



רשימת מקורות לכנס:

The Story of Innovation in Teacher Education

כ"א סיון תשע"ט, 24 עד 26 ביוני, 2019

לעיון במקורות אלו ובמקורות נוספים בנושא,

הנכם מוזמנים למרכז המידע הבין-מכללתי במכון מופ"ת.

מרכז המידע פתוח בימים א'-ה' בשעות 8:30 עד 16:00

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1.

Teacher educators as reformers: competing agendas.

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Stringer Keefe, Elizabeth²

Carney, Molly Cummings¹

Source:

European Journal of Teacher Education; Dec2018, Vol. 41 Issue 5, p572-590,
19p

Document Type:

Article

Abstract:

Most of today's reforms of initial teacher education programs, policies, and practices have positioned teachers and teacher educators as the objects, rather than the agents of reform. In contrast, this article focuses on teacher educators as reformers by analyzing three approaches to reform that are initiated, developed, and promoted by teacher educators themselves: entrepreneurial reform, managerial reform, and democratic reform. The

article concentrates primarily on teacher educators as reformers in the US, but also includes examples from other countries. For each approach, the article considers: who the teacher educator reformers are and how they are positioned; how they construct the 'problem' of teacher education; what reforms they advocate as the 'solution'; and, how these are related to larger policy and political agendas. The article argues that this kind of analysis is critical to understanding the current discourse of reform and the competing agendas that dominate the politics of teacher education.

2.

Mapping a complex system: what influences teacher learning during initial teacher education?

Authors:

Ell, Fiona¹, f.ell@auckland.ac.nz

Haigh, Mavis¹

Cochran-Smith, Marilyn²

Grudnoff, Lexie¹

Ludlow, Larry²

Hill, Mary F.¹

Source:

Asia-Pacific Journal of Teacher Education; Sep2017, Vol. 45 Issue 4, p327-345, 19p

Document Type:

Article

Abstract:

Despite a growing body of knowledge about what content, processes and arrangements for learning may result in more effective initial teacher education, there remains a problem with the variability of outcomes from teacher education programmes. This paper reports on a multi-perspective

exploration of what influences learning to teach in valued ways during initial teacher education. Framed by complexity theory, which emphasises the non-linear nature of social phenomena, the paper presents an analysis of 76 maps of influences on learning to teach (made by teacher candidates, teacher educators, mentor teachers and policy makers), looking for differences and patterns that might point the way to explanations about teacher candidates' varying ability to enact practice that improves outcomes for all learners.

3.

Initial teacher education: What does it take to put equity at the center?

Authors:

Cochran-Smith, Marilyn¹, cochrans@bc.edu

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Source:

Teaching & Teacher Education; Jul2016, Vol. 57, p67-78, 12p

Document Type:

Article

Abstract:

This article addresses the question: What would it take to put equity front and center in initial teacher education? Drawing on research and innovative programming, the authors argue there are four essential tasks: conceptualizing educational inequality and the role of teacher education in challenging inequality; defining practice for equity; creating curricula and structures that are equity-centered and tailored to local patterns of

inequality; and, engaging in research for local improvement and theory building about the conditions that support candidates' equity practice. The article conceptualizes each of these tasks and illustrates how they have been addressed in one context.

4.

Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practice

Flores, Maria Assunção. Journal of Education for Teaching: JET; Abingdon Vol. 44, Iss. 5, (Dec 2018): 621-636. DOI:10.1080/02607476.2018.1516351

Abstract

The link between theory, practice and research in Initial Teacher Education (ITE) has been widely discussed in international literature. However, more needs to be done in regard to the examination of concrete examples to foster research and teaching practice in existing teacher education programmes. This paper focuses on a practicum model in ITE which aims at linking teaching and research, theory and practice. The reflective component of the model is oriented towards student teacher professional development under a democratic view of education. Integrating teaching and research and promoting teaching practice as a space of transformation rather than a process of adaptation or of application of theory may well represent a move towards knowledge mobilisation and research-informed practice. The paper concludes with some lessons learned and possible directions in order to overcome the shortcomings of the model and to enhance its positive and innovative features.

5.

