

Information for the September 14, 2018 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:

1. Harrison, J. and J. Lakin (2018). "Pre-service teachers' implicit and explicit beliefs about English language learners: An implicit association test study." *Teaching and Teacher Education*, 72: 54-63.
2. Lazar, A. M. (2018). "Creating teachers of promise: Growth toward equity-mindedness in a landscape of practice." *Teaching and Teacher Education*, 71: 308-318.

In addition, bibliographic information is below for other relevant articles published in the following journals between April 15, 2018 and July 15, 2018.¹

Action in Teacher Education
American Educational Research Journal
Educational Evaluation and Policy Analysis
Elementary School Journal
Equity and Excellence in Education
Journal of Education for Teaching: International Research and Pedagogy
Journal of Teacher Education
New Educator
Teachers College Record
Teaching and Teacher Education
Urban Review

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Afdal, H. W. and K. Spernes (2018). "Designing and redesigning research-based teacher education." *Teaching and Teacher Education* **74**: 215-228.

Despite the growing body of research on different aspects of research-based TE, there is still an extensive debate regarding what research-based education means and how it should be organized. Relatively few studies offer in-depth insight into how specific research-based teaching and learning activities are initiated and carried out, and how the outcomes of learning are evaluated. This article offers a longitudinal exploration of how a research-based TE course may be designed and redesigned when it comes to teaching and learning activities. We also explore possible learning outcomes and how the students assessed the activities we initiated. (Taken from the article's introduction)

Alanko, A. (2018). "Preparing pre-service teachers for home–school cooperation: exploring Finnish teacher education programmes." *Journal of Education for Teaching* **44**(3): 321-332.

Cooperation between home and school benefits pupils' wellbeing in many ways. Hence, it is of utmost importance that teachers are able to cooperate with families in early childhood education as well as in primary and secondary education. In order to work effectively with the diversity of families, teachers need to develop their skills and knowledge while in teacher education programmes. Earlier research has suggested that teacher education programmes do not address this issue adequately. In this article, programme managers in Finnish teacher education programmes are asked to reflect on how cooperation is covered in their programmes. Based on the data, collected through an online survey, home-school cooperation can be considered an integral part of teacher training: most of the programmes surveyed

¹ For the September 14, 2018, TeachingWorks journal club we considered the following journals:

Action in Teacher Education (40(1);40(2)); *American Educational Research Journal* (April 2018, 55(2); June 2018, 55(3)); *Educational Evaluation and Policy Analysis* (June 2018, 40(2)); *Elementary School Journal* (June 2018, 118(4)); *Equity and Excellence in Education* (2018, 51(1)); *Journal of Education for Teaching: International Research and Pedagogy* (2018, 44(3)); *Journal of Teacher Education* (May/June 2018, 69(3)); *New Educator* 14(3)); *Teachers College Record* (120(3)); *Teaching and Teacher Education* (April 2018, 71; May 2018, 72; July 2018, 73); *Urban Review* (March 2018, 50(1)).



offered modules that concentrated either solely on the issue or as part of other modules. Cooperation was also discussed from various perspectives during the modules. Respondents considered their graduates to be either competent or somewhat competent to cooperate with families. According to programme managers, modules should be developed in relation to strengthening the theoretical basis of cooperation, and especially in enabling pre-service teachers to practise their skills in cooperation while they are having their practical training at schools.

Alston, C. L., Danielson, K. A., Dutro, E., & Cartun, A. (2017). "Does a Discussion by Any Other Name Sound the Same? Teaching Discussion in Three ELA Methods Courses." *Journal of Teacher Education* **69**(3): 225-238.

Facilitating discussions in English Language Arts can develop students' skills as speakers and listeners and their ability to engage with diverse perspectives. However, classroom observations often demonstrate a lack of student talk, raising questions about the complexity of facilitating discussion and teachers' opportunities to learn and hone the practice. In this article, we discuss how teacher educators leveraged a collaboratively designed specification of the practice of facilitating discussions to attempt some alignment across three programs. The teacher educators reached what we call alignment amid variation. There was consistency in the stances regarding the role of children in classrooms and understanding of the purposes for and key aspects of the practice that allowed for alignment amid variation in their work with novice teachers across programs. Our findings have implications for considering the work of cross-institutional collaborations to improve teacher preparation and K-12 student learning.

Alt, D. (2018). "Science teachers' conceptions of teaching and learning, ICT efficacy, ICT professional development and ICT practices enacted in their classrooms." *Teaching and Teacher Education* **73**: 141-150.

This study assessed several precursors that might be connected to Information and Communication Technology (ICT) practices enacted in classrooms, namely, science teachers' conception of traditional versus constructivist teaching and learning, their sense of efficacy, ICT efficacy, and ICT professional development. Data were gathered from 303 science teachers. According to the results, constructivist conceptions exerted moderate effects on the teachers' sense of efficacy constructs, which in turn increased their ICT efficacy. Additional results pointed to the positive mediation role of teachers' ICT professional development in linking their ICT efficacy to ICT use for constructivist activities in their science classroom.

Assen, J. H. E., Koops, H., Meijers, F., Otting, H., & Poell, R. F. (2018). "How can a dialogue support teachers' professional identity development? Harmonising multiple teacher I-positions." *Teaching and Teacher Education* **73**: 130-140.

The present study uses Dialogical Self Theory to explore the extent to which a dialogue supports teachers' professional identity development. Using a narrative approach that includes interviews, observations of educational activities and collective meetings, insight is gained into teachers' I-positions, meta-positions and promoter positions. The findings suggest that a dialogue, in which teachers talk about boundary experiences and articulate I-positions, stimulates teachers to reflect on their teaching behaviour from a meta-position and enables them to harmonise their multiple I-positions. Moreover, it stimulates teachers to develop their identity as a teacher and to change their teaching behaviour.

Avidov-Ungar, O. and A. Forkosh-Baruch (2018). "Professional identity of teacher educators in the digital era in light of demands of pedagogical innovation." *Teaching and Teacher Education* **73**: 183-191.

The study examines teacher educators' perceptions regarding pedagogical innovation. 27 semi-structured interviews were analyzed using three modes of existence composing their professional identity with regards to pedagogical innovation: being, the conceptual component; doing, the practical component; and having, the environmental support component. Findings show that the "being" component is the dominant mode of existence and is strongly connected to construction of professional selves. Also, demands of the digital era compel teacher educators to re-examine their professional identity vis-à-vis technology-integrated teaching. Institutional support was vital for professional identity construction. Findings assist in understanding professional identity construction of innovative teacher educators.

Beers, C. (2018). "Seven Layers of Strength in a Model Early Childhood Teacher Preparation Program." *Action in Teacher Education* **40**(1): 3-18.



The purpose of this qualitative study was to propose a framework for the types of practices and ideologies that the most successful clinical-based, early childhood teacher education programs use to prepare their preservice teachers for the profession. Grounded theory methods guided the collection and analysis of data. Participants included preservice teachers and faculty members from three model universities. The researcher collected data from semistructured interviews, open-ended surveys, and university documents. Data analysis resulted in a framework that explains clinical practice across model early childhood teacher preparation programs. Findings suggest that seven layers of strength contribute to the programs' expertise in preparing their preservice teachers.

Borg, S., Clifford, I., & Htut, K. P. (2018). "Having an EfECT: Professional development for teacher educators in Myanmar." *Teaching and Teacher Education* **72**: 75-86.

As part of Myanmar's current educational reforms, the EfECT project aimed to improve the competence of pre-service teacher educators in Education Colleges across the country. Drawing on baseline and exit measures collected through questionnaires, tests, observations, interviews and written reflections, this paper examines the impact of the two-year project on 1647 teacher educators' propositional knowledge of teaching methodology, practical teaching skills, reflective abilities and professional confidence. Overall, but not exclusively, the outcomes of the project in relation to these issues were positive, and these results are analysed critically with particular attention to the tools used to measure project impact.

Branscombe, M. and J. J. Schneider (2018). "Accessing Teacher Candidates' Pedagogical Intentions and Imagined Teaching Futures through Drama and Arts-Based Structures." *Action in Teacher Education* **40**(1): 19-37.

Through a lens focused on imagining the future, and with a pedagogical goal to help novice teachers embody effective teaching practices in a writing methods course, the authors (two teacher educators) conducted a design-based experiment to determine if we could access teacher candidates' pedagogical decisions and their future intentions through tableau and other imaginative acts. The authors examined the candidates' enactments of literacy teaching through an analysis of photographs and implemented the use of tableau and drawings to explore connections between observable teaching acts and the candidates' imagined teaching futures. Drama and arts-based interventions provided the authors with clear insight into the teacher candidates' emerging constructions of literacy pedagogy as well as their teaching decisions related to print and multimedia composition. The interventions also enabled the authors to identify patterns that specifically related to the teachers' emerging perceptions of classrooms as communities. By positioning photographs, tableaux, and drawings as communal vessels through which the candidates could closely and publicly examine their own teaching, the authors observed the candidates' embodied teaching portrayals, gained access to their thinking, and viewed their anticipated actions as developing teachers. Significantly, the role taking, tableaux, and drawings were not methods for reflecting on the past; rather these modes allowed the authors to glimpse the candidates' futures through embodied acts.

Bressman, S., Winter, J. S., & Efron, S. E. (2018). "Next generation mentoring: Supporting teachers beyond induction." *Teaching and Teacher Education* **73**: 162-170.

Mentoring teachers during the induction years has long been recognized as a powerful means to support and acclimate new teachers to the profession. Once the induction years are over however, mentoring is rarely offered for experienced educators. Additionally, teachers in their mid to late career stages often find professional development poorly suited to their interests or needs. As a result, frustration, cynicism, early attrition, and 'burnout' occurs. This study explores the perceptions of 20 experienced teachers in order to understand their professional needs and their perceptions about being mentored. Recommendations for the design of post induction mentoring programs are offered to schools looking to retain experienced teachers and inspire them for a full career of teaching.

Brevik, L. M., Gunnulfsen, A. E., & Renzulli, J. S. (2018). "Student teachers' practice and experience with differentiated instruction for students with higher learning potential." *Teaching and Teacher Education* **71**: 34-45.

This article presents a qualitative study concerning student teachers' understanding of differentiation for high-achieving secondary school students with higher learning potential. Predominantly using focus group interviews of Norwegian student teachers (N = 322), this study identified their understanding of the use and value of differentiation, drawing from their teaching practice and experience. This study supports the

notion that student teachers lack confidence in enacting differentiation, despite being aware of its importance, when working with these students. We contend that teacher education needs to pay more attention to helping student teachers effectively differentiate to meet the needs of high-achieving students with higher learning potential.

