

Reclaiming Accountability In Teacher Education

[#teacher education accountability](#) [#reclaiming educational standards](#) [#improving teacher quality](#) [#education policy reform](#) [#pedagogical responsibility](#)

Explore the critical imperative of reclaiming accountability in teacher education to foster higher standards and improve teacher quality. This focus ensures that future educators are well-equipped and responsible, leading to enhanced student outcomes and driving education policy reform for a more effective learning environment.

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Reclaiming Accountability in Teacher Education

Cochran-Smith and her research team argue that it is time for teacher educators to reclaim accountability. They critique major accountability initiatives, exposing the lack of evidence behind these policies and the negative impact they have on teacher education. They also offer an achievable alternative based on a commitment to equity and democracy.

Innovation and Accountability in Teacher Education

This is the foundational book for the new series, Teacher Education, Learning Innovation and Accountability. The book canvasses research, practice and policy perspectives in teacher education across diverse geographic, social and political contexts. It explores the lifespan of teacher development from initial preparation through to graduate classroom practice as it occurs in an intensifying culture of standards and regulation. The characterization of initial teacher education (ITE) in a crucible of change permeates throughout the book. The chapters open up new ways of thinking about innovation and accountability in ITE and the professionalization of teaching, exploring fundamental questions, such as "Who are the actors in teacher preparation and how do they interact? How can we learn about the quality of teacher education? Where can we hear the voices of teacher educators and preservice teachers, as well as school-based teacher educators? What are the new and emerging roles of others in teacher education who have not been involved previously, including employing authorities?" (p. 22). While the book provides responses to these and other provocative questions, it also offers new insights into innovative teacher education from a wide range of policy and practice contexts.

Reconstructing Teaching

One of the greatest resources a school has is its staff. How teachers themselves, and their work, are defined are therefore matters of utmost importance. Major trends of increased control and 'new managerialism' are occurring in most OECD countries, radically altering both the content and form of teacher education. This book outlines recent changes in teacher education and professional development and, by drawing on recent research findings, explores the positive and negative impacts on the nature of teaching and the shape of the profession.

Lessons from the Teachers for a New Era Project

Chronicling a high-profile and ambitious teacher preparation reform project that took place across 11 diverse U.S. institutions, this volume examines the strategies, program changes, accomplishments, and challenges from the Teachers for a New Era Project (TNE). TNE aimed to improve the preparation of K-12 teachers and address mounting criticisms of university-based teacher education. Funded primarily by the Carnegie Corporation of New York, TNE targeted the most persistent problems in university-based teacher preparation programs, focused on evidence-based assessment of program impact, and developed strategies for improvement. Exploring both the successes and tensions that arose from the program, this book contributes to future teacher education and program assessment endeavors, and offers lessons that can inform current policies and practices.

Reclaiming Caring in Teaching and Teacher Education

Annotation Goldstein (education, U. of Texas, Austin) offers this text in an effort to reestablish "caring" in teaching and in teacher education, with an urge to move away from the "gentle smiles and warm hugs" view toward one that sees caring as an integral part of the teacher-learning process and teacher education programs. Coverage includes conceptual, theoretical and empirical interpretations of caring which provide a framework for a moral and intellectual relation view of caring; educating teachers to understand and be committed to this concept of caring teaching; and possibilities for developing teacher education programs which demonstrate for preservice teachers the pedagogical power of the moral and intellectual relation view of caring. Annotation c. Book News, Inc., Portland, OR (booknews.com)

Learning To Teach in an Age of Accountability

This book documents the "brave new world" of teacher, administrator, school, and student accountability that has swept across the United States in recent years. Its particular vantage point is the perspective of dozens of new teachers trying to make their way through their first months and years working in schools in the New York City metropolitan area. The issues they grapple with are not, however, unique to this context, but common problems found today in urban, suburban, and rural schools across the United States. The stories in this book offer a compelling portrait of these teachers' encounters with the new culture of accountability and the strategies they develop for coping, even succeeding, within such demanding settings. Learning to Teach in an Age of Accountability: *introduces research on teaching and engages the "big ideas" concerning teacher research, highlighting what we know and where that leads us; *offers a rich set of teacher narratives that are organized to widen the angle of vision from biography, to classrooms, schools, and society; and *includes questions and activities to encourage discussion and further research about the ideas raised; and *addresses the possibilities for best practice and curricular decision making in light of the issues and ideas presented in the book. This volume--unique in its portrayal of new teachers' encounters with issues of accountability--makes a singular contribution to the educational literature on new teachers. It is relevant to everyone interested in the contemporary world of teaching, and is particularly appropriate as a text for preservice and in-service students. All readers who believe that the key to a good school lies in attracting and keeping good teachers will find the issues presented here both personally engaging and deeply troubling.

