

Information for the February 23, 2018 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:

1. Depaepe, F. and J. König (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education*, 69: 177-190.

2. Ronfeldt, M., Matsko, K.K., Greene Nolan, H., & Reininger, M. (2018). Who Knows if our Teachers are Prepared? Three Different Perspectives on Graduates' Instructional Readiness and the Features of Preservice Preparation that Predict them (CEPA Working Paper No.18-01). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp18-01>

In addition, bibliographic information is below for other relevant articles published in the following journals between October 15, 2017 and December 15, 2017.¹

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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Alvarado, L.E. and F.D. Bretones (2018). New working conditions and well-being of elementary teachers in Ecuador. *Teaching and Teacher Education*, 69: 234-242.

The objective of this study was to analyze the stressors and working conditions which affect elementary teachers according to the TP-M theory. For this purpose, a research study was performed with nine focus groups composed of 75 teachers, each working in a different elementary school in Guayaquil (Ecuador). The results showed that occupational risks could be classified in two categories: (1) risks stemming from the social environment in which the teachers carry out their work; (2) risks derived from the new organizational demands that affect the physical and psychological health of teachers as well as their social and family relationships.

Alvarado-Santos, A., Case, J.M., Thompson, A., and N. Chertoff (2017). Answering a call to action: Engaging university faculty on the common core state standards. *The New Educator*, 13(4): 432-449.

Using various strategies, the City University of New York--a large, public, urban university system--engaged hundreds of faculty across 15 colleges in integrating the Common Core state

¹ For the February 02, 2018, TeachingWorks journal club we considered the following journals: *Action in Teacher Education* (39(2); 39(3)); *American Educational Research Journal* (December 2017, 54(6)); *Educational Evaluation and Policy Analysis* (December 2017, 39(4)); *Elementary School Journal* (December 2017, 118(2)); *Equity and Excellence in Education* (2017, 50(3)); *Journal of Education for Teaching: International Research and Pedagogy* (2017, 43(5)); *Journal of Teacher Education* (November/December 2017, 68(5); January/February 2018, 69(1)); *New Educator* (2017, 13(4)); *Teachers College Record* (119(11); 119(12)); *Teaching and Teacher Education* (January 2018, 69); *Urban Review* (September 2017, 49(3); November 2017, 49(4)).



standards (CCSS) in college coursework. Against the backdrop of a dynamic political climate, this CCSS initiative is described along with findings from a descriptive, mixed-methods evaluation study that examined changes in teacher preparation programs and faculty. Data sources consisted of reports, curricular artifacts, and a faculty survey. Recommendations for and challenges of implementing K-12 education reforms within college teacher preparation programs are discussed.

Anderson, V., Young, S., Blanch, K., and L. Smith (2018). Mobility, place and affect in transnational teacher education graduates' accounts of their first year teaching. *Teaching and Teacher Education*, 69: 11-20.

In this article, we consider how mobility, immobility, embodiment and affect appeared in research with 13 beginning teachers who were 'bonded' graduates of a twinned (Malaysia-New Zealand) teacher education programme. We discuss the teachers' accounts of moving place, and being placed in new schools; 'moving selves', or experiencing a changed sense of self as new teachers; 'moving students', or seeing shifts in students' educational outcomes; and being moved by (responding affectively to) student learning and behaviour. Our study highlights the need in internationalised teacher (and higher) education to pre-empt challenges inherent in moving 'home' or to new places to work.

Avanzi, L., Fraccaroli, F., Castelli, L., Marcionetti, J., Crescentini, A., Balducci, C., and R. van Dick (2018). How to mobilize social support against workload and burnout: The role of organizational identification. *Teaching and Teacher Education*, 69: 154-167.

Recent theoretical and empirical research outlined the role of organizational identification in the stress process. We provide an empirical test of the social identity model of stress by testing a two-step mediation model of the identification-burnout link. We hypothesize that strongly identified teachers will receive more support from colleagues which, in turn, relates to perceptions of reduced workload, which finally leads to both lower work- and student-related burnout. We tested our model in a large cross-sectional sample of 2685 Swiss teachers representing half of the teacher population of Ticino Canton. Hypotheses were supported. Implications for theory and practice are discussed.

Ballock, E., McQuitty, V., and S. McNary (2018). An exploration of professional knowledge needed for reading and responding to student writing. *Journal of Teacher Education*, 69(1): 56-68.

This study explored the knowledge elementary teachers need for one core practice: reading and responding to students' writing. Forty-five preservice teachers read and responded to an elementary student's narrative writing sample. Using teacher noticing as a framework, we first decomposed the practice into five components indicative of differences in teachers' attention to writing features, reasoning about those features, and suggested responses. We used multiple correspondence analyses to investigate potential underlying relationships among components and developed cases to highlight one underlying relationship that was found. The findings indicate reading and responding draws upon teachers' pedagogical content knowledge. More specifically, it draws on both knowledge of content and students and knowledge of content and teaching.

Beckett, L. and A. Nuttall (2017). A 'usable past' of teacher education in England: History in JET's anniversary issue. *Journal of Education for Teaching*, 43(5): 616-627.

The recent JET Anniversary Virtual Special Issue, abbreviated here to JET@40, reproduced its very first editorial with selected articles from Britain and abroad published in subsequent decades. The journal first came into being as a response to damning criticism of the profession via government-sponsored reports and reviews but also to encourage informed debate with particular focus on notions of "good teaching" and the "good teacher." In this paper, we engage with selected contributions in JET@40 to tease out an historical map for teacher education. The task



is to glean a sense of the past which resonates with our co-developed, research-informed teacher education programme, and gives insight to a lack of institutional and political support to encourage teacher research activity that interrogates the effects of poverty and cumulative multiple deprivation on disadvantaged students' lives, learning and urban schooling experiences. Our argument is that JET@40 not only provides us with an indication of the best of what is known and practised but also a "usable past" or history of specific professional insights to inform debate about possibilities and predicaments in our own teacher education programme.

Beisiegel, M., Mitchell, R., and H.C. Hill (2018). The design of video-based professional development: An exploratory experiment intended to identify effective features. *Journal of Teacher Education*, 69(1): 69-89.

Although video cases and video clubs have become popular forms of teacher professional development, there have been few systematic investigations of designs for such programs. Programs may vary according to (a) whether teachers watch videos of their own/their peers' instruction, or whether teachers watch stock video of unknown teachers; and (b) whether discussions are led by trained facilitators or by participants themselves. Using a factorial design, we defined four treatment conditions based on these possibilities, then assigned three groups of teachers to each condition. Teachers watched, scored, and discussed mathematics instruction according to each treatment condition's protocol. Evidence from groups' conversations and teachers' video analyses and lesson reflections suggest that the teacher-led, own-video condition is slightly superior to the other conditions.

Berchini, C.N. (2017). Critiquing un/critical pedagogies to move toward a pedagogy of responsibility in teacher education. *Journal of Teacher Education*, 68(5): 463-475.

