

Information for the April 6, 2018 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:

In addition, bibliographic information is below for other relevant articles published in the following journals between December 15, 2017 and February 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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Aslam, F., A. Adefila and Y. Bagiya (2018). "Stem outreach activities: An approach to teachers' professional development." *Journal of Education for Teaching*, 44(1): 58-70.

STEM outreach programmes in secondary schools are mediated by STEM teachers who are responsible for organising, implementing and evaluating the activities with a view to promoting STEM subjects. However, research investigating teachers' STEM roles and professional development through participation in outreach activities is limited. This paper explores teachers' views of STEM activities, how they understand their role as primary facilitators and the impact of their STEM engagement on their professional development. STEM outreach provides distinct opportunities for situated and dialogic learning. STEM teachers' effectiveness in engaging students by demonstrating the importance and relevance of STEM subjects in the real world and engaging captivating STEM outreach partners not only supports students learning but also enhances their opportunities to develop their knowledge and skills. Semi structured interviews were conducted with eleven teachers from six different schools in the West Midlands, United Kingdom. The data reveals STEM facilitators become the 'face' of STEM to their pupils. The expertise, knowledge and partnerships STEM facilitators develop, broadens their capacity to deliver teaching imbued with real world applications and improve students' understanding of the range of new and upcoming careers available. Most importantly, participating in STEM outreach activities help teachers maintain and reinforce their own sense of identity as STEM professionals. Outreach activities provide opportunities for

¹ For the April 6, 2018, TeachingWorks journal club we considered the following journals:

Action in Teacher Education (39(4)); *American Educational Research Journal* (February 2018, 55(1)); *Educational Evaluation and Policy Analysis* (March 2018, 40(1)); *Elementary School Journal* (March 2018, 118(3)); *Equity and Excellence in Education* (2017, 50(3)); *Journal of Education for Teaching: International Research and Pedagogy* (2018, 44(1); 44(2)); *Journal of Teacher Education* (March/April 2018, 69(2)); *New Educator* (2018, 14(1); 14(2)); *Teachers College Record* (120(1); 120(2)); *Teaching and Teacher Education* (February 2018, 70); *Urban Review* (March 2018, 50(1)).

teachers to interact with leading scientists and obtain exposure to cutting-edge research.

Barnes, A. E., S. S. Zuilkowski, D. Mekonnen and F. Ramos-Mattoussi (2018). "Improving teacher training in Ethiopia: Shifting the content and approach of pre-service teacher education." *Teaching and Teacher Education*, 70: 1-11.

Teacher education in Ethiopia has undergone multiple reforms, yet primary students still struggle to learn to read. The USAID-funded Reading for Ethiopia's Achievement Developed - Technical Assistance project aimed to reform the primary school curriculum and teacher education to improve instructional approaches to teaching reading and writing. We examine the process and effectiveness of the project's pre-service teacher education component. Impacts on teacher educator pedagogy were observed at Colleges of Teacher Education, including less lecturing and greater use of student-centered teaching and learning approaches. Sustainability depends on the government's efforts to invest in long-term solutions and promote student-centered pedagogy.

Bautista, N., T. Misco and S. J. Quaye (2018). "Early childhood open-mindedness: An investigation into preservice teachers' capacity to address controversial issues." *Journal of Teacher Education*, 69: 154+.

We investigated the characteristics of early childhood education (ECE) preservice teachers (PSTs) who were identified as closed minded and their capacity to deal with controversial issues. We define open-mindedness as the willingness to consider experiences, beliefs, values, and perspectives that differ from one's own. First, we used quantitative surveys to identify PSTs with less open-minded thinking dispositions among those who responded ($n = 84$). Then, we selected and ultimately interviewed five participants who indicated that their religious views played a significant role in the way they developed their epistemological and ontological views. Interviews suggested that concepts of social justice and the common good were seen as inimical to their core religious beliefs. As such, some respondents avoided these ideas without sufficiently entertaining the complexity involved with their religious beliefs and democratic ideals. This study has numerous implications for the macrocurriculum of teacher education.

Bjuland, R. and N. Helgevold (2018). "Dialogic processes that enable student teachers' learning about pupil learning in mentoring conversations in a lesson study field practice." *Teaching and Teacher Education*, 70: 246-254.

This study investigates dialogic processes in student teachers' mentoring conversations in field practice, where Lesson Study (LS) was used as a context for establishing a dialogic learning community in one student group in science. We apply an analytical framework associated with Sociocultural Discourse Analysis to identify utterances that have the potential to create a dialogic space and contribute to 'interthinking' among the participants. The findings show the important role of the mentor teacher as a facilitator and a 'knowledgeable other', challenging the student teachers to reflect on chosen activities using predictions and detailed observations related to pupils' learning.

Boutte, G. S. (2018). "Taking culturally relevant teaching to the big house: Implications for early childhood teacher educators." *The New Educator*, 14(2): 171-184.

This article discusses the conceptualization¹ of a foundational course on culturally relevant pedagogy for early childhood education majors at a predominantly white university in the U.S. Southeast. The course has been taught for 7 years to approximately 1,000 preservice teachers. A discussion of the complexities involved in teaching equity-focused courses is included (e.g., the magnitude of what we are asking preservice and in-service teachers to do; the depth and historical legacies that must be dismantled, deconstructed, and transformed). I deliberate on issues such as these: How can teacher educators meet preservice teachers (white and persons of color) where they are, but also move them beyond those places and spaces? What frameworks and guidelines have been found useful? How can teacher educators prevent equity-based courses from being derailed and hijacked by a few detractors? What types of supports are necessary for success? Examples of assignments, readings, and activities are shared.

Carmel, R. and M. Badash (2018). "Views on attrition and retention among beginning English as a foreign language (Efl) teachers in Israel and implications for teacher education." *Teaching and Teacher Education*, 70: 142-152.

Corcoran, R. P. and J. O'Flaherty (2018). "Factors that predict pre-service teachers' teaching performance." *Journal of Education for Teaching*, 44(2): 175-193.

