

Information for the November 13, 2015 TeachingWorks Journal Club Meeting

We will discuss the following three articles in this meeting:

- 1. Polikoff, M.S., Desimone, L.M., Porter, A.C., and E.D. Hochberg. (2015). Mentor policy and the quality of mentoring. *The Elementary School Journal*, 116(1): 76-102.**
- 2. Thompson, J., Hagenah, S., Lohwasser, K., and K. Laxton. (2015). Problems without ceilings: How mentors and novices frame and work on problems-of-practice. *Journal of Teacher Education*, 66(4): 363-381.**
- 3. Wilkins, E.A. and J.E. Okrasinski (2015). Induction and mentoring: Levels of student teacher understanding. *Action in Teacher Education*, 37(3): 299-313.**

In addition, bibliographic information is below for other relevant articles published in the following journals between August 15, 2015 and October 15, 2015.¹

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
Teachers College Record
Teaching and Teacher Education
Urban Review

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Aulls, M.W., Magon, J.K., and B.M. Shore. (2015). The distinction between inquiry-based instruction and non-inquiry-based instruction in higher education: A case study of what happens as inquiry in 16 education courses in three universities. *Teaching and Teacher Education*, 51: 147-161.

This collective case study describes instructional plans and observed inquiry-based instruction (IBI) in 16 undergraduate education teacher-preparation courses purposively sampled from instructors who said they did or did not take an IBI approach. Open coding and content analysis of interview transcripts, recordings of observed instruction, syllabi, and cross-case comparisons informed what was alike, different, and unique for IBI and non-IBI. We used negative cases, data triangulation, audit trail, and interrater reliability for 25% of the codes. IBI and non-IBI differed most in course-planning, student-learning assessment, co-construction of instruction, and the nature and quantity of teacher and student roles and talk.

Biermann, A., Karbach, J., Spinath, F.M., and R. Brünken. (2015). Investigating effects of the quality of field experiences and personality on perceived teaching skills in German pre-service teachers for secondary schools. *Teaching and Teacher Education*, 51: 77-87.

Quality of field experiences during teacher education as well as individual characteristics of student teachers are considered important for the development of teaching skills. In the present study we investigated both organizational and individual predictors of self-rated teaching skills in student teachers for secondary schools in Germany (N = 443). As predictor variables for teaching

¹ For the September 25, 2015, TeachingWorks journal club we considered the following journals: *Action in Teacher Education* (Fall 2015, 37(3)); *American Educational Research Journal* (October 2015, 52(5)); *Educational Evaluation and Policy Analysis* (September 2015, 37(3)); *Elementary School Journal* (September 2015, 116(1)); *Journal of Education for Teaching: International Research and Pedagogy* (2015, 41(4)); *Journal of Teacher Education* (September/October 2015, 66(4)); *Teachers College Record* (117(8), 117(9), 117(10)); *Teaching and Teacher Education* (October 2015, 51); *Urban Review* (September 2015, 47(3); November 2015, 47(4)).



skills after a field experience we assessed the perceived quality of the internship as well as personality traits, as control variables prior educational experiences and academic abilities. The assessed quality feature “linking theory and practice” explained more variance in the prediction of teaching skills than personality traits.

Binkhorst, F., Handelzalts, A., Poortman, C.L., and W.R. van Joolingen. (2015). Understanding teacher design teams – A mixed methods approach to developing a descriptive framework. *Teaching and Teacher Education, 51*: 213-224.

Collaboration is a crucial element of effective professional development for teachers. In Teacher Design Teams (TDTs), teachers collaborate on (re)designing educational materials. To optimize their effectiveness, a strong theoretical and practical basis is required. In this study, therefore, we first developed a conceptual framework based on literature. Subsequently, we used a mixed methods approach to explore teachers' perceptions regarding the factors in this conceptual framework. The results reveal detailed insights in the functioning of TDTs, for example, regarding the role of the team coach. The resulting framework can be used to describe the functioning of TDTs and improve future TDTs.

Bocala, C. (2015). From experience to expertise: The development of teachers' learning in lesson study. *Journal of Teacher Education, 66*(4): 349-362.

This article presents a case study of how educators in one northeastern school district participated in school-based learning through lesson study (LS). Using a sociocultural perspective on teachers' learning, I compared the participation of educators who were new to lesson study (“LS novices”) with those who had more experience with the practice (“LS experienced practitioners”). Consistent with prior research, I discovered that LS novices focused primarily on learning the routine and on the novelty of observing instruction. LS experienced practitioners, in contrast, were comfortable with the routine and thus concentrated instead on how they elicited students' thinking. I discuss how educators might progress from having a less developed to a more developed understanding of lesson study, and how supports such as routine participation and interactions with knowledgeable experts might help educators develop their understanding and application of lesson study over time.

Boei, F., Dengerink, J., Geursen, J., Kools, Q., Koster, B., Lunenberg, M., and M. Willemse. (2015). Supporting the professional development of teacher educators in a productive way. *Journal of Education for Teaching, 41*(4): 351-368.

This study reports on what 13 teacher educators going through a procedure to become registered as a teacher educator in 2011-2012 learned, what goals they formulated for their further professional development and what activities they planned to achieve these goals. The methods used in this study are mainly the same as were used at the time the first cohort went through the registration procedure in 2002. The 2012 cohort participated in a supportive programme, whereas the 2002 cohort did not. This enables a comparison of the results of both studies and thus some insight into the possible benefits of integrating a registration procedure with a supportive programme for the professional development of teacher educators.

Boucher, M., Jr. and R. Helfenbein (2015). The push and the pull: Deficit models, Ruby Payne, and becoming a “warm demander”. *The Urban Review, 47*(4): 742-758.