Teacher Performance Assessment and Accountability Reforms

Winner of the 2017 AESA Critic's Choice Book Award This book provides multiple perspectives on the dual struggle that teacher educators currently face as they make sense of edTPA while preparing their pre-service teachers for this high stakes teacher exam. The adoption of nationalized teacher performance exams has raised concerns about the influence of corporate interests in teacher education, the objectivity of nationalized teaching standards, and ultimately the overarching political and economic interests shaping the process, format, and nature of assessment itself. Through an arc of scholarship from various perspectives, this book explores a range of questions about the goals and

interests at work in the roll out of the edTPA assessment and gives voice to those most affected by these policy changes, teacher educators, and teacher education students.

Reclaiming Accountability

Reclaiming Accountability brings together a series of critical case studies of writing programs that have planned, implemented, and/or assessed the impact of large-scale accreditation-supported initiatives. The book reimagines accreditation as a way to leverage institutional or programmatic change. Contributions to the volume are divided into three parts. Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed. Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development. They provide concrete examples of productive curricular (part 2) and instructional (part 3) changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAs may encounter within shifting and often volatile local, regional, and national contexts. In addition to providing examples of how others in the profession might approach such work, Reclaiming Accountability addresses assessment requirements beyond those in the writing program itself. It will be of interest to department heads, administrators, writing program directors, and those involved with writing teacher education, among others. Contributors: Linda Adler-Kassner, William P. Banks, Remica Bingham-Risher, Melanie Burdick, Polina Chemishanova, Malkiel Choseed, Kyle Christiansen, Angela Crow, Maggie Debelius, Michelle F. Eble, Jonathan Elmore, Lorna Gonzalez, Angela Green, Jim Henry, Ryan Hoover, Rebecca Ingalls, Cynthia Miecznikowski, Susan Miller-Cochran, Cindy Moore, Tracy Ann Morse, Joyce Magnotto Neff, Karen Nulton, Peggy O'Neill, Jessica Parker, Mary Rist, Rochelle Rodrigo, Tulora Roeckers, Shirley K. Rose, Iris M. Saltiel, Wendy Sharer, Terri Van Sickle, Jane Chapman Vigil, David M. Weed

Reclaiming Assessment

No Child Left Behind and accountability programs generally operate via assessment-driven instruction causing a de-professionalization of teachers and a disengagement of students. Chris Gallagher offers us an alternative: instruction-driven assessment with teachers as the primary assessment instrument. It looks like a way to restore teachers as professionals and to restore students as engaged learners . . . and it looks doable. - Gerald W. Bracey, author of *Reading Educational Research: How to Avoid Getting Statistically Snookered* This is the most engaging, exciting, and useful book on assessment I have read in a long time. Chris Gallagher draws on the rich experiences of Nebraska educators to show why and how that state's teachers are leading a profoundly important assessment revolution. - Monty Neill, Executive Director, FairTest (National Center for Fair & Open Testing) Reclaiming Assessment details a more humane, more educationally sound way to conduct assessments than what is called for in national and state test-based accountability policies. It examines how Nebraska rejected harmful, high-stakes testing in favor of teacher-designed assessments through a groundbreaking local-control assessment system. Presenting vital conceptual details and practical information for any state, district, or school committed to finding something better for their students than filling ovals, Chris Gallagher focuses in on what makes Nebraska's plan work and how it can transform and has transformed classrooms and policies. In particular he homes in on four key aspects of successful teacher-led assessment: engaging teachers by reinvesting them with classroom- and curricular-level decision-making power engaging students through meaningful classroom assessment engaging colleagues through a new, energizing model of professional development engaging parents and other community members through school-community projects. In each instance, Gallagher combines lessons from Nebraska's school-improvement program with "portraits of practice," vignettes written by Nebraska educators that give a close-up look at how the state's assessment system works, why it works, the settings in which it's making a difference, and the leadership styles that match its goals best. Both a challenge to educators to take back assessment from politicized, top-level bureaucrats and a call to create a new agenda for contemporary education, Reclaiming Assessment is an ideal starting point for your efforts to return to student-centered, not test-centered assessment. Put your trust in educators' abilities to observe and know their students, then read Reclaiming Assessment, adopt an assessment model that's already succeeding in hundreds of schools, and start improving how your students are assessed today.