Understanding the factors that contribute to an effective teacher has the potential to influence selection and preparation of pre-service teachers and may influence student outcomes. Prior research suggests a relationship between teacher characteristics (academic achievement, verbal ability, gender) and teacher effectiveness, however, these factors explain only a fraction of the overall variance in the effectiveness of teachers. Guided by the What Works Clearinghouse protocol for Teacher Training, Evaluation and Compensation, this study involving pre-service teachers (N = 400) used teacher performance rankings resulting from classroom observations and explored factors that may contribute to varying levels of teacher performance. Pre-service teachers' prior teaching performance, personality characteristics and previous academic achievement were assessed as predictive factors of teacher performance. Results indicate that no significant relationship was identified between personality traits and the outcome variable teaching performance in this study. However, previous teaching performance in addition to academic achievement scores emerged as significant predictors of teaching performance.

Czerniawski, G., D. Gray, A. MacPhail, Y. Bain, P. Conway and A. Guberman (2018). "The professional learning needs and priorities of higher-education-based teacher educators in England, Ireland and Scotland." *Journal of Education for Teaching*, 44(2): 133-148.

Against a rapidly changing policy landscape for teacher education, exacerbated by "Brexit" in the UK, findings are presented from an electronic survey of 272 higher-

education based teacher educators in England, the Republic of Ireland and Scotland about their experiences of, and priorities for, professional learning. While the data generated were mainly quantitative data, qualitative features were embedded within the survey design. Both types of data have been used to draw out complexities that emerge when exploring a professional group of educators responsible for the preparation of a future generation of teachers. The findings are presented and discussed in relation to the professional demographics of the sample, research expectations placed on them and teacher educators? priorities for professional learning. Given the unique occupational position of teacher educators, their importance in the quality of teacher education and the lack of formal focus on their professional development, our starting point for teacher educators? professional development lies in their practice situated and positioned within global, regional, national and local policy contexts.

Dickerson, C., K. Thomas, J. Jarvis and R. Levy (2018). "Changing practice in Malaysian primary schools: Learning from student teachers' reports of using action, reflection and modelling (arm)." *Journal of Education for Teaching*, 44(2): 194-211.

Curricular and pedagogical reforms are complex inter-linked processes such that curricular reform can only be enacted through teachers teaching differently. This article reports the perspective of emergent Malaysian primary teachers who were expected to implement a Government reform that promoted active learning. The 120 student teachers were members of a single cohort completing a new B.Ed. degree programme in Primary Mathematics designed by teacher educators from Malaysia and the UK. They were taught to use a tripartite pedagogical framework involving action or active learning, supported in practice through reflection and modelling. Drawing on findings from surveys carried out with the student teachers at the end of their first and final placements this article examines evidence for the premise that the student teachers were teaching differently; illustrates how they reported using active learning strategies; and identifies factors that enabled and constrained pedagogic change in the primary classroom. The students? accounts of using action, reflection and modelling are critiqued in order to learn about changing learning and teaching practice and to contribute to understanding teacher education and early teacher development. The students? reports suggest diversity of understanding that emphasises the need to challenge assumptions when working internationally and within national and local cultures.

Dunne, L., V. Kay, R. Boyle, F. Obadan and V. Lander (2018). "'I love a curry': Student-teacher discourse around 'race' and ethnicity at a UK university." *Journal of Education for Teaching*, 44(2): 162-174.

This paper presents aspects of a small scale study that considered student teachers? language and discourse around race and ethnicity at a university in the northwest of England. The first part of the paper critiques current education-related policy, context and practice to situate the research and then draws upon aspects of critical race theory and whiteness theory as frames of reference. In the research, 250 student-teachers completed questionnaires that invited responses to statements about race and ethnicity

and this was followed by two semi-structured group interviews. A discourse analysis approach was taken to analyse the language used in the questionnaire responses and, in particular, the group interviews. Recurrent discursive configurations were characterised by language that signified othering, correct knowledge, personalisation and discomfort. Hesitations and silences during group discussions perhaps intimated thinking time and also maybe a reluctance to talk about aspects of race and ethnicity, and what was not said remains significant. It is suggested that a reconstruction of a teacher/educator subjectivity that fosters self-reflection on values and racial positioning, is needed in teacher education, alongside critical examination of the silences and discomfort surrounding race and ethnicity.

Fernández-Limón, C., J. M. Fernández-Cárdenas and A. A. Gómez Galindo (2018). "The role of non-formal contexts in teacher education for stem: The case of horn3 science and technology interactive centre." *Journal of Education for Teaching*, 44(1): 71-89.

Teacher education can benefit directly from experiences in non-formal settings. This article presents a research study with elementary teachers who were teaching in public schools in the state of Nuevo León, México, and participated in a STEM Continuous Professional Development (CPD) workshop. The workshop provided a platform for teachers to interact with scientists and disseminators of science, allowing the appropriation of scientific knowledge applied to everyday activities and settings. Participants improved the quality of their teaching practices in classrooms and gained a new understanding of STEM subjects, enabling them to promote inspiring learning experiences with their students, where dialogue, experimentation and elucidation became an important part of their lessons. The study was carried out using ethnographic tools for analysing recorded videos, 15 sets of field notes, and 49 questionnaires. The sequential analysis of talk and gestures in their participation in the CPD workshop demonstrated high levels of involvement, creativity, and collaborative solution of STEM problems.

Friesen, N. and R. Osguthorpe (2018). "Tact and the pedagogical triangle: The authenticity of teachers in relation." *Teaching and Teacher Education*, 70: 255-264.

Gindi, S. and R. R. Erlich (2018). "High school teachers' attitudes and reported behaviors towards controversial issues." *Teaching and Teacher Education*, 70: 58-66.

Goodman-Scott, E., D. G. Hays and B. E. Cholewa (2018). "'It takes a village': A case study of positive behavioral interventions and supports implementation in an exemplary urban middle school." *The Urban Review*, 50(1): 97-122.