Despite a caveat at the end of *A Framework for Understanding Poverty* (1996/2005), Ruby Payne's deficit model has led researchers to criticize her effect on White pre-service teaching students (Smiley and Helfenbein in *Multicult Perspect* 13(1):5–15, 2011; Gorski in *Educ Leadersh* 65:32–36, 2008a, *Equity Excell Educ* 41(1):130–148, b). However, according to the cover, there are over one million copies of Payne's Framework in circulation and the text remains pervasive in both K-12 school districts and schools of education across the country. As educators will likely encounter the ideas in the Framework, if not the text itself, in their teacher education program or shortly thereafter, this paper suggests that those who teach the teachers explicitly engage in a critical dialogue with the Framework in the hopes of leading educators to deeper understandings of their own positionality in teaching the Other. The authors propose a cultural studies approach that seeks to contextualize both the discursive strategies of the Framework but also to disrupt the



“perceived wisdom” of the majoritarian narratives in Payne’s book as illustrated by the “push and pull” experienced by this teacher. By using data and counter-storytelling, teacher educators can lead teacher candidates to observe the struggles of teachers in the field and infuse a more ethical foundation for their interactions with the Other (Solórzano and Yosso in *Qual Inq* 8(1):23–44, 2002).

Cramer, E.D., McHatton, P.A., and M.E. Little. (2015). Constructing a new model for teacher preparation: A collaborative approach. *Action in Teacher Education*, 37(3): 238-250.

Legislative changes over the past several decades have led to an increase of students with disabilities in general education classrooms. Although teacher preparation has changed to include more content about diversity and disability, student achievement data suggest that though students with disabilities have been physically included in classrooms, teachers may not be prepared to provide access to content for these learners. The authors argue for a shift in teacher preparation to a more collaborative approach beginning with ourselves as teacher educators. A framework for increased and purposeful collaboration across stakeholders is provided that incorporates context, self-assessment, a critical review of collaborative efforts, action planning, and evaluation.

Cuddapah, J.L. and B.H. Stanford (2015). Career-changers’ ideal teacher images and grounded classroom perspectives. *Teaching and Teacher Education*, 51: 27-37.

Seeking to understand whether career-changers experience the idealism referenced in new teacher literature, two teacher educators conducted a qualitative inquiry employing interview, descriptive writing, and focus group methods. Findings from 13 participants indicate their ideal teachers are caring and student-centered in a grounded, not romanticized, way, are knowledgeable, enthusiastic, and organized yet flexible. Participants found actual teaching more time-consuming, demanding, and complex than anticipated and students’ unexpected needs and misbehavior challenging. Past teachers influenced their ideal teacher images and becoming a teacher expanded them. The researchers discuss the findings in light of literature and implications for future practice.

Davids, M.N. (2015). Teaching practicum assessment in post-Apartheid teacher education: Is it self-serving or serving students? *Journal of Education for Teaching*, 41(4): 338-350.

This article investigates common understandings and practices of a group of supervisors assessing students during the Teaching Practicum in South Africa. In the light of this context and the need for a constructivist approach to develop students to be able to teach in diverse contexts, the question that the research intends to answer is as follows: What are the common foci of supervisors as reflected in their teaching practicum assessment reports? A randomly mixed sample of 33 narrative reports, taken from 5 supervisors was analysed to gain insight into the assessment report. Findings are presented as five assessment discourses and an argument is presented for the Teaching Practicum assessment to shift towards a student-oriented developmental approach that is neither hierarchical nor judgmental but aims at serving students’ professional development that meets the challenges of culturally diverse societies.

Draper, R.J. and J.J. Wimmer (2015). Acknowledging, noticing, and reimagining disciplinary instruction: The promise of new literacies for guiding research and practice in teacher education. *Action in Teacher Education*, 37(3): 251-264.

In this theoretical article the authors review the theories and issues surrounding new literacies to determine their possible consequences for the preparation of teachers. The authors examined these theories alongside artefacts from the disciplines, content-area classrooms, and teacher education curricula. This interpretive work allowed the authors to (1) acknowledge the presence of new literacies in disciplinary practices, (2) notice that content-area classrooms are new literacies spaces, and (3) reimagine the curricula used to prepare teachers for work in content-area classrooms. Implications for classroom instruction and teacher education are discussed.

Dymond, S.K., Rosenstein, A., REnzaglia, A., Zanton, J.J., Slagor, M.T., and K. Rahkyung. (2015). The high school curriculum: Perceptions of special education and secondary education preservice teachers. *Action in Teacher Education*, 37(3): 284-298.

The purpose of this study was to determine preservice teachers' beliefs about the curriculum content and skills that should be available and taught during high school, and the contextual variables (experiences, locations, individuals) that promote access to the high school curriculum. Participants included 79 secondary and 21 special education preservice teachers at one university. Data were collected via a survey. Participants indicated that a wider array of curriculum content and skill areas should be available to all students than is taught. Differences between secondary and special education preservice teachers were present regarding the importance they placed on accessing the high school curriculum through extracurricular activities and independent studies; in self-contained classrooms, the home, and the community; and via instruction from teaching assistants.

Endo, R. (2015). How Asian American female teachers experience racial microaggressions from pre-service preparation to their professional careers. *The Urban Review*, 47(4): 601-625.

This study investigated how ten Asian American female classroom teachers experienced racial microaggressions (Ong et al. in *J Couns Psychol* 60(2):188–199, 2013; Sue et al. in *Cult Divers Ethn Minor Psychol* 13(1):72–81, 2007; Sue in *Microaggressions in everyday life: race, gender, and sexual orientation*. Wiley, Hoboken, 2010) from their initial-licensure preparation to professional careers as classroom teachers. The findings will focus on three major themes that exemplified how their experiences with racial microaggressions also intersected with gendered dynamics based on their identities as Asian American women: (a) making sense of institutional “cultures of Whiteness” (Lee in *Up against whiteness: race, school and immigrant youth*. Teachers College Press, New York, 2005, pp. 30–31), (b) encounters with racialized sexualization, (Lee and Vaught in *J Negro Educ* 72:457–466, 2003) and (c) specific examples where they were racialized as foreigners (Tuan in *Forever foreigners or honorary whites? The Asian ethnic experience today*. Rutgers University Press, New Brunswick, 1998) that also included incidents where Asian cultures were pathologized. Recommendations address implications for teacher-preparation programs and K-12 schools.

