

Annotated Bibliography:

Clinical Preparation

Dr. Kenneth Howey and Stephanie

[A Peek into Practice \(2012\). *Educational Leadership*, 69\(5\), 9.](#)

The article reviews online educational video resources hosted by the Trends in International Math and Science Video website, located at timssvideo.com, which allow teachers to compare international education strategies for effective lesson planning through the use of recorded classroom videos.

[Arsal, Z. \(2014\). *Microteaching and pre-service teachers' sense of self-efficacy in teaching. European Journal of Teacher Education*, 37\(4\), 453-464.](#)

This study examined the effect of microteaching on pre-service teachers' sense of self-efficacy in teaching using a pre-test/post-test quasi-experimental design. The sample of the study consisted of 70 pre-service teachers on a special education teacher preparation programme. The pre-service teachers in the experimental group were exposed to microteaching training for one semester. The Teachers' Sense of Efficacy Scale was administered to all pre-service teachers as a pre-test at the beginning and as a post-test at the end of the semester. The results revealed that the pre-service teachers in the experimental group showed statistically significant greater progress in terms of sense of self-efficacy in teaching than those in the control group. In addition, the results highlighted that microteaching had a positive impact on developing pre-service teachers' sense of self-efficacy in teaching.

[Calandra, Brendan, Yuelu Sun, and Anton Puvirajah. \(2014\). *A new perspective on preservice teachers' video-aided reflection. Journal of Digital Learning in Teacher Education*, 30\(3\).](#)

This article adds to the literature on video-aided professional development for teachers by presenting a schema-based framework for analyzing teachers' video-aided reflection on their own teaching. Qualitative analysis of two novice teachers' video-enhanced reflection was used to demonstrate how the framework could be used. Results emphasized the importance of participants' prior knowledge as a major influence on their ability to reflect. The authors contend that this is important because prior knowledge should determine the kind of guidance participants need in order to benefit most from video-aided reflection.

Chazan, D., & Herbst, P. (2012). Animations of Classroom Interaction: Expanding the Boundaries of Video Records of Practice. *Teachers College Record*, 114(3).

For decades, teacher educators and professional developers have been using video recordings of actual classroom practice to help teachers reflect on their teaching (e.g., van Es & Sherin, 2002, 2008) and to help preservice teachers come into contact with practice (Lampert & Ball, 1998). However, the use of video records of actual practice involves important facilitation challenges (Lefevre, 2004).

Cherrington, S., & Loveridge, J. (2014). Using video to promote early childhood teachers' thinking and Reflection. *Teaching and Teacher Education*, 41, 42-51.

This article examines findings from a qualitative study employing group stimulated-recall interviews using video-recordings of early childhood teachers to elicit their thinking and reflections about their teaching interactions. It focuses on the value of video to enable teachers to reflect on their practices and the extent to which collectively viewing recorded episodes allows negotiated understandings of their own and other teachers' practices. Whilst these findings suggest that video and collective dialogue are useful professional learning tools for teachers to examine and improve their teaching, structural and relational challenges exist that may impact on how effectively such tools are used.

Clarke, A., Triggs, V., Nielsen, W. (2014). Cooperative Teacher Participation in Teacher Education: A Review of the Literature. *Review of Educational Research*, 84(2).

Student teachers consider cooperating teachers to be one of the most important contributors to their teacher preparation program. Therefore, the ways in which cooperating teachers participate in teacher education are significant. This review seeks to move conceptions of that participation beyond commonly held beliefs to empirically supported claims. The analysis draws on Brodie, Cowling, and Nissen's notion of categories of participation to generate 11 different ways that cooperating teachers participate in teacher education: as Providers of Feedback, Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. When set against Gaventa's typology of participation, the resultant grid highlights the importance of negotiated or invited spaces for cooperating teacher participation and provides a new way of thinking about, planning professional development for, and working with cooperating teachers.

Danielson, C. (2012). Observing Classroom Practice. *Educational Leadership*, 70(3), 32-37.

The article discusses effective approaches to teacher observation systems. Special attention is paid to observing the classroom environment and teaching based on the Danielson Framework for Teaching, including discussions of research-validated effective teaching practices, levels of teacher performance,

and the collection of evidence. Skills needed by observing principals are highlighted including the abilities to conduct professional conversations with teachers and to interpret evidence against levels of performance. Other topics include actively involving teachers in observations, increasing teacher learning, and post-observation reflections.