Positive Behavioral Interventions and Supports (PBIS) is a widely implemented, culturally responsive framework using prevention and intervention activities to promote a safe school climate and positive academic and behavioral student outcomes. Using a qualitative single-case study design, authors provide a rich description of PBIS implementation in an exemplary urban middle school based on school documents and the voices of several school leaders; authors also examine the corresponding role of the

school counselor. Results included positive school outcomes and the emergence of five themes: the importance of administrative leadership, proactive PBIS practices, creating consistency, building community, and school counselor integration.

Guillen, L. and K. Zeichner (2018). "A university-community partnership in teacher education from the perspectives of community-based teacher educators." *Journal of Teacher Education*, 69: 140+.

This article examines the experiences of a group of nine community-based mentors of teacher candidates who partnered for several years through a local, community-based organization with the graduate elementary and secondary teacher education programs at a research university in the Pacific Northwest. Following a brief discussion of the history of partnerships between teacher education programs and local communities, we report the findings of a study of the perspectives of these community mentors on their work with teacher candidates and university teacher educators.

Harjanto, I., A. Lie, D. Wihardini, L. Pryor and M. Wilson (2018). "Community-based teacher professional development in remote areas in indonesia." *Journal of Education for Teaching*, 44(2): 212-231.

The Indonesian government has been struggling to improve the quality of teachers in its public and private schools. Several programmes of teacher education and teacher certification have been designed to enhance teacher quality. However, the programmes do not yet develop effective teachers. Supporting the government programmes, the Tanoto Foundation has facilitated teacher professional development programme since 2010, specifically in elementary schools in the provinces of Riau, Jambi, and North Sumatra. This paper first describes how the Tanoto Foundation has designed and implemented its teacher quality improvement programme for in-service teachers in remote schools in Indonesia and then uses this context to examine to what extent teachers benefited from these programmes. Reported findings broaden our understanding of how teachers can improve their quality via privately sponsored programmes.

Hetherington, L. and R. Wegerif (2018). "Developing a material-dialogic approach to pedagogy to guide science teacher education." *Journal of Education for Teaching*, 44(1): 27-43.

Dialogic pedagogy is being promoted in science teacher education but the literature on dialogic pedagogy tends to focus on explicit voices, and so runs the risk of overlooking the important role that material objects often play in science education. In this paper we use the findings of a teacher survey and classroom case study to argue that there is a gap in the way that science teachers think about the role of materials and that this could be addressed by changes in the theory base of teacher training, augmenting the current constructivist and dialogic theory with the addition of new materialism in the form of Barad's "Agential Realism". Our findings suggest that science teachers do not regularly explicitly consider the relationship between the material resources they deploy and the dialogic learning taking place. We argue that science teacher training and professional

development should pay more attention to the material-dialogic relationships in the learning that emerges in science classrooms.

Hu, B. Y., J. Ren, J. LoCasale-Crouch, S. K. Roberts, Y. Yang and K.-I. P. Vong (2018). "Chinese kindergarten teachers' use of instructional support strategies during whole-group language lessons." *Teaching and Teacher Education*, 70: 34-46.

Jenset, I. S., K. Klette and K. Hammerness (2018). "Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States." *Journal of Teacher Education*, 69: 184+.

Worldwide, teacher educators and policy makers have called for teacher preparation that is more deeply linked to practice. Yet we know little about how such linkages are achieved within different international programs. We examine the degree to which programs provide opportunities to learn that are grounded in practice, during university coursework. We report on observation data (N = 104 hr) from the methods courses in six programs in Finland, Norway, and California. Using an analytical framework decomposing the conception of "grounding in practice" in teacher education, this article provides evidence regarding the successes and challenges of incorporating practice in teacher education.

Kim, E. and R. P. Corcoran (2018). "Factors that influence pre-service teachers' persistence." *Teaching and Teacher Education*, 70: 204-214.

This study investigated the role of various factors in pre-service teachers' persistence. Using a sample of U.S. pre-service teachers (N = 1365) from 256 institutions, the study explored the joint effect of predictors that influence their persistence including student engagement, demographic characteristics, prior achievement, college grades, and institutional characteristics. Results from multilevel logistic models indicated that campus environment engagement was a weak but positive predictor of persistence, those with higher grades were more likely to persist, and male and minority pre-service teachers were less likely to persist. Implications include implementing evidence-based programs to improve campus environment and support at-risk candidates.

Kohnen, A. M. and M. P. Whitacre (2017). "What makes professional development coherent? Uncovering teacher perspectives on a science literacy project." *Action in Teacher Education*, 39(4): 414-431.

In this study, the authors sought to uncover the characteristics of professional development (PD) that were identified by teacher-participants as being important to their implementation of project ideas. Using phenomenological interviewing, the authors talked with nine teacher-participants about changes to their teaching practices after they participated in a university-based PD program focused on science literacy. Findings indicate that teachers benefited from immersion in authentic practices with an expert facilitator, a clear definition of science literacy that challenged teachers' previous understandings, and ongoing contact with a community of like-minded educators for

collaboration and recognition. Findings confirm previous research and expand our understanding of the concept of 'coherence' in professional development.

Laura, C. T. (2018). "Enacting social justice leadership through teacher hiring." *The Urban Review*, 50(1): 123-139.

Drawn from a compendium of multiple cases, this single-subject qualitative study offers a nuanced depiction of the ways school principals advocate for social justice through teacher hiring. The hiring experiences of one Hispanic female high school principal was used to explore: (a) the principal's approach to school personnel administration to promote social justice, including the processes, policies, and practices regarding teacher recruitment and selection and (b) the meanings the principal attaches to this approach and its perceived impact.

Lee, R. E. (2018). "Breaking down barriers and building bridges: Transformative practices in community- and school-based urban teacher preparation." *Journal of Teacher Education*, 69: 118+.

