

### Information for the February 1, 2019 TeachingWorks Journal Club Meeting

We will discuss the following article in this meeting:

In addition, bibliographic information is below for other relevant articles published in the following journals between November 1, 2018 and January 4, 2019.<sup>1</sup>

*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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Akiba, M., et al. (2019). "Lesson study design features for supporting collaborative teacher learning." Teaching and Teacher Education **77**: 352-365.

Teacher learning communities have been promoted as a promising approach to promote systemwide improvement of teaching and student learning. However, our knowledge about what design features of collaborative learning processes in teacher groups support teacher learning is still limited. Based on a teacher survey of lesson study, this study found that facilitators' focus on student thinking, the quality of materials, and duration of lesson study were significantly associated with teacher participation in an effective inquiry process, which in turn is associated with perceived positive changes in teacher knowledge, self-efficacy, and expectation.

Bastian, K. C., et al. (2018). "A Framework for Improvement: Analyzing Performance-Assessment Scores for Evidence-Based Teacher Preparation Program Reforms." Journal of Teacher Education **69**(5): 448-462.

Teacher candidate performance assessments represent a promising source of data for evidence-based program improvement. However, teacher preparation programs (TPPs) interested in reform face a crucial question: how to identify actionable evidence in performance-assessment data. To address this concern, we propose a two-pronged empirical framework that TPPs can use to analyze performance-assessment data. The first approach, latent class analysis, creates profiles of instructional practice by grouping

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<sup>1</sup> For the November 2, 2018, TeachingWorks journal club we considered the following journals:

*Action in Teacher Education* (**40**(4)); *American Educational Research Journal* (December 2018, **55**(6)); *Educational Evaluation and Policy Analysis* (December 2018, **40**(4)); *Elementary School Journal* (December 2018, **119**(2)); *Journal of Education for Teaching: International Research and Pedagogy* (2018, **44**(5)); *Journal of Teacher Education* (November/December 2018, **69**(5)); *New Educator* **14**(4)); *Teachers College Record* (**120**(12);**120**(14)); *Teaching and Teacher Education* (January 2019, **77**); *Urban Review* (December 2018, **50**(5)).



candidates together based on similarities in their performance-assessment scores. This can help TPPs provide targeted supports to candidates. The second approach, predictive validity analyses, estimates relationships between candidates' performance-assessment scores and their performance as teachers-of-record. This can help TPPs identify programmatic elements significantly related to teacher outcomes. We illustrate this framework with Educative Teacher Performance Assessment (edTPA) data from a Partner University and contend that the impact of performance assessments can be amplified by these common strategies for analyzing performance-assessment data.

Bastian, K. C., et al. (2018). "Evaluating Teacher Preparation Programs With Teacher Evaluation Ratings: Implications for Program Accountability and Improvement." Journal of Teacher Education **69**(5): 429-447.

States are incorporating evaluation ratings into new, multi-outcome teacher preparation program (TPP) evaluation systems, yet little is known about the relationships between TPPs and the evaluation ratings of program graduates. To address this gap, we use teachers' ratings on the North Carolina Educator Evaluation System to determine whether TPPs are associated with the evaluation ratings of their initially prepared teachers. We find that (a) teachers from certain TPPs have significantly different evaluation ratings than graduates of other programs; (b) it is important to adjust for elements of school context when analyzing the evaluation ratings of program graduates; (c) evaluation ratings are a function of preparation quality, not just selection into programs; and (d) evaluation ratings provide evidence on the performance of TPPs that is distinct from value-added. Our results indicate that evaluation ratings can be a valuable component of TPP evaluation systems and provide guidance for incorporating ratings into such systems.

Becher, A. and L. Orland-Barak (2018). "Context Matters: Contextual Factors Informing Mentoring in Art Initial Teacher Education." Journal of Teacher Education **69**(5): 477-492.

This article explores the contextual factors that shape mentoring practice in Art Initial Teacher Education. Based on in-depth interviews, nonparticipant observations and stimulated recall interviews with participants, we examine how various factors related to the context of mentors' work influence their approaches to subject matter mentoring. Adopting a discursive stance to mentoring, we use critical discourse analysis to expose connections between mentors' language, ideas, and beliefs and the broader context of subject matter mentoring. In each mentoring setting studied, the analysis surfaces distinctive contextual factors that are grounded in mentors' interpretations of the roles and functions of their subject matter domains. We show how these factors inform mentors' perceptions of the purposes and processes of mentoring and their enactments in practice. Our findings offer an extended perspective to subject matter mentoring and new directions for thinking about context in mentoring. Implications for mentor preparation and selection are discussed.

