



Book Series

Advances in Teacher Education

Series Editors

Diane Yendol-Hoppey, *University of North Florida*; David T. Hoppey, *University of North Florida*;
Jennifer L. Snow, *Boise State University*; Jennifer Jacobs, *University of South Florida*

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:

- Transforming Educator Preparation for Changing Times

- 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

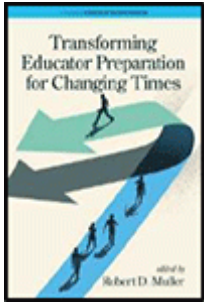
Special Paperback Set Price:

\$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



Transforming Educator Preparation for Changing Times

Robert D. Muller, National Louis University

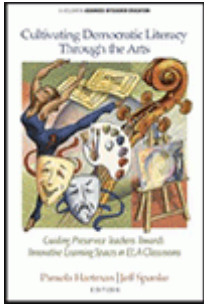
2024. Paperback 979-8-88730-653-7 \$52.99. Hardcover 979-8-88730-654-4 \$94.99. eBook 979-8-88730-655-1 \$85.

This edited volume explores the progress, challenges, and future prognoses of educator preparation programs (preK-12 and higher education) in the U.S. Using examples drawn from a large, urban-centered college of education, the book provides practical guidance and insights regarding teacher preparation and educational leadership. Edited by former NLU Dean, Robert Muller and authored by NLU National College of Education faculty, the chapters explore how programs that prepare novice teachers, provide advancement opportunities for practicing educators, and develop education leaders have adapted to serve the needs of contemporary school institutions. This work is particularly timely given the myriad challenges facing the nation's teacher and education leader preparation pipeline, and the critical role colleges of education play in addressing those needs.

Primarily focused on leading institutional change in a large, metropolitan college of education, this work will be of interest to colleges of education leaders and faculty, PK-12 and higher education teachers and leaders, policy makers, and the broader teacher preparation and educator development field. Founded in the 1880s, the Chicago-based National College of Education (NCE) at National Louis University serves approximately 3,000 educators annually in its initial and advanced teacher preparation and educational leadership programs. For its commitments to diversity, inclusion and equity within transformative higher education, National Louis University was recognized as a top 20 school in Washington Monthly's 2022 National University Rankings.

The book is divided into four major sections: Prepare: The authors explore how a college of education has approached equipping novice teachers for success as they enter the teaching profession. It focuses on the transformation of initial teacher preparation programs to meet the needs of contemporary schools and districts, and profiles the programmatic initiatives to make those changes. Advance: The authors describe programs that support teachers as they advance in their careers, and the role of continuing graduate education in developing exemplary educators. Lead: The authors address the challenges facing education leaders and adapting their professional development to equip them to lead. It explores efforts to develop a cadre of leaders across education systems with the requisite knowledge and habits of mind to lead amidst unprecedented change. Building the Institution: The authors address several key cross cutting processes that support transformation efforts, including strategy development and implementation, partnership development, technology deployment, human capital development and data utilization.

