/>

“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.)

68. 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), 1-42. Available from <http://www.tcrecord.org/library/abstract.asp?contentid=16291>

“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.”

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

DOI:10.1016/j.tate.2014.02.002

“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.”

70. Lampert, M., Franke, M. L., Kazemi, E., Ghouseini, H., Turrou, A. C., Beasley, H.,... & Crowe, K. (2013, February). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education, 64*(3), 226-243.

DOI:10.1177/0022487112473837

“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.”

71. Li, J. (2013, August). China's quest for world-class teachers: a rational model of national initiatives and institutional transformations. *Asia-Pacific Journal of Teacher Education*, 41(3). DOI:10.1080/1359866X.2013.809053

“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.”

72. Lynch, R., McNamara, P., & Seery, N. (2012, January). 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.”

73. Mason, K. O. (2013, August). Teacher involvement in pre-service teacher education. *Teachers and Teaching: theory and practice*, 19(5), 559-574. DOI:10.1080/13540602.2013.827366

‘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.”

74. Nuttall, J., & Edwards, S. (2014, July). Researching teacher education in the context of teacher education reform. *Asia-Pacific Journal of Teacher Education*, 42(3), 209-211. DOI:10.1080/1359866X.2014.929615

“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.”

75. Oakley, G., Pegrum, M., & Johnston, S. (2013, December). 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. DOI:10.1080/1359866X.2013.854860

“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.”

76. Ogan-Bekiroglu, F. (2014, May). 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.”

77. Pitts Bannister, V. R., & Mariano, G. J. (2013, December). 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.”

78. Common Core: now what? (Dec 2012/Jan 2013). *Educational Leadership*, 70(4). Accessible from <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/toc.aspx>

“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](http://www.ksde.org/LinkClick.aspx?fileticket=JNhziWNfKtA%3d&tabid=4778&mid=11623) from the Kansas State Department of Education.”

79. Strieker, S., Shaheen, M., Hubbard, D., Digiovanni, L., & Lim, W. (2014, February). Transforming clinical practice in teacher education through pre-service co-teaching and coaching. *The Renaissance Group, 2*(2), 39-62. Available from <http://educationalrenaissance.org/index.php/edren/article/view/71/pdf>

“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.”

80. Sun, Y. C. (2014). Microteaching writing on YouTube for pre-service teacher training: Lessons learned. *CALICO Journal, 31*(2), 179-200. Available from <http://0-eric.ed.gov.opac.msmc.edu/?q=source%3A%22CALICO+Journal%22&id=EJ1029677>

“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).”

81. Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. New York, NY: Houghton Mifflin Harcourt.

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 over 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 summarized 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.

82. Worrell, F., Brabeck, M., Dwyer, C., Geisinger, K., Marx, R., Noell, G., and Pianta R. (2014). *Assessing and evaluating teacher preparation programs*. Washington, DC: American Psychological Association.

“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.”

83. The National Council for Accreditation of Teacher Education. (2010, November).

Transforming teacher education through clinical practice. *National Council for Accreditation of Teacher Education*. Washington, DC: Author. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

“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

84. Arsal, Z. (2014, May). 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.”

85. Danielowich, R., & McCarthy, M. (2013, August). 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.”

86. Dieker, L., Straub, C., Hughes, C., Hynes, M., and Hardin, S. (2014, May). Learning from virtual students. *Educational Leadership, 71(8)*, 54-58. Available from <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Learning-from-Virtual-Students.aspx>

“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.”

87. Franklin Torrez, C. A., & Krebs, M. M. (2012, December). 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.”

## Pre-service Teacher Education and Prospective Teacher Evaluation

88. Amrein-Beardsley, A., Barnett, J., & Ganesh, T. G. (2013, November). Seven legitimate apprehensions about evaluating teacher education programs and seven “beyond excuses” imperatives. *Teachers College Record*, 115(12). Available from <http://www.tcrecord.org/library/abstract.asp?contentid=17251>

“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.”

89. Ginsberg, R. & Kingston, N. (2014, November). Caught in a vise: The challenges facing teacher preparation in an era of accountability. *Teachers College Record*, 116(1). Available from <http://www.tcrecord.org/library/abstract.asp?contentid=17295>

“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.”

90. Gitomer, D., Bell, C., Yi, Q., McCaffrey, D., Hambre, B. K., & Pianta, R. C. (2014, November). The instructional challenge in improving teaching quality: Lessons from a classroom observation protocol. *Teachers College Record*, 116(6), 1-32. Available from <http://www.tcrecord.org/Content.asp?contentid=17460>

“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.”

91. Konstantopoulos, S. (2014, November). Teacher effects, value-added models, and accountability. *Teachers College Record*, 116(1). Available from <http://www.tcrecord.org/Content.asp?contentid=17290>

“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.”

92. Lambe, J., McNair, V., & Smith, R. (2013, February). 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: International research and pedagogy*, 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.”

93. Margolis, J., & Doring, A. (2013, September). 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.”

94. Papay, J.P. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review*, 82(1), 123-141. Available from <http://her.hepg.org/content/v40p0833345w6384/?p=a76b57a57e1a45c5ba90dbc60169c0a4&pi=6>

“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.”

95. Pieczura, M. (2012, November). Weighing the pros and cons of TAP. *Educational Leadership*, 70(3), 70-71. Available from <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/Weighing-the-Pros-and-Cons-of-TAP.aspx>

“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.”

96. Wiens, P. D., Hessberg, K., LoCasale-Crouch, J., & DeCoster, J. (2013, July). 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. DOI:10.1016/j.tate.2013.01.010

“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.”

### Professional Development Schools and Partnerships

97. Breault, D. A. (2013, November). The challenges of scaling-up and sustaining professional development school partnerships. *Teaching and Teacher Education, 36*, 92-100. DOI:10.1016/j.tate.2013.07.007

“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”

98. Breault, R. (2014, January). Power and perspective: the discourse of professional development school literature. *Asia-Pacific Journal of Teacher Education*, 42(1), 22-35. DOI:10.1080/1359866X.2013.869547

‘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”

99. Bole, P. T., & Farizo, K. P. (2013, November). 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.”

100. Carlson, C. B. (2012, December). 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. Available from <http://connection.ebscohost.com/c/articles/95314747/from-partnership-formation-collaboration-developing-state-mandated-university-multidistrict-partnership-design-pk-12-principal-preparation-program-rural-service-area>

“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.”

101. Vandyck, I., Graaff, R., Pilot, A., Beishuizen, J. (2012, October). Community building of (student) teachers and a teacher educator in a school-university partnership. *Learning Environments Research*, 15(3), 299-318. DOI:10.1007/s10984-012-9118-2

“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.”

102. Youens, B., Smethem, L., & Sullivan, S. (2014, January). Promoting collaborative practice and reciprocity in initial teacher education: Realising a ‘dialogic space’ through video capture analysis. *Journal of Education for Teaching: International research and pedagogy*, 40(2), 101-113. DOI:10.1080/02607476.2013.871163

“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.”

## Simultaneous Renewal

103. 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. Available from <http://eric.ed.gov/?id=EJ1001441>

“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.”

104. Frazier, C. (1995). Assessment and evaluation in teacher education renewal. *Pearson Assessments*. Available from [http://images.pearsonassessments.com/images/NES\\_Publications/1995\\_04Frazier\\_351\\_1.pdf](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

105. Ozkan, B. C., Davis, N., & Johnson, N. (2006, April). An innovative approach on holistic analysis of interview data: The case of Iowa State University's simultaneous renewal of teacher education. *Turkish Online Journal of Educational Technology*, 5(2). Available from <http://eric.ed.gov/?id=ED501455>

“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.”

106. Shroyer, G., Yahnke, S., Bennett, A., & Dunn, C. (2007). Simultaneous renewal through professional development school partnerships. *The 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.”

107. Thompson, A. D., Schmidt, D. A., & Davis, N. E. (2003, March). Technology collaboratives for simultaneous renewal in teacher education. *Educational Technology Research and Development*, 51(1), 73-89. DOI:10.1007/BF02504519

“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.”

108. Williams, M., & Shaw, S. F. (2003). Simultaneous renewal in the urban professional development school. *Professional Educator, 25*(2), 67-75. Available from <http://eric.ed.gov/?id=EJ842402>

“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.”

## Teacher Education Policy

109. Cochran-Smith, M., Cannady, M., Pesola McEachern, K., Mitchell, K., Piazza, P., Power, C., & Ryan, A. (2012, November). Teachers' education and outcomes: Mapping the research terrain. *Teachers College Record, 114*(10), 1-49. Available from <http://www.tcrecord.org/content.asp?contentid=16668>

“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.”

110. DeLuca, C., & Bellara, A. (2013, May). The current state of assessment education: Aligning policy, standards, and teacher education curriculum. *Journal of Teacher Education, 64*(4), 256-372. DOI: 10.1177/0022487113488144

“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. 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), 1-23. Available from <https://www.tcrecord.org/library/abstract.asp?contentid=17561>

“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.”

112. Lo, L., Lai, M., & Wang, L. (2013, August). The impact of reform policies on teachers' work and professionalism in the Chinese Mainland. *Asia-Pacific Journal Of Teacher Education*, 41(3), 239-252. DOI:10.1080/1359866X.2013.809054

“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. Mehta, J. (2013, September). From bureaucracy to profession: Remaking the educational sector for the twenty-first century. *Harvard Educational Review*, 83(3), 463-488. Available from <http://her.hepg.org/content/kr08797621362v05/>

"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."

### News Clips

114. Sawchuk, S. (2013, February 15). Overhaul of teacher-prep standards targets recruitment, performance. *Education Week, Teacher Beat*. [Blog]. Retrieved from [http://blogs.edweek.org/edweek/teacherbeat/2013/02/teacher\\_prep\\_accreditation\\_ove.html](http://blogs.edweek.org/edweek/teacherbeat/2013/02/teacher_prep_accreditation_ove.html)
115. Green, E. (2010, March 2). Building a better teacher. *The New York Times*. [Web]. Retrieved from <http://www.nytimes.com/2010/03/07/magazine/07Teachers-t.html?pagewanted=7&r=0&ref=magazine>

### Best Practices from across the country

116. Hammond, B. (2013, December 09). 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](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.

117. *Teacher Education Program*. (n.d.). Retrieved April 22, 2015, from Harvard Graduate School of Education: <http://www.gse.harvard.edu/masters/tep>

"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. The National Council for Accreditation of Teacher Education. (2010, November). Transforming teacher education through clinical practice. *National Council for Accreditation of Teacher Education*. Washington, DC: Author. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

"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."

119. St. Arnauld, C. (2006, September). Arizona's teacher education initiative: Aligning high school and college curricula. *New Directions for Community Colleges*, 2006(135), 91-100. DOI 10.1002/cc.251

“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. *Education, Ph.D. (Curriculum and Teacher Education)*. (n.d.). Retrieved April 22, 2015, from UNC School of Education: [http://soe.unc.edu/academics/phd\\_teacher\\_education/#cte](http://soe.unc.edu/academics/phd_teacher_education/#cte)

“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

121. Teacher Quality Partnership Grant Program. (n.d.) United States. Retrieved April 22, 2015, from <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. The National Council for Accreditation of Teacher Education. (2010, November). Transforming teacher education through clinical practice. *National Council for Accreditation of Teacher Education*. Washington, DC: Author. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

- 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. Beach, D., & Bagley, C. (2013, July). Changing professional discourses in teacher education policy back towards a training paradigm: A comparative study. *European Journal of Teacher Education, 36(4)*, 379-392. DOI:10.1080/02619768.2013.815162

“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.”