Brown, C. and J. Flood (2018). "Lost in translation? Can the use of theories of action be effective in helping teachers develop and scale up research-informed practices?" *Teaching and Teacher Education* **72**: 144-154. Theories of action represent the systematic exposition of why it is believed strategies or interventions have led, or will lead, to change (e.g. Earl and Timperley (2015)). The notion of research-informed teaching practice meanwhile corresponds to the use of research evidence to improve aspects of teaching and learning (Walker, 2017). To date there has not been substantive research into how best to engage teachers with research evidence on teaching and learning strategies and yet, at the same time, there are many examples of educational scale-up 'failure': in other words, a failure by teachers to successfully replicate existing impactful evidence-informed practices (e.g. Bradford & Braaten, 2017; Dede, 2016.) Exploring the question 'Does engaging teachers with theories of action aid the development of impactful research-informed interventions?' this paper examines whether the use of theories of action can help teachers translate extant research evidence into contextually appropriate research informed teaching practices. Furthermore, the paper also explores whether these practices are perceived to have positive benefits both for teachers and for students. (Taken from the article's introduction)

Browning, T. D. (2018). "Countering deficit discourse: Preservice teacher experiences of core reflection." *Teaching and Teacher Education* **72**: 87-97.

In these pages, I describe a twelve-week qualitative study which explored how three student teachers experienced core reflection as a counter-discourse to the various "deficit discourses" they encountered and enacted during this time of their teacher education program. The results of this study suggest that core reflection may play a role in how student teachers experience the process of surfacing, interrogating, countering, and expanding beyond "deficit discourses."

Bruïne, E. d., Willemse, T. M., Franssens, J., Eynde, S. v., Vloeberghs, L., & Vandermarliere, L. (2018). "Small-scale curriculum changes for improving pre-service teachers' preparation for Family-School Partnerships." *Journal of Education for Teaching* **44**(3): 381-396.

Family-School Partnerships (FSP) are important for students' academic achievements and social-emotional development. Therefore, pre-service teachers need to learn how to establish this. However, in teacher education programmes this topic is insufficiently addressed partially attributed to already overloaded programmes. This study reports on a small-scale curriculum change, aiming to foster pre-service teachers' awareness of the importance of FSP, to broaden their concepts and support them in identifying learning goals for the future. An assignment to interview novice-teachers about FSP was followed by a class on this topic. Afterwards, pre-service teachers reported in written reflections that they had become aware of the importance of FSP, emphasising that FSP is more than just communication. However, their focus for further professionalisation remained on improving their communication skills. Though this small-scale curriculum change seems to be a small step forward to a better preparation on FSP, further improvements are necessary to promote a comprehensive view of FSP.

Burgard, K. L. B., Boucher, M. L., & Johnston, K. L. (2018). "Building Capacity and Changing Mental Models: The Impact of a Short-Term Overseas Teaching Experience on White Teacher Candidates from a Rural Midwestern College." *Action in Teacher Education* **40**(1): 96-112.

This qualitative case study investigated the changes in mental models of a group of White, rural and suburban, teacher candidates in a rural midwestern college and their increased capacity to understand race and culture after their short-term practicum experience in Guatemala City. The study used individual written reflections, whole-group discussions, and individual interviews to investigate changes in mental models of educational practices by preservice teachers. Teacher candidates expressed (1) changes in their mental models of schools, teaching, and learning; (2) changes in their personal growth that they expressed would affect their future teaching; and (3) an expansion of their personal worldview and a reduction in otherization of non-U.S. and people who would not be considered White in America. This study finds that short-term international teaching experiences can have a profound impact on how the preservice teachers plan to meet the needs of diverse learners.

Connolly, M., Hadfield, M., Barnes, Y., & Snook, J. (2018). "The accommodation of contested identities: The impact of participation in a practice-based masters programme on beginning teachers' professional identity and sense of agency." *Teaching and Teacher Education* **71**: 241-250.

Teachers' professional training and development has been the focus of intense academic and political debate. This paper contributes to this by considering Beginning Teachers' (BTs') self-views of their professional identity. The findings are derived from a mixed methods study with questionnaires (n = 886) and focus groups and interviews (n = 60) with BTs in Wales. Drawing on a socio-cultural approach, the findings illustrate how BTs' integration of competing professional identities bolstered their sense of professional agency. These findings have salience within a policy context where both teacher education and professional development are increasingly aligned with the narrow organizational objectives of the school.

Damico, N. and D. G. Krutka (2018). "Social media diaries and fasts: Educating for digital mindfulness with pre-service teachers." *Teaching and Teacher Education* **73**: 109-119.

With social media access nearly ubiquitous, teachers and students must explore how to mitigate distractions and unhealthy uses. In this mixed methods study, the authors invited 60 pre-service teachers across two universities to cultivate mindfulness around social media beliefs, habits, and behaviors by completing a social media survey, diary, and fast. Participants identified reasons for regular social media use, including unconscious impulses, and made new realizations about what is gained and lost in social media engagements. Participants were optimistic about teaching similar lessons. The authors recommend pedagogical guidelines for social media mindfulness that allow for complexity, variance, and idiosyncrasy.

De Coninck, K., Valcke, M., & Vanderlinde, R. (2018). "A measurement of student teachers' parent-teacher communication competences: the design of a video-based instrument." *Journal of Education for Teaching* **44**(3): 333-352.

This study reports on the design of a video-based instrument to assess student teachers' parent-teacher communication competences (PTCC) in a reliable and valid way. PTCC refer to the competences needed to communicate successfully with parents during conversations such as parent-teacher conferences. Taking into account both conceptual and methodological challenges regarding the measurement of competences, several methodological steps were followed to design a video-based instrument focusing on the assessment of student teachers' perception, interpretation and decision-making skills (PID skills) regarding parent-teacher communication: designing video vignettes presenting realistic job situations regarding parent-teacher communication; developing instructions to elicit student teachers' PID skills; designing a coding scheme to analyse student teachers' responses; and implementing the instrument (n = 269) to test and refine it. This ultimately resulted in an instrument consisting of (1) three video vignettes, (2) a series of open-ended questions eliciting student teachers' PID skills, and (3) three coding schemes to develop a perception score, an interpretation score and a decision-making score for PTCC. The (4) implementation of the instrument confirmed that this innovative video-based tool might be a promising approach to assess student teachers' PTCC. To conclude, the quality and contribution of the measurement instrument and the implications for further research are discussed.

Deng, Z. (2018). "Pedagogical content knowledge reconceived: Bringing curriculum thinking into the conversation on teachers' content knowledge." *Teaching and Teacher Education* **72**: 155-164.

This article contributes to a reconceptualization of pedagogical content knowledge through exploring what is entailed in teachers' understanding of content within the framework of the institutional curriculum, with a central concern for the development of human powers (capacities or abilities, ways of thinking, understanding worlds). The contribution is made by way of a curriculum making framework and through examining the capabilities approach and Bildung-centered Didaktik. The central thesis is that a teacher necessarily interprets the content contained in the institutional curriculum, identifying its elementary elements and ascertaining its educational potential. The interpretation calls for curriculum thinking informed by a theory of content.

Fischer, C., Fishman, B., Dede, C., Eisenkraft, A., Frumin, K., Foster, B., . . . McCoy, A. (2018). "Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform." Teaching and Teacher Education **72**: 107-121.

Situated in the context of the Advanced Placement curriculum reform in the sciences, this quantitative study validates selected elements of Desimone's (2009) conceptual framework on teacher professional development. Using national data sets with data from 133 336 students and 7434 teachers, multi-level structural equation models indicate that professional development participation and contextual school- and teacher-level factors influence teachers' classroom practices. In turn, aspects of instructional enactments characteristics are significantly, but very weakly, associated with student performance. Thus, this study reinforces calls to provide teachers opportunities for high-quality professional development and suggests to advance research that identifies effective instructional practices.

Francis, A. T., Olson, M., Weinberg, P. J., & Stearns-Pfeiffer, A. (2018). "Not Just for Novices: The Programmatic Impact of Practice-Based Teacher Education." Action in Teacher Education **40**(2): 119-132.

This article describes how a secondary teacher education program at a mid-sized university made the turn toward a practice-based program in teacher education. The authors argue that efforts to recenter the program around practices have not only improved opportunities for novice teachers, but also have provided teacher educators a programmatic framework for making substantive progress toward three attributes of quality teacher education: increased collaboration between teacher educators, greater coherence between courses and experiences, and improved legitimacy of university-based teacher education. The authors detail specific components of this program reform and explain how such efforts have resulted in valuable gains across each attribute. The authors also explain how they implemented these programmatic changes largely within existing course and field-experience structures, and without substantive new infusions of personnel or funding.

Fylkesnes, S. (2018). "Whiteness in teacher education research discourses: A review of the use and meaning making of the term cultural diversity." Teaching and Teacher Education **71**: 24-33.

The term "cultural diversity" is extensively used in recent teacher education research, but its meaning appears to vary and therefore needs to be made visible. This article reviews the use and meaning making of the term cultural diversity. The analysis reveals three main patterns across the 67 studies reviewed: Cultural diversity is (1) undefined, (2) related to a set of other undefined terms and (3) used in binary oppositional discourses that produce a racialized Other. Drawing on critical Whiteness studies and critical discourse analysis, I argue that despite attempting to promote social justice, researchers are actors who produce a discursive ideology of White supremacy.

Gaines, R., Choi, E., Williams, K., Park, J. H., Schallert, D. L., & Matar, L. (2017). "Exploring Possible Selves Through Sharing Stories Online: Case Studies of Preservice Teachers in Bilingual Classrooms." Journal of Teacher Education **69**(3): 209-224.

We examined how narrative was used in online classroom discussion as preservice bilingual teachers experimented with possible future selves. Considering associations between narrative and identity construction, we explored the complementary roles of stories from personal past experiences and backgrounds, experience as teacher interns, and imagined experiences of possible future selves as four preservice teachers endeavored to understand what it means to be a teacher of bilingual children. Data came from transcripts of nine computer-mediated discussions (CMDs) incorporated as a classroom activity in a theory-into-practice teacher preparation course. Findings suggest that preservice teachers' diverse trajectories to becoming bilingual and their motivations for becoming teachers as expressed in narratives during CMD have the potential to increase the specificity and diversity of possible selves for all discussion participants. Narratives shared in discussion allow all preservice teachers to borrow from a library of lived experiences to inform their imagined future teaching selves.

González, G. and L. Skultety (2018). "Teacher learning in a combined professional development intervention." Teaching and Teacher Education **71**: 341-354.

The study examines geometry teachers' video club discussions in a two-year professional development intervention that combined lesson study, video clubs, and animation discussions to promote teacher noticing of students' prior knowledge. Most discussions pertained to student conceptions (78%), followed by pedagogy (19%). Discussion of students' prior knowledge surfaced only when talking about student



conceptions or pedagogy. There was statistically significant evidence that teacher-initiated discussions of students' prior knowledge were more substantial than facilitator-initiated discussions. The findings suggest that the professional development model and the facilitators' moves promoted and sustained teacher noticing of student thinking throughout the intervention.

