

Information for the February 3, 2017 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:

1. Ronfeldt, M. and S.L. Campbell (2016). Evaluating teacher preparation using graduates' observational ratings. *Educational Evaluation and Policy Analysis*, 38(4): 603-625.

2. Burns, R.W., Jacobs, J., and D. Yendol-Hoppey (2016). The changing nature of the role of the university supervisor and function of preservice teacher supervision in an era of clinically-rich practice. *Action in Teacher Education*, 38(4): 410-425.

In addition, bibliographic information is below for other relevant articles published in the following journals between October 15, 2016 and December 15, 2016.¹

Action in Teacher Education
American Educational Research Journal
Educational Evaluation and Policy Analysis
Elementary School Journal
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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Amador, J.M., Carter, I., and R.A. Hudson (2016). Analyzing preservice mathematics teachers' professional noticing. *Action in Teacher Education*, 38(4): 371-383.

Recent research in mathematics education has highlighted the importance of teachers' abilities to professionally notice students' thinking. This study examined what preservice teachers professionally notice during lesson study to further describe their attention to students' mathematical thinking, their interpretations about students' reasoning, and the resulting decisions they make. Findings indicate preservice teachers commonly provided evaluative comments but were able to engage in some instances of more advanced Noticing in which they detailed students' strategies and analyzed evidence of student thinking to formulate interpretations about mathematical thinking. Analysis of these findings resulted in a framework for analyzing the content of focused and extended professional Noticing.

¹ For the February 3, 2017, TeachingWorks journal club we considered the following journals: *Action in Teacher Education* (38(3); 38(4)); *American Educational Research Journal* (no new issues since previous meeting: October 2016, 53(5)); *Educational Evaluation and Policy Analysis* (September 2016, 38(4)); *Elementary School Journal* (December 2016, 117(2)); *Journal of Education for Teaching: International Research and Pedagogy* (2016, 42(5)); *Journal of Teacher Education* (November/December 2016, 67(5)); *New Educator* (no new issues since previous meeting: 2016, 12(4)); *Teachers College Record* (118(11); 118(12)); *Teaching and Teacher Education* (January 2017, 61); *Urban Review* (November 2016, 48(4); December 2016, 48(5)).

Araujo, U.F., Arantes, V.A., Danza, H.C., Pinheiro, V.P.G., and M. Garbin (2016). Principles and methods to guide education for purpose: A Brazilian experience. *Journal of Education for Teaching*, 42(5): 556-564.

This article presents a Brazilian experience in training teachers to educate for purpose. Understanding that purpose is a value to be constructed through real-world and contextualised experiences, the authors discuss some psychological processes that underlie purpose development. Then the authors show how these processes are used in a purpose development programme they have conducted for in-service and pre-service teachers over the past six years. Using innovative pedagogies, such as Problem-Based Learning, Project-Based Learning, and Design Thinking, the authors describe the steps that teachers have to follow in project development, examples of the results accomplished with this kind of programme, and research findings that are being conducted to analyse the principles and results of this approach for training teachers in how to educate youth for purpose.

Bale, J. (2016). Language proficiency in an era of accountability. *Journal of Teacher Education*, 67(5): 392-407.

This article presents a qualitative study of integrating target language (TL) materials and activities within a world language (WL) teacher preparation program at a large, Midwestern public university. Based on document and interview data, I analyze how teacher candidates engaged with curricular materials written in the respective TL, how they interacted with their peers in the TL about those materials, and how they described the effect of both on their learning. As the analysis demonstrates, candidates reported that these experiences integrating language and language-teacher learning helped them extend their TL proficiency into pedagogical and professional domains. Moreover, they reported that this work helped them more fully understand the complexities of teaching.

Bastian, K.C., Fortner, C.K., Fleener, J., McIntyre, E., and L. Patriarca (2016). Data sharing to drive the improvement of teacher preparation programs. *Teachers College Record*, 118(12).

Background/Context: Teacher preparation programs (TPPs) face increasing pressure from the federal government, states, and accreditation agencies to improve the quality of their practices and graduates, yet they often do not possess enough data to make evidence-based reforms.

Purpose/Objective: This manuscript has four objectives: (a) to present the strengths and shortcomings of accountability-based TPP evaluation systems; (b) to detail the individual-level data being shared with TPPs at public universities in North Carolina; (c) to describe how data sharing can lead to TPP improvement and the challenges that programs will need to overcome; and (d) to detail how three TPPs are using the data for program improvement.

Setting: North Carolina public schools and schools of education at public universities in North Carolina. Importantly, this individual-level data sharing system can be instituted among TPPs in other states.

Population/Participants/Subjects: Teachers initially-prepared by public universities in North Carolina.

Research Design: With individual-level data on program graduates, TPPs can conduct a range of analyses—e.g., regression analyses with program data, primary data collection with interviews, and rubric-based observations—designed to aid program improvement efforts.

Conclusions/Recommendations: Teacher preparation programs and researchers or state education agencies need to establish partnerships to share individual-level data on program graduates with TPPs. This individual-level data sharing would help TPPs to develop systems of continuous improvement by examining whether their preparation practices align with the types of environments in which their graduates teach and how graduates' preparation experiences predict their characteristics and performance as Teachers of Record. Unlike other initiatives targeted at TPP improvement, individual-level data sharing, and its focus on within-program variability, can benefit TPPs at all levels of performance.

Bottoms, S.I., Ciechanowski, K., Jones, K., de la Hoz, J., and A.L. Fonseca (2017). Leveraging the community context of family math and science nights to develop culturally responsive teaching practices. *Teaching and Teacher Education*, 61: 1-15.