Danielowich, R., & McCarthy, M. (2013). *Teacher Educators as Learners: How Supervisors Shape Their Pedagogies by Creating and Using Classroom Videos with Their Student Teachers. *Action in Teacher Education*, 35(3), 147-164.*

Although classroom video is well recognized as a valuable reflective resource for student teachers, we know very little about how university supervisors' pedagogical practices are shaped by creating and using videos with their student teachers. This study explored how 12 supervisors developed greater stances of inquiry toward their practices as they experimented with video and shared their experiences with peers. Patterns in project meeting and interview transcripts revealed how these experiences not only enhanced their existing personal approaches toward supervision and helped them “anchor messages” they wanted to communicate to their student teachers about teaching methods, but also challenged their roles as observers and prompted them to build messages about teaching dispositions directly from video. The findings show how a community of practice encourages supervisors to take considerable responsibility for their own growth as teacher educators and provides a coherent framework others can use to pursue similar professional development initiatives.

Darling-Hammond, L. (2014). *Strengthening Clinical Preparation: The Holy Grail of Teacher Education. *Peabody Journal of Education*, 89(4), 547-561.*

Efforts to improve teacher education have recently focused in on the importance of well-supervised clinical practice as a critical element of effective preparation. This article outlines the challenges to creating productive clinical experiences for prospective teachers, and identifies strategies that have been found successful in confronting these challenges. These include the development of professional development school relationships that strengthen practice in partner schools and the use of teacher performance assessments that focus attention on pulling together practical skills and providing feedback to candidates and programs.

Dieker, L.A., Straub, C.L., Hughes, C.E., Hynes, M.C., & Hardin, S. (May 2014). *Learning from virtual students. *Educational Leadership*, 71(8).*

The article provides information on TLE TeachLive, a computer-simulated virtual classroom that uses avatars as students to help train teachers and improve their practice. It notes that the resource has been used to help teachers develop skills in scaffolding, behavior monitoring, and asking content-related

questions. Particular attention is given to how TeachLivE is used at the University of Central Florida, which incorporates individual sessions, small-group sessions, and whole-class sessions.

Dotger, B.H., & Walker, J.M.T. (January/February 2012). Because wisdom can't be told: using comparison of simulated parent-teacher conferences to assess teacher candidates' readiness for family-school partnership. *Journal of Teacher Education*, 63(1).

This study used text-related, video-based case materials to assess teacher candidates' readiness to communicate with families. Participants (N = 141) rated their efficacy for home-school communication and then responded to a description of a classroom-based challenge regarding one student's behavioral and academic performance. Next, they evaluated two videos, each capturing how a teacher addressed the challenge in a parent-teacher conference. Cases offered contrasting models of communication effectiveness along two dimensions: structuring and responsiveness. Finally, candidates chose which model did the better job and justified their choice. Findings revealed that candidates had high self-efficacy for communicating with families but generated a small number and range of strategies for dealing with the situation; could discriminate between the models' effectiveness; and their reasons for choosing one model as best centered on their valuing of structuring or responsiveness and their conceptions of partnership. Content validity and reliability assessments of the research materials are described.

Dudley, D., & Baxter, D. (2013). Metacognitive analysis of pre-service teacher conception of Teaching Games for Understanding (TGfU) using blogs. *Asia-Pacific Journal of Teacher Education*, 41(2), 186-196.

Previous studies have sought to ascertain Teaching Games for Understanding (TGfU) conception in pre-service teachers. This exploratory study investigated the problems outlined in the literature surrounding the development of TGfU understanding among pre-service teachers (n = 44) of the curriculum instruction model. Blog postings were analysed over an eight-week period to identify the varying levels of student conception of TGfU using the Structure of Observed Learning Outcomes (SOLO) taxonomy in order to ascertain whether there are specific aspects of TGfU conception that prevent learning of deeper concepts. The study found that students move through at least two SOLO levels of metacognitive development. For pre-service teachers, TGfU represents a challenge to their pedagogical paradigm. This may limit their understanding of TGfU when they perceive that it is not antithetical to their existing paradigm but rather it represents a balanced approach to achieving the goals of skill-based instruction.

Fennell, H. (2013). Reel Stories of Teaching: Film and Teacher Education. *Action in Teacher Education*, 35(5/6), 445-461.

In this article, findings are presented from a recently completed study conducted with teacher candidates from an educational foundations course in which films were used as part of the text to

encourage critical discussion. The work explores teacher candidates' experiences with using films as means to develop critical and creative thinking about teaching practices, democracy, power relationships, and ethics in classroom teaching. Implications and means through which teacher educators can use films in their daily work are also discussed.

Fulton, K. P. (2012). 10 Reasons to Flip. *Phi Delta Kappan*, 94(2), 20-24.