Fore, G.A., Feldhaus, C.R., Sorge, B.H., Agarwal, M., and K. Varahramyan. (2015). Learning at the nano-level: Accounting for complexity in the internalization of secondary STEM teacher professional development. *Teaching and Teacher Education*, 51: 101-112.

Utilizing a case study research design, the factors that influence teacher learning and change, as well as the processes by which secondary STEM teachers internalize professional development (PD) content, are explored. The authors argue that conceptualizations of teacher learning often do not adequately account for teacher subjectivity and the role of exogenous variables in teacher development. The outcomes of PD are heavily influenced by teacher subjectivity, which includes perceptions, previous knowledge, and the internalization of the power and influence present in educational policy and socioeconomic realities. This complexity must be accounted for when planning, researching, or evaluating teacher PD.

Gao, X. (2015). Promoting experiential learning in pre-service teacher education. *Journal of Education for Teaching*, 41(4): 435-438.

This report introduces the experiential learning initiative at a major university in Hong Kong that prepares pre-service teachers with experience of engaging with social and cultural issues in teaching. It calls on teacher educators in different contexts to work together on similar initiatives that help pre-service teachers grow professionally through designing, developing, managing and promoting their experiential learning projects to enhance human development and improve human conditions.

Geldenhuys, J.L. and L.C. Oosthuizen (2015). Challenges influencing teachers' involvement in continuous professional development: A South African perspective. *Teaching and Teacher Education*, 51: 203-212.

This article focuses on the challenges that impact on teachers' involvement in continuous professional development (CPD), as seen from a South African perspective. In this qualitative



interpretive study, data from primary school teachers was collected by means of questionnaires and interviews. The four themes that emerged were: insufficient contribution of the school management to teachers' CPD; teachers' reluctance to participate in CPD activities; factors obstructing teachers to partake effectively in CPD events; and inadequate knowledge presented by CPD programmes. Productive teacher development occurs when teachers participate in the planning, implementation, and evaluation of CPD programmes offered.

Han, K., Madhuri, M., and W.R. Scull. (2015). Two sides of the same coin: Preservice teachers' dispositions towards critical pedagogy and social justice concerns in rural and urban teacher education contexts. *The Urban Review*, 47(4): 626-656.

This paper describes preservice teachers' (PTs) dispositions toward diversity, social justice education, and critical pedagogy (CP). PTs were enrolled in elementary Literacy Methods courses in two geographic locations, one rural and the other urban. We employed CP (Darder et al. in *Critical pedagogy: an introduction*. In: Darder A, Baltodano MP, Torres RD (eds) *The critical pedagogy reader*. Routledge, New York, NY, pp 1–20, 2009; Giroux in *Theory and resistance in education: a pedagogy for the opposition*. Bergin and Garvey, South Hadley, MA, 1983) and concepts such as technical and emancipatory knowledge (Habermas in *Knowledge and human interests*. Heinemann, London, 1972), field (setting, Bourdieu in *The forms of capital*. In: Richardson JG (ed) *Handbook of theory and research for the sociology of education*. Greenwood, New York, NY, pp 241–258, 1986), and a field-related demographic and epistemological divide (Han in *Challenges in implementing critical literacy practices in remote rural teacher education programs*. In: Yoon B, Sharif R (eds) *Critical literacy practice: applications of critical theory in diverse settings*. Springer, New York, NY, 2015) to analyze the qualitative data from both contexts. Findings showed that rural and urban PTs displayed drastically different dispositions to CP and social justice curricula. This study contributes to the CP research and research on PTs' dispositions in significant ways and implicates issues related to all (rural and urban) teacher educators and teacher education programs as they prepare our teachers, and therefore, our future.

Heineke, A.J., Ryan, A.M., and C. Tocci. (2015). Teaching, learning, and leading: Preparing teachers as educational policy actors. *Journal of Teacher Education*, 66(4): 382-394.

Within the current federal, state, and local contexts of educational reform, teachers must be recognized as central actors in policy work, but rarely do we explicitly consider preparing teachers to become policy actors. Understanding these implications for teacher education, we investigate teacher candidates' learning of the complexity and dynamism of educational policy through a field-based teacher preparation program. Situated across four unique school contexts in the diverse neighborhoods of Chicago, Illinois, we qualitatively study the cases of eight teacher candidates as they explore policy in practice. We found that candidates developed enduring understandings about policy as complex, situated, and multilayered, as well as the central role of the teacher. This learning was mediated by multiple facets of the field-based module, including readings, panels, and observations. Implications center on the use of field-based teacher education to support policy-related learning and development.

Hoyt, K. and J. Terantino (2015). Rethinking field observations: Strengthening teacher education through INFORM. *Action in Teacher Education*, 37(3): 209-222.

This article introduces the Instructional Field Observation Rounds Model (INFORM), drawn from the medical profession where resident interns make rounds with experienced physicians, as an alternative approach for conducting classroom observations in pre-service teacher education methods courses. INFORM centers on structured group observations in P-12 classrooms, followed by interactive debriefing between methods students, their instructor, and observed classroom teachers. This shift from traditional field observations contributes in addressing the call for transformational change in teacher education with explicit connections between theory and practice (Zeichner, 2010a). We argue that INFORM allows pre-service teachers to focus more intently on improving content-specific teaching practices through a unique community of practice.

Jackson, T.O. (2015). Perspectives and insights from preservice teachers of color on developing culturally responsive pedagogy at predominantly White institutions. *Action in Teacher Education*, 37(3): 223-237.