124. McLean Davies, L., Anderson, M., Deans, J., Dinham, S., Griffin, B. K., Page, J.,...Tyler, D. (2013, February). Masterly preparation: Embedding clinical practice in a graduate pre-service teacher education program. *Journal of Education for Teaching, 39(1)*, 93-106. DOI:10.1080/02607476.2012.733193

“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.”

125. Van Nuland, S. (2011, September). Teacher education in Canada. *Journal of Education for Teaching: International research and pedagogy, 37(4)*, 409-421. DOI:10.1080/02607476.2011.611222

“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.”

## Induction, Continuing Professional Development, and Teacher Leadership

### Induction

126. Ahn, R. (2014, May). How Japan supports novice teachers. *Educational Leadership*, 71(8), 49-53. Available from <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/How-Japan-Supports-Novice-Teachers.aspx>

“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.”

127. Boulton, H. (2013, December). 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.”

128. Carter, B. (2012, February). Facilitating preservice teacher induction through learning in partnership. *Australian Journal of Teacher Education*, 37(2), 99-113. Available from <http://eric.ed.gov/?id=EJ969520>

“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.”

129. Center on Great Teachers & Leaders. (2014, April). *From good to great: Discussion starter tool* [Power Point]. Washington, DC: American Institute for Research.
130. Gaikhorst, L, Beishuizen, J.J., Korstjens I.M., & Volman, M.L.L. (2014, August). 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.  
DOI:10.1016/j.tate.2014.04.006

“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. Green, E. (2014). *Building a better teacher: How teaching works (and how to teach it to everyone)*. New York, NY: W. W. Norton & Company.

132. Harrison Berg, J., Carver, C. L., Mangin, M. M. (2014). Teacher leader model standards: implications for preparation, policy, and practice. *Journal of Research on Leadership Education*, 9(2), 195-217.

“Teacher leadership is increasingly recognized as a resource for instructional improvement. Consequently, teacher leader initiatives have expanded rapidly despite limited knowledge about how to prepare and support teacher leaders. In this context, the Teacher Leader Model Standards represent an important development in the field. In this article, we use findings from the content analyses of four preexisting teacher leader preparation programs to identify strengths and gaps in these new standards. Our aim is to invite critical dialogue about the standards to improve their utility for strengthening teacher leadership preparation, policy, and practice. In recent decades, teachers have begun to play an increasingly important leadership role in their schools. Whether in formal positions designed to meet organizational needs or through teachers' own initiatives to address classroom-based problems of practice, teacher leaders are recognized as critical resources for instructional improvement (Katzenmeyer & Moller, 2001; Killion & Harrison, 2006; Lieberman & Miller, 2004; Mangin & Stoelinga, 2008). To encourage this promising trend, states and districts have begun creating teacher leader endorsements, certifications, and assessments”

133. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
134. 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. Available from <http://her.hepg.org/content/d11511403715u376/?p=e4b94c47dc8746d59687b4c657fc7cb2&pi=6>

“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.”

135. Hopkins, M., & Spillane, J. P. (2014, September/October). Schoolhouse teacher educators: structuring beginning teachers' opportunities to learn about instruction. *Journal of Teacher Education*, 65(4), 327-339. DOI: 10.1177/0022487114534483

"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."

136. Ingersoll, R.M. (2012, May). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47-51. DOI: 10.1177/003172171209300811

"Induction is an education reform whose time has come."

137. Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233. DOI:10.3102/0034654311403323

"This review critically examines 15 empirical studies, conducted since the mid-1980s, on the effects of support, guidance, and orientation programs—collectively known as induction—for beginning teachers. Most of the studies reviewed provide empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement. Of the studies on commitment and retention, most showed that beginning teachers who participated in induction showed positive impacts. For classroom instructional practices, the majority of studies reviewed showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping students on task, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. For student achievement, almost all of the studies showed that students of beginning teachers who participated in induction had higher scores, or gains, on academic achievement tests. There were, however, exceptions to this overall pattern—in particular a large randomized controlled trial of induction in a sample of large, urban, low-

income schools—which found some significant positive effects on student achievement but no effects on either teacher retention or teachers’ classroom practices. The review closes by attempting to reconcile these contradictory findings and by identifying gaps in the research base and relevant questions that have not been addressed and warrant further research.”

138. Kemmis, S., Heikkinen, H.L.T., Fransson, G., Aspfors, J., & Edwards-Groves, C. (2014, October). Mentoring of new teachers as contested practice: Supervision, support and collaborative self-development. *Teaching and Teacher Education*, 43, 154-164. DOI:10.1016/j.tate.2014.07.001

“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.”

139. Langdon, F.J., Alexander, P.A., Ryde, A., & Baggetta, P. (2014, November). A national survey of induction and mentoring: How it is perceived within communities of practice. *Teaching and Teacher Education*, 44, 92-105. DOI:10.1016/j.tate.2014.08.004

“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.”

140. Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., Anders, Y., & Baumert, J. (2013, November). How different mentoring approaches affect beginning teachers’ development in the first years of practice. *Teaching and Teacher Education*, 36, 166-177. DOI:10.1016/j.tate.2013.07.012

“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.”

141. National Board for Professional Teaching Standards. (2002, August). *What teachers should know and be able to do*. Arlington, VA: Author.

142. National Education Association. (2008). *Access, adequacy, and equity in education technology: results of a survey of America’s teachers and support professionals on technology in public schools and classrooms*. Washington, DC: Author.

<http://www.edutopia.org/pdfs/NEA-Access,Adequacy,andEquityinEdTech.pdf>

“This report highlights data from the third survey in a series whose first two components the NEA conducted in 1998 and 2001 and reported in *Gains and Gaps in Education Technology: An NEA Survey of Educational Technologies in Schools* (NEA 2004). This survey builds on the concerns and constituencies of the two earlier surveys and, through the collaboration of the AFT, now includes a larger pool of educators from the nation’s largest urban school districts. With this expansion of the survey sample, the current data represent a more demographically varied group of educators working in a broader range of settings. In addition to its greater breadth, this new survey and report give particular attention to issues of equity across the various groups of educators. These groups are defined in several ways: by their school’s community type (i.e., urban, suburban, or rural); the grade level in which the educators work; and their years of work experience. Although the report does not cover all aspects of education technology in the schools, it does present an in-depth examination of specific issues in education technology from the sole perspective of America’s educators. Moreover, the study offers recommendations for policymakers and researchers to help ensure that educators have the resources and support they need not only to benefit immediately from education technology but also to help ensure that their evolving needs are continually articulated, understood, and met.”

143. Riggs, L. (2013, October 18). *Why do teachers quit?* The Atlantic. Retrieved from <http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

144. Thorpe, R. (2014, September). Residency: Can it transform teaching the way it did medicine? *Phi Delta Kappan*, 96(1), 36-40. DOI:10.1177/0031721714547860

“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."

145. Whisnant, E., Elliot, K., & Pynchon, S. (2005, July). *A review of literature on beginning teacher induction*. The University of Texas at El Paso. Retrieved November 24, 2014, from [http://utminers.utep.edu/hhernandez10/documents/Articles/A\\_Review\\_of\\_Literature.pdf](http://utminers.utep.edu/hhernandez10/documents/Articles/A_Review_of_Literature.pdf)

146. Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009, February). *Professional learning in the learning profession: A status report on teacher development in the U.S. and abroad*. Dallas, TX: National Staff Development Council. <http://learningforward.org/docs/pdf/nsdcstudytechnicalreport2009.pdf?sfvrsn=0>

"Improving professional learning for educators is a crucial step in transforming schools and improving academic achievement. To meet federal requirements and public expectations for school and student performance, the nation needs to bolster teacher skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching. This report reveals that much of the professional development available today focuses on educators' academic content knowledge, and pays growing attention to mentoring support, particularly for new teachers. But, overall, the kind of high-intensity, job-embedded collaborative learning that is most effective is not a common feature of professional development across most states, districts, and schools in the United States. The purpose of this report is to provide policymakers, researchers, and school leaders with a teacher-development research base that can lead to powerful professional learning, instructional improvement, and student learning. It examines what research has revealed about professional learning that improves teachers' practice and student learning. It describes the relative availability of such opportunities in the United States as well as in high-achieving nations around the world, which have been making substantial and sustained investments in professional learning for teachers over the last two decades."

147. Zuidema, L.A. (2011, December). Making space for informal inquiry: Inquiry as stance in an online induction network. *Journal of Teacher Education*, 63(2), 132-146.  
DOI:10.1177/0022487111428326

"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."

## Continuing Professional Development

148. For each to excel. (2012). *Educational Leadership*, 69(5). Available from <http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/toc.aspx>

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

149. Bai, B. (2014, June). Enhancing in-service teachers' professional learning through a school-based professional development program in Hong Kong. *Journal of Education for Teaching: International research and pedagogy*, 40(4), 434-436.  
DOI:10.1080/02607476.2014.929380

"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."

150. Bundick, M.J., Quaglia, R.J., Corso, M.J., & Haywood, D.E. (2014, November). Promoting student engagement in the classroom. *Teachers College Record*, 116(4). Available from <http://www.tcrecord.org/library/abstract.asp?contentid=17402>

"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.”

151. Sang, G., Valcke, M., van Braak, J., Zhu, Chang., Tondeur, J., & Yu, Kailian. (2012, October). 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. DOI:10.1080/1359866X.2012.724655

“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 constructivists in terms of both practical activities and student ICT use.”

152. ASCD Community in Action. (2013). Getting students to mastery. *Educational Leadership*, 71(4), 95. Available from <http://www.ascd.org/publications/educational-leadership/dec13/vol71/num04/ASCD-Community-in-Action.aspx>

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

153. Hill, H.C., Beisiegel, M., & Jacob, R. (2013, November). Professional development research: consensus, crossroads, and challenges. *Educational Researcher*, 42(9), 476-487. DOI:10.3102/0013189X13512674

“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.”

154. 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), 311-331. Chesapeake, VA: Society for Information Technology & Teacher Education. Retrieved from <http://www.editlib.org/p/49771/>

“Today’s teachers are faced with a number of options when it comes to sharing knowledge about their professions. In the digital age, teachers use social media, online professional networks, email listservs, and blogging connections to share knowledge and resources. Here, I describe how one teacher engages with social media to develop networks that are at once local and global, tied into their school settings, districts, and communities even as they extend far beyond these spaces. I engage multiple methods, including qualitative interviews and observations and quantitative social network analyses of Sylvia’s Facebook network. Analysis of Sylvia’s practices and digital networks reveals the degree to which teachers’ physical and digital lives overlap and draws attention to a need for further research on teachers’ digital lives.”

155. Knight, J. (2014, May). What you learn when you see yourself teach. *Educational Leadership*, 71(8), 18-23. Available from <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/What-You-Learn-When-You-See-Yourself-Teach.aspx>

“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.”

156. 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. DOI:10.1016/j.tate.2013.10.003

“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.”

157. Moss, C.M., & Brookhart, S.M. (2013, April). A new view of walk-throughs. *Educational Leadership*, 70(7), 42-45. Available from [http://www.ascd.org/publications/educational\\_leadership/apr13/vol70/num07/A\\_New\\_View\\_of\\_Walk-Throughs.aspx](http://www.ascd.org/publications/educational_leadership/apr13/vol70/num07/A_New_View_of_Walk-Throughs.aspx)

“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.”