Linking teaching and research in initial teacher education: knowledge mobilisation and research-informed practice

Flores, Maria Assunção. Journal of Education for Teaching: JET; Abingdon Vol. 44, Iss. 5, (Dec 2018): 621-636. DOI:10.1080/02607476.2018.1516351
Abstract

The link between theory, practice and research in Initial Teacher Education (ITE) has been widely discussed in international literature. However, more needs to be done in regard to the examination of concrete examples to foster research and teaching practice in existing teacher education programmes. This paper focuses on a practicum model in ITE which aims at linking teaching and research, theory and practice. The reflective component of the model is oriented towards student teacher professional development under a democratic view of education. Integrating teaching and research and promoting teaching practice as a space of transformation rather than a process of adaptation or of application of theory may well represent a move towards knowledge mobilisation and research-informed practice. The paper concludes with some lessons learned and possible directions in order to overcome the shortcomings of the model and to enhance its positive and innovative features.

6.

Education for national identity: Arab schools principals and teachers dilemmas and coping strategies.

Authors:

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Ibrahim, Fadia2

Source:

Journal of Education Policy; Nov2016, Vol. 31 Issue 6, p681-693, 13p

Document Type:

Article

Abstract:

This article discusses strategies used by Arab principals and teachers in Israel to cope with dilemmas involved in education for national identity stemming from conflict between two national narratives. While the Israeli Ministry of Education expects the Arab education system to educate students according to the Jewish State's values, Palestinian Arab society expects its schools to educate its children according to Palestinian Arab national-cultural values. A qualitative research employed a semi-structured interview to elicit views on this issue from 7 principals and 14 teachers in the Arab education system in Israel. The findings indicate a conflictual reality. Interviewees expressed fear, humiliation and affront when required to obey Ministry of Education instructions in contradiction to attitudes prevalent in their society. They therefore developed coping strategies to foster students' national identity without disrupting the necessary balance; primarily the construction of a covert learning program through manipulations in the official overt learning program. This study contributes to our understanding of minority education in a reality of conflict between the state and its national minority.

7.

Academic choices and motivation: Diverse groups in Israel.

Authors:

Arar, Khalid¹

Abramovitz, Ruth²

Bar-Yishay, Hanna¹

Notzer, Neta¹

Source:

Journal of Further & Higher Education; Sep2017, Vol. 41 Issue 5, p642-656,
15p

Document Type:

Article

Abstract:

Israel is a multi-cultural society with a Jewish majority and a large Arab minority. This study aims to examine whether Israeli Arab and Jewish students have different motivations and consider different factors when choosing a college for postgraduate studies. A case study, during the academic year 2010–11 administered questionnaires to 290 Jewish and Arab postgraduate students in a private academic college in order to investigate students' motivations for postgraduate studies and choice of college. Findings indicated that the strongest motivation expressed by all the students is a desire for self-fulfilment. Motivation for social mobility and to help to empower their society is more important for Arab students. Convenience considerations (proximity to home, flexible entrance standards and employment prospects while studying) determined college choice for Jews and Arabs more than college reputation and teaching quality. Yet Arab students attach more importance than Jewish students to the college's quality. It is concluded that postgraduate programmes should be more sensitive to diverse students' needs.

8.

Brain drain? Recruitment and retention of high quality teachers in Norway.

Authors:

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Source:

Oxford Review of Education. Feb2011, Vol. 37 Issue 1, p53-74. 22p. 3 Charts, 4 Graphs.

Document Type:

Article

Abstract:

This paper examines whether graduates of high academic quality (as measured by their university or university college Grade Point Average or GPA) are recruited to and remain in school jobs. Extensive data from Norwegian administrative registers are used. The analyses show that graduates from specialised and concurrent general teacher programmes go into and remain in school employment to an overwhelming extent irrespective of academic quality. Among those with less specialised university degrees, however, high-GPA graduates are considerably less likely to take a school job and they are also more likely to leave. Both groups of graduates generally earn more in non-school employment, but this earnings differential is unrelated to GPA. Economic factors therefore cannot explain why high-GPA graduates more rarely enter and more often leave school employment.

9.

RECRUITMENT, SELECTION, PLACEMENT, AND SUPPORT IN THE PREPARATION OF QUALITY OF URBAN SECONDARY TEACHERS.

