### NAME INDEX

<table>
<thead>
<tr>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdal-Haqq, I.</td>
<td>328</td>
</tr>
<tr>
<td>Allinder, R. M.</td>
<td>66</td>
</tr>
<tr>
<td>Altman, R.</td>
<td>171</td>
</tr>
<tr>
<td>Ambach, G.</td>
<td>317</td>
</tr>
<tr>
<td>Ancess, J.</td>
<td>123</td>
</tr>
<tr>
<td>Anderson, J.</td>
<td>222</td>
</tr>
<tr>
<td>Anderson, R. D.</td>
<td>33, 65, 66</td>
</tr>
<tr>
<td>Andrew, M.</td>
<td>275, 311</td>
</tr>
<tr>
<td>Anyon, J.</td>
<td>223</td>
</tr>
<tr>
<td>Armor, D.</td>
<td>65, 66</td>
</tr>
<tr>
<td>Ashton, P.</td>
<td>20, 31, 65</td>
</tr>
<tr>
<td>Athanases, S. Z.</td>
<td>114, 139, 140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bagley, W. C.</td>
<td>78</td>
</tr>
<tr>
<td>Baker, L.</td>
<td>278, 301</td>
</tr>
<tr>
<td>Baker, T.</td>
<td>275</td>
</tr>
<tr>
<td>Ball, D.</td>
<td>89, 105, 189, 190, 193, 235, 278, 287</td>
</tr>
<tr>
<td>Ballou, D.</td>
<td>6</td>
</tr>
<tr>
<td>Bandura, A.</td>
<td>68</td>
</tr>
<tr>
<td>Banks, J.</td>
<td>224</td>
</tr>
<tr>
<td>Baron, J. B.</td>
<td>336</td>
</tr>
<tr>
<td>Baumgartner, F.</td>
<td>100</td>
</tr>
<tr>
<td>Baumwall, L.</td>
<td>42–43</td>
</tr>
<tr>
<td>Begle, E. G.</td>
<td>32</td>
</tr>
<tr>
<td>Benner, A. D.</td>
<td>338, 339</td>
</tr>
<tr>
<td>Berliner, D.</td>
<td>29</td>
</tr>
<tr>
<td>Berman, P.</td>
<td>65, 66</td>
</tr>
<tr>
<td>Berry, B. A.</td>
<td>325, 327, 336</td>
</tr>
<tr>
<td>Betts, J. R.</td>
<td>21, 23</td>
</tr>
<tr>
<td>Biber, B.</td>
<td>194, 286, 297</td>
</tr>
<tr>
<td>Bird, T.</td>
<td>139</td>
</tr>
<tr>
<td>Black, A.</td>
<td>208–209</td>
</tr>
<tr>
<td>Blackstone, P.</td>
<td>269–270</td>
</tr>
<tr>
<td>Bliss, T.</td>
<td>114</td>
</tr>
<tr>
<td>Borko, H.</td>
<td>36</td>
</tr>
<tr>
<td>Borunda, M.</td>
<td>263</td>
</tr>
<tr>
<td>Bowles, S.</td>
<td>28</td>
</tr>
<tr>
<td>Boyd, D.</td>
<td>329</td>
</tr>
<tr>
<td>Boyer, E.</td>
<td>176, 296</td>
</tr>
<tr>
<td>Bradley, A.</td>
<td>114, 140</td>
</tr>
<tr>
<td>Bramald, R.</td>
<td>36</td>
</tr>
<tr>
<td>Bransford, J. D.</td>
<td>9, 11, 36, 68, 80, 83, 84, 95, 119, 157, 163, 269</td>
</tr>
<tr>
<td>Brewer, D. J.</td>
<td>21, 28, 31–32</td>
</tr>
<tr>
<td>Brimberg, S.</td>
<td>167</td>
</tr>
<tr>
<td>Brockmeier, L.</td>
<td>66</td>
</tr>
<tr>
<td>Brown, A. L.</td>
<td>11, 36, 38, 68</td>
</tr>
<tr>
<td>Brown, C. A.</td>
<td>286</td>
</tr>
<tr>
<td>Bryk, T.</td>
<td>341</td>
</tr>
<tr>
<td>Buchmann, M.</td>
<td>36</td>
</tr>
<tr>
<td>Burley, W.</td>
<td>66</td>
</tr>
<tr>
<td>Bush, G.H.W.</td>
<td>19</td>
</tr>
<tr>
<td>Byrne, C. J.</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Callahan, R. E.</td>
<td>78</td>
</tr>
<tr>
<td>Carl, E.</td>
<td>43</td>
</tr>
<tr>
<td>Carroll, S.</td>
<td>339</td>
</tr>
<tr>
<td>Carter, R.</td>
<td>223</td>
</tr>
<tr>
<td>Champione, J.</td>
<td>38</td>
</tr>
<tr>
<td>Charney, R. S.</td>
<td>142</td>
</tr>
<tr>
<td>Chen, X.</td>
<td>14, 312, 339</td>
</tr>
<tr>
<td>Cheong, Y.</td>
<td>66</td>
</tr>
<tr>
<td>Chung, R.</td>
<td>34, 66, 232, 327</td>
</tr>
<tr>
<td>Clark, C. M.</td>
<td>116</td>
</tr>
<tr>
<td>Clifford, C. J.</td>
<td>6</td>
</tr>
<tr>
<td>Cobb, V.</td>
<td>332, 334</td>
</tr>
<tr>
<td>Coble, C. R.</td>
<td>21, 22, 33</td>
</tr>
</tbody>
</table>
Cochran-Smith, M., 85, 107, 108, 146
Cocking, R. R., 11, 36, 38
Coffman, L. D., 78
Cohen, D., 89, 105, 170, 193, 235, 286, 287
Cohen, E. G., 38
Coladarci, T., 66
Colberg, J., 119
Cole, M., 123, 124
Cole, S., 123, 124
Coleman, J. S., 28
Conant, J. B., 6
Cooper, E., 223
Corrigan, D., 289
Counts, G., 240
Cozart, S., 219–221
Crocker, L., 20, 31
Crow, G. M., 247, 294
Cuffaro, H., 142, 239–240