158. Rosaen, C.L., Carlisle, J.F., Mihocko, E., Melnick, A., & Johnson, J. (2013, October). Teachers learning from analysis of other teachers’ reading lessons. *Teaching and Teacher Education*, 35, 170-184. DOI:10.1016/j.tate.2013.06.007

“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.”

159. Sams, A., & Bergmann, J. (2013, March). Flip your students’ learning. *Educational Leadership*, 70(6), 16-20. Available from <http://www.ascd.org/publications/educational->

[leadership/mar13/vol70/num06/Flip-Your-Students%27-Learning.aspx](#)

“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.”

160. Scherer, M. (2014, May). Perspectives / bright spots in professional learning. *Educational Leadership*, 71(8), 7. Available from <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Bright-Spots-in-Professional-Learning.aspx>

“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).”

161. Van Driel, J.H., & Berry, A. (2012, January/February). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28. DOI:10.3102/0013189X11431010

“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

162. Ackerman, R., & Mackenzie, S. (Eds.). (2006). *Uncovering teacher leadership: Essays and voices from the field*. Thousand Oaks, CA: Corwin Press.

“Practicing the art of teacher leadership requires self-reflection, creativity, and discipline. This comprehensive reader brings together the top voices in the field, encouraging teacher leaders to examine the tensions in their practice. Edited by recognized leadership experts Richard H. Ackerman, author of *The Wounded Leader*, and Sarah V. Mackenzie, this must-have resource contains classic essays and contemporary gems that explore teacher leadership in insightful and surprising ways.

This well-organized compendium features stories and lessons from teacher leaders that explore current issues, underlying feelings, and fresh perspectives. Within a five-part structure, each section begins with an introduction and closes with questions designed to encourage reflection and discussion. Readers will be able to use:

- Stories, essays, and research findings for insight and exploration
- Protocols to structure conversations about common issues
- Ideas for inspiring and motivating other educators to examine and improve their practices

Revealing the inner world of teacher leaders will prompt readers to think more deeply about their own leadership.”

163. Amrein-Beardsley, A. (2012, September). Recruiting expert teachers into high-needs schools: leadership, money, and colleagues. *Education Policy Analysis Archives*, 20(27). Retrieved from <http://epaa.asu.edu/ojs/article/view/941/997>

“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.”

164. The ASCD Whole Child Initiative. (2014). *Teacher leadership: The what, why, and how of teachers and leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.

165. Berry, B. (2013, October). Bold leaders, inconvenient truths. *Educational Leadership*, 71(2), 15. Available from <http://connection.ebscohost.com/c/articles/90424720/bold-leaders-inconvenient-truths>

“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.”

166. Curtis, R. (2013, February). *Finding a new way: Leveraging teacher leadership to meet unprecedented demands*. Washington, D.C.: The Aspen Institute.  
<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1574&download>

“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.”

167. Danielson, C. (2006, February). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development. Available from <http://www.amazon.com/Teacher-Leadership-Strengthens-Professional-Practice/dp/1416602712>

168. Danielson, C. (2005). Strengthening the school’s backbone: Staff developers can help the go-to people become more effective teacher leaders. *National Staff Development Council*, 26(2), 34-37. Retrieved from <http://www.plc-washington.org/cms/lib3/WA07001774/Centricity/Domain/44/true-teacher-leaders.pdf>

Teacher leadership is an idea whose time has come. True teacher leadership is exercised spontaneously and may be demonstrated by any teacher in the school. Allowing teachers leadership responsibility can transform a school. School leaders, including staff developers, can help support the development of teacher leaders by practicing the ideas presented here.

169. Dozier, T.K. (2007, September). Turning good teachers into great leaders. *Educational Leadership*, 65(1), 54-59. Available from <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Turning-Good-Teachers-into-Great-Leaders.aspx>

170. Fullan, M. (1993). *Change forces: Probing the depths of educational reform*. Abingdon, England: RoutledgeFalmer.

“Debunking popular reform efforts, this book argues that education reformers are fighting a fruitless uphill battle. Neither top-down regulation nor locally based reforms will transform schooling. The insurmountable problem is juxtaposing a continuous change theme with a continuous, conservative system that defies change. In partnership with all community agencies, educators must initiate the creation of learning societies as part of a larger social agenda. Following an introductory chapter, chapter 2 discusses the essential partnership of moral purpose with change agency. Chapter 3 treats the complexity of the change process, identifying eight basic lessons of a new change paradigm: (1) you can't mandate or force change; (2) change is a journey, not a blueprint; (3) problems are our friends; (4) vision and strategic planning come later; (5) individualism and collectivism must have equal power; (6) neither centralization nor decentralization works by itself; (7) connections with the wider environment is critical for success; and (8) every person is a change agent. Chapters 4 and 5 discuss the school as a learning organization and the two-way relationship between a learning organization and its environment. Chapter 6 argues that continuous teacher education is essential to produce moral change agents. The final chapter treats the productive individual's role in shaping and checking schooling and other social institutions. Contains 168 references and a subject index.”

171. Harrison-Berg, J. (2007). *Resources for reform: The role of board-certified teachers in improving the quality of teaching* [Doctoral Thesis]. Retrieved from Harvard University [http://isites.harvard.edu/fs/docs/icb.topic1240462.files/JHBerg\\_Dissertation\\_May2007-1%20Resources%20for%20Reform.pdf](http://isites.harvard.edu/fs/docs/icb.topic1240462.files/JHBerg_Dissertation_May2007-1%20Resources%20for%20Reform.pdf)

“While experts agree that teaching quality is the most important school-level influence on student learning, they do not necessarily agree on what quality teaching is or how to improve it. In 1986 the Carnegie Task Force on Teaching as a Profession proposed that leading members of the teaching profession come together to agree on what constitutes a professional level of practice in teaching and to establish a system for identifying teachers who meet it. This would, they believed, make it possible to reward teachers for practicing at this level and to restructure schools so that the benefits of these teachers' expertise might be felt throughout their schools. One year later, a National Board for Professional Teaching Standards was established. It set a standard for quality, or “accomplished,” teaching and, as of 2007, has certified over 55,000 teachers who meet it. Many of these board-certified teachers receive rewards for their

achievement, but few work in schools that have been restructured to make effective and efficient use of their expertise. This qualitative study reports on data from three schools in which key leaders viewed board-certified teachers as resources for their local reform plans. I examined these purposively-selected schools and teachers' experiences within them using data from interviews, focus groups, sociograms, observations, and documents collected during multi-day site visits to understand how board-certified teachers were strategically employed in these settings, to identify the ways in which these teachers were assets for improving teaching practice and to analyze how context mattered in whether these schools and districts were making efficient use of board-certified human resources. The data from this study reveal that while board-certified teachers were reported to have a positive influence on the standard of teaching practice in these settings, conditions within their contexts were important in supporting them to be willing and able to be resources and to be effective in their formal and informal reform roles. These unique cases offer insights into how schools might capitalize on the investments education leaders have made in board-certified teachers and hint at how the Board's new professional standard could stimulate improvement throughout U.S. schools."

172. Hess, F.M. (2013, October). Seizing opportunity from crisis. *Educational Leadership*, 71(2), 13. Available from <http://connection.ebscohost.com/c/articles/90424718/seizing-opportunity-from-crisis>

"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."

173. Institute for Educational Leadership. (2001). Leadership for student learning: Redefining the teacher as leader. *Author*. Available from <http://www.ctl.vcu.edu/media/ctl/documents/RedefiningtheTeacherasLeader.pdf>

174. Johnson, S. M. (2013, October). Formal recognition required. *Educational Leadership*, 71(2), 14. Available from <http://connection.ebscohost.com/c/articles/90424719/formal-recognition-required>

"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."

175. Katzenmyer, M. H., and Moller, G. V. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin.

176. Keller, B. (2007, August). *The national board: Challenged by success? Education Week*. Available from <http://www.edweek.org/ew/articles/2007/08/15/45nbpts.h26.html>
177. Lord, B. & Miller, B. (2000, March). *Teacher leadership: An appealing and inescapable force in school reform?* Newton, MA: Educational Development Center, Inc.
178. Moore Johnson, S. (2007, June 27). *Leading the local: Teachers union presidents speak on change, challenges*. Education Sector Reports.
179. Neumann, M.D., Jones, L.C.S., & Webb, P.T. (2012, February). 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.”

180. Sahlberg, P. (2013, October). Teachers as leaders in Finland. *Educational Leadership*, 71(2), 36-40. Available from <http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/Teachers-as-Leaders-in-Finland.aspx>

“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.”

181. Troen, V., and Boles, K.C. (2003). *Who's teaching your children?: Why the teacher crisis is worse than you think and what can be done about it*. New Haven, CT: Yale University Press.

### Teacher Leadership: Mentoring

183. Clarke, A., Triggs, V., & Nielsen, W. (2014, June). Cooperating teacher participation in teacher education: A review of the literature. *Review of Educational Research, 84*(2). DOI:10.3102/0034654313499618

“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.”

184. Dawson, P. (2014, April). Beyond a definition: Toward a framework for designing and specifying mentoring models. *Educational Researcher, 43*(3), 137-145. DOI:10.3102/0013189X14528751

“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.”

185. Desimone, L.M., Hochberg, E.D., Porter, A.C., Polikoff, M.S., Schwartz, R., & Johnson, L.J. (2014, March/April). Formal and informal mentoring: Complementary, compensatory, or consistent?. *Journal of Teacher Education*, 65(2), 88-110. DOI: 10.1177/0022487113511643

“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.”

186. Gareis, C.R., & Grant, L.W. (2014, April). The efficacy of training cooperating teachers. *Teaching and Teacher Education*, 39, 77-88. DOI:10.1016/j.tate.2013.12.007

“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.”

187. Johnson, S., & Fiarman, S.E. (2012). The Potential of Peer Review. *Educational Leadership*, 70(3), 20-25. Available from <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/The-Potential-of-Peer-Review.aspx>

“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

188. 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), 107-122. DOI:10.1080/02607476.2012.733194

“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.”

189. Danielson, C. (2012). Observing classroom practice. *Educational Leadership*, 70(3), 32-37. Available from <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/Observing-Classroom-Practice.aspx>

“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.”

190. Farley-Ripple, E.N., & Buttram, J.L. (2013). Harnessing the power of teacher networks. *Phi Delta Kappan*, 95(3), 12-15. DOI: 10.1177/003172171309500304

“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.”

191. Goldrick, L. (2009, June). A teacher development continuum: The role of policy in creating a supportive pathway into the profession [Policy Brief]. Santa Cruz, C.A.: New Teacher Center.

192. Leshem, S. (2014, July). How do teacher mentors perceive their role, does it matter? *Asia-Pacific Journal of Teacher Education*, 42(3), 261-274.  
DOI:10.1080/1359866X.2014.896870

“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.”

## School Leaders and Professional Development

193. Drago-Severson, E. (2012). New opportunities for principal leadership: Shaping school climates for enhanced teacher development. *Teachers College Record*, 114(3), 1-44.  
Available from <http://www.tcrecord.org/library/abstract.asp?contentid=16304>

“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.”

194. For principals: A social media support group. (2013). *Educational Leadership*, 70(7), 9. Retrieved from <http://www.educationallleadership-digital.com/educationalleadership/201304?pg=11#pg11>

The article presents information on Leadership 2.0, an online learning community for school principals located at [www.edWeb.net/leadership](http://www.edWeb.net/leadership).

195. Stewart, V. (2013, April). School leadership around the world. *Educational Leadership*, 70(7), 48-54. Available from <http://www.ascd.org/publications/educational-leadership/apr13/vol70/num07/School-Leadership-Around-the-World.aspx>

“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.”