Transformative work with teacher candidates relies on a critique of the tenets of Critical Pedagogy and subsequent Critical Whiteness Studies (CWS). I employ analyses of extant scholarship to argue that these specific domains, as popularly framed, might be responsible for uncritical examinations of the White teacher education students who devotedly enroll in our courses and trust their teachers to treat them fairly, responsibly, and with care. I then entwine relevant research on White privilege pedagogies with my own narrative to argue that taking on the problem of Whiteness in teacher education seems to have inspired an uncritical pedagogy of harmful generalizations. To conclude, I reconceptualize the application of White privilege pedagogies for more complex, systemic examination, and argue that if we are to move beyond a pedagogy of dismantling students, more work which openly and honestly grapples with paradoxes, double binds, and contexts of Whiteness is needed.

Biberman-Shalev, L. (2018). Personal blogs or communal blogs? Pre-service teachers' perceptions regarding the contribution of these two platforms to their professional development. *Teaching and Teacher Education*, 69: 253-262.

The last decade has witnessed a growing trend of integrating technology platforms into academic research and teaching dimensions since they are interlinked and mutually inspired (Badley, 2002). The present study focuses on the integration of blogs in the context of teacher education with the dual intentions of furnishing a technological infrastructure that advances pre-service teachers' training process and professional development (Gelfuso & Dennis, 2014).

Bien, A. and M. Selland (2018). Living the stories we tell: The sociopolitical context of enacting teaching stories. *Teaching and Teacher Education*, 69: 85-94.

This article draws from two separate classroom-based studies of early career teachers that yielded overlapping findings about the diminished opportunities teachers and teacher educators have to construct sophisticated stories about the complexities of classroom life and the ongoing process of learning to teach. The teachers' stories represent the intersection of research, policy, and practice, illuminating contradictions between teachers' beliefs about teaching and what they were able to enact in their classrooms. These findings may be leveraged to support teacher

educators to support teachers to create coherent narrative identities that help them creatively respond to problems of practice and contextual constraints.

Bohdick, C., Kohlmeyer, S., and H.M. Buhl (2017). Competencies and career choice motives: Characteristics of high school students interested in teacher education programmes. *Journal of Education for Teaching*, 43(5): 566-580.

In contrast to other career choices, the teaching profession seems familiar to those interested in teaching because they have had the chance to observe teachers for years. This phenomenon is known as the apprenticeship of observation and manifests in naïve ideas and expectations of teaching among teacher students. Therefore, characteristics of students interested in becoming teachers are important for early teacher education and counselling. These characteristics include competencies and motives, but nothing is known about their relationship to each other. Following international teaching standards and the expectancy-value framework, this paper analyses associations between both. Three competencies (i.e. planning, communication and cooperation) and seven career choice motives were examined using a paper-pencil survey of 907 high school students. Altogether, 463 students were able to imagine becoming a teacher and were included in the analyses. SEM analyses showed that (1) of all the competencies, communication had the most associations with motives, (2) the motive "low difficulty of study" is positively related to planning, (3) the findings regarding extrinsic motives are ambiguous, and (4) gender differences are marginal. Practical implications for early teacher education and counselling are discussed.

Buckley-Marudas, M.F., Hobson, S.R., and K. Riley (2017). Architecting multimodal spaces for hard talk in a graduate course on adolescent literacy education. *The New Educator*, 13(4): 369-391.

This inquiry into a course on adolescent literacy education uses a case-study and descriptive review analysis to understand how multimodal spaces engage preservice and in-service teachers' sense making around concepts of race, language, and culture. Drawing on critical feminist and practitioner inquiry frameworks, this article presents what a teaching team learned when designing, enacting, and reflecting on efforts to engage students in hard talk. Three ideas surfaced from the events that occurred before, during, and after a class that occurred in the middle of the course. This study has implications for educators committed to critical pedagogies, multicultural education, and teacher education.

Byrne, J., Rietdijk, W., and K. Pickett (2018). Teachers as health promoters: Factors that influence early career teachers to engage with health and wellbeing education. *Teaching and Teacher Education*, 69: 289-299.

Factors that affect novice teachers' willingness to engage with health and wellbeing education are explored. An online questionnaire was sent to novice teachers in England (n = 114) who had received pre-service training in health and wellbeing. Semi-structured interviews were conducted (n = 14) to support the questionnaire findings. Pre-service training appears to have some impact on new teachers. However, school ethos, attitudes of senior leadership, the level or extent of mentoring influence these novice teachers' identity as health promoters. Nurturing this nascent identity has policy and resource implications for senior leaders in schools and governments particularly where health and wellbeing is not prioritised.

Cheon, S.H., Reeve, J., Lee, Y., and J. Lee (2018). Why autonomy-supportive interventions work: Explaining the professional development of teachers' motivating style. *Teaching and Teacher Education*, 69: 43-51.

Carefully designed interventions consistently help K-12 teachers learn how to implement a more autonomy-supportive classroom motivating style. In the present study, we investigated what resources teachers acquired during these interventions that explained why they are so able to successfully upgrade the quality of their motivating style. We randomly assigned 91 full-time teachers to participate or not in a year-long autonomy-supportive intervention program (ASIP),



and we longitudinally assessed autonomy support and three hypothesized mediating resources—gains in need satisfaction during teaching, gains in teaching efficacy, and a greater adoption of intrinsic instructional goals. The ASIP did increase teachers' autonomy support, as expected, and the two resources that explained this professional developmental achievement were intervention-enabled gains in teaching efficacy and intrinsic instructional goals.

Colliander, H. (2018). The experienced newcomer: The (trans)forming of professional teacher identity in a new landscape of practices. *Teaching and Teacher Education, 69*: 168-176.

Extensive migration is part of today's world. In recent years, many countries have received an increased number of refugees and immigrants. Thus, there is a great demand for teachers of a second language, and this also applies to the adult education sector. This study focuses on how professional teacher identity is formed when experienced teachers begin to work in the sector of second language education for adults. More precisely, it deals with how they encounter the teaching practice of Literacy Education and Second Language Learning for Adults (LESLLA). In the Swedish context, where this study is located, LESLLA teaching is part of the educational system of Swedish for Immigrant (SFI). There is study track 1, which is designed for people with no or little previous education. This track has a slow rate of study. It consists of the A and B courses, which have the development of the Swedish language as a general goal, although instruction in initial literacy is given too, either in parallel or included in the language courses. The school can also choose to give literacy instruction in the students' mother tongue as well as in Swedish (The Swedish National Agency for Education, 2012).

Craig, C.J. (2018). Metaphors of knowing, doing and being: Capturing experience in teaching and teacher education. *Teaching and Teacher Education, 69*: 300-311.

In this article, Bateson's idea of human beings thinking with metaphors and learning through stories is examined as it played out within accumulated educational research studies. Five storied metaphors illuminating knowing, doing and being are highlighted from five investigations involving different research teams. In the cross-case analysis, the importance of narrative exemplars emerges, along with the significance of metaphors serving as proxies for teachers' experiences. The plotlines of the metaphors, the morals of the metaphors and the truths of the metaphors are also discussed. In the end result, the value of metaphors in surfacing teachers' embedded, embodied knowledge of experience is affirmed as well as the deftness of the narrative inquiry research method in metaphorically capturing pre-service and inservice teachers' storied experiences.