Attracting and retaining high-quality teachers is especially challenging in urban districts. It is in these communities where teacher candidates must begin their preparation. This article provides a conceptual framework and programmatic examples used to develop a community-based urban teacher preparation model within a third hybrid space where community scholars, school practitioners, and university faculty come together to create a "pipeline" of community-minded teachers committed to teaching in their communities. Bridging the gap between content-based preparation at universities and culturally situated pedagogical training within the very urban classrooms where teachers are likely to be hired results in teachers with higher levels of self-efficacy, agency, and confidence. In turn, this positively affects teacher persistence, resilience, and higher rates of retention over time.

Lindvall, J., O. Helenius and M. Wiberg (2018). "Critical features of professional development programs: Comparing content focus and impact of two large-scale programs." *Teaching and Teacher Education*, 70: 121-131.

By comparing two large-scale professional development programs' content and impact on student achievement, we contribute to research on critical features of high quality professional development, especially content focus. Even though the programs are conducted in the same context and are highly similar if characterized according to established research frameworks, our results suggest that they differ in their impact on student achievement. We therefore develop an analytical framework that allow us to characterize the programs' content and delivery in detail. Through this approach, we identify important differences between the programs that provide explanatory value in discussing reasons for their differing impacts.

Maddamsetti, J. (2018). "Perceptions of pre-service teachers on mentor teachers' roles in promoting inclusive practicum: Case studies in U.S. Elementary school contexts." *Journal of Education for Teaching*, 44(2): 232-236.

This case study examines a Chinese and Korean-Chinese pre-service teachers' perceptions of their mentor teachers' role in supporting inclusive practicum experiences in USA elementary school contexts. The findings demonstrate that a mentor teacher's open conversations and willingness to host those students bring positive influence on their learning and growth. The findings also indicate that the facilitative roles of mentor teachers in the promotion of inclusive environments are intersected with the socio-cultural and political contexts of practicum schools and universities. The study concludes with implications for enhancing the inclusion of diverse pre-service teachers through collaborative roles of multiple practicum stakeholders, including pre-service teachers, mentor teachers, practicum schools, and universities.

Mathews, S. A. (2017). "Global perspective development as sustained micromovements over time: Examining an international student-teaching experience five years later." *Action in Teacher Education*, 39(4): 397-413.

Colleges and universities incorporate international, student-teaching programs as a way to help prepare globally minded prospective teachers. This article adds to this conversation, offering insight from a multicase study analysis of three educators conducted 5 years after their experience student teaching in Kenya, East Africa. The researcher focused on evidence that related to holistic global perspective, informed by theories of cosmopolitan citizenship. Three cases are highlighted to compare the data that were gathered when the preservice teachers participated in a critical ethnography conducted between 2007 and 2008 with interview data collected 5 years later. This follow-up study demonstrated the participants' perceptions of their student-teaching abroad experience over time. Two themes emerged when analyzing the data across cases: (1) extended post-travel reflection strengthens participants' intrapersonal awareness, (2) individuals felt a desire to become cultural conduits with responsibility once returning to the United States. Finally, participants demonstrated a respect for humanity, justice, and cultural pluralism, one premise of moral cosmopolitanism. However, they did not show evidence they were willing to engage students in the second premise, democratic deliberation and moral reasoning.

Mensa, F. M. (2018). "Whiteness as property in science teacher education." *Teachers College Record*, 120(1): 1-38.

Background/Context: The disparity between the race and ethnicity of teachers and students is expected to increase as our nation and classrooms continue to become more racially, ethnically, linguistically, and economically diverse. It is extremely important to think about not only the educational needs of such a diverse student population within schools but also who will teach these students. However, when looking at subject-matter specificity for the retention of Teachers of Color, such as science teachers, the picture becomes extremely serious when we understand teachers' paths into and out of science and teaching.

Purpose: The purpose of the study is to analyze the experiences of preservice Teachers of Color (PTOC) enrolled in an elementary science methods course as they gain access to

science as White property. Our analysis provides evidence that PTOC can break the perpetual cycle of alienation, exclusion, and inequity in science when they are given opportunities to engage in science as learners and teachers. In addition, we also offer insights regarding the role science teacher educators may play in preparing teachers and especially TOC for urban schools.

Setting/Research Design: The context of this study was a graduate-level preservice elementary science methods course at a large urban university in New York City. Multiple data sources included pre-post surveys, semester observation journals, final course papers, and a post-course questionnaire. Utilizing constructivist grounded during the initial phase of analysis and themes from critical race theory (CRT), our unique voices of color and positionalities allowed us to interpret the data from a CRT perspective and arrive at findings relevant to making science inclusive to PTOC.

Conclusions/Recommendations: In order to push the field of science teacher education toward social justice issues of access, opportunity, and enjoyment, efforts must focus on increasing representation of Teachers of Color in science education. The transformation of science teacher education to grant equitable learning experiences for Teachers of Color is needed. Further research on the experiences of science Teachers of Color, as well as Faculty of Color and their relationship with students, is highly encouraged. Both teacher preparation and science education must be open to interrogate and reveal structural forms of race, racism, and power that manifest through curriculum, structure, and pedagogy that cause alienation and exclusion for Teachers of Color. Therefore, we encourage science teacher educators to examine their own course curriculum, structure, and pedagogy through self-study and reflection. Overall practices in teacher preparation must empower rather than impede progress toward important goals of CRT, and this may be achieved through building stronger relationships with PTOC and Faculty of Color across teacher preparation courses in support of these goals.

Nash, K. (2018). "They have verve: Preservice teachers' perceptions about culturally relevant/responsive pedagogy." *The New Educator*, 14(2): 153-170.

Based on concerns about the permanence of racism in our society and its impact on opportunities for children's equitable education, this empirical study used narrative inquiry to explore four preservice teachers' developing dispositions as they studied and implemented culturally relevant/responsive pedagogy (CR/RP) in an early literacy education course framed by critical race theory. Whereas the majority of publications based on this study's findings have focused on preservice teachers' problematic white racial discourse showcasing narrative profiles, this article focuses on a finding that opportunities to study race and CR/RP led the preservice teachers to new perceptions about culturally relevant/responsive pedagogy, race, and racism. Yet, within these purported learnings, preservice teachers' continued use of white racial discourse points to the need for teacher educators to engage preservice teachers in contextualized discussions about the social, political, economic, and historical roots of racism.