Authors:

Hamdan, Kamal

Aguilar, Jill

Yee, Patricia

Nee, Andrea

Benitez, Xiomara

Medina, Cindy

Sapp, Jeff

Source:

Advances in Educational Administration; 2013, Vol. 21, p221-237, 17p

Document Type:

Article

Abstract:

According to the classic text by Haberman and Post (1998), teacher leaders in urban schools must possess many characteristics, including "relationship skills... empathy..." (p. 98), skills for "coping with violence," a capacity for "self-analysis," and the ability to function "in chaos" (p. 99), among others. Further, they state, the process of recruitment and selection of high-quality teachers who will become teacher leaders relies upon the ability of a teacher certification program to effectively identify "those predisposed" "to perform the sophisticated expectations" (p. 96) of urban teachers. Recruiting and selecting candidates who will be effective, over the long run, in challenging environments may in fact be the most consequential phase of the entire teacher preparation process. Traditional methods of recruitment and selection vary widely and are typically less strategic (Guarino, Santibañez, & Daley, 2006) than the model described by Haberman and Post (1998). This chapter describes the recruitment and selection process employed by three CSUDH alternative routes to certification that aim to place highly effective teachers in high-needs urban secondary schools.

10.

First-Year Seminar Faculty: Recruitment, Supports, Motivators, and Challenges.

Authors:

Sobel, Karen1, karen.sobel@ucdenver.edu

Source:

Teaching & Learning Inquiry; 2018, Vol. 6 Issue 1, p67-78, 12p

Document Type:

Article

Abstract:

The majority of universities and four-year colleges in the USA currently offer first-year seminars in at least one format. These programs often pride themselves in recruiting from among their institutions' best teachers to lead the seminars. In reality, this process of recruitment to teach in the program, as well as retention of faculty members who have received training and gained experience in the program, requires thoughtful strategies. Among other challenges, well-regarded faculty members often have many demands on their time already, including teaching and research. Department chairs may pressure them to focus on teaching courses that are seen as more crucial to their departments' missions. Many institutions have found that appealing to potential instructors' intrinsic motivations and building a strong sense of community among instructors help to recruit and keep groups of high-quality instructors. Those instructors are still prey to the challenges of extrinsic motivations, however. This article outlines and summarizes findings on both motivations and challenges shared by institutions across the USA.

11.

Lifelong Learning at Universities: Future Perspectives for Teaching and Learning.

Authors:

Cendon, Eva1, eva.cendon@fernuni-hagen.de

Source:

Journal of New Approaches in Educational Research; Jul2018, Vol. 7 Issue 2, p81-87, 7p

Document Type:

Article

Subjects:

Continuing education

Active learning

Student participation

Author Supplied Keywords:

ACTIVE LEARNING

LEARNING PROCESSES

STUDENT PARTICIPATION

TEACHING METHODS

TEACHING STYLES

Abstract:

This paper examines practices of teaching and learning in the era of digitalization. More specifically, it addresses practices of teaching and learning for students with professional experience who work alongside their studies. Based on the assumption that digitalization is a means of allowing more open and flexible pathways for teaching and learning in higher education, the paper focusses on the perspectives and perceptions of both students and teachers in digital supported teaching and learning environments as forms of blended learning. It brings together findings from two qualitative empirical studies: one focused on students' perspectives of their development over the course of their studies; the second addressed teachers' perspectives and their teaching strategies and activities. Based on the findings of these two research studies, the paper outlines future perspectives for teaching and learning and the role of digitalization, with a particular emphasis on programs of lifelong learning at universities.

12.

Hows, whats, and (don't forget) whos: the future of inquiry in communication, teaching, and learning.

Authors:

Dannels, Deanna P.1 (AUTHOR) deanna_dannels@ncsu.edu

Source:

Communication Education. 2017, Vol. 66 Issue 4, p496-499. 4p.

Document Type:

Article

Abstract:

The article discusses the future of inquiry in communication, teaching, and learning. It mentions the importance of the processes by which we engage in scholarly inquiry, and states that scholars are stay current on mediation, moderation, and conditional process analysis in order to study phenomena of communication. It also mentions the changes in educational landscape in educational context.

13.

Imagine! On the Future of Teaching and Learning and the Academic Research Library.

Authors:

Miller, Kelly E.1,2 kellyemiller@library.ucla.edu

Source:

Portal: Libraries & the Academy. Jul2014, Vol. 14 Issue 3, p329-351. 23p.