CONTENTS: Preface and Acknowledgments, *Robert D. Muller*. Why Examine Educator Preparation Through an Institutional Lens, *Robert D. Muller*. Connecting Vision, Strategy, and Operations: The Practice of Adaptive Leadership, *Robert D. Muller*. **SECTION I: PREPARE.** The Pedagogical Paradigm Shift: Reshaping Candidates' Instructional and Clinical Experiences, *Shannon S. Hammond and Brian Morris*. A New Model for Undergraduate Teacher Preparation, *Lisa Downey and Neal Green*. Growing High-Impact Residency and Alternative Licensure Programs and Pathways, *Lee Tate and Kavita Venkatesh*. Implementing Digital Learning Opportunities in an Early Childhood Teacher Residency Program, *Xiaoli Wen, Emily Hoffman, and Ayn Keneman*. **SECTION II: ADVANCE.** Developing a Learning Sciences Education Program, *Katalin Pluymert and Karen Tardrew*. Creating Multiple Pathways for Teacher Advancement, *Hyeju Han and Suzanne Martinez*. Collaborating With Districts to Prepare Equity-Minded Bilingual Reading Specialists, *Sophie Degener and Jason Stegemoller*. Transformative Social-Emotional Learning and Wellness for All: Intentional Preparation for Educators, *Katalin Pluymert and Jennifer Engelland-Schultz*. **SECTION III: LEAD.** Developing Change Leaders in a Constantly Changing Educational Landscape: A Delivery Approach to Meet the Needs of Students and the Field, *Stuart I. Carrier and Elizabeth Covay Minor*. Utilizing Principal Coaches to Co-Develop an Effective Equity-Focused Strategy for a Large Urban School District, *Gloria McDaniel-Hall and Harrington Gibson*. Learning Communities as a High-Impact Practice to Support Doctoral Students, *Jaclyn Rivard, Melanie Flores, Estee Hernández, and Christine Nelson*. A Leadership Imperative: Responding to Emerging Needs of Educational Partners, *Renee L. Gugel and Carla L. Sparks*. **SECTION IV: BUILDING THE INSTITUTION.** Breaking Out of the Ruts: The Promise of University-School Partnerships, *Elizabeth Mehringer and Harry Ross*. Supporting Practitioner Research in PK-12 and University Contexts, *Terry Jo Smith and Shaunti Knauth*. Assessment and Accreditation: Making Them Work for Your College, Instead of Your College Working for Them, *Pamela Jessee and Alexandra Whitley*. Moving Through the Continuum of Online Learning in the National College of Education, *Christopher J. Lilly and Geri A. Chesner*. About the Contributors.



Cultivating Democratic Literacy Through the Arts Guiding Preservice Teachers Towards Innovative Learning Spaces in ELA Classrooms

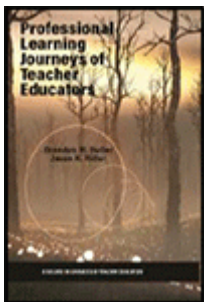
Pamela Hartman, Ball State University; Jeff Spanke, Ball State University

2024. Paperback 979-8-88730-571-4 \$52.99. Hardcover 979-8-88730-572-1 \$94.99. eBook 979-8-88730-573-8 \$85.

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 argue that aesthetically charged ways of thinking allow preservice and practicing teachers to develop critical and creative thinking skills and purposely 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.

CONTENTS: Introduction: "Look Them in the Eye So That They Know You're Human". Act Like a Teacher: Shaping Future Educators Through Drama-Based Pre-Service Pedagogy, *Jaydene Elvin and Andy Waldron*. Building a Photographic Teaching Philosophy: ELA Preservice Teachers' Journey to See the Unseen, *Pamela Hartman and Dani Tinkel*. Tapestries of Teaching: Flagging Philosophies of Education in Preservice Curriculum, *Jeff Spanke*. Using Visual Storytelling to Support Democratic Approaches to Literacy Instruction, *Wendy R. Williams*. Ideas Unscrapped: Repurposing Metal to Support Identity Building in Writing, *S. Rebecca Leigh*. Wood and Words: Woodworking as an Analogue for Teaching and Writing, *Lee Douma*. Using Book Study to Support Multigenre Ensembles in Teacher Preparation, *Pauline Schmidt and Matthew Kruger-Ross*. Finding a Light in the Night: An Opportunity for the Arts to Illuminate the Way, *Timothy J. Duggan and Joshua Smith*.



Professional Learning Journeys of Teacher Educators

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

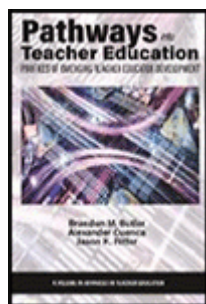
2024. Paperback 979-8-88730-496-0 \$52.99. Hardcover 979-8-88730-497-7 \$94.99. eBook 979-8-88730-498-4 \$85.