Dack, H. (2018). Structuring teacher candidate learning about differentiated instruction through coursework. *Teaching and Teacher Education, 69*: 62-74.

Teacher education is charged with preparing teachers for the complexities of the classroom and is held responsible when candidates are insufficiently prepared to respond to its daily demands (Goodlad, 1990; Korthagen, Loughran, & Russell, 2006). In the last two decades, one aspect of the complexities of the contemporary classroom upon which teacher preparation has focused involves responding to increasing diversity among learners at all grade levels (e.g., Kober, 2012). The movement to differentiate instruction in the general education classroom in response to such diversity has gained increasing momentum both in the United States and internationally, with Tomlinson's (1999, 2014) model of differentiated instruction, or differentiation, being the most widely cited and visible approach. As a result, calls have been issued for teacher education programs to improve the quality of the preparation teacher candidates receive on instruction that responds to academic diversity effectively through Tomlinson's model and related approaches (Holloway, 2000; Tomlinson, 1999).



Depaepe, F. and J. König (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education*, 69: 177-190.

Teachers' professional competence is composed of cognitive (professional knowledge) and affective (professional beliefs) components. These components are generally assumed to be related and to impact instructional practice. However, studies simultaneously relating cognitive and affective components to instructional practice are scarce. The present study investigates the relationship between general pedagogical knowledge (GPK), self-efficacy beliefs (SE), and reported instructional practice based on a sample of 342 pre-service teachers. No significant association was observed between GPK and SE. Furthermore, SE significantly predicted all investigated reported instructional practices, although GPK only predicted reported instructional practices that dealt with student support and provision of structure.

Dyches, J. and A. Boyd (2017). Foregrounding equity in teacher education: Toward a model of social justice pedagogical and content knowledge. *Journal of Teacher Education*, 68(5): 476-490.

Since its inception 30 years ago, Shulman's Pedagogical Content Knowledge (PCK) has fundamentally altered the landscape of teacher preparation. Despite its prominence in the field, the paradigm fails to delineate a space for the role of social justice in classroom practices and teacher preparation. Accordingly, we complicate the relationship between PCK and equitable teaching practices by forwarding Social Justice Pedagogical and Content Knowledge (SJPACK), a theoretical model segmented into three knowledge domains: Social Justice Knowledge, Social Justice Pedagogical Knowledge, and Social Justice Content Knowledge. Because all instructional maneuvers are politically charged and therefore never neutral, SJPACK advances Social Justice Knowledge as the foundational knowledge domain that permeates and shapes all PCK practices. Consequently, the framework posits that PCK can never be siloed from Social Justice Knowledge. Implications for SJPACK-oriented teacher preparation are discussed.

Fattal, L.F. (2017). Visual culture in the elementary-school classroom: Moving from box-store commodities to out-of-the-box thinking. *The New Educator*, 13(4): 350-368.

The goal of the action research project on visual culture is to contribute to the dialogue on the exploratory ecology vs commodity culture of the elementary school classroom. Exploratory culture, unlike commodity culture, applauds open-ended thinking, inchoate imaginings, and critical thinking with its attachment to divergent paths to resolving problems. This educational action research project moves to effect change, so as to a) understand visual culture as an educational component of teaching and learning, and b) awaken the need for the inclusion of research on visual culture in student teacher preparation. Visual culture can best be understood when preservice teachers are immersed in the classroom. The visual landscape of the walls, light, air, hallways, seating arrangements, posters, rugs, room dividers, windows, entrances and exits of the classroom and school building can all be seen as a third teacher. The action research focuses on core classroom experiences revealed through six student teachers weekly reflections, post observation discussions, and interdisciplinary arts-infused lesson planning and facilitation. Engaging in lesson planning and implementation has shown to broaden student teachers' understanding of meaning-making through the visual, the essence of visual culture. The student teachers described the dynamic synergy between language and visual arts teaching and learning, personalization of technology that can extend learning, and the role of imagination in the movable landscape of the classroom.

Flores, C. (2017). Beginning teachers' induction in Chile: The perspective of principals. *Journal of Education for Teaching*, 43(5): 520-533.

This case study investigated the role of school principals in the induction of beginning teachers in Copiapó, Chile. Building upon group and individual interviews, and review of extant literature, the following findings were established: (a) principals in this study expect beginning teachers to be



fully formed as classroom teachers; (b) principals were unlikely to talk about induction practices that might help beginning teachers to learn pedagogical strategies for classrooms; and (c) principals' induction practices focused on the symbolic role that principals play as the highest authority within the school which has little practical influence on helping beginning teachers to develop their pedagogy. Implications for policy and practice are discussed.

Fu, G. and A. Clarke (2017). Teacher agency in the Canadian context: Linking the how and the what. *Journal of Education for Teaching*, 43(5): 581-593.

Even though there is no common conceptual basis guiding teacher education in Canada, over the past two decades teacher educators both in Canada and around the world have called for teacher candidates to become agents of change. While researchers across Canada strive to demonstrate how to prepare pre- and in-service teachers to be agents of change, few scholars have examined in detail what teacher agency might mean in the Canadian context. This paper reviews the conceptualisation of agency from five theoretical perspectives (psychology, sociology, critical theory, historical studies, and post-structuralism) and examines how empirical studies in the Canadian contexts align with these perspectives. This paper makes explicit the connections between the how and the what of agency, and as such informs current approaches to preparing pre- and in-service teachers and their potential role as agents of change, and maps out how the notion of agency is taken up in a particular jurisdiction.

Gresham, G. (2018). Preservice to inservice: Does mathematics anxiety change with teaching experience? *Journal of Teacher Education*, 69(1): 90-107.

Inservice teachers, participants in a prior study on mathematics anxiety, were revisited to determine whether their levels of mathematics anxiety still existed and/or continued to change after 5 years teaching experience. A 98-item Likert-type survey, informal discussions, informal interviews, and questionnaire-guided narrative interviews were conducted. Data revealed that all inservice teachers still experienced some degree of mathematics anxiety ($p < .001$). Results have implications for teacher education programs concerning the continued professional support of teachers, measurement of mathematics anxiety levels among pre- and inservice teachers, and the determination of specific contexts in which mathematics anxiety can be interpreted and reduced.

Heikonen, L., Toom, A., Pyhältö, K., Pietarinen, J., and T. Soini (2017). Student-teachers' strategies in classroom interaction in the context of the teaching practicum. *Journal of Education for Teaching*, 43(5): 534-549.

Strategies student-teachers employ in classroom interaction with pupils during teaching practice periods are surprisingly understudied, considering that the teaching practicum provides a central arena for student-teachers learning to become teachers. This study investigates the primary strategies student-teachers utilised in classroom interaction and the multiple qualities of these strategies. The data were collected from 31 student-teachers during their teaching practicum through stimulated recall (STR) interviews focusing on challenging and empowering critical incidents that student-teachers chose from their video-recorded lessons. The results showed that in challenging classroom incidents, student-teachers applied predominantly reactive behavioural strategies, whereas in the empowering situations, student-teachers primarily employed proactive cognitive and behavioural strategies. Use of proactive cognitive strategies was typically associated with positive meaningful experiences; hence, they setting the stage for utilising a more diverse set of proactive strategies in the classroom. Implications for teacher education programmes providing student-teachers authentic learning opportunities that promote proactive strategies are discussed.