D
Daly, B., 217–219
Danenberg, A., 21, 23
Darling, R. B., 267
Decker, P. T., 29
Delpit, L., 234, 235, 242, 251
Dembo, M., 66
Dempsey-Atwood, N., 115
Dennison, G. M., 321
Denton, J. J., 100
Desberg, P., 119
Dewey, J., 11, 77, 78, 79, 142, 190
Diez, M., 132, 298
Donovan, M. S., 9
Doyle, W., 115
Druva, C. A., 33
Duchastel, P. C., 116

E
Ebmeier, H., 278
Eccles, J., 66
Ehrenberg, R. G., 28
Elmore, R., 314
Enochs, L. G., 66
Erixon, P., 332
Etzioni, A., 142
Evans, E. D., 66
Evertson, C., 20, 21, 31

F
Falk, B., 123
Featherstone, H., 267
Feiman-Nemser, S., 36, 42, 97
Feldlaufer, H., 66
Feldman, D., 173
Ferguson, R. F., 21, 22, 28
Ferrini-Mundy, J., 20, 21
Fetler, M., 21
Figgins, M., 215, 216, 236–238
Figlio, D. N., 257
Finn, C., 20
Fletcher, S., 29
Flexner, A., 12, 13, 281
Floden, R. E., 20, 21, 116
Forresta, A., 174
Franberg, G., 332
Freese, A. R., 103
Freire, P., 237
Frelow, F., 34, 66
French, J., 242
French, R. L., 116
Frenkel, S., 25
Friedlaender, D., 25
Fuhrman, S., 314
Fullan, M., 281, 282, 290
Fuller, F., 23, 118