Greenleaf, C., Litman, C., & Marple, S. (2018). "The impact of inquiry-based professional development on teachers' capacity to integrate literacy instruction in secondary subject areas." Teaching and Teacher Education **71**: 226-240.

This mixed-methods study explores the impact of an inquiry-based PD model designed to support teachers in integrating literacy and content learning. The study drew on classroom observations of 34 ELA, history, and science teachers with reputations for good instructional practice. An analysis of video data from observed lessons revealed that a subset of 16 teachers who had previously participated in Reading Apprenticeship PD offered significantly more opportunities and support for complex literacies and greater integration of literacy and content learning. Findings have implications for PD with the potential to improve literacy instruction in secondary content area classrooms.

Hamilton, M. and A. O'Dwyer (2018). "Exploring student learning approaches on an initial teacher education programme: A comparison of mature learners and direct entry third-level students." Teaching and Teacher Education **71**: 251-261.

This article compares the learning approaches of students on an initial teacher education programme. Using a mixed method approach, the study examines differences between mature learners and direct entry students, across the domains of deep, strategic and surface learning approaches. Following the quantitative phase, group interviews were conducted to gain additional insights into the factors, which impacted learning approach. Significant differences were evident between both cohorts. The key categories that contributed to learning approach included; motivation to learn, collaborative and competitive learning, prior educational experiences and school placement. The findings provide insights into the diversity of student cohorts.

Hardy, I. and W. Melville (2018). "The activation of epistemological resources in epistemic communities: District educators' professional learning as policy enactment." Teaching and Teacher Education **71**: 159-167.

This article argues that professional learning can be understood as a form of policy enactment, characterized by the activation of particular 'epistemological' resources within specific communities of shared understanding ('epistemic communities'). In making this case, we draw upon insights from district officials responsible for enacting a provincial assessment policy in Ontario, Canada. Our research suggests these senior educators' learning about assessment reform, particularly their strong advocacy for teacher learning for assessment reform, were epistemological resources developed within the specific, effective epistemic communities of which they had been a part, over time. Policy enactment is heavily influenced by student-centered school/cross-school/system communities.

Harfitt, G. J. and J. Mei Ling Chow (2018). "Transforming traditional models of initial teacher education through a mandatory experiential learning programme." Teaching and Teacher Education **73**: 120-129.

This paper reports on the impact of a compulsory credit-bearing experiential learning (EL) block embedded into an initial teacher education (ITE) programme in Hong Kong. Student teachers engage in extended participation with community-based projects, aimed at enhancing their understanding of real-world environments, expanding their capacity to integrate theory and practice, and broadening their global outlook. The projects include community placements in Hong Kong, as well as regional learning opportunities. Qualitative data from a hundred participants reveal important outcomes in terms of pedagogical development, students' understanding of diverse others and enhanced reflective practices. The paper attends to global changes in education.

Harrison, J. and J. Lakin (2018). "Pre-service teachers' implicit and explicit beliefs about English language learners: An implicit association test study." Teaching and Teacher Education **72**: 54-63.

Pre-service teachers' attitudes and beliefs about English Learners (ELs) are especially critical as they enter their professions among an increasingly diverse student population. This study uses an Implicit Association Test to explore implicit and explicit beliefs and attitudes of pre-service teachers about ELs. Pre-service teachers from a Southeastern U.S. university hold generally positive implicit beliefs about ELs

and express positive expectations for working with ELs and school support. Implicit association test measures have potential as tools for preparing pre-service teachers and evaluating the impact of interventions that seek to improve teachers' readiness to serve this population.

Heemsoth, T. and T. Kleickmann (2018). "Learning to plan self-controlled physical education: Good vs. problematic teaching examples." *Teaching and Teacher Education* **71**: 168-178.

Educational research assumes reflection on teaching examples to have positive effects on pre-service teachers' professional development. The role of teaching quality in such examples is unclear, however. In a field experiment with a pre-post-design, we taught "planning self-controlled learning" to 83 undergraduate pre-service physical education teachers and assigned them to three conditions: they either reflected on good teaching or problematic teaching examples or they compared both types of examples. We found that the comparison of examples supported their instruction planning more than reflecting good or problematic teaching examples only. In addition, comparing examples changed the pre-service teachers' beliefs.

Heikkinen, H. L. T., Wilkinson, J., Aspfors, J., & Bristol, L. (2018). "Understanding mentoring of new teachers: Communicative and strategic practices in Australia and Finland." *Teaching and Teacher Education* **71**: 1-11.

The study examines the practices of mentoring of new teachers in Finland and Australia. The study's aim was to reflect on how mentors and mentees understood mentoring as a social practice. Five mentoring categories emerged: opening up, facilitating, counselling, guiding and leading. Educators need to be more explicit about differing aims, goals and values of mentoring. Good mentoring is about balancing communicative and strategic action.

Herbert, L. P., Allen, J. M., & McDonald, C. V. (2018). "Exploring the influence of multi-field classroom observations on early career teachers' professional practice." *Teaching and Teacher Education* **73**: 192-202.

The research reported in this paper is part of a larger study that examined the impact of multi-field classroom observations on the professional work of early career and experienced teachers. For the purposes of this study, early career teachers are defined as teachers who are in their first three years of teaching, and experienced teachers as those who have been teaching for more than seven years. Multi-field classroom observations are defined as representing a process whereby early career teachers observe experienced teachers teaching in multiple teaching areas/fields, with the intention to learn from their experience rather than appraise the observed teacher.

The paper addresses the following research question: What is the influence of multi-field classroom observations on early career teachers' learning, sense of self-efficacy and teaching practice? Through responding to this research question, the study contributes to the understanding of the impact of multi-field classroom observations on early career teachers' learning and self-efficacy, and identifies the perceived impact on their teaching practice. To date, there have been limited studies that have explored this phenomenon. (Taken from the the article's introduction)

Hoffman, J. V., Mosley Wetzel, M., & DeJulio, S. (2018). "Multiple Literacy Tutoring Experiences across a Teacher Preparation Program: How Can Practice in Hybrid Spaces Challenge the "Practice Makes Practice" Dilemma?" *Action in Teacher Education* **40**(1): 58-76.

The current qualitative study addresses the growing concern in preservice teacher (PT) education that simply increasing the amount of field experiences in teacher preparation programs may just reinforce the status quo in teaching. The focus in this report is on how a series of literacy tutorials, designed as hybrid spaces for learning, provide opportunities for PTs to experience practices that are not highly present or visible in elementary classrooms as a result of pressures to standardize the literacy curriculum. Although literacy tutorials are fairly common in teacher preparation programs, multiple literacy tutorials coordinated across a preparation program are rare. In this research project the authors focused on the learning of PTs across multiple tutorial experiences and the ways in which these tutorial experiences, as hybrid spaces, created opportunities for PTs to experience powerful teaching in ways that may not be present in traditional classrooms and in traditional practicum experiences. The findings from the current study document the ways in which the multiple tutoring experiences in multiple tutoring experiences supported the PTs in their growing understanding, engagement, and reflection around practices that challenge the standardized literacy curriculum shaping schools today.

Horvath, M., Goodell, J. E., & Kostea, V. D. (2018). "Decisions to enter and continue in the teaching profession: Evidence from a sample of U.S. secondary STEM teacher candidates." Teaching and Teacher Education **71**: 57-65.

Given its prevalence and cost it is imperative to identify predictors of early career teacher turnover intentions and behavior. During their final year as education majors, 311 US, STEM Secondary Education students rated their student teaching experience, the strength of their teacher identity, and their intent to enter the teaching profession. Within 1–3 years after graduating 191 of them reported whether they remained in the teaching profession. One's identity as a teacher, as well as the perceived quality of student teaching experiences, predicted both intent and actual entry into the teaching profession. Furthermore, teacher identity mediated the relationship between student teaching satisfaction and outcomes.

Hudson-Vassell, C., Acosta, M. M., King, N. S., Upshaw, A., & Cherfrere, G. (2018). "Development of liberatory pedagogy in teacher education: Voices of novice BLACK women teacher educators." Teaching and Teacher Education **72**: 133-143.

While many Black women teacher educators successfully teach about race and racism in ways particular to their intersectional positionalities, less is known about their initial experiences enacting a liberatory, anti-racist pedagogy. This paper reports on a qualitative study of two novice Black women teacher educators after their initial experience enacting a liberatory, anti-racist pedagogy in a college of education course. Findings from interviews and journal reflections highlight successes and challenges encountered as they begin their pedagogical journey that can inform Black faculty recruitment and retention agendas, as well as bolster teacher effectiveness. Implications and recommendations conclude the article.

Jaber, L. Z., Southerland, S., & Dake, F. (2018). "Cultivating epistemic empathy in preservice teacher education." Teaching and Teacher Education **72**: 13-23.

This study investigates the emergence and cultivation of teachers' "epistemic empathy" in response to analyzing videos of student inquiry. We define epistemic empathy as the act of understanding and appreciating someone's cognitive and emotional experience within an epistemic activity—i.e., activity aimed at the construction, communication, and critique of knowledge. Our goals are (1) to conceptually develop the construct and contrast it to more general notions of caring and (2) to empirically examine epistemic empathy in the context of preservice teacher education. We discuss tensions in teachers' expressions of epistemic empathy, and we end with implications for research and practice.

Jamil, F. M. and B. K. Hamre (2018). "Teacher Reflection in the Context of an Online Professional Development Course: Applying Principles of Cognitive Science to Promote Teacher Learning." Action in Teacher Education **40**(2): 220-236.

Teacher reflection has been at the core of teacher development efforts for almost 100 years, yet inconsistency in the literature results from a lack of clarity on how reflection is conceptualized from its purpose to processes, and how they relate to refining teacher practice. This article draws from research in cognitive science to explain how engaging in an ongoing reflection approach, focused on observations of real classrooms, can help teachers refine their responses to classroom situations over time. The authors also provide examples of this reflective approach from an online course for early childhood teachers focused on improving teacher-child interactions in the classroom.

Johnson, S. M., Reinhorn, S. K., & Simon, N. S. (2018). "Ending isolation: The payoff of teacher teams in successful high-poverty urban schools." Teachers College Record **120**(5).

Background/Context: Many urban schools today look to instructional teams as a means to decrease professional isolation, promote teachers' ongoing development, and substantially reduce well-documented variation in teachers' effectiveness across classrooms. Recent research finds that teams can contribute to teachers' development and increased student achievement. However, research also suggests that teams often fail and that most schools are not organized to ensure their success. Therefore, it is important to learn more about how teams function in successful schools, how teachers experience them, and what factors contribute to their success.



Purpose/Objective/Research Question/Focus of Study: Data for this article were drawn from a comparative case study focusing on the human-capital practices in six successful high-poverty, high-minority schools (traditional, turnaround, restart, and charter), all located in one Massachusetts city. Each school was affected by a distinct set of state and local policies. Here, we focus on the schools' approaches to professional learning and collaboration among teachers. Did they rely on teams, and, if so, what purposes did the teams serve, and how were they organized? How did teachers assess their experience with teams? What role did administrators play? Were there notable school-to-school differences in how these teams were organized and managed?