196. Spiro, J.D. (2013, May). Effective principals in action. *Phi Delta Kappan*, 94(8), 27-31. DOI: 10.1177/003172171309400807

“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.”

## Professional Development and Teacher Evaluation

197. Maunsell, P.A. (2014). Communication is key to common core. *Phi Delta Kappan*, 95(6), 61-65. DOI:10.1177/003172171409500613

“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.”

198. Tan, O. (2012, November). Singapore’s holistic approach to teacher development. *Phi Delta Kappan*, 94(3), 76-77. DOI: 10.1177/003172171209400320

“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.”

## News Clips

199. Riggs, L. (2013, October 18) Why do teachers quit? The Atlantic. Retrieved from <http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

- “...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.”

200. Ingersoll, R.M. (2012, May). Beginning teacher induction: What the data tell us. *Phi Delta Kappan*, 93(8), 47-51. DOI: 10.1177/003172171209300811

- 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.”

201. Sawchuk, S. (2013, February 15). Overhaul of teacher-prep standards targets recruitment, performance. *Education Week*. Available from [http://blogs.edweek.org/edweek/teacherbeat/2013/02/teacher\\_prep\\_accreditation\\_ove.html](http://blogs.edweek.org/edweek/teacherbeat/2013/02/teacher_prep_accreditation_ove.html)

202. Nocera, J. (2014, July 18). Teaching teachers. *The New York Times*. [Op-Ed]. Retrieved from <http://www.nytimes.com/2014/07/29/opinion/joe-nocera-teaching-teaching.html? r=1>

### Best Practices across the World

203. Ahn, R. (2014, May). How Japan supports novice teachers. *Educational Leadership*, 71(8), 49-53. Available from <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/How-Japan-Supports-Novice-Teachers.aspx>

“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.”

204. Richter, D., Kunter, M., Lüdtke, O., Klusmann, U., Anders, Y., & Baumert, J. (2013, November). How different mentoring approaches affect beginning teachers' development in the first years of practice. *Teaching and Teacher Education*, 36, 166-177. DOI:10.1016/j.tate.2013.07.012

“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.”

205. Sahlberg, P. (2013, October). Teachers as leaders in Finland. *Educational Leadership*, 71(2), 36-40. Available from <http://www.ascd.org/publications/educational-leadership/oct13/vol71/num02/Teachers-as-Leaders-in-Finland.aspx>

“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.”

## Evaluation and Assessment

206. Allen, M., Coble, C., & Edward, C. (2015, February). *Building an evidence-based system for teacher preparation*. Teacher Preparation Analytics. Retrieved from <https://caepnet.files.wordpress.com/2014/09/building-an-evidence-based-system-for-teacher-preparation-201409151.pdf>

“CAEP commissioned a report from Teacher Preparation Analytics (TPA) to help move forward the creation of a more evidence-based system of teacher preparation. CAEP intends the TPA Report and their suggested Key Effectiveness Indicators as a starting point for a much needed discussion.

Why did CAEP commission this report?

1. To generate a national discussion of the measures, incorporating which measures are most meaningful as well as how to achieve more common measures across states and CAEP, that should be part of a system for reporting teacher preparation key effectiveness indicators;
2. To align CAEP accreditation with these reporting systems as closely as possible to strengthen accreditation, facilitate state data collection and reporting, and reduce reporting burdens for EPPs; and
3. To promote collaboration and best practices among states, CAEP, and other stakeholders (such as piloting new measures, sharing information on requirements for building strong data systems, and related issues).

In these ways, the report will help CAEP and its collaborators frame how to move forward so that teacher preparation data by 2020 will be strong, informative, and useful. From CAEP’s perspective, this is one of the greatest challenges and opportunities for our field.”

207. American Federation of Teachers, a Union of Professionals. (2012). *Raising the bar: Aligning and elevating teacher preparation and the teaching profession*. Washington, DC: Author. Available from <http://www.highered.nysed.gov/raisingthebar2012.pdf>

“The American Federation of Teachers Teacher Preparation Task Force was established to examine the research on what works and what does not work in the field of teacher preparation as a basis for making policy recommendations. Just as important, the task force considered how best to implement such policy recommendations in a way that takes into account all stakeholders--teacher education institutions, K-12 schools, teacher accrediting agencies, state education boards, federal government regulators, education associations and unions--and leads to real improvement in the field as measured by the quality of new teachers entering the profession. The task force recommends three significant changes that must be made to truly improve teacher preparation and, by extension, improve teaching and learning in schools. These changes include: (1) alignment and coherence of teacher preparation standards, programs and assessments; (2) rigorous and universal assessment; and (3) a profession governed by professionals. To drive these changes, the AFT shares recommendations, and the principles and design features on which they are based, that are essential to building the kind of professionalism, alignment, and coherence needed for high-quality teacher preparation. Appended are: (1) Information about the AFT Teacher Preparation Task Force; (2) AFT Survey of New Teachers; (3) AFT Principles and Standards For Effective Teacher Preparation; and (4) Inventory of State-Level Teacher Candidate Entrance Exams. (Contains 1 figure, 2 tables, and 20 endnotes.)”

208. Amrein-Beardsley, A., Barnett, J., & Ganesh, T. G. (2013, November). Seven legitimate apprehensions about evaluating teacher education programs and seven “beyond excuses” imperatives. *Teachers College Record*, 115(12). Available from <http://www.tcrecord.org/library/abstract.asp?contentid=17251>

“This work focuses on the Teacher Preparation Research and Evaluation Project (T-PREP) that spawned via the collaborative efforts among the deans and representative faculty from Arizona State University (ASU), Northern Arizona University (NAU), and the University of Arizona (UofA). The colleges of education located within each respective university are the colleges that train the vast majority of educators in the state of Arizona. Participants also included other key stakeholders in the state of Arizona, including the deans and representative faculty from the aforementioned colleges of education, leaders representing the Arizona Department of Education (ADE), and other key leaders and constituents involved in the state’s education system (e.g., the state’s union and school board leaders and representatives).”

209. Beaton, A. E., Rogers, A. M., Gonzalez, E., Hanly, M. B., Kolstad, A., Rust, K. F., Sikali, E., Stokes, L., and Jia, Y. (2011). *The NAEP Primer*. Washington, DC: U.S. Department of Education, National Center for Education Statistics. Available from <http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2011463>

210. Berry, B., Curtis, R., Wurtzel, J. (2008). *Urban teacher residencies: A new way to recruit, prepare, develop, and retain effective teachers in high-needs districts*. Annenberg Institute for School Reform: Voices in Urban Education.
211. Council for Accreditation of Educator Preparation. (n.d.). CAEP 2013 Standards for Accreditation of Education Preparation.
212. Darling-Hammond, L. (2013, June 18). National council on teacher quality report is deeply flawed. *Ed Source: Highlighting Strategies for Student Success*.  
<http://edsources.org/2013/national-council-on-teacher-quality-report-is-deeply-flawed-2/63676#.VUDyKCFVhBc>.
213. Dotger, B. H., & Walker, J. M. T. (2011, October 14). 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), 62-75.  
DOI:10.1177/0022487111419300
214. Ewell, P. T. (2002). *An emerging scholarship: A brief history of assessment*. National Center for Higher Education Management Systems. San Francisco, CA: Jossey-Bass.
215. Ginsberg, R. & Kingston, N. (2014, November). Caught in a vise: The challenges facing teacher preparation in an era of accountability. *Teachers College Record*, 116(1). Available from <http://www.tcrecord.org/library/abstract.asp?contentid=17295>
216. Gitomer, D., Bell, C., Yi, Q., McCaffrey, D., Hambre, B.K., & Pianta, R.C. (2014, November). The instructional challenge in improving teaching quality: Lessons from a classroom observation protocol. *Teachers College Record*, 116(6), 1-32. Available from <http://www.tcrecord.org/Content.asp?contentid=17460>
217. Kaestle, C. (n.d.) Testing policy in the United States: A historical perspective. *The Gordon Commission on the Future of Assessment in Education*. Retrieved from [http://www.gordoncommission.org/rsc/pdf/kaestle\\_testing\\_policy\\_us\\_historical\\_perspective.pdf](http://www.gordoncommission.org/rsc/pdf/kaestle_testing_policy_us_historical_perspective.pdf).

“This essay provides an overview of the history of testing policy in the United States. The author focuses on policy issues in order to allow the reader to reflect upon how current-testing practices came to be.”

218. Koebler, J. (2012, January 4). On 10<sup>th</sup> anniversary, a look back at “no child’ legacy: The controversial No child left behind law changes the face of American education. *US New & world report Education*. Retrieved from <http://www.usnews.com/education/blogs/high-school-notes/2012/01/04/on-10th-anniversary-a-look-back-at-no-child-legacy>
219. Konstantopoulos, S. (2014, November). Teacher effects, value-added models, and accountability. *Teachers College Record*, 116(1). Available from <http://www.tcrecord.org/Content.asp?contentid=17290>
220. Lambe, J., McNair, V., & Smith, R. (2013, February). 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: International research and pedagogy*, 39(2), 181-196. DOI:10.1080/02607476.2013.765191
221. Margolis, J., & Doring, A. (2013, September). 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
222. National Council on Teacher Quality. (2014). *NCTQ standards and indicators for teacher prep review 2014*. Washington, D.C.: Author.
223. Office of Postsecondary Education. (2013). Preparing and credentialing the nation’s teachers: The secretary’s ninth report on teacher quality. Washington, DC: U.S. Department of Education. Retrieved from <https://title2.ed.gov/TitleIIReport13.pdf>
224. Ogan-Bekiroglu, F. (2014, May). 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
225. Papay, J. P. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. *Harvard Educational Review*, 82(1), 123-141. Available from <http://her.hepg.org/content/v40p0833345w6384/?p=a76b57a57e1a45c5ba90dbc60169c0a4&pi=6>

226. Perie, M., Park, J., and Klau, K. (2007, December). *Key elements for educational accountability models*. Council of Chief State School Officers. Retrieved from [http://www.ccsso.org/Documents/2007/Key\\_elements\\_for\\_educational\\_2007.pdf](http://www.ccsso.org/Documents/2007/Key_elements_for_educational_2007.pdf)

“The purpose of this report is to summarize the work that had been done prior to 2008 on developing a set of standards for a good/valid accountability system. In addition, this paper describes procedures that states can use in developing a new accountability system or in evaluating a current one. The audience is intended to be state or district policymakers who are designing, redesigning, or reviewing their accountability systems. The overarching goal of this report is to answer the question "As states consider developing accountability plans separate from NCLB or as an enhancement to NCLB, what are the elements, standards, etc. of a good accountability system?"

227. Pieczura, M. (2012, November). Weighing the pros and cons of TAP. *Educational Leadership*, 70(3), 70-71. Available from <http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/Weighing-the-Pros-and-Cons-of-TAP.aspx>

228. Pitts Bannister, V. R., & Mariano, G. J. (2013, December). 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

229. Ravitch, D. (2012, May 24). Ravitch: What is NCTQ (and why you should know). *The Washington Post*. [http://www.washingtonpost.com/blogs/answer-sheet/post/ravitch-what-is-nctq-and-why-you-should-know/2012/05/23/gJQAg7CrlU\\_blog.html](http://www.washingtonpost.com/blogs/answer-sheet/post/ravitch-what-is-nctq-and-why-you-should-know/2012/05/23/gJQAg7CrlU_blog.html).