This paper examines how elementary teacher candidates experience Family Math and Science Nights with culturally and linguistically diverse children and families. Weekly reflections were analyzed using Gay's (2002, 2013) Culturally Responsive Teaching framework to highlight the process of enacting and thinking in key areas: (1) Changing attitudes and beliefs, (2) Leveraging culture and difference, (3) Grappling with resistance, and (4) Improving pedagogical connections. An action-oriented focus underscores that teacher candidates need multiple rounds of practice to disrupt traditional notions of teaching and move towards cultural responsiveness. Findings suggest the importance of repeated practice, context, and focused guided reflection.

Buchanan, L.B. and J. Hilburn (2016). Riding la bestia. *Journal of Teacher Education*, 67(5): 408-423.

In this mixed methods study, we examined the responses of 82 preservice teachers to the acclaimed documentary *Which Way Home*, a film that profiles unaccompanied adolescents who hitchhiked the train system of Central America and Mexico en route to the United States. Using pre- and post-surveys (n = 82) and focus group interviews (n = 13), we found that preservice teachers intellectually grappled with immigration counter-stories and demonstrated two shifts in their thinking about immigration and their future teaching. Nested in the frameworks of critical race methodology and Freire's critical consciousness model, this study illustrates one approach to exploring immigration.

Burns, R.W., Jacobs, J., and D. Yendol-Hoppey (2016). The changing nature of the role of the university supervisor and function of preservice teacher supervision in an era of clinically-rich practice. *Action in Teacher Education*, 38(4): 410-425.

Given the movement to enhanced clinical experiences and school-university collaboration emphasized in the NCATE Blue Ribbon Report, the field of teacher preparation would benefit from an understanding of the research related to preservice teacher (PST) supervision. This article uses qualitative meta-analysis to generate new knowledge about PST supervision using research published from 2001 to 2013. Using a search of three different databases, the findings of 32 studies became the data to address the research question: What are the core PST supervisory tasks and practices that support the developmental nature of PST learning within the clinical context? Through the meta-analysis, the authors identified five tasks and twelve practices of PST supervision. The tasks include (1) targeted assistance, (2) individual support, (3) collaboration and community, (4) curriculum support, and (5) research for innovation. These results indicate that PST supervision and the role of the PST supervisor is changing as the field moves towards strengthening clinical practice.

Charles, C. (2017). An entrepreneurial adventure? Young women pre-service teachers in remote Aboriginal Australia. *Teaching and Teacher Education*, 61: 179-188.

Following global interest in how pre-service teacher education might engage with social justice imperatives, this paper reports on interviews with three non-Aboriginal young women pre-service teachers taking part in a professional placement in remote Aboriginal Australia, and explores how their identity work reinscribes and/or challenges racialized forms of power. I argue that theories from the sociology of youth around 21st century girlhood can illuminate these young teachers' identity work in useful ways that raise important issues and questions for teacher educators to consider. Simultaneously, I show how empirical research into teacher identity can enrich theory and research on young femininities.

Crawford-Garrett, K. (2016). Negotiating scripts, humanizing practice: Remaking methods instruction in an era of standardization. *Action in Teacher Education*, 38(3): 240-258.



This article highlights two key problems of practice the author faced as the instructor of an elementary literacy methods class for Teach for America corps members in a large, northeastern city during an era characterized by strict state and district control: the deficit perspectives the corps members held of their students and the lack of autonomy they experienced as educators. The author illustrates how each of these issues can be traced to the institutions that socialized the corps members into the profession and then draws on practitioner inquiry methodology to describe two possible pedagogical responses. The author concludes by discussing the implications of this work with particular attention to (1) how various institutions frame teaching and learning, (2) the role of methods courses in interrupting these frames, and (3) the pedagogical possibilities inherent in doing so for both students and teachers.

Daniel, S.M. (2016). Grappling with culturally responsive pedagogy: A study of elementary-level teacher candidates' learning across practicum and diversity coursework experiences. *The Urban Review*, 48(4): 579-600.

This investigation of teacher candidates' (TCs) learning in their pre-service elementary education program demonstrates how TCs grappled with enacting culturally responsive pedagogy (CRP) in their practicum sites. Interviews with TCs, analyzed with Lucas and Villegas's (2002) tenets of CRP, reveal how TCs thought about equitable instruction in elementary schools. TCs and the teacher educator of the diversity course report on how such coursework supports TCs as they strive to educate multilingual, multicultural elementary school students. This examination, which focuses on TCs' learning rather than teacher education program design, provides implications for how teacher educators can support TCs in ways that are responsive to their personalized questions, experiences, strengths, and overall development as teacher learners. Implications for foundational diversity-oriented coursework that connects more directly with TCs' practicum experiences are discussed.

Ellerbrock, C.R., Cruz, B.C., Vásquez, A., and E.V. Howes (2016). Preparing culturally responsive teachers: Effective practices in teacher education. *Action in Teacher Education*, 38(3): 226-239.

Despite the growing diversity in our nation's schools, many teacher educators avoid discussions on diversity issues for myriad reasons. As a result, numerous preservice teachers lack quality learning opportunities to become well versed on issues of diversity in meaningful ways that can translate to P-12 practice. This article elaborates on instructional practices and resources used by teacher educators who, grounded in an understanding of diversity awareness and identity development as well as culturally relevant pedagogy, are actively preparing the next generation of teachers who are culturally responsive.