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

Professional Learning Spaces: Three Pillars and a Five-Phase Cycle Model, *Aidong Zhang and Carrie Cutler*. Collaborative Action Research: A Learning Space for Teacher Educators, *Grace H. C. Huang, Mary Gove, and Diane G. Corrigan*. A Peer-Led-Teaming Approach to Improving Science Teacher Educators' Efforts in Internationalizing Science Teacher Preparation Within Rural-Serving Programs, *Gayle A. Buck, Vesna Dimitrieska, and Valarie L. Akerson*. **PART II: LEARNING COMMUNITIES AS TEACHER EDUCATOR PROFESSIONAL DEVELOPMENT.** Supervisors as Creators of Teacher Educator Community of Practice, *Lisa Sullivan, Rebecca Ambrose, Heather Ballinger, Cheryl Forbes, Victoria Harvey, Soleste Hilberg, Andrew Hood, Jane Kim, Johnnie Wilson, and Evelyn Young*. "I am More Intentional Now in My Teaching": Growing as Teacher Educators Through a Self-Study Community of Practice, *Marliese R. Peltier, Roya Q. Scales, Courtney Shimek, Elizabeth M. Bemiss, Stephanie G. Davis, and Ann Van Wig*. Taking Matters Into Our Own Hands: Factors Affecting the Utility and Longevity of a Faculty Self-Study Learning Group, *Jason K. Ritter and Malimi Kazi*. Moving From Doctoral Student to Teacher Educator Faculty in Critical Collaboration: Carving Out an Expansive Learning Space for Innovation in Research and Practice, *Allison L. Freed, Lacey D. Huffling, Aerin W. Benavides, and Hannah K. Miller*. **PART III: MENTORING AND CRITICAL FRIENDSHIPS AS TEACHER EDUCATOR PROFESSIONAL DEVELOPMENT.** A Long Conversation: Professional Learning Across Time in Teacher Education, *Susan R. Adams and Ryan Flessner*. Co-Mentoring: Supporting One Another Into, Through and Beyond Administrative Assignments in Teacher Education, *Valerie A. Allison, Laura C. Haniford, and Laurie A. Ramirez*. Learning From Field Observations and Critical Friends, *Yuankun Yao, Dawna Lisa (Buchanan) Butterfield, and Matt Thomas*. Black Male Critical Friendships: Intersectional Learning Spaces for Teacher Educators, *Shawn S. Savage and Shane A. Smith*. Learning From One Another: Growing Critical Friendships Across Disciplines to Develop Our Professional Identities as Science Teacher Educators, *Lacey Huffling, Heather Scott, Asli Aslan, Kelly Moore, Miranda Simmons, and Natalie Sumner*. **PART IV: CRITICALLY-ORIENTED TEACHER EDUCATOR PROFESSIONAL DEVELOPMENT.** A Team's Journey Toward Becoming Anti-Racist/Anti-Oppressive Teacher Educators, *Michael Occhino, Eleni Duret, Cynthia Callard, Jennifer Kruger, and Michael Daley*. Seeking to Unsettle and Break Through Whiteness: Enacting Self-Study to Engage in Antiracist Pedagogy as Mathematics Teacher Educators, *Dawn M. Woods, Courtney Baker, Robin K. Anderson, Sara Donaldson, and Melissa Troudt*. Learning to Do Better: Mathematics Teacher Educators Striving for Equity and Justice, *Stefanie D. Livers, Craig J. Willey, Megan Burton, Johanna L. Massey, Natalie Odom Pough, and Diana Piccolo*. "So, Your Name is Not Ninja": Coming Full Circle as a Teacher Educator for Belonging, *E. J. Bahng*. Biographies.



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

2023. Paperback 979-8-88730-453-3 \$52.99. Hardcover 979-8-88730-454-0 \$94.99. eBook 979-8-88730-455-7 \$85.

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.