A small school in southern Minnesota, strapped for funds and needing new math books and a fresh curriculum, flipped its classrooms and raised achievement and student engagement. The math teachers led and implemented the changes. Upon reflection, they found 10 good reasons educators should consider flipping their classroom. Among the most significant are that flipped classrooms allow students to move at their own pace, access curriculum 24/7, and teachers can use class time to work with students rather than deliver lectures.

Gareis, C.R., & Grant, L.W., (2014), The efficacy of training cooperating teachers. *Teaching and Teacher Education*, 39, 77-88.

This study investigated outcomes of a clinical faculty training program designed to prepare cooperating teachers for supervising pre-service teachers. Drawing on multiple data sources from more than a decade of implementation, researchers investigated initial outcomes of the program for cooperating teachers, student teachers, and new teachers. Findings suggest that the training resulted in a greater sense of efficacy for aspects of the role and may lead to more effective evaluation practices by clinical faculty and to stronger performances by student teachers. The lack of other significant results may have implications for policies related to the evaluation of teacher preparation programs.

Ginsberg, R. & Kingston, N. (2014). Caught in a Vise: The Challenges Facing Teacher Preparation in an Era of Accountability. *Teachers College Record*, 116(1).

This study examines accountability in teacher education in an era of testing. It compares how multiple professions evaluate program outcomes and identifies concerns with overemphasis on value-added models as the basis for assessing the impact of teacher preparation program graduates. Suggestions are offered for possible alternative paths.

Han, I., Eom, M., & Sug Shin, W. (2013). Multimedia case-based learning to enhance pre-service teachers' knowledge integration for teaching with technologies. *Teaching and Teacher Education*, 34, 122-129.

This study investigates the effects of case-based learning on pre-service teachers' knowledge integration related to teaching with technologies. 78 pre-service teachers were provided with interventions that included either video cases or no cases. ANCOVAs were performed to compare two groups' TPACK scores representing technological, pedagogical and content knowledge, and their integration. The results showed that video cases improved pre-service teachers' perceived learning of technological and pedagogical knowledge, and knowledge integration of these knowledge areas. However, content-relevant knowledge for technology integration was not developed through case-based learning. The results were discussed in the context of current teacher preparation programs.

Hartnett-Edwards, K. (2013). THE TEACHER WORK SAMPLE AND 21ST CENTURY LEARNING. *Curriculum & Teaching Dialogue*, 15(1/2), 147-160.

This paper explores the process of revision and reconsideration that a small university-based program underwent as it sought to adapt its program components to the new landscape of preservice teacher preparation and 21st century learning. Documenting the changes made as a result of a preliminary use of Teacher Work Sample, a professional portfolio approach was tried. The result, known as the Demonstration of Learning, served to provide both candidate and program accountability in addition to supporting the eventual employment efforts of the candidates who participated.

Hoban, G. & Nielsen, W. (2014). Creating a Narrated Stop-Motion Animation to Explain Science: The Affordances of "Slowmation" for Generating Discussion. *Teaching and Teacher Education*, 42, 68-78.

This case study investigated the nature of the discussions generated when three preservice primary teachers made a narrated stop-motion animation called "Slowmation" to explain the science concept of moon phases. A discourse analysis of the discussion during construction demonstrated that the preservice teachers posed many questions, propositions and ideas facilitated by four affordances of the process: (i) a need to understand the science in order to explain it; (ii) making models; (iii) stopping to check information; and (iv) sharing personal experiences. Slowmation is a simplified way of making animations that has four affordances to promote discussion resulting in scientific reasoning.

Ingram, J. (2014). Supporting student teachers in developing and applying professional knowledge with videoed events. *European Journal of Teacher Education*, 37(1), 51-62.

Student teachers often struggle with handling events in the complex environment that is a classroom. This article reports on a study that investigates the potential of using video-based materials to support mathematics student teachers in developing and applying professional knowledge. Student teachers viewed videos of classroom events with possible teacher reactions to each event. This article reports on the discourse that occurred before and after the viewing of the four possible responses in terms of the content and the nature of the discussions. Results show that when the event focused on mathematics,

the focus of the responses shifted from themselves as teachers to the learners. However, the converse was true when the event focused on generic classroom management issues. Additionally, the nature of both sets of responses became more evaluative and interpretive following the video clips of possible responses.

Johnson, D. (2014). *Why Facebook Belongs in Your School. Educational Leadership, 71(5), 82-83.*

The author reflects on why schools should allow access to the online social networking website Facebook, as well as other social-networking tools, for both students and staff. Noted benefits of such policies include preparing students to use collaboration-enabling technologies, promoting creativity and motivation, and enabling communication among students and younger parents.

