

Information for the November 11, 2016 TeachingWorks Journal Club Meeting

We will discuss the following two articles in this meeting:

1. Sharkey, J., Clavijo Olarte, A. and L.M. Ramírez (2016). Developing a deeper understanding of community-based pedagogies with teachers: Learning with and from teachers in Colombia. *Journal of Teacher Education*, 67(4): 306-319.

2. Zeichner, K., Bowman, M., Guillen, L. and K. Napolitan (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. *Journal of Teacher Education*, 67(4): 277-290.

In addition, bibliographic information is below for other relevant articles published in the following journals between August 15, 2016 and October 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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Ahn, R. (2016). Japan's communal approach to teacher induction: Shokuin shitsu as an indispensable nurturing ground for Japanese beginning teachers. *Teaching and Teacher Education*, 59: 420-430.

Sustaining beginning teachers has been one of the greatest challenges in some countries such as the U.S. In contrast, Japan sustains their teachers with the low attrition rate of 1.35%. This qualitative study aims to examine how Japan supports beginning teachers by examining shokuin shitsu or the teachers' room. Results from the qualitative study revealed the critical role that the teachers' room played for novice teachers as a place to exchange necessary information among colleagues, to develop collegial relationships with one another, and to provide a safe environment to make sense of beginning teachers' questions.

Barnes, M.E. and P. Smagorinsky (2016). What English/language arts teacher candidates learn during coursework and practica: A study of three teacher education programs. *Journal of Teacher Education*, 67(4): 338-355.

This study investigates the learning reported by a set of volunteer participants from three university teacher education programs: from one Southwestern U.S. University, the program in secondary English/Language Arts Education and the program in Elementary Education; and from

¹ For the September 9, 2016, TeachingWorks journal club we considered the following journals: *Action in Teacher Education* (no new issues since Sept. meeting: **38(1)**; **38(2)**); *American Educational Research Journal* (August 2016, **53(4)**; October 2016, **53(5)**); *Educational Evaluation and Policy Analysis* (September 2016, **38(3)**); *Elementary School Journal* (September 2016, **117(1)**); *Journal of Education for Teaching: International Research and Pedagogy* (2016, **42(4)**); *Journal of Teacher Education* (September/October 2016, **67(4)**); *New Educator* (2016, **12(4)**); *Teachers College Record* (**118(8)**; **118(9)**; **118(10)**); *Teaching and Teacher Education* (October 2016, **59**; November 2016, **60**); *Urban Review* (September 2016, **48(3)**).



one Southeastern U.S. University, the program in secondary English/Language Arts Education. Based on interviews conducted between the end of coursework and the beginning of student teaching, this study uses a sociocultural perspective to consider not only the manner in which the teacher candidates' learning was mediated by a host of factors, including formal teacher education courses and mentor teacher guidance, but also a wide range of factors that introduced competing conceptions of effective teaching. The interviews were analyzed collaboratively by the two authors, who relied on a sociocultural analysis attending to the pedagogical tools, attribution of learning to specific sources and the settings in which they were located, the areas of teaching in which the tools were applicable, and goals toward which the pedagogical tools were deployed. Findings suggest that even with the three programs having radically different structures and processes, the teacher candidates reported very similar learning, yet with variations conceivably following from their program structures. Furthermore, teacher education emerged as one of several sites of learning named by teacher candidates, rather than serving as their sole or even primary source of learning. The study concludes with a consideration of the many factors that contribute to teacher candidates' conceptual understanding of effective teaching and the role of teacher education programs within this vast complex of goals, epistemologies, and practices.

Bastian, K.C., Henry, G.T., Pan, Y. and D. Lys (2016). Teacher candidate performance assessments: Local scoring and implications for teacher preparation program improvement. *Teaching and Teacher Education*, 59: 1-12.

Locally-scored teacher candidate performance assessments offer teacher preparation programs (TPPs) formative performance data, common language and expectations, and information to guide program improvements. To best use these data, TPPs need to understand the validity and reliability of local scoring and assess whether scores predict candidates' performance as teachers. Examining locally-scored performance assessments, we find that local scores are significantly higher than official scores. However, local scores identify three factors partially-aligned with the assessment's construct blueprint and significantly predict teachers' performance outcomes. These analyses provide a framework for research and highlight the utility of locally-scored performance assessments for evidence-based TPP improvement.

Benedict-Chambers, A. (2016). Using tools to promote novice teacher noticing of science teaching practices in post-rehearsal discussions. *Teaching and Teacher Education*, 59: 28-44.

This study explores the potential of tool-supported post-rehearsal discussions in helping novice teachers learn to notice and interpret critical features of science teaching. Three tools are examined: a framework of science teaching practices, information about student misconceptions and scientific practice challenges, and a feedback form. Data were collected from 48 post-rehearsal discussions with 16 novices in four teams in a science methods course. The findings suggest the tools guided novices to collectively identify, interpret, and share insights to respond to critical issues of science teaching and learning related to using the science teaching practices to support student learning.

Black, G.L., Olmsted, B. and A.-L. Mottonen (2016). Associate teachers' perceptions of effective mentorship professional development. *The New Educator*, 12(4): 322-342.

Associate (mentor) teachers are essential partners in guiding teacher candidates into the profession; however, little training is offered for this critical role. This study explored, through the lens of self-determination theory, types of support and delivery most useful for successful mentorship during practicum. Online surveys and invited interviews targeted at associate teachers for one teacher preparation program (TPP) were used to gather data, with subsequent ordinal scale data display and theme derivation. Based on 281 survey respondents and 13 interviews, results highlighted specific TPP supports and the need for other partners (i.e., federations, boards) to engage more actively in supporting associate teachers.



Brown, C.P., Englehardt, J. and H. Mathers (2016). Examining preservice teachers' conceptual and practical understandings of adopting iPads into their teaching of young children. *Teaching and Teacher Education*, 60: 179-190.

Education stakeholders across the globe continue to call for teachers to learn how to incorporate technology into their teaching. Yet, incorporating new technology into teacher training programs is quite difficult and does not necessarily lead to teachers developing the skills and beliefs required to implement such technology into their classrooms. Thus, there is a need for teacher educators to better understand how their students conceptualize and implement such technology into their teaching. The study examined in this article addresses this issue by examining how a sample of preservice teachers conceptualized incorporating iPads into their current and future teaching of children.

Burn, K. and A. Childs (2016). Responding to poverty through education and teacher education initiatives: A critical evaluation of key trends in government policy in England 1997-2015. *Journal of Education for Teaching*, 42(4): 387-403.