Accountability in Education

Accountability in Education discusses the debate surrounding the accountability of teachers and questions the responsibility that parents, other groups and even children themselves have for their experience at school. In this book, Robert Wagner examines the assumptions underlying criticisms of major institutions for their lack of attention to the ethical and practical ramifications of their policies. Wagner questions the validity of this assumption by analyzing accountability relationships in schools, discussing the responsibility students have for the quality of their own experiences--as well as the potential accountability of parents and other groups--and relating the issue of accountability in education to questions of moral and legal obligation in areas such as business, government and law. His book provides a cogent philosophical analysis of accountability and is invaluable to an understanding of a major issue in the contemporary discussion of education.

Tensions in Teacher Preparation

Addresses the challenges of meeting national accreditation requirements, including designing assessment instruments and making data-driven decisions. This book explores and shares tensions created as teacher education programs experience changes because of accountability requirements related to the accreditation process.

Reclaiming the Teaching Profession

Reclaiming the Teaching Profession gives educators (especially teachers and future teachers) and their allies a clear overview of the massive effort to dismantle public education in the United States, which includes a direct attack on teachers. The book details, and provides a systematic critique of, the shaky assumptions at the foundation of the market-based reform initiatives that dominate the contemporary education scene. It names and exposes the motives and methods of the powerful philanthropists, politicians, business moguls, and education entrepreneurs who are behind the reform movement. It provides counter narratives that public school advocates can use to talk back to those who would destroy the teaching profession and public education. It includes examples of successful acts of resistance and identifies resources for challenging reformers' taken for granted primacy in the education debate. It concludes with strategies educators can use to "speak truth to power," reclaim their professional status, and reshape the education landscape in ways that serve all of America's children and preserve our democracy.

Tep Vol 31-N2

Bullying in the workplace makes teachers' lives a misery. It is a destructive social process which can lead to deteriorating physical and mental health, depression, even suicide. It not only destroys teachers' lives, it also damages teacher recruitment and retention, and the finances and reputations of schools. In *Crying in Cupboards*, teachers tell their stories, giving real examples of bullying behaviour and the consequences for those affected by it. The teachers' stories are at the heart of the book and can be dipped into or read quite separately from the underpinning literature and research methods. Senior school managers and Union Officials describe strategies and tactics used in handling it, offer suggestions on what steps to take once an incident has occurred, and suggest how to positively manage acts of workplace bullying. *Crying in Cupboards* looks at reasons for bullying of teachers, who become targets, what constitutes bullying behavior in schools and what does not. It also discusses what the law can and can't do about it, including health and employment ramifications. The well-being of teachers is an important, but often neglected area, yet the education of our children depends on it. The current climate surrounding teachers' work is one of high pressure, stress and anxiety. Unfortunately it is also a climate that allows bullying behaviour to flourish. *Crying in Cupboards* is therefore an invaluable resource for anyone wishing to understand adult bullying of teachers, whether you are a teacher being bullied at work, a manager wishing to prevent or reverse bullying in your workplace, a concerned relative, school governor, politician, an academic researcher or simply interested in the struggles teachers can face in the workplace.

Crying in Cupboards

The focus of this book is the centrality of clinical experiences in preparing teachers to work with students from diverse cultural, economic, and experiential backgrounds. Organized around three themes—learning teaching through the approximation and representation of practice, learning teaching situated in context, and assessing and improving teacher preparation—*Rethinking Field Experiences in Preservice Teacher Preparation* provides detailed descriptions of theoretically grounded,

research-based practices in programs that prepare preservice teachers to contextualize teaching practices in ways that result in a positive impact on learning for traditionally underserved students. These practices serve current demands for teacher accountability for student learning outcomes and model good practice for engaging teacher educators in meaningful, productive dialogue and analysis geared to developing local programs characterized by coherence, continuity, and consistency.

Rethinking Field Experiences in Preservice Teacher Preparation

Accountability and Culture of School Teachers and Principals studies the degree to which teachers and principals in eight countries view themselves as taking responsibility, working by clear standards, reporting transparently, and accepting feedback at work. The book focuses on cultural values that explain variation in accountability levels of school educators, drawing on data from Canada, China, Hungary, Israel, the Netherlands, Spain, South Africa, and Zimbabwe. It addresses the question of whether cultural values, specifically collectivism and individualism, are related to teachers' and principals' external and internal accountability dispositions. It also explores the intriguing role of organizational support and key school personnel in school reforms across the world, providing a new way to understand school accountability. The book will be of great interest for academics, post-graduate students, and scholars in the field of education policy and international and comparative studies in education.