Higgins, M., Morton, A.E., and R. Wolkenhauer (2018). (Re)conceptualizing preservice teacher supervision through duoethnography: Reflecting, supporting, and collaborating with and for each other. *Teaching and Teacher Education*, 69: 75-84.

This paper reports on ways duoethnography encouraged reflection, support, and collaboration for two novice teacher educators. Through duoethnographic research, they juxtaposed their experiences in new roles supervising preservice teachers as lived curriculum, or “currere.” Although supervisors often work in isolation, their collaborative research allowed the opportunity to reflect, coach one another through challenging situations, and collaborate on tools and strategies to use with preservice teachers. By engaging in the process of duoethnography, these teacher educators found themselves jointly (re)conceptualizing the role of supervisors. The authors suggest that duoethnography can promote critical reflection and break down supervisor isolation.

Izadinia, M. (2017). Pre-service teachers' use of metaphors for mentoring relationships. *Journal of Education for Teaching*, 43(5): 506-519.

The purpose of this study was to examine pre-service teachers' and their mentor teachers' metaphorical images of their mentoring relationships and the extent to which the participants changed their metaphors as they went through their practicum experience. Three rounds of interviews were conducted with seven secondary pre-service teachers over a one-year Graduate-Diploma of Education Course; at the outset of the programme, at the end of the first placement and at the end of the second placement. Thirteen Mentor teachers were also interviewed at the beginning and end of each placement. The findings indicated that the metaphors the two groups initially constructed significantly overlapped and focused on interpersonal relationships and providing guidance and support. Also, some changes were observed in the metaphors used by the two groups depending on their mentoring experiences. Implications for mentor teachers and teacher education are discussed.

Lee, J.-E., Kim, J., Kim, S., and W. Lim (2018). How to envision equitable mathematics instruction: Views of U.S. and Korean preservice teachers. *Teaching and Teacher Education*, 69: 275-288.

In the U.S., prolific policy and research efforts have been enacted to ensure that marginalized students receive equitable educational opportunities. To this end, national educational process standards for curriculum have been created (e.g., National Council of Teachers of Mathematics [NCTM], 2000, 2014) requiring educators to be responsive to access and equity in the classroom. The U.S. vision of access and equity is a noble one that merits recognition; nonetheless, their specific recommendations for classroom practice (NCTM, 2014) do not necessarily reflect the equity needs of other countries. For example, while classroom practices that champion racial diversity or reject the deficit view towards minority students are relevant in the U.S. school system (Nasir & Saxe, 2003), they may be less relevant in countries with homogenous populations and little diversity in the representative race of the country.

MacPhee, D. and P. Jewett (2017). Conflicting discourses: Navigating the tensions of becoming a literacy coach. *The New Educator*, 13(4): 408-431.

During recent years, literacy coaching has become a widespread model of professional development for teachers in schools across the United States. However, there is a shortage of research and policy to inform the preparation and ongoing work of literacy coaches. In this article, the researchers use a modified version of Gee's identity framework to examine teachers reflective writing as they learned about and practiced coaching in one school district. Findings show that teachers invoked multiple conflicting discourses of coaching that contributed to tensions in their work. The researchers argue that such tensions can stand in the way of educators constructing coaching identities that allow them to support and sustain meaningful professional development for teachers.

Martin, S.D. and S. Dismuke (2018). Investigating differences in teacher practices through a complexity theory lens: The influence of teacher education. *Journal of Teacher Education*, 69(1): 22-39.

How to prepare teachers to be effective in our nations' classrooms seems to get increasingly complex, yet the links between teacher education and teachers' eventual practices are little understood. Using complexity theory as a theoretical framework, this mixed-methods study investigated writing teacher practices of 23 elementary teachers. Twelve teachers had participated in a comprehensive course focused on writing, either at inservice or preservice levels. The other teachers had not taken any course focused on writing and had little to no writing professional development. Despite the small number of participants in our study, quantitative analysis demonstrated significant differences on multiple, effective practice indicators. These findings were borne out in qualitative analyses as well. Clear connections of teachers' practices and understandings and the course were noted. These findings contribute to understandings of the ways in which teacher education coursework makes a difference in optimizing candidate learning and reducing the variability across teacher practices and subsequent student learning opportunities. Findings suggest implications for policy makers, teacher education programs, as well as for teacher educators and researchers.

Meneses, A., Hugo, E., García, M. dl Á., and M. Müller (2018). Facilitating academic text-based discussions in initial teacher education: Evaluating specialized knowledge. *Teaching and Teacher Education*, 69: 119-130.

Ensuring that students comprehend complex texts that explain abstract themes with academic language is one of the goals that schools must achieve if they want their students to be able to access crucial information in today's world (Levy & Murnane, 2013). Text-based discussions have been proposed as an effective reading activity to facilitate comprehension of academic texts since productive dialogue serves as a mechanism to engage students in reasoning and encourage participation. Likewise, this activity offers students the scaffolding they need to construct coherent representations of the texts they read (Kucan & Palincsar, 2013; Kucan, Palincsar et al., 2011; McKeown, Beck, & Blake, 2009; Murphy, Wilkinson, Soter, Hennessey, & Alexander, 2009; Nystrand, Gamoran, Kachur, & Prendergast, 1997). Although research has been conducted regarding the effectiveness of interventions in school contexts, less has been done to understand the expertise that in-service teachers require in order to put this dialogue-based approach into action (Kucan, Hapgood, & Palincsar, 2011; Kucan, Palincsar et al., 2011).

Mundschenk, N., Fuchs, W., and S. Simonson (2017). Statewide change in teacher preparation: An inside job. *The New Educator*, 13(4): 392-407.

This article describes the applicability of the statewide professional development model for higher education implemented by the Illinois IHE Partnership designed to support teacher educators in integrating the key principles of a multitiered system of supports (MTSS) in teacher-education program coursework and field experiences. The process included identifying technical assistance coordinators at each partner institution, facilitating faculty workgroups, providing ongoing coaching about the key principles of MTSS, and providing access to resources and sample materials that supported teacher educators' integration of MTSS in teacher preparation. The critical elements of MTSS identified by the project staff included universal core instruction, evidence-based practices, problem-solving process, formal and informal assessment, data-based decision making, positive behavior interventions and supports, parent involvement and collaboration, and integrity of implementation. Implications and recommendations for other institutions of higher education that use a similar professional development process in teacher-preparation programs are discussed.

Nesje, K., Canrinus, E.T., and J. Strype (2018). "Trying on teaching for fit" – Development of professional identity among professionals with multiple career opportunities. *Teaching and Teacher Education*, 69: 131-141.