Document Type:

Article

Abstract:

In the future, what role will the academic research library play in achieving the mission of higher education? This essay describes seven strategies that academic research libraries can adopt to become future-present libraries—libraries that foster what Douglas Thomas and John Seely Brown have called "a new culture of learning." Written in light of Johanna Drucker's vision of the next university described in her article "The University as a Fully Integrated and Distributed Platform" in this edition of portal, the author argues that, to transform successfully, academic research libraries must ask themselves: How can we cultivate the imagination of students? What are we enabling students to do and become? The essay offers examples of how one academic research library, UCLA Library, is applying these strategies within its own institutional context, while learning from other forward-thinking organizations.

14.

A Systematic Review of State-Level Social-Emotional Learning Standards: Implications for Practice and Research.

Authors:

Eklund, Katie^{1,2} eklundk@missouri.edu

Kilpatrick, Kayla D.³

Kilgus, Stephen P.¹

Haider, Aqdas³

Eckert, Tanya

Source:

School Psychology Review. Sep2018, Vol. 47 Issue 3, p316-326. 11p.

Document Type:

Abstract:

Social-emotional learning (SEL) programs and practices have garnered increased interest over recent years, primarily in response to a

preponderance of research regarding universal, targeted, and intensive SEL programs. Along with this interest have come repeated calls for the adoption of standards for SEL at the state level. A systematic review was conducted to examine existing preschool and kindergarten through 12th grade SEL standards across all 50 states within the United States and the District of Columbia. This review included an examination of freestanding SEL standards, as well as those embedded within health, physical education, and/or counseling standards. Coded variables of interest included the specification of age- or grade-related categories (e.g., birth to age 3, grades K-2) and standards alignment with the five Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies (i.e., self-awareness, self-management, social awareness, relationship skills, and responsible decision making). Results demonstrated every state has free-standing preschool SEL standards; however, only 11 states have freestanding SEL standards at the K-12 level. SEL standards were much more prevalent within health education standards across K-12 settings. Implications for practice and research are discussed in relation to the development and appropriateness of age- and grade-level SEL standards.

15.

Pre-service and Practicing Teachers' Commitment to and Comfort with Social Emotional Learning.

Authors:

Goegan, Lauren D.1

Wagner, Amanda K.1

Daniels, Lia M.1

Source:

Alberta Journal of Educational Research; Fall2017, Vol. 63 Issue 3, p267-285, 19p, 3 Charts

Document Type:

Article

Abstract

Although teachers' beliefs about social-emotional learning have become a topic of interest, understanding how they relate to teachers' own social-emotional competence is unknown. We used a predictive correlation design to examine how Canadian pre-service ($n=138$) and inservice ($n=276$) teachers' beliefs about social-emotional competence relate to their comfort with and commitment to social-emotional learning, and how both sets of beliefs are related to their perceived efficacy for classroom management and engagement with students. Regression analyses revealed that comfort with social-emotional learning significantly predicted both outcomes for both groups whereas commitment to social-emotional learning did not. Perceived social-emotional competence also played an important role. Pre-service teachers felt more committed to social-emotional learning, whereas inservice teachers felt more comfortable and believed they had higher levels of social-emotional competence themselves. Implications for supporting the development of teachers' own social-emotional competence and suggestions for future research are provided.

16.

Teachers' beliefs about social-emotional learning: Identifying teacher profiles and their relations with job stress and satisfaction.

Authors:

Collie, Rebecca J.1 rebecca.collie@unsw.edu.au

Shapka, Jennifer D.2

Perry, Nancy E.2

Martin, Andrew J.1

Source:

Learning & Instruction. Oct2015, Vol. 39, p148-157. 10p.

Document Type:

Article

Abstract:

This study examines the extent to which teachers may be grouped based on their beliefs about social-emotional learning (SEL). SEL is aimed at promoting students' social and emotional competencies (e.g., responsible decision making, social awareness). Research suggests that in addition to being relevant to student outcomes, SEL is also relevant to teachers' experiences at work. We utilized latent profile analysis to identify profiles of teachers based on three different beliefs—comfort with SEL, commitment to improving SEL skills, and perceptions of principal and school-wide support for SEL. Findings revealed three different profiles—the SEL-thriver, SEL-striver, and SEL-advocate—that have differential levels of comfort and perceived support for SEL, but not commitment for SEL. Findings also demonstrated that the profiles were associated with differences in several socio-demographic characteristics and two outcomes—teacher stress and job satisfaction. Combined, the findings have implications for teachers as well as students and schools.