G
Garcia-Lopez, S. P., 242
Garibaldi, A., 115
Garofalo, J., 199–200, 219
Gatlin, S., 21, 22, 30
Gaulman, B., 14
Gear, C., 269
Geeslin, W., 32
Geis, S., 14, 312, 339
Getzler, L. S., 257
Gibson, S., 65, 66
Gideonse, H., 322
Gingrich, N., 20
Glasper, R., 77
Glazerman, S., 29
Glickman, C., 66
Goe, L., 21
Goldhaber, D. D., 21, 31–32
Goodlad, J. I., 6, 20, 94, 97, 281, 285, 290, 293
Goodwin, L., 223
Gorden, E. W., 234
Gore, J. M., 97, 107
Grant, L., 123, 246–248
Gray, L., 275
Greene, M., 65, 66
Greenwood, G., 66
Gregg, M., 70–73, 223
Grimmett, P., 235
Grossman, P., 34, 89, 193, 204
Guarino, C., 339
Guskey, T. R., 66
Guthrie, J. W., 6
Haertel, E., 139, 323
Hall, B., 66
Hall, G. S., 47
Hammerness, K., 114, 119
Hanushak, E. A., 19, 28, 42, 339
Hardman, F., 36
Harlan, N., 180–181
Hatano, G., 11
Hauser, R., 257
Hawk, P., 21, 22, 33
Hawley, W., 20, 21, 31
Haynes, D., 114, 140
Hegarty, S., 14
Heilig, J. V., 21, 22, 30
Henke, R., 14, 312, 339
Henn-Reinke, K., 195
Henry, M., 100
Heubert, J., 257
Hill, H. C., 286
Hill, R. E., 100
Hitz, R., 278, 301
Hodzkom, D., 116
Hollings, E., 115
Holtzman, D., 21, 22, 30
Hoover, N. L., 116
Horn, S., 19
Hough, H., 341
Howard, R. D., 278, 301
Howey, K. R., 20, 97, 98, 275
Hoy, W. K., 65
Hughes, T. M., 100
Humphrey, D. L., 341
Inagaki, K., 11
Ingvarson, L., 114, 316
Irvine, J., 115, 325
Jackson, P. W., 35, 40, 114
Jahr, J., 190–192, 223
Johnson, A., 229–230
Johnson, B., 248–251
Johnson, D. W., 68
Johnson, R. T., 68
Johnston, J., 302, 304
Jordan, R., 165–166
Kain, J. F., 19, 42, 339
Kallos, D., 332
Katz, L., 118
Kennedy, M., 35, 37, 114
King, J. A., 33
Klein, S. A., 139, 314, 315
Kleinfeld, J., 119
Kleinman, J., 264–265
Klinzing, H. G., 116
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
<th>Name</th>
<th>Page(s)</th>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koerner, M.</td>
<td>100</td>
<td>Mazur, J.</td>
<td>114</td>
<td>McDonald, J. P.</td>
<td>38, 39</td>
</tr>
<tr>
<td></td>
<td>270–271</td>
<td></td>
<td></td>
<td>Mergendoller, J. R.</td>
<td>302, 304</td>
</tr>
<tr>
<td>Koppich, J.</td>
<td>341</td>
<td>Merrill, P. F.</td>
<td>116</td>
<td>Merritt, G.</td>
<td>219</td>
</tr>
<tr>
<td>Kroll, L.</td>
<td>208–209</td>
<td>Michelli, N. M.</td>
<td>310</td>
<td>Midgley, C.</td>
<td>66</td>
</tr>
<tr>
<td>Kuligowski, B.</td>
<td>116</td>
<td></td>
<td></td>
<td>Miller, L.</td>
<td>289</td>
</tr>
<tr>
<td>Kunzman, R.</td>
<td>96</td>
<td></td>
<td></td>
<td>Miller, S.</td>
<td>222</td>
</tr>
<tr>
<td>Kutz, E.</td>
<td>237</td>
<td></td>
<td></td>
<td>Mitchell, L. S.</td>
<td>50, 78</td>
</tr>
<tr>
<td>Laboskey, V. K.</td>
<td>103</td>
<td></td>
<td></td>
<td>Moll, L.</td>
<td>115</td>
</tr>
<tr>
<td>Laczko-Kerr, L.</td>
<td>29</td>
<td></td>
<td></td>
<td>Monk, D. H.</td>
<td>32, 33</td>
</tr>
<tr>
<td>Ladd, H. F.</td>
<td>28</td>
<td>Moon, B.</td>
<td>99</td>
<td>Morelli, M.</td>
<td>217, 238</td>
</tr>
<tr>
<td>Ladson-Billings, G.</td>
<td>223, 235</td>
<td></td>
<td></td>
<td>Morris, J. E.</td>
<td>100</td>
</tr>
<tr>
<td>Lageman, E.</td>
<td>77, 78</td>
<td>Morroca, M.</td>
<td>266–267</td>
<td>Mott, A. M.</td>
<td>211</td>
</tr>
<tr>
<td>Lake, K.</td>
<td>132</td>
<td></td>
<td></td>
<td>Munby, H.</td>
<td>36</td>
</tr>
<tr>
<td>Lampert, M.</td>
<td>38–39</td>
<td>Murangi, K.</td>
<td>332, 334</td>
<td>Murnane, R.</td>
<td>28–29</td>
</tr>
<tr>
<td>Lankford, H.</td>
<td>329</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lavrack, E.</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leat, D.</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levin, H. M.</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levine, L.</td>
<td>247, 294</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liston, D. P.</td>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little, J. W.</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loeb, S.</td>
<td>330</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loewen, P.</td>
<td>65, 66</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lortie, D. C.</td>
<td>35, 36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lotan, R. A.</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luczak, J.</td>
<td>14, 339</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luque, J.</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lyons, N.</td>
<td>144</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lytle, S. L.</td>
<td>85, 107, 108</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macedo, D.</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MacKinnon, A.</td>
<td>235</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maldonado-Colon, E.</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marrett, M.</td>
<td>114</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin, A. K.</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mata, S.</td>
<td>140</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mayer, D. P.</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mayer-Smith, J.</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mayfield, V.</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peterson, P. L., 116
Placier, P., 36
Podgursky, M., 6
Porter, A. C., 323
Price, J., 107
Pritchett, H., 12–13, 281
Proller, N., 66

