Call for Book Proposals

Advances in Teacher Education is a series that explores teacher education and teacher learning from teacher candidate preparation through teacher leadership development. For decades teacher education researchers, organizations, and policy makers have called for improving and innovating teacher education by creating preparation programs with strong clinical practice and robust opportunities for practicing teacher learning (e.g. AACTE, 2018; CAEP, 2013; Goodlad, 1990; Holmes, 1986, 1995; NAPDS, 2008; NCATE, 2010; Zeichner, 1990). Simultaneously, the field has recognized the important role that teacher leaders play in transforming classrooms and schools. Teacher leaders include those who assume formal roles as well as those who serve in less formal leadership roles from within their classroom. This series provides research-based guidance for enhancing and innovating in teacher education. The series explores the tensions as well as challenges reigning assumptions.

Book proposals are currently being solicited for the Advances in Teacher Education Series published by Information Age Publishing. A volume published within this series incorporates conceptual and/or empirical work that contributes to our understanding of high quality teacher and teacher educator development. Examples might include: research on/by teacher educators and the preparation of teacher educators, pedagogical practices used to enhance teacher learning, teacher supervision and evaluation, diversifying the teacher pipeline, school-university partnerships, clinical experience, teacher education program design, school-based teacher educators, coaching/mentoring, subject-specific teacher learning, innovation, professional development, and teacher education policy, etc. The series is interested in national and international perspectives.

For more information, contact Diane Yendol-Hoppey at diane.yendol-hoppey@unf.edu. The book proposal should be emailed directly to diane.yendol-hoppey@unf.edu or mailed to:

Diane Yendol-Hoppey, Managing Editor
Advances in Teacher Education
College of Education and Human Services
1 UNF Drive. Building 57, Suite 3100.
University of North Florida
Jacksonville, FL 32224-2676

Books in this series:

- Cultivating Democratic Literacy Through the Arts
Professional Learning Journeys of Teacher Educators
Pathways Into Teacher Education
Exemplary Clinical Models of Teacher Education
(Re)Designing Programs:
Collaboration, Narrative, and Inquiry That Honor the Complexity of Teacher Education
Preparing the Next Generation of Teacher Educators for Clinical Practice
Outcomes of High-Quality Clinical Practice in Teacher Education
Working Together
Dispositions in Teacher Education
What Counts as Knowledge in Teacher Education (Volume 5)
Teacher Beliefs and Classroom Performance

**********************

Special Paperback Set Price:
$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit: http://www.infoagepub.com/series/Advances-in-Teacher-Education

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
Cultivating Democratic Literacy Through the Arts
Guiding Preservice Teachers Towards Innovative Learning Spaces in ELA Classrooms

Pamela Hartman, Ball State University; Jeff Spanke, Ball State University


This edited book includes chapters written by English Language Arts (ELA) teacher educators and practicing secondary teachers who examine their classroom experiences through an arts-based habit of mind. Rather than focusing exclusively on artistic approaches to ELA instruction, these chapters collectively frame the teaching of English Language Arts as an art in itself. As such, the arts-informed habits of mind discussed in this book refer more to sets of artistic dispositions than pedagogical methods.

In their unique ways, each of these chapters argues that aesthetically charged ways of thinking allow preservice and practicing teachers to develop critical and creative thinking skills and purposefully communicate, to recognize that individual beliefs and values are influenced by personal and social factors, and to set goals for their own learning as well as the learning of their future students’ learning.


Professional Learning Journeys of Teacher Educators

Brandon M. Butler, Old Dominion University; Jason K. Ritter, Duquesne University


It is clear that teacher educators have ongoing professional learning and development needs. Chief among these are continuing to learn about content developments and pedagogical practices useful for teaching a range of PK-12 students in varying contexts; developing reflective competencies and sets of practices useful for teaching teacher candidates about teaching; effectively balancing teaching commitments with institutional expectations for scholarship and service; and forging useful understandings of identity across the spectrum of teacher educator responsibility and development over time, including taking on managerial or administrative roles. Working in institutions largely devoid of formal support mechanisms, teacher educators are often left on their own to meet these needs and subsequently must create or seek out opportunities for their ongoing growth. This volume explores in greater depth how exactly teacher educators engage in professional learning and development across their career trajectories.

University-based teacher educator learning occurs in a range of settings and across the career span. Contributors to this volume describe university-based teacher educator learning spaces focused on their ongoing professional learning. Such spaces include teacher educator communities of practice, critical friendships, self-study learning groups, faculty learning groups, co-mentoring, and institutionally sponsored professional learning spaces.