Accountability and Culture of School Teachers and Principals

Bill Laar and Jackie Holderness' *Reclaiming the Curriculum* examines the nature of a broad-ranging, content-rich primary school curriculum and presents case studies that exemplify how it can be effectively delivered. Many schools believe that the value of their work is undermined by a test-driven agenda that limits the breadth of the education they provide and who can blame them? In *Reclaiming the Curriculum* Bill and Jackie inspire teachers to escape such narrow confines by unearthing a rich seam of case study examples from schools who are broadening their provision with specialist content that transcends the core curriculum: taking pupils into the realms of exploration and enquiry while also providing for higher attainment in the core subjects. Featuring a variety of exciting initiatives, ranging from the development of an IT-enabled collaborative learning space to the artful application of storytelling across the curriculum, this book will embolden primary schools to identify and enhance their own creative practice and more effectively prepare pupils for the tests of life, not a life of tests. The 18 case studies written by a diverse line-up of contributors including school leaders, teachers and specialist coaches are sourced from a mixture of different settings and offer detailed descriptions of the initiatives' unique backgrounds: their genesis and inspiration, their underpinning aims and objectives, and the ways in which they were resourced, realised and, eventually, evaluated. At the beginning of each chapter, Bill and Jackie briefly summarise the educational value of each example of curriculum development, the significance of specific aspects and the ways in which they are likely to help maintain full and relevant learning. Each case study then presents the contributors' first-hand perspectives as they: describe in detail the structure that underpins the provision including the number of staff involved and the time and resources allocated; share interesting insights into the level of pupil involvement and, where relevant, the extent of parental and community participation; paint a vivid picture of how the initiatives have been made compatible with their school's wider educational programme; and provide practical guidance, useful links and relevant resources to aid readers' own pursuit of curriculum development. Suitable for primary school teachers and leaders.

Reclaiming the Curriculum

This book suggests that traditional teacher education programs must deeply reflect on solidifying the place, power, and necessity of its purpose.

A Turning Point in Teacher Education

Education is threatened on a global scale by forces of neoliberalism, through high stakes accountability, privatization and a destructive language of learning. In all respects, a GERM (Global Education Reform Movement) has erupted from international benchmark rankings such as PISA, TIMSS and PIRL, causing inequity, narrowing of the curriculum and teacher deprofessionalization on a truly global scale. In this book, teachers from around the world and other educational experts such as Andy Hargreaves, Ann Lieberman, Stephen Ball, Gert Biesta, Tom Bennett and many more, make the case to move away from this uneducational economic approach, to instead embrace a more humane, more democratic

approach to education. This approach is called 'flipping the system', a move that places teachers exactly where they need to be - at the steering wheel of educational systems worldwide. This book will appeal to teachers and other education professionals around the world.

Flip the System

International Research on the Impact of Accountability Systems: Teacher Education Yearbook XV presents multiple perspectives from well-known teachers and researchers involved in the creation and maintenance of accountability systems, both nationally and globally. These essays will help readers make well-informed and productive decisions when designing and assessing these kinds of systems. Accountability systems can direct or redirect entire educational systems--supporting and strengthening or limiting and weakening. They are frequently enacted with inadequate knowledge of how effective (or ineffective) the system will be, or of the unintended consequences emanating from them. This yearbook will be a useful resource for educators, policymakers, and community members.

International Research on the Impact of Accountability Systems

Uncertainty is a fact of life. You can never know enough to make perfect decisions. Understanding this helps us balance an awareness of our tendency towards overconfidence with an acceptance of our own fallibility. The book discusses two opposed models of school improvement: the deficit model (which assumes problems are someone's fault) and the surplus model (which assumes problems are unintended systemic flaws). By aligning ourselves to a surplus model we can create a system of Intelligent Accountability. The principles that make this possible are trust, accountability and fairness. While we thrive when trusted, unless someone cares about - and is holding us to account - for what we do, we're unlikely to be our best. Some teachers deserve more trust and require less scrutiny than others, but in order to satisfy the demands of equality we end up treating all teachers as equally untrustworthy. The more we trust teachers, the more autonomy they should be given. To pursue a system of fair inequality we must accept that autonomy must be earned.

Intelligent Accountability

Why School? is a little book driven by big questions. What does it mean to be educated? What is intelligence? How should we think about intelligence, education, and opportunity in an open society? Drawing on forty years of teaching and research and "a profound understanding of the opportunities, both intellectual and economic, that come from education" (Booklist), award-winning author Mike Rose reflects on these and other questions related to public schooling in America. He answers them in beautifully written chapters that are both rich in detail and informed by an extensive knowledge of history, the psychology of learning, and the politics of education. This paperback edition includes three new chapters showing how cognitive science actually narrows our understanding of learning, how to increase college graduation rates, and how to value the teaching of basic skills. An updated introduction by Rose, who has been hailed as "a superb writer and an even better storyteller" (TLN Teachers Network), reflects on recent developments in school reform. Lauded as "a beautifully written work of literary nonfiction" (The Christian Science Monitor) and called "stunning" by the New Educator Journal, Why School? offers an eloquent call for a bountiful democratic vision of the purpose of schooling.