This paper presents a comparative critique of key education and teacher education policies in England adopted by New Labour (1997-2010) and the Coalition government (2010-2015). It focuses on direct measures intended to alleviate the effects of poverty on young people's educational outcomes, and on teacher education policies with implications for preparing teachers to tackle such problems. It questions the consistency, coherence and effectiveness of the policies pursued by each administration and analyses the similarities and differences between them. Particular attention is paid to the conceptions of professional knowledge and educational research that underpin their assumptions about the role of teachers' professional learning in seeking to break the link between young people's socio-economic status and their educational outcomes. While policies implemented by both administrations are deeply imbued with neoliberal perspectives, our analysis highlights important differences, the effects of which may become more apparent as the Conservatives exercise their independent authority over education.

Burn, K., Mutton, T., Thompson, I., Ingram, J., McNicholl, J. and R. Firth (2016). The impact of adopting a research orientation towards use of the Pupil Premium Grant in preparing beginning teachers in England to understand and work effectively with young people living in poverty. *Journal of Education for Teaching*, 42(4): 434-450.

The introduction in England of the Pupil Premium Grant (PPG) provided a stimulus to ensure that beginning teachers understand the nature of poverty and critically examine strategies used by schools seeking to overcome the barriers to academic achievement that it presents. This article explores the effects of asking student-teachers within a well-established initial teacher education partnership to adopt a research orientation towards the use of PPG funding. It focuses on the student-teachers' experiences and developing thinking as they engaged in small-scale investigative projects and on the perspectives of their school-based teacher educators (professional tutors). Whole-course evaluation data suggest that most projects operated successfully, with the student-teachers encouraged to ask critical questions about current practices, drawing on different kinds of evidence. Three case studies illustrate the diversity of approaches adopted towards the project, reflecting the views of individual professional tutors and the complex interplay between the competing object motives of different participants.

Carpenter, J.P., Tur, G. and V.I. Marín (2016). What do U.S. and Spanish pre-service teachers think about educational and professional use of Twitter? A comparative study. *Teaching and Teacher Education*, 60: 131-143.

This mixed-methods study explored pre-service teacher (PST) perceptions of educational and professional uses of the social media platform Twitter. PSTs (N = 153) from two universities in the United States and Spain used Twitter for course assignments. Most participants from both contexts perceived Twitter to have useful educational applications and intended to use it for their



own professional purposes in the future. PSTs were more ambivalent regarding Twitter use with their future students. U.S. students held significantly more positive beliefs about Twitter's educational use. We discuss implications for Twitter use in education and teacher education in an era of ubiquitous social media.

Davies, P., Connolly, M., Nelson, J., Hulme, M., Kirkman, J. and C. Greenway (2016). 'Letting the right one in': Provider contexts for recruitment to initial teacher education in the United Kingdom. *Teaching and Teacher Education*, 60: 291-302.

We exploit policy differences within the UK to investigate provider context and recruitment to initial teacher education (ITE). We identify three dimensions of variation: conceptions of professionalism, universal or context specific preparation and costs and benefits to providers. University-led ITE programmes used similar criteria and processes in each jurisdiction, but there were differences between university-led and school-led recruitment. Our study suggests that the current shortfall in recruitment to ITE in England may be a product of the contextual constraints which schools experience. It also suggests that school-led recruitment may tend to emphasise short-term and school-specific needs.

Ellis, S., Thompson, I., McNicholl, J. and J. Thomson (2016). Student teachers' perceptions of the effects of poverty on learners' educational attainment and well-being: Perspectives from England and Scotland. *Journal of Education for Teaching*, 42(4): 483-499.

This article reports on two UK initial teacher education studies from two contrasting contexts: a secondary school course in Oxford, England and a primary school course in Strathclyde, Scotland. The questions of how student teachers understand the effect of poverty on pupils' educational achievement, and what they as prospective teachers can do to effect change, are common concerns of the research studies reported here. The Oxford study illustrates the problematic issue of student teachers' perceptions of poverty, whilst the Strathclyde data suggest the potential power of a focused intervention to change views on poverty and education. A teacher identity framework is used to consider the interactions between external factors (schools, systems, communities of practice) and internal factors (knowledge, activities, thoughts, reflections), to understand how participation, alignment, agency and reification can support or undermine teachers' understanding and enactment of teaching for social justice.

Fayne, H. and G. Qian (2016). What does it mean to be student centered? An institutional case study of edTPA implementation. *The New Educator*, 12(4): 311-321.

This longitudinal case study investigated how one School of Education (SOE), situated in an urban, commuter, public university, responded to the New York State mandate to require the edTPA for initial teacher certification. In order to engage faculty in the work of program redesign, SOE administrators employed a covert leadership approach. Based on survey and focus-group data collected across 3 years, the authors draw conclusions about how professional development that fostered communities of practice helped to shift faculty from self to program/candidate concerns.

Flores, M.A. and F.I. Ferreira (2016). Education and child poverty in times of austerity in Portugal: Implications for teachers and teacher education. *Journal of Education for Teaching*, 42(4): 404-416.

In recent years Portugal has experienced a severe financial and economic crisis, with implications for all sectors of society, particularly education. Salary cuts, high rates of unemployment, high taxation and worsening career progression are just some ways in which the teaching profession has been affected. Recent policy changes have also impacted on initial teacher education. This paper gives a brief characterisation of the emerging picture within the context of crisis, drawing on data from continuing research on the effects of poverty on teaching and teacher education. It looks at student teachers' experiences during practicum in regard to issues of poverty at school, as well as the ways in which poverty is framed and discussed during their initial teacher



preparation. Key findings point to student teachers' perceptions about poverty and its impact on children's well-being and equal opportunities; the strategies they employ to deal with poverty at school; and the complex role of the teacher in promoting equity and social justice through facilitating access to powerful knowledge for all children. Implications for teacher education are discussed, particularly the need to foster social and cultural dimensions of teacher education.

Forseille, A. and H. Raptis (2016). Future Teachers Clubs and the socialization of pre-service and early career teachers, 1953–2015. *Teaching and Teacher Education*, 59: 239-246.

Although North American universities are preparing more teachers than ever, attrition remains high in the first five years after certification, particularly in high demand subjects, in rural areas and among marginalized populations. Despite robust scholarship, historians have not contributed to the discussion. This paper examines the initiative known as “Future Teachers Clubs” (FTCs) using historical and contemporary perspectives. We explore the origins and evolution of FTCs. We outline their decline as well as where and why they have remained an important force in teacher induction. Finally, we discuss the possibilities they hold for slowing early career attrition.

Gallo-Fox, J. and K. Scantlebury (2016). Coteaching as professional development for cooperating teachers. *Teaching and Teacher Education*, 60: 191-202.

Coteaching provides opportunities for teachers to collectively share responsibility for student learning. This paper reports on findings from a longitudinal study in which cooperating teachers cotaught science classes with student teachers. Through coteaching with student teachers, teachers expanded their teaching practice and developed new insights about their teaching. Coteaching served as professional development for the cooperating teachers. The experience provided them with renewed energy toward practice, opportunities to develop and implement curriculum, reflection as a catalyst for changing practice, and an expansion of professional roles into new arenas.