CONTENTS: Introduction: Framing Teacher Educator Learning and Development: An Introduction, Jason K. Ritter and Brandon M. Butler. PART I: PURPOSEFUL INITIATIVES AND COLLABORATIONS AS TEACHER EDUCATOR PROFESSIONAL DEVELOPMENT. Structures of Support for the Ongoing Professional Development of Teacher Educators, Sherry Dismuke and Jennifer Snow. Professional Development for University-Based Teacher Educators: A Perspective on Faculty Learning Communities, Olga De Jesus-Diaz. Narrative Inquiry of Teacher Educators’ Self-Directed
Pathways Into Teacher Education
Profiles of Emerging Teacher Educator Development

Brandon M. Butler, Old Dominion University; Alexander Cuenca, Indiana University; Jason K. Ritter, Duquesne University


Teacher educator learning has received increasing attention in recent decades. Although the professional development needs of teacher educators has become more visible, the spaces where teacher educators learn to teach teachers is less clear. How do teacher educators learn? What do they learn? And where does this learning take place? This edited volume provides answers these questions through an unpacking of the programs, courses, and professional learning spaces in which beginning teacher educators learn.

In this edited volume, chapters provide profiles, or "cases," of the spaces in which beginning university-based teacher educators are prepared. University based teacher educator learning occurs in a range of settings. As highlighted in this volume, such learning spaces include doctoral program concentrations or minors focused on the development of teacher educator identity and practice; individual doctoral courses dedicated to teacher education; formalized program experiences that assist in the preparation of teacher educators; and mentoring or critical friendship collaborations through which doctoral students learn about teacher education with peers or from experienced teacher educators.

Across settings, teacher education programs utilize innovative practices to prepare teacher candidates, yet rarely is this work shared in a way that is accessible to stakeholders. This book presents exemplary models utilized by universities in a variety of settings, with the objective of sharing with readers a sampling of research-based teacher preparation models that are currently in place at accredited universities and colleges across the country, in an effort to help others that are developing or redesigning their programs. Authors of the included chapters focused on the setting in which their college/university is located. Location impacts every aspect of a clinical model of teacher preparation, including the number and proximity of placements that are available for teacher candidates, access to resources, and diversity of experiences. The authors, in describing their clinical model, address how their location impacts their model, sharing information about the resources to which they have access, how they make use of available resources in potentially unique ways, as well as how they overcome a lack of resources to provide a meaningful and diverse experience for their candidates. Readers will be able to use this book to learn more about how similar colleges/universities are embracing their locations and resources to further the learning of their candidates and to implement these ideas within their own programs.

All those involved in teacher preparation – state-level policy makers, university and P-12 administrators, and educators who bridge university and school settings to work together to prepare teacher candidates – will benefit from this book. It can serve as a resource for these individuals to help inform them of how universities and colleges across the country are implementing a clinically-based teacher preparation program so that they have a model for creating, implementing, assessing, and maintaining their own program. Additionally, teacher education faculty and staff may utilize it for help with self-studies and accreditation purposes, and as a text to use within courses in principal and/or superintendent preparatory programs.

CONTENTS: Foreword, Renée A. Middleton. Introduction, Sara R. Helfrich and Sara L. Hartman. Defining New Teacher Competencies in and as a Diverse Community of Educator Preparation Stakeholders, Michelle Dean and Brian Sevier. A Reimagined Research-Based Clinical Model of Educator Preparation, Sara R. Helfrich, Sara L. Hartman, Danielle Dani, Mathew Felton-Koestler, Lisa Harrison, Courtney Koestler, Dianne M. Gut-Zippert, Marcy Keifer Kennedy, Simone Hicks,

(Re)Designing Programs: A Vision for Equity-Centered, Clinically Based Teacher Preparation

Jennifer Jacobs, University of South Florida; Rebecca West Burns, Kutztown University of Pennsylvania


Given the increasing diversity of the United States and students entering schools, the value of teacher learning in clinical contexts, and the need to elevate the profession, national organizations have been calling for a re-envisioning of teacher preparation that turns teacher education upside down. This change will require PK-12 schools and universities to partner in robust ways to create strong professional learning experiences for aspiring teachers. University faculty, in particular, will not only need to work in schools, but they will need to work with schools in the preparation of future teachers. This collaboration should promote greater equity and justice for our nation’s students.

The purpose of this book is to support individuals in designing clinically based teacher preparation programs that place equity at the core. Drawing from the literature as well as our experiences in designing and coordinating award-winning teacher education programs, we offer a vision for equity-centered, clinically based preparation that promotes powerful teacher professional learning and develops high-quality, equity-centered teachers for schools. The chapter topics include policy guidelines, partnerships, intentional clinical experiences, coherence, curriculum and coursework, university-based teacher educators, school-based teacher educators, teacher candidate supervision and evaluation, the role of research, and instructional leadership in teacher preparation.