Burns, R. W. and B. J. Badiali (2018). "Clinical Pedagogy and Pathways of Clinical Pedagogical Practice: A Conceptual Framework for Teaching About Teaching in Clinical Experiences." *Action in Teacher Education* **40**(4): 428-446.

ABSTRACTAs the field of teacher education evolves to more clinically based educator preparation, understanding how to develop preservice teachers? professional vision and pedagogy through reflection in and on practice in the clinical context is essential. The purpose of this article is to outline a conceptual framework for clinical pedagogy, or the art and science of teaching about teaching in clinical contexts. This article draws upon prior research of six clinical pedagogical skills (noticing, ignoring, intervening, pointing, unpacking, and processing) among clinical educators and sequences them into seven pathways of clinical pedagogical practice that clinical educators can use to foster preservice teacher learning. The clinical pedagogical skills and pathways of clinical pedagogical practice compose a conceptual framework for clinical pedagogy that has implications for how clinical experiences are resourced, how traditional roles for university supervisors and methods course instructors are reconceptualized, how future scholars of teacher education are prepared, and how future research can use this framework to deepen the knowledge base of clinical pedagogy.

Campbell, S. L. and M. Ronfeldt (2018). "Observational evaluation of teachers: Measuring more than we bargained for?." *American Educational Research Journal* **55**(4): 1233-1267.

Our secondary analysis of Measures of Effective Teaching data contributes to growing evidence that observation ratings, used as part of comprehensive teacher evaluation systems across the nation, may measure factors outside of a teacher's performance or control. Specifically, men and teachers in classrooms with high concentrations of Black, Hispanic, male, and low-performing students receive significantly lower observation ratings. By using various methodological approaches and a subsample of teachers randomly assigned to classrooms, we demonstrate that these differences are unlikely due to actual differences in teacher quality. These results suggest that policymakers consider the unintended consequences of using observational ratings to evaluate teachers and consider ways to adjust ratings to ensure they are fair.

Cervantes-Soon, C. G. (2018). "Using a Xicana feminist framework in bilingual teacher preparation: Toward an anticolonial path." *The Urban Review* **50**(5): 857-888.

This article intentionally proposes the use of anticolonial Xicana feminisms as a theoretical foundation for Spanish–English bilingual teacher preparation programs that serve a majority of Latinx aspiring teachers. An anticolonial Xicana feminist framework is imperative in order to prepare bilingual teachers to confront and counter the growing neoliberal ideologies that are co-opting the goals of bilingual/dual language education today and that run the risk of further marginalizing Latinx language minoritized students, particularly in rapidly gentrifying urban communities and regions experiencing a recent Latinx population boom. The article analyzes the theoretical and pedagogical processes that would help prospective teachers challenge the legacies of colonization, imperialism, and Eurocentric heteropatriarchy in order to forge an anticolonial path in bilingual education in four interrelated areas: vision, identities, languages, and pedagogies.

Dani, D. E., et al. (2018). "Learning to Teach Science: Elementary Teacher Candidates Facilitate Informal STEM Events." The New Educator **14**(4): 363-380.

Facilitating successful informal STEM learning experiences is essential for building knowledge and comfort with STEM content for children and teachers alike. Informal learning experiences are by nature hands-on and interdisciplinary and provide play-based, real-world, authentic learning experiences. This article describes what elementary teacher candidates learn about teaching science from facilitating a STEM event within school settings and outside regular school hours. The article also presents implications for elementary-teacher education.

Dharamshi, P. (2019). "'I remember being aware of how I was being positioned by my school': How early experiences with deficit views of education influence the practices of literacy teacher educators." Teaching and Teacher Education **77**: 90-99.

This paper explores how the practices and pedagogies of U.S. literacy teacher educators with a critical stance were influenced by their early life experiences. Findings from this study revealed that early life experiences directly informed their broadened conceptualizations and enactments of literacy pedagogy. Teacher education programs need to provide teacher educators with opportunities for collaboration to learn from one another, while broadening the experiences from which they construct their literacy education curriculum.