CONTENTS: Framing Emerging Teacher Educator Learning: An Introduction, *Alexander Cuenca, Jason K. Ritter, and Brandon M. Butler*. **PART I: SEQUENCED OPPORTUNITIES FOR EMERGING TEACHER EDUCATOR LEARNING.** Becoming Effective Teacher Educators Through Sustained Mentoring and Scaffolded Teaching Internships, *Tracy Rock, Tina Hafner, Drew Polly, Julie Bacak, Kaitlyn Holhouser, and Leslie Schmidt*. Considering the World of the Teacher Educator: The Shaping of Critical Teacher Educators Through Informed Enactment and Reflection, *Stephanie L. Dodman, Leslie La Croix, Mark E. Helmsing, Rebecca K. Fox, Rebecca Brusseau, Sara Kirschner*. Individual Journeys Bound by Shared Commitments to Humanizing Research and Pedagogy: Doctoral Education at Michigan State University, *Anne-Lise Halvorsen, Sandra Crespo, Brittany L. Jones, Sheila Orr*. Addressing the Problem of Teacher Educator Development: Teacher Education as a Doctoral Minor Course of Study, *Robert Kunzman and Alexander Cuenca*. **PART II: FORMAL OPPORTUNITIES FOR EMERGING TEACHER EDUCATOR LEARNING.** The Strategic Use of Questioning in Doctoral

Seminars on Teacher Education, *Aaron Zimmerman, Corinne Barger, Taylor Darwin, Jesus Esquibel, Elizabeth R. Goldberg, Stacey Sneed, Shannon Watson*. The Pedagogy of Teacher Education Course: Learning and Living Teacher Education Practice and Self-Study Research Methods, *Brandon M. Butler*. Mentoring and Empowering Doctoral Students Through Collaborative Co-Teaching: Lessons From a Joint Special Education Doctoral Program, *Ya-Chih Chang, Anna Osipova, and Lois Weinberg*. **PART III: MEDIATED OPPORTUNITIES FOR EMERGING TEACHER EDUCATOR LEARNING.** The Power of Collaboration: Advancing Teacher Education Through an Equity Learning Community, *Jennifer K. McCorvey, Samantha Haraf, Jennifer I. Perez, Stephanie Arthur, Amber MacDonald, Randi Latzke, Jennifer Jacobs, Raven Robinson, and Nicholas Catania*. Opening Space: Collaboratively Developing a Supervisor Community of Practice, *Mary R. Klehr, Kelly D. Hayek, Thomas C. Owenby, and Laura M. Lang*. Windows, Mirrors, and Sliding Glass Doors: Co-Teaching and Co-Supervision Internship Models for Teacher Educator Learning, *Jenny Goransson, Kristien Zenkov, and Marion Taousakis*. Achieving Teacher Education Praxis Through a Multi-Faceted Internship Experience: Embedding Learning in Action, *Mark M. Diacopoulos and Brandon M. Butler*. Developing Future Music Teacher Educators Through Authentic Context Learning and Near-Peer Mentorship, *Erik Johnson*. Preparing International Teaching Assistants to Work as Teacher Educators in the United States Context, *Lou Tolosa-Casadont*. Developing K-12 Master Teachers as University-Based Teacher Educators, *Cynthia Callard, Stephanie Martin, Michael Occhino, Peter Kalenda, Orlando Marrero, Denise Schultz, Sean Coffey, and LaShara Evans*. UTeach Nation: How Teacher Educators Create Communities of Practice and Professional Development Within the UTeach Network, *Elizabeth R. Goldberg, Pamela Kirkland, and Mary L. Urquhart*. **PART IV: INDIVIDUAL PERSPECTIVES ON EMERGING TEACHER EDUCATOR LEARNING.** Learning Beyond the Scripts: Professional Development Through a Racialized Perspective, *Nathanie Lee*. "But You Taught Me to Stand Up for Myself, and Now I Need to Stand Up for My Country, for My People!" Navigating Learning Spaces and Forging Critical Friendship as Teacher Educators, *Oksana Moroz and Gloria Park*. Supporting an Emerging Identity Through a Virtual Third Space: The Informal Mentorship Between a Novice Teacher Educator and Experienced Mentor, *Amber Adgerson and Kristin E. Harbour*. (Re)Centering Well-Being: Holding Space for Creatives and Educators, *Rosalynne E. Duff and Laura E. Meyers*. Doctoral Support Spaces: A Narrative About a Black Woman's Learning Journey, *Cecilia LaShay Bell*. Biographies.