Reeves, T. D. (2017). "Equipping preservice elementary teachers for data use in the classroom." *Action in Teacher Education*, 39(4): 361-380.

Current preservice teacher education practice related to data use has been deemed inadequate, in that it is unevenly distributed and often superficial. In response, this article describes a course-based classroom assessment data-literacy experience for preservice elementary teachers. Grounded in extant theory and research concerning data literacy and data use and interventions to promote data use processes among educators, the 6-hour experience involves preservice teacher scoring of teacher-developed assessments, and analyzing, interpreting, and making decisions based on these data. The pedagogical strategy's design (objectives, materials, and activities) and implementation process are illustrated for the reader. It is hoped that members of the teacher education community will adopt or adapt the strategy for implementation with preservice teachers within other programs and institutions. In doing so, teacher educators can provide preservice teachers with rich, in-depth experiences by which to equip them for this salient but difficult facet of their professional practice.

Reinhardt, K. S. (2017). "Mentoring in clinical placements: Conceptualization of role and its impact on practices." *Action in Teacher Education*, 39(4): 381-396.

Although the call for increased clinical experiences is clear and the influence of clinical preparation is recognized as the most influential portion of teacher preparation programs, more attention is being directed at investigating the role of cooperating teachers in the transformation of clinical practices. This study focused on how cooperating teachers understand their role and how this internalized conceptualization influenced the cooperating teachers' externalized practices within a teacher preparation program. The results point toward a need to develop learning partnerships to extend mentoring practices beyond the practical aspects of learning to teach toward collaborative inquiry across the mentoring system that is in alignment with broader teacher preparation outcomes.

Roegman, R., S. Pratt, A. L. Goodwin and S. Akin (2017). "Curriculum, social justice, and inquiry in the field: Investigating retention in an urban teacher residency." *Action in Teacher Education*, 39(4): 432-452.

This qualitative study analyzes the retention data of an urban teacher residency program, a recent approach to developing quality teachers. The authors identify patterns of movers, leavers, and stayers and draw on interview data to better understand residents' (program graduates) perspectives on ways the program informs their practice after graduation. Using the university conceptual framework of curriculum, inquiry, and social justice, the authors examine how residents might demonstrate retention and practice of key concepts and principles that undergirded their residency program. This study furthers our understanding of how residencies support the preparation of new teachers in high-needs schools and shortage areas.

Sanchez, H. S., K. Kuchah, L. Rodrigues and E. de Pietri (2018). "Pre-service language teachers' development of appropriate pedagogies: A transition from insightful critiques to educational insights." *Teaching and Teacher Education*, 70: 236-245.

This paper examines how pre-service teachers of Portuguese developed ideas about contextually appropriate pedagogies during their practicum as well as what they perceived as the impact of their pedagogical practices on student learning. The findings suggest that teacher education models which promote conscious critical reflection and teacher agency and provide space for trainees to engage constructively both with their peers and with students are likely to generate innovative ideas for teaching which are appropriate to the specific contexts within which trainees teach.

Segal, A., A. Lefstein and D. Vedder-Weiss (2018). "Appropriating protocols for the regulation of teacher professional conversations." *Teaching and Teacher Education*, 70: 215-226.

Shim, J. M. (2018). "Co-existence of race-evasiveness and race-visibility identifications: Complexifying one white male teachers' racial knowledge." *Teaching and Teacher Education*, 70: 132-141.

Thomas, M. A. M. (2018). "'Policy embodiment': Alternative certification and teach for america teachers in traditional public schools." *Teaching and Teacher Education*, 70: 186-195.

A vociferous policy debate concerning Teach For America (TFA) and alternative certification programs can be heard in many countries where 'Teach For ...' initiatives are found. Yet limited scholarship has examined how TFA teachers must negotiate negative reactions from non-TFA teachers. Drawing on interview data with 27 TFA teachers in public schools in the Midwestern United States, this article uses a sociocultural policy analysis framework to explore how these teachers are positioned as embodiments of alternative certification policy and the larger organization, TFA. It further articulates the broad conceptual application of educational 'policy embodiment' beyond the TFA case study.

Tolosa, C., C. Biebricher, M. East and J. Howard (2018). "Intercultural language teaching as a catalyst for teacher inquiry." *Teaching and Teacher Education*, 70: 227-235.

This study investigated how two teachers of languages, facilitated by university researchers, developed their practices with regard to intercultural language teaching. Taking a qualitative case study approach, we collected data from classroom observations, interviews, debriefing conversations, and guided reflective pieces written by the teachers. Findings indicate that the opportunities for teachers to inquire into their own practices shifted these teachers' approaches to language teaching to accommodate a curriculum expectation to develop students' intercultural communicative competence in plurilingual contexts. The study offers valuable insights for teacher education into the ways teachers' inquiries can support teachers' responses to curricular change.

Uerz, D., M. Volman and M. Kral (2018). "Teacher educators' competences in fostering student teachers' proficiency in teaching and learning with technology: An overview of relevant research literature." *Teaching and Teacher Education*, 70: 12-23.

Teacher educators play an important role in preparing student teachers to integrate technology into their classrooms. This article presents an overview of research literature on teacher educators' competences in preparing their students to teach with technology. A literature search yielded 26 relevant research articles. Four domains of competence were identified: technology competences, competences for pedagogical and educational technology use, beliefs about teaching and learning and competences in professional learning. The literature focuses on teacher educators' competences in using technology for teaching. Research on the competences that teacher educators need and have as second-order teachers is lacking. Recommendations for future research are discussed.

Warren, C. A. (2018). "Empathy, teacher dispositions, and preparation for culturally responsive pedagogy." *Journal of Teacher Education*, 69: 169+.