Donitsa-Schmidt, S. and B. Topaz (2018). "Massive open online courses as a knowledge base for teachers." Journal of Education for Teaching **44**(5): 608-620.

This research investigated an initiative to familiarize pre-service teachers with Massive Open Online Courses (MOOCs) as an example of Open Educational Resources (OERs). Student teachers in one faculty in a teacher education college in Israel were given the option to register on an international MOOC for credit. The purpose of the research was to examine the attitudes of the 84 students who chose to study in a MOOC towards their learning experience. Data were collected from students' reflections upon completion of the course. Findings reveal that all those enrolled in the MOOC successfully completed the course, expressed positive attitudes towards their learning experience and a desire to participate in more courses in the future. Students' reflections reveal gains not only in content knowledge but also in pedagogical knowledge, pedagogical content knowledge and technological pedagogical and content knowledge. Results indicate that MOOCs hold great potential for teachers' continuous professional development and lifelong learning.

Durden, G. (2019). "Beginner Teachers' conceptions of a successful lesson in English secondary schools: structure and implications." Teaching and Teacher Education **77**: 10-18.

This phenomenographic study describes qualitative differences in Beginner Teachers' (BTs') conceptions of a phenomenon central to their routine experience of teaching: the successful lesson. Conceptions were found to be comprised of two independently related components, the structure of the successful lesson and its purpose. Evidence on

the structure supports the adoption of a systems approach to BTs' thinking about lessons. Evidence on purpose confirms previous research into conceptions of learning. It was found that a sophisticated understanding of learning is not sufficient to ensure a sophisticated understanding of a successful lesson. These results add to teacher educators' pedagogical content knowledge.

Ellis, V. and A. Childs (2019). "Innovation in teacher education: Collective creativity in the development of a teacher education internship." Teaching and Teacher Education **77**: 277-286.

This article reports on research into the development of a teacher education internship scheme at Oxford University from 1973 to 1987. Based on an analysis of an archive of documents and interviews with key protagonists, the paper uses insights from cultural-historical theory to show how the scheme emerged interactively within a multi-layered social system. The article makes a contribution to the history of teacher education and how we theorise change in the field by providing an empirical description and analysis of one highly influential programme internationally and using the tools of CHAT to theorise innovation.

Flores, M. A. (2018). "Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practice." Journal of Education for Teaching **44**(5): 621-636.

The link between theory, practice and research in Initial Teacher Education (ITE) has been widely discussed in international literature. However, more needs to be done in regard to the examination of concrete examples to foster research and teaching practice in existing teacher education programmes. This paper focuses on a practicum model in ITE which aims at linking teaching and research, theory and practice. The reflective component of the model is oriented towards student teacher professional development under a democratic view of education. Integrating teaching and research and promoting teaching practice as a space of transformation rather than a process of adaptation or of application of theory may well represent a move towards knowledge mobilisation and research-informed practice. The paper concludes with some lessons learned and possible directions in order to overcome the shortcomings of the model and to enhance its positive and innovative features. Abbreviation ITE: Initial teacher education

Fonseca-Chacana, J. (2019). "Making teacher dispositions explicit: A participatory approach." Teaching and Teacher Education **77**: 266-276.

Knowledge, skills, and dispositions are essential qualities of effective teachers. In contexts where knowledge and skills predominate due to test-driven education policies, teacher preparation programs must incorporate dispositions to ensure holistic teacher education. In that light, a set of dispositions for an English Language Teacher program in Chile has been identified through an exploratory mixed-method study. Results contribute to establishing a definition for dispositions, understood as context-relevant intellectual, interpersonal, and intrapersonal teacher attributes. This paper, exploratory

in nature, makes a case for other teacher education programs to emulate the process and pursue better understanding of teacher dispositions.

Harell, K. F. (2019). "Deliberative decision-making in teacher education." Teaching and Teacher Education **77**: 299-308.

This paper examines deliberative decision-making as a strategy for democratic teacher education with an eye toward the role of teacher educators as facilitators in the process. It analyzes how facilitators' actions can support or undermine participants' power to deliberate over meaningful decisions. The paper is a multi-case study drawing on data collected across three iterations of the Foxfire Course for Teachers, a professional development retreat. Through thick qualitative description, the paper shows how effective facilitators can support democratic learning by promoting reflection on the deliberative decision-making process and directing participants' attention to problems instead of solving problems for participants.