Fletcher, E.C., Nguema, A., and S. Ashford (2016). How field experiences influence perceptions of learning to teach in a precollegiate urban teaching academy program. *Action in Teacher Education*, 38(3): 278-296.

This qualitative, multicase study examined the support, instruction, coursework, discussions, field and clinical experiences, and critical reflection that took place within a precollegiate Urban Teaching Academy (UTA) magnet program located in a southeastern school district. Two major themes emerged with sub-themes undergirding each. The first theme of disparate program-based experiences highlighted the three unique structures each teacher implemented to expose their students to the realities of teaching, which included their emphasis--or lack thereof--on coursework and field and clinical experiences. The second theme of student reactions to their learning experiences expressed the three differentiated curricular experiences students encountered. Data interpretations confirmed the importance of using book work, instruction, discussions, and critical reflection regarding classroom events as scaffolding to support the preparation of future teachers within the context of urban field and clinical experiences through precollegiate pipeline programs.



Goings, R.B. and M. Bianco (2016). It's hard to be who you don't see: An exploration of Black male high school students' perspectives on becoming teachers. *The Urban Review*, 48(4): 628-646.

The goal of this qualitative study was to explore the perspectives of high school age Black males (N = 22) regarding factors that influence or deter their consideration of becoming teachers. Participants were enrolled in a yearlong, pre-collegiate course designed to introduce high school students to the teaching profession. Qualitative analysis of students' interviews revealed that negative school experiences, including low expectations, racial stereotypes, and microaggressions, deterred consideration of becoming a teacher. Positive interactions with encouraging teachers and the opportunity to have direct teaching experience in the community helped students see themselves as potential future teachers. Implications for practice are discussed.

Houston, C.R. (2016). Do scaffolding tools improve reflective writing in professional portfolios? A content analysis of reflective writing in an advanced preparation program. *Action in Teacher Education*, 38(4): 399-409.

Reflective practice is an important skill that teachers must develop to be able to assess the effectiveness of their teaching and modify their instructional behavior. In many education programs reflective narratives, which are often part of teaching portfolios, are intended to assess students' abilities in these areas. Research on reflectivity in writing indicates that students often need assistance to develop truly reflective narratives. This study explores the portfolio narratives of students in an advanced preparation program in Library Media Education over 3 years to determine the nature and quality of their reflective writing. Results of a content analysis indicate that the level of student reflectivity improved when a reflective writing scaffolding tool was used to assist students with their reflective writing tasks.

Jones, B.K. (2016). Enduring in an "impossible" occupation. *Journal of Teacher Education*, 67(5): 437-446.

Very little is known about the role of person-level qualities, or personality, in the teacher labor market. This study explores the role of perfectionism in teacher occupational commitment and retention. One hundred eighteen graduates of a competitive teacher preparation program with widely varying levels of total years commitment to the job completed a measure of three dimensions of perfectionism--standards (holding oneself to high standards), order (valuing neatness, tidiness, and being disciplined), and discrepancy (perceiving a gap between ambitions and abilities)--and gave information about their personal backgrounds and work histories. Results suggest that none of the dimensions of perfectionism predict teacher commitment in the sample as a whole, but that the order dimension significantly predicts long-term commitment to struggling urban versus affluent suburban schools. These results imply that long-term urban teachers may be adept at overlooking difficult and sometimes chaotic circumstances to sustain themselves in the occupation.

Kenyon, E.A. (2017). Lived experience and the ideologies of preservice social studies teachers. *Teaching and Teacher Education*, 61: 94-103.

Using narrative inquiry, this paper explores the lived experiences of six preservice social studies teachers. It uses these lived experiences to gain insight into these preservice teachers' orientations towards teaching social studies, particularly in regard to their ideological understanding of authority and citizenship. Each experience shared in the study both revealed and then shifted already established beliefs and assumptions in regards to school authority. The paper continues to the preservice teachers' own goals for their Social Studies classrooms and how their understanding of authority is present or absent in those goals.

Kier, M.W. and T.D. Lee (2017). Exploring the role of identity in elementary preservice teachers who plan to specialize in science teaching. *Teaching and Teacher Education*, 61: 199-210.



Reforms in science education emphasize learning outcomes of elementary students; it is important to prepare elementary teachers to teach reformed-based science. This study interviews twenty elementary preservice teachers who participated in four discipline-specific science teaching methods courses to become elementary science specialists. This study asks: Why do elementary preservice teachers want to specialize in science teaching? And, how do they narrate change in their identities following enrollment and through the progression of one or more courses? Using an identity lens, we find that discipline specific experiences and practice develops teachers' ability to see themselves as reformed-based elementary science teachers.

Korhonen, H., Heikkinen, H.L.T., Kiviniemi, U., and P. Tynjälä (2017). Student teachers' experiences of participating in mixed peer mentoring groups of in-service and pre-service teachers in Finland. *Teaching and Teacher Education*, 61: 153-163.

This article examines from the student perspective a new Finnish model of teacher development that uses the peer group mentoring (PGM) method for combining pre-service and in-service teacher education. Reflective reports of student teachers (N = 19) who participated in PGM were analyzed using the phenomenographic method. The results show that students' experiences varied from considering the activity as (1) a coffee break or (2) peer-support, to seeing it as (3) identity construction or (4) a way of participating in a professional community. In further development of the model more emphasis should be placed on the integration of theory and practice.

Lapsley, D. and R. Woodbury (2016). Moral-character development for teacher education. *Action in Teacher Education*, 38(3): 194-206.