Exemplary Clinical Models of Teacher Education

Sara R. Helfrich, Ohio University; Sara L. Hartman, Ohio University

2023. Paperback 979-8-88730-145-7 \$52.99. Hardcover 979-8-88730-146-4 \$94.99. eBook 979-8-88730-147-1 \$85.

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,*

and Renée A. Middleton. "Just in Time": Meeting the Diverse Needs of Today's Teacher Candidates, Juliann Dupuis, Lisa Pallett, and Kelly Byrne Bull. The 21st Century Schools Partnership: A Model for Placing Qualified Teachers in Classrooms, Linda Quinn and Lois Paretti. Innovation in Clinically-Based Teacher Education: From Theory to Practice, John Henning. Innovating as Professor-in-Residence: Incorporating Clinical Practice Into a Social Studies Teacher Preparation Program, Sonia Janis. If We Want Culturally Sustaining Teachers, We Must be Culturally Sustaining Teacher Educators: Modeling Culturally Sustaining Pedagogy in a Teacher Education Residency Program, Monica T. Billen, Ana K. Soltero López, Steve M. Hart, Juliet M. Wahleithner, Heather L. Horsley, and Laura Alamillo. Author Biographies.



(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

2021. Paperback 978-1-64802-471-9 \$52.99. Hardcover 978-1-64802-472-6 \$94.99. eBook 978-1-64802-473-3 \$85.

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.

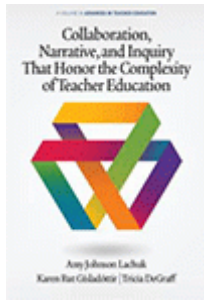
While the concepts we share are research-based and grounded in the empirical literature, our primary intention is for this book to be of practical use. We hope that by the time you finish reading, you will feel inspired and equipped to make change within your own program, your institution, and your local 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

CONTENTS: Foreword, Bernard Badiali CHAPTER 1: Introduction. CHAPTER 2: Policy Guidelines. CHAPTER 3: Partnerships. CHAPTER 4: Clinical Experiences. CHAPTER 5: Coherence. CHAPTER 6: Coursework and Curriculum. CHAPTER 7: University-based Teacher Educators. CHAPTER 8: School-based Teacher Educators. CHAPTER 9: Teacher Candidate Supervision and Evaluation. CHAPTER 10: Research. CHAPTER 11: Instructional Leadership. CHAPTER 12: Conclusion: A Lexicon for Equity-Driven, Clinically Based Teacher Preparation. Appendix.



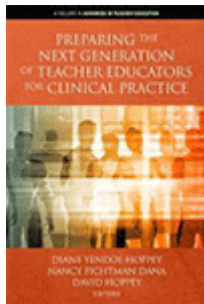
Collaboration, Narrative, and Inquiry That Honor the Complexity of Teacher Education

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

2020. Paperback 978-1-64802-207-4 \$52.99. Hardcover 978-1-64802-208-1 \$94.99. eBook 978-1-64802-209-8 \$85.

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.

CONTENTS: Introduction. Preface. Acknowledgments. CHAPTER 1: Stories We Live by as Teacher Educators. CHAPTER 2: Working Toward Integrity and Trustworthiness in Practice-Based Teacher Education. CHAPTER 3: Creating (Transnational) Communities of Inquirers: Collaborative Narrative Inquiry as a Professional and Moral Stance. CHAPTER 4: Amy's Story: Falling as Learning in Teacher Education. CHAPTER 5: Karen's Story: What Does Teacher Education Do to Teacher Educators? CHAPTER 6: Tricia's Story: From Teacher Educator to Principal. CHAPTER 7: Listen to the Wild Geese Announcing Your Place in Things. CHAPTER 8: Making Changes for Integrity and Trustworthiness. References.