R
Raudenbush, S., 66
Ray, M., 206–207
Raymond, M., 29
Reichardt, R., 339
Richardson, V., 36
Rickard, W., 132
Riggs, I. M., 66
Rivkin, S. G., 19, 42, 339
Rockman, S., 302, 304
Rodriguez, M., 150, 223
Roeser, R., 114, 119
Rose, J. S., 66
Rose, R., 237
Roskelley, H., 237
Ross, J. A., 66
Ross, S. M., 100
Rowen, B., 66
Rueben, K. S., 21, 23
Russell, T., 36
Rust, F., 100

S
Sanders, W. L., 19
Sawyer, E. A., 21, 22
Scantini, P., 198
Schalock, D., 115
Scharmann, L. C., 66
Schneider, B., 341
Schoenfeld, A., 34
Schön, D. A., 37, 84
Schwab, R. L., 275, 311
Sclan, E., 116
Sedenka, S., 204–205
Seligmann, M., 267
Sergiovanni, T. J., 128
Shavelson, R., 115
Sherk, J., 223
Sheilds, P. M., 24, 321, 322, 339
Shulman, L. S., 34, 80, 88, 89, 104,
   106, 114, 119, 120, 144, 150, 327
Sienty, S., 140
Silvernail, D., 59, 289
Singleton, K., 339
Sirotnik, K. A., 97
Sizer, T., 139
Slavin, R. E., 68
Smith, M. S., 286
Sneed, M., 195
Snyder, J., 70, 116, 118
Soder, R., 97
Stein, M. K., 286
Stern, D., 237
Stodolsky, S. S., 115, 146
Strauss, R. P., 21, 22
Strezpek, J., 216
Sunal, D. W., 100
Swanson, M., 21, 22, 33
Switzer, A., 170
Sykes, G., 312, 322, 331, 337

T
Tamashiro, R., 66
Taylor, T., 260, 269, 270
Teeter, D. J., 278
Teitel, L., 289
Thompson, C. L., 314
Thordike, E. L., 77, 78
Tikunoff, W., 115
Tims, M., 171–172
Tooke, D. J., 100
Toppin, R., 294
Tracz, S. M., 114, 140, 327
Tribble, M. N., 66
Trimble, K., 119
Tschannen-Moran, M., 65, 68
Twombly, S., 278
Tyack, D., 78
NAME INDEX

V
Van Zandt, L., 180–181, 295
Villegas, A., 115
Villeme, M., 66

W
Waldrop, T., 333
Walsh, K., 28
Watkins, B., 289, 290
Webb, R. B., 65
Weinburger, T., 166, 167
Wenglinsky, H., 33
Wheelock, L., 46, 78
Wideen, M., 99
Wiley, D., 286
Williams, B. C., 324
Willis, J., 302, 304
Wilson, S. M., 20, 21, 325, 327, 336

Windsor, C., 286, 297
Wise, A. E., 79, 139, 314, 315
Woolfolk Hoy, A., 65
Wright, S. P., 19
Wyckoff, J., 330