Johnson, D. (2012). *On Board with BYOD. Educational Leadership, 70(2), 84-85.*

The article discusses Bring Your Own Device plans (BYOD) in which students use their own personal technological devices in the classroom. It states that several factors have contributed to encouraging students to participate, such as increased affordability of devices such as laptop computers, tablet computers, and smartphones, growing use of teaching strategies that utilize technology, and decreasing funds for providing school-owned computing devices to every child. Strategies for developing a BYOD plan are covered, including establishing policies for using the wireless network, meeting infrastructure requirements, and providing teachers with training.

Johnson, D. (2013). *The Tablet Takeover. Educational Leadership, 70(5).*

The article discusses the use of tablet computers such as iPads in U.S. schools, tablet sales since 2011, and the use of tablets by young children. The use of tablets for knowledge production versus entertainment consumption is discussed, as well as tablet use for games, communication, and text creation. Teacher observations, electronic publications, and wireless communication are also mentioned as uses for tablets, and school investment in educational technologies, the cost of tablets, and application software such as the alternative communication app Proloquo2Go are discussed.

Johnson, S., & Fiarman, S.E. (2012). *The Potential of Peer Review. Educational Leadership, 70(3), 20-25.*

The article discusses the effectiveness of Peer Assistance and Review (PAR) programs for teachers through an examination of seven school districts in the U.S. The authors highlight PAR's strategies for teacher improvement, including discussions of selecting outstanding teachers to act as consultants in the program, establishing clear guidelines for the program, and relying on teacher standards and rubrics.

Other topics include the importance of offering support and training for teachers, and district supervision of the dismissal of ineffective teachers.

Knight, J. (2014). What You Learn... When You See Yourself Teach. *Educational Leadership*, 71(8), 18-23.

The article examines the positive effects of using video cameras to document teachers and allow them to evaluate their own teaching practices. Examples are provided that cover the experiences of reading specialist Jody Johnson, school principal Chad Harnisch, and special education teacher Kimberly Nguyen. Recommended guidelines for such practices are included, covering topics such as creating psychologically safe environments, making participation a choice, and focusing on intrinsic motivation.

Krutka, D.G., Bergman, D.J., Flores, R., Mason, K., & Jack, A.R. (2014). Microblogging about teaching: Nurturing participatory cultures through collaborative online reflection with pre-service teachers, *Teaching and Teacher Education*, 40, 83-93.

Reflection is a cornerstone of most teacher education programs, but common practices have long been individualistic and this has become increasingly evident in an era when young people are participating in online cultures more than ever. Informal participation in digital affinity spaces could provide insights for more formal learning environments. We encouraged collaborative reflection among 77 middle/secondary pre-service teachers using the closed social networking site Edmodo. While there were obstacles and ambiguities, findings indicated that our pre-service teachers found the site highly usable, appreciated the choice and influence afforded them through the medium, and grew as teacher-candidates from peer-to-peer interactions.

Lampert, M., Loef Franke, M., Kazemi, E., & Ghouseini, H. (May/June 2013). Keeping it complex: using rehearsals to support novice teacher learning of ambitious teaching. *Journal of Teacher Education*, 64(3).

We analyze a particular pedagogy for learning to interact productively with students and subject matter, which we call "rehearsal." Our goal is to specify a way in which teacher educators (TEs) and novice teachers (NTs) can interact around teaching that is both embedded in practice and amenable to analysis. We address two main research questions: (a) What do TEs and NTs do together during the kind of rehearsals we have developed to prepare novices for the complex, interactive work of teaching? and (b) Where, in what they do, are there opportunities for NTs to learn to enact the principles, practices, and knowledge entailed in ambitious teaching? We detail what happens in rehearsals using quantitative and qualitative methods. We begin with the results of our quantitative analyses to characterize how typical rehearsals were structured and what was worked on. We then show how NTs and TEs worked together

to enable novices to study principled practice through qualitative analyses of a particularly salient aspect of ambitious teaching, namely, eliciting and responding to students' performance.

Margolis, J. & Doring, A. (2013). National Assessments for Student Teachers: Documenting Teaching Readiness to the Tipping Point. *Action in Teacher Education*, 35(4), 272 – 285.