Preparing the Next Generation of Teacher Educators for Clinical Practice

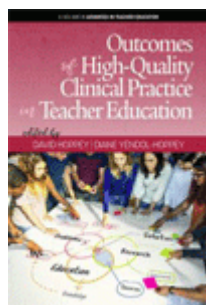
Diane Yendol-Hoppey, University of North Florida; Nancy Fichtman Dana, University of Florida, Gainesville; David T. Hoppey, University of North Florida

2019. Paperback 978-1-64113-614-3 \$52.99. Hardcover 978-1-64113-615-0 \$94.99. eBook 978-1-64113-616-7 \$85.

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" (Zeichner, 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.

CONTENTS: Preface. Dedication. **PART I: THE PREPARATION OF UNIVERSITY-BASED TEACHER EDUCATORS.** Introduction to Part One. Purposeful Preparation for Roles in Boundary-Spanning Clinical Teacher Preparation, *Audra Parker, Kristien Zenkov, and Seth Parsons*. Taking the Mentoring of New Teacher Educators Seriously: Lessons from a Clinically-Intensive Teacher Preparation Program, *Patricia Norman, with Sara Sherwood, Rocio Delgado, and Melissa Siller*. The Pattern Emerges: Novice Teacher Educators Learn from Complexity, *Janna Dresden, Katherine F. Thompson, Melissa A. Baker, Ashley S. Nylin, and Kajal Sinha*. Preparing the Teacher Educator: Negotiating the Tensions of Teacher Educator Preparation Within the Research Institution, *Lara Hebert, Lindsayanne (Annie) Insana, Alexis Jones, and Meghan Kessler*. The Changing Role of University-Based Teacher Educators: Lessons Learned in a Clinical Elementary Teacher Preparation Program, *Ann McCoy and Nicole Nickens*. How Did I Get to Where I am? Turning Points in the Personal and Professional Lives of Literacy Teacher Educators, *Pooja Dharamshi, Clare Kosnik, and Lydia Menna*. **PART II: THE PREPARATION OF SCHOOL-BASED TEACHER EDUCATORS IN THE PROFESSIONAL DEVELOPMENT SCHOOL.** Introduction to Part Two. From Teacher Candidate to Teacher Educator: What It Means to "Grow Up" in a Professional Development School Partnership, *Sara R. Helfrich, Sara L. Hartman, and Larina I. M. Sisson*. Collaborative Planning of Teacher Educators in a Professional Development School, *Courtney Lynch*. **PART III: INQUIRY AS A MECHANISM FOR TEACHER EDUCATOR PREPARATION.** Introduction to Part Three. Making the Case for Practitioner Inquiry in Doctoral Student Education: Supporting the Development of Future Teacher Educators, *Jennifer Jacobs and Elizabeth Currin*. Self-

Study and Preparing the Next Generation of Teacher Educators, *Brandon Butler*. Facing Practice: Teacher Educator Inquiry for Development Across the Professional Life Span, *Jennifer L. Snow, Sherry Dismuke, Julianne Wenner, and Serena Hicks*. **PART IV: REFLECTIONS ON THE FUTURE OF TEACHER EDUCATOR PREPARATION.** Introduction to Part Four. The Nomadic Teacher Educator: Teacher Educator's Emerging Role, *Paul Parkison*. Concluding Thoughts: Looking across the Chapters, *Diane Yendol-Hoppey, Nancy Fichtman Dana, and David Hoppey*. About the Editors. About the Contributors.



Outcomes of High-Quality Clinical Practice in Teacher Education

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

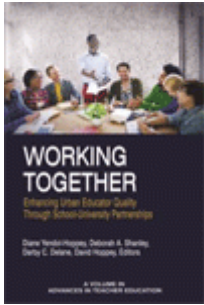
2018. Paperback 978-1-64113-375-3 \$52.99. Hardcover 978-1-64113-376-0 \$94.99. eBook 978-1-64113-377-7 \$85.

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.