Why School?

This book provides the basis for thoughtful reflection and discussion of school accountability by critically examining Kentucky's groundbreaking educational reform strategy of statewide student assessment and teacher accountability.

Accountability, Assessment, and Teacher Commitment

With its hands-on focus now even more strongly emphasized, the new edition of this clearly-written, thoughtful book does an even better job of providing readers with what they need to support a program of moral education at either the elementary or secondary level. Coverage outlines the philosophical arguments for establishing classrooms and schools as sources of moral instruction, as well as exploring pertinent theories of how to accomplish this goal. The unique presentation of Reclaiming Our Schools: Teaching Character, Academics, and Discipline combines a comprehensive overview of theory with a complete hands-on guide to classroom techniques and schoolwide policies, thus supplying both the background and the tools needed to transform schools into sources of moral

instruction. A thorough list of 100 suggestions for applying the principles within the book gives parents, teachers, and administrators a solid repertoire of ideas for use in each classroom and throughout the school. In addition, a 100-item evaluation checklist serves as a framework upon which a working character-development program may be constructed. Updated exercises within each chapter engage the reader in contemporary situations that are both plausible and realistic. Sex and character is now examined in a separate chapter. *Reclaiming Our Schools: Teaching Character, Academics, and Discipline* is a valuable tool for any parent, teacher, administrator, school board member, or politician who wishes to learn what it takes to establish classrooms and schools as sources of moral instruction.

Reclaiming Our Schools

In this insightful and timely volume, Jane Perryman provides a definitive analysis of the crisis in teacher recruitment and retention through a critique of the culture of performative accountability in education, bringing together theory, literature, and empirical data. Drawing on data across several long-term research projects and through a Foucauldian theoretical framework, Perryman argues that teachers' working lives, both in the UK and internationally, are being increasingly affected by the rise in the neoliberal performativity and accountability culture in schools. Teachers' work is increasingly directed towards assessment, exams, progress measures, and preparation for review and inspection, and drawn away from the more individualistic and creative aspects of the job. This culture of hyper accountability and super-performativity, Perryman argues, has created a 'discourse of disappointment' – where the hopes and aspirations of teachers are crushed beneath the performative pressures under which they work. *Teacher Retention in an Age of Performative Accountability* offers a convincing, compellingly written critical analysis of how the values, purposes and practices embedded in education affect the working experience of teachers over time. Perryman makes a significant contribution to our understanding of the effects of accountability and performativity mechanisms in schools and offers insight into why so many teachers leave the profession. This analysis is important to scholars, educators, and policymakers alike.

Teacher Retention in an Age of Performative Accountability

Taubman offers interdisciplinary ways to understand the educational reforms underway in urban education, teaching, and teacher education, and their impact on what it means to teach. He maps the totality of the transformation, taking into account the constellation of forces shaping it, and proposes an alternative vision of teacher education.

Teaching By Numbers

How public are America's public schools? They may be tax funded and free, but the effects of market-based policies, exclusionary governance, insufficient funding, and structural inequities impair schools' ability to prepare future citizens, workers, neighbors, and stewards of the planet. Gyrko offers a fresh look at the "publicness" of American education through historical accounts, scholarly research, first-hand reporting, and political analyses. Chapters on funding, governance, standards, accountability, and equity show what must be done to better identify and strengthen the shared aims of public schools. Novel insights explain how even controversial topics like charter schools, testing, teacher tenure, and unions can be part of a broad "Publicization Project." Champions of public education will find a compelling vision and achievable roadmap that moves the country beyond decades of privatization. Publicization is an essential introduction to major debates of past years with a hopeful vision of what it means to be an educated American. **Book Features:** Speaks directly to political controversies affecting education including school choice, book banning, the "reading wars," board elections, critical race theory, and teacher unions. Offers first-hand, never-before-reported accounts of high-profile efforts involving prominent political players including AFT president Randi Weingarten, former U.S. education secretary Arne Duncan, former NYC mayors Michael R. Bloomberg and Bill de Blasio and schools chancellor Joel I. Klein, Success Academy CEO Eva Moskowitz, former PBS correspondent John Merrow, KIPP cofounder David Levin, late philanthropist Eli Broad, small schools founder Deborah Meier, and historian and activist Diane Ravitch. Provides pragmatic recommendations that cross political divides, including a fresh look at charter schools, the role of unions and collective bargaining, parent involvement in school decision-making, standardized testing, and equity-advancing reforms. Gathers the history of education ideas, thinkers, and past reforms to provide new generations of educators with a cogent summary of what has come before to inform what comes next.