Hicks Tafari, D. N. (2018). "'Whose world is this?': A composite counterstory of Black male elementary school teachers as Hip-Hop otherfathers." Urban Review **50**(5): 795-817.

From a critical race theory lens, the author shares data from a yearlong study on Black male elementary school teachers from the Hip-Hop generation. In this article, the author represents the data from said study as a composite counterstory which highlights how Black males are alienated, adultified, and criminalized in American public schools. Furthermore, in this article, the concept of otherfathering is comprehensively defined as it relates to how Black male teachers mentor and support their students.

Høynes, S.-M., et al. (2019). "Mentoring prospective mathematics teachers as conductors of whole class dialogues – Using video as a tool." Teaching and Teacher Education **77**: 287-298.

Inoue, N., et al. (2019). "Deconstructing teacher expertise for inquiry-based teaching: Looking into consensus building pedagogy in Japanese classrooms." Teaching and Teacher Education **77**: 366-377.

What does it take for teachers to effectively teach inquiry-based lessons? We videotaped a series of mathematics lessons that involve whole class consensus building discussions (neriage) taught by leading teachers at Japanese elementary schools followed by teacher interviews. The triangulated data analysis revealed that the teachers facilitated class discussions to achieve the lesson goals effectively, but they made modifications to their lesson plans on the spot to bring all the students together while promoting their whole person development. Based on these, we argue that the teacher expertise to teach inquiry-based lessons effectively involves holistic envisioning, adaptability and inclusiveness.

Jacobs, J. and L. Crowell (2018). "Developing as Teacher Leaders for Social Justice: The Influence of a Teacher-Leadership Graduate Program." The New Educator **14**(4): 315-341.

This qualitative study used focus groups to examine teacher leaders' perceptions of how they developed as a result of being in a teacher-leadership graduate program with



a focus on social justice. Findings point to the teacher leaders' development of a social-justice lens and a leadership lens to frame their work inside and outside of the classroom. The development of a social-justice lens promoted teacher leaders' critical consciousness about their identity and practices in their classrooms. The combination of a social justice and leadership lens promoted teacher leaders' critique of the practices and policies within the school and district. In addition, teacher leaders engaged in action or praxis in relation to social-justice issues within their schools. Implications for teacher-leadership programs include the need for a key focus on critical self-reflection, action research, and including practical and conceptual tools within the curriculum.

Karlsen, K. H., et al. (2019). "... but, it's really grown on me, Storyline, as practical as it has been": A critical inquiry of student teachers' experiences of The Scottish Storyline Approach in teacher education." Teaching and Teacher Education **77**: 150-159.

Through qualitative interviews and self-administered online surveys, this study critically examines how 104 first-year student teachers experience The Scottish Storyline Approach, a cross-curricular approach to teaching and learning. Framed by Dewey's (2005) concept of experience, The Storyline Approach is discussed as a possible didactic tool for making teaching and learning meaningful. Although not all students experience Storyline as positive, this study finds that the majority of the students report Storyline as relevant for their future profession.

La Velle, L. and M. A. Flores (2018). "Perspectives on evidence-based knowledge for teachers: acquisition, mobilisation and utilisation." Journal of Education for Teaching **44**(5): 524-538.

This introductory paper reviews the literature on the use of evidence-based knowledge (EBK) in the initial and continuing professional development of teachers and also in their everyday practice. It will set the scene for the theme of the SI and critically discuss general current issues about the generation of educational research evidence, how teachers may, or may not, acquire this and, drawing on and updating the outcomes of the previous JET SI (41 (5), 2014), some of the implications of translational research and knowledge mobilisation.

Laman, T. T., et al. (2018). "'My Hair has a Lot of Stories!': Unpacking Culturally Sustaining Writing Pedagogies in an Elementary Mediated Field Experience for Teacher Candidates." Action in Teacher Education **40**(4): 374-390.

This qualitative study examined what teacher candidates learned in a field-based mediated Language Arts methods course, intentionally designed to support teacher candidates in learning what is possible rather than typical, in an urban school setting where curriculum is often prescriptive rather than generative. Culturally sustaining pedagogies provided a powerful and important framework for curriculum and inquiry; these pedagogies guided this preservice teacher education course. Findings from this study indicate that this mediated experience served as an initial foray into recognizing and unpacking teacher candidates' deficit perspectives related to race and class-based assumptions about children and their families, and about the community in which they

lived. In addition, teacher candidates began to understand the nuanced and intentional moves teachers must make to affect student learning.