17.

Foregrounding Equity in Teacher Education: Toward a Model of Social Justice Pedagogical and Content Knowledge.

Authors:

Dyches, Jeanne1 jdbiss@iastate.edu

Boyd, Ashley2

Source:

Journal of Teacher Education. Nov/Dec2017, Vol. 68 Issue 5, p476-490. 15p.

Document Type:

Article

Abstract:

Since its inception 30 years ago, Shulman's Pedagogical Content Knowledge (PCK) has fundamentally altered the landscape of teacher preparation. Despite its prominence in the field, the paradigm fails to delineate a space for the role of social justice in classroom practices and teacher preparation. Accordingly, we complicate the relationship between PCK and equitable teaching practices by forwarding Social Justice Pedagogical and Content Knowledge (SJPACK), a theoretical model segmented into three knowledge domains: Social Justice Knowledge, Social Justice Pedagogical Knowledge, and Social Justice Content Knowledge. Because all instructional maneuvers are politically charged and therefore never neutral, SJPACK advances Social Justice Knowledge as the foundational knowledge domain that permeates and shapes all PCK practices. Consequently, the framework posits that PCK can never be siloed from Social Justice Knowledge. Implications for SJPACK-oriented teacher preparation are discussed.

18.

Addressing racial inequalities in higher education: equity, inclusion and social justice.

Authors:

Bhopal, Kalwant1 (AUTHOR) k.bhopal@bham.ac.uk

Source:

Ethnic & Racial Studies. Oct2017, Vol. 40 Issue 13, p2293-2299. 7p.

Document Type:

Article

Abstract:

Inequalities in higher education continue to exist in access to certain types of universities and in degree attainment. Despite significant changes in policy making and the student body such inequalities remain pervasive. In

this essay, I explore how inequalities in access to elite universities continue to exist for those from black and minority ethnic backgrounds, in both the UK and the USA. I suggest that gaining a place at an elite university is related to access to social and cultural capital. In order to address these inequalities, we must question and challenge a system that values class and status which continues to serve the needs of the few rather than the many.

19.

Higher education and the achievement (and/or prevention) of equity and social justice.

Authors:

Brennan, John1 j.l.brennan@open.ac.uk

Naidoo, Rajani2

Source:

Higher Education (00181560). Sep2008, Vol. 56 Issue 3, p287-302. 16p.

Document Type:

Article

Abstract:

The article examines the theoretical and empirical literature on higher education's role in relation to social equity and related notions of citizenship, social justice, social cohesion and meritocracy. It considers both the education and the research functions of higher education and how these impact upon different sections of society, on who benefits and who loses from them. Questions for future research on the wider impact of higher education are posed as well as some research questions on the narrower issue of widening participation.

20.

Mapping teacher status and career-long professional learning: the Place Model.

Authors:

Clarke, Linda¹ (AUTHOR) lm.clarke@ulster.ac.uk

Source:

Discourse: Studies in the Cultural Politics of Education. Feb2018, Vol. 39
Issue 1, p69-83. 15p.

Document Type:

Article

Abstract:

This paper engages with key contemporary debates about teaching and teacher education through proposing an innovative, interdisciplinary model, the Place Model, which uses two senses of 'place' to provide comparative lenses for a timely, a-priori examination of the place of the teacher: place in the humanistic geography tradition as a process – a cumulative, career-long professional learning journey – and, also, place in the sociological sense of teacher status. This article considers a range of international literature before speculatively 'populating' the model with a range of examples in a way which raises important questions about conceptions of teachers across the globe, and provides an alternative and original vision of the profession.

21.

Developing teachers' capacities in assessment through career-long professional learning.

Authors:

Livingston, Kay¹

Hutchinson, Carolyn¹

Source:

Assessment in Education: Principles, Policy & Practice. May2017, Vol. 24
Issue 2, p290-307. 18p.