Publicization

This book provides a wide-ranging review of the current state of teacher education, with contributions by an international group of teacher educators. It focuses on issues confronting teacher educators today and in the coming decade, including the impact of globalization on the profession of teaching, and the need for teacher education to adapt to changing accountability requirements, and establish a set of minimum standards that qualify a person to teach.

Handbook of Teacher Education

Most practitioners and scholars agree that critical and reflective early childhood and elementary teachers are foundational for children's holistic growth and development. Yet current policies focused on elevating testing and performativity are contributing to student and teacher anxiety and alienation. This book offers a counternarrative to neoliberal standardized preservice teacher development and assessment processes. The author examines how a cohort of teacher educators worked alongside their preservice teachers—both groups predominately White and female—to redesign their teacher education program. Sherfinski reveals how the narrative portfolio, an inquiry-based alternative to accreditation and standards-based assessments, was designed to locally document, resist, and disrupt the status quo. The narrative portfolio speaks back to standardized preservice teacher assessments by providing spaces for teacher candidates to demonstrate their knowledge of theory and practice as enacted in the natural settings of school and community. Rooted in Belonging shows why humanizing, democratic, place-based practices should be at the forefront of teacher education. Book Features: Provides a rare portrait of equity-based teacher education at the confluence of place-based approaches, student diversity, and teacher education. Grapples with tough issues such as how the shared Whiteness of preservice teachers and children and their families play out alongside their differences. Explores how educators negotiate deep ideological differences while still preparing teachers for critical work. Examines how the current political climate around Black Lives Matters, the 2020 presidential election, and the COVID-19 pandemic contribute to the challenges of working in communities. Discusses how race, space, time, and settler colonialism shape the work of preservice teachers and their teacher educators. Shares action research and teacher leadership assignments, critical thinking and planning exercises, personal reflections, and preservice teachers' narrative portfolio artifacts.

Rooted in Belonging

This collection presents an international perspective on issues of training and accreditation at the Master's level of course provision in the initial and continuing professional development of teachers, coining the phrase 'masterliness in education'. It provides a comparative background to inform the debate about the level at which teachers' knowledge bases make them most effective in terms of both pedagogic expertise and pupils' outcomes. The book examines and illustrates the relationship between master's level education and professionalism through the lenses of reflective evaluation, narrative inquiry and critique. Discussion of issues of professionalism and acculturation of teachers exemplifies the tension that arises in modern educational systems across the world between teacher accountability and teacher autonomy and argues that masterliness in education can only be acquired through the professional freedom afforded by teacher autonomy within empowering frameworks of professional development. Several chapters deliberate the relationship between the roles of schools and higher education institutions in both initial and continuing teacher education at master's level, providing argument and evidence to show that this partnership is crucial to the effectiveness of the professional development that supports improved outcomes for learners. This book demonstrates that masterliness in education, an aspiration of initial and continuing teacher education internationally, is a state of advanced professional critical thinking linked to action and informed by research and evidence. Through the exercise of this criticality teacher empowerment, expertise and autonomy increase as masterliness develops. There is considerable convergence in the provision of these elements of Masters' level courses internationally, and this enables the debate to highlight good practice and to exemplify those essential characteristics of masterliness in teaching that lead to the continued improvement of learning in the world's schools. This book was originally published as a special issue of Journal of Education for Teaching.

Masterliness in the Teaching Profession

Debates about what constitutes quality in initial teacher education have resulted in a series of quality conundrums that have to be unravelled by teacher educators. Using the lens of scale and adopting a

new approach to understanding quality, this book draws upon empirical research into five large-scale, high-quality university-based teacher education providers in Australia, Canada, England, New Zealand and the US. The resulting model of initial teacher education practice shows how ideological concepts and accountability structures around teacher education are in constant tension with operational realities. The book explores how successful large-scale providers have reconciled those tensions and conundrums to ensure their provision is consistently high quality. The accounts also present a robust defence for university-based teacher education. The practice-based accounts of how tensions around quality and scale are being reconciled reveal the competing discourses around teacher professionalism, research and the role of the university in teacher education. The analysis presented promises to change the way we view high-quality teacher education across all providers and international contexts, not just those of large scale. This book will be of great interest to teacher educators, policymakers and educational leaders.