This article reports findings from the first phase of a longitudinal study that explored the influence of teacher education at a predominantly White institution (PWI) on the development of preservice teachers' of Color culturally responsive pedagogy. Despite the overwhelming presence of White preservice teachers enrolled in teacher preparation programs across the nation, the author argues that programs need to pay attention to the specific needs of preservice teachers of Color. The assumption is often made that preservice teachers of Color already know how to enact culturally responsive pedagogy. However, analysis of qualitative responses from a questionnaire presented here demonstrates that is not necessarily the case. The precarious predicaments and ambivalence that many preservice teachers of Color face at PWIs are documented and explained using critical race theory and culturally responsive pedagogy as theoretical frameworks for analysis. In addition to having limited understandings of culturally responsive pedagogy, preservice teachers of Color noted a lack of commitment from their programs and program faculty as factors that impacted their development of culturally responsive pedagogy. The author concludes with recommendations for teacher education programs at PWIs. (O)ne prof [professor] mentioned she went to a conference in Alabama. The keynote speaker was an African American female educator/researcher. The prof mentioned a valid point the woman said about educating African American students but then went on to undercut the speaker's claim by saying something such as "well, duh, that seems to be a best practice for all students!" Comments as such were frequently repeated and undercut just as much when culturally responsive teaching was mentioned. Most of the profs seem to subscribe to the same message- best practices are best practices no matter a child's race, gender, etc. I think, also, the lack of diversity among the staff at the college of education is no mere coincidence and such highlights the college's lack of concern or care for cultural diversity and as well culturally responsive teaching. How can a college that lacks diversity teach diversity? HA!

Janssen, F., Grossman, P., and H. Westbroek. (2015). Facilitating decomposition and recomposition in practice-based teacher education: The power of modularity. *Teaching and Teacher Education*, 51: 137-146.

The turn towards practice-based teacher education has marked a growing consensus around the need to focus professional preparation more directly on the enactment of teaching practice. However, the shift towards practice has also revealed some unresolved tensions among complementary but competing components of learning to teach: the relationship between decomposition and recomposition in learning a practice; the relative importance of skill versus will in learning to teach; and the relation between developing routines of practice and developing adaptive expertise. This paper explores the promise of research on hierarchical modularity as one way of understanding and reconciling these tensions.

Kintz, T., Lane, J., Gotwals, A., and D. Cisterna. (2015). Professional development at the local level: Necessary and sufficient conditions for critical collegueship. *Teaching and Teacher Education*, 51: 121-136.

This paper examines factors that contributed to critical conversations in teacher communities of inquiry (CI) as part of a statewide professional development initiative in the United States. Based on a three-year mixed method design, we use qualitative comparative analysis to investigate the influence of combinations of conditions on the depth of discussion. Results suggest that there were three conditions associated with the extent to which CI members engaged in discussions with substantive interaction and reflection: a clear purpose, coach questioning, and the connection of theory to practice. The findings contribute to the understanding of effective reform implementation in different contexts.

Lai, C., Gu, M., and J. Hu. (2015). Understanding legitimate teacher authority in a cross-cultural teaching context: Pre-service Chinese language teachers undertaking teaching practicum in international schools in Hong Kong. *Journal of Education for Teaching*, 41(4): 417-434.



Legitimate teacher authority is fundamental to effective teaching, but is often a thorny issue that teachers need to grapple with when teaching in cross-cultural teaching contexts. By interviewing 18 pre-service Chinese language teachers on their understanding of legitimate teacher authority throughout teaching practicum at international schools in Hong Kong, this study revealed that the teachers changed their perception about the essentiality and the nature of the pedagogical and interpersonal components of legitimate teacher authority. They developed a more nuanced and balanced understanding about legitimate teacher authority over time. However, their abilities in reaching the balance were constrained by their cultural knowledge and skills in achieving positive interpersonal dynamics when implementing student-centred pedagogies.

Land, T.J., Tyminski, A.M., and C. Drake. (2015). Examining pre-service elementary mathematics teachers' reading of educative curriculum materials. *Teaching and Teacher Education*, 51: 16-26.

Educative curriculum materials are intended to support teacher learning. An assumption underlying the design of educative curriculum, however, has been that teachers will read features that are designed to be educative in educative ways. This study investigated what text features 47 preservice teachers (PSTs) attended to in their reading of 5 mathematics lessons from Standards-based curriculum series and how they read those features. We found that PSTs tended to not read educative text feature in potentially educative ways and instead read them in other ways (e.g., descriptively). This study has significant implications for curriculum developers, researchers, and mathematics teacher educators.

Leeferink, H., Koopman, M. Beijaard, D., and E. Ketelaar. (2015). Unraveling the complexity of student teachers' learning in and from the workplace. *Journal of Teacher Education*, 66(4): 334-348.

This study reports on how student teachers' workplace experiences were transformed into learning experiences. In total, 26 stories from 10 student teachers were collected by means of digital logs and in-depth interviews and unraveled using a new technique of reconstructing stories into webs. In these webs, the factors that played a role in student teachers' learning processes, the relationships between these factors, and the chains of student teachers' activities and experiences in their learning processes were visualized. The results show that student teachers' learning from experiences is a process involving many interrelated personal and social aspects, including past and present experiences gained in multiple situations and contexts over time. Four chains of activities and experiences could be distinguished in their learning processes. The findings indicate that reconstructing stories into webs is a promising technique for unraveling the complexity of learning from workplace experiences.

Madden, B. (2015). Pedagogical pathways for Indigenous education with/in teacher education. *Teaching and Teacher Education*, 51: 1-15.

This manuscript explores the central question: According to teacher educators, what are prevailing pedagogical pathways to engage Indigenous education with/in Faculties of Education? Review of 23 studies that represent international perspectives anchors analysis of the underlying theoretical assumptions, purpose, and goals of teacher educators' approaches, as well as the central themes and pedagogical methods that are featured. Four pedagogical pathways that wind, meet, and diverge are organized and examined: Learning from Indigenous traditional models of teaching, Pedagogy for decolonizing, Indigenous and anti-racist education, and Indigenous and place-based education. The implications of tracing a fulsome network of Indigenous education for programs of teacher education and research in this emergent field are highlighted.

McEvoy, E., MacPhail, A., and P. Heikinaro-Johansson. (2015). Physical education teacher educators: A 25-year scoping review of literature. *Teaching and Teacher Education*, 51: 162-181.

