



Book Series

## *Advances in Teacher Education*

Series Editors

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

### **Call for Book Proposals**

Advances in Teacher Education is a series that explores teacher development across the teacher learning continuum, from teacher candidate preparation through teacher leadership development. For decades teacher education researchers, organizations, and policy makers have called for improving 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 teacher candidate and practicing teacher learning, expertise, and performance while also exploring tensions and challenge 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 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](mailto:diane.yendol-hoppey@unf.edu). The book proposal should be emailed directly to [diane.yendol-hoppey@unf.edu](mailto:diane.yendol-hoppey@unf.edu) or mailed to:

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#### **Books in this series:**

- 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

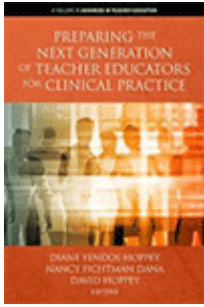
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## Preparing the Next Generation of Teacher Educators for Clinical Practice

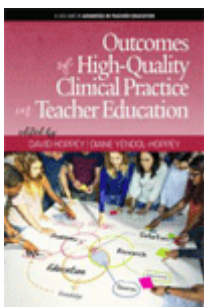
Diane Yendol-Hoppey, University of North Florida; Nancy Fichtman Dana, University of Florida, Gainesville; David T. Hoppey, University of North Florida

2019. Paperback 978-1-64113-614-3 \$45.99. Hardcover 978-1-64113-615-0 \$85.99. eBook 978-1-64113-616-7 \$65.

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 \$45.99. Hardcover 978-1-64113-376-0 \$85.99. eBook 978-1-64113-377-7 \$65.

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 \$45.99. Hardcover 9781681237312 \$85.99. eBook 9781681237329 \$65.

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.**



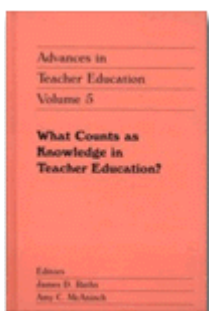
## Dispositions in Teacher Education

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

2007. Paperback 978-1-59311-631-6 \$45.99. Hardcover 978-1-59311-632-3 \$85.99. eBook 9781607527190 \$65.

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 Rath, University of Delaware

2005. Paperback 1-56750-425-6 978-1-56750-425-5 \$45.99. Hardcover 1-57650-424-8 978-1-57650-424-6 \$85.99. eBook 9781607528135 \$65.

**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. Rath 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 Rath, University of Delaware; Amy C. McAninch, Rockhurst University

2003. Paperback 1-59311-068-5 978-1-59311-068-0 \$45.99. Hardcover 1-59311-069-3 978-1-59311-069-7 \$85.99. eBook 9781607529651 \$65.

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 Rath*. 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*.



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