In this article the authors accept the common view that moral-character education is immanent to the life of classroom and schools and inevitable even when remanded to the hidden curriculum. Most schools claim to address the moral formation of students, and many educators enter the profession for values-laden reasons. Yet the language of values, virtues, morality, and character are notably absent from licensure and accreditation standards and so is formal training in moral-character education in schools of education. To facilitate the development of formal training in the moral work of teaching the authors organize the literature around three training objectives: Best Practice ("Good Learner"), Broad Character Education ("Fortified Good Learner"), and Intentional Moral-Character Education ("Moral Self"). Only the latter aims to move the Fortified Good Learner to the Moral Self and treats moral valuation as the explicit target of education. The authors make several suggestions for doing so and conclude with some challenges for teacher education.

Lees, A. (2016). Roles of urban indigenous community members in collaborative field-based teacher preparation. *Journal of Teacher Education*, 67(5): 363-378.

This qualitative case study explored a community-university partnership for teacher preparation with an urban Indigenous community organization. The study examined the roles of Indigenous community partners as co-teacher educators working to better prepare teachers for the needs of urban Indigenous children and communities. The author collected data through focus groups with Indigenous participants before and after engagement with the partnership, direct observations of partnership activities where Indigenous participants interacted with teacher candidates and university faculty, and offered individual interviews for all participants. Indigenous Postcolonial Theory (IPT) guided this research and offered a lens to examine the perspectives of urban Indigenous community members engaged as co-teacher educators in field-based teacher preparation. This study held implications for continued development of Indigenous community-university partnerships and furthering the role of community leaders in teacher preparation to advance efforts of Indigenous postcolonialism through self-education.

Naidoo, K. and S.A. Kirch (2016). Candidates use a new teacher development process, transformative reflection, to identify and address teaching and learning problems in their work with children. *Journal of Teacher Education*, 67(5): 379-391.

This article has two aims: (a) to offer a new model for a teacher preparation course that features reflection and teaching as integral, inseparable actions and (b) to provide empirical evidence from an exploratory ethnography to demonstrate teacher development possibilities with this model. The model, termed Transformative Reflection, was founded on principles from cultural-historical activity theory (CHAT) and empirical work on reflection. This study examines two CHAT-based mediation practices that became a focus of 12 childhood education masters students inquiry during reflection sessions: (a) posture as a tool for working with students and (b) open questions as a tool to re/orient learners. Based on analysis of observations, interviews, journals, and video, we found candidates took action individually and collectively to interrogate and, in many cases, change how they planned learning activities, how they re/oriented learners to the learning object, and how they viewed students as agents.

Peercy, M.M. and F.J. Troyan (2017). Making transparent the challenges of developing a practice-based pedagogy of teacher education. *Teaching and Teacher Education*, 61: 26-36.

Much of the recent scholarship in teacher education relays the importance of preparing teachers to enact practice. However, scholars working in the fields of self-study and core practices have questioned the capacity of teacher educators to engage novice teachers in meaningful practice-based work. We use collaborative self-study to examine the first author's experiences of using core practices as a guiding framework with novice teachers of English language learners. Findings illuminate a developmental journey that many teacher educators will experience as they undertake this work to make both conceptual and practical shifts in their pedagogy of teacher education.

Robinson, D. (2017). Effective inclusive teacher education for special educational needs and disabilities: Some more thoughts on the way forward. *Teaching and Teacher Education*, 61: 164-178.

This study sought to identify the principles and practices underpinning effective inclusive teacher education for special educational needs (SEN) in ordinary schools through an inclusive action research project. The findings demonstrate that where practitioner development involves critical-theoretical, reflexive, research-oriented collaborations among a professional learning community, practitioners become more confident and skilful in enacting inclusive practice. This community was formed in the context of a school-university partnership and included pre-service teachers, experienced teachers, teaching assistants and university tutors. Its findings cast serious doubt over the efficacy of de-intellectualised, 'on the job' training models favoured by policy makers in England and elsewhere.

Ronfeldt, M. and S.L. Campbell (2016). Evaluating teacher preparation using graduates' observational ratings. *Educational Evaluation and Policy Analysis*, 38(4): 603-625.

Despite growing calls for more accountability of teacher education programs (TEPs), there is little consensus about how to evaluate them. This study investigates the potential for using observational ratings of program completers to evaluate TEPs. Drawing on statewide data on almost 9,500 program completers, representing 44 providers (183 programs) in Tennessee across 3 years, we investigate multiple models to estimate TEP quality. Results suggest that using observational ratings to evaluate TEPs has promise. We were able to detect significant and meaningful differences between TEPs, which were fairly robust across modeling approaches. Moreover, TEP rankings based on observational ratings were positively and significantly related to rankings based on student achievement gains.

Rubin, B.C., Abu El-Haj, T.R., Graham, E., and K. Clay (2016). Confronting the urban civic opportunity gap. *Journal of Teacher Education*, 67(5): 424-436.



This article considers how youth participatory action research (YPAR) can be used to build the civic teaching capacities of preservice teachers working in urban settings. In the final semester of an urban-focused teacher education program, preservice teachers led YPAR programs in the urban schools in which they student-taught the previous semester. This article analyzes what preservice teachers learn through the process of YPAR. Specifically, we found that YPAR supported teacher learning in three areas: cultivating student-centered teaching practices, observing and documenting students' strengths and capacities, and developing new understandings of the structural inequalities that shaped the lives of the students in urban schools. Drawing on data collected over the past 6 years, we argue that leading children and young people in participatory action research projects can contribute to the creation of the transformative civic educators so sorely needed in urban settings.