CONTENTS: Preface, *David Hoppey and Diane Yendol-Hoppey*. Dedication. Acknowledgments. Defining High Quality Clinical Practice in Teacher Education, *Diane Yendol-Hoppey and David Hoppey*. **Section 1: Outcome of New Roles.** Understanding Mentoring Practices in a Professional Development School Partnership: Collaborating with the Professional Development Associate, *Kelly Mark and James F. Nolan*. The Site Coordinator Role in a Clinically Rich Teacher Education Program, *Jessica DeBiase, William Butler, Ruhi Khan, and Penelope A. Dyer*. **Section 2: Outcomes of New Practices.** The Role of Preservice Teacher Coaching in Clinically Rich Teacher Education, *Mary Kay Rodgers, Vicki Vescio, Jamey Burns and Lauren Gibbs*. Creating Spaces for Becoming: Interrogating the Voices that Arise in Clinical Practice, *Sharon B. Hayes and Johnna J. Bolyard*. Curriculum- Based VAM Using Action Research: An Alternative to Traditional VAM in Clinically-Rich Teacher Education, *Michael P. Brady and Katie M. Miller*. **Section 3: Outcomes of New Coursework-Fieldwork Integration.** We Need to be Prepared! Teacher Candidates' Third Learning Space with University English Language Learners, *Yukari Takimoto Amos*. Fostering a Civic Ethos: Teacher Candidates as Effective Citizens in an urban PDS, Special Education Context, *Deborah S. Reed and Darcey J. Gray*. Understanding Teacher Candidates' Perspectives of Learning to Teach during an Innovative Summer Practicum, *David Hoppey, David Allsopp, Michael Riley, Aimee Frier, and Stacy Hahn*. **Section 4: Outcomes of New Program Configurations.** Restructuring Teacher Preparation with Culturally Relevant Principles: A Best Practice for Clinically Rich Teacher Preparation and 21st Century Learners, *Janice Bell Underwood, Gail K. Dickinson, and Diana V. Cantu*. Perceptions of Preparedness: Reflections of Deaf Education Program Graduates, *Jennifer Renée Kilpatrick, Emily Headrick-Hall, and Kimberly A. Wolbers*. Looking Across the Chapters: Reflections and Enduring Questions, *Rebecca West Burns*.



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

2017. Paperback 9781681237305 \$52.99. Hardcover 9781681237312 \$94.99. eBook 9781681237329 \$85.

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.

CONTENTS: Preface, *Audra Parker and Kristien Zenkov*. Acknowledgments. Introduction. Improving Urban Schools Through Partnerships, *Darby C. Delane*. **SECTION I: TEACHER CANDIDATE PREPARATION.** A Stone of Hope: Preparing Masterful Readers and Teachers in an Urban Professional Development School, *Susan M. Syverud, Darby C. Delane, and Lynne Raiser*. The Wichita Teacher Quality Partnership, *John R. Allison and Sharon Hartin Iorio*. Social Justice, Action Research, and New Partners: Evolving Notions of Impact in an Urban PDS/Residency Program, *Diane G. Corrigan, Edward J. Weber, Ronald S. Beebe, Kristien Zenkov, and Anna Semple*. Urban Teacher Residency Partnership Program: A Partnership Between the University of South Florida College of Education and Hillsborough (FL) County Public Schools, *Danielle V. Dennis, Sarah van Ingen, Jeni Davis, and Debbie Mills*. The Partnership for Instructional Excellence and Quality (PIE-Q), *Jennifer J. Robinson*. The USF-Pepin Academies Summer Institute: Preparing Pre-service Teachers Within an Urban Charter School to Work With Students With Disabilities, *David Hoppey, David H. Allsopp, and Stacy A. Hahn*. **SECTION II: TEACHER PROFESSIONAL DEVELOPMENT.** The Mort Teacher Leader Academy: Developing Teacher Leaders for Urban Schools Together, *Rebecca West Burns, William Woodland Johnson III, and Suzanne Hardin-Roberts*. A Partnership Between Brooklyn College–City University of New York and the American Museum of Natural History: Enhancing Teacher Preparation Through Informal Science Learning, *Eleanor A. Miele and Jennifer D. Adams*. **SECTION III: PRINCIPAL DEVELOPMENT.** Leaders for Tomorrow: A Partnership Between Charlotte-Mecklenburg Schools and the Educational Leadership Program at Winthrop University, *Mary B. Martin and Ann B. Clark*. Developing and Sustaining the Gulf Coast Partnership: Possibilities, Successes, and Challenges in Preparing Leaders, *William R. Black, John L. Mann, and Joyce G. Haines*. Conclusion. Inch by Inch: “Getting it Right” in Urban School-University Partnerships, *Deborah A. Shanley, Diane Yendol-Hoppey, Darby C. Delane, and David Hoppey*. About the Authors.