Y
Yoon, B., 286
Young, E. F., 78
Youngs, P., 323

Z
Zahorick, J. A., 116
Zeichner, K. M., 20, 97, 107, 223, 224
Zeuli, J. S., 314
Zimpher, N. L., 20, 97, 98, 275
Zlotnik, M., 20, 21, 31
Zumwalt, K., 82
SUBJECT INDEX

A

AACTE/NCATE joint data system, 312
Accreditation standards, 323–325, 329
Action research, 146–151
“Adaptive experts,” 10–11
African American students, 223–224.
   See also Diverse learners; Minorities
Albemarle High School, 219–220
Alliance for Better Schools (San Antonio), 56
Alverno College Faculty, 46, 134
Alverno College program: candidate selection in, 307–309; clinical experience of, 156, 157; described, 7, 45; developing skills for teaching diverse learners in, 248–251; exhibitions of performance curriculum of, 132–136; guided approach used in, 297–298; Handbook for Education Students (1995) of, 208; high quality of, 283; institutional incentives used in, 295; learning assessment/development tools used in, 204; modeling teaching strategies approach by, 195–196; multicultural study approach of, 235–236; perceptions of preparedness by graduates of, 65; performance tasks used in, 105; portfolio used in, 140; social justice field placement approach by, 226–228; teacher education model used in, 45–46

“Apartheid schools,” 24


Assessment: based on professional standards, 277; developing tools for learning, 204–207; emphasis on process of, 82; practice of, 118–119; practice of self-assessment, 135–136; of teaching performance, 325–327. See also Performances of understanding

Autobiography, 108–109

B

Bank Street College program: action research done at, 148; candidate selection in, 306–307; child development/learning theories basis of, 86, 120–123; comments by graduates on, 43, 45; connecting to home and school communities approach of, 267–268; contexts and purposes of education courses of, 94, 95; coursework and clinical work used by, 102–103, 120–123; curricular thinking facilitated in, 209–211; curriculum materials/design development in, 212; described, 48–49; developing skills for teaching diverse learners in, 246–247;
Bank Street College program, continued
guidance approach of, 297; helping
students develop learning strategies, 268–270; institutional incentives used in, 294; lab school model
used by, 161–162, 163–174; learning assessment/development tools
used in, 205–206; managing dialectic between students and subjects
in, 190–192; O and R course of, 120–123; partnership schools with,
169–174; PDS model used in, 155, 161–162, 163–174; pedagogical
knowledge included in, 89, 90; perceptions of preparation by gradu-
ates of, 60; portfolio use in, 141–142; race, class, gender, and social
inequality issues discussed in, 245–246; responding to students’ needs
approach in, 263–267; School for Children, 49, 50, 161–162, 163–
169, 210; social action commitment of, 238–240; teacher education
model used in, 48–51; Young Geographers of, 211
Barron’s Index of College Majors, 337
Bay Area Writing Project (Berkeley),
52, 203–204
Behavioral learning theory, 77–78
Berkeley’s Lawrence Hall of Science,
52, 203, 300
BEST portfolio assessments, 327
Brackenridge Forum (Trinity University), 285
Building Community in Schools
(Sergiovanni), 128
Bureaucratic organization theory, 78

C
California: distribution of underquali-
fied teachers in, 23fig–24; PACT
(Performance Assessment for Cali-
ifornia Teachers), 326–327; port-
folio assessments used in, 325–326;
teacher bonus strategies imple-
mented by, 341; Teachers as a Pri-
ority Program, 341
California State University, 275, 322
California, Williams v., 25, 26, 27
Carnegie Foundation for the Advance-
ment of Teaching, 12
Carnegie Task Force on Teaching as a
Profession, 20, 281
The Case for Education (Colberg,
Trimble, and Desberg), 119
Case methods: child case study using,
120–128; other uses of, 128–131;
overview of, 103–104, 119–120
Center of Pedagogy, 310
Certification. See Teacher certification
The Child and the Curriculum
(Dewey), 190
Child development: child study
coursework, 139–146; field place-
ments and ecological perspective
on, 232–235; teaching education
programs based on, 86–88
Chinese Taipei (Taiwan), teacher edu-
cation, 333–334
Chrysanthemum lesson, 266–267
CLAD credential, 319
Class issues, 242–246
Classrooms: assuming graduated
responsibility during, 159–160;
creating new apprenticeship of
observation in, 193–200; example
of managing dialectic between
students/subjects in, 190–193;
guided observations of, 157–159,
168, 217–221, 297. See also
Clinical experience
Clinical experience: analyses of teach-
ing and learning during, 104–105;
assuming graduated responsibility
during, 159–160; benefits of using,
277; case writing of, 103–104; cre-
ating new apprenticeship of obser-
vation, 193–200; developing curricular perspective of subject matter, 207–221; developing teachers through, 156–161; examining students’ thinking in the disciplines, 200–207; example of managing dialectic between students and subjects, 190–193, 217–221; guided field placements for social justice teaching, 224–234; guided observations of, 157–159, 168, 297; interweaving coursework and, 99–103; overview of, 152–156; performance tasks included in, 105–106; preparing for placements, 161; school-university partnership for, 161–163; Trinity PDS model used for, 177–181; University of Southern Maine’s SMP model used for, 181–185. See also Classrooms; PDS (professional development school) model; Teacher education programs