Document Type:

Article

Abstract:

In a context of increasing demand for quality and equity in education and a sharp focus on accountability, classroom teachers are also expected to support and improve learning outcomes for pupils in response to their individual needs. This paper explores three issues: how teachers understand assessment in relation to their students' learning, the curriculum and their pedagogical choices; how teachers' capacity to use assessment to improve students' learning can be developed through career-long professional learning (CLPL); and how teachers' learning can be implemented and sustained in schools, both locally and nationally. In considering these issues, recent thinking about learning and assessment and CLPL are considered alongside empirical evidence from the development and implementation of assessment processes and approaches to professional development in Scotland. The paper emphasises the importance of a dynamic framework of CLPL that recognises the individuality of teachers' learning needs and the consequent need for tailored professional learning opportunities with different combinations of support and challenge at school, local and national levels.

22.

Brave Spaces: Augmenting Interdisciplinary STEM Education by Using Quantitative Data Explorations to Engage Conversations on Equity and Social Justice.

Authors:

Jungck, John R.1, jungck@udel.edu

Manon, Jon1, jonmanon@udel.edu

Source:

Numeracy: Advancing Education in Quantitative Literacy; 2019, Vol. 12 Issue 1, p43-78, 36p

Document Type:

Article

Abstract:

In workshops and courses involving in-service teachers, participating teachers can engage in problem posing and exploration of difficult issues when they are asked to quantitatively model alternative scenarios, statistically analyze complex data, and visualize these data in multiple formats. Subsequent to these activities, discussions of sensitive issues, some even considered taboo in classrooms, can open up "brave spaces" in these teachers' classrooms. Without coaching through elaborate facilitation strategies, the in-service teachers grappled openly with the nuances of such difficult issues and raised many alternatives involving quantitative reasoning as well as considering biological, cultural, economic, social, and political factors influencing social justice and civil rights decisions and policies. We have adapted this pedagogical approach from the literature on brave spaces with the important difference being that, instead of beginning with a discussion of difficulties in having such discussions, we wait for the participants to raise the issues themselves. Herein we report on two controversial examples dealing with population growth: China's one-child policy and the tremendous increase in the population of slaves during the pre-Civil War period in the US after legal importation of slaves was outlawed earlier in the century. In the first case, the teachers modeled multiple scenarios for reducing population growth and in the second case, they statistically analyzed the historical data.

23.

Research Confronts Equity and Social Justice—Building the Emerging Field of Collaborative, Community Engaged Education Research: Introduction to the Special Issue.

Authors:

Warren, Mark R.1 mark.warren@umb.edu

Source:

Urban Education. Apr2018, Vol. 53 Issue 4, p439-444. 6p.

Document Type:

Article

Abstract:

The article discusses an increase the relevance of scholarship to improving educational practice and equity and justice in education. it mentions partnering with community and education activists to create knowledge in direct support of equity-oriented change agendas. it also mentions design educational interventions and policy initiatives based upon research findings.

24.

Leading Change and Innovation in Teacher Preparation: A Blueprint for Developing TPACK Ready Teacher Candidates.

Authors:

Thomas, Tommye1 tthomas5@brenau.edu

Herring, Mary2

Redmond, Pamela3

Smaldino, Sharon4

Source:

TechTrends: Linking Research & Practice to Improve Learning. Sep2013, Vol. 57 Issue 5, p55-63. 9p.

Document Type:

Article

Abstract:

When preparing TPACK ready teacher candidates, faculty must incorporate and model TPACK within the teacher education curriculum, which often requires an ongoing change process. But for change to take place we must consider the role leadership plays in the innovation of change. Leaders, deans and department heads must be an integral part of this process. The challenge for innovation, change and education technology leaders is to transform teacher preparation programs into fully realized TPACK environments and determine the necessary learning opportunities and support necessary to motivate college leaders and faculty to fully embrace the change process. This article outlines a collaborative ongoing process and blueprint that leaders should consider as they make plans for the effective integration of TPACK into their colleges. 'Tomorrow's teachers must be prepared to rethink, unlearn and relearn, change, revise, and adapt' (Niess, , p.225). Leaders, deans and department heads must be an integral part of this process if it is to be successful. While technology can support changes in how teacher educators teach and future teachers learn to teach (Dilworth et al.,), teaching with technology is a 'wicked problem' in that it has 'incomplete, contradictory and changing requirements' (Koehler & Mishra, , p.10). New and innovative ways of confronting this complexity must address core knowledge base components that include content, pedagogy, and technology. These components have been used as the foundation for a technology , pedagogy , and content knowledge (TPACK) framework known as technological pedagogical content knowledge, or TPCK (AACTE, 2008; Koehler & Mishra, 2008; Mishra & Koehler, 2006; Pierson, 1999). But what is the role of leaders where TPACK based processes are being implemented in university teacher preparation programs? Educational technology leaders often approach models for teacher preparation in collectives that examine