Dispositions in Teacher Education

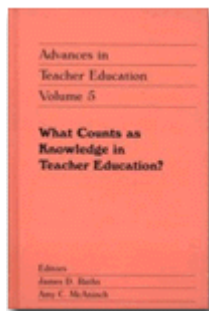
Mary Diez, Alverno College; James Rath, University of Delaware

2007. Paperback 978-1-59311-631-6 \$52.99. Hardcover 978-1-59311-632-3 \$94.99. eBook 9781607527190 \$85.

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

Dispositional Development. The Perceptual Approach to Teacher Dispositions: The Effective Teacher as an Effective Person. A Constructivist-Developmental Perspective. Teacher Dispositions in Context. A Formational Approach to Dispositions. Experiences with Dispositions in Teacher Education. Alternatively Certified Teachers' Perceptions of Dispositions. Assessing Dispositions: Context and Questions. The Role of Coaching in Working with Dispositions. Dispositions as a Dialogue in Teacher Preparation.

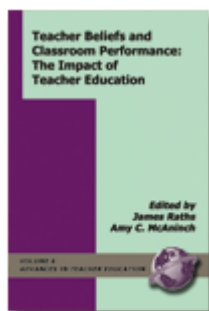


What Counts as Knowledge in Teacher Education (Volume 5)

James Raths, University of Delaware

2005. Paperback 1-56750-425-6 978-1-56750-425-5 \$52.99. Hardcover 1-57650-424-8 978-1-57650-424-6 \$94.99. eBook 9781607528135 \$85.

CONTENTS: Preface. Toward Wisdom through Conversation Across Epistemologies, *Christine Sleeter*. Education Schools and the Problem of Knowledge, *Mary M. Kennedy*. Narrative and Neopragmatism in Teacher Education and Research, *Gregory J. Cizek*. Consensus and the Knowledge Base for Teaching and Teacher Education, *Gary R. Galluzzo*. What Do Critical Ethnographies of Schooling Tell Us about Teacher Knowledge?, *Amy C. McAninch*. Knowledge of Subject Matter, *James D. Raths and Amy C. McAninch*. Teacher Education, Knowledge Most Worth, *Ellwood P. Cubberley, Joseph A. Stornello*.



Teacher Beliefs and Classroom Performance The Impact of Teacher Education

James Raths, University of Delaware; Amy C. McAninch, Rockhurst University

2003. Paperback 1-59311-068-5 978-1-59311-068-0 \$52.99. Hardcover 1-59311-069-3 978-1-59311-069-7 \$94.99. eBook 9781607529651 \$85.

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 Tatto and David Bryan Coupland*. The Impact of Schools on Teacher Beliefs, Influence, and Student Achievement: The Role of Collective Efficacy Beliefs, *Roger D. Goddard*.



Book Order Form

IAP - Information Age Publishing, Inc.
 Special Sale Price: \$39.99 for each paperback and \$69.99
 for each hardcover (plus s/h)

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

Title	Qty	\$ Paperback	\$ Hardcover
Transforming Educator Preparation for Changing Times			
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			

*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*

Subtotal: _____
 Handling: _____
 Shipping: _____
 Order Total: _____

Card Number: _____ Exp. Date: _____ CVV2 Code: _____

Name on card: _____

Signature: _____

Billing Address: _____

Shipping Address: _____

City: _____ State/Province: _____ Postal Code: _____ Country: _____

Phone: _____ Fax: _____ Email: _____