This paper presents a scoping review of literature on physical education teacher educators (1990–2014). The intent is to map research to date on this population and provide a useful context for the design and conduct of future scholarly inquiry. A total of 96 papers were included in the review. The included articles emerged from 15 countries and 25 journals. While much is known about US physical education teacher educators, there are many knowledge gaps



regarding this population in other countries. The conclusions highlight a need for a co-ordinated approach to future research on physical education teacher educators.

Messiou, K. and M. Ainscow (2015). Responding to learner diversity: Student views as a catalyst for powerful teacher development? *Teaching and Teacher Education*, 51: 246-255.

Increasing diversity in schools means that teachers need more effective forms of professional development to address the challenges they face. Drawing on findings from a three-year study in three European countries, this paper presents a new way of thinking about what this should involve. What differentiates the proposed model is that it emphasises the views of students themselves, something that has previously been largely absent from teacher professional development literature. Through the use of illustrative examples, the paper shows how this factor can act as a catalyst for the development of new thinking and practices in response to learner differences.

Naylor, A. and J. Gibbs (2015). Using iPads as a learning tool in cross-curricular collaborative initial teacher education. *Journal of Education for Teaching*, 41(4): 442-446.

Mobile technologies are becoming more and more prevalent in learning environments. This means that teacher education must keep pace with the use of mobile technologies. Baran (2014) argues that the "greatest added value of mobile learning vis-a-vis PC learning lies in the aspects that extend classroom interaction to other locations via communication networks" (p. 18). This article outlines a pilot study developed to support collaborative working between the English and science pre-service teachers, in which mobile technologies were used to extend students interactions outside the classroom, using iPads in authentic, fieldwork situations.

Nilssen, V. and R. Solheim (2015). 'I see what I see from the theory I have read.' Student teachers learning through theory in practice. *Journal of Education for Teaching*, 41(4): 404-416.

This article presents and discusses experiences from a research and development project where Norwegian student teachers were encouraged to bridge theory and practice by following a pupil's learning processes over time, and to write papers based on empirical data and relevant subject theory. The evaluations of the project received high ratings from the student teachers, and an inductive analysis of the answers to open-ended questions revealed three key aspects behind its success: commuting between field practice and coursework, the authenticity of the tasks and future relevance for the teacher profession. These aspects are interpreted building upon Dewey's concept educative experience. The findings are discussed in the light of the importance of understanding pupils' knowledge, and the role of writing in inquiry-based learning processes. The project is also placed within an international discussion on the relationship between field practice and theoretical coursework as arenas for learning in teacher education.

Piro, J. and G. Anderson (2015). Discussions in a Socrates café: Implications for critical thinking in teacher education. *Action in Teacher Education*, 37(3): 265-283.

The purpose of this study was to benchmark the types of Socratic questioning that were occurring in a Socrates Café, an online discussion forum, in a graduate-level diversity course in teacher education. The Universal Intellectual Standards were used to analyze Socratic questioning. Results suggested that the nine Universal Intellectual Standards provided an exceptional deductive framework for understanding the types and frequencies of Socratic questioning occurring in the Socrates Café. The benefits of using a Socrates Café discussion for instruction to scaffold critical thinking are discussed and implications for teacher education are considered.

Polikoff, M.S., Desimone, L.M., Porter, A.C., and E.D. Hochberg. (2015). Mentor policy and the quality of mentoring. *The Elementary School Journal*, 116(1): 76-102.

Mentoring is a common form of support for beginning teachers. State and district mentoring policies vary along a number of dimensions, yet policymakers have little evidence to draw on in designing effective mentoring programs. We use quantitative and qualitative data from a study of beginning middle school mathematics teachers in 10 districts to investigate the relationship of mentor policy features with the quality of mentoring received by new teachers. We find a strong and significant association indicating that mentors who have time during the day to meet with



their new teachers are associated with higher-quality mentoring interactions. These results are supported through teacher interviews, and interviews also suggest that teachers experience better outcomes when mentors are located in the same school and have an evaluative role. These results suggest that proximity and availability may be particularly important features if mentors are to provide high-quality support to new teachers.

Ronfeldt, M. (2015). Field placement schools and instructional effectiveness. *Journal of Teacher Education*, 66(4): 304-320.

Student teaching has long been considered a cornerstone of teacher preparation. One dimension thought to affect student teacher learning is the kinds of schools in which these experiences occur. Drawing on extensive survey and administrative data on all teachers, students, and schools in a large, urban district, this study investigates whether certain kinds of field placement schools predict later teacher performance. It finds that teachers who learned to teach in field placements with stronger teacher collaboration, achievement gains, and, to a lesser degree, teacher retention were subsequently more effective at raising student achievement. However, these kinds of schools were less likely to be used as field placements. Results suggest that better functioning school organizations with positive work environments make desirable settings for teacher learning and that preparation programs, and the districts they supply, would benefit from more strategically using these kinds of schools to prepare future teachers.

Skerrett, A. and T. Williamson (2015). Reconceptualizing professional communities for preservice urban teachers. *The Urban Review*, 47(4): 579-600.

This paper explores how a preservice teacher defined, experienced, and transacted with multiple professional communities in becoming a social justice-minded urban English teacher. It extends research on urban teachers and professional communities by arguing that professional community in relation to urban teachers must be informed by sociopolitical understandings of community. The paper undertakes such retheorizing of professional community by drawing upon and combining Wenger's (Communities of practice: learning, meaning, and identity, Cambridge University Press, New York, 1998) work on communities of practice and Collins' (Am Sociol Rev 75:7-30, 2010) conceptualization of community as sociopolitical terrain. Applying this reconceptualized notion of professional community, the paper describes and analyzes how the preservice teacher became increasingly adept at critically analyzing and engaging, creating and transforming, his professional communities to achieve greater justice in urban education.

Smidt, W. (2015). Big Five personality traits as predictors of the academic success of university and college students in early childhood education. *Journal of Education for Teaching*, 41(4): 385-403.