Taylor, L.A. (2017). How teachers become teacher researchers: Narrative as a tool for teacher identity construction. *Teaching and Teacher Education, 61*: 16-25.

While scholarship on teacher research suggests the value of this work for teaching and learning, there are challenges in sustaining it beyond teacher education, in part because teachers may not envision themselves as researchers. Drawing on sociocultural theories of identity, this paper uses discourse analysis to consider how an instructor in a graduate course on teacher research supported inservice teachers in constructing identities as teacher researchers. The analysis identifies the ways the instructor used personal narratives as a tool to intentionally position teachers as teacher researchers as participants discursively negotiated these identities.

Tirri, K. and E. Kuusisto (2016). Finnish student teachers' perceptions on the role of purpose in teaching. *Journal of Education for Teaching, 42*(5): 532-540.

This study identifies the nature of the purposes that Finnish student teachers of different subjects (N = 372) have for teaching and how these perceptions could inform teacher education. Earlier studies have shown that both American and Finnish students have found the role of their teachers to be very important in teaching and learning purpose. Finnish student teachers have also been found to be purposeful in their teaching. The data for this study were gathered in 2013 with quantitative questionnaires measuring different elements of purpose, such as purpose identification, goal-directedness, beyond-the-self orientation, and competence to teach purpose. Using K-Cluster analysis, four purpose profiles were identified among student teachers: Purposeful, Dabblers, Dreamers, and Disengaged. Student teachers of religious education were found to be the most purposeful in their profiles, while student teachers of mathematics differed from the others, with more than 40% having a Disengaged profile. The results indicate that student teachers of mathematics need special support for their purpose development, as well as education in purposeful teaching.

Tournaki, N. and W.E. Samuels (2016). Do graduate teacher education programs change teachers' attitudes toward inclusion and efficacy beliefs? *Action in Teacher Education, 38*(4): 384-398.

This study compared changes in attitudes toward inclusion and efficacy of 98 general and 76 special education students completing their master's degree. Data were collected at the beginning of the program, at the end of the first semester--upon completion of an Introduction to Inclusion course--and at the end of the program. Results indicated that, though attitudes toward inclusion became significantly more positive among special education students throughout the program, general education students' attitudes became significantly more positive only after completion of the inclusion course but later significantly regressed. These findings support those of other studies that demonstrate improvements of attitudes after one course. Efficacy scores followed a similar pattern for general and special education students with significant increases from the beginning to the end of the program. Implications for elementary education programs for general educators are discussed, taking into account that all teachers should be prepared to teach all students.

Williamson, T. (2017). Listening to many voices: Enacting social justice literacy curriculum. *Teaching and Teacher Education*, 61: 104-114.

This study seeks to understand what struggles an equity-minded English teacher encountered while enacting social justice curriculum and pedagogy. Data indicated the primary factors that influenced the teacher's understandings were her students and grade-level colleagues, not administrative mandates or the state standardized test. An additional finding was that the conflicts that Octavia anticipated as a pre-service teacher (competing reform agendas) were less relevant than concerns about reading materials and text selection. The study indicates a need to shift attention to less-commonly studied factors in teacher decision-making: quality instructional resources, interpersonal relationships, and ideologies about curriculum.

Yuan, R. and L.J. Zhang (2017). Exploring student teachers' motivation change in initial teacher education: A Chinese perspective. *Teaching and Teacher Education*, 61: 142-152.

Informed by a multiple, integrated perspective on teacher motivations, this study explores ten student teachers' motivation change throughout a pre-service language teacher education program in China. Drawing on data from the participants' personal reflections, focus group interviews, and individual interviews, this study reveals how the participants' motivations were shaped and reshaped through their professional practice and social interactions in relation to their self-efficacy, outcome expectations, professional autonomy, and social support in their learning context. This study concludes with some implications for policy makers and teacher educators on how to cultivate and promote pre-service teachers' motivations and commitments towards teaching as a life-long career.

Zeichner, K. and H.G. Conklin (2016). Beyond knowledge ventriloquism and echo chambers: Raising the quality of the debate in teacher education. *Teachers College Record*, 118(12).

Background/Context: For over two decades, there has been a steady call for deregulating U.S. teacher education, closing down allegedly poor quality college and university programs, and creating greater market competition. In response to this call to disrupt the dominance of colleges and universities in teacher education, and because of the policies and funding allocations of the U.S. Education Department and private foundation funding, non-university providers of teacher education have proliferated in certain areas of the country. A critical aspect of the current call for greater deregulation and market competition in teacher education has been the declaration that university teacher education has failed. While there is no dispute about the need for improvements in the dominant college and university system of teacher education, it is also important to critically evaluate the warrants for the value of programs that critics claim should replace college and university programs.

Purpose: The focus of this paper is to illustrate how research has been misrepresented to support policies and programs that would simultaneously reduce the role of colleges and universities in preparing U.S. teachers and support the expansion of the role of non-university providers. We also examine the print news media's role in uncritically reproducing a narrative of failure about university teacher education and promoting the success of new non-university programs—attention that has served to inflate the public perception of these organizations and programs beyond what is warranted by the available evidence.

Research Design: Four cases are presented that illustrate the efforts to manufacture a narrative of the failure of colleges and universities in preparing teachers, and to construct a narrative of success for the non-university programs that have been funded to replace them. The authors use the concepts of echo chambers and knowledge ventriloquism to show how this process operates.