To evaluate the impact of the emergent national teacher performance assessment (TPA) on student teachers, this study examined a pilot implementation at one university in Washington State during Spring 2011. The qualitative research focused on the lived experience of those directly affected by TPA implementation: student teachers, mentor teachers, and university supervisors. Findings include some potential benefits to the TPA, including student teachers reporting greater levels of reflection enabling them to better focus on student thinking, and university supervisors appreciating the shift in analysis of teaching episodes to the student teacher. However, there is also evidence that the TPA is trying to do too much too soon—with several aspects of the TPA being developmentally inappropriate and implausible within the context of student teaching. With too many requirements and not enough supports, student teachers are in danger of being positioned beyond “the tipping point.” Recommendations include piloting different versions of the TPA, highlighting varying levels of description, analysis, and reflection. Relatedly, portfolio processes must be analyzed to seek the optimum balance between documenting positive learning interactions with and allowing teachers with little experience to create, for the first time, those positive learning experiences.

McDonald, M. A., Bowman, M., & Brayko, K. (2013). Learning to See Students: Opportunities to Develop Relational Practices of Teaching through Community-Based Placements in Teacher Education. *Teachers College Record*, 115(4).

For decades, scholars have argued that teaching and learning depend fundamentally on the quality of relationships between teachers and students, yet there is little research about how teachers develop relationships with students or how teacher education prepares teachers to do this work. Arguably, articulating the relational practices of teaching is critical for those aiming to prepare teachers to reach across differences, educate from a social justice perspective, and teach an increasingly diverse population of students. Noting the emphasis on relationships in community-based organizations (CBOs), the authors investigated pre-service field placements in CBOs as potentially strategic contexts for learning about relational aspects of teaching.

McHatton, P., Bradshaw, W., & Winneker, A. (2013). Introduction to Working with Diverse Families Through Performance: Using Ethnodrama as an Instructional Tool. *Action In Teacher Education*, 35(1), 38-55.

It is likely general education teachers will serve diverse students with disabilities in their classrooms. To do so effectively, they need to be prepared to partner with the families of these students, as family involvement is mandated and best practice in the education of students with disabilities. This study investigated the use of ethnodrama as an instructional tool for preparing 316 preservice teachers to work with diverse families. Findings revealed participants indicated feeling more positive and committed to working with diverse families after the ethnodramatic performance and valued ethnodrama as a tool which supplemented traditional textbooks and readings.

Means, B., Toyama, Y., Murphy, R. F., & Baki, M. (2013). The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. *Teachers College Record*, 115(3).

Earlier research on various forms of distance learning concluded that these technologies do not differ significantly from regular classroom instruction in terms of learning outcomes. Now that web-based learning has emerged as a major trend in both K-12 and higher education, the relative efficacy of online and face-to-face instruction needs to be revisited. The increased capabilities of web-based applications and collaboration technologies and the rise of blended learning models combining web-based and face-to-face classroom instruction have raised expectations for the effectiveness of online learning.

Purpose/Objective/Research Question/Focus of Study: This meta-analysis was designed to produce a statistical synthesis of studies contrasting learning outcomes for either fully online or blended learning conditions with those of face-to-face classroom instruction.

Moss, C., & Brookhart, S. (April 2013). A new view of walk-throughs. *Educational Leadership*, 70(7).

The article discusses formative walk-throughs or classroom visits by school principals, and argues that they can be a useful tool for assessing student learning. The assertion that effective walk-throughs should be focused on students rather than teachers is offered, and the caution to avoid focusing narrowly on lists of best practices is presented. The value of walk-throughs for fostering communication and collaboration between teachers, principals, and students is touched on, and their usefulness in supporting professional development for principals is also examined.

Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing E-Portfolios to Pre-Service Teachers as Tools for Reflection and Growth: Lessons Learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36-50.

E-portfolios are being introduced into initial teacher education programmes internationally to help pre-service teachers build records of their learning journeys and develop into reflective practitioners; to allow them to assemble collections of evidence of their achievements against graduate standards, which can function as digital CVs; and to facilitate the seeding of personal learning networks that will support lifelong learning after graduation. Despite certain tensions between these aims, the potential benefits of

e-portfolios make them an increasingly popular choice in teacher education. In this article, we discuss the introduction of Wi-Fi-based e-portfolios into a Master of Teaching programme at an Australian university. These served primarily as developmental e-portfolios or personal learning environments (PLEs), and were designed to place particular emphasis on reflective practice. We describe how the e-portfolios were perceived and used by pre-service teachers in the first year of their implementation, and indicate the challenges and limitations encountered. Lessons learnt from the implementation are outlined and recommendations are proposed.

O'Flaherty, J., & McGarr, O. (2014). The use of case-based learning in the development of student teachers' levels of moral reasoning. *European Journal of Teacher Education*, 37(3), 312-330.