Land, C. L. (2018). "Examples of c/Critical Coaching: An Analysis of Conversation Between Cooperating and Preservice Teachers." Journal of Teacher Education **69**(5): 493-507.

As student populations become culturally and linguistically diverse, mismatches between students and the mostly White teaching force create challenges for schools and teacher education programs. This article—drawing from the Coaching With CARE project and building on research valuing the role of cooperating teachers (CTs) in supporting critical, socially just teaching—examines c/Critical conversations between CTs and preservice teachers (PTs) to highlight ways CTs may bring critical understandings into mentoring work. Findings show that using tools like retrospective video analysis (RVA) and responsive critical discourse analysis (CDA) helped provide space for some CTs to engage in critical discussions of traditional power hierarchies within the classroom, the roles they and their students assume in societal power structures, and ways those understandings may affect their classroom teaching. The examples also demonstrate the challenges facing teacher educators who hope to engage in similar work and importance of professional development for CTs that includes critical reflection on their own identities and power.

Lillo, S. (2018). "Acknowledging Potential in Preservice Teachers' Collaborative Practices." Action in Teacher Education **40**(4): 391-407.

When the research team began its qualitative exploration of what and how a cohort of preservice elementary/early childhood teachers? in the University of California, Los Angeles' IMPACT Urban Teacher Residency Program learned, the 12-member team did not anticipate the degree to which preservice teachers would credit peers in their learning. On the urging of participants, the team began to systematically consider peer interactions. Curious about coherence in teacher education experiences, the team also attended to the program's promotion of collaborative approaches. This article details ways that preservice teachers collaborated, inside the classroom and beyond, to support their learning and teaching. It also explores university features that supported collaboration including curricular inclusions, cohort models, student-centered seminars, mentor relationships, consistent modeling and feedback, and placement swaps. Findings suggest that peer relationships may be especially important to preservice teachers' learning and also that university messages can reinforce the value and practices of collaboration.

Lim, L., et al. (2019). "Culturally relevant pedagogy: Developing principles of description and analysis." Teaching and Teacher Education **77**: 43-52.

Männikkö, I. and J. Husu (2019). "Examining teachers' adaptive expertise through personal practical theories." Teaching and Teacher Education **77**: 126-137.

This study examines teachers' adaptive expertise and their personal practical theories (PPTs), which include both explicit and implicit rationales for their actions. Teachers'



ability to flexibly use their PPTs in demanding classroom situations is essential for understanding and developing teaching more in-depth. For this purpose, stimulated recall interviews were conducted with 17 primary school teachers, and the data were analysed using inductive coding. The results showed that the teachers' adaptive expertise was characterised by a varying emphasis on a fixed versus open teaching orientation, and their level of adaptiveness differed. Teachers' ability to adapt during interactive classroom events was related to their use of these two types of orientation.

Meyer, J. P., et al. (2019). "Teachers' dual commitment to the organization and occupation: A person-centered investigation." Teaching and Teacher Education **77**: 100-111.

This study extends previous commitment research by applying person-centered analytic techniques to identify and compare profiles of affective, normative, and continuance commitment to the organization and occupation. Latent profile analyses applied to data from 336 Canadian teachers revealed five profiles with unique combinations of the three commitment mindsets across the two targets. Differences observed across profiles in teachers' turnover intention and physical and psychological well-being are used to illustrate the benefits of taking a more holistic approach to the investigation of commitment compared to analyses involving individual targets and/or mindsets. Implications for commitment theory, future research, and practice are discussed.

Myers, J. P. and K. Rivero (2019). "Preparing globally competent preservice teachers: The development of content knowledge, disciplinary skills, and instructional design." Teaching and Teacher Education **77**: 214-225.

O'Meara, J. G., et al. (2018). "The role of teacher educators in developing and disseminating global citizenship education strategies in and beyond US learning environments." Journal of Education for Teaching **44**(5): 556-573.