While the concepts we share are research-based and grounded in the empirical literature, our primary intention is for this book to be of practical use. We hope that by the time you finish reading, you will feel inspired and equipped to make change within your own program, your institution, and your local context. We begin each chapter with a “Before You Read” section that includes introductory activities or self-assessment questions to prompt reflection about the current state of your teacher preparation program. We also weave examples, a “Spotlight from Practice,” in the form of vignettes designed to spark your thinking for program improvement. Finally, we conclude each chapter with a section called “Exercises for Action,” which are questions or activities to help you (re)imagine and move toward action in the (re)design of your teacher preparation program. We hope that you will use the exercises by yourself, but perhaps more importantly, with others to stimulate conversations about how you can build upon what you are already doing well to make your program even better.

Praise for (Re)Designing Programs: A Vision for Equity-Centered, Clinically Based Teacher Preparation:

"Jennifer Jacobs and Rebecca West Burns' book, "(Re)Designing Programs: A Vision for Equity-Centered, Clinically Based Teacher Preparation," is a must-read for all teacher educators, especially those involved in the creation and/or direction of clinically based teacher education programs. Their text provides a roadmap for higher education and school-based teacher educators to collaboratively design a program that prepares teachers to meet the needs of future students. They not only redefine the terms and language we use within clinical practice programs but also encourage us to reflect upon how teachers should be prepared in an equity-centered, clinically based teacher education program. Their text deserves to be on the book shelves of all teacher educators."

- D. John McIntyre

Collaboration, Narrative, and Inquiry That Honor the Complexity of Teacher Education

Amy Johnson Lachuk, Independent Scholar; Karen Rut Gísladóttir, University of Iceland; Tricia DeGraff, Academy for Integrated Arts


Collaboration, Narrative, and Inquiry that Honor the Complexity of Teacher Education presents a narrative exploration of three teacher educators’ collaborative and transnational inquiry into their practices. Through carefully selected narratives, the authors describe how they enacted a practice-based approach in their teacher education courses. The authors present challenges and complexities they encountered as teacher educators in trying to prepare preservice teacher candidates for the realities of the classroom.


Preparing the Next Generation of Teacher Educators for Clinical Practice

Diane Yendol-Hoppey, University of North Florida; Nancy Fichtman Dana, University of Florida, Gainesville; David T. Hoppey, University of North Florida


Today, in many contexts the lack of attention to preparing the next generation of teacher educators as well as having a critical mass of faculty who understand the current teacher education research problem lingers. Although the NCATE Blue Ribbon Panel Report (2010), the recent advent of the CAEP standards, and the new AACTE Clinical Practice Commission Report (2017) challenge those responsible for teacher preparation to rethink the design as well as their work within clinical practice, there is much too little discussion about how to prepare the next generation of teacher educators to work differently. Just like Zeichner found almost 20 years ago, teacher education still too often remains “a tangential concern for most and the major concern of only a few” (Ziechner, 1999, p. 11). These concerns raise important questions for those who are currently responsible for pivoting, reinventing, and researching teacher preparation. This book offers insights from teacher education researchers that illustrate the ongoing benefits and persistent challenges of educating and preparing university and school-based teacher educators. This is an important step in understanding the complex roles, practices, and responsibilities associated with high quality teacher education that emphasizes clinical practice.

Outcomes of High-Quality Clinical Practice in Teacher Education

Diane Yendol-Hoppey, University of North Florida; David T. Hoppey, University of North Florida


For decades teacher education researchers, organizations, and policy makers have called for improving teacher education by creating clinically based preparation programs (e.g. CAEP, 2013; Goodlad, 1990; Holmes, 1986, 1995; National Association for Professional Development Schools, 2008; National Council for the Accreditation of Teacher Educators, 2001, 2010; Zeichner, 1990).

According to the NCATE Blue Ribbon Report (2010), this approach requires extensive opportunities for prospective teachers to connect and apply what they learn from school and university based teacher educators. Similar to preparing medical professionals, clinical practice in teacher education requires the complex and time intensive work of supporting teacher candidate ability to link theory, research, and practice as well as on-going inquiry into best pedagogical practices. Therefore, clinically intensive programs expect prospective teachers to blend practitioner and academic knowledge throughout their programs as “they learn by doing” (NCATE, 2010, p.ii). However, most of the literature to date on clinical practice has been conceptual and often relies on describing program design. The purpose of this book is move past description to study and understand what teacher education programs are learning from research about innovative clinical models of teacher education.