Conclusions/Recommendations: Following the presentation of the cases, specific recommendations are offered for raising the quality of the debates about the future of U.S. teacher education. These include greater transparency in the process of reform, better



communication between researchers and stakeholders, using research that has been vetted to inform the debates, and genuinely exploring different policy options for teacher education.

Journal club focus:

During this journal club session we will use two articles to support a discussion of tasks and tools involved in supporting learning in and from teaching in k-12 settings. We will focus on how learning is supported through the engagement of “field instructors” and through the use of tools such as “observational ratings”. Also of interest is how participants and stakeholders can learn from observational ratings of teaching in K-12 settings (including the potential for organizational learning by teacher education programs).

Two prompts that will guide our session:

- 1 What important work do field instructors do to facilitate learning including, but not limited to, observations and observational feedback?
- 2 How can observational instruments be used, during teacher education programs and/or during program graduates’ first few years of teaching, to support learning and program improvement?

*We will be fortunate to have the authors of one of the articles (Ronfeldt & Campbell, 2016) with us for this journal club. This will allow participants to hear from the authors about the backstory on their article including why they wrote it, challenges they encountered as they worked on it, and ideas about next steps for research in this area. There will also be opportunities for participants to pose questions to the authors.

Citation: Ronfeldt, M. and S.L. Campbell (2016). Evaluating teacher preparation using graduates’ observational ratings. *Educational Evaluation and Policy Analysis*, 38(4): 603-625.

Abstract:

Despite growing calls for more accountability of teacher education programs (TEPs), there is little consensus about how to evaluate them. This study investigates the potential for using observational ratings of program completers to evaluate TEPs. Drawing on statewide data on almost 9,500 program completers, representing 44 providers (183 programs) in Tennessee across 3 years, we investigate multiple models to estimate TEP quality. Results suggest that using observational ratings to evaluate TEPs has promise. We were able to detect significant and meaningful differences between TEPs, which were fairly robust across modeling approaches. Moreover, TEP rankings based on observational ratings were positively and significantly related to rankings based on student achievement gains.

Summary prepared by Tim Boerst

Background

There are increasing calls for accountability in teacher education emanating from sources such as accreditation agencies, the federal government, and watchdog groups. Accountability will require enhanced systems for evaluating teacher education programs (TEPs) either in terms of TEP inputs (e.g. amount, type, and quality of inputs such as length of field placements) or TEP outputs (e.g. value-added to student achievement scores). Both of these approaches face considerable challenges. For instance, Ronfeldt and Campbell write that input-oriented approaches must be grounded in criteria that can be used to judge inputs, but research to establish the basis for criteria is lacking. Similarly, the authors write that the lack of consensus on methods to model graduate effectiveness in classrooms or to define what constitutes a TEP substantially complicates output-oriented approaches such as value-added models. An overarching challenge of outcome-oriented approaches is that good teaching does not always produce learning because other factors influence and complicate their relationship (Fenstermacher & Richardson, 2005).

The authors write that observational rating (OR) is one approach that has not yet been studied. They argue that OR might sidestep some of the complications of other output related evaluations of TEPs as observational ratings: are available for most teachers (whereas other value-added measures are limited to tested grade levels); measure instruction directly (instead of indirectly through effects on student

learning); and offer information on aspects of performance that are likely to be usable by TEPs. To investigate the use of OR for evaluating TEPs, this article documents an exploration of different modeling approaches to see if OR differentiates graduates of TEPs. The authors also compare the results of OR evaluations and other outcome-focused approaches like the value-added method.

Method

Sample: Program completers from all Tennessee TEPs graduating between 2009-2013 who were employed in Tennessee public schools (n= 9,482 teachers in 1,553 schools). In some cases, a wider population was analyzed that included 56,254 teachers (non-program completers) employed in 1,726 schools. TEPs which had at least 10 graduates employed in Tennessee across the period represented in the data were analyzed at the level of institution (n=39) and program type (n=118). Given the sheer number of programs existing in different institutions, due to distinguishing between elementary/secondary/ special education and also between graduate and undergraduate approaches, the authors created groups that combined similar approaches to teacher preparation, with each resulting group labeled as “a program”. TEPs that had fewer than 10 graduates were combined into a single “small TEP” group.

Measures: Observational ratings (on a scale of 1 (significantly below expectations) to 5 (significantly above expectations)) were made within each teaching domain on the Tennessee Educator Acceleration Model (TEAM). The rubric is completed by an administrator or teacher leader an average of 4 times per year. Tennessee Value-Added Assessment System (TVAAS) ratings were provided by the state for each teacher in the sample. The researchers averaged all TVAAS ratings available for each teacher on a year-by-year basis.

Analytic Approach: TEP effects were modeled using multiple approaches including Ordinary Least Squares (OLS), Hierarchical Linear Modeling (HLM), and School Fixed Effects (SFE). Estimates were made for the following groups: those certified between 2009-2013 to teach in Tennessee from the 39 TEPs that had more than 10 graduates, those certified in states other than Tennessee with 3 or less years of experience, and those certified in states other than Tennessee with more than 3 years of experience. The last of these groups was used as a reference for other categories.

Results (organized by the authors' research questions)

Do TEP Ratings Based on Graduates' Observational Ratings Vary by Modeling Approach?