The important role of the teacher in developing morally sensitive individuals is widely acknowledged. This paper examines the integration of context-specific moral development interventions within a four-year undergraduate teacher education programme in Ireland. The intervention strategy employed a case-based pedagogical approach where participants (n = 123) explored and discussed classroom scenarios to prepare them for a six-week school-based placement. Using the Defining Issues Test, results indicate statistically significant increases in levels of moral reasoning post intervention, suggesting that the use of a layered case-based pedagogical strategy provides students with alternative perspectives on their classroom practices and challenges their lay theories.

Passig, David, and Timor Schwartz. (2014). "Solving Conceptual and Perceptual Analogies with Virtual Reality among Kindergarten Children of Immigrant Families." *Teachers College Record*, 116(2).

The ability to think analogically is central to the process of learning and understanding reality and there is a broad consensus among researchers that we can improve this ability. Immigrants who have emigrated from developing to developed countries tend to experience tremendous challenges in their early years as immigrants. Their children often find themselves in a situation where it is clear that their low achievements are the result of cultural mediation, which expresses itself not only in a language gap, but also in cultural and basic technological disorientation. Purpose: The goal of this study is to help find efficient ways of nurturing analogical thinking in children who have emigrated from developing to developed countries and express difficulties in analogical thinking, and to point out the advantages inherent in the use of immersive 3D Virtual Reality technology for this goal.

Pitts Bannister, V., & Mariano, G. (2013). Snapshots of Student Thinking: An Exploration of Video Cases for Extending Prospective Teachers' Knowledge. *Action in Teacher Education*, 35(5/6), 430-444.

The purpose of this article is to explore the relationships between prospective teachers' content knowledge, student understanding, and pedagogy using video cases. The emphasis was on the extent to which the participants utilized constructs of Technology Pedagogy And Content Knowledge. Ten

prospective teachers viewed video cases of students solving mathematical problems to look for evidence of student understanding and determine how they could use that information to guide instruction. Findings suggest that prospective teachers may lack or ignore tools to critically think about the interdependent relationship in ways that might promote diverse methods involving technology. Also, prospective teachers may be limited to constructs of their content knowledge when evaluating student conceptions and constructing aligned pedagogical strategies. Implications for teacher education are discussed.

Philip, T. M., & Garcia, A. D. (2013). The Importance of Still Teaching the iGeneration: New Technologies and the Centrality of Pedagogy. *Harvard Educational Review*, 83(2), 300-319.

In this essay, Philip and Garcia argue that visions of mobile devices in the classroom often draw on assumptions about the inherent interests youth have in these devices, the capability of these interests to transfer from out-of-school contexts to the classroom, and the capacity for these new technologies to equalize the educational playing field. These overly optimistic portrayals minimize the pivotal value of effective teaching and are implicitly or explicitly coupled with political agendas that attempt to increasingly control and regiment the work of teachers. Through discussing student interest and issues of educational technology in urban schools and highlighting the affordances and limitations of the texts, tools, and talk that teachers might facilitate with these devices, the authors offer a teacher-focused perspective that is sorely missing in the contemporary debates about using mobile technologies in schools.

Phillips, V., & Popović, Z. (2012). More than child's play: Games have potential learning and assessment tools. *Phi Delta Kappan*, 94(2), 26.

The article discusses the use of electronic educational games to assess student achievement, focusing on the ways that electronic games can, according to the authors, increase student motivation and mastery of curricula. The authors discuss the use of digital games and computerized assessment in the classroom to offer real-time feedback and differentiated instruction to address differences in student learning rates. Topics include the benefits of computer-assisted learning in relation to students' conceptual understanding, the impact of digital games on students' learning of social skills, as well as the book "Everything Bad Is Good for You," by Steven Johnson.

Pieczura, M. (November 2012). Weighing the Pros and Cons of TAP. *Educational Leadership*, 70(3).

The article discusses the benefits and flaws of Tennessee's teacher evaluation system, which was adopted in 2011-2012 and based on a model from the Teacher Advancement Program (TAP). The author explains that half of teachers' evaluation scores are based on student test scores and the other half on classroom observations. She discusses her student teaching experience and the importance of feedback

for teachers. Other topics include the use of rubrics in evaluating teachers, the amount of time taken to design lesson plans, and value-added assessment data.

Rayner, C., & Fluck, A. (2014). Pre-service teachers' perceptions of simSchool as preparation for inclusive education: a pilot study. *Asia-Pacific Journal of Teacher Education*, 42(3), 212-227.