Research Design/Data Collection and Analysis: For this qualitative, comparative case study, we conducted semistructured interviews with 142 teachers, administrators, and other staff in six elementary and middle schools. Interview protocols encouraged participants to discuss their school's approach to teachers' professional learning and work with colleagues. During school visits, we also observed a wide range of day-to-day practices and collected documents describing school policies and practices. We coded our data with both emic and etic topical codes and used various matrices to analyze responses within and across the sites.

Conclusions/Recommendations: Five schools relied on teams as a central mechanism for school improvement, dedicating substantial blocks of time each week to teachers' meetings. Teams focused on matters of content (curriculum, lesson plans, and student achievement) and the student cohort (individual progress, group behavior, and organizational culture). Teachers valued their work on teams, saying that it supported their instruction and contributed to their school's success by creating coherence across classrooms and shared responsibility for students. Factors that supported teams included having a worthy purpose in support of the school's mission; sufficient, regular time for meetings; engaged support by administrators; and facilitation by trained teacher-leaders.

Jonker, H., März, V., & Voogt, J. (2018). "Teacher educators' professional identity under construction: The transition from teaching face-to-face to a blended curriculum." *Teaching and Teacher Education* **71**: 120-133.

Over the past two decades, researchers have been giving increasing attention to blended learning. However, many studies equate the online component in a blended curriculum with online teaching in general (Comas-Quinn, 2011), although the remaining face-to-face component makes blended education different from online education. Furthermore, blended education has been studied mainly from the students' point of view, while less attention is paid to teaching and the role of the teacher in a blended learning environment (Gerbic, 2011). Teachers working in a blended curriculum encounter an educational context that has changed substantially and impacts their teacher role (Smits and Voogt, 2017, Baran et al., 2013), but it is still not clear how teachers cope with this change. Beijaard, Meijer, and Verloop (2004) argue that "knowledge of teachers' perceptions of aspects of their professional identity may (...) be useful in helping them cope with educational change" (p. 115).

More research is needed to provide further insights regarding teachers' professional identity when f2f and online teaching are combined. This study addresses that need by exploring the experiences of teacher educators making the change from a f2f to a blended curriculum. (Taken from the article's introduction)

Kass, E. and E. C. Miller (2018). "Career choice among academically excellent students: Choosing teaching career as a corrective experience." *Teaching and Teacher Education* **73**: 90-98.

The present study examined implicit motivations of academically excellent students' choice of teaching careers rather than more prestigious occupations. Open, in-depth interviews were conducted with twelve students. Findings indicate that choosing a career in teaching served as a corrective experience for painful past experiences, and revealed four types of implicit motivations: (1) The experience of helplessness and the need to strengthen the sense of self-efficacy (2) The search for interpersonal boundaries as markers of identity (3) The need to belong: Warmth, caring, and individual attention and (4) Compensation for an unjust and humiliating experience in childhood.

Khasnabis, D., Goldin, S., & Ronfeldt, M. (2018). "The Practice of Partnering: Simulated Parent-Teacher Conferences as a Tool for Teacher Education." *Action in Teacher Education* **40**(1): 77-95.



Partnering with families in ways that support children's learning is a skill that is central to high-quality teaching. Parent-teacher conferences are a key site for teachers to learn how to leverage family resources in service of instruction. To know how to support the development of well-started beginners, teacher education (TE) programs must design substantive opportunities for interns to learn to bridge students' work in schools on academic content with their home and community-based experiences; they must also be able to assess teacher candidates' capacities to enact this learning. The authors report on their efforts to design a simulated parent-teacher conference, used here as a pre-assessment, as a means for assessing interns' capacities to interact with and learn from diverse families to better support the needs of students. They refer to these skills as "partnering practices."

Kim, L. E. and R. M. Klassen (2018). "Teachers' cognitive processing of complex school-based scenarios: Differences across experience levels." *Teaching and Teacher Education* **73**: 215-226.

Teachers are confronted with and must process challenging situations every day. Yet the development trajectory of their processing ability is unknown. Our two-part mixed method studies use a think-aloud methodology to understand how teachers cognitively process difficult school-based and non-school-based scenarios. Studies 1 and 2 examine the differences between expert, beginning, and pre-service teachers without and with pre-existing response options, respectively. Results from qualitative (but not quantitative) analyses indicate group differences in strategy, scope, content, and reasoning. Furthermore, we find that teaching is a domain-specific expertise. We discuss how this information can inform teacher education and professional development programs.

Kolbe, T. and S. Jorgenson (2018). "Meeting Instructional Standards for Middle-Level Science Which Teachers Are Most Prepared?" *The Elementary School Journal* **118**(4): 549-577.

For 2 decades, science teachers have been encouraged to orient their instruction around the practices of scientific inquiry; however, it is unclear whether teachers have the knowledge and skills to do so. In this study, we draw upon data from the 2011 National Assessment of Educational Progress to examine the extent to which eighth-grade science teachers' educational backgrounds are related to using inquiry-oriented instruction. We focus on aspects of teachers' educational backgrounds that are most frequently used by teacher education programs and state licensing agencies as proxies for teachers' content knowledge and professional preparation to teach science. We find that teachers' educational backgrounds, especially in science and engineering disciplines and science education, are associated with differences in the extent to which teachers engage in inquiry-oriented instruction, regardless of teaching experience. Findings suggest that teachers' educational backgrounds are relevant considerations as standards-based efforts to reform science instruction in middle-level classrooms move forward.

Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). "Meaningful learning in teacher education." *Teaching and Teacher Education* **71**: 66-77.

Recent discussions of teacher education and teachers' professional development have regularly raised the problems of teacher education preparing teachers for delivering a predetermined curriculum instead of supporting their critical reflection and thinking skills (Edwards and D'Arcy, 2004, Edwards and Protheroe, 2003) and presenting teaching as a mere technical activity (Zeichner, 2014). As a result of these critiques, several changes to the pedagogy and curriculum of teacher education have been suggested in many recent studies (e.g. Girvan et al., 2016, Heikkinen et al., 2011, Korthagen, 2004). Until now, there has, however, been little research on how these new approaches are working as part of teacher education and how they are experienced by the student teachers. More understanding is needed of how learners personally construe and construct their learning experiences (Billett, 2009, p. 33; Okukawa, 2008). Especially in teacher education programmes, the provision of meaningful learning experiences for students is considered critical for ensuring the student teachers understand what is to be learned (Daves & Roberts, 2010). Understanding students' experiences of meaningful learning in teacher education is central to developing emotionally, relationally and morally sound pedagogical practices. This study offers a perspective into these issues by focusing on an obligatory course in a class teacher education programme in a Finnish university that has been experienced as deeply meaningful by student teachers during several consecutive years (Rasku-Puttonen et al., 2011, Tynjälä et al., 2016, Virtanen and Tynjälä, 2013). This intensive course, focusing on the phenomena of interaction and cooperation in teaching, is situated in the context of curricular and pedagogical development in a Finnish teacher



education programme. The goal of the study is to understand what constitutes the experience of meaningfulness for students in the context of the specific course under study. The focus is on the realisation of the process characteristics of meaningful learning. (Taken from the article's introduction)

Kumar, R. and F. Lauermaann (2018). "Cultural Beliefs and Instructional Intentions: Do Experiences in Teacher Education Institutions Matter?" American Educational Research Journal **55**(3): 419-452.

This cross-sectional study examines associations between preservice teachers' experiences in teacher education (n = 2,129), their beliefs about culturally diverse students, and their endorsed instructional practices within social reconstructionist and achievement goal theory frameworks. Structural equation modeling confirmed significant associations between experiences in teacher education and discomfort with student diversity, endorsement of mastery- and performance-oriented practices, and reluctance to adjust instruction to culturally diverse student needs. The number of multicultural education courses completed negatively predicted preservice teachers' stereotype beliefs and positively predicted mastery orientation. Reluctance to accommodate to culturally diverse students' educational needs mediated relations between stereotype beliefs and discomfort with student diversity with mastery- and performance-oriented practices. This demonstrates that general stereotype beliefs can inform proximal cultural intentions and instructional practices.

Lautenbach, F. and F. Antoniewicz (2018). "Ambivalent implicit attitudes towards inclusion in preservice PE teachers: The need for assessing both implicit and explicit attitudes towards inclusion." Teaching and Teacher Education **72**: 24-32.

Explicit attitudes towards inclusion are increasingly investigated in (preservice) teachers. However, few studies examine implicit attitudes towards inclusion, despite the advantage of being less sensitive to social desirability. Since inclusion is a sensitive topic, we aimed to investigate implicit and explicit attitudes towards inclusion as well as interactions between these attitudes. Using the Single-Target Implicit Association Test, early semester preservice teachers exhibited ambivalent implicit attitudes and positive explicit attitudes. Implicit attitudes were negatively correlated with explicit attitudes. Methodological and contentual explanations for these findings are discussed and theory-based implications for university education are suggested.

Lavy, S. and R. Eshet (2018). "Spiral effects of teachers' emotions and emotion regulation strategies: Evidence from a daily diary study." Teaching and Teacher Education **73**: 151-161.

Based on the "broaden and build" theory of positive emotions, we explored daily dynamics of teachers' emotions and their regulation, expecting positive emotions to promote teachers' use of adaptive emotion regulation strategies, and trigger upward spirals leading to further use of these strategies and increased teacher well-being. Negative emotions were expected to have opposite effects. Sixty-two teachers completed daily measures of emotions, emotion regulation, burnout, and job satisfaction during 10 workdays. Results supported direct and cyclic effects of surface acting, indicated positive effects of deep acting, and suggested that emotion regulation strategies underlie effects of emotions on satisfaction and burnout.

Lazar, A. M. (2018). "Creating teachers of promise: Growth toward equity-mindedness in a landscape of practice." Teaching and Teacher Education **71**: 308-318.

Teachers who understand the structural, sociocultural contexts that shape students' lives and opportunities are best positioned to see students' capacities (Castro, 2010, Chubbuck, 2010). Questions remain about how teacher candidates construct these understandings. Guided by the concept of landscape of practice (Wenger-Trayner & Wenger-Trayner, 2015) this study tracks the experiences of three teacher candidates as they participated in an equity-oriented teacher education program (TEP) that included field experiences in culturally nondominant, underserved urban communities (CNU). Findings from this study reveal how the program helped broaden candidates' understandings about students and their schooling opportunities, but they also show the limitations of the TEP to cultivate the kinds of equity orientations needed to critically care for students. (Taken from the article's introduction).

Lazar, A. M. (2018). "Preservice teachers' varied experiences in urban literacy practica: A challenge for teacher educators." Teaching and Teacher Education **71**: 262-270.