Current global concerns over refugees, immigration, conflicts, and violent extremism would suggest we still have work to do when it comes to the promotion of understanding, tolerance and friendship among all nations, racial and religious groups. The inclusion of (a) Global Citizenship Education (GCED) targets and (b) official indicators (UNESCO 2017) for measuring progress towards the mainstreaming of GCED into teacher education represents a collective response for addressing these global concerns. While GCED is present in the curriculum of many countries, researchers (UNESCO 2017) report it is less likely to be included in teacher education. This absence may explain, in part, why the United Nations (2012) identified a lack of teacher capacity as a major barrier to progress towards the mainstreaming of GCED. Unless GCED capacity building becomes part of a teacher education core-curriculum, these global concerns will continue. The authors provide the reader with an overview of preliminary inquiries into piloting of GCED capacity building activities with teacher education candidates. The analysis of these activities serves as a contribution to the existing literature on strategies teacher educators can use to develop pre-service teachers to nurture core cognitive dimensions of GCED and disseminate these strategies for use by their P-12 colleagues.

Ovenden-Hope, T., et al. (2018). "RETAIN early career teacher retention programme: evaluating the role of research informed continuing professional development for a high quality, sustainable 21st century teaching profession." Journal of Education for Teaching **44**(5): 590-607.

Teacher recruitment and retention is an international challenge. In England the government have reported that more teachers leave before retirement age than five years ago, 30% within five years and schools are finding it difficult to fill posts with quality teachers. This paper evaluates the contribution of the research-informed RETAIN Early Career Teacher (ECT) Continuing Professional Development (CPD) Programme for developing and retaining quality teachers. RETAIN was a yearlong CPD pilot for Early Career Teachers (ECTs) in primary schools in Cornwall, UK (a region with high levels of socio-economic disadvantage). The programme design was informed by research and based on factors shown to support the retention of ECTs. It was contextualised using the precept that teachers should be active researchers, influencing curriculum development as 'reflective practitioners', focussed with a Professional Learning Community lens and theorised within a social constructivist frame. In addition, RETAIN utilised robust evidence-informed practice approaches to support teacher development in schools with persistently disadvantaged pupils. The programme was independently evaluated using multiple-methods over the course of the programme to generate data. The theory-based evaluation suggests that the contribution of this intervention to the field is the specific combination of development; taught workshops, coaching and collaborative professional learning, which improved the self-efficacy, confidence and quality of teaching of ECTs in differing but complementary ways. All ECTs who completed the programme have been retained in teaching and all have achieved a leadership role in their school. We argue that these outcomes are of international significance and the promise of the programme can be utilised for developing and retaining high quality teachers in other countries.

Passy, R., et al. (2018). "Building learning partnerships between schools and universities: an example from south-west England." Journal of Education for Teaching **44**(5): 539-555.

In this article we examine the efforts of a University in south-west England to develop long-standing relationships with some partnership schools into a richer association modelled on university practice schools. These are used widely in countries such as Finland, Japan and Hungary, and offer trainee teachers high-quality practica with expert teachers while providing opportunities for university staff to keep their practice up to date and to collaborate in school-based research. Using the research approach of 'Appreciative Inquiry', which builds on the strengths of a social system to shape future sustainability and development, we focus on the experience of three partnerships. In each school a University-based Researcher-in-Residence was paired with a partner teacher or senior leader. We draw on the notion of a 'third space' to examine the ways in and the extent to which the partners in each school have created a non-hierarchical space for collaborative working.

Reyes, G., et al. (2018). "Teaching against the grain as an act of love: Disrupting White eurocentric masculinist frameworks within teacher education." The Urban Review **50**(5): 818-835.

What is radical love in teaching? How can radical love incite change and transformation within teacher education? What does radical love entail to prepare critically minded teachers for urban schools? In this conceptual paper, we respond to these questions through our individual and collective experiences as social justice oriented teacher educators preparing students to teach in urban schools. We engage with our womanist ways of knowing (Walker in *In search of our mothers' gardens: womanist prose*, Houghton Mifflin Harcourt, Boston, 2004) and "theory in flesh" (Moraga and Anzaldúa in *This bridge called my back: writings by radical women of color*, 2nd edn, Kitchen Table/Women of Color Press, New York, 1983) to collaboratively reflect and analyze our conversations, reflective journaling, meetings, and other telling moments about what it means to practice radical love in teaching. More specifically, we identify three central concepts of what love as an act of resistance or teaching against the grain entails: (1) vulnerability, (2) collective support and healing, and (3) critique. Through these concepts we offer a framework from which to practice radical love in teaching and work in solidarity with others to transform oppressive systems in urban (teacher) education.