Gorski, P.C. (2016). Poverty and the ideological imperative: A call to unhook from deficit and grit ideology and to strive for structural ideology in teacher education. *Journal of Education for Teaching*, 42(4): 378-386.

In this article I explore the educational equity implications of three popular ideological positions that drive teachers' and teacher educators' understandings of, and responses to, poverty and economic injustice in schools: deficit ideology, grit ideology, and structural ideology. The educator's ideological position, I illustrate, determines their understandings of conditions such as socio-economic-based outcome disparities. Those understandings, in turn, determine the extent to which the strategies they can imagine have the potential to eliminate or mitigate those disparities. I then argue that teacher education for equity and economic justice must equip pre- and in-service educators with a structural ideology of poverty and economic injustice, based on a sophisticated understanding of relationships between structural inequalities and educational outcome disparities, rather than a deficit or grit ideology, both of which obscure structural inequalities and, as a result, render educators ill-equipped to enact equitable and just teaching, leadership and advocacy.

Grudnoff, L., Haigh, M., Hill, M., Cochran-Smith, M., Ell, F. and L. Ludlow (2016). Rethinking initial teacher education: Preparing teachers for schools in low socio-economic communities in New Zealand. *Journal of Education for Teaching*, 42(4): 451-467.

Differential student achievement has particular significance in New Zealand as it has one of the largest gaps between high and low achievers among all OECD countries. Students from low socio-economic status (SES) communities, who are often Maori and Pasifika, are heavily over-represented in the low achieving group, while students from wealthier communities, mainly European and Asian, are over-represented in the high achieving group. This article reports a predominately qualitative study, which investigated student teacher perceptions of how their



programme, specifically designed to put equity front and centre, prepared them for teaching in low SES communities. Overall, the findings indicated that the student teachers perceived their programme did prepare them to work in such contexts. However, the study also highlighted ways in which the programme could be strengthened, including the need for a more direct focus on the effects of poverty on children's learning, and the implications of this for teaching.

Hadar, L.L. and D.L. Brody (2016). Talk about student learning: Promoting professional growth among teacher educators. *Teaching and Teacher Education*, 59: 101-114.

Talk about student learning (TASL) in the professional development of teacher educators shifts the focus from teaching to a more productive emphasis on learning. This study examines characteristics of TASL among teacher educators in community and its functions for their learning. The research was based on professional learning communities in which discourse was analyzed. Three genres were found: managing understanding, advisory talk and meta-analytic talk. The functions of TASL included an inquiry and research orientation, awareness of the connection between teaching and learning, and awareness of their own learning process. TASL was found to improve teaching through these functions.

Harman, R.M., Ahn, S. and B. Bogue (2016). Reflective language teacher education: Fostering discourse awareness through critical performative pedagogy. *Teaching and Teacher Education*, 59: 228-238.

Informed by performance studies and an interactional sociolinguistics orientation to meaning-making, this paper investigates how performing, analyzing, and reflecting on reenactments of classroom experience supported our thinking about how we negotiate institutional, societal, and global challenges in multilingual contexts. Two implications for language education and research are discussed: the potential of performance as an instructional tool in fostering reflexivity among teachers and students, and the potential of collaborative critical discourse analysis to support educators in stepping out of their everyday lives to analyze the multifaceted nature of bilingual education.

Hatch, T., Shuttleworth, J., Jaffee, A.T. and M. Anand (2016). Videos, pairs, and peers: What connects theory and practice in teacher education? *Teaching and Teacher Education*, 59: 274-284.

This article reports on the use of videos to address a long-standing problem in preparation for many professions: how to help novices bridge the gap between abstract bodies of professional knowledge and the "craft knowledge" of practitioners. The study focuses on the use of videos of experienced high school teachers to help pre-service teachers to deepen their understanding of key pedagogical strategies in social studies and to apply what they learn in a student teaching seminar to their classroom practice. The findings demonstrate the kinds of scaffolding needed to encourage pre-service teachers to challenge and deepen their initial conceptions.

Henry, A. (2016). Conceptualizing teacher identity as a complex dynamic system: The inner dynamics of transformations during a practicum. *Journal of Teacher Education*, 67(4): 291-305.

Currently, the inner dynamics of teacher identity transformations remain a "black box." Conceptualizing preservice teacher identity as a complex dynamic system, and the notion of "being someone who teaches" in dialogical terms as involving shifts between different teacher voices, the study investigates the dynamical processes at play when transitions between identities occur. Using a single-case design, and drawing on intra- and inter-personal data collected across three timescales, the identity transformations of a preservice teacher during a practicum are examined as a process in motion. The study offers a systemic account of the participant's teacher identity experiences, analyses revealing oscillations between two identity positions and a pattern of multi-stability. It is suggested that complexity approaches can be valuably used in mentoring processes to help students make sense of identity transformations and the conditions under which they occur. In the longer term, support of this kind can have a positive impact on teacher retention.



Jones, H. (2016). Discussing poverty with student teachers: The realities of dialogue. *Journal of Education for Teaching*, 42(4): 468-482.

This paper is based on my own practice as a teacher educator at a university in the north-east of England and focuses on the effectiveness of dialogue as a tool for teaching the topic of socio-economic disadvantage in initial teacher education (ITE). The research was triggered by questions which had emerged within my work, about the compatibility of the liberal procedures of dialogic enquiry on the one hand, with the aims of critical teacher education on the other. Using critical realism as a theoretical framework, this article explores these tensions in a case study which follows dialogic enquiries across four consecutively taught groups of student-teachers. Results indicate that dialogic enquiry can be used as a powerful tool in social justice teaching in ITE, but that critical teacher educators have a duty to support students in identifying false understandings and the workings of inequality. Neutrality on the part of the teacher educator and notions of equal validity of the students' responses were thus found to be of secondary importance to the aims of social justice education. More widely, this article argues that critical realism can shed light on our understanding of the teaching of contentious and politically sensitive issues.

Jones, M., Hobbs, L., Kenny, J., Campbell, C., Chittleborough, G., Gilbert, A., Herbert, S. and C. Redman (2016). Successful university-school partnerships: An interpretive framework to inform partnership practice. *Teaching and Teacher Education*, 60: 108-120.

This paper presents an Interpretive Framework stemming from a longitudinal and iterative multiple case study of five Australian universities examining the cogent and unique practices underpinning their established and successful school-based science teacher education programs. Results from interviews with teacher educators, school staff and pre-service teachers, show four components that guide the successful and sustainable use of university-school partnerships. These components: Guiding Pedagogical Principles; Growing University-School Partnerships; Representations of Partnership; and Growth Model provide a scaffold for initiating, growing and sustaining partnerships that maximise the benefits for all. The essential role of both university and school staff is also highlighted.