Academic success in early childhood teacher education is important because it provides a foundation for occupational development in terms of professional competence, the quality of educational practices, as well as career success. Consequently, identifying factors that can explain differences in academic success is an important research task. Previous research has indicated that the Big Five personality traits can predict academic success in tertiary education even when other predictors have been accounted for. However, there is a lack of research regarding students in early childhood education. Therefore, this study investigated the effects of the Big Five on the academic success of college and university students in Germany who were studying early childhood education. Data from 567 college students and 270 university students were used. Several socio-demographic variables and the school-leaving Grade Point Average (GPA) served as controls. As hypothesised, students with higher conscientiousness also had better college and university GPAs. Furthermore, higher conscientiousness was associated with higher study satisfaction but only for college students. Unexpectedly, neuroticism was not negatively related to study satisfaction. In addition, there were exploratory findings concerning the effects of agreeableness, extraversion, neuroticism and openness. The findings are discussed with respect to implications for research and practice. In particular, the consequences with regard to the preparation of students in early childhood education are discussed.

Taylor, J.A., Getty, S.R., Kowalski, S.M., Wilson, C.D., Carlson, J., and P. Van Scotter. (2015). An efficacy trial of research-based curriculum materials with curriculum-based professional development. *American Educational Research Journal*, 52(5): 984-1017.

This study examined the efficacy of a curriculum-based intervention for high school science students. Specifically, the intervention was two years of research-based, multidisciplinary curriculum materials for science supported by comprehensive professional development for teachers that focused on those materials. A modest positive effect was detected when comparing outcomes from this intervention to those of business-as-usual materials and professional development. However, this effect was typical for interventions at this grade span that are tested using a state achievement test. Tests of mediation suggest a large treatment effect on teachers and in turn a strong effect of teacher practice on student achievement—reinforcing the hypothesized key role of teacher practice. Tests of moderation indicate no significant treatment by demographic interactions.

Thompson, J., Hagenah, S., Lohwasser, K., and K. Laxton. (2015). Problems without ceilings: How mentors and novices frame and work on problems-of-practice. *Journal of Teacher Education*, 66(4): 363-381.

Support for new forms of teaching expertise with rigorous and equitable outcomes for student learning is a particular challenge when communities of actors working together do not share a similar language or vision of teaching practice. For this project, we coordinated activities in and outside of secondary science classrooms for cooperating teachers (CTs) and their preservice teachers (PSTs) to inquire into a set of research-based teaching practices and tools. Using frame analysis, we contrast three problems-of-practice addressed by 23 dyads: problems of developing novice teachers, problems of improving teaching, and problems of improving student learning. The last frame, improving student learning, required actors to share and co-create knowledge with members outside of their dyads. To do this, groups of dyads formed new or repurposed existing social networks to share tools and work on problems “without ceilings,” meaning those that fueled ongoing lines of inquiry. We describe ways in which knowledge became shared, actors assumed new roles, and new types of tools, activities, and forms of discourse emerged for contextualizing collective work. This study suggests a need for a systems-level approach to teacher education that focuses on institutional networks of shared tools, practices, and deliberate socioprofessional routines for improving practice.

van Ingen, S. and S. Ariew (2015). Making the invisible visible: Preparing preservice teachers for first steps in linking research to practice. *Teaching and Teacher Education*, 51: 182-190.

Despite the widespread expectation that teachers leverage research to meet the needs of diverse students, little is known about how to prepare preservice teachers to engage in this complex process. This quasi-experimental study examines a collaborative, standards-based intervention that prepares preservice teachers to articulate classroom-based problems, create research-guiding questions, and design effective search strategies. A MANOVA test indicated that the intervention is associated with stronger performance on those first steps. The authors provide detailed descriptions of the intervention and its results in order to offer a roadmap for supporting preservice teachers in the foundational steps of linking research to practice.

Westbrook, J. and A. Croft (2015). Beginning to teach inclusively: An analysis of newly-qualified teacher pedagogy in lower primary classes in Tanzania. *Teaching and Teacher Education*, 51: 38-46.

Inclusive pedagogies to support children with disabilities in low-income countries have been neglected, and viewed as ‘specialised’ or optional within teacher education. In contrast, this paper presents details of practices of newly qualified teachers (NQTs) in Tanzania that aim to help all learners to learn even in poorly-resourced schools. It argues that NQTs’ positive attitudes and responsibility towards their students can be located in Tanzania’s history and their early professional experiences, resulting in an interactionist pedagogy that normalises ‘inclusive’ practices. ‘Learning difficulties’ are relocated from a medical model of disability to a concern with improving teaching and learning for all.



Wilkins, E.A. and J.E. Okrasinski (2015). Induction and mentoring: Levels of student teacher understanding. *Action in Teacher Education*, 37(3): 299-313.

The purpose of this study was to explore perspectives held by student teachers about induction and mentoring programs and how teacher education programs could contribute to a broader continuum of supports that span from preservice to in-service teaching. Using survey research, this mixed-method study sought to understand what student teachers from three state universities (N = 310) knew about induction and mentoring. To answer the four research questions, quantitative data from the surveys were analyzed using descriptive statistics and chi squared, whereas the open-ended items were analyzed using grounded theory methodology. Findings indicated that student teachers have limited comfort with and awareness of induction programming, including new teacher supports. Levels of understanding utilizing a new induction continuum theory are described: limited, basic, emerging, and knowledgeable.

Wormnæs, S., Mkumbo, K., Skaar, B., and Y. Refseth. (2015). Using concept maps to elicit and study student teachers' perceptions about inclusive education: A Tanzanian experience. *Journal of Education for Teaching*, 41(4): 369-384.

In this study, concept map activities were used to trigger group discussions about inclusive education, with a focus on learners with disabilities. The participants were 226 Tanzanian student teachers. This article reports and discusses how the maps were analysed and what they indicate about the students' thinking about certain aspects of inclusive education. The results also indicate that concept mapping as an activity in teacher education may be useful and engaging for students. It may help them to organise knowledge and make them aware of their own and others' understanding of inclusive education practices. An analysis of concept maps constructed by student teachers may also help lecturers to identify views, misconceptions, knowledge gaps and insights about inclusion in education settings.