“Combat pay,” 340

Complexity problem, 38–40


Coursework: child study, 139–146; interweaving clinical work and, 99–103; knowledge base included in, 27–34, 77–97, 84fig. See also Subject matter; Teacher education content

Curricular thinking: developing habits of, 207–211; developing materials and designs to facilitate, 211–217

Curriculum education: developing perspective on subject matter, 207–221; problem of using superficial, 279; sociocultural context of, 82; strong core curriculum used in, 276; subject matter knowledge and design of, 82; teacher education program inclusion of, 93–97. See also Subject matter; Teacher education content

Curry School of Education. See UVA (University of Virginia) BA/MT program

D

Dare the Schools Build a New Social Order? (Counts), 240

Decision making: reflective, 83; understanding of learning for, 81

Democracy and Education (Dewey), 142

A Difference in the Family (Featherstone), 267

Diverse learners: analyzing and understanding student needs, 263–267; combining practice with research and theory to teach, 259–263; comprehensive approach to teaching, 254–257; connecting to the home and school communities of, 267–268; developing skills for teaching, 246–251; ELL (English language learners), 65, 338; helping students develop strategies guiding learning, 268–271; importance of reaching, 252–254; learning to teach so all students learn, 257–271. See also Learners; Minorities; Multicultural study

DTE (Developmental Teacher Education). See UC Berkeley, DTE (Developmental Teacher Education) program

E

ELL (English language learners): lack of preparedness for teaching, 65; lack of teachers for, 338

Enactment problem, 37–38
Equity education: for diverse learners, 246–251; integrated approach to multicultural study, 235–246; learning to teach for social justice, 223–235
“Equity” pedagogy, 224
ERIC bibliographic system, 148
ETEP program. See University of Southern Maine, ETEP program Evaluation. See Assessment Evidence of practice, 68–73, 69r
Exhibitions of performance: Alverno College program curriculum of, 132–136; University of Southern Maine curriculum of, 136–139
Experimenting with the World (Cuffaro), 142

F
Feedback: emphasis on process of, 82; as part of assessment practice, 118; student improvement through teacher, 139
Finland’s “model schools,” 332–333
Flexner Report (1910), 12, 281
Fluvanna High School, 217–219
Fordham Foundation, 12
French teacher education programs, 284, 333

G
Gender issues, 242–246
Goodlad’s National Network for Educational Renewal, 310
Gorham School District, 136–139, 213
Graduated responsibilities, 159–160
Guided observation approach, 157–159, 168, 297

H
Handbook for Education Students (Alverno College), 208
Hawthorne Elementary School (San Antonio), 176
Health Professions Education Assistance act, 329
Higher Education Act Title II, 325
Holmes Group, 20, 53, 162, 174, 281, 284, 286, 301
How People Learn (Donovan and Bransford), 9

I
“Inquiry stance,” 107–108, 277
Institutional incentives: high-quality preparation through, 293–301; promotion, tenure, and scholarship, 295–297; for staffing teacher education, 297–301; supporting teacher education, 294–295
INTASC (Interstate New Teacher Assessment and Support Consortium), 54, 80, 81, 143, 315–316, 317, 329
International Studies Academy (San Antonio), 150
Internship. See Clinical work
ISA (International School of the Americas), 177