Literacy practicum experiences provide opportunities for preservice teachers (PSTs) to construct understandings about literacy teaching and envision themselves as future teachers. Practicum experiences in underserved schools that serve students of culturally nondominant backgrounds offer special opportunities and challenges for the largely white and monolingual population of PSTs that tend to enter the teaching profession. While practica help prepare PST's to teach in these settings, many of these sites employ standardized curricula which can impact the degree to which they are able to observe and enact a wide range of meaning-centered, equity-oriented literacy teaching practices. This presents an ongoing challenge for literacy educators like myself who seek to prepare PSTs to not just enact these practices in underserved schools, but to also help them advocate for students' literate and linguistic rights. It becomes necessary, then, to understand how PSTs make sense of the disjuncture between the teaching practices promoted within teacher education programs (TEPs) and those used in classrooms, and how these discrepant orientations toward literacy teaching shape their identities as future teachers.

In this study, I examine PSTs' perceptions of literacy instruction at five different urban elementary schools and consider how these sites influenced their ability to see themselves as future literacy teachers in these schools. How teachers are educated for underserved communities is an important area of inquiry considering the gap between the "rhetoric about providing all students with fully qualified and effective teachers and the reality of only some students having access to these teachers" (pg. 1, Zeichner, 2009). Acknowledging that disparate teacher education reform agendas compete to influence how teachers are educated (Zeichner, 2009), this research aligns with a social justice agenda and focuses on the relationship between literacy education curricula and field-based experiences in urban schools. Findings from this study inform the design of literacy education curricula and the ways that teacher educators and mentor teachers can work together to create robust learning opportunities for teacher candidates. (Taken from the article's introduction).

Lehmann, J. (2018). "Parental involvement: an issue for Swiss primary school teacher education." Journal of Education for Teaching **44**(3): 296-308.

This article is the Swiss contribution to the European project 'Collaboration on Improving Students' Preparation for Family-School Partnerships'. It presents results from a study investigating how Swiss Schools of Teacher Education prepare primary school students for cooperation with the parents of four- to thirteen-year-old pupils. Nine Schools of Teacher Education in the German-speaking part of Switzerland were surveyed. The study conducted questionnaire surveys, key informant interviews and document analysis on this topic. This article focuses on the results for primary school teacher education. The findings show that Swiss primary school teacher education programmes accord importance to family-school cooperation. All Schools of Teacher Education cover the topic of family-school cooperation either by conducting special courses on this subject or by connecting the subject with other courses. However, the content and extent of the coverage of and linkages to family-school cooperation in the courses largely depends on the individual educator. Moreover, preparing for family-school cooperation is an important issue during in-field training. The results of this study differ from those in other countries and contradict common prejudices in public perception on the issue in Switzerland.

Li, Y., Archbell, K. A., Bullock, A., Wang, Y., & Coplan, R. J. (2018). "Chinese pre-service teachers' beliefs about hypothetical children's social withdrawal and aggression: Comparisons across years of teacher education." Teaching and Teacher Education **71**: 366-375.

This study examined Chinese kindergarten pre-service teachers' beliefs about hypothetical children's problematic behaviors with peers. Pre-service teachers responded to depictions of children displaying social withdrawal (shyness and unsociability) and physical aggression (for comparison). Among the results, pre-service teachers perceived aggression as the most problematic behavior, followed by shyness and then unsociability. Results suggested that pre-service teachers in later years of the program were able to make fine-grained distinctions between subtypes of social withdrawal. Our research lends support to the notion that pre-service teachers' beliefs may be susceptible to change. Results are discussed in terms of pedagogical development and cultural context.

Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P. R. (2018). "“They come with nothing:” How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners." Teaching and Teacher Education **71**: 98-107.



Especially in the United States' "New South," rapid growth in numbers of Latino/a students, particularly Latino/a English Language Learners (ELLs), has resulted in a cultural clash that is reflected in the often prejudiced attitudes of predominantly white monolingual teachers towards such students. Drawing on qualitative data collected as part of a mixed-methods multi-year study of the effects of teacher training in the culturally responsive Instructional Conversation pedagogy on ELL academic outcomes, the authors argue that while New South teacher attitudes towards ELLs often remain prejudiced, Instructional Conversation training seems to mitigate those negative attitudes over time.

Metz, M. (2018). "The role of teacher educators' personal histories and motivations in shaping opportunities to learn about social justice." *Teachers College Record* **120**(7).

Background: As social-justice-focused teacher education programs continue to gain prominence, a wealth of research explores approaches for preparing teachers for social-justice-minded teaching. This study looks closely at a key aspect of teacher education programs frequently absent from the research—the teacher educators (TEs) themselves.

Focus of Study: The study intentionally expands the consideration of TEs' identities beyond reductive demographic characteristics to explore how the personal histories and motivations of TEs impact teacher candidates' (TCs') opportunities to learn about teaching for social justice.

Setting and Participants: The study follows two parallel sections of a single teacher education course taught by two different TEs. Because the TEs taught from the same syllabus, within the context of the same program, the impact of each TE's instructional choices is revealed.

Research Design: Using a comparative case study design, data sources included field notes, audio recordings of class meetings, course readings and materials, and two interviews with each TE. Audio recordings were transcribed and analyzed following a micro-ethnographic discourse analysis approach. The second interview took place after initial analysis of the data, allowing the TEs to respond to initial findings.

Findings: Although both TEs focused on social justice topics, in alignment with the program goals, their choices of what topics to focus on differed greatly. One TE used the course readings to open up discussions of gender and sexuality, critically examining heteronormative ideals and a dismissive attitude toward adolescent relationships and sexuality. The other TE used the same readings and assignments to create inquiry into complicated issues of racial and ethnic identity with implications for classroom teaching. In each case, the choices by the TEs in how they framed discussions and assignments and what ideas they took up and built on during class interactions shaped the curriculum in unique ways. These instructional choices corresponded to each TE's own personal experiences and motivations.

Conclusions: The findings suggest that research on teacher education programs must look beyond course syllabi or the structural components of a program to understand the opportunities to learn provided to TCs. Decisions by TEs during classroom instruction shape very different opportunities to learn. These decisions are based, at least partially, on TEs' unique personal histories and motivations. When considering how teacher education programs address the issue of social justice, a TE's own history and motivations will impact the enacted curriculum as much as, if not more than, the written curriculum. As we continue to wrestle with how to prepare teachers for a diverse and inequitable society, teacher education programs and teacher education research would benefit from more nuanced consideration of the role TEs play in what gets taught in teacher preparation courses.

Michael, R. D., Webster, C. A., Egan, C. A., Stewart, G., Nilges, L., Brian, A., . . . Vazou, S. (2018). "Viability of university service learning to support movement integration in elementary classrooms: Perspectives of teachers, university students, and course instructors." *Teaching and Teacher Education* **72**: 122-132.

This study examined the views of elementary classroom teachers (CTs), preservice CTs (PCTs), and course instructors who were involved with a university course that drew upon principles of constructivism and SL to prepare preservice CTs to use MI. Focus groups were thematically analyzed using constant comparison techniques to identify perceived successes and challenges of the course. Findings centered on three major themes, including real-world context, learning embedded in a social context, and

scaffolding. This study adds to the emerging research base on school-university partnerships to support both preservice and inservice educational initiatives to generate and sustain physically active school communities.

Miller, G. E., Coleman, J., & Mitchell, J. (2018). "Towards a model of interprofessional preparation to enhance partnering between educators and families." *Journal of Education for Teaching* **44**(3): 353-365.

Interprofessional education (IPE) involves cross disciplinary learning, teaching, and supervision to foster greater interdisciplinary collaboration. In the field of medicine, this training approach has been adopted to improve collaboration amongst health care professionals. Rarely has this approach been adopted in regard to the preparation of student teachers. Yet professionals from the disciplines of general and special education, school social work, and school psychology often must work together and with families and pupils. A rationale will be forwarded for offering IPE to graduate students in these fields before they graduate. A multi departmental project was undertaken to design a new IPE training programme to foster collaborative knowledge of, dispositions towards, and skills in family school partnering. The components of the programme, the proposed criteria to gauge the success an initial pilot of the programme, and challenges faced in setting up such cross-discipline training will be described with lessons learned for the future.

Mutton, T., Burn, K., & Thompson, I. (2018). "Preparation for family-school partnerships within initial teacher education programmes in England." *Journal of Education for Teaching* **44**(3): 278-295.

The few studies conducted in Europe to date suggest that little attention is paid to pre-service teacher preparation for family-school partnerships (FSP) and that many teachers feel unprepared for such work. In England there has been little research in this area but a government review of best practice in parental involvement with schools concluded that '(t)eachers often lack the confidence and knowledge to work with parents ...'. Given the apparent discrepancy between the need for teachers to be more knowledgeable about FSP and the lack of opportunity within initial teacher education (ITE) programmes to address the issues, we carried out a national survey of ITE providers in England in order to ascertain what provision is currently on offer. Our findings indicate that while there is overall recognition of the value of preparing trainee teachers to become confident and knowledgeable about home-school partnerships, ITE providers feel constrained by the lack of time available to them to explore this area in greater detail. The article concludes by discussing some of the challenges of both planning and delivering effective FSP provision within the ITE curriculum and how this might relate to future professional learning.

Naraian, S. and S. Schlessinger (2018). "Becoming an inclusive educator: Agentive maneuverings in collaboratively taught classrooms." *Teaching and Teacher Education* **71**: 179-189.

Despite multiple approaches to effective collaborative teaching that have been proposed, the "one-teach, one-assist" model remains the most frequently used approach in US public schools with lack of time surfacing as a persistent challenge to effective co-planning for all methods of co-teaching (Mulholland and O'Connor, 2016, Pancsofar and Petroff, 2016). More importantly, the literature also has continually disclosed the inevitable power dynamics that pervade the shared professional space (Bessette, 2008, Hamilton-Jones and Vail, 2014), and the effects on educators' identities, particularly that of special educators (Naraian, 2010). Despite the ambiguous nature of the benefits of this practice for students with and without disabilities (Friend et al., 2010, Murawski, 2006) it remains an important mode of delivering special/inclusive educational services in US public schools. In this paper, we retain the focus on collaborative teaching contexts as an important site to inquire into teachers' sense-making of inclusion as practiced within a culture of performativity. We simultaneously register the immense complexity of, and variability within such contexts that call for creative responses when upholding commitments to inclusion. (Taken from the article's introduction)

Nousiainen, T., Kangas, M., Rikala, J., & Vesisenaho, M. (2018). "Teacher competencies in game-based pedagogy." *Teaching and Teacher Education* **74**: 85-97.