The various modeling approaches produced estimates that were fairly consistent in terms of the directionality and significance levels. Thus, institutions that were identified as performing significantly different (better or worse) than the reference according to one modeling approach also tended to be identified as doing significantly or moderately better (or worse) according to other approaches. Similarly, institutions that were relatively indistinguishable using one model tended to have that same trait when using other models. Different models also produced well-correlated rankings of institutions, with HLM and SFE producing the most consistent rankings. This is likely due to the fact that HLM and SFE better account for school characteristics. This is key as it indicates that choice of a modeling approach makes a difference in separating the effects of the schools in which teachers are teaching from the effects of TEPs. This matters because many states are using or plan to use OR in ways that are not separating this out very well (e.g. using simple mean scores).

Are There Differences Between TEPs in Terms of Average Graduates' OR?

The authors conclude that it is possible to see differences between TEPs using OR averages. 20% of institutions in the sample and 18% of programs were significantly different (either better or worse) than the mean of all recent program completers. These percentages increased when the comparison group was experienced teachers. The magnitude of differences between TEPs was also meaningful. The results suggest that “top-performing TEPs are graduating teachers who effectively have an additional year of initial teaching experience on the first day of class compared with graduates from the lowest performing TEPs,” (p. 617). Importantly, estimates for TE programs did not necessarily align with estimates from their

home institutions. Specifically, just over half of all programs ranked in different quartiles than the estimates for their home institutions. It is possible for individual programs to strongly influence the overall institutional estimate/rank just as it is possible for individual programs with strong estimates to have institutional homes with weaker estimates.

How Do Program Ratings That Use TVAAS Scores Compare?

OR and value-added measures are significantly correlated at both the institutional and the program levels. This is true across elementary and secondary teachers. However, the magnitude of relation between OR and value-added models is relatively low. They can lead to cases where value-added models identify institutions as poorly performing when OR would rate them as highly performing. Only about 40% of institutions and programs were in the same quartile using OR and value-added models.

Implications

Observational ratings of graduates can be used to measure TEP performance with classifications that are fairly robust. These results illustrate that TEPs, via a combination of recruiting and training, can make a meaningful difference in teacher performance. Because observational ratings can reveal differences between programs within an institution, institutional ratings should not be confused with ratings of their composite programs. Thus, states may want to consider evaluating programs within institutions and not just institutions. Not only can ratings be used to distinguish institutions and/or programs, the nature of the information provided by observational ratings is likely to be more usable/actionable in TEPs than information provided by alternative outcome oriented models like value-added models. However, caution is needed when using observational ratings. Models need to be employed that sufficiently factor school characteristics into calculations so as not to disadvantage teachers working in schools with historically marginalized student populations (such as students with low SES backgrounds). Further, because estimates using observational ratings reliably identify TEPs in the top and bottom quartiles, such analysis is likely to be helpful as part of a system that uses many different measures as checks and balances for providing TEPs a more complete assessment of program quality. While observational ratings also positively and significantly correlated with value added models, there is still work to do to determine how to use a combination of both measures for policy or educational decision making.

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Abstract:

Given the movement to enhance clinical experiences and school-university collaboration emphasized in the NCATE Blue Ribbon Report, the field of teacher preparation would benefit from an understanding of the research related to preservice teacher (PST) supervision. This article uses qualitative meta-analysis to generate new knowledge about PST supervision using research published from 2001 to 2013. Using a search of three different databases, the findings of 32 studies became the data to address the research question: What are the core PST supervisory tasks and practices that support the developmental nature of PST learning within the clinical context? Through the meta-analysis, the authors identified five tasks and twelve practices of PST supervision. The tasks include (1) targeted assistance, (2) individual support, (3) collaboration and community, (4) curriculum support, and (5) research for innovation. These results indicate that PST supervision and the role of the PST supervisor is changing as the field moves towards strengthening clinical practice.

Summary prepared by Tim Boerst

Background

The authors write that it is widely agreed that clinical experiences, such as student teaching, are key in the professional preparation of teachers. Standards (e.g. NCATE, 2001) and policy documents (e.g. AACTE, 2010) advocate for systematic and intentional collaboration between university and school faculty is needed to facilitate clinical experiences. However, the authors note that the need for supervision as a component of clinical experience is a point of disagreement, often devalued and delegated to those new to teacher education or with weaker associations with universities who may lack strong knowledge or skills required for supervision. Needed is greater clarity on who should be supervising and why supervision is important. It is possible to generate new knowledge in this arena by engaging in qualitative meta-analysis of relevant literature focused on the question, “What core supervisory tasks and practice do university supervisors enact that support preservice teacher (PST) learning within the clinical context?”

Theoretical Frame

Scholars have debated about the connection between supervision and evaluation. The authors assert that this is complicated due to fundamental differences between the two ideas along the lines of purpose, rationale, scope, relationship, data focus, expertise, and perspective. For instance, the purpose of supervision is to foster teacher learning whereas the purpose of evaluation is to ensure minimal competence with teaching practices. The articles selected for the literature analysis were chosen due to a focus on supervision. Literature focused on supervision has also been impacted by choices to study the supervision of in-service or the supervision of preservice teachers. In many clinical settings, such as professional development schools, supervision of preservice and in-service teachers are viewed as complementary processes that support the learning of all individuals and the organizations of which they are a part (colleges/schools). The articles selected for this literature analysis were chosen due to a focus on preservice teaching, including but not limited to, preservice teaching occurring in professional development school contexts.

Method

The findings in the paper were generated through qualitative meta-analysis that combines insights from a set of empirical studies, including smaller scale studies. This study differs from a traditional literature review in that the purpose is to develop new insights from reading across studies, instead of simply aggregating findings.