Performance-based Teacher Education

This book examines agentic approaches by which teacher educators navigate a highly regulated environment. It investigates how teacher educators are responding to such regulation by employing approaches such as exploratory and case study research designs. This book analyzes qualitative and quantitative data to understand the diverse, innovative and critical perspectives of teacher educators who are guided by state and federal level initiatives to enhance the quality Initial Teacher Education (ITE) programs. Prominent educational theoretical perspectives are also used in this book to inform data analysis and to illuminate the empirically based findings. This book showcases research-informed insights for the global education community from leading researchers from across a number of teacher education institutions, locally and otherwise. By adopting an 'activist' approach, this book positions teacher educators' research and contribution to the field as agentic and pro-active.

Initial Teacher Education at Scale

Accountability. The very mention of the word strikes fear in the hearts of many teachers and school leaders, leading to confusion and panic rather than improved student achievement. Author Douglas B. Reeves explains how to transform accountability from destructive and demoralizing accounting drills into a constructive decision-making process that improves teaching, learning, and leadership. Reeves encourages educators to become proactive in developing student-centered accountability systems. These systems capture the many aspects of teaching that test scores don't reveal—they tell the stories behind the numbers. Reeves shows how educators can create accountability systems that enhance teacher motivation and lead to significant improvements in student achievement and equity, even in traditionally low-performing schools. Accountability for Learning explains how to build a student-centered accountability system by examining key indicators in teaching, leadership, curriculum, and parent and community involvement. Focusing on the classroom, it outlines how teachers can become leaders in accountability by using a four-step process of observation, reflection, synthesis, and replication of effective teaching practices. Finally, the author discusses the role of local, state, and federal policymakers and corrects the myths associated with No Child Left Behind. "As educators, we have two choices," Reeves says. "We can rail against the system, hoping that standards and testing are a passing fad, or we can lead the way in a fundamental reformulation of educational accountability." Accountability for Learning gives readers the helping hand they need to lead the way to fair and comprehensive accountability.

Reconstructing the Work of Teacher Educators

In this long-awaited sequel to *Inside/Outside: Teacher Research and Knowledge*, two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change. In their new book, the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts. They call for practitioner researchers in local settings across the United States and around the world to ally their work with others as part of larger social and intellectual movements for social change and social justice. Part I is a set of five essays that conceptualize inquiry as a stance and as a transformative theory of action that repositions the collective intellectual capacity of practitioners. Part II is a set of eight chapters written by eight differently positioned practitioners who are or were engaged in practitioner research in K–12 schools or teacher education. Part III offers a unique format for exploring inquiry as stance in the next generation—a readers' theatre script that

juxtaposes and co-mingles 20 practitioners' voices in a performance-oriented format. Together the three parts of the book point to rich possibilities for practitioner inquiry in the next generation. Contributors: Rebecca Akin, Gerald Campano, Delvin Dinkins, Kelly A. Harper, Gillian Maimon, Gary McPhail, Swati Mehta, Rob Simon, and Diane Waff "Cochran-Smith and Lytle once again prove themselves to be among the best at melding theory and practice. Instead of merely making the case for practitioner inquiry they go the next step to show us exactly what this genre brings to our field—rigor, relevance, and passion. The interplay of conceptual clarity and powerful exemplars make this a text we will read well into the next decade." —Gloria Ladson-Billings, University of Wisconsin–Madison "Once again, Marilyn Cochran-Smith and Susan Lytle point the way to new and hopeful understandings of practitioner research. Rather than blame teachers for all that is wrong with education, they and their fellow authors remind us that if school reform is to have any chance of fulfilling its stated goal of equal opportunity for all students, teachers must have a significant voice in research, policy, and practice. With its focus on social justice and its view of practitioner research as transformative, this is a powerful and welcome sequel to their classic *Inside/Outside*." —Sonia Nieto, Professor Emerita, University of Massachusetts, Amherst "Inquiry as Stance should be a blockbuster. This brilliant sequel re-calibrates relationships between practitioner inquiry and social justice." —Carole Edelsky, Professor Emerita, Arizona State University "This optimistic and generous book is sure to become a central reference for teacher-researchers in K–16 schools and their colleagues and supporters throughout the system." —Elyse Eidman-Aadahl, Director, National Programs and Site Development, National Writing Project, University of California, Berkeley "This view of the intellectual and personal work of teaching is a major counter to the contemporary emphasis on testing and packaged curricula." —Cynthia Ballenger, reading specialist, Cambridge Public Schools "Once again Cochran-Smith, Lytle, and their colleagues bring us an invaluable book on the enormous possibilities of practitioner research." —Luis C. Moll, College of Education, University of Arizona

Accountability for Learning

In this book, leading teacher education researchers from Australia, Belgium, Canada, England, Finland, Hong Kong SAR, the Netherlands, New Zealand, North Ireland, Portugal, Scotland, the USA and Wales examine teacher education policy and research in each of their contexts. The book highlights the connections and disconnections between teacher education policy and research. It examines contemporary challenges and issues in teacher education including how high-quality teacher education is framed, how teaching quality is framed, and the role of teacher education research. It also considers future policy and research possibilities and opportunities for teacher education research, equity and preparing teachers for work within contexts of super-diversity, and early career teaching.