them iteratively. The 2012 National Technology Leadership Summit brought together the American Association of Colleges for Teacher Education (AACTE) and its Innovation and Technology Committee. Representatives from college administrations met and examined leadership issues facing deans, directors and chairs as they work to support college-wide change facilitating faculty and teacher candidates in the task of becoming TPACK proficient. This work built upon a CITE (Contemporary Issues in Technology and Teacher Education) journal editorial focused on initial conversations around leadership needs for effective TPACK implementation (Dexter, Herring, & Thomas,). A presentation at AACTE 2013 extended this work with teacher preparation and education technology leaders sharing 'what worked' in their colleges around these processes. A panel presentation at the 2013 Society for Information Technology and Teacher Education (SITE) Conference also shared insights into a blueprint for key areas that leaders should consider as they make plans for the effective integration of TPACK into their colleges as well as several implementation case studies. This article compiles this iterative work from a leadership perspective. While the challenge is to transform teacher preparation programs into fully realized TPACK environments, leadership becomes the key in developing new ways of confronting this complex issue that must address core knowledge base components inclusive of content, pedagogy and technology. To accomplish this task, faculty are faced with incorporating modeling these ideas within a teacher education curriculum in concert with ongoing change processes. A solid understanding of the interactions of these components can result in effective teaching with technology in varied and diverse settings; but the critical role of leadership in making such changes must first be considered. The critical features of a blueprint for leaders is based upon the work of Leithwood and colleagues' framework comprised of three key leadership functions associated with improved student outcomes (Day, Sammons,

Leithwood, Kington, ; Leithwood, Harris & Hopkins, ; Leithwood & Jantzi, ; Leithwood & Riehl,). The three major component of the Leithwood transformational leadership model are: (1) Building vision and setting direction (2) Developing people through understanding people and (3) Developing the organization through redesigning it. Leithwood, Begley and Cousins () define transformational leadership as follows: The term 'transform' implies major changes in the form, nature, function and/or potential of some phenomenon; applied to leadership, it specifies general ends to be pursued although it is largely mute with respect to means. From this beginning, we consider the central purpose of transformational leadership to be the enhancement of the individual and collective problem-solving capacities of organizational members; such capacities are exercised in the identification of goals to be achieved and practices to be used in their achievement (p. 7). Transformational leaders can create significant change in both followers and the organization with which they are associated (Griffin, 2003). Transformational leaders also find common ground that allows them to enlist followers in processes of change. Fullan () finds that for true reform to take place, resolute leadership that remains focused is critical when new ideas encounter serious difficulty, thereby sustaining and building on success. To achieve this task and create significant change, transformational education leaders realize that true technology integration means understanding and negotiating the relationships between the three components of knowledge and going beyond a 'business' organizational model to create change in teacher preparation programs. Too often organizations start down the road to change without being clear on key factors that influence the outcomes of the initiative. Deans and educational leaders must develop a model for change based upon both the organizational culture and the environments they need a set of resources to help and guide them to integrate a framework like TPACK. Through ongoing

collaboration and discussion the focus has been around the development of a leadership module which would help leaders establish a vision and set a direction for addressing TPACK. The purpose of a leadership module would be to provide Deans and other educational leaders with the tools they need for full-scale implementation and motivate them to redesign their programs while continuing to improve and sustain a developing / changing curriculum.

25.

Teacher Inquiry and Clinical Partnerships Help Transform Teacher Preparation.

Authors:

Henry, Laurie A.1

Hyde, Lisa2

Kennedy, Marcy Keifer3

Source:

School-University Partnerships. Fall2017, Vol. 10 Issue 4, p127-136. 10p.

Document Type:

Article

Abstract:

This article focuses on the benefits of teacher inquiry and strong clinical partnerships at the core of clinically rich educator preparation. The work of the AACTE Clinical Practice Commission provides a foundation for the fusion of theory and practice to enhance teacher candidate professional growth while bridging university and school based contexts to establish a model of deeply embedded clinical practice. Implications for teacher education programs, partnership development, and P-12 student learning are provided.