230. Sanders, W. L., Wright, S. P., and Horn, S. P. (1997, April). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 57-67. DOI:10.1023/A:1007999204543

“The Tennessee Value-Added Assessment System (TVAAS) has been designed to use statistical mixed-model methodologies to conduct multivariate, longitudinal analyses of student achievement to make estimates of school, class size, teacher, and other effects. This study examined the relative magnitude of teacher effects on student achievement while simultaneously considering the influences of intraclassroom heterogeneity, student achievement level, and class size on academic growth. The results show that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain.

Thus, a major conclusion is that teachers make a difference. Implications of the findings for teacher evaluation and future research are discussed.”

231. Shephard, L., Hannaway, J., and Baker E. (2009). Standards, assessment, and accountability: Education policy white paper. *National Academy of Education*. <http://files.eric.ed.gov/fulltext/ED531138.pdf>.

“Standards-based education reform has a more than 20-year history. A standards-based vision was enacted in federal law under the Clinton administration with the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA) and carried forward under the Bush administration with the No Child Left Behind Act (NCLB) of 2001. In a recent survey of policy makers, standards were acknowledged as the central framework guiding state education policy. Yet, despite this apparent unanimity about the intuitively appealing idea of standards, there is great confusion about its "operational" meaning: exactly what should the standards be, how should they be set and by whom, and how should they be applied to ensure rigorous and high-quality education for American students are the central questions that challenge policy makers and educators. For example, "content" standards (subject-matter descriptions of what students should know and be able to do) are often confused with "performance" standards (which are more like passing scores on a test), and very different theories of action are used to explain how standards-based reforms are expected to work. Ambitious rhetoric has called for systemic reform and profound changes in curriculum and assessments to enable higher levels of learning. In reality, however, implementation of standards has frequently resulted in a much more familiar policy of test-based accountability, whereby test items often become crude proxies for the standards...”

232. Stecher, B. (2010). *Performance assessment in an era of standards-based educational accountability*. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education. Retrieved from <https://scale.stanford.edu/system/files/performance-assessment-era-standards-based-educational-accountability.pdf>

“A number of factors account for the failure of performance assessment to capture a large role in achievement testing in the U.S., and this history can inform educators and education policymakers looking for better ways to test students and schools in an era of standards-based accountability. This paper presents a definition of performance assessment and reviews recent history of performance assessments in the U.S. and the claims supporting this approach to measuring student performance. It summarizes research on the quality, impact, and burden of

performance assessments used in large-scale K-12 achievement testing. The paper concludes with a discussion of the relevance of performance assessment to contemporary standards-based educational accountability and offers recommendations to support effective use of this form of assessment.”

233. Stiggins, R. (2005, December). From formative assessment to assessment for learning: a path to success in performance-based schools. *The Phi Delta Kappan*, 87(4), 324-328. Available from <http://www.jstor.org/stable/20441998>

“As the mission of schools changes from ranking students to ensuring that all learn to specified standards, Mr. Stiggins argues that the purpose and form of assessments must change as well.”

234. Wiens, P. D., Hessberg, K., LoCasale-Crouch, J., & DeCoster, J. (2013, July). 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. DOI:10.1016/j.tate.2013.01.010
235. Worrell, F., Brabeck, M., Dwyer, C., Geisinger, K., Marx, R., Noell, G., & Pianta R. (2014). *Assessing and evaluating teacher preparation programs*. Washington, DC: American Psychological Association.

## Implementation

236. AACTE and Partnership for 21<sup>st</sup> Century Skills. (2010, September). *21<sup>st</sup> Century Knowledge and Skills in Educator Preparation*. Pearson.
237. Berry, B., Curtis, R., Hernandez, M., Montgomery, D., Snyder, J.D., Wurtzel, J. (2008). Urban teacher residencies: A new way to recruit, prepare, develop, and retain effective teachers in high-needs districts. *Annenberg Institute for School Reform*.
238. Bole, P. T., & Farizo, K. P. (2013, November). 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

239. Breault, R. (2014, January). Power and perspective: The discourse of professional development school literature. *Asia-Pacific Journal of Teacher Education*, 42(1), 22-35. DOI:10.1080/1359866X.2013.869547
240. Breault, D. A. (2013, November). The challenges of scaling-up and sustaining professional development school partnerships. *Teaching and Teacher Education*, 36, 92-100. DOI:10.1016/j.tate.2013.07.007
241. Carlson, C. B. (2012, December). 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. Available from <http://connection.ebscohost.com/c/articles/95314747/from-partnership-formation-collaboration-developing-state-mandated-university-multidistrict-partnership-design-pk-12-principal-preparation-program-rural-service-area>
242. Ferrara, J. (2014). PDS action steps. In *Professional development schools: Creative solutions for educators* (143-164). Lanham, MD: Rowman & Littlefield.
243. The Holmes Group, Inc. (1995). *Tomorrow's schools of education: A report of the Holmes group*. East Lansing, MI: Author.
244. The Holmes Group, Inc. (1995). *Tomorrow's schools: Principles for the design of professional development schools*. East Lansing, MI: Author.
245. The Holmes Group, Inc. (1995). *Tomorrow's teachers: A report of the Holmes group*. East Lansing, MI: Author.
246. Howey, K. R. (2011, November). A framework for setting priorities and building partnership prototypes: *NCATE State alliances for clinical teacher preparation*. Retrieved from <http://www.ncate.org/LinkClick.aspx?fileticket=g4btD8wCIJw%3D&tabid=715>
247. Isbell, L., Wood, A. L., Mehlbrech, L., Hegwer-DiVita, M., & Stanton-Anderson, M. (2004). Standards for professional development in the long beach unified school district: Completing the continuum. In Cohn, C., Cohn, K., Houck, J. (Eds.), *Partnering to lead educational renewal: High-quality teachers, high-quality schools* (98-113). New York, NY: Teacher College Press.

248. Vandyck, I., Graaff, R., Pilot, A., Beishuizen, J. (2012, October). Community building of (student) teachers and a teacher educator in a school-university partnership. *Learning Environments Research*, 15(3), 299-318. DOI:10.1007/s10984-012-9118-2
249. Wise, A. E. (2007). Teaching teams in professional development schools: A 21st century paradigm for organizing america's schools and preparing the teachers in them. In Wehling, B. (Ed.) *Building a 21<sup>st</sup> century U.S. education system* (59-64). Washington, DC: The National Commission on Teaching and America's Future. Retrieved from <http://nctaf.org/wp-content/uploads/Chapter5.Wise.pdf>
250. Youens, B., Smethem, L., & Sullivan, S. (2014, January). Promoting collaborative practice and reciprocity in initial teacher education: realising a 'dialogic space' through video capture analysis. *Journal of Education for Teaching: International research and pedagogy*, 40(2), 101-113. DOI:10.1080/02607476.2013.871163

## Other Resources

### Reports, Books, and Monographs

#### Recruitment

251. Auguste, B., Kihn, P., & Miller, M. (2010, September). Closing the talent gap: Attracting and retaining top-third graduates to careers in teaching. *McKinsey & Company*. Retrieved from <http://www.compadre.org/phystec/items/detail.cfm?ID=10526>

"In the five years that have passed since *Rising Above the Gathering Storm* was issued, much has changed in our nation and world. Despite the many positive responses to the initial report, including congressional hearings and legislative proposals, America's competitive position in the world now faces even greater challenges, exacerbated by the economic turmoil of the last few years and by the rapid and persistent worldwide advance of education, knowledge, innovation, investment, and industrial infrastructure. Indeed the governments of many other countries in Europe and Asia have themselves acknowledged and aggressively pursued many of the key recommendations of *Rising Above the Gathering Storm*, often more vigorously than has the U.S. We also sense that in the face of so many other daunting near-term challenges, U.S. government and industry are letting the crucial strategic issues of U.S. competitiveness slip

below the surface.”

252. Rich, M. (2014, September 6). Why don't more men go into teaching? *The New York Times*. Retrieved from [http://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?referrer=&\\_r=0](http://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?referrer=&_r=0)
253. Rich, M. (2015, April 11). Where are the teachers of color? *The New York Times*. Retrieved from [http://www.nytimes.com/2015/04/12/sunday-review/where-are-the-teachers-of-color.html?\\_r=0](http://www.nytimes.com/2015/04/12/sunday-review/where-are-the-teachers-of-color.html?_r=0)

### Recruitment: Increasing Diversity

254. Center for Great Public Schools, Teacher Quality Department. (2009). *Strengthening and diversifying the teacher recruitment pipeline: Current efforts*. Washington, DC: National Education Association. Available from <http://www.nea.org/assets/docs/HE/TQbook09.pdf>

“This report, prepared by the Center for Teaching Quality for the National Education Association, discusses four strategies to increase the supply of teachers, especially in high-need areas (certain subjects and teaching specialties, and teachers of color):

- College fellows programs
- High school teacher cadet programs
- High school teacher academies
- Community colleges

Currently, most state and district “grow our own” programs employ the first three approaches. Community colleges are a promising, emerging strategy to attract teachers of color. Teacher recruitment programs are also evolving in response to funding requirements of the federal Carl D. Perkins Vocational and Technical Education Act. Assessment has been cursory, at best, due to underfunding—most or all available dollars are used for program activities. Accordingly, our recommendations include establishing a national clearinghouse to:

- Collect data about the teacher recruitment pipeline
- Fund research and evaluation of recruitment initiatives”

### Cultural Competence

255. Villegas, A., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(1), 20-32.  
DOI:10.1177/0022487102053001003

“To successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the preservice curriculum. A vision is offered of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process. In this vision, culturally responsive teachers (a) are socioculturally conscious, (b) have affirming views of students from diverse backgrounds, (c) see themselves as responsible for and capable of bringing about change to make schools more equitable, (d) understand how learners construct knowledge and are capable of promoting knowledge construction, (e) know about the lives of their students, and (f) design instruction that builds on what their students already know while stretching them beyond the familiar.”

## Pre-service Teacher Education

256. Cochran-Smith, M. (2006). Ten promising trends (and three big worries). *Educational Leadership*, 63(6), 20-25. Available from [http://www.ascd.org/publications/educational-leadership/mar06/vol63/num06/Ten-Promising-Trends-\(and-Three-Big-Worries\).aspx](http://www.ascd.org/publications/educational-leadership/mar06/vol63/num06/Ten-Promising-Trends-(and-Three-Big-Worries).aspx)

“For almost a century and a half, teacher preparation in the United States has been accomplished through specialized teacher education programs. And for almost as long, there has been controversy about those programs, especially about the appropriate balance between liberal arts and pedagogy, theory and practice, and university experiences and school-based experiences. During the last decade, some of the most highly publicized and politicized debates have focused on the evaluation of teacher education programs and on the merits of alternate pathways into teaching compared with traditional programs.

In the context of these continuing controversies, we have seen many new developments in teacher education. Ten promising trends have the power to reinvent the profession by diversifying its forms, expanding its scope, and strengthening its research and professional bases. But three problems may undermine these trends and impair the profession by limiting the goals of teacher education and narrowing its professional grounding.”