Selection and organization of studies: The authors selected peer-reviewed articles published between 2001-2013 that focused on the supervision of preservice teachers. This timeframe was chosen to support understanding of the impact of calls for enhanced clinical elements in teacher preparation. 812 articles were initially identified through a search within ERIC, Google Scholar, and the Education Full Text databases. That set was narrowed by reading abstracts of the articles and limiting the focus to those that were empirically-based and focused on university personnel engaging as supervisors (not evaluators). Then the full articles were coded in terms of five categories: supervisory tasks, outcomes of observation and feedback, role of technology in supervision, professional development for supervisors, and relationships and supervision. This resulted in a set of 68 studies that could be used in the final analysis, with 32 viable articles representing studies focused on the topic of “supervisory tasks” conducted primarily in the US (72%), but also in seven other countries.

Analysis of studies: Multiple researchers coded the articles and later engaged in meta-analysis of the codes through processes such as “reading the primary research reports, writing memos, developing codes, and collapsing codes into overarching assertions,” (p. 415). Afterward, researchers conducted a second-order analysis in which they independently created typologies of tasks and practices reflected in the studies that were later triangulated and honed through connection with concepts in the literature used to construct the theoretical frame. The analysis yielded tasks that supervisors need to accomplish and practices through which supervisors accomplish those tasks. This created a set of high-leverage supervision practices somewhat similar to high-leverage teaching practices described by Grossman et. al. (2009).

Findings

The table below (drawn from page 416 of the article) summarizes the supervision tasks and nested practices that serve as ways to accomplish those tasks.

Table 2. Definitions for Tasks and Practices of Preservice Teacher (PST) Supervision.

| Term | Definition |
|---|---|
| Tasks | The areas that need to be addressed in order to create the clinical context needed to meet PST learning needs. These tasks include directive assistance, individual support, group development, embedded professional development, curriculum support, research and innovation. |
| Practice | The routines used to actualize a task. |
| Task: Targeted assistance | |
| Practices that offer targeted support that focuses on specific aspects of PSTs’ practice | |
| Practice: Providing focused instructional feedback | Routines that provide PSTs with feedback on their teaching practices. |
| Practice: Fostering critical reflection | Routines that promote PST reflection on the impact of their actions as well as the larger sociopolitical and historical context. |
| Task: Individual support | |
| Practices that support the psychological and emotional demands of learning in the clinical context | |
| Practice: Balancing challenge and support | Routines that balance the need to promote learning and change with the PSTs’ emotional needs. |
| Practice: Helping PSTs cope with stress | Routines that help PSTs socioemotional adjustment when learning to teach in a clinical context. |
| Task: Collaboration and community | |
| Practices that cultivate the learning environment through establishing, building, maintaining, and renewing relationships | |
| Practice: Developing quality placements | Routines that identify appropriate schools and school-based teacher educators who will assume partial responsibility for the growth and development of the PST. |
| Practice: Maintaining triad relationships | Routines that attend to and foster learning among the preservice teacher, school-based teacher educator, and the university supervisor. |
| Practice: Creating learner-centered PST communities | Routines aimed at the organizing and reorganizing groups of PSTs into learning communities. |
| Task: Curriculum support | |
| Practices that facilitate the negotiation of a teacher preparation curriculum that reflects shared understandings of meaningful, relevant and coherent PreK-12 curriculum | |
| Practice: Fostering theory and practice connections | Routines that move away from isolated theoretical and practical learning. |
| Practice: Strengthening curriculum planning | Routines that develop PSTs’ understanding of instructional planning and situate planning within a larger curricular context. |
| Task: Research for innovation | |
| Practices to engage in individual and collaborative efforts to study and/or change curriculum/instruction in order to enhance teaching and learning | |
| Practice: Engaging in inquiry or self-study | Routines that involve intentional and systematic examination of one’s practice through a cycle of posing questions, collecting and analyzing data, and generating claims. |
| Practice: Innovating to enhance supervision | Routines that explore new models and methods to enhance supervisors’ roles and practices. |

The authors note that the five tasks and 12 practices were not specific to supervision in elementary contexts, secondary contexts, or specific content areas. The supervision task most often found in the literature was targeted assistance (found in 84% of the articles analyzed), followed by the task of collaboration and community within 41% of the articles, research for innovation could be found in 22% of the articles, and individual support and curriculum support were found in 19% of the articles. Almost half of the articles (44%) discussed more than one supervision task.

Discussion and Implications

Taken as a set, the supervision tasks identified suggest that the focus of supervision is on the preservice teacher as learner. Further, they suggest that supervision can be defined as the use of practices to accomplish tasks aimed at supporting preservice teacher learning in clinical contexts. This is a non-trivial formulation as many teacher preparations frameworks and policy statements do not actually define supervision. Such a definition could enhance understanding of the role and avoid possible conflation of supervision and evaluation.

The elaboration of supervision tasks and practices also helps to expand the conception of this role beyond a focus on observation and feedback. Further, it signals a change to the role in an era of increased attention to the use of clinical experiences in learning to teach. The work of the supervisor must serve to cultivate school-site relationships and the development of community through collaboration. Finally, with an expanded role, the knowledge and skill set of the supervisor must be viewed more expansively, requiring greater attention to supervisor staffing and to professional development opportunities for those who serve as supervisors.

Since the focus of the supervisor is on supporting the preservice teacher as learner, it may be productive to name the supervisor position as “preservice teacher supervisor” instead of formulations that include “university” or other such qualifier. It matters not where the person in the role of supervisor is “based,” but rather the purpose and focus of the work that is being done.