Rissanen, I., et al. (2019). "In search of a growth mindset pedagogy: A case study of one teacher's classroom practices in a Finnish elementary school." Teaching and Teacher Education **77**: 204-213.

In this article we take up the two-fold task of creating a framework for a growth mindset pedagogy on the basis of our previous studies and exploring the critical points of this pedagogy in the classroom of a mixed-mindset teacher. The data include classroom observations and stimulated recall interviews. The results show how a teacher who is socialized into the Finnish educational system pursues core features of growth mindset pedagogy, despite not having a dominant growth mindset herself. However, we identify critical points in her practices, which suggest that teaching the theory of mindset in teacher education is needed.

Roegman, R., et al. (2018). "Between Extraordinary and Marginalized: Negotiating Tensions in Becoming Special Education-Certified Teachers." The New Educator **14**(4): 293-314.

The field of special education is in flux, with high shortages and attrition and increasing requirements around quality teachers and teaching contexts. In this study, we explore how preservice teachers develop identities as special education-certified teachers within this context. Data include focus groups, admissions essays, and class assignments from 3 years of a masters-level preparation program. Analysis began with open coding, and initial themes included positioning, power, and marginalization. Iterative analysis led to findings around negotiation-how preservice teachers negotiated what it meant to be a teacher in diverse teaching contexts while both maintaining a view of special education-certified teachers as extraordinary and also experiencing marginalization within their roles. Implications include supporting teacher candidates in managing these tensions,

as well as a need for programs to partner with schools as a whole and not just individual cooperating teachers.

San Pedro, T. (2018). "Abby as ally: An argument for culturally disruptive pedagogy." *American Educational Research Journal* **55**(4): 1193-1232.

This article re-stories the navigation of one White female student, Abby, enrolled in a 12th grade ethnic studies course titled Native American literature. Abby reveals tensions, disruptions, and self-discoveries within a course that recentered Indigenous histories and literacies while, concurrently, decentered dominant knowledge systems. Her story addresses this article's central question: How does Whiteness operate in an ethnic studies course? Eleven vignettes trace Abby's critical consciousness development within and beyond this course. Relying on Paris and Alim's (2014, 2017) culturally sustaining pedagogy and McCarty and Lee's (2014) culturally revitalizing pedagogy, I offer culturally disruptive pedagogy to argue that as educators, researchers, and community members seek ways to sustain and revitalize cultural practices, we must also consider the ways hegemonic norms—as perpetuated by ideologies of whiteness—require a needed disruption.

Spillane, J. P., et al. (2018). "Constructing "experts" among peers: Educational infrastructure, test data, and teachers' interactions about teaching " *Educational Evaluation and Policy Analysis* **40**(4): 586-612.

Teachers' on-the-job interactions with colleagues impact their effectiveness, yet little research has explored whether and how teacher performance predicts these interactions. Drawing on 5 years of social network data from one school district, we explore the relationship between teacher performance and teachers' instructional advice and information interactions. Results demonstrate that higher performing teachers are not more likely to be sought out for advice; instead, higher performing teachers are more likely to seek advice. Although school staff report they can identify the "best" teachers, they generally do not rely on student test scores, instead relying on more readily accessible indicators of performance. These findings have important implications for policy and practices that seek to promote desired interactions among teachers.

Sprott, R. A. (2019). "Factors that foster and deter advanced teachers' professional development." *Teaching and Teacher Education* **77**: 321-331.

Using a differentiated professional development framework, this narrative study explored advanced teachers' descriptions of what helped and hindered them in developing valuable 21st century teaching skills and global competencies. Findings reveal that these teachers experienced growth by: 1) incorporating students as professional development collaborators, 2) traveling as teachers, 3) learning with assumption-challenging academics, 4) developing core and lasting professional relationships, and 5) working in professions outside of education. The participants reported that hierarchical mandates and structural obstacles to collaboration were the primary deterrents to their professional growth.

Tanase, M. and W. G. Lastrapes (2018). "Immersive Experiences in an ESE Secondary Setting: Lessons from the Classroom." The New Educator **14**(4): 381-399.