The shift towards the inclusion of students with disabilities in regular schools has meant that general classroom teachers need to be skilled in educating students with a diverse range of needs and abilities. Together with theoretical study and as a supplement to practical experience, teacher educators have begun to explore virtual and simulated classrooms to help prepare pre-service teachers for the complexity of the teaching profession. In this pilot study, we examined the perspective of pre-service teachers on a classroom simulation program called "simSchool." Two-hour-long tutorial sessions focusing on catering for student diversity and the educational needs of students with autism spectrum disorder were conducted. The pre-service teachers' responses to an 11-item questionnaire are discussed, highlighting the potential of simSchool as well as some current limitations of this approach in the context of Australian teacher education courses.

Rosaen, C.L., Carlisle, J.F., Mihocko, E., Melnick, A., & Johnson, J. (2013). Teachers learning from analysis of other teachers' reading lessons. *Teaching and Teacher Education*, 35, 170-184.

This study explores teachers' responses to a video-based multimedia program designed to reflect current views of effective professional development for practicing teachers. The Case Studies of Reading Lessons program engages teachers in analysis of others' reading instruction. Findings showed teachers' enthusiasm for studying authentic reading instruction but suggest mixed views of the benefits of questions used to guide analysis of instruction. Teachers reported making connections to their own reading instruction and provided evidence that analysis of reading lessons may contribute to reflective practice. Future studies might investigate long-term effects of systematic analysis of case studies to develop adaptive expertise.

Rosefsky Saavedra, A., & Opfer, V.D. (October 2012). Learning 21st-century skills requires 21st-century teaching. *Phi Delta Kappan*, 94 (2).

Globalization, economic necessity, and low civic engagement compound the urgency for students to develop the skills and knowledge they need for success. The interconnectedness of our global economy, ecosystem, and political networks require that students learn to communicate, collaborate, and problem solve with people worldwide. Employers demand fewer people with basic skill sets and more people with complex thinking and communication skills (Levy & Murnane, 2005). Low levels of civic engagement highlight the recognition that rote learning about government is not a sufficient way for students to learn how and why to be engaged citizens (Levine, 2012). But the movement toward 21st-

century skills — as any movement — must define its objective, to wit, the skills that comprise the movement. Based on several hundred interviews with business, nonprofit, and education leaders, Tony Wagner (2008) proposes that students need seven SURVIVAL SKILLS.

Sams, A., & Bergmann, J. (2013). Flip Your Students' Learning. *Educational Leadership*, 70(6), 16-20.

The article discusses the benefits of a flipped classroom teaching method. According to the authors, such a method allows teachers to maximize class time by avoiding lectures and class instruction while focusing more on individualized teaching. In addition, they examine ways that educational technology can be used to maximize teacher effectiveness with specific attention on the development of instructional videos. Other topics covered include self-paced learning, assessments, and project-based learning.

Sato, M. (2014). What is the Underlying Conception of Teaching of the edTPA? *Journal of Teacher Education*, 65(5), 421-434.

The edTPA, a nationally available performance assessment for teacher candidates, has recently been developed and implemented in teacher education programs across the United States. Advocates make arguments for the need for such an assessment while critics of standardized performance assessments point out the dangers of standardization. This article takes a step back from the arguments in support of or in opposition to the assessment and asks fundamentally what the underlying conception of teaching of the edTPA is. After examining conceptions of teaching articulated by scholars such as Nathaniel Gage, Larry Cuban, Lee Shulman, Paulo Freire, and bell hooks, this article argues that the underlying conception of teaching of the edTPA is one of professional practice, not only at the individual level but also at the level of teaching as a collective enterprise. The conception of teaching argument is also connected to discussions of the validity arguments for the edTPA with specific attention to face validity, content validity, and construct validity.

Scherer, M. (2014). Bright Spots in Professional Learning. *Educational Leadership*, 71(8), 7.

An introduction is presented in which the author discusses several reports from the issue on topics related to teacher development including professional learning communities (PLCs), mentoring programs, and teacher-driven professional development (PD).

Seidel, T., Blomberg, G., & Renkl, A. (2013). Instructional Strategies for Using Video in Teacher Education. *Teaching and Teacher Education*, 34, 56-65.

Using video in teacher education can increase pre-service teachers' ability to apply knowledge. However, video is not effective in itself. To be useful, it must be embedded in appropriate instructional contexts. We investigated the differential impact of two university modules done using video as an illustrative example (rule-example) and one using video as an anchor (example-rule) on pre-service teachers' (N = 56) knowledge. The rule-example group scored higher on reproducing factual knowledge and evaluating videotaped classroom situations, whereas the example-rule group scored higher on lesson planning. The findings emphasize the need for their targeted use depending on specific learning goals.