257. CTA TeacherSolutions Teacher Prep Team. (2013). *TEACHING 2030: Leveraging teacher preparation 2.0*. Carrboro, NC: Center for Teacher Quality. Retrieved from [http://www.teachingquality.org/sites/default/files/TEACHING\\_2030\\_Leveraging\\_Teacher\\_Preparation.pdf](http://www.teachingquality.org/sites/default/files/TEACHING_2030_Leveraging_Teacher_Preparation.pdf)

“*TEACHING 2030: Leveraging Teacher Preparation 2.0* aims to change the direction of the typical contentious conversations about teacher preparation. The report, authored by 17 teacher

leaders, captures the perspective of classroom experts who have first-hand experience of the connections between preparation and practice. After collaborating, researching, and sharing experiences, the teacher team created a final report that:

- Highlights essential components of any teacher education program
- Identifies how teacher prep fits in with the larger landscape of the teaching profession
- Features 9 "promising prep programs"
- Peers toward Teacher Prep 3.0 and the technology and apps that will lead us there"

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

*Powerful Teacher Education* describes the strategies, goals, content, and processes of seven highly successful and long-standing teacher education programs - Alverno College, Bank Street College, Trinity University, University of California, Berkeley, University of Southern Maine, University of Virginia, and Wheelock College. All these colleges and universities have succeeded in preparing teachers to teach diverse learners to achieve high levels of performance and understanding. In discussing the common features of these programs, Linda Darling-Hammond shows what outstanding teacher education models do and how they do it, and what their graduates accomplish as a result. *Powerful Teacher Education* also examines the policies, organizational features, resources, and relationships that have enabled these programs to succeed.

259. Levine, A. (2006, September). *Educating school teachers*. Washington, DC: The Education Schools Project. Retrieved from [http://www.edschools.org/pdf/educating\\_teachers\\_report.pdf](http://www.edschools.org/pdf/educating_teachers_report.pdf)

260. Poliakoff, A. R., Dailey, C. R., & White, R. (2011, January). Pursuing. Retrieved November 1, 2014, from <http://www.fhi360.org/resource/pursuing-excellence-teacher-preparation-evidence-institutional-change-tne-learning-network>

"This report documents evidence of institutional change in teacher preparation among universities participating in the Teachers for a New Era (TNE) Learning Network. The report is based on a cross-case analysis of case studies of nine universities. The analysis searches the case studies for common themes on four research questions. It aims not to compare these teacher preparation programs, but rather to document parallels across their institutional experiences to highlight emerging questions and challenges and to suggest next steps in policy and

programmatic practice.”

261. Putman, H., Greenberg, J., & Walsh, K. (2014, November). Training our future teachers: Easy A's and what's behind them. *National Council on Teacher Quality*. Retrieved from [www.nctq.org/dmsStage/EasyAs](http://www.nctq.org/dmsStage/EasyAs)

“Easy A's is the latest installment of the National Council on Teacher Quality's Teacher Prep Review, a decade-old initiative examining the quality of the preparation of new teachers in the United States.

With this report, we add to NCTQ's growing body of work designed to ensure that teacher preparation programs live up to the awesome responsibility they assume, preparing individuals for teaching. We also seek to provide the consumers of teacher preparation programs, both aspiring teachers and school districts, with much-needed information about program quality. Finally, we hope to educate policy makers and the public about the successes and shortcomings in teacher preparation.

Easy A's looks at two important questions:

- Are teacher candidates graded too easily, misleading them so they believe they are genuinely ready to teach when this may not be the case?
- Is teacher preparation coursework rigorous enough, simulating the complex demands of teaching?”

262. Welcome to the Measures of Effective Teaching Project. (2015). *Measures of effective teaching*. Retrieved from <http://www.metproject.org/>

263. Council for Accreditation of Educator Preparation (CAEP)

[CAEP 2013 Standards for Accreditation of Educator Preparation](#)

- Council for Accreditation of Educator Preparation. (n.d.). Standards Recommendations to the CAEP Board of Directors. Retrieved from <http://caepnet.org/standards/caep-commission/standards/>

Standard 1: [Content and Pedagogical Knowledge](#)

- Council for Accreditation of Educator Preparation. (n.d.). Standard 1: Content and Pedagogical Knowledge. Retrieved from <http://caepnet.org/standards/standards/standard1/>

Standard 2: [Clinical Partnerships and Practice](#)

- Council for Accreditation of Educator Preparation. (n.d.). Standard 1: Clinical Partnerships and Practice. Retrieved from <http://caepnet.org/standards/standards/standard2/>

Standard 3: [Candidate Quality, Recruitment, and Selectivity](#)

- Council for Accreditation of Educator Preparation. (n.d.). Standard 3: Candidate Quality, Recruitment, and Selectivity. Retrieved from <http://caepnet.org/standards/standards/standard-3-candidate-quality-recruitment-and-selectivity/>

Standard 4: [Program Impact](#)

- Council for Accreditation of Educator Preparation. (n.d.). Standard 4: Program Impact. Retrieved from <http://caepnet.org/standards/standards/standard4/>

Standard 5: [Provider Quality Assurance and Continuous Improvement](#)

- Council for Accreditation of Educator Preparation. (n.d.). Standard 5: Provider Quality Assurance and Continuous Improvement. Retrieved from <http://caepnet.org/standards/standards/standard5/>

[CAEP Standards for Advanced Programs](#)

- Council for Accreditation of Educator Preparation. (n.d.). CAEP Standards for Advanced Programs. Retrieved from <http://caepnet.org/standards/caep-standards-for-advanced-programs/>

**Clinically Rich Preparation**

264. Deeney, T., Dozier, C., Smit, J., Davis, S., Laster, B., Applegate, M. D.,...& Milby, T. (2012). University clinic experiences that promote transfer to school contexts: What matters in clinical teacher preparation. In Dunston, P., Gambrell, L., Headley, K., Stecker, P., Fullerton, S., Gillis, V., Bates., C.C. (Eds.), *60th annual yearbook of the literacy research association* (111-127). Oak Creek, WI: Literacy Research Association. Available from [http://www.researchgate.net/publication/246750500\\_University\\_clinic\\_experiences\\_that\\_promote\\_transfer\\_to\\_school\\_contexts\\_What\\_matters\\_in\\_clinical\\_teacher\\_preparation](http://www.researchgate.net/publication/246750500_University_clinic_experiences_that_promote_transfer_to_school_contexts_What_matters_in_clinical_teacher_preparation)
265. Grossman, P. (2010, May). POLICY BRIEF: Learning to practice: The design of clinical experience in teacher preparation. *Partnership for Teacher Quality*. Retrieved from

[http://www.nea.org/assets/docs/Clinical\\_Experience\\_-\\_Pam\\_Grossman.pdf](http://www.nea.org/assets/docs/Clinical_Experience_-_Pam_Grossman.pdf)

266. Howey, K. R., & Zimpher, N.L. (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>

“Here we offer a rationale for our belief that partnerships are critical to the preparation of teachers, especially their clinical preparation, and to parallel school renewal as well. Next, drawing upon years of experience working in a variety of educational partnerships, we submit as well a set of recommendations to guide future partnership development and sustainability. We acknowledge the paucity of research on partnerships and do not assume strong empirical support for what we suggest. Rather, we present this paper as a heuristic tool designed to stimulate needed dialogue about just what types of educational partnerships are needed, why, and what it will take for these partnerships to provide high quality clinical preparation.”

267. Picus, L. O., Monk, D. H., & Knight, D. (2012, August). Measuring the cost effectiveness of rich clinical practice in teacher preparation: Part one, understanding the problem. *National Council for the Accreditation of Teacher Education*. Retrieved from <http://www.caepsite.org/events/CostEffectiveness.pdf>

268. American Association of Colleges for Teacher Education. (2010). *Reforming teacher preparation: The critical clinical component: AACTE day on the hill, 16-17, 2010*. Washington, DC: Author. [http://oacte.org/pdf/ClinicalPrepPaper\\_03-11-2010.pdf](http://oacte.org/pdf/ClinicalPrepPaper_03-11-2010.pdf) & [http://books.google.com/books/about/Reforming\\_Teacher\\_Preparation.html?id=yvrKZwEACAAJ](http://books.google.com/books/about/Reforming_Teacher_Preparation.html?id=yvrKZwEACAAJ)

### **Clinically Rich Preparation: Teacher Residency**

269. Urban Teacher Residency United. (2010). UTRU quality standards for teacher residency programs. *Author*. Retrieved from [http://www.utrunited.org/EE\\_assets/docs/2010\\_UTRU\\_Revised\\_Standards\\_and\\_Indicators.pdf](http://www.utrunited.org/EE_assets/docs/2010_UTRU_Revised_Standards_and_Indicators.pdf)

“The mission of Urban Teacher Residency United (UTRU) is to build and manage a national network of high performing urban teacher residencies (UTRs) dedicated to accelerating student achievement through the training, support and retention of excellent urban teachers. To this

end, UTRU has developed standards, which identify, define, and describe the specific program design elements that are essential for a quality UTR. These quality standards act as the foundation for the network's programmatic and learning activities. UTRU utilizes these standards to support individual program development as well as a dynamic professional learning community in which best practices are developed and disseminated."

## 21st Century Schools

270. Martinez, M. (2010, April). How a new generation of teachers will change schools. *Phi Delta Kappan*, 91(7), 74-75. DOI:10.1177/003172171009100716

## Teacher Education Policy

271. Allen, M. (2003, August). *Eight questions on teacher preparation: What does the research say?* Denver, CO: Education Commission of the States. Retrieved November 24, 2014, from <http://www.ecs.org/html/educationissues/teachingquality/tpreport/home/summary.pdf>

"What are the most effective strategies for educating and training the nation's teachers? For policymakers, teacher educators and others seeking clear answers to this question, the cacophony of claims and counterclaims by advocates of one approach or another -- selectively using only those research studies consistent with their point of view -- has made clarity elusive.

It was precisely the goal of the larger report from which this summary derives to review, thoroughly and dispassionately, the entire body of solid research on teacher preparation to ascertain what evidence the research truly provides and what its implications are for policy. The report is based on a review of 92 studies that were selected, using rigorous criteria, from a total of more than 500 originally considered. These studies were used to answer eight questions about teacher preparation that are of particular importance to policy and education leaders.

The full report, available both online and in print, includes a detailed description of the findings and policy implications, as well as summaries of all 92 research studies reviewed. It also features a discussion of the use of research in policy decisions and makes a number of recommendations for improving teacher preparation research specifically and education research, in general."

272. Darling-Hammond, L. (2006). Constructing 21<sup>st</sup>-century teacher education. *Journal of Teacher Education*, 57(3), 1-15. DOI:10.1177/0022487105285962

"Much of what teachers need to know to be successful is invisible to lay observers, leading to the view that teaching requires little formal study and to frequent disdain for teacher education programs. The weakness of traditional program models that are collections of largely unrelated courses reinforce this low regard. This article argues that we have learned a great deal about

how to create stronger, more effective teacher education programs. Three critical components of such programs include tight coherence and integration among courses and between course work and clinical work in schools, extensive and intensely supervised clinical work integrated with course work using pedagogies that link theory and practice, and closer, proactive relationships with schools that serve diverse learners effectively and develop and model good teaching. The article also urges that schools of education should resist pressures to water down preparation, which ultimately undermine the preparation of entering teachers, the reputation of schools of education, and the strength of the profession.”

### Professional Development Schools

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

“This book is intended as a guide for practitioners interested in forming alliances within their community to support teacher and student success. Under the umbrella of a professional development school (PDS), school principals willing to engage in this type of partnership have access to a framework for school renewal. Within this school/university framework lie four critical factors that transform the ways in which teachers’ teach and schools’ function. The professional development school model takes a holistic approach to revitalizing schools by sharing knowledge, resources, practices, and the collaborative efforts of P-12 educators and the higher education community. Through the collective wisdom of P-12 and university educators, PDSs provide a new way to think about teaching and a rich environment for learning.”

274. Isbell, L., Wood, A. L., Mehlbrech, L., Hegwer-DiVita, M., & Stanton-Anderson, M. (2004). Standards for professional development in the long beach unified school district: Completing the continuum. In Cohn, C., Cohn, K., Houck, J. (Eds.), *Partnering to lead educational renewal: High-quality teachers, high-quality schools* ( 98-113). New York, NY: Teacher College Press.