This study examines what kind of competencies teachers need in using game-based pedagogy (GBP). In our conceptual framework, GBP entails four approaches: using educational games or entertainment games, learning by making games, and using gamification in learning. Our data, consisting of teachers' documentation, thematic interviews and questionnaires, were analysed using qualitative content analysis. Four main competence areas were identified: pedagogical, technological, collaborative and creative. The



results are applicable for developing teacher education and in-service training, as teacher competencies in game-based learning will be more integral to teachers' professional knowledge and skill repertoires.

Payne, K. A. (2018). "Democratic Teachers Mentoring Novice Teachers: Enacting Democratic Practices and Pedagogy in Teacher Education." *Action in Teacher Education* **40**(2): 133-150.

Much like preservice teachers, who cite cooperating teachers as influential to the learning-to-teach process, this study and its findings center the work of cooperating teachers as essential to teacher education for democratic education. The mentoring practices of cooperating teachers often reflect their teaching practices with students in their classroom; as such, this study examines the mentoring practices of five democratic teachers who worked with six preservice teachers in a one-semester clinical experience. Democratic mentoring affords preservice teachers opportunities to observe democratic teaching practices, to attempt enacting democratic practices within a classroom context ready for progressive practices and curricula, and importantly, to experience democratic education in their own learning-to-teach process. Further, recognition of the democratic mentoring practices of cooperating teachers, as teacher educators, democratizes teacher education by attending to multiple spaces of knowledge about teaching and students.

Phillippo, K., Brown, E. L., & Blosser, A. (2018). "Making Sense of Student–Teacher Relationships: Teacher Educator and Candidate Engagement with the Relational Practices of Teaching." *Action in Teacher Education* **40**(2): 169-185.

Although research on student-teacher relationships (STRs) consistently demonstrates STRs' association with student achievement and well-being, teachers typically receive limited guidance regarding how to cultivate these relationships. Efforts to promote teacher dispositions toward STRs and learning of relational practices—practices that ground strong STRs—are promising but scattered. This case study, which analyzes observation and interview data, program materials, and teacher candidate artifacts, extends knowledge in this area. The authors explore how one purposefully selected program, unique in its efforts to promote relational practices, incorporated relevant programmatic and instructional structures, and how candidates in turn developed relational practices. Faculty stressed STRs' importance but hesitated to didactically teach relational practices. This stance encouraged instructors' relational practice teaching and generated promising ideas about relational practice teaching. It also led to varied, idiosyncratic relational practice repertoires among candidates. These findings inform discussion of how and whether teacher educators might further incorporate relational practice teaching and learning.

Powell, D. (2017). "Brother, Can You Paradigm? Toward a Theory of Pedagogical Content Knowledge in Social Studies." *Journal of Teacher Education* **69**(3): 252-262.

Although research on pedagogical content knowledge (PCK) has accelerated in recent years, social studies educators have not generally been part of the conversation. This article explores why a theory of PCK for social studies has been so difficult to elaborate, focusing on the field's inability to come to consensus on its aims and purposes and on a pervasive distrust of traditional academic disciplines and scholarship they produce. These factors have helped make the effective preparation of social studies teachers, something researchers studying PCK hope to improve, exceptionally difficult. This article proposes that if the field can resolve its relationship to the disciplines, a more coherent conceptualization of teacher education in social studies could come into focus. Such a reconceptualization could help position social studies teacher educators to contribute to the knowledge base on PCK, particularly with regard to the transformation of disciplinary content into school curriculum.

Quinn, D. M. and J. S. Kim (2017). "Experimental Effects of Program Management Approach on Teachers' Professional Ties and Social Capital." *Educational Evaluation and Policy Analysis* **40**(2): 196-218.

Theory and empirical work suggest that teachers' social capital influences school improvement efforts. Social ties are prerequisite for social capital, yet little causal evidence exists on how malleable factors, such as instructional management approaches, affect teachers' ties. In this cluster-randomized trial, we apply a decision-making perspective to compare a literacy intervention managed under a "fidelity-focused" approach, in which teachers were expected to implement researcher-designed procedures faithfully, versus a "structured adaptive" approach, in which teachers collaboratively planned program adaptations. In the short term, the adaptive approach increased teachers' accessing of intervention-related social capital, but decreased their accessing of social capital unrelated to the intervention. Short-



term effects varied based on participants' role in the intervention. No group differences were found on social capital measures one year later, suggesting that the structured adaptive approach did not make teachers more likely to form ties that would be useful outside of the intervention.

Reisman, A., Kavanagh, S. S., Monte-Sano, C., Fogo, B., McGrew, S. C., Cipparone, P., & Simmons, E. (2017) "Facilitating Whole-Class Discussions in History: A Framework for Preparing Teacher Candidates." *Journal of Teacher Education* **69**(3): 278-293.

Both the Common Core Standards for Literacy and the College, Career, and Civic Life Framework for Social Studies State Standards underscore the importance of classroom discussion for the development of high-level literacy and subject-matter knowledge. Yet, discussion remains stubbornly absent in social studies classrooms, which tend toward rote memorization and textbook work. In this article, we discuss our efforts to design practice-based methods instruction that prepares preservice teachers to facilitate text-based, whole-class discussion. We propose a framework for facilitating historical discussions and illustrate it with examples from videos of teacher candidates enacting the practice in K-12 classrooms. The framework assists not only in conceptualizing and naming the discrete components that constitute disciplinary discussion facilitation but also in highlighting where novices appear to struggle. Our analysis has implications for improving teacher education that seeks to prepare novices for ambitious instruction called for by the new literacy and social studies standards.

Salerno, A. S. and A. K. Kibler (2018). "Relational challenges and breakthroughs: How pre-service english teachers' figured worlds impact their relationships with students." *Teachers College Record* **120**(6).

Background/Context: Figured worlds have been conceptualized as spaces, or "realms," where individuals assign meaning and significance to actors and characters or come to understand what they take as "typical or normal." This study applies a lens of figured worlds to descriptions that pre-service teachers (PSTs) give of themselves and their relationships with students they said were challenging to teach.

Purpose/Objective: Research focused on two questions: (1) How do PSTs describe their own figured worlds in relation to those of their students' (2) What challenges and breakthroughs do PSTs describe in their efforts to understand students' figured worlds through relationship building?

Setting: Data are from a cohort of secondary English education PSTs during teacher preparation at a large public university in a South Atlantic state.

Population/Participants/Subjects: At graduation, the cohort consisted of 15 members, all of whom participated in our study. All of the participants were women of typical university student age. Participants described their race/ethnicity as White (11), Korean (1), Filipino-American (1), Chinese-American (1), and Hispanic (1).

Research Design: This qualitative study uses open-coding analysis to consider ways PSTs talked about their figured worlds and their student relationships across their two-year English education teacher preparation. Data include field notes of course discussions and practice-teaching observations, interviews, course presentations, lesson plans, and course assignments, especially from three teaching inquiry projects that PSTs completed during their program. The researchers take a practitioner-inquirer stance, as they were both involved in helping prepare the cohort.

Findings/Results: Among Question 1 findings, PSTs reveal various individual figured worlds in addition to several group-defined figured worlds, including group identities such as: women; students who had themselves excelled in school; new, young, and inexperienced teachers; people identifying strongly with English content; and people of privilege. Among Question 2 findings, PSTs overwhelmingly viewed relationships with students as important; however, they experienced many challenges and breakthroughs in building those relationships.

Conclusions/Recommendations: PSTs entered their preparation and their student-teaching classrooms with their own figured worlds about themselves and what teacher–student relationships should look like. In practice teaching, however, they experienced many challenges to building the types of relationships they expected. And they also experienced breakthroughs in improving these relationships. For teacher

educators, it is important to understand the figured worlds that PSTs bring to teacher–student relationships and to help them in understanding that students’ figured worlds might not align with their own.

Scott, C. E., McTigue, E. M., Miller, D. M., & Washburn, E. K. (2018). "The what, when, and how of preservice teachers and literacy across the disciplines: A systematic literature review of nearly 50 years of research." *Teaching and Teacher Education* **73**: 1-13.

To organize nearly five decades of research regarding teacher preparation in literacy across the disciplines, this study systematically examined and qualitatively synthesized the what, when, and how of the research, resulting in three overarching categories: (a) perceptions, (b) resistance, and (c) experience. Key findings include that when preservice teachers receive instruction through coursework and practicums, their perceptions toward providing literacy instruction in future teaching contexts became more positive. However, researchers often measured such instruction's effect upon content-area literacy courses in the short term, rarely exploring future classroom implementation. Additionally, recommendations for practice and implications for future research are given.

Shanahan, E. M. and A. K. Dallacqua (2018). "Moving beyond “Agreeable” Texts and “Boring” Tasks: Pairing Young Adult Literature and Critical Literacy in Teacher Education." *Action in Teacher Education* **40**(1): 38-57.

This article considers the power of approaching young adult literature from a critical literacy perspective in teacher education and how that affects emerging teachers’ ability to consider its role in their future teaching. Specifically, the authors explore how critical literacy-the exposure to a variety of texts, ways of approaching texts, and means of processing texts-can elevate preservice teachers’ understanding of literature and the world around them, and thus, their ability to teach their future students from a critical literacy perspective. In this qualitative study of the teaching and learning of critical literacy in an Introduction to Adolescent Literature teacher education course, the authors illustrate how the pairing of literary theory and young adult literature can provide preservice teachers the tools for questioning texts and larger societal issues with their future students. The current study has practical implications for the field of teacher education in the way literature courses for preservice teachers are designed and conceptualized.

Soslau, E., Kotch-Jester, S., Scantlebury, K., & Gleason, S. (2018). "Coteachers’ huddles: Developing adaptive teaching expertise during student teaching." *Teaching and Teacher Education* **73**: 99-108.

Coteaching positions both teachers as collaborative equals, each with a different set of expertise to contribute to coplanning, coinstruction, coreflection and coevaluation (Scantlebury, Gallo-Fox, & Wassel, 2008). The coteaching model acknowledges that the candidate can contribute in valuable ways, and places coteachers in dual roles: teachers and learners of teaching (Soslau, et al., 2018). While there is evidence that coteaching is a successful approach to support pupil learning (Emdin, 2007) and serves as professional development for inservice teachers (Gallo-Fox & Scantlebury, 2016), there is limited empirical literature, which explores how coteaching supports teacher candidates’ learning. In this study, we focus on the dual role embodied by the teacher candidate and we explore specific types of candidate learning aligned with help seeking and the development of adaptive teaching expertise. While coteaching has many educative components, the current work explores how coteachers use huddles as the contextual site for candidate learning. (Taken from the article’s introduction)

Spear, C. F., Piasta, S. B., Yeomans-Maldonado, G., Ottley, J. R., Justice, L. M., & O’Connell, A. A. (2018). "Early Childhood General and Special Educators: An Examination of Similarities and Differences in Beliefs, Knowledge, and Practice." *Journal of Teacher Education* **69**(3): 263-277.