Naming and using ideas in research Donald Freeman and Rachel Kuck, with Maren Oberman

We are interested in examining how concepts are formulated and used in educational research. As George Bernard Shaw is reported to have described England and the United States as “two nations separated by a common language”, research studies on the same topic can often use the same term in subtly – or even overtly – different ways.

For this month’s Journal Club meeting, we have chosen to draw on three articles on mentoring. “Mentoring” is a term, like many other terms used in education and in research, that has different meanings in different contexts. The three articles we have chosen focus on mentoring, though in various contexts, and approach the question of the effect of mentoring with different conceptual frameworks and methodologies. The articles are:

Polikoff, M.S., Desimone, L.M., Porter, A.C., and E.D. Hochberg. (2015). Mentor policy and the quality of mentoring. *The Elementary School Journal*, 116(1): 76-102.

Used quantitative and qualitative data from a study of beginning middle school mathematics teachers in 10 districts to investigate the relationship of mentor policy features with the quality of mentoring received by new teachers. [The study found] a strong and significant association indicating that mentors who have time during the day to meet with their new teachers are associated with higher-quality mentoring interactions.

Thompson, J., Hagenah, S., Lohwasser, K., and K. Laxton. (2015). Problems without ceilings: How mentors and novices frame and work on problems-of-practice. *Journal of Teacher Education*, 66(4): 363-381.

Examined activities in and outside of secondary science classrooms for cooperating teachers (CTs) and their preservice teachers (PSTs) to inquire into [and] contrast three problems-of-practice addressed by 23 dyads: problems of developing novice teachers, problems of improving teaching, and problems of improving student learning. ... This study suggests a need for a systems-level approach to teacher education ...

Wilkins, E.A. and J.E. Okrasinski (2015). Induction and mentoring: Levels of student teacher understanding. *Action in Teacher Education*, 37(3): 299-313.

Surveyed what student teachers from three state universities (N = 310) knew about induction and mentoring. ... Findings indicated that student teachers have limited comfort with and awareness of induction programming, including new teacher supports.

The meeting

At the Journal Club meeting, we want to examine how these articles define “mentoring” and how they carry through the definition in their choices of research design and methodology. We’d like to see what the three studies agree on, what they see differently, and the implications for education research and practice. In the first part of the meeting, groups will look closely at one article through excerpts that we have prepared. This will lead into a plenary discussion, to which an invited faculty member, Maren Oberman, has agreed to be a respondent.

To prepare: the selected excerpts

We will be using selected excerpts from each article to unpack the issues of defining and using the concept of mentoring. These excerpts, which can be found below, we will be used to base our conversation.



EXCERPTS:

Polikoff, M.S., Desimone, L.M., Porter, A.C., and E.D. Hochberg. (2015). Mentor policy and the quality of mentoring. *The Elementary School Journal*, 116(1): 76-102.

MENTOR POLICY AND THE QUALITY OF MENTORING

ABSTRACT

Mentoring is a common form of support for beginning teachers. State and district mentoring policies vary along a number of dimensions, yet policymakers have little evidence to draw on in designing effective mentoring programs. We use quantitative and qualitative data from a study of beginning middle school mathematics teachers in 10 districts to investigate the relationship of mentor policy features with the quality of mentoring received by new teachers. We find a strong and significant association indicating that mentors who have time during the day to meet with their new teachers are associated with higher-quality mentoring interactions. These results are supported through teacher interviews, and interviews also suggest that teachers experience better outcomes when mentors are located in the same school and have an evaluative role. These results suggest that proximity and availability may be particularly important features if mentors are to provide high-quality support to new teachers.

Morgan S. Polikoff

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Eric D. Hochberg

TERC



Characteristics and Content of Mentoring

In this study we focus on mentoring provided to new teachers by formally assigned mentors—those assigned to new teachers by their school, district, or university as part of a mentoring policy. We draw on the work of Hawkinson and Cannata (2009), who recently presented a comprehensive model for mentoring based on the conceptual framework we outline. Our model of mentoring is based on the notion that three main features directly shape the effects of a mentoring relationship: (a) mentor-mentee match, (b) the mentor’s knowledge and ability, and (c) the characteristics and content of the mentoring interactions. The literature suggests that these three features are the most likely ways that mentoring influences teacher and student outcomes. Thus, our measures of mentoring quality—the outcome variables for our analyses—are drawn from these features.

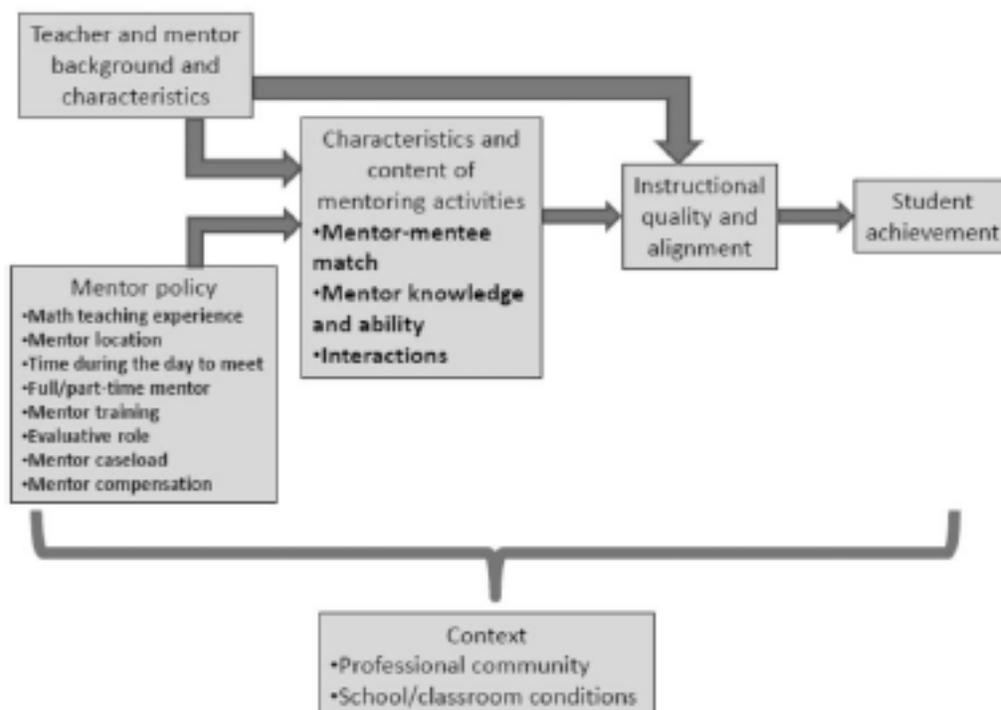


Figure 1. Conceptual framework for the study of mentoring.