Many young professionals are likely to assume an exploratory attitude towards their working life rather than to endorse traditional notions of careers as long-term or lifelong commitments (Ibarra, 2005). While earlier employment patterns were based on long-term perspectives and mutual loyalty, today's employment is often based on mutually recognised win-win situations and short-term goals (Savickas et al., 2009). Instead of a single occupational choice, the task of career construction has become a continuing responsibility for many people. Individuals in the current labour market must be flexible, maintain employability, and maximise their own work opportunities (Caza & Creary, 2016; Krejsler, 2006; Savickas, 2012). Because a career choice might be a step towards other careers, professional identities will be constructed and re-constructed.

Scales, R.Q., Wolsey, T.D., Lenski, S., Smetana, L., Yoder, K.K., Dobler, E., Grisham, D.L., and J.R. Young (2018). Are we preparing or training teachers? Developing professional judgment in and beyond teacher preparation programs. *Journal of Teacher Education*, 69(1): 7-21.

This three phase longitudinal multiple-case study, framed by positioning theory, investigated how four novice teachers learned to use professional judgment in their literacy instruction. Data sources from coursework, student teaching, and novice teaching were included. Interviews, observations, researchers' observational notes, and school and classroom demographics were compiled and analyzed to create case reports. Findings indicated while they differed in their use of professional judgment as novice teachers, participants learned this skill in student teaching rather than in coursework, which caused us to question whether teacher preparation programs are preparing teachers to use professional judgment or training them for technical compliance.

Shaughnessy, M. and T.A. Boerst (2018). Uncovering the skills that preservice teachers bring to teacher education: The practice of eliciting a student's thinking. *Journal of Teacher Education*, 69(1): 40-55.

Although teacher education is the formal means by which novices are prepared for teaching, they come having already had significant experience in schools. Preservice teachers have formed habits of "teaching" which influence their learning to teach. This article reports a study of the specific knowledge of and skills with teaching practice that novices bring to teacher education with respect to one teaching practice, eliciting student thinking in elementary mathematics, and describes the use of a standardized teaching simulation to learn about novices' skills. The findings reveal details about preservice teachers' skills and habits of practice at the point that they enter formal teacher preparation. Preservice teachers' ways of carrying out this particular practice are categorized into three distinct categories: (a) skills that need to be learned, (b) skills that can be built on, and (c) approaches that need to be unlearned.

Skaar, H., Elvebakk, L., and J.H. Nilssen (2018). Literature in decline? Differences in pre-service and in-service primary school teachers' reading experiences. *Teaching and Teacher Education*, 69: 312-323.

In a qualitative investigation informed by phenomenological hermeneutics, we analyzed 249 narratives in which Norwegian pre-service and in-service teachers describe themselves as literature readers. Generally, the in-service teachers have read more than the pre-service teachers. The analysis indicates a development whereby teachers who "unconditionally appreciate" literature, are about to disappear. Instead, literature reading is experienced as being too difficult to cope with, and therefore increasingly opted out of or not prioritized. In the final section, we discuss how the status and function of literature in school can be maintained in the presence of the continuous decline in teachers' reading.

Smith, P. (2018). Learning to know, be, do, and live together with in the cross-cultural experiences of immigrant teacher educators. *Teaching and Teacher Education*, 69: 263-274.

This study examined three Afro-Caribbean immigrant teacher educators whose learning based on reflections about their experiences with teachers in the United States revealed how they developed knowledge beyond practice in their learning to know, do, be and live together with others. The educators' learning reflected the processes of observation, reflection, awareness,



requesting student feedback in the moment, and the passing of time that resulted in adjustment to their body language, changes in their expectations of students, a modification in their communication, code-switching and sensitivity. Implications based on the study for the new kind of teacher educator are subsequently addressed.

Spear, A.M. and R.B. da Costa (2018). Potential for transformation? Two teacher training programs examined through a critical pedagogy framework. *Teaching and Teacher Education*, 69: 202-209.

This paper argues that teacher training programs, with the objective of transforming gender norms in schools, should employ a critical pedagogy framework in order to achieve the transformational learning goals necessary to change the deep-seated beliefs and patterns of behavior that characterize these gender norms. Using document analysis, this study evaluates the teacher in-service training component of two school-based intervention programs, aimed at promoting gender equality in school communities. This paper finds that the trainings miss opportunities to employ elements of critical pedagogy and therefore, are not likely to create a transformative change around gender norms in schooling.

Tang, S.Y.F., Wong, A.K.Y., Li, D.D.Y., and M.M.H. Cheng (2017). The contribution of non-formal learning in higher education to student teachers' professional competence. *Journal of Education for Teaching*, 43(5): 550-565.

This article reports a mixed methods study on the contribution of various aspects of pre-service student teachers' learning in initial teacher education (ITE) to their professional competence in a Five-year Bachelor of Education Programme in Hong Kong. Special attention is given to how student teachers' non-formal learning in higher education contributes to their professional competence, an under-researched area in teacher education. A total of 282 student teachers participated in the quantitative survey, 18 of whom were interviewed. Although Undergraduate Learning Experience: Formal Learning and Non-formal Learning was not the most highly rated factor, multiple regression indicated that it was the only ITE professional learning factor that significantly predicted all dimensions of professional competence. This supports the hypothesis that non-formal learning as a part of learning in higher education makes a significant contribution to student teachers' professional competence. The qualitative findings showed that non-formal learning provided opportunities for service learning, co-curricular activities, and student exchange programmes with different objects of engagement. Student teachers constructed pedagogical content knowledge, general pedagogical knowledge, and knowledge of context through hands-on experiences, professional dialogue with practitioners, and observations of others' practice. Such knowledge contributed to their competence in classroom teaching and to work in schools. Implications for ITE are discussed.

Vass, G. (2017). Preparing for culturally responsive schooling: Initial teacher educators into the fray. *Journal of Teacher Education*, 68(5): 451-462.

In Australia, schools are experiencing increasing cultural diversity, alongside of nationalizing assessment and curricular and professional standards. It is raising concerns regarding the pace of systemic reform and sector wide professional renewal. Culturally responsive schooling practices may be helpful at this time because it locates the experiences of learners as powerfully influencing engagement and achievement. This article reports on "The culturally responsive schooling project," a study focused on postgraduate students as they prepared for, undertook, and reflected on practicum experiences. Participants identified three barriers that impacted on their culturally responsive efforts: mentors encouraging limited and limiting curricula, pedagogic and assessment practices; mentors communicating resistance to doing things differently or valuing cultural responsiveness; and a fearful awareness of being evaluated by their mentors. The ambition of this discussion then is to encourage a rethink of the interconnections between teacher education, school leadership, and inservice professional development.



Wassell, B.A., Kerrigan, M.R., and M. Fernández Hawrylak (2018). Teacher educators in a changing Spain: Examining beliefs about diversity in teacher preparation. *Teaching and Teacher Education*, 69: 223-233.