In this study, we provide a contemporary examination of the similarities and differences between early childhood general educators (ECEs) and early childhood special educators (ECSEs) within a theoretically driven model that accounted for the associations of beliefs and knowledge with practice. We used structural equation modeling to examine the associations among these multifaceted constructs, controlling for background characteristics, for 147 ECEs and 78 ECSEs. Univariate analyses revealed differences between ECEs and ECSEs on measures of beliefs, knowledge, practice, and background characteristics; yet, when examining these variables in a complex model, this pattern of difference did not hold. ECSE status was predictive of differences in knowledge and one component of practice; however, in most cases, the differences between ECEs and ECSEs were not statistically significant. Implications of

the findings and the importance of examining the associations of beliefs, knowledge, and practice within a complex system are discussed.

Stroupe, D. and A. W. Gotwals (2017). "It's 1000 Degrees in Here When I Teach": Providing Preservice Teachers With an Extended Opportunity to Approximate Ambitious Instruction." *Journal of Teacher Education* **69**(3): 294-306.

Teacher educators have a challenging task of designing opportunities for preservice teachers (PSTs) to learn ambitious science teaching (AST). However, with limited time in methods courses and the complexities of AST, opportunities for PSTs to "try out" ambitious instruction are difficult to construct and analyze. To address this problem, we describe our enactment of a type of extended pedagogical rehearsal that we call "microteaching" in a secondary science methods course. Framed as a design experiment, we codeveloped macroteaching with the PSTs during methods class, examining how we all learned about AST given the extended learning opportunity. The results of this study, including that PSTs are not afraid of the uncertainty about what students might say and do, suggest that extended rehearsals of AST provide PSTs and the course instructors with opportunities to advance their teaching and vision of the profession in a methods class.

Thomson, M. M. and C. J. Palermo (2018). "Using an Expectancy-Value Model to Understand Teaching Motivation among Nontraditional Preservice Teachers: A Phenomenological Study Approach." *Action in Teacher Education* **40**(2): 151-168.

This qualitative study used a phenomenological methodology and an expectancy-value framework to understand nontraditional preservice teachers' motivations for choosing a teaching career. Nontraditional preservice teachers in the current study are described as teacher candidates for whom teaching was not their first career choice. Ten students enrolled in a Master of Arts in Teaching (MAT) program in the United States participated in in-depth, semistructured interviews about their decisions to become teachers. Analyses revealed five thematic concepts that illustrated how participants described their entry to the teacher education program. These themes related to participants' ability beliefs and expectancies, personal utility values, intrinsic values, social utility values, and the costs associated with choosing a teaching career. Implications for teacher education and mentoring programs are discussed.

van der Scheer, E. A. and A. J. Visscher (2017). "Effects of a Data-Based Decision-Making Intervention for Teachers on Students' Mathematical Achievement." *Journal of Teacher Education* **69**(3): 307-320.

Data-based decision making (DBDM) is an important element of educational policy in many countries, as it is assumed that student achievement will improve if teachers worked in a data-based way. However, studies that evaluate rigorously the effects of DBDM on student achievement are scarce. In this study, the effects of an intensive DBDM-intervention for Grade 4 teachers on students' mathematical achievement were investigated in a randomized controlled trial. Multilevel analyses showed that although no main effect on students' mathematical achievements was found, students who received "extended instruction" benefited significantly from the intervention. Based on the results, recommendations for the design of new DBDM-interventions and for their evaluation are presented.

Von Esch, K. S. and S. S. Kavanagh (2017). "Preparing Mainstream Classroom Teachers of English Learner Students: Grounding Practice-Based Designs for Teacher Learning in Theories of Adaptive Expertise Development." *Journal of Teacher Education* **69**(3): 239-251.

Preparing classroom teachers to teach English Learner (EL) students continues to challenge teacher educators. This article argues for EL teaching work to be situated within theories of professional learning that focus on developing teachers who can flexibly and innovatively integrate EL instructional practice into content area teaching. We propose a framework of adaptive expertise that highlights scaffolding instructional practice while simultaneously creating opportunities for preservice teachers to collectively engage with problems of practice and critical reflection in real time in classrooms. Using data from a qualitative study involving a practice-based design-the studio day-in teacher education, we illustrate key elements of the framework. We examine the potential of studio days to help preservice teachers build integrated knowledge about rigorous mathematics and language instruction. Framing the preparation of classroom teachers to teach EL students within theories of adaptive expertise may inform teacher education pedagogies and contexts for teacher learning.

Walker, J. M. T. and A. M. Legg (2018). "Parent-teacher conference communication: a guide to integrating family engagement through simulated conversations about student academic progress." Journal of Education for Teaching **44**(3): 366-380.

Teachers regularly communicate with families, yet few candidates are well-prepared for this professional activity. This gap can hinder family-school partnership and pupils' success. Given that candidates' opportunities to learn about family engagement (FE) depends on the decisions and values of individual teacher educators, we illustrate how FE can be integrated into an existing educator preparation programme. Specifically, we describe how to design and use simulated parent-teacher conferences (PTCs) to: foster candidates' conference communication skills; assess their understanding of content knowledge and their ability to plan instruction. Specifically, we designed two simulation tasks that required candidates' to analyse and respond to a given student assessment profile and then share their interpretation of the information in ways that developed parent-teacher partnership. Modelled after simulation-based medical education, we describe three steps teacher educators can take to integrate simulated PTCs into their existing curriculum. To illustrate how and why simulations impact professional readiness, we also describe the advantages, sequence and psychological processes of simulation training. A sample of candidate profiles across the two tasks are shared to illustrate what candidates take away from their experiences and the kinds of findings faculty may encounter when integrating simulation pedagogy.

Watson, J. (2018). "Deferred creativity: Exploring the impact of an undergraduate learning experience on professional practice." Teaching and Teacher Education **71**: 206-213.

This paper explores the impact of an art-based learning experience on former Education students' professional practice. Feedback from trainee teachers indicated that the true value of the creative process was only realised after they had graduated – what I have come to term 'deferred creativity'. The findings suggest that focusing on the development of their own creative characteristics, skills and attitudes helped students to become more creative practitioners. By drawing on the reflections of our alumni, we can help future students to develop the key creative competencies and skills required for 21st century life.

Whitaker, M. C. and K. M. Valtierra (2018). "Enhancing preservice teachers' motivation to teach diverse learners." Teaching and Teacher Education **73**: 171-182.

This two-year mixed-method case study examined if and how a teacher preparation program can change preservice teachers' motivation to teach culturally and linguistically diverse learners. Survey data from Master of Arts in Teaching (MAT) candidates demonstrated statistically significant changes in MATs' self-confidence for teaching diverse learners, their self-efficacy for culturally responsive pedagogy (CRP), their perception of the value of multicultural teaching, and in their interest in teaching diverse learners. Interview and focus group data identified explicit instruction on CRP, diverse practicum opportunities, and an emphasis on culturally-oriented self-inquiry as factors that enhanced teachers' desire to teach diverse students.

Harrison, J. and J. Lakin (2018). "Pre-service teachers' implicit and explicit beliefs about English language learners: An implicit association test study." *Teaching and Teacher Education*, 72: 54-63.

Abstract: *Pre-service teachers' attitudes and beliefs about English Learners (ELs) are especially critical as they enter their professions among an increasingly diverse student population. This study uses an Implicit Association Test to explore implicit and explicit beliefs and attitudes of pre-service teachers about ELs. Pre-service teachers from a Southeastern U.S. university hold generally positive implicit beliefs about ELs and express positive expectations for working with ELs and school support. Implicit association test measures have potential as tools for preparing pre-service teachers and evaluating the impact of interventions that seek to improve teachers' readiness to serve this population.*

Summary prepared by: Charles Wilkes, Matt Diemer, and Deborah Ball

Background

Public school students have become increasingly diverse. Yet, the teacher workforce has remained relatively homogenous (generally, White middle-class women). Teachers are increasingly likely to teach students that are racially, culturally, and linguistically different from them. Therefore, the authors investigate the attitudes and beliefs pre-service teachers have about English learners (ELs), using quantitative methods.

Key Terms

Implicit attitudes – Cognitive beliefs that are viewed as largely “automatic” and outside of conscious control.

Explicit attitudes – Cognitive beliefs that are viewed as accessible and under conscious control.

Implicit Association Test (IAT) – “...is a computer-based test which involves making rapid judgments about stimuli on a screen. The IAT is a method for indirectly measuring the strengths of implicit associations among concepts”

Implicit Association Test – EL (IAT – EL) – a variation of IAT that “assesses implicit attitudes about EL learners”

Explicit Survey Test – A 25 item survey that measures explicit attitudes about ELs in the following six factors:

- Language acquisition beliefs
- Pedagogy beliefs
- Attitudes toward ELs
- Perception of classroom practice
- Perception of impact of inclusion
- And perception of teacher support

This measure was adapted from previous research (Reeves, 2008) and subjected to an exploratory factor analysis (EFA) procedure, resulting in five factors. The smaller number of participants and type of analysis selected may result in an EFA that is less stable and trustworthy, however.

Research Questions

1. What are pre-service teachers' implicit attitudes about English learners vs mainstream students?
2. What (if any) correlations are there between implicit and explicit attitudes and beliefs?
3. How do explicit attitudes and beliefs relate to each other?

Methodology

The authors used convenience sampling to recruit 116 pre-service teachers for the study. The pre-service teachers attended a large Southeastern university (see table 1 for more information on the demographics of the pre-service teacher sample).

Table 1
Participant demographics.

| | | N (N = 116) | Percent |
|---|--------------------------|----------------|---------|
| Gender | Male | 17 | 16.5 |
| | Female | 86 | 83.5 |
| Native English | Yes | 103 | 99 |
| | No | 1 | 1 |
| Speaks a second language? | Yes | 16 | 15.4 |
| | No | 88 | 84.6 |
| Received training in teaching language-minority/ESL/ students | Yes | 7 | 7.4 |
| | No | 109 | 92.6 |
| School level | Sophomore | 49 | 47.6 |
| | Junior | 29 | 28.2 |
| | Senior | 15 | 14.6 |
| | Grad | 10 | 9.7 |
| Subject intending to teach | Early Childhood Ed. | 5 | 4 |
| | Elementary, all subjects | 56 | 49 |
| | English | 3 | 3 |
| | Social studies | 18 | 16 |
| | Math | 2 | 2 |
| | Special Education | 9 | 8 |
| | Music | 14 | 12 |
| | Foreign Language | 7 | 6 |
| | Other | 2 | 2 |

Pre-service teachers took two tests, explicit survey test and the Implicit Association Test – EL (IAT-EL). The explicit survey test was taken first (see table 3 for the items that are on the explicit survey test). After taking the explicit survey test, pre-service teachers took the IAT-EL. One key feature of IAT is reaction times, which are measured in milliseconds. Faster reaction times are believed to indicate a stronger implicit association than slower reaction times. Bias is reflected in slower reaction times between the phrase “English learners” and the word “good,” for example.