This qualitative study explored the experiences of general education secondary preservice teachers while immersed in self-contained special education classrooms. While secondary education teachers have expertise in content areas, little is known about their understanding of students with disabilities and their knowledge of specific strategies for maximizing student learning. The participants in this study identified attributes of effective management strategies, reported a deeper understanding of the needs of students with exceptionalities, and reflected on their sense of efficacy about teaching students with exceptionalities. Over half of the participants reported feeling more confident following this experience, and 19% indicated a desire to become advocates for students with exceptionalities.

Wieser, C. (2018). "Evidence and its integration into teacher knowledge: Foucaultian perspectives to link research knowledge and teaching." Journal of Education for Teaching **44**(5): 637-650.

Evidence receives elevated attention in teacher education today, and this attention fuels the urge to identify the impact of evidence for teaching. However, this identification turns out to be difficult: Evidence is only infrequently used by teachers to explain or justify action, and this empirically documented situation is argued to be due to a missing connection between evidence and contingent decision-making in teaching, and a lack of recognition of characteristics of teaching in research that produces evidence. The argument points to a schism between the knowledge researchers construct and the knowledge that teachers use for teaching. To address this schism, educational research requires a robust conception of knowledge, and a recognition of differences between knowledge-that and knowledge-how is argued to contribute to such robustness. The paper introduces a Foucault perspective that recognises this difference, and illustrates the relationship of knowledge-that and knowledge-how based on Foucault's concept of care of the self. Care of the self is described from an educational perspective to highlight that teachers develop professional knowledge on teaching through reflective knowledge-how, and to describe evidence as a resource in this development when it enables the problematisation of personal knowledge.

Yin, Y. M., et al. (2019). "Why do graduates from prestigious universities choose to teach in disadvantaged schools? Lessons from an alternative teacher preparation program in China." Teaching and Teacher Education **77**: 378-387.

Experiences of alternative teacher preparation programs that target high achieving university graduates have sparked global debate. This study probes the sociological mechanisms by which exceptional graduates compete for temporary school teaching posts in disadvantaged schools. Interview data produced with 16 participants were analysed. The analyses reveal that reasons behind program participation can be attributed to the participants' socio-educational privileges (capital) and dispositions of entrepreneurialism, resistance, and altruism (habitus). These findings invite discussion

around the emerging habitus of a current generation of young people in China, as well as understanding of the implications of neoliberalism in teacher education in China.

Younie, S., et al. (2018). "Mobilising knowledge through global partnerships to support research-informed teaching: five models for translational research." Journal of Education for Teaching **44**(5): 574-589.

Improving the quality of teaching is of global concern: UNESCO's Sustainable Development Goal (SDG) 4c in the Education 2030: Framework for Action calls for high quality teaching for all. The OECD challenges the education system to improve Knowledge Management. JET's (2015) special issue: Translational Research (TR) and Knowledge Mobilisation in Teacher Education introduced the concept of 'translational' or 'theory to practice' research - well-established in medicine but not in education. Five TR models were subsequently developed by the MESH charity's international network with organisations in South Africa, Bangladesh, Australia, Pakistan, UK. These distinct models engage 1) university staff and teachers 2) subject associations, 3) research units, 4) an international NGO working in crisis settings, 5) PhD tutors and students. Each model shares common features forming the MESH Translational Research methodology introduced in this article. A TR repository is part of the MESH knowledge mobilisation strategy giving teachers access to research summaries which, overtime, accumulate knowledge. TR publications called MESHGuides ([www.meshguides.org](http://www.meshguides.org)) complement existing forms of publication. This article proposes the MESH TR methodology as one affordable and scalable solution to OECD and UNESCO's challenges of keeping teachers up-to-date and making new knowledge accessible to teachers regardless of location.

Zipke, M. (2018). "Preparing Teachers to Teach with Technology: Examining the Effectiveness of a Course in Educational Technology." The New Educator **14**(4): 342-362.

The reasons elementary teachers choose not to use technology are many and varied. One commonly cited reason is that preservice programs are struggling to adequately prepare future teachers (e.g., Brown & Warschauer, 2006). This article describes the efforts of one department of education to integrate more technology instruction. Although some aspects of these attempts were more successful than others, the overall conclusion was that teaching about technology in a one-time course within a preservice program is not enough: Collaboration with tech-savvy cooperating teachers and increased technology use in methods courses are also essential. Student surveys and interviews supported this conclusion.

*Summary prepared by:*

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