J
Jackson-Keller Elementary School, 176–177
Jackson-Via Elementary School, 155
Japanese teacher education, 333, 334
Journals, 107

K
Kentucky Institute for Education Research, 275
Knowledge base: on conceptualization of teaching, 80–85, 84fig; on contexts and curriculum, 93–94; on contexts and purposes of education, 94–95; on curriculum development and assessment, 95–97; learning theories on, 77–80; subject matter, 30–34, 81–82, 88–93. See also Learning; Pedagogical knowledge; Performances of understanding

L
Labor market. See Teacher labor market
Latino students, 223–224. See also Diverse learners; Minorities
Lawrence Hall of Science (Berkeley), 52, 203, 300
Learner-centered teaching, 7–8, 189–190
Learners: ELL (English language learners), 65, 338; knowledge of, 85–88; teaching decisions based on understanding of, 81. See also Diverse learners
Learning: analyses of teaching and, 104–105, 131; developing tools for assessing/developing, 204–207; helping students develop strategies guiding, 268–271; knowledge of, 85–88; opportunities for reflection on, 106–107; preconceptions regarding, 36; teaching decisions based on understanding of, 81; three fundamental principles of, 9–10; three “problems” in learning to teach, 35–40; within professional community, 109–112. See also Knowledge base
Learning disabled students. See Diverse learners
Learning theories: behavioral, 77–78; bureaucratic organization, 78; on knowledge base of teachers, 77–80; teaching education programs based on, 86–88
Learning to teach: “the apprenticeship of observation” problem of, 35–37; challenges of, 35; to diverse learners, 246–251; an integrated approach to multicultural study, 235–246; pedagogies confronting problems of, 103–106; problem of complexity, 38–40; problem of enactment, 37–38; so all students can learn, 257–271; for social justice, 223–235. See also Teaching
Learning-centered teaching: described, 7–8; teacher understanding and use of, 189–190
Literacy: Reading the World and the World (Freire and Macedo), 237
Living on the Boundary (Rose), 237
Locus of control, 67t
Longitudinal Study of American Youth (LSAY), 32, 33

M
Making of a Teacher (Grossman), 193
Mark Twain Middle School (San Antonio), 176, 180
Maryland State Department of Education, 329
Massachusetts State Task Force on Teacher Preparation, 285
Medical education study (1908–1910), 12, 281
Medical Manpower Act, 329
Mentor teaching: impact on teacher retention, 339–340; Trinity’s experience with, 179
Midtown West Elementary School, 123, 171–172
Milwaukee Public Schools, 156, 288
See also African American students; Diverse learners; Latino students
Multicultural study: commitment to social action as part of, 238–242; using integrated approach to, 235–238; willingness to include race, class, gender, and social inequality issues, 242–246. See also Diverse learners; Social justice teaching

N
National Academy of Education, 83, 95, 324–325
National Academy of Sciences, 9
National Assessment of Educational Progress (NAEP), 33, 336
National Board for Professional Teaching Standards (NBPTS), 80–81
National Center for Education Statistics (NCES), 257, 278
National Commission on Teaching and America’s Future (NCTAF), 15, 53, 279, 315, 330, 339, 342
National Commission on Teaching and America’s Future report (1996), 310–311, 314
National Commission on Teaching and America’s Future report (2003), 312
National Council for the Accreditation of Teacher Education (NCATE), 81, 302, 316, 324, 329
National Councils of Teachers of English and Mathematics, 81
National Education Association, 59
National Education Goals Panel (NEGP), 335, 336, 337
National Educational Longitudinal Studies of 1988 (NELS), 22
National Longitudinal Study of Mathematical Abilities, 32
National Network for Education Renewal, 281, 285, 286, 310
National Research Council, 322
National Teacher Examinations (NTE), 22
New York City. P.S. 234, 169–170, 190
New Zealand’s Advice and Guidance Program, 334
North Carolina teacher legislation, 335, 336, 340–341

O
Oakland Unified School District, 222
Observation: creating new apprenticeship of, 193–200; guided, 157–159, 168, 297
Observation logs, 107
Ordinary Families, Special Children (Seligman and Darling), 267
Organization for Economic Cooperation and Development (OECD), 11