Kesner, J., Kwon, K.-A. and C. Lim (2016). The role of race in preservice teachers' perceptions of and attitudes towards corporal punishment & child maltreatment. *Teaching and Teacher Education*, 59: 318-326.

In school contexts where corporal punishment is permitted, teachers have two potentially conflicting roles; an indirect participant in the administration of corporal punishment and as a mandated reporter of child maltreatment. Attitudes influenced by racial group may further complicate the issue. The purpose of this study was to examine the associations between preservice teachers' race and their attitudes towards corporal punishment, child maltreatment, mandated reporting and their perceptions of parental discipline techniques. Results indicated differences by racial group on attitudes towards corporal punishment and ratings of abusiveness of parental discipline practices. Implications for teacher education are discussed.

Kinne, L.J., Ryan, C. and S.A. Faulkner (2016). Perceptions of co-teaching in the clinical experience: How well is it working? *The New Educator*, 12(4): 343-360.

This study examined the perceptions of teacher candidates, cooperating teachers, and university supervisors in the first year of state-mandated co-teaching in the clinical experience. Study results suggest the need (a) to emphasize the importance of the teacher candidate exerting leadership, (b) to develop and communicate specific criteria for teacher candidates to enhance their ability to take the lead in planning, organization, management, lesson delivery, and assessment during their co-teaching experience, (c) to redefine the nature of the "solo" period,

and (d) to deepen the understanding of all stake holders to increase their commitment to the tenets of co-teaching.

Kleinknecht, M. and A. Gröschner (2016). Fostering preservice teachers' noticing with structured video feedback: Results of an online- and video-based intervention study. *Teaching and Teacher Education*, 59: 45-56.

This study focused on effects of a video-based self-reflection and feedback program on preservice teachers' noticing and their learning during the program. Using pre-posttest and written reflections during the learning sessions, we compared this intervention (IG) with a journal-writing approach (CG). Results of the pre-posttest showed that IG members reflected more deeply on positive teaching events than CG members. Written reflections revealed that the first self-reflection in IG contained more superficially negative evaluations than self-reflection in the CG. In contrast, video feedback from peers and experts offered more counterbalanced evaluations with explanations, which, in turn, enhanced second self-reflection in IG.

König, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S. and S. Tachtsoglou (2016). Teachers' professional knowledge for teaching English as a foreign language: Assessing the outcomes of teacher education. *Journal of Teacher Education*, 67(4): 320-337.

Despite an increasing research interest in subject-specific teacher knowledge, the scientific understanding regarding teachers' professional knowledge for teaching English as a foreign language (TEFL) is very limited. This study therefore applies standardized tests to directly assess content knowledge (CK), pedagogical content knowledge (PCK), and general pedagogical knowledge (GPK) of preservice teachers for TEFL in Germany from different programs and stages during initial teacher education (during their master's studies at university and at the end of their induction phase). Structural analysis provides evidence that teacher knowledge with respect to TEFL is a multidimensional construct and PCK is closely related to both CK and GPK. Test scores vary across preservice teachers from different programs and stages, which adequately reflects differences in the learning opportunities they had during teacher education.

Korthagen, F.A.J. and F.G. Evelein (2016). Relations between student teachers' basic needs fulfillment and their teaching behavior. *Teaching and Teacher Education*, 60: 234-244.

This study examines the relation between fulfillment of the three basic psychological needs in 36 student teachers and their teaching behavior, based on Self-Determination Theory (Deci & Ryan, 2002) and the Model for Interpersonal Teacher Behavior (Wubbels, Den Brok, Van Tartwijk, & Levy, 2012). Data were collected through self-reports and students' scores of student teacher behavior. Strong correlations were found between fulfillment of the basic psychological needs and teaching behavior. The significance of the findings is that quantitative relations were established between the 'inner' side of teaching (student teachers' personal experiences) and the 'outer' side of observable teaching behavior.

Kretchmar, K. and K. Zeichner (2016). Teacher prep 3.0: A vision for teacher education to impact social transformation. *Journal of Education for Teaching*, 42(4): 417-433.

Teacher education in the USA is composed of both defenders and critics of the current system of teacher preparation. Some critics of college and university-based teacher education who describe themselves as "reformers" have referred to the non-university programmes as "teacher preparation 2.0" in order to emphasise the innovativeness they feel these programmes represent. They imply that the programmes existing prior to these new, non-university are teacher education 1.0 programmes, which they see as obsolete. We argue in this paper that many 1.0 and 2.0 programmes are inadequate for meeting the nation's needs to provide high quality, effective teachers for all children in USA public schools, and we present a case for teacher preparation 3.0 programmes. Given the weaknesses in both teacher education 1.0 and 2.0, there exists a need to transform rather than defend or "reform" the current system.

Lai, F.T.T., Li, E.P.Y., Ji, M., Wong, W.W.K. and S.K. Lo (2016). What are the inclusive teaching tasks that require the highest self-efficacy? *Teaching and Teacher Education*, 59: 338-346.

Inclusive teaching tasks have consistently been found challenging for teachers, but it is unclear how they are ranked in terms of the extent of self-efficacy required. This study aimed at deriving such a hierarchy. A survey was conducted on 107 primary school teachers in Hong Kong using the Teacher Efficacy for Inclusive Practices scale. A Rasch rating scale model was applied to empirically examine the hierarchical structure. Good person reliability (0.89) and model fit (MNSQ 0.6–1.4) were achieved. Managing physical aggression was found at the top of the hierarchy; this and other results could facilitate the identification of training needs.

Mills, C. and J. Ballantyne (2016). Social justice and teacher education: A systematic review of empirical work in the field. *Journal of Teacher Education*, 67(4): 263-276.

Teachers play a crucial role in promoting more equitable educational outcomes for marginalized students from low socio-economic backgrounds. Correspondingly, there is a clear warrant for preservice teacher education to work toward the development of teachers who are socially just in their beliefs and practices. This article comprises a systematic review locating empirical research at the intersection of social justice—as it is variously defined within the literature—and teacher education published in peer-reviewed journals within the last 10 years. We explore the focus, design, and findings of the research identified as a basis for recommending future research in the field. By taking stock of the current state of the field and articulating questions that remain under-researched and research approaches under-utilized, we are better placed to move beyond revisiting familiar research terrain.

Ord, K. and J. Nuttall (2016). Bodies of knowledge: The concept of embodiment as an alternative to theory/practice debates in the preparation of teachers. *Teaching and Teacher Education*, 60: 355-362.