As migration continues to increase globally, cultural and linguistic diversity in schools continues to increase worldwide (UNESCO, 2004). “With increasing diversity in schools around the globe, teachers in Western societies need to be prepared to teach in culturally heterogeneous schools and to challenge their own beliefs about cultural diversity” (Hachfeld et al., 2011, p. 994). Spain, in Western Europe, has experienced radical growth in student diversity, particularly because of the increase in students with an immigrant background. The number of students with an immigrant background in Spain increased from 3% in 2003 to 10% in 2012 (Organization for Economic Cooperation and Development (OECD), 2013). According to the OECD (2013), students’ extreme performance differences on the Program for International Student Assessment (PISA) test¹ indicated a significant achievement gap between immigrant and nonimmigrant students. Native-born students in Spain performed significantly better on the PISA than immigrant students (Zinovyeva, Felgueroso, & Vazquez, 2014). How are those working in educational contexts responding to such demographic changes and gaps in achievement? In this paper, we examine the beliefs and practices of teacher educators in Spain, those who are charged with preparing teachers for the changing student population and for the educational disparities that many linguistically and culturally diverse students currently face.

Wilinski, B. (2018). “To tell you the truth, I did not choose early childhood education”: Narratives of becoming a pre-primary teacher in Tanzania. *Teaching and Teacher Education*, 69: 33-42.

The current global focus on expanding access to early childhood education (ECE) is accompanied by calls to professionalize the ECE teaching force. In Tanzania, efforts to improve the quality of teaching and learning at the pre-primary level led to the development of a new pre-primary diploma training program. In this article, I examine this effort from the perspective of 12 prospective teachers. By tracing their narratives of becoming a pre-primary teacher, I demonstrate how diploma students navigated competing discourses and incorporated institutional discourses into their own narratives as a way of exercising agency in a context of constrained opportunity.

Yakavets, N., Bridges, D., and D. Shamatov (2017). On constructs and the construction of teachers’ professional knowledge in a post-Soviet context. *Journal of Education for Teaching*, 43(5): 594-615.

This paper examines the understandings (“constructs”) of teachers’ professional knowledge and its sources that underpin current practice in initial teacher education in Kazakhstan and in particular the way in which pedagogika contributes to these. Drawing on empirical data collected over four years, the paper illustrates the ways in which professional knowledge and professional preparation of teachers in pre-service institutions are constructed within the Kazakh and Soviet pedagogical traditions, albeit with some reference to international scholars. Teachers’ professional knowledge is formed from pedagogic theory mediated by academic staff in what is seen by many from outside and inside the country who are engaged in educational “reform” in Kazakhstan as a largely didactic style with little or no critical engagement or exploration of the implications for practice. This stands in contrast with two recent professional development programmes: the Collaborative Action Research and Center of Excellence, which are focused on interactive learning and teaching, reflective practice, classroom action research, and teachers’ collaboration as sources for teachers’ professional knowledge. This paper highlights this contrast and begins to explore what happens when these two different approaches to the construction of teachers’ professional knowledge encounter each other.

Depaepe, F. and J. König (2018). General pedagogical knowledge, self-efficacy and instructional practice: Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education*, 69: 177-190.

Abstract: Teachers' professional competence is composed of cognitive (professional knowledge) and affective (professional beliefs) components. These components are generally assumed to be related and to impact instructional practice. However, studies simultaneously relating cognitive and affective components to instructional practice are scarce. The present study investigates the relationship between general pedagogical knowledge (GPK), self-efficacy beliefs (SE), and reported instructional practice based on a sample of 342 pre-service teachers. No significant association was observed between GPK and SE. Furthermore, SE significantly predicted all investigated reported instructional practices, although GPK only predicted reported instructional practices that dealt with student support and provision of structure.

Summary prepared by L. Joy Johnson

Background

Using survey data from pre-service teachers, Depaepe and König explore the relationships among teacher professional knowledge, self-efficacy beliefs, and instructional practice. In particular, they explore whether a particular form of teacher knowledge—general pedagogical knowledge—is associated with teacher self-efficacy, and whether these types of knowledge and beliefs are related to teaching practice.

The authors begin by distinguishing three types of professional knowledge: “content knowledge (knowledge of the subject matter to be taught), pedagogical content knowledge (knowledge about how to teach that particular subject matter, taking into account students' conceptions and learning difficulties), and general pedagogical knowledge (knowledge about learning and teaching that transcends subject matter)” (p. 177). They also outline four types of professional beliefs “epistemological beliefs (i.e., beliefs about the nature of knowledge and knowing), beliefs about learning and teaching, beliefs about the social context of learning and teaching, and self-efficacy beliefs (i.e., beliefs about one's capacities to teach)” (p. 178). Among these types of knowledge and beliefs, the authors focus on general pedagogical knowledge (GPK) and self-efficacy (SE). They write that they selected GPK and SE because prior research suggests they are important for teaching and learning and because they are discipline-neutral, allowing for comparisons across teachers of different disciplines.

While many studies have investigated teacher self-efficacy and general pedagogical knowledge separately, few have considered the relationship between these two constructs or their relationship to instructional practice. After synthesizing current research on GPK, SE, and instructional practice, the authors conclude the following:

- 1) The field currently assumes a positive relationship between GPK and SE, yet scant evidence exists to support this assumption.
- 2) Scholarship suggests a positive relationship between GPK and instructional practice, yet this relationship cannot be assumed to be the same for all aspects of instructional practice (i.e., classroom management, cognitive activation, student support).
- 3) Similarly, existing research indicates that the relationship between SE and instructional practice varies by instructional dimension, with classroom management having the strongest association with SE.
- 4) No prior research has combined SE and GPK as predictors of instructional practice, and thus this relationship is unknown.

Research Questions and Methodology

Based on these conclusions, Depaepe and König pose the following research questions and assert the following hypotheses:

Research Question 1: “What is the relationship between GPK and SE” (both generally and along subdimensions)? p.180

Hypothesis 1: GPK and SE constructs are significantly positively associated.

Research Question 2: “What is the association between GPK and SE on the one hand, and instructional behavior on the other hand” (both generally and along subdimensions)? p.180

Hypothesis 2: Both GPK and SE are positively associated with teachers' instructional practices.

Sample

To respond to these questions, the authors surveyed 342 German pre-service teachers at the University of Cologne who had just completed a 5-month teaching internship at the end of their combined bachelor's and master's teacher preparation program. The majority (78%) of respondents were female, young (i.e., mean age of 24.74), and pursuing degrees to teach in primary, middle, and secondary grades.

Measures

The authors used survey data to measure all three constructs of interests: general pedagogical knowledge, self-efficacy, and instructional knowledge (See Table 1). Prior research on GPK and SE suggests that each is multi-dimensional and distinct from other forms of knowledge and beliefs. As such, the authors' use item-response theory (IRT) to create a measure of GPK that is composed of four sub-dimensions: classroom structure, motivation and classroom management, student heterogeneity, and classroom assessment. Based on confirmatory factor analysis, three subdimensions form their measure of self-efficacy: student engagement, instructional strategies, and classroom management. The authors further identify three commonly measured dimensions of instructional practice: cognitive activation, classroom management, and student learning support, and through factor analysis, identify two sub-dimensions of each. See Table 1 for more information on the measures used.