Slavin, R. E. (2014). Making Cooperative Learning POWERFUL. *Educational Leadership*, 72(2), 22-26.

The article discusses cooperative learning and provides methods that can be used by teachers to ensure this style of learning is effective. Topics discussed include the use of goal setting in student groups, the teaching of communication and problem-solving skills along with collaborative learning, and the integration of other teaching methods along with cooperative learning.

Waggoner, J. Carroll, J.B. Merk, H. & Weitzel, B.N. (2015). Critics and Critical Analysis: Lessons from 19,000 P-12 Students in Candidates' Classrooms. *Teacher Education Quarterly*, 42(1), 97.

Ever since the 2000 revision to the National Council for the Accreditation of Teacher Education's (NCATE; 2013b) standards, schools of education have searched for the most productive ways to measure candidates' impact on student learning. This has been no easy task (Hamel & Merz, 2005). Although candidates are often in student teaching experiences for the better part of a year, the ability to measure candidates' impact on student learning is mitigated by the degree to which the cooperating teacher or university supervisor assists the candidates, the length and continuity of instruction that the candidates provide, and the type and number of assessments the candidates may use. These problems are exacerbated by the difficulties in gathering student learning data that are comparable across candidates, programs, and even schools of education.

Walsh, K. (2013). 21st-century teacher education: Ed schools don't give teachers the tools they need. *Education Next*, (3), 18.

For almost as long as there have been institutions dedicated to the preparation of new teachers, the endeavor has come in for criticism.

Whitford, B. L., & Villaume, S. K. (2014). Clinical Teacher Preparation: A Retrospective. *Peabody Journal of Education*, 89(4), 423-435.

In this article, we explore how teacher preparation programs have developed from the mid-1800s to present day, emphasizing changes in the clinical component. Drawing from the history of teacher education from the normal schools of the 19th century to present-day interest in clinically based preparation, we first review the migration of teacher preparation from normal schools into higher education. Next we discuss how accreditation has shaped programs. We then turn our attention to major initiatives in the 1980s that explicitly focused on linking school improvement with teacher education reform—partnerships that emphasized clinical aspects of teacher preparation. Finally, we discuss efforts to enhance clinical learning, highlighting instructional strategies and issues regarding design, settings, and outcomes for programs as they work to meet challenging new accreditation standards.

Wiens, P.D., Hessberg, K., LoCasale-Crouch, J., & DeCoster, J. (2013). Using a standardized video-based assessment in a university teacher education program to examine preservice teachers knowledge related to effective teaching. *Teaching and Teacher Education, 33*, 24-33.

The Video Assessment of Interactions and Learning (VAIL), a video-based assessment of teacher understanding of effective teaching strategies and behaviors, was administered to preservice teachers. Descriptive and regression analyzes were conducted to examine trends among participants and identify predictors at the individual level and program level. Results from this study demonstrate that a standardized assessment used previously with in-service teachers can be implemented in a teacher education program. Analysis shows variability in preservice abilities to detect effective teaching strategies and behaviors that is partially explained by teacher education program factors.

Youens, B., Smethem, L., & Sullivan, S. (2014). Promoting collaborative practice and reciprocity in initial teacher education: Realising a 'dialogic space' through video capture analysis. *Journal of Education For Teaching, 40*(2), 101-113.

This paper explores the potential of video capture to generate a collaborative space for teacher preparation; a space in which traditional hierarchies and boundaries between actors (student teacher, school mentor and university tutor) and knowledge (academic, professional and practical) are disrupted. The study, based in a teacher education department in an English university, is contextualised in the policy context of school–university partnerships. Video capture is used as a vehicle to promote dialogue and collaborative practice between partners during school-based elements of a teacher preparation course. Analysis highlights the power of this space to promote reciprocal learning across the partnership.

Young, M. F., Slota, S., Cutter, A. B., Jalette, G., Mullin, G., Lai, B., & ... Yukhymenko, M. (2012). Our Princess Is in Another Castle: A Review of Trends in Serious Gaming for Education. *Review of Educational Research, 82*(1), 61-89.

Do video games show demonstrable relationships to academic achievement gains when used to support the K-12 curriculum? In a review of literature, we identified 300+ articles whose descriptions related to video games and academic achievement. We found some evidence for the effects of video games on language learning, history, and physical education (specifically exergames), but little support for the academic value of video games in science and math. We summarize the trends for each subject area and supply recommendations for the nascent field of video games research. Many educationally interesting games exist, yet evidence for their impact on student achievement is slim. We recommend separating simulations from games and refocusing the question onto the situated nature of game-player-context interactions, including meta-game social collaborative elements.