The theory/practice divide is a persistent theme in teacher education research. This article reports on a phenomenological study of thirteen newly-qualified teachers across their first two years of teaching and their sense of preparedness to teach. Analysis of interviews with the teachers suggested they equated 'being prepared' with 'being knowledgeable', with being knowledgeable described in embodied terms, rather than as knowledge held 'in the head'. We argue that the concept of embodiment, particularly as it has been taken up within the 'practice turn' in teacher education, offers a potential alternative to long-standing theory/practice entanglements in debates about learning to teach.

Paratore, J.R., O'Brien, L.M., Jiménez, L., Salinas, A. and C. Ly (2016). Engaging preservice teachers in integrated study and use of educational media and technology in teaching reading. *Teaching and Teacher Education*, 59: 247-260.

This mixed-methods study explored effects of participation in a required course integrating educational media and technology with literacy instruction on preservice teachers' (PST) perceptions of their knowledge of technology, its usefulness in teaching and learning, and understanding of ways to use technology in teaching literacy. Survey findings showed moderate to large effects on PSTs' (N = 29) perception of their knowledge of and self-efficacy with technology, literacy content knowledge, and intent to integrate technology into future teaching. In lesson plans, PSTs integrated numerous technology devices and educational media while maintaining sound literacy instruction. Findings indicate a clear, positive trend in PSTs' outcomes.

Patterson, M.M., Karvchenko, N., Chen-Bouck, L. and J.A. Kelley (2016). General and domain-specific beliefs about intelligence, ability, and effort among preservice and practicing teachers. *Teaching and Teacher Education*, 59: 180-190.

This study examined preservice and practicing teachers' beliefs about factors influencing student academic performance. Participants viewed teacher factors as a more important determinant of



academic performance than student or family factors. However, teachers who held a stronger entity view of students' intelligence viewed teachers as less responsible for students' academic performance. Teachers held the most ability-based views of performance in the arts and the most effort-based views of performance in the humanities. General beliefs about intelligence were related to domain-specific beliefs in the areas of basic skills, humanities, and math and science, but not in the arts or physical domains.

Paufler, N.A. and A. Amrein-Beardsley (2016). Preparing teachers for educational renewal within current contexts of accountability: Reflecting upon John Goodlad's twenty postulates. *Journal of Teacher Education*, 67(4): 251-262.

Given changes to the ways teachers and, by association, the universities that prepare them are held accountable, the critical work of John Goodlad in educational renewal through teacher education has restored at least some capacity to reframe conversations about ways to better prepare teachers to serve diverse students in America's schools. In this article, we examine how Goodlad's vision, reified through his Twenty Postulates (a) might have helped to reshape teacher education over the past three decades, (b) has been (or might be) affected by current accountability policies, and (c) might be extended or expanded for the next generation of teachers and students. We argue that research is needed within which researchers examine ways to reaffirm teacher education as a top priority, better prepare teachers to serve as stewards of schools, empower teachers as change agents, and create spaces for faculty to engage in research with their school district partners.

Reagan, E.M., Chen, C. and L. Vernikoff (2016). "Teachers are works in progress": A mixed methods study of teaching residents' beliefs and articulations of teaching for social justice. *Teaching and Teacher Education*, 59: 213-227.

Teacher candidates' beliefs about teaching for social justice affect the ways in which they act with students, schools, and communities. There is a growing body of research on teacher candidates' beliefs of teaching for social justice, however there is limited research on larger samples over the course of teacher preparation. This mixed method study examines the beliefs and articulations of teaching for social justice of two cohorts of teaching residents who completed an urban teacher residency program. Findings suggest that residents developed nuanced ways of articulating and generally left the program endorsing ideas related to teaching for social justice.

Redding, C. and T.M. Smith (2016). Easy in, easy out: Are alternatively certified teachers turning over at increased rates? *American Educational Research Journal*, 53(4): 1086-1125.

Alternative certification programs are now commonplace in the credentialing of new teachers. We complement the growing evidence base for these teachers by exploring their turnover patterns in four waves of the nationally representative Schools and Staffing Survey (SASS). We report on descriptive evidence of growing differences in the characteristics of alternatively and traditionally certified teachers and the schools in which they teach. Controlling for factors that predict higher turnover, we find that by the 2007–2008 school year, alternatively certified teachers were still more likely than traditionally certified teachers to leave the profession. We find some evidence that an increase in the number of organizational supports for new teachers may reduce the likelihood of turnover.

Reyes, C. and K. Brinegar (2016). Lessons learned: Using the literacy histories of education students to foster empathy. *Teaching and Teacher Education*, 59: 327-337.

In order for new teachers to foster equitable literacy learning environments, they must first understand the scope and variety of experience that will pervade their classrooms. The following multi-case study describes the potential of digital stories as an instructional tool in a literacy methods course at a northeastern university and college where the authors examined four digital autobiographical stories created by their students and the subsequent reactions to these stories



by classmates. These stories were shared to allow the preservice teachers to reflect on social equity with a goal of building empathy.

Rissanen, I., Kuusisto, E. and A. Kuusisto (2016). Developing teachers' intercultural sensitivity: Case study on a pilot course in Finnish teacher education. *Teaching and Teacher Education*, 59: 446-456. In scholarly discussions, developing intercultural competencies, with intercultural sensitivity as their core, is an acknowledged aim of teacher education. Religion forms a foundational part in many cultures, and its prominence in the public sphere is increasing. However, educational research and practice have largely disregarded religious diversity. This paper examines how Finnish student teachers' develop intercultural sensitivity through self-reflective learning processes in a pilot course on cultures and religions in education. The results depict students' willingness to engage in self-reflection as a necessary starting point for developing ethno-relative orientation to diversity and sensitivity to religious identities.

Shapira-Lishchinsky, O. (2016). From ethical reasoning to teacher education for social justice. *Teaching and Teacher Education*, 60: 245-255.

The goal of this study is to explore teachers' ethical decision-making process in order to redesign teacher professional development programmes. Twenty teachers shared their critical ethical incidents; then another 50 teachers responded to those incidents. Findings relating to aspects of care and justice were nested into three categories: 'democratic education,' 'culturally responsive' and 'critical pedagogy'. The disparity we noted among participants between perceived behaviours expected by educational policy and the perceived behaviours that they would choose reveal that it is recommended for teachers' professional development programmes to focus on social justice by learning how to integrate between justice and care.

Sharkey, J., Clavijo Olarte, A. and L.M. Ramírez (2016). Developing a deeper understanding of community-based pedagogies with teachers: Learning with and from teachers in Colombia. *Journal of Teacher Education*, 67(4): 306-319.