Table 1: Measures of General Pedagogical Knowledge, Self-efficacy, and Instructional Practice

Construct	Measure	Subdimensions	Items and Scales
General pedagogical knowledge (GPK)	Teacher Education Development Study in Mathematics (TEDS-M) short form paper-and-pencil test	1) Classroom structure 2) Motivation and classroom management 3) Student heterogeneity 4) Classroom assessment	Multiple choice and open-ended items
Self-efficacy	Revised Teacher's Sense of Efficacy Scale (TSES)	1) Instructional strategies 2) Classroom management 3) Student engagement	12 items measured along a 9-point Likert-scale (varying from “not at all certain” to “absolutely certain”)
Instructional	A survey of self-	1) Cognitive activation: a) the use of	22 items measured

practice	reported teaching practice	cognitive demanding tasks and b) stimulating students' cognitive independence 2) Classroom management: a) preventing disorder and b) providing structure 3) Student support: a) encouraging students and b) dealing with student heterogeneity	along a 4 point Likert-scale. Respondents were asked to describing teaching during their 5 month internship.
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Analysis

To respond to their first research question, the investigators first conducted a correlational analysis of GPK, SE, and self-reported instructional practices. They then specified several structural equation models (SEM) to further investigate the correlations among GPK, SE, self-reported instructional practices, and relevant background characteristics (e.g., age, gender, training type, GPA, etc.). Additionally, they use SEM to explore relationships between the sub-dimensions of GPK (i.e., classroom structure, motivation and classroom management, student heterogeneity, and classroom assessment) and SE (i.e., instructional strategies, classroom management, student engagement).

To investigate the second research question, the authors again used SEM, this time specifying four models. The first investigated the effect of GPK and SE on their measure of self-reported instructional practice, controlling for background characteristics (e.g., age, gender, training type, GPA, etc); a similar model explored the concurrent effect of GPK and SE on self-reported instructional practice. The final two models explored the effects of SE and GPK on instructional practice sub-dimensions (e.g., cognitive activation, classroom management, student learning support, etc.).

Findings

The correlational analysis and the first SEM described above exploring the relationship between GPK and SE (research question 1) yielded the following results:

- Contrary to the authors' hypothesis, they found no significant correlation between SE and GPK using either correlational analysis or SEM.
- Similarly, they found no significant relationship between GPK and the three subscales of SE.

The final four models investigated the effect of GPK and SE on self-reported instructional practice (research question 2) with the following results:

- Using correlational analysis only, correlations between GPK and self-reported instructional practice were weak, yet GPK was positively associated with providing structure, encouraging students, and dealing with student heterogeneity.
- SEM analysis found a significant effect of SE on self-reported instructional practice.
- This same analysis did not find a significant relationship between GPK and self-reported instructional practice overall.
- An SEM model investigating the relationship between GPK and the sub-dimensions of instructional practice found significant associations between GPK and pre-service teachers' self-reports of providing classroom structure, encouraging students, and dealing with student heterogeneity.
- In contrast, a similar SEM was specified to explore SE's relationship to the six instructional practice sub-dimensions; self-efficacy was significantly related to pre-service teachers' self-reports of all six: (1) use of cognitively demanding tasks, (2) stimulating students' cognitive

independence, (3) preventing disorder, (4) providing structure, (5) encouraging students, and (6) dealing with students' heterogeneity.

Discussion/Conclusions

The authors conclude that for pre-service teachers, GPK is not linearly associated with SE. This finding contradicts conventional wisdom in the field that teachers' general knowledge of pedagogy is related to their confidence to enact a variety of teaching responsibilities. The authors note that this finding may be limited to pre-service teachers and that more research is needed to understand the relationship between GPK and SE.

This study also finds that GPK and SE have a differential impact on instruction. Self-efficacy was most strongly associated with instructional practices related to cognitive activation, yet GPK was more closely associated with classroom management and student support. Additionally, GPK was related to three sub-dimensions of instruction, while SE was significantly and positively associated with both the latent construct of reported instructional practice and its six sub-dimensions. Given these findings, the authors argue that teacher education programs should focus both on teacher knowledge and professional beliefs since both influence particular aspects of teaching practice

The authors posit a set of limitations to their findings. Because the study only included pre-service teachers, it is unclear if the results of this study can be generalized to in-service teachers or to non-German teaching contexts. Also, the authors measure instructional practice through self-reports on a one-time survey. Yet, self-reports can be unreliable as they assume a close relationship between teachers expressed and actual instructional practice.

Ronfeldt, M., Matsko, K.K., Greene Nolan, H., & Reininger, M. (2018). Who Knows if our Teachers are Prepared? Three Different Perspectives on Graduates' Instructional Readiness and the Features of Preservice Preparation that Predict them (CEPA Working Paper No.18-01). Retrieved from Stanford Center for Education Policy Analysis: <http://cepa.stanford.edu/wp18-01>

Abstract: *This study follows 305 preservice teachers (PSTs) who student taught in Chicago Public Schools (CPS) in 2014-15 and were subsequently hired in CPS in 2015-16. Drawing on surveys of PSTs and their cooperating teachers (CTs) and CPS administrative data, we link features of their preservice teacher education to three outcome measures for instructional readiness: (a) PSTs' self-perceptions and (b) CTs' perceptions of their PSTs' preparedness to teach at the end of student teaching, as well as (c) their first-year observation ratings based on the district evaluation rubric. We begin by investigating whether these outcome measures are related to one another. We find that CTs' perceptions of PSTs' preparedness positively predicted first-year observation ratings but PSTs' self-perceived preparedness was unrelated. We then examine which features of preparation are positively related to these three outcomes and whether or not the same features predict all three outcomes. PSTs received stronger first-year observation ratings when their CTs had stronger observation ratings themselves, when their CTs reported providing stronger coaching in specific instructional areas, when they gained employment in the same school in which they had completed their student teaching, and when their placements had been in self-contained elementary classrooms. With one exception, these same features were unrelated to our two survey-based outcome measures, while other features of preparation were related. This study provides suggestive evidence that different features of preparation are likely promising levers for program improvement but that program leaders and policymakers must first consider which outcome might determine "improvement," as different features appear to be levers for different outcomes.*

Summary prepared by Matthew Ronfeldt

Context

Teacher education programs face increasing pressure to provide evidence that they improve outcomes for graduates. Yet, only in the past couple of decades have scholars begun to conduct large-scale studies that link preservice preparation to graduates' outcomes. Most prior studies have focused on graduates' self-perceived readiness to teach (survey-based) or value-added to student achievement measures (VAMs). While these studies have made critical contributions, they also have important limitations; specifically, neither self-perceived readiness to teach nor VAMs are direct measures of graduates' instructional quality. This is the first study to link many features of preservice preparation to graduates' observation ratings using district evaluation rubrics. In addition, the authors consider two other survey-based outcome measures for graduates' instructional readiness: (a) their self-perceived readiness to teach at the end of their preservice student teaching experiences and (b) their cooperating teachers' perceptions of their instructional readiness at the end of their preservice student teaching experiences. This study begins by investigating whether either of the survey-based measures are associated with graduates' first-year observation ratings. Next, it considers which features of preparation are positively associated with the three different measures for graduates' instructional readiness to teach.