Table 3
Factor analysis results.

| Items | Rotated Factors | | |
|---|------------------|----------------------|------------------------------|
| | Pedagogy Beliefs | Attitude Towards ELs | Language Acquisition Beliefs |
| It is good practice to lessen the quantity of coursework for ESL students. | .706 | | |
| I will give ESL students less coursework than other students. | .688 | | |
| The modification of coursework for ESL students would be difficult to justify to other students. ^R | .535 | | .333 |
| It is a good practice to simplify coursework for ESL students. | .507 | | |
| I will allow ESL students more time to complete their coursework. | .488 | | |
| Teachers should not modify assignments for the ESL students enrolled in subject-area classes. ^R | .401 | | |
| Effort will be more important to me than achievement when I grade ESL students. | .272 | | |
| I would welcome the inclusion of ESL students in my class. | | .621 | |
| The inclusion of ESL students in subject-area classes creates a positive educational atmosphere. | | .834 | |
| The inclusion of ESL students in subject-area classes benefits all students. | | .746 | |
| I am interested in receiving more training in working with ESL students. | | .409 | |
| Subject-area teachers do not have enough time to deal with the needs of ESL students. ^R | | .300 | |
| I have adequate training to work with ESL students. | | .266 | |
| ESL students should avoid using their native language while at school. ^R | | | .755 |
| ESL students should not be included in general education classes until they attain a minimum level of English proficiency. ^R | | | .540 |
| I will allow an ESL student to use her/his native language in my class. | | | .522 |
| I would support legislation making English the official language of the United States. ^R | | | .483 |
| I will provide materials for ESL students in their native language. | | | .367 |
| It is good practice to allow ESL students more time to complete coursework. | | | .300 |
| ESL students should be able to acquire English within two years of enrolling in U.S. schools. ^R | | | .270 |

Teachers should not give ESL students a failing grade if the students display effort.
Notes. Factor loadings below 0.25 were omitted. ^R Reverse coded.

Results/Findings

From the analysis there were two results that the authors focused on. For the question “What relationships do explicit beliefs and attitudes have amongst each other?” the authors ran an exploratory factor analysis and retained all of the factors except “perception of classroom practice”. Descriptive statistics were reported and showed high variability in perceptions of impact, which means, “pre-service teachers vary in the degree to which they feel ELs slow down the progress of their class and increase the workload of teachers” (p. 61). To answer the question “Do implicit beliefs correlate with explicit beliefs” the authors using correlations found that there was a negative correlation between attitudes towards ELs and IAT score, meaning that pre-service teachers that had more positive explicit attitude towards ELs, had more negative implicit beliefs about ELs.

Discussion/Implications

Argues generally positive implicit attitudes toward ELs among pre-service teachers may translate into practice. Yet, how? Do implicit attitudes suggest a roadmap of equity-oriented practices?

Lack of correlation among explicit and implicit attitudes may be explained by “social desirability” in the explicit survey or knowing that one ought to report positive attitudes toward ELs as a pre-service teacher.

Conclusion

In conclusion the authors advocate for opportunities for pre-service teachers to both examine and compare the implicit and explicit attitudes, as well as provide pre-service teachers with the opportunity to reflect on their implicit and explicit beliefs about different populations of students. The authors also mentioned this could be done through different platforms such as courses, fieldwork, and practicum.

Third, the authors offer the following three directions for future research:

1. Incorporating the IAT for pre-service teachers as studies that have used the test have mainly been used for in-service teachers
2. Investigating the impact of courses, practicum, and other experiences on teachers implicit and explicit beliefs about EL students
3. Qualitative research can be use to enrich and provide alternative perspectives on findings
4. This method could be applied to in-service teachers and the impact of training and professional development

Lazar, A. M. (2018). "Creating teachers of promise: Growth toward equity-mindedness in a landscape of practice." *Teaching and Teacher Education*, 71: 308-318.

Abstract: *Literacy practicum experiences provide opportunities for preservice teachers (PSTs) to construct understandings about literacy teaching and envision themselves as future teachers. Practicum experiences in underserved schools that serve students of culturally nondominant backgrounds offer special opportunities and challenges for the largely white and monolingual population of PSTs that tend to enter the teaching profession. While practica help prepare PST's to teach in these settings, many of these sites employ standardized curricula which can impact the degree to which they are able to observe and enact a wide range of meaning-centered, equity-oriented literacy teaching practices. This presents an ongoing challenge for literacy educators like myself who seek to prepare PSTs to not just enact these practices in underserved schools, but to also help them advocate for students' literate and linguistic rights. It becomes necessary, then, to understand how PSTs make sense of the disjuncture between the teaching practices promoted within teacher education programs (TEPs) and those used in classrooms, and how these discrepant orientations toward literacy teaching shape their identities as future teachers.*

In this study, I examine PSTs' perceptions of literacy instruction at five different urban elementary schools and consider how these sites influenced their ability to see themselves as future literacy teachers in these schools. How teachers are educated for underserved communities is an important area of inquiry considering the gap between the "rhetoric about providing all students with fully qualified and effective teachers and the reality of only some students having access to these teachers" (pg. 1, Zeichner, 2009). Acknowledging that disparate teacher education reform agendas compete to influence how teachers are educated (Zeichner, 2009), this research aligns with a social justice agenda and focuses on the relationship between literacy education curricula and field-based experiences in urban schools. Findings from this study inform the design of literacy education curricula and the ways that teacher educators and mentor teachers can work together to create robust learning opportunities for teacher candidates. (Taken from the article's introduction).

Summary prepared by: Charles Wilkes, Matt Diemer, and Deborah Ball

Background

In an increasingly diverse public-school education system it is critical that "teachers understand the structural and sociocultural contexts that shape students' lives and opportunities" (p.308). However, less is known about how teachers construct the understandings mentioned above. Teacher education programs (TEP) are one vehicle that cannot only understand the constructions teacher candidates have, but also impact them. The authors in this paper conducted a longitudinal study at an equity-oriented TEP to investigate the constructions teacher candidates have and how they shift over time.

Key Terms

Equity-mindedness is recognizing students' capacities and advocating for them in critical caring ways. Embedded in this is a combination of several different orientations including funds of knowledge, a strengths-based perspective, macro-level ecologies and an understanding of students' social and educational history.

The **Landscape of practice (LP)** concept captures the complicated process of constructing understandings about equity and teaching through engaging in multiple communities over time (Wenger-Trayner & Wenger-Trayner, 2015)

Context

This study was conducted at a private university in the mid-Atlantic region of the United States. The campus demographic was primarily white middle class. The university and department of education were

committed to social justice, which is evident in their goals and teacher education curriculum, in particular, their two foundation courses: American Education (AE) and Literacy, Language & Diversity (LLD). In table 1 we can see the program structure for pre-service teachers.

| Year | Primary Course (s) (# courses) | Major Concepts Addressed |
|----------|---|---|
| Year 1 | Foundations of Education (1) | *History of U.S. education; *U.S. education as a social, political, economic and cultural "system"; *Issues of race, ethnicity, class and gender shaping U.S. education. |
| Year 2 | Language & Literacy Diversity (1) | *Literacy and language as socially situated practices; *Language and literacy geographic/cultural/class variations; *Relationship between language and identity; *Cultural factors impacting literacy and language development; |
| Year 3/4 | Methods Literacy (2) Mathematics (1) Science (1) Social Studies (1) | *Theories, research, and practices for teaching emergent bilinguals; *Literacy assessment and instruction in the early grades; *Literacy assessment and instruction in the intermediate grades; *The arts and children's literature; |
| Year 4 | Capstone Practicum (2-4) | *Mathematics assessment and instruction (PK-4); *Science assessment and instruction (PK-4); *Social studies assessment and instruction (PK-4); *Developmentally appropriate teaching to facilitate learning; *Use of assessments and standards to inform instruction; *Cooperative work with families to support children's learning; *Professionalism. |

Additionally, in table 2 you can see the practicum settings of the three participants in the study.

| | Rose | Laura | Kate |
|--------|------------------|------------------------|------------------|
| Year 1 | Urban-P | Urban-P | Urban-P |
| | Urban-P | Urban-P | Suburban-P (M) |
| Year 2 | Urban-P (M) | Urban-Ch | Urban-R (M) |
| Year 3 | Suburban-P | Urban-P | Study Abroad (M) |
| | Urban-Pr (SpE) | Suburban-P | Study Abroad (M) |
| | | Urban-Pr (SpE) | |
| Year 4 | Urban-Ch | Suburban-R | Urban (M) |
| | Suburban-P | Suburban-P (SpE) | Urban (M) |
| | Suburban-P (SpE) | | |
| Year 5 | | Campus Reading Program | |

P=Public; Pr=Private; Ch = Charter; R = Religious; SpE = Special Education; M = Multilingual.

Research Question

The article does not explicitly provide a research question or research question(s), however it appears the following is a potential question: How does three pre-service candidates develop their "equity-mindedness" in an equity-oriented teacher education program (TEP)?

Methodology

The focal data source were three interviews with three pre-service teachers, conducted annually over four. The authors used grounded theory to analyze interview transcripts and artifacts (practicum description forms and site documents). The author constructed four charts during the analysis of the data, however representations of the charts were not included in the paper. The charts captured the pre-service teacher's quality of equity mindedness (consistent, not yet consistent or emerging) along categories that includes, understandings about the sociology of literacy opportunity, culture in teaching, student's literacy/language capacities, and oneself as a teacher of students in culturally non-dominant underserved/urban communities (CNUs), as well as descriptors such as students, teaching practices, caregivers, and community.

Results/Findings

Students showed growth in equity-mindedness over time, yet there were some contradictions within this growth (e.g., interviews might better understand structural limitations on underfunded schools yet maintain stereotypical views of students' parents.) Post-graduation students shifted more toward the practicalities of teaching and moved away from a more equity-oriented stance (to some degree).

Discussion/Implications

These participants struggled to develop a more nuanced view of equity mindedness. For example, while able to critically analyze structural racism and its implications for schools, however they were less able to develop this same understanding of students' caregivers. Participants maintained a narrow view of literacy over time, suggesting that TEPs could do more to complicate pre-service teachers' views of literacy.

Conclusion

Based upon the results of the study the authors saw growth in pre-service teachers' awareness of structural inequalities at the level of schooling. However, it appeared pre-service teachers were less likely to recognize family and community capital, as well as race-based factors that shape caregivers and communities daily lives and experiences. Additionally, it appears that while pre-service teachers were able to recognize students' academic capacity, they were not able to recognize students' rich linguistic and literacy lives. In closing, the authors provided recommendations for the TEP, which includes the following:

- Using curriculum development and mentor/field placement to create critical equity-minded candidates
- Direct experiences with students and caregivers beyond university classrooms and school practicum sites to gain an appreciation of the variety and functions of students' language and literacy practices (these experiences are needed early in the program)
- Equity work needs to be maintained throughout the program