Here we share findings from a 9-month qualitative case study involving a school–university professional development inquiry into how teachers develop, implement, and interpret community-based pedagogies (CBPs), an asset-based approach to curriculum that acknowledges mandated standards but begins with recognizing and valuing local knowledge. After describing the structure and activities of the professional development project, we focus on the work and perspectives of four teachers at one public school in Bogotá. The challenges identified were outweighed by the benefits, including increased student engagement, motivation, family–school involvement, and an appreciation of local knowledge as curriculum resource. In addition to generating rich curriculum exemplars in chemistry, social studies, and language arts, the teachers' interpretations and enactments of CBPs indicate that CBPs are flexible enough to allow multiple entry points, teacher autonomy, and ownership, and share enough commonalities with other pedagogical approaches to allow different learning trajectories for teachers and students.

Swanson, L.H. and L.R. Coddington (2016). Creating partnerships between teachers & undergraduates interested in secondary math & science education. *Teaching and Teacher Education*, 59: 285-294.

During a yearlong program experience, high school teachers and college undergraduates formed three content area partnerships in which they co-planned and implemented lessons aligned to newly adopted math and science content standards. Participants' within-program experiences and the mentorship that occurred in their developing content area partnerships were explored. Findings suggested that both the high school teachers and undergraduates engaged in mentoring relationships that prompted two-way reflection and colearning. The content area partnerships formed were sustained yet flexible, represented accountability through shared goals, exhibited mutual and equitable sharing, and were transformative as evidenced by practice and identity.



Tang, S.Y.F., Wong, A.K.Y. and M.M.H. Cheng (2016). Configuring the three-way relationship among student teachers' competence to work in schools, professional learning and teaching motivation in initial teacher education. *Teaching and Teacher Education*, 60: 344-354.

This mixed methods study investigated pre-service student teachers' self-perception of competence to work in schools, and its relationship with professional learning and teaching motivation in the context of initial teacher education (ITE). Two major dimensions of competence to work in schools emerged in the study: (1) understanding school organization, and (2) managing growth-fostering relationships with teachers and peers. Learning in ITE fieldwork and Learning in ITE coursework were found to predict this competence, although the predictive relationship was partially mediated by "Intrinsic: interest and efficacy in subject taught" motivation and "Altruistic-intrinsic: multifaceted and stimulating job nature" motivation. Implications for ITE are discussed.

Wahlgren, B., Mariager-Anderson, K. and S.H. Sørensen (2016). Expanding the traditional role of the adult education teacher – The development of relational competences and actions. *Teaching and Teacher Education*, 60: 303-311.

The article reports the effect of a competence development programme for adult education teachers. The effect has been assessed using electronic questionnaires completed by the teachers before and after the training programme, and by interviews with the teachers over a period of two years. The study shows that while the teachers' competences and actions develop significantly on some dimensions (e.g. to act upon discovering a student who is not thriving), they remain largely the same on other (e.g. to give appreciative feedback). There is a greater change and development in the teachers' actions than in their competences.

Waitoller, F.R. and A.J. Artiles (2016). Teacher learning as curating: Becoming inclusive educators in school/university partnerships. *Teaching and Teacher Education*, 59: 360-371.

The purpose of the study was to answer the following questions: (a) What contradictions emerge in the context of a school/university partnership for inclusive education? And (b) How do resident teachers resolve these contradictions as they learned to be inclusive education teachers? Contradictions emerged as teacher residents were required to use in their classrooms pedagogical artifacts taught in the masters' program that were in conflict with the school district's curricular policies and mandated practices. We use the notion of curating to explain how resident teachers resolved contradictions in situated practice. We provide recommendations for research and teacher learning efforts for inclusive education.

White, M.L. and J. Murray (2016). Seeing disadvantage in schools: Exploring student teachers' perceptions of poverty and disadvantage using visual pedagogy. *Journal of Education for Teaching*, 42(4): 500-515.

This paper describes exploratory research into the development of innovative visual pedagogies for investigating how pre-service student-teachers articulate their views about the effects of poverty on educational attainment. Social class emerges as the strongest factor in poverty and educational disadvantage in the UK. The resulting issues are often awkward for students to discuss and conventional pedagogies may not have effective "reach" here. Findings from this study showed that the visual methods deployed gave students pedagogically well-structured spaces for the expression and exchange of a diversity of views about poverty and social class, engaging them in both heated discussions and prolonged "silences." However, the pedagogies did not challenge the stereotypical deficit models of "the poor" which some students expressed. Nevertheless, we argue that reconfigured versions of these visual pedagogies have considerable potential for innovative social justice work in teacher education.

Zeichner, K., Bowman, M., Guillen, L. and K. Napolitan (2016). Engaging and working in solidarity with local communities in preparing the teachers of their children. *Journal of Teacher Education*, 67(4): 277-290.

This article analyzes a programmatic effort in teacher education, “The Community Teaching Strand” (CTS), to engage local community members as mentors of teacher candidates (TCs) in two postgraduate teacher preparation programs in a large research university. Three different conceptions of the nature and purpose of teacher–family–community relations frame the analysis: involving families and communities, engaging families and communities, and working in solidarity with families and communities. Three primary research questions are explored in this article: What do TCs learn through their participation in the CTS? To what extent and how do TCs bring community teaching into their classrooms during the program and as first-year teachers? What programmatic features encouraged and/or constrained TC learning from the community mentors? After describing Mountain City’s “Community Teaching Strand,” the article identifies a set of TC learning and practice outcomes as well as a number of tensions that arose in the programs in the attempt to implement engagement and solidarity approaches to working with families and communities. Finally, the implications of this work for teacher education are discussed.

Citation

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Abstract:

Here we share findings from a 9-month qualitative case study involving a school-university professional development inquiry into how teachers develop, implement, and interpret community-based pedagogies (CBPs), an asset-based approach to curriculum that acknowledges mandated standards but begins with recognizing and valuing local knowledge. After describing the structure and activities of the professional development project, we focus on the work and perspectives of four teachers at one public school in Bogota. The challenges identified were outweighed by the benefits, including increased student engagement, motivation, family-school involvement, and an appreciation of local knowledge as curriculum resource. In addition to generating rich curriculum exemplars in chemistry, social studies, and language arts, the teachers' interpretations and enactments of CBPs indicate that CBPs are flexible enough to allow multiple entry points, teacher autonomy, and ownership, and share enough commonalities with other pedagogical approaches to allow different learning trajectories for teachers and students.