Research Foci/Questions

Three questions guide this study:

- 1) Are PSTs who, at the end of preparation, (a) report feeling better prepared or (b) are rated as more instructionally effective by their CTs more instructionally effective during their first year of teaching (as measured by district observational ratings)?
- 2) What features of preparation predict how instructionally effective PSTs (a) feel at the end of preparation, (b) are evaluated by their CTs, and (c) are rated by district evaluators during their first year of teaching?

3) Do the same features of preparation that predict one of these outcomes also predict the others?

Methods

In 2014-15, the researchers sent online surveys to all individuals who were registered to student teach in CPS both prior to and following their student teaching experiences.² These surveys asked PSTs about the preparation they received and how well prepared they felt to teach in different instructional areas. At the end of student teaching, the authors also surveyed all of the CTs who served as mentors to these PSTs. The CT surveys asked about the kinds of mentoring and coaching the CTs felt they provided their PSTs, and also asked CTs about how well prepared they felt their PSTs were to teach. Based upon the PST and CT surveys, the authors used Rasch approaches to construct a number of measures, including measures for PSTs' self-perceived readiness to teach, CTs' perceptions of their PSTs' readiness to teach,³ and various measures for the kinds and quality of coaching that either PSTs reported receiving or that CTs reported providing. In the subsequent year (2015-16), 321 of the PST survey respondents were hired to teach in CPS and could be linked to first-year observation ratings based on the district rubric. These 321 PSTs comprise the focal analytic sample.

To answer Research Question 1, the authors ran correlations between the three measures for PST instructional readiness: (a) PST self-perceived readiness to teach (from PST surveys), (b) CT perceptions of PST readiness to teach (from CT surveys), and (c) first-year observation ratings.

For Research Questions 2 and 3, the authors used multilevel regression models with PSTs nested in schools in which they were employed in 2015-16 to estimate first-year observation ratings as a function of features of preparation and employment school characteristics. When focusing on the survey-based outcomes, however, the authors nested PSTs in teacher education because the surveys were administered at the end of the teacher preparation experiences.

Results

Regarding Research Question 1, PSTs' perceptions of their own readiness to teach were weakly correlated with CTs' perceptions of their PSTs' readiness (0.06) and with their first-year observational ratings (0.03). However, CTs' perceptions of PSTs' readiness were more strongly correlated (0.24) with PSTs' first-year observational ratings.

For Research Questions 2, the authors identified the following features of preparation to be associated with the three focal outcomes:

Features predicting observation ratings. The authors identified a number of features of preparation that positively and significantly predicted PSTs' first-year observation ratings. PSTs received stronger first-year observation ratings when:

- they had been mentored by CTs who also received stronger observation ratings;
- their CTs reported providing stronger coaching in specific instructional domains (including those evaluated on the district rubric, e.g., planning, environment);

² All PSTs who intend to student teach in CPS must register with the district central office to do so; the sample includes only those individuals who submitted registration information. Thus, the sample includes most traditional route PSTs in the area, except those who student taught in private schools, schools outside of CPS, or in charter schools. Given that many residency programs place their residents in charter schools, most residency programs are not included in the sample. Alternative PSTs typically do not register for student teaching in CPS so are mostly not included.

³ Though the authors initially constructed multiple measures for feelings of preparedness in different instructional domains, they aggregated these domain-level measures into overall measures in the end.

- they gained employment in the same school in which they had completed preservice student teaching; and
- their student teaching experiences had occurred in self-contained, elementary classrooms.

Features predicting PST self-perceived readiness. The authors also identified a number of features of preparation that positively and significantly predicted PSTs' self-perceived readiness to teach. Specifically, PSTs felt better prepared when they reported having better mentoring relationships with their CTs, completed more methods-related courses prior to student teaching, and completed more hours of student teaching.

Features predicting CT perceptions of PST readiness. Finally, CTs felt their PSTs were more instructionally prepared to teach when the CTs felt they provided stronger mentoring in specific instructional domains (including those evaluated on the district rubric), when CTs felt they taught in ways that aligned with their PSTs' teacher education program, and when they felt they provided their PSTs with more job search support. Consistent with the latter, PSTs who reported receiving more job search support from their CTs had CTs who felt that they were more prepared to teach.

Regarding Research Question 3, the authors generally concluded that the features of preparation that predicted one outcome generally did not predict the other two outcomes. Across all features of preparation that were measured, none positively predicted all three outcome measures that the authors investigated. Among those features that predicted first-year observation ratings, only one also predicted one of the survey-based outcome measures; specifically, when CTs felt they provided stronger mentoring in specific instructional domains (including those evaluated on the district rubric) they rated their PSTs as being better instructionally prepared and their PSTs received stronger first-year observation ratings. Only two predictors were positively related to both survey-based feelings of preparedness outcome measures (PST and CT). PSTs who reported better mentoring relationships and better job support from their CTs felt better prepared and were evaluated as better prepared by their CTs.

Discussion

The authors remind readers not to assume that the positive associations identified in the study are necessarily indicative of causal effects of preparation on instructional readiness. For instance, it is possible that other unobserved characteristics of PSTs, their programs, or the schools in which they are employed could explain the observed relationships.

Assuming that future studies confirm that these relationships are indeed causal, the findings have a number of possible implications. First, programs that are interested in improving first-year instructional effectiveness should consider recruiting CTs who are more instructionally effective and who report providing better quality coaching in specific instructional domains. Districts should also consider hiring candidates in the schools in which they completed their student teaching experiences.⁴

Rather than there being certain features that were positively associated with all measures of instructional readiness, different features tended to be associated different outcomes. To the degree that program leaders and policymakers intend to use outcomes-based research to identify promising levers for program improvement, an implication is that they may first wish to determine which outcome they want to impact.

⁴ Regarding the authors' cautions about inferring causality, it is quite possible that PSTs who get hired by the schools in which they completed their student teaching did so because they were especially instructionally effective. In other words, being hired in the same school did not cause them to be more effective. On the other hand, it is possible that these PSTs are more effective because they already have experience in the school, understand the school community and norms, etc. More research is needed to determine if this is truly a causal effect.



Finally, in order to assess program quality, preparation programs typically collect information about how well-prepared PSTs feel at the end of their preparation. Likewise, many researchers link features of preparation to PSTs' self-perceived readiness to teach in order to identify promising features of preparation. The assumption is often that PSTs who feel better prepared will likely become more instructionally effective teachers. Finding that PSTs' self-perceived readiness to teach to be unrelated to first-year observation ratings suggests that this may not be the case and, in turn, raises some concern about using these measures alone for program assessment and research purposes. As far as survey-based measures go, the findings suggest further that CTs' perception of their PSTs' instructional readiness may have more predictive validity than PSTs' self-perceived readiness. Thus, when assessing program quality, programs might instead consider collecting CTs' reports of PSTs' instructional readiness or graduates' first-year observation ratings.