Each book chapter highlights research about how programs are studying a variety of outcomes of clinical practice. After an introductory chapter that helps to define and situate clinical practice in teacher education, the book is organized into four sections: (1) Outcomes of New Roles, (2) Outcomes of New Practices, (3) Outcomes of New Coursework/Fieldwork Configurations, and (4) Outcomes of New Program Configurations. The book wraps up with a discussion that looks across the chapters to find common themes, share implications for teacher educators, and set the course for future research.

Working Together
Enhancing Urban Educator Quality Through School-University Partnerships

Diane Yendol-Hoppey, University of North Florida; Deborah Shanley, Brooklyn College – CUNY; Darby C. Delane, Alachua County Public Schools; David T. Hoppey, University of North Florida


This book provides illustrations of urban school-university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools. The authors share their work by blending practitioner and researcher voices to offer other school and university based educators, policy makers, and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools.

In each chapter, the authors describe their urban partnership story, the greatest challenges they faced, how they responded to those challenges, and evidence of impact. Given that each partnership is unique, the authors conclude each chapter by offering a set of questions for discussion.

This book serves as an excellent resource for educators interested in establishing urban school-university partnerships that improve educator quality, strengthen the pipeline of urban educators, and expand Pk-12 students’ learning experiences. The book is divided into three sections: (1) Teacher Candidate Preparation, (2) Teacher Professional Development, and (3) Principal Development.


Dispositions in Teacher Education

Mary Diez, Alverno College; James Raths, University of Delaware


The topic of “dispositions” is central to teacher education and to teacher educators. Because of perhaps precipitous action on the part of accrediting agencies in teacher education, teacher educators need to define, teach, and assess dispositions in their programs. This book examines the sources of the concept dispositions, how it evolved in teacher education, what forms it has taken in selected programs, and what challenges remain in this arena for teacher educators.

CONTENTS: An Overview of Dispositions in Teacher Education. What is a Disposition? Social-Cognitive Perspective in

What Counts as Knowledge in Teacher Education (Volume 5)
James Raths, University of Delaware


Teacher Beliefs and Classroom Performance
The Impact of Teacher Education
James Raths, University of Delaware; Amy C. McAninch, Rockhurst University

This volume of Advances in Teacher Education is about beliefs held by teachers and addresses the important topic of teacher beliefs from a variety of disciplinary perspectives. Most of the authors who have contributed to this collection of essays assume that beliefs are propositions that are felt to be true by the person embracing them, but that do not necessarily rest on the kind of evidence that justifies the use of the term “knowledge.” Teacher beliefs are an important topic because it is hypothesized that teachers and teacher candidates use them to shape the information they receive from formal teacher preparation and to direct subsequent decision-making in the classroom.

CONTENTS: Foreword, Amy C. McAninch and James Raths. Preservice Teachers’ Beliefs, Virginia Richardson. Prompting the Development of Pre-service Teachers’ Beliefs through Cases, Action Research, Problem-based Learning and Technology, Mary Anna Lundeberg and Barbara B. Levin. Teacher Beliefs, Performance, and Proficiency in Diversity-oriented Teacher Preparation, Peter C. Murrell, Jr. and Michele Foster. Is Realism a Better Belief than Nominalism?: Re-opening the Ancient Debate, Richard S. Prawat. At the Heart of Teaching: The Role of Emotion in Changing Teachers’ Beliefs, Patricia Ashton and Michele Gregoire-Gill. Teacher Education and Teachers’ Beliefs, Maria Teresa Tattoo and David Bryan Coupland. The Impact of Schools on Teacher Beliefs, Influence, and Student Achievement: The Role of Collective Efficacy Beliefs, Roger D. Goddard.
**Special Paperback Set Price: $36.50 per book + FREE SHIPPING when you order the complete series.**

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>$ Paperback</th>
<th>$ Hardcover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivating Democratic Literacy Through the Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Learning Journeys of Teacher Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathways Into Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplary Clinical Models of Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Re)Designing Programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration, Narrative, and Inquiry That Honor the Complexity of Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing the Next Generation of Teacher Educators for Clinical Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes of High-Quality Clinical Practice in Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Together</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispositions in Teacher Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Counts as Knowledge in Teacher Education (Volume 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Beliefs and Classroom Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standard Shipping and Handling for Books:**
- $7.50 handling fee on U.S. orders; $9.00 for the rest of the world
- plus $3.00 shipping per book

Online shopping available at www.infoagepub.com

<table>
<thead>
<tr>
<th>Subtotal:</th>
<th>Handling:</th>
<th>Shipping:</th>
<th>Order Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Card Number: ___________________________ Exp. Date: ___________ CVV2 Code: ___________

Name on card: __________________________

Signature: ____________________________

Billing Address: _______________________

Shipping Address: _____________________

City: _______________ State/Province: ___________ Postal Code: ___________ Country: ___________

Phone: ______________ Fax: ______________ Email: ____________________