Summary prepared by Kim Ransom

Background

The authors begin with the question, “How and where do teachers learn to bridge the relational gaps caused by restrictive curricular perspectives and changing demographics? The authors maintain that “restrictive education policies and social realities have worked to distance teachers, students, and curriculum from each other” (p. 306). Sharkey et. al. asserts that restrictive curriculum brought on by increased standardized test has “devalued local knowledge, undermined teachers’ professional judgement, and emphasized deficit perspectives of difference” (p. 306). Inspired by two programs they studied in Colombia², they aim to examine how teachers develop, use, respond to, and benefit from implementing community-based pedagogy. The authors introduce 25 Colombian teachers to community-based pedagogy which they define as

curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and families inhabit. ... [A]n asset-based approach that does not ignore the realities of curriculum standards that teachers must address but emphasizes local knowledge and resources as starting points for teaching and learning. (Sharkey & Clavijo Olarte, 2012a, pp. 130-131)

The authors use this community-based pedagogy (CBP) approach with four veteran teachers³ in Bogotá,

² The metro (subway) culture campaign and the megalibraries project were both projects that “had clear public pedagogical intentions, inviting citizens to take more participatory roles in accessing and appreciating city resources” (306).

³ The teachers appear to be of Colombian descent although their ethnicity is not mentioned in the study. **Colombians** are predominantly are a mixture of Europeans, Amerindians, Africans and Middle Easterners (“Colombians - Wikipedia,” n.d.).

Colombia to examine how teachers develop, approach and interpret the CBP process in their work. Students in the program attend “ALP” school which serves 1,200 children K-11th grade. The school is located in what Palacios (2013) describes as the “poorest areas of the city” and is home to “400,000 desplazados, persons internally displaced due to violence and conflict (as cited in Sharkey et. al, 2016, p. 309). Bogotá has 9 million people, 20 districts, and 329 neighborhoods (barrios). ALP is a public school located in the Kennedy community – which is the largest district in the city. Beyond the 6th grade, the school is classified as a technical school which means students choose from a menu of curriculum offerings that are focused on three specific vocational skills (food processing, electricity, and industrial mechanics).

Research Design

The authors use a qualitative case study is bounded by “time (9 months), participants (four secondary teachers), location (Alfonzo Lopez Pumarejo [ALP], and task (developing and implementing a curriculum project) (p. 308). This study of four teachers is drawn from a larger study of 25 teachers. The author’s use Lawrence-Lightfoot’s (2005) portraiture methodology to “acknowledge these teachers’ authority, wisdom, and perspectives” but also wanted them “to feel seen, respected, appreciated and scrutinized” (as cited in Lawrence-Lightfoot, 2005, p. 6). The author’s research questions are:

- a) “Who are these teachers and how do they describe their students, their contexts, and reasons for participating” (p. 307)?
- b) “How do they define and enact CBPs (p. 307)?
- c) “What benefits and challenges do they report?
- d) How could these findings inform our teacher education programs and practice” (p. 307)?

Methods: Community-Based Pedagogies

The following core features of professional development, developed Desimone (2009) guided the design of the project (as cited in Sharkey et. al., 2016, p. 309):

- (a) a focus on teachers’ particular content areas
- (b) active learning
- (c) coherence (between teacher’s beliefs, key concepts and knowledge)
- (d) duration
- (e) collective participation

As the case-study is bound by time (i.e. a nine-month period to learn, plan and conduct the CBP), I will give a brief description of the methods completed by month as indicated by Sharkey et. al.

February (2013) 1st introduction N=11	1-hr session open to all teachers; teacher self-select presented the Project	explaining the program to teachers
March (2013) 1st workshop N=11	asset-based approaches to learning asset-mapping	teachers ask teachers to identify the strengths and talents brought to collaboration used (Kretzmann & McKnight to “pie chart schematic” (p. 310) i.e. physical locations, institutions, associations,



May (2013) 2nd workshop N= 7/7	explored making concrete connections between community resources and the curriculum	swapped the four approaches to curriculum areas, which included language arts; social sciences, natural sciences, and mathematics
June (2013) 3rd workshop N= 4/7	workshop includes teachers from other schools	sharing/discuss the mapping exercises across sites/grade-levels etc. teachers begin planning their curriculum to implement in July/August teachers input information in a “planning matrix”

Findings

Four teacher portraits reveal CBPs are flexible although they do have guiding tenets. Using CBPs is a way to integrate children’s lives into the classroom. Also “parents and community members became linked to the curriculum through the students’ interviews and investigations into the local micro-businesses” (p. 314). Using CBP, Marta (social studies teacher) “became closer to her students realizing they had a shared past” (p. 314). Teachers reported increased awareness and appreciation for local knowledge and saw links to increased student engagement. Teachers indicated they were surprised at how they could connect

Conclusion

Although Sharkey et. al. (2016) are not focused on pre-service teacher training, their article illuminates practices that can be adopted for use in teacher education programs. How might the use of the CBP project be used in teacher education programs as another method of helping teachers to acquire skill sets that help them to build authentic relationships with their student/parents and also the broader community? Sharkey et. al. assert that although “...there have been numerous calls for teachers to develop more affirming attitudes and relationships with students (e.g., Cummins, 1986; Valenzuela, 1999) and to design curriculum based on students’ interests (e.g., Haneda & Wells, 2012), these calls far outweigh the literature on how and where teachers develop these relationships and skills and the role of teacher education programs in addressing this area (McDonald, Bowman, & Brayko, 2013).”

Citation:

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This article analyzes a programmatic effort in teacher education, “The Community Teaching Strand” (CTS), to engage local community members as mentors of teacher candidates (TCs) in two postgraduate teacher preparation programs in a large research university. Three different conceptions of the nature and purpose of teacher–family–community relations frame the analysis: involving families and communities, engaging families and communities, and working in solidarity with families and communities. Three primary research questions are explored in this article: What do TCs learn through their participation in the CTS? To what extent and how do TCs bring community teaching into their classrooms during the program and as first-year teachers? What programmatic features encouraged and/or constrained TC learning from the community mentors? After describing Mountain City’s “Community Teaching Strand,” the article identifies a set of TC learning and practice outcomes as well as a number of tensions that arose in the programs in the attempt to implement engagement and solidarity approaches to working with families and communities. Finally, the implications of this work for teacher education are discussed.

Summary prepared by Debi Khasnabis

Background

The authors frame their work as attending to an area largely unattended to in teacher education programs: school-community interactions. Families and schools, according to the work of Bryk and Schneider (2002), often engage in contentious relationships, where each party blames the other for the deficient ways in which they perceive one’s work and/or interactions with children. Further, these contentious relationships are aggravated by race and class differences, “making it difficult for these groups to maintain a genuine dialogue about shared concerns” (Bryk & Schneider, as cited in Zeichner et al., 2016, p. 277). Thus, the authors argue for the need for teacher education programs to prepare teacher candidates in a predominantly White university to teach in schools serving non-dominant families and communities highly impacted by poverty.