“This book presents examples of best practices and highly effective strategies to bring about systemic change to improve student achievement - describing the lessons learned from one of the most highly successful Pre-K through university partnerships in the United States.”

### Professional Development Schools: Simultaneous Renewal

275. Patterson, R. S., Michelli, N. M., & Pacheco, A. (1999). Crosscutting themes: Goals, principles, and obstacles. In *Centers of pedagogy: New structures for educational renewal, 2*, (171-181). San Francisco, CA: Jossey-Bass.

## Partnerships

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

“This paper offers suggestions for ways in which the NCATE State Alliances for Clinical Teacher Preparation might, in partnership, advance more clinically rich and effective forms of teacher preparation in programs across their states, following the recommendations of the NCATE Blue Ribbon Panel (BRP). It first identifies five interrelated areas where clinical preparation writ large and in general needs further development and study. There is considerable variation in teacher preparation policy and practice from state to state and program to program, and surely priorities other than these could be identified. Nonetheless, multiple opportunities for advancing policy and practice are embedded in the following list, which are ordered somewhat in terms of how they feed into and inform one another as well as their increasing scope of complexity”

277. The Holmes Group, Inc. (1995). *Tomorrow's teachers: A report of the Holmes group*. East Lansing, MI: Author.

“The Holmes Group, a consortium of deans and a number of chief academic officers from research institutions in each of the 50 states, is organized around the twin goals of the reform of teacher education and the reform of the teaching profession. Members of the group represent colleges of teacher education that are the leading research institutions in their respective states and regions. The study and consensus-building deliberations of this group over the past several years culminated in the release of this report. Necessary guidelines for the future work of the reform-minded group emerged during this period of intense discussion and consultation. A common agenda, shared understandings, and a broad outline for action commitments have been defined. The shared goals, understanding, and action commitments described in the body of this report will guide the refinement and gradual implementation phase of the consortium, bringing great specificity to the standards development work across the next several years. The stated goals of The Holmes Group are to: (1) make the education of teachers intellectually more solid; (2) recognize differences in teachers' knowledge, skill, and commitment, in their education, certification, and work; (3) create standards of entry to the profession; examinations and educational requirements that are professionally relevant and intellectually defensible; (4) connect the group's institutions with schools; and (5) make schools better places for teachers to work and learn. Appendices include a description of The Holmes Group, lists of participants, and working drafts of goals for The Holmes Group standards.”

278. The Holmes Group, Inc. (1995). *Tomorrow's schools: principles for the design of professional development schools*. East Lansing, MI: Author.

“The professional development school is an effort to invent an institutional coalition that will bring together universities, schools of education, and public schools. This report urges the creation of a relatively small number of schools as professional development schools (PDS), designed to be the focus of professional preparation, school research, and the improvement of teaching. Six principles are offered on how PDS should organize themselves: (1) teaching and learning for understanding; (2) creating a learning community; (3) teaching and learning for understanding for all children; (4) continuing learning by teachers, teacher educators, and administrators; (5) thoughtful long-term inquiry into teaching and learning; and (6) inventing a new institution. The rationale for creating a network of PDS and the relationship of these schools to educational reform are discussed. The report concludes by suggesting what Holmes Group universities should do to make a start in establishing PDS.”

279. The Holmes Group, Inc. (1995). *Tomorrow's schools of education: A report of the Holmes group*. East Lansing, MI: Author.

“This report contains nine chapters: "A New Beginning"; "The Heart of the Matter: Three Kinds of Development"; "Special Knowledge for Educators"; "Participating in Policy Development"; "Commitment to Diversity"; "Human Resources: Making People Matter"; "The Core of Learning: What All Educators Must Know"; "The Professional Development School: Integral to Tomorrow's School of Education"; and "New Commitments and New Kinds of Accountability for the TSE." To correct the problem of uneven quality in the education and screening of educators for U.S. schools, the report proposes an altered mission for schools of education. Knowledge development, professional development, and policy development lie at the heart of the mission. To fulfill this mission, the 250 Holmes Group member institutions are challenged to raise their quality standards and make important changes in curriculum, faculty, location of work, and student body. Among the challenges are the following: the education school's curriculum should focus on the learning needs of the young and development of educators at various stages of their careers; university faculties should include teachers, practitioners, and other individuals who are at home working in public schools; programs that prepare school personnel and teacher educators need to actively recruit, retain, and graduate a more ethnically diverse student body; faculty and students in schools of education should work predominantly in professional development schools rather than on college campuses; education schools should join together to form an interconnecting set of networks at local, state, regional, and national levels to ensure better work and accountability.”

280. Wise, A. E. (2007). Teaching teams in professional development schools: A 21st century paradigm for organizing america's schools and preparing the teachers in them. In Wehling, B. (Ed.) *Building a 21<sup>st</sup> century U.S. education system* (59-64). Washington, DC: The National Commission on Teaching and America's Future. Retrieved from <http://nctaf.org/wp-content/uploads/Chapter5.Wise.pdf>

NCTAF Board member Robert Wehling and the National Commission on Teaching and America's Future have published a book that brings together the visionary thinking of some of the nation's finest education thought leaders and presents a diverse set of strategies and solutions to provide every child with a high-quality, world-class educational opportunity.

### Teacher Leadership

281. Berry, B. (2014, October). Clearing the way for teacher leadership. *Education Week*. Retrieved November 24, 2014, from <http://www.edweek.org/ew/articles/2014/10/22/09berry.h34.html>
282. Moore, R., & Berry, B. (2010, May). The teachers of 2030. *Educational Leadership*, 67(8), 36-40. Available from <http://www.ascd.org/publications/educational-leadership/may10/vol67/num08/The-Teachers-of-2030.aspx>

### Induction

### Other Reports

283. Esquith, R. (2014). Real talk for real teachers: Advice for teachers from rookies to veterans: "No retreat, no surrender!" New York, NY: Penguin Group. [http://www.amazon.com/Real-Talk-Teachers-Veterans-Surrender/dp/0143125613/ref=la\\_B001H6Q3J8\\_1\\_2?s=books&ie=UTF8&qid=1408570231&sr=1-2](http://www.amazon.com/Real-Talk-Teachers-Veterans-Surrender/dp/0143125613/ref=la_B001H6Q3J8_1_2?s=books&ie=UTF8&qid=1408570231&sr=1-2)
284. Esquith, R. (2007). Teach like your hair's on fire: The methods and madness inside room 56. New York, NY: Penguin Group. [http://www.amazon.com/Teach-Like-Your-Hairs-Fire/dp/0670038156/ref=tmm\\_hrd\\_swatch\\_0?encoding=UTF8&sr=8-1&qid=1408570201](http://www.amazon.com/Teach-Like-Your-Hairs-Fire/dp/0670038156/ref=tmm_hrd_swatch_0?encoding=UTF8&sr=8-1&qid=1408570201)

285. Manjoo, F. (2014, September 3). 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>
286. Organization for Economic Co-operation and Development. (n.d.). *OECD Mission*. Retrieved April 2015 from <http://www.oecd.org/about/>
287. Let's read them a story! The parent factor in education. (2012) *Programme for International Student Assessment Governing Board*. Available from [http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa-letsreadthemastorytheparentfactorineducation.htm#how\\_to\\_obtain](http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/pisa-letsreadthemastorytheparentfactorineducation.htm#how_to_obtain)

The OECD is pleased to present its report, Let's Read Them a Story! The Parent Factor in Education. The report examines whether and how parents' involvement is related to their child's proficiency in and enjoyment of reading -- and it also offers comfort to parents who are concerned that they don't have enough time or the requisite academic knowledge to help their children succeed in school. Many types of parental involvement that are associated with better student performance in PISA require relatively little time and no specialised knowledge. What counts is genuine interest and active engagement.

288. Results in focus: What 15-year-olds know and what they can do with what they know. (2013). *Programme for International Student Assessment Governing Board*. Retrieved from <http://apo.org.au/node/37019>

The findings in this paper allow policy makers around the world to gauge the knowledge and skills of students in their own countries in comparison with those in other countries, set policy targets against measurable goals achieved by other education systems, and learn from policies and practices applied elsewhere.

289. Schleicher, A. (2012, July). *Use data to build better schools*. TEDGlobal. Video retrieved from [http://www.ted.com/talks/andreas\\_schleicher\\_use\\_data\\_to\\_build\\_better\\_schools](http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools)

## News clips

290. King, J. (2012, March 12). Regents reform agenda: A call for transformational leadership. *Engage NY*. Retrieved from <http://www.nysed.gov/common/nysed/files/nyssba-march-2012.pdf>

- 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

291. Putting students first: Final action plan. (2012). *New NY Education Reform Commission*. Retrieved from [www.NYPuttingStudentsFirst.com](http://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.

292. Ripley, A. (2014, June). Higher calling: To improve our schools, we need to make it harder to become a teacher. *Slate*. Retrieved from [http://www.slate.com/articles/life/education/2014/06/american\\_schools\\_need\\_better\\_teachers\\_so\\_let\\_s\\_make\\_it\\_harder\\_to\\_become.html](http://www.slate.com/articles/life/education/2014/06/american_schools_need_better_teachers_so_let_s_make_it_harder_to_become.html)

293. Tough, P. (2012). *How children succeed: Grit, curiosity, and the hidden power of character*. New York, NY: Houghton Mifflin Harcourt.

## Contributions from Council Members

### Recruitment, Selection, and Cultural Competence

294. Saveri, A. (2013, June). 5 future trends that will impact the learning ecosystem. *Edutopia*. Retrieved from <http://www.edutopia.org/blog/5-shifts-regenerating-learning-ecosystem-andrea-saveri>
295. King, R. L. (2007, April 2). A new vision in teacher education: Agenda for change in suny's teacher preparation programs [Policy]. Albany, NY: State University of New York.
296. West, J., Barnes, S. R., Hall, A., Bray, J., Hayes, G., Wall, T. (n.d.). *AACTE workforce alignment initiative: Changing the demographic makeup of teaching workforce*. American Association of Colleges for Teacher Education. Retrieved from [AACTE Workforce Alignment Initiative Networked Improve...munity Charter.pdf](#)
297. Rich, M. (2014, October 10). As apprentices in classroom, teachers learn what works. *The New York Times*. Retrieved from <http://www.nytimes.com/2014/10/11/us/as-apprentices-in-classroom-teachers-learn-what-works.html? r=0>
298. National Collaborative on Diversity in the Teaching Force. (2004, October). *Assessment of diversity in America's teaching force*. Washington, DC: National Education Association. Retrieved from <http://www.ate1.org/pubs/uploads/diversityreport.pdf>
299. Ludwig, M., Kirshsten, R., Sidana, A., Ardila-Rey, A., & Bae, Y. (2010, April). *An emerging picture of the teacher preparation pipeline*. Washington, DC: American Association of Colleges for Teacher Education.
300. Darling-Hammond, L., & Carter, P. (2009, March). *Educational opportunity and alternative certification: New evidence and new questions* [Policy Brief]. Stanford, CA: Stanford Center for Opportunity Policy in Education. Available from <https://edpolicy.stanford.edu/publications/pubs/92>

“Recent findings from a Mathematica study comparing the performance of teachers prepared via alternative and traditional routes have been interpreted to suggest that policymakers and practitioners should expand the use of fast-entry alternative routes and seek teachers trained through such programs, as they presumably perform as well in the classroom as any other

teacher trained through traditional schools of education anywhere in the country. A SCOPE policy brief reviews the study and shares research from a number of other studies that point to the types of teacher preparation that produce positive outcomes for student learning.”