Culturally responsive pedagogy (CRP) offers elaborate empirical and theoretical conventions for becoming an effective teacher of diverse youth. Empathy has been found to improve classroom teachers' capacity to (re)act or respond to youth in ways that produce evidence of CRP. However, there are too few instructive models in teacher education that help connect teacher candidates' knowledge of students and communities to development of efficacious physical habits, tendencies, and trends in observable behavior or teacher dispositions. The application of empathy operationalized through perspective taking is one such model useful to preparing teacher candidates to make professional decisions that produce evidence of CRP. Engaging teacher candidates in perspective taking--adopting the social perspectives of others as an act and process of knowing-- invites them to obtain (and reason with) new knowledge of students and the sociocultural context where she or he will teach. Recommendations for modeling and practicing perspective taking in teacher education are discussed.

Wendt, J. L. and A. Rockinson-Szapkiw (2018). "A psychometric evaluation of the English version of the dimensions of attitudes toward science instrument with a U.S. Population of elementary educators." *Teaching and Teacher Education*, 70: 24-33.

The purpose of this study was to review the development and evolution of the Dimensions of Attitudes toward Science Instrument (DAS), translate the DAS into English, and examine its psychometric properties with a U.S. sample of pre-service and in-service elementary educators. After translation and expert review, the DAS was administered to a sample of 300 U.S. in-service and pre-service teachers. Confirmatory factor analysis and fit indices values supported a seven-factor theoretical model. The entire DAS was found to have good internal consistency. This study confirmed the DAS is a valid instrument for a U.S., English-speaking elementary education teacher population.

Xenofontos, C. (2018). "Greek-Cypriot elementary teachers' epistemological beliefs about mathematics." *Teaching and Teacher Education*, 70: 47-57.

Drawing on data from the Republic of Cyprus, this paper uncovers elementary teachers' epistemological beliefs about mathematics. Twenty-two experienced teachers were invited to individual semi-structured interviews. Thematic data-driven analyses identified three themes and eight sub-themes, which I discuss, taking their socio-cultural context into consideration. This study suggests that applying predetermined frameworks directly taken from the literature when examining teachers' epistemological beliefs in mathematics can be problematic, as they might hinder other culturally specific beliefs from emerging. In closing, this paper presents some implications for the results on teacher education and professional development, as well as ideas for future research.

Zygmunt, E., K. Cipollone, S. Tancock, J. Clausen, P. Clark and W. Mucherah (2018). "Loving out loud: Community mentors, teacher candidates, and transformational learning through a pedagogy of care and connection." *Journal of Teacher Education*, 69: 127+.

Although there has been significant research examining the practice of culturally responsive teaching, little empirical work to date has examined the role that community-engaged, teacher preparation models play in shaping prospective teachers' orientation toward cultural responsiveness. This study of 60 preservice teacher candidates enrolled in a program of community-engaged teacher preparation at a mid-sized Midwestern public university specifically examined the ways in which caring relationships between preservice teachers and volunteer community mentors scaffolded candidates' contextualized understanding of culture, community, and identity of children and families. Findings provide evidence that as candidates experience authentic caring within the space of supportive relationships, they emerge equipped to care in more authentic, culturally responsive ways for their students.

Warren, C. A. (2018). "Empathy, teacher dispositions, and preparation for culturally responsive pedagogy." *Journal of Teacher Education*, 69: 169+.

Abstract: *Culturally responsive pedagogy (CRP) offers elaborate empirical and theoretical conventions for becoming an effective teacher of diverse youth. Empathy has been found to improve classroom teachers' capacity to (re)act or respond to youth in ways that produce evidence of CRP. However, there are too few instructive models in teacher education that help connect teacher candidates' knowledge of students and communities to development of efficacious physical habits, tendencies, and trends in observable behavior or teacher dispositions. The application of empathy operationalized through perspective taking is one such model useful to preparing teacher candidates to make professional decisions that produce evidence of CRP. Engaging teacher candidates in perspective taking--adopting the social perspectives of others as an act and process of knowing-- invites them to obtain (and reason with) new knowledge of students and the sociocultural context where she or he will teach. Recommendations for modeling and practicing perspective taking in teacher education are discussed.*

Summary prepared by: Debbie Rivas-Drake

Background

In this **theoretical essay**, Warren argues that becoming an effective teacher in today's public schools requires a culturally responsive orientation that "includes active commitments to social justice, anti-oppressive, and antiracist teaching" (p. 169). He proposes drawing explicit attention to **empathy** in teacher education to meet two goals: 1) to "help teacher candidates *notice* patterns in their own beliefs, values, and attitudes about race and cultural difference" (p. 169) and 2) to prepare candidates to use empathy in "guiding [their] professional decision-making...[as] a critical teacher tool...to expand their first-person knowledge of students' culture" (p. 169). Interestingly, although teachers' empathy has been shown to improve classroom interactions between teachers and students who belong to different racial or cultural groups, there has been scant attention to its potential for promoting culturally responsive pedagogy (CRP). The goal of Warren's article, then, is to lay out an argument for the explicit use of empathy as a frame for supporting teacher candidates' capacity for enacting CRP.

Key Issues

CRP: You Know It When You See It?

According to Warren, a major issue in the literature on CRP has been the inability to translate principles of CRP to clearly defined practices. Because CRP can be implemented and "look" differently across schools and classrooms, what is recognized as "CRP" is actually the "evidence of" having engaged in CRP rather than CRP itself. Warren doesn't actually question this as much as raise it as a reality of the field. Moreover, in an embedded discussion on teacher dispositions, he clarifies that identifying evidence of CRP requires an emphasis on *patterns* of teaching behavior observed over time and across situations (i.e., dispositions) rather than any given practice or behavior. That is:

Simply playing a popular song during a lesson is not evidence of a teacher's cultural responsiveness. Teaching *through* students' cultural filters implies that these cultural perspectives guide a teacher's pedagogical orientation, or...their dispositions. These cultural filters are the intellectual and ideological frames necessary to scaffold *how* teachers navigate classroom interactions with individual students, choose lesson examples, decorate the classroom, deliver instruction, plan cultural excursions, and negotiate any number of other professional decisions. (pp. 172-3)

Thus, Warren argues that the many different professional decisions made by teachers demonstrate their engagement in CRP and its "considerations for building upon, appreciating, and sustaining student' cultural difference in one's teaching practice" (p. 170). Further, these decisions are informed by knowledge gained through the teachers' utilization of empathy as a "mechanism for obtaining new

perspectives" (p. 170) and that ultimately, "teacher dispositions are the site of candidates' professional development where the application of empathy made be rehearsed" (p.170).