EXCERPTS:

Thompson, J., Hagenah, S., Lohwasser, K., and K. Laxton. (2015). Problems without ceilings: How mentors and novices frame and work on problems-of-practice. *Journal of Teacher Education*, 66(4): 363-381.

Problems Without Ceilings: How Mentors and Novices Frame and Work on Problems-of-Practice

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Abstract

Support for new forms of teaching expertise with rigorous and equitable outcomes for student learning is a particular challenge when communities of actors working together do not share a similar language or vision of teaching practice. For this project, we coordinated activities in and outside of secondary science classrooms for cooperating teachers (CTs) and their preservice teachers (PSTs) to inquire into a set of research-based teaching practices and tools. Using frame analysis, we contrast three problems-of-practice addressed by 23 dyads: problems of developing novice teachers, problems of improving teaching, and problems of improving student learning. The last frame, improving student learning, required actors to share and co-create knowledge with members outside of their dyads. To do this, groups of dyads formed new or repurposed existing social networks to share tools and work on problems “without ceilings,” meaning those that fueled ongoing lines of inquiry. We describe ways in which knowledge became shared, actors assumed new roles, and new types of tools, activities, and forms of discourse emerged for contextualizing collective work. This study suggests a need for a systems-level approach to teacher education that focuses on institutional networks of shared tools, practices, and deliberate socioprofessional routines for improving practice.



For this design-based study, we made three conceptual and structural shifts in traditional opportunities for CT-PST dyads to interact with one another and a larger community of dyads. We had three design principles: (a) balancing stereotypical asymmetric power differences among actors, particularly CTs and PSTs; (b) orienting the work of the dyads toward a finite number of teaching practices supported with well-designed social resources, routines, and tools; and (c) building communities of actors whose shared work was aimed at the improvement of teaching and student learning and the development of distributed expertise across a community. Following is a description of the structures we put in place and a brief review of the literature supporting the design principles.



Targeted coaching. As a part of the Teacher Education Program, university coaches typically visit classrooms to conduct observations with PSTs. For this study, coaches (the second, third and fourth authors) were more involved; they supported CTs' and PSTs' co-planning, co-teaching, and debriefing lessons—referred to as *enactment cycles* in this manuscript. For co-planning, the coaches acted as sounding boards and let the CT take the lead on designing lessons and activities. Planning sessions varied in length; some were 30 min long and others an hour long. Some CTs opted to use planning tools such as the Big Idea Tool they developed during the summer institute. During the lesson, coaches often participated as guides-on-the-side; they circulated around the room noting productive student ideas, bringing these to the attention of the teachers, and making suggestions for elevating productive and innovative student ideas to whole-class conversations. Following the lesson, the coaches asked a series of questions that prompted PSTs and CTs to reflect on links between student learning and instructional practices. The debriefing sessions typically took 30 to 45 min. The PSTs and CTs often completed a tool called the RSST. Coaches identified a few items for targeted feedback using a performance progression for the four practices (see Thompson et al., 2013) then showed segments of video from the lesson to playback to dyads for discussion of practices and enactment.



EXCERPTS:

Wilkins, E.A. and J.E. Okrasinski (2015). Induction and mentoring: Levels of student teacher understanding. *Action in Teacher Education*, 37(3): 299-313.

Induction and Mentoring: Levels of Student Teacher Understanding

Elizabeth A. Wilkins

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The purpose of this study was to explore perspectives held by student teachers about induction and mentoring programs and how teacher education programs could contribute to a broader continuum of supports that span from preservice to in-service teaching. Using survey research, this mixed-method study sought to understand what student teachers from three state universities ($N = 310$) knew about induction and mentoring. To answer the four research questions, quantitative data from the surveys were analyzed using descriptive statistics and chi squared, whereas the open-ended items were analyzed using grounded theory methodology. Findings indicated that student teachers have limited comfort with and awareness of induction programming, including new teacher supports. Levels of understanding utilizing a new induction continuum theory are described: limited, basic, emerging, and knowledgeable.

Data Analysis

The quantitative data from the surveys were analyzed using descriptive statistics and chi squared. The researchers used the lens of a grounded theory study (Birks & Mills, 2011; Charmaz, 2014;



Corbin & Strauss, 2014) to guide the qualitative portion of the study to create a new theoretical model for induction based on responses provided by the student teachers. When data were received from the two open-ended questions, the initial coding or open-coding phase began to separate and sort the data to attach labels for comparison in later stages of coding. Analyzing the data was really twofold; the researchers examined what the students wrote and also the passion or emotion behind the statements, as evidenced through word choice in their responses, in an attempt to grasp what was going through the mind of the student teacher. This was critical to the process because of some apparent unrelated answers provided by the student teachers. Related and unrelated ideas provided insight into the student teachers' understanding, or lack thereof, on induction and mentoring. During this initial stage, the researchers had minimal preconceived ideas as to the extent of knowledge that student teachers might have regarding induction and mentoring, therefore coding was focused on what the data suggested from the student teacher point of view without undue influence from the researchers. These data were then studied, compared, and sorted to establish tentative categories during the axial-coding stage. Gaps and questions that arose from the initial stage were satisfied as we reviewed the data. Once the coding paradigm seemed appropriate, a first attempt at the framework presented from this research was developed. The selective-coding process refined that framework and appears to have guided the researchers to the substantive-level theory suggested herein (Charmaz, 2014; Corbin & Strauss, 2014).