301. Zimpher, N. L. (2013, September 18). *SUNY educator preparation programs and the new ny education reform commission* [Memorandum]. Albany, NY: State University of New York. [SUNY Educator Preparation Programs and the NewNY Edu...ion rev 9-18-13.pdf](#)

302. Schuhmann, A. M. (2002, June). *The community college role in teacher education: A case for collaboration*. Washington, DC: American Association of Colleges for Teacher Education.

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

303. Saveri, A. (2013, June). 5 future trends that will impact the learning ecosystem. *Edutopia*. Retrieved from <http://www.edutopia.org/blog/5-shifts-regenerating-learning-ecosystem-andrea-saveri>

304. King, R. L. (2001, May/June). A New Vision in Teach Education. *On Course*, 3(4). [A New Vision in Teacher Education - Agenda for Change in...Programs 2007.pdf](#)

305. Data Quality Campaign. (2010, August). Leveraging state longitudinal data systems to inform teacher preparation and continuous improvement: A data-sharing template to prompt discussion and strategic planning. Washington, DC: Author. Retrieved from <http://eric.ed.gov/?id=ED538389>

“States are looking to leverage their longitudinal data systems, particularly the teacher/student data link, to inform the policies and practices that support educator success. It is essential that states bring critical stakeholders together in partnership to determine what teacher data the state should be collecting and matching to student data and how the information will be used. This work will require cross-sector and agency collaboration to be successful. To inform the growing partnerships between state policymakers, K-12 and postsecondary leaders, and teacher preparation programs, the DQC, AACTE, CCSSO, and NCATE created a template to guide discussions between states and teacher preparation programs around how data can be collected, analyzed, shared and used to improve the preparation of teachers and the ultimate increase in student achievement. Possible outcomes of these conversations include identifying critical policy questions and increasing transparency and effective communication about teacher preparation/continuous improvement. Each state will approach this work differently--some will use this template in its entirety, some will draw on pieces of it and some may create their own

from scratch. It is also foreseeable that states will have a different process and agreement in place for each individual teacher preparation program within the state. The template is meant to "spur and guide" a conversation so that stakeholders can come to the table with something in hand to react to and modify based on their needs as well as set expectations based on defined roles."

306. CCSSO Task Force on Educator Preparation and Entry into the Profession Members. (2012). *Our responsibility, our promise: Transforming educator preparation and entry into the profession*. Washington, DC: Council of Chief State School Officers.

"This report is a call to action for chiefs and an invitation to colleagues, especially members of NASBE and NGA who contributed to this report. The members of the task force ask those in educator preparation and others interested in transforming entry into the education profession for teachers and principals to join them in supporting the implementation of the recommendations contained in this report. While the report attempts to focus on the state policy levers chiefs can activate, it is clear that the work required by these recommendations is not easy and will require the leadership and collaboration of all stakeholders involved in P-20 education. The focus of the task force is on teacher and principal preparation and entry into professional roles. While an educator's development will span his or her career, the entry point into the profession is the foundation for cultivating the knowledge and skills necessary for effective teaching and leading. Given this belief, the task force has defined learner-ready teachers and school-ready principals and focused on key actions that must be taken by CCSSO's membership in partnership with members of NASBE and NGA to implement the changes now needed. The recommendations contained in this report focus on the levers for change that are the responsibility of state education agencies (SEAs) and, where applicable, their partner professional standards boards: licensure; program approval; and data collection, analysis, and reporting. Appended are: (1) Task Force Members; and (2) Key Attributes of Program Approval of Educator Preparation Programs."

307. Peck, C. A., Gallucci, C., & Sloan, T. (2010, May 18). Negotiating implementation of high-stakes performance assessment policies in teacher education: From compliance to inquiry. *Journal of Teacher Education*, 61(5), 451-463. DOI: 10.1177/0022487109354520

"Teacher education programs in the United States face a variety of new accountability policies at both the federal and the state level. Many of these policies carry high-stakes implications for students and programs and involve some of the same challenges for implementation as they have in the P-12 arena. Serious dilemmas for teacher educators arise in these contexts, as compliance with prescriptive state mandates is often interpreted by faculty to signify a demoralizing loss of program autonomy and integrity, whereas noncompliance may result in loss of program accreditation. The authors describe how one teacher education program negotiated

these dilemmas in a fashion responsive to local values and concerns while also meeting state requirements. Results are discussed in terms of tensions between (a) policy goals seeking alignment and coherence across institutions of higher education and (b) motivational conditions likely to engage faculty in the difficult work of programmatic renewal and change in teacher education.”

308. Blanton, L. P., Pugach, M. C., & Florian, L. (2011, April). *Preparing general education teachers to improve outcomes from students with disabilities*. Washington, DC: American Association of Colleges for Teacher Education. Available from [http://www.nclد.org/wp-content/uploads/2014/11/aacte\\_nclد\\_recommendation.pdf](http://www.nclد.org/wp-content/uploads/2014/11/aacte_nclد_recommendation.pdf)
309. Maheady, L. (2014, October 31). *The failure of educational reforms to improve student learning: A new direction*. Buffalo State Education Department [Power Point]. Buffalo, NY: Buffalo State College.
310. Stanovich, P. J., and Stanovich, K. E. (2003, May). *Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions*. Portsmouth, NH: RMC Research Corporation.

“As professionals, teachers can become more effective and powerful by developing the skills to recognize scientifically based practice and, when the evidence is not available, use some basic research concepts to draw conclusions on their own. This paper offers a primer for those skills that will allow teachers to become independent evaluators of educational research.”

### Induction, Continuing Professional Development, and Teacher Leadership

311. Saveri, A. (2013, June). 5 future trends that will impact the learning ecosystem. *Edutopia*. Retrieved from <http://www.edutopia.org/blog/5-shifts-regenerating-learning-ecosystem-andrea-saveri>
312. King, R. L. (2007, April 2). A New Vision in Teacher Education: Agenda for change in suny’s teacher preparation programs [Policy]. Albany, NY: State University of New York.
313. Berry, B. (2014, October). Clearing the way for teacher leadership. *Education Week*, 71(2). Available from <http://www.edweek.org/ew/articles/2014/10/22/09berry.h34.html?r=919307220&preview=1>

314. Berry, B. (2013, October). Bold leaders, inconvenient truths. *Educational Leadership*, 71(2), 15. Available from <http://connection.ebscohost.com/c/articles/90424720/bold-leaders-inconvenient-truths>

“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.”

315. Charles, P., Jianlan, X., Seto, C., Tan, I., Wagner, K., Wright, A., & Zeichner, N. (2014). *A global network of teachers and their professional learning systems*. Center for Teaching Quality. Retrieved from <http://www.teachingquality.org/content/global-network-teachers-and-their-professional-learning-systems>

“A global team of seven teachers in six cities collaborated to develop a new report, “A Global Network of Teachers and Their Professional Learning Systems.” Developed in partnership with the Asia Society’s Global Cities Education Network (GCEN), the report builds off of decades of research and documents teachers’ on-the-ground experiences with professional learning systems in Lexington (KY), Denver, Seattle, Toronto, Singapore, and Shanghai. The teacher team also makes powerful recommendations for improvement.”

316. Banty, N., Delgatti, K., Deutscher, S., Dimgba, M., Bupra, Kimberly., Ebert, M.,...& Wright, W. (2014). 2014-15 professional learning plan. *Greece Central School District*. Retrieved from <http://www.greececsd.org/files/filesystem/2014%20pd%20plan%20final.pdf>

317. Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233. DOI:10.3102/0034654311403323

“This review critically examines 15 empirical studies, conducted since the mid-1980s, on the effects of support, guidance, and orientation programs—collectively known as induction—for beginning teachers. Most of the studies reviewed provide empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement. Of the studies on commitment and retention, most showed that beginning teachers who participated in induction showed positive impacts. For classroom instructional practices, the majority of studies reviewed showed that beginning teachers who participated in some kind of induction performed better at various aspects of teaching, such as keeping

students on task, using effective student questioning practices, adjusting classroom activities to meet students' interests, maintaining a positive classroom atmosphere, and demonstrating successful classroom management. For student achievement, almost all of the studies showed that students of beginning teachers who participated in induction had higher scores, or gains, on academic achievement tests. There were, however, exceptions to this overall pattern—in particular a large randomized controlled trial of induction in a sample of large, urban, low-income schools—which found some significant positive effects on student achievement but no effects on either teacher retention or teachers' classroom practices. The review closes by attempting to reconcile these contradictory findings and by identifying gaps in the research base and relevant questions that have not been addressed and warrant further research.”

318. Surowiecki, J. (2014, November 10). Better all the time: How the “performance revolution” came to athletics—and beyond. *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2014/11/10/better-time>
319. LaRocque, R., Lasagna, M., Williams, B., Shine, D., Jantz, A., Troen, V.,...& Huffman, K. (2008). Teacher leader model standards. *Teacher Leadership Exploratory Consortium*. Retrieved from <http://www.nnstoy.org/teacher-leader-model-standards/>
320. Whisnant, E., Elliot, K., & Pynchon, S. (2005, July). A review of literature on beginning teacher induction. *The University of Texas at El Paso*. Retrieved November 24, 2014, from [http://utminers.utep.edu/hhernandez10/documents/Articles/A\\_Review\\_of\\_Literature.pdf](http://utminers.utep.edu/hhernandez10/documents/Articles/A_Review_of_Literature.pdf)
321. InTASC. (2013, April). *Model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.

CCSSO, through its Interstate Teacher Assessment and Support Consortium (InTASC), is pleased to offer this set of combined resources that both define and support ongoing teacher effectiveness to ensure students reach college and career ready standards.

This document includes the InTASC Model Core Teaching Standards: A Resource for State Dialogue, which were released in April 2011, and the new InTASC Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development (2013). Together they describe the new vision of teaching needed for today's learners, how teaching practice that is aligned to the new vision develops over time, and what strategies teachers can employ to improve their practice both individually and collectively.

This document is organized as follows: First is an introduction and summary of the Model Core Teaching Standards, which describe what the standards are and what they hope to achieve. Second is an introduction to the Learning Progressions for Teachers, which describe the increasing

complexity and sophistication of teaching practice across a continuum of development. Third are the standards and progressions themselves, with each standard followed by its corresponding learning progression. Lastly, the document includes a glossary, a chart of cross-cutting themes in the standards, and names of committee members who drafted the standards and progressions. Our hope is that readers find this set of resources useful as we continue to refine our strategies for defining and supporting effective teaching for all learners.

322. American Federation of Teachers. (2003). *Where we stand: Standards-based assessment and accountability*. Washington, DC: Author. Available from <http://www.aft.org/sites/default/files/wvsstandassessacct0603.pdf>
323. Author. (2005). *Teacher quality and student achievement: Research review*. Alexandria, VA: National School Boards Association. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>
324. Resnick, L. B., and Berger L. (2010). *An American examination system*. [need publication info] The National Conference on Next Generation Assessment Systems.
325. Middle States Commission on Higher Education. (2003). *Principles for good practices: Regional accrediting commissions*. Philadelphia, PA: Author.
326. Hightower, A. M., Delgado, R. C., Lloyd, S. C., Wittenstein, R., Sellers, K., Swanson, C. S. (2011, December). *Improving student learning by supporting quality teaching: Key issues, effective strategies*. Bethesda, MD: Editorial Projects in Education, Inc.