Definition of Empathy

Warren clarifies that there are two key facets to empathy: one emotional, which is associated with feelings of concern, sympathy, and compassion, while the other being a cognitive kind of empathy which Warren advocates for in promoting CRP. He reasons that achieving the kind of cognitive empathy in which one imagines other possibilities for students, given the current sociocultural conditions, requires opportunities for perspective-taking which is applied in how teachers determine appropriate learning experiences or responses to student needs in a culturally responsive way.

Perspective-Taking as a Mechanism for Empathy

According to Warren, perspective-taking is the *application of empathy*. As shown in Figure 1 (below and on p. 173), he defines the application of empathy as "the acquisition of new knowledge of students' lived realities, values, and the sociocultural teaching context" (p. 173). It is also important to note that Warren distinguishes two kinds of perspective-taking. One asks, "what I would do?" (i.e., imagine self [IS]) in the other person's situation, whereas the other refers to "what would the other person do given different circumstances and resources?" (i.e., imagine other [IO]). He states that "the teacher engaged in the IO form of perspective taking more often looks at her or his own failures in the initial response to the academic interaction with the student, and the role of the institution for contributing to the student's academic vulnerability...the teacher does what is necessary, based on knowledge of the ecology of variables mediating the way students of color may be experiencing the school" (p. 174). Warren cautions that the IS form of empathy, and activities that would encourage it, are unlikely to yield evidence of CRP and should thus be avoided.

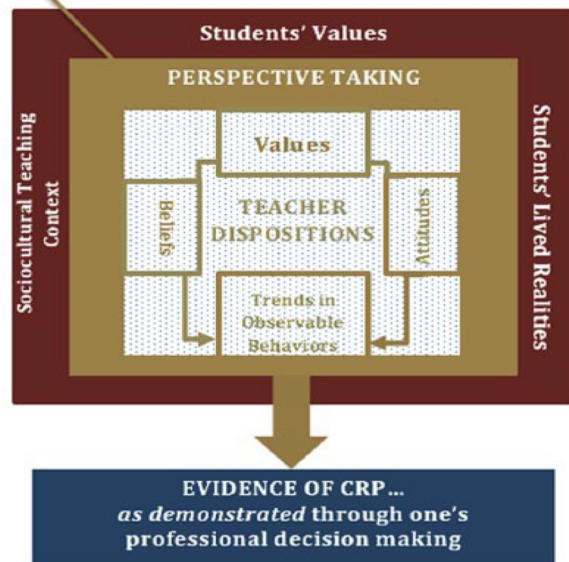
More practically speaking, there are two kinds of perspective-taking activities that one might draw on to promote CRP. One represents a *process of knowing*, which reflects "the intellectual exercise teachers engage in to negotiate how best to respond to the new knowledge that they have acquired" (p. 174) through the IO form of perspective taking, which they argue in turn "will help develop the orientations necessary to produce evidence of CRP in [a teacher's] future teaching" (p. 175). Another represents an *act of knowing*, or "discrete strategies and professional approaches enacted to develop or acquire a new understanding of youth and families" (p. 173). Some examples are asking students how they think and feel, morning meetings, and home visits which may inform or change a teacher candidate's disposition and thus "potentially the way they do their work" (p.175). Acts of knowing appear to be a necessary but insufficient step toward the latter process of knowing if teacher candidates are not "provided with a mechanism to challenge" or confront their beliefs about race, culture, and inequity (p. 175).

From Perspective-Taking to "Evidence of CRP"

As shown in Figure 1 below, perspective-taking involves "candidates' ongoing professional development around issues of race, institutional racism, hegemony, power, privilege, and oppression" (p. 173). Through perspective-taking experiences, candidates are presumed to be able to act in ways that yield evidence of CRP in their professional decisions (e.g., make curricular choices, use particular examples in lessons).

APPLICATION OF EMPATHY in the professional teaching context represents the acquisition of new **knowledge** of students' lived realities, values, and the sociocultural teaching context for the "purposes of better connecting learning experiences to students' home culture and the various forms of their individual cultural expression" (Warren, 2014a, p. 400). This process begins and ends with *Perspective Taking* (Warren, 2014a, p. 413). Perspective taking also includes a candidates' ongoing professional development around issues of race, institutional racism, hegemony, power, privilege, and oppression.

Figure 1. Empathy, dispositions, and evidence of CRP: A conceptual framework.



Recommendations for Teacher Education

Warren recommends engaging teacher candidates in perspective-taking via "teacher preparation experiences...already present in many teacher education programs"--i.e., field experiences, critical classroom discourse, and engaging with literature that centers race and equity across the TE curriculum--but that such experiences should be "discussed in a way intended to support teacher educators' abilities to explicitly model perspective taking for teacher candidates and invite their participation" (p. 176). Interestingly, Warren cites Ball State University's *Schools Within the Context of Community* program as exemplar of the "type of field-based experience that allows teacher candidates to participate in perspective-taking" (p. 177; see this week's Zygmunt et al. summary for additional information about this community-engaged program and approach).

Zygmunt, E., Cipollone, K, Tancock, S., Clausen, J., Clark, P., & Mucherah, W. (2018). "Loving out loud: Community mentors, teacher candidates, and transformational learning through a pedagogy of care and connection." *Journal of Teacher Education*, 69: 127+.