Inquiry as Stance

This encyclopaedia is a dynamic and living reference that student teachers, teacher educators, researchers and professionals in the field of education with an accent on all aspects of teacher education, including: teaching practice; initial teacher education; teacher induction; teacher development; professional learning; teacher education policies; quality assurance; professional knowledge, standards and organisations; teacher ethics; and research on teacher education, among other issues. The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions, the global policy convergence and counter-practices relating to the teacher education profession. The accent will be equally on teaching practice and practitioner knowledge, skills and understanding as well as current research, models and approaches to teacher education.

Teacher Education Policy and Research

This volume examines teacher preparation programs that have successfully used a co-teaching model to improve the clinical experience for teacher candidates and to instill a disposition for equitable practice. Co-teaching in K–12 classrooms is a well-established practice, especially in inclusive settings, but it is far less common in teacher education programs. Blending research and practitioner voices, this book presents co-teaching as a viable and valuable framework that provides support for teacher candidates, allowing them to grow and learn through reciprocal relationships. Offering their experiences and perspectives, chapter authors share promising practices for centering equity in co-teaching situations. Co-Teaching in Teacher Education challenges teacher preparation programs to prepare educators to work together to support all students in today's diverse classrooms. Book Features: Utilizes an equity lens to examine how co-teaching can benefit both teacher education and practicing teachers. Describes

how co-teaching is being used to elevate instruction in K–12 and higher education. Explores a wide variety of contexts in which co-teaching is being used to train teacher candidates and improve student learning, including traditional, alternative, and online programs and rural and urban settings. Provides an Equity Checklist to help educators examine equity considerations that arise throughout the co-teaching cycle (co-planning, co-instruction, co-assessment, and co-reflection).

Encyclopedia of Teacher Education

Mind-opening writing on what kids need from school, from one of education's most outspoken voices. Almost no writer on schools asks us to question our fundamental assumptions about education and motivation as boldly as Alfie Kohn. The Washington Post says that "teachers and parents who encounter Kohn and his thoughts come away transfixed, ready to change their schools." And Time magazine has called him "perhaps the country's most outspoken critic of education's fixation on grades [and] test scores." Here is challenging and entertaining writing on where we should go in American education, in Alfie Kohn's unmistakable voice. He argues in the title essay with those who think that high standards mean joylessness in the classroom. He reflects thoughtfully on the question "Why Self-Discipline Is Overrated." And in an essay for the New York Times, which generated enormous response, he warns against the dangers of both punishing and praising children for what they do instead of parenting "unconditionally." Whether he's talking about school policy or the psychology of motivation, Kohn gives us wonderfully provocative—and utterly serious—food for thought. This new book will be greeted with enthusiasm by his many readers, and by teachers and parents seeking a refreshing perspective on today's debates about kids and schools.

Co-Teaching in Teacher Education

This book focuses on education and its relation to professional accountability as viewed from two different, but not unrelated, perspectives. First, the book is about the work of professionals in schools and colleges (teachers, head teachers, leaders, principals, directors and educational managers, etc.) and the detrimental effects which our present system of accountability – and the managerialism which this system creates – have had on education, its practice, its organization, its conduct and its content. It is also about the professional education (the occupational/professional formation and development) of practitioners in communities other than educational ones and how they, too, contend with the effects of this system on their practices. These different perspectives represent two sides of the same problem: that whatever one's *métier* – whether a teacher, nurse, social worker, community officer, librarian, civil servant, etc – all who now work in institutions designed to serve the public are expected to reorganize their thoughts and practice in accordance with a "performance" management model of accountability which encourages a rigid bureaucracy, one which translates regulation and monitoring procedures, guidelines and advice into inflexible and obligatory compliance. A careful scrutiny of the underlying rationale of this "managerial" model shows how and why it may be expected, paradoxically, to make practices less accountable – and, in the case of education, less educative.

Feel-Bad Education

Education, Professionalism, and the Quest for Accountability