The paper addresses this issue in a three-part format. In part 1, the authors describe a three-tiered typology: involvement, engagement and solidarity, in order to parse the rhetoric in education around community. In part 2, the authors examine the curriculum created and taught in Mountain City University’s (MCU) “Community Teaching Strand” (CTS), which was co-constructed by teacher educators and members of a multicultural, education-focused, community-based organization. The authors engage in empirical analysis to demonstrate the way that CTS can be described as a TE program moving toward an engagement or solidarity approach to teacher-family-community relationships. In the last part of the paper, the authors discuss some of the programmatic tensions that arose from the CTS.

PART 1

A Typology for Teacher-Family Community Relations in Teacher Education

The following three approaches vary in their epistemological, pedagogical and political foundations – which are linked to differences in conceptions about the causes of educational inequity and how teacher-family-community relations can address that inequity. Programs need not be static in their alignment with any one typology.

Teacher-family-community involvement

Goal: To increase academic performance; school-centric frame.

Structure: Most often includes activities such as curriculum night, PTA meetings, family homework, where school staff share their knowledge/expertise with families and community.

Positive features: Acknowledgement of important role of families and caregivers in student outcomes.

Cautions: TE experiences are often unmediated and can reinforce stereotypes about race, culture, families, neighborhoods and communities (McDiarmid, 1992).

Teacher-family-community engagement

Goal: To create opportunities for educators to understand families', students', and communities' funds of knowledge (González, Moll, & Amanti, 2005), so that educators can better serve and see their students and learn to adopt an asset-based framework for communities.

Structure: Home visits, neighborhood walks, listening sessions.

Positive features: Can increase awareness of prejudice and of diversity; encourages educators to take on a learner stance.

Cautions: Time intensive, runs the risk of being undermediated, thus again reinforcing stereotypes and potentially turning interns off to the work of community engagement. In addition, the demands made of families/community members are high.

Teacher-family-community solidarity

Goal: To provide a model for collective organization toward the incorporation of subjugated knowledge and marginalized community perspectives; explicitly link “social justice teaching” to community organizing efforts; sustained transformative frame.

Structure: Varies, but can focus on transforming the curriculum and learning environment to open up joint work including educators and family/community members, and work where family/community members are positioned as mentors (rather than collaborators alone).

Positive Features: Has the potential to be a leading force in systematically working towards educational justice.

Cautions: Can lead some TCs and teacher educators to question the qualifications and extent of community mentors' preparation and involvement.

PART 2: An Empirical Analysis of CTS program

The context for the analysis was a TE program for elementary (ELTEP) and secondary (STEP) teacher candidates at MCU, four-quarter graduate programs that offer a Master's degree in teaching. After an initial experience with a CBO, program leadership wanted to continue TCs' work in acknowledging the importance of learning about communities and building relationships. These needs led to a collaboration with the Family Community Mentor Network (FCMN), a multicultural, education-focused CBO that ultimately involved 70 community members in working with TCs in a variety of settings and formats, all with the goal of connecting “grass roots” to “grass tops.” Thus, faculty of the CTS and leaders in FCMN worked collaboratively, highlighting two guiding principles of the “community teacher” (Murrell, 2001): (1) that community teaching is inherently identity work that is oriented to both identities of children and teachers; and (2) that community teachers teach against the grain, that they reform rather than just replicate standard school practices.

The article reports on data from three different sites of interaction between TCs and FCMN community mentors:

1. panel presentations and debriefs: discussion around civil rights history, school-to-prison pipeline, film viewing and discussion;
2. geographically-based small group conversations: smaller group discussions of similar themes, but locally focused;
3. field-based seminar course content and connections: weekly meetings (during certain semesters) that developed a place-conscious orientation (Bowman & Gottesman, 2013), for example focusing on and hosted by a local indigenous tribe, also sessions on classroom management, facilitation of race-focused discussions.

Methods

Data analysis included qualitative analysis of interviews with 12 TCs and 7 focus groups including a mixture of 16 TCs, of a total of 129 TCs during their TE program. Follow-up interviews were conducted with 7 TCs during their first year of teaching. Interviews and focus group meetings were transcribed and analyzed using open coding.

Research Questions: (following drawn from Zeichner et al, 2016, p. 283)

1. What do TCs learn through their participation in the CTS?
2. To what extent, and how, do TCs bring community teaching into their classrooms during the program and as first-year teachers?
3. What programmatic features encouraged and/or constrained TC learning from the community mentors?

Findings Across Thematic Areas

Re-Positioning Families: From Barriers to Resources

TCs reported a shift in understanding about the roles of families in the education of children and youth. For example, TCs highlighted that families are resources due to the many insights they have about students (e.g., families' ability to identify students' hopes and dreams that teachers ought to know). Due to the mentorship and explicit comments shared by FCMN mentors, TCs also came to recognize the distrust that often occurred across racial lines between parents and teachers – and thus showed great interest in communication methods that were positive in stance, for example through positive phone calls home and family visits that could occur at a mutually agreeable location.

Translating Knowledge into Teaching

TCs translated their re-positioning of families and of their own vision into actions in their classrooms and school, often motivated by course assignments that required them to be in communication with families. These assignments influenced TCs' teaching, for example, often resulting in tips from parents that could be used to help engage their children at school.

The First Year of Teaching

Three of the case study teachers secured teaching positions at the same school, a high-poverty elementary school serving many recent immigrant families. These teachers relied on one another, as they felt pulled between “high classroom control” and “community teaching.” Secondary teachers also reported drawing upon strategies they had learned during their TE program, for example by integrating a heavy focus on parent communication. One graduate cited an FCMN panel on the school-to-prison pipeline as an influential moment that led her to plan a new unit focusing on the Ferguson case of police brutality and the killing of Michael Brown. This teacher reported that her students found that the unit was the most valuable part of their learning over the semester.

PART 3: Programmatic Tensions

A Space for Emotion in the Room

The participation of FCMN mentors in panel and small group conversation resulted in the discussion of sensitive issues with community mentors. The authors advocate that “connecting with ‘emotion’ – variously described in interviews as ‘passion,’ ‘care,’ and ‘personal stories’ – is foundational to the work of teacher-family-community relationships” (p. 286) and that authenticity, rather than simulation or role playing, is critical for this experience.

A Space for Curricular Integration

Findings indicate that many TCs experienced a disconnect in their program, finding for example that their methods courses were not related to their experiences in the CTS and that their mentor teachers often did not reflect the philosophies and practices that were emphasized. The authors argue that while this course-field disconnect has been a perennial issue in the field, a move toward more just, humane, and responsive education is paramount and that it cannot be achieved through a narrow focus on “ambitious” or “high-leverage” teaching practices, nor through a narrow focus on “learning theories or socio-historical ways of seeing classrooms and schools” (p. 287).

Interactional Challenges

FCMN mentors, on average, worked well with Teacher Educators and TCs. But on a handful of occasions, some felt disrespected by programmatic representatives or “found it difficult to learn that many TCs had yet to be exposed to some of the topics and relationships that they valued” (p. 288).