Abstract: *Although there has been significant research examining the practice of culturally responsive teaching, little empirical work to date has examined the role that community-engaged, teacher preparation models play in shaping prospective teachers' orientation toward cultural responsiveness. This study of 60 preservice teacher candidates enrolled in a program of community-engaged teacher preparation at a midsized Midwestern public university specifically examined the ways in which caring relationships between preservice teachers and volunteer community mentors scaffolded candidates' contextualized understanding of culture, community, and identity of children and families. Findings provide evidence that as candidates experience authentic caring within the space of supportive relationships, they emerge equipped to care in more authentic, culturally responsive ways for their students.*

Summary prepared by: Debbie Rivas-Drake

Background

In this study, Zygmunt, Cipollene, Tancock, Clausen, Clark, and Mucherah seek to better understand what kinds of experiences help prepare prospective teachers to be culturally responsive in their practice. They do so by examining the role of a teacher education approach that brings prospective teachers into close and sustained contact with community mentors in Whitely, a historically Black neighborhood in Muncie, Indiana. The authors posit that in order to make youth "feel at home [in classrooms], our preservice teachers must first develop relationships with neighborhood children and their families, a capacity predicated on understanding the contexts of their lives, as well as their own" (p. 128). An important assumption of this work is that **community-engaged** teacher education is a promising approach for helping preservice teachers learn how to meaningfully and authentically connect content to children's lived experience. Moreover, they seek to understand how their community-engaged teacher education program fosters dispositions toward cultural responsiveness among their preservice teachers so that they "will not only know and understand but also elevate and privilege the wisdom and expertise of communities in the education of children" (p. 128).

In addition, they examine the role of **authentic care** in the interactions between teacher candidates and community mentors. Authentic caring, according to the authors, involves the "concerted examination of power, social location, culture and access to resources...to minimize inequity and maximize the extent to which relationships are reciprocal and justice-oriented" (p. 129). In particular, they are concerned with authentic care in relationships that help "shape candidates' transformation from deficit to asset orientations" in regard to the youth, families, and communities with which they are engaging.

Research Question

The authors state their research question as follows on p. 129:

How do caring relationships between preservice teachers and community mentors scaffold candidates' contextualized understanding of culture, community, and identity of children and families and inform their development as culturally responsive teachers?

Methods

Design. To answer their research question, they employ a qualitative case study design within the Ball State University *Schools Within the Context of Community* program where one semester of pre-service teachers' coursework is completed within an immersion experience at local schools and community centers. The draw on multiple data sources, including: candidates' perceptions and reflections in written weekly reflective journals; community mentors' perceptions and reflections in a post-semester focus group; observations of candidate-community mentor interactions; observations of candidate-student

interactions in their practicum settings; candidates' creation and delivery of lesson plans; and the authors' "own knowledge of the neighborhood and relationships with teachers and mentors" (p. 130).

Participants. Data was collected from three cohorts of preservice teachers participating in the community immersion program over the course of three separate semesters. The cohorts each included 20 elementary teacher candidates (totaling 60 preservice teachers over the course of the study) and included 56 women and 4 men of which 51 identified as White, 5 as Black, 3 as Latina, and 1 as biracial. Their selection into the program included required junior level status, completion of prerequisite courses, and successful completion of an application and interview. The 12 community mentors were individuals who were recruited by two of the researchers with longstanding ties to the community. Finally, the six researchers/authors (5 women, 1 man; 5 White, 1 Black) were also considered participants, as they are also instructors in the teacher education program. Importantly, they note that "[as] instructors as well as researchers, [they] shared the power of negotiating and mediating candidates' experience through introducing new readings, conversations, and experiences that [they] co-identified as tools through which to address issues of disequilibrium" (p. 131).

Findings

Using a grounded theory approach, the authors found support for five assertions (see also Table 1 on p. 132):

1. ***Mentors' care, concern, and hospitality provided candidates a connection to community values and beliefs.***
For example: A warm reception to the neighborhood by community mentors or other members (e.g., in church) can set the stage, or "provide fertile ground for...future exploration and a space where deficit perspectives can be critically challenged" (p. 132).
2. ***Authentic, caring relationships with mentors allowed candidates to view the community in terms of its strength and resilience, replacing an original deficit orientation.***
For example: One candidate wrote, "Without my mentor, I wouldn't see the perseverance and resilience of this neighborhood throughout history, how oppression continues, and how residents continue to persist. Our open and honest conversations show me a past that I was privileged to be personally unaware of" (p. 133).
3. ***Caring relationships with mentors allowed for meaningful conversations on race, power, and privilege, through which a beginning critical consciousness emerged.***
For example: An exchange about "the beauty of small towns" led to a mentor educating a candidate regarding positionality in disparate views of safety and comfort with particular communities; it also led the instructors to direct the candidate to additional reading to help her further reckon "with her own privilege and the lens it has afforded her" (p. 133).
4. ***Candidates were able to begin connecting community learning to classroom curriculum and pedagogy.***
For example: One candidate made connections between teaching, preaching, and community after attending a local church service with their mentor. The techniques used by the pastor and the expressions of engagement of the church-goers observed "encourag[ed] candidates to reflect on permissible expressions of engagement in church and in the classroom, how these differ, and how they might be aligned" (p. 134).
5. ***Candidate learning in a caring community reinforced a commitment to culturally responsive practice and equity in education.***
For example: A candidate reflected that before the program, she would have not taken steps to work with a child to rectify an injustice (i.e., lack of Black figurines) observed on a field trip to the local children's museum. It was her relationship with her mentor (and what she learned through this relationship) that provided her with the courage to take an activist stance toward the issue via a collective educational project in her classroom that remedied the injustice.

Discussion

The authors conclude that "the care extended to candidates by their mentors...was pivotal, fostering a transformative space through which to dismantle prior schema and construct a new lens through which to

view the world" (p. 135). Yet, the authors also clarify that the mentor relationship is not one-sided (i.e., providing care to the candidate). Rather, the mentors view the work that takes place in the mentoring relationships as helping them to fulfill their self-determined goal and sense of responsibility to prepare culturally responsive teachers for youth in their communities. Finally, the authors note the need for ongoing and critical examination of power in the nature of the partnership, mentorship relationships, and research.