P

PACT (Performance Assessment for California Teachers), 326–327

PDS (professional development school) model: described, 154–155, 156; developing teachers through guided clinical experience of, 156–161, 297; future potential of, 289; increasing use with minorities and urban students, 330–331; integrating work of universities and schools using, 290–292, 295–296; objectives of, 163; recommendations for increasing funding of, 328–329; relationship between elementary schools and, 155; school-university partnerships, 162–163; teacher working conditions of, 341; Trinity’s PDS network/clinical work, 175–181; University of Southern Maine’s use of, 181–185. See also Clinical experience; School-university partnerships

“Peace Treaty” (class rules), 72

“Pedagogical amnesia,” 106

Pedagogical knowledge: confronting problems of learning to teach, 103–106; “equity,” 224; as multicultural teaching model, 237–238; School for Children approach to, 167–168; student learning within content-specific, 201–204; subject matter versus, 30–34; teacher education inclusion of, 88–93; teaching effectiveness and requirements for, 27–34; UVA’s courses approach to, 89–90, 198. See also Knowledge base

PEN (Public Education Network) [Virginia], 219, 303

Perceptions of preparedness survey: described, 59; findings on feelings of efficacy, 65–68, 67t; findings on locus of control, 67t; findings of, 60, 61t–65, 64t; samples used in, 59–60

Performance tasks, 105–106

Performance-based standards, 316

Performances of understanding: action research to promote, 146–151; analysis of learning and teaching demonstrating, 131; case methods demonstrating, 103–104, 119–131; exhibitions of performance, 132–139; focus on performance, 116–117; integration of knowledge and skills in practice, 117; multiple measures of, 117–118; opportunities for practice, 118–119; teaching portfolios to demonstrate, 106, 114, 139–146; utility of, 113–116. See also Assessment; Knowledge base

PISA (Program for International Student Assessment), 332

Portfolios (teaching), 106, 114, 139–146, 325–326

Preparing Teachers for a Changing World: (Darling-Hammond and Bransford), 83

Professional community: learning within, 109–112; reform through development of, 286–292; teaching as collaborative activity of, 83. See also Teachers

Professional standards: assessment based on professional, 277; continuing problems in implementing, 319–323; creating meaningful and universal, 323; influence of, 316–319; INTASC teacher certification, 143–144, 315–316, 317, 329; move toward performance-based, 316; NCATE accreditation, 324, 329;
Professional standards, continued
overview of, 314–315; setting
initiatives in teaching, 315–316;
state program regulations and, 319,
335–337; weak accreditation, 280.
See also Teacher certification
Promotion incentives, 295–297
Public policies: federal, 337; improv-
ing conditions of teaching, 340–
342; improving teacher retention,
339–340; to increase supply in
shortage fields/areas, 337–338;
lessons from other countries, 331–
334; state program regulations,
319, 335–337; supporting teaching
in the U.S., 334–337

R
Racial issues, 242–246
RAND study, 66
Reflection: decision maker’s use of, 83;
as part of assessment practice, 118;
self-reflection, 108–109
Reflective essays, 107
Research: action, 146–151; diverse
learning using practice, theory, and,
259–263
Research inquiries, 107–108
Robert E. Lee High School, 177

S
Scholarship incentives, 295–297
Scholarship Reconsidered (Boyer), 296
School for Children (Bank Street Col-
lege), 49, 50, 161–162, 163–169,
210–211
School-based case studies, 128
School-university partnerships:
addressing special needs students
through, 263; Bank Street’s experi-
ence with, 169–174; benefits of,
277; for clinical experience, 161–
163; evolution of lab school and,
174–185; Trinity’s PDS network of,
175–181; University of Southern
Maine’s experience with, 181–185.
See also PDS (professional develop-
ment school) model
Self-assessment, 135–136
Self-efficacy, 65–68, 67t, 68
Self-reflection, 108–109
Smart Schools for San Antonio’s
Future, 175
SMP (Southern Maine Partnership),
181–185
Social action commitment, 238–242
Social inequality issues, 242–246
Social justice teaching: guided field
placements for, 224–225; impor-
tance of preparation for, 223–224.
See also Multicultural study
The Sources of a Science of Education
(Dewey), 11, 77
Southern Maine Partnership, 175,
285, 288. See also University of
Southern Maine (USM), ETEP pro-
gram
Southwestern Bell, 177
Special education students. See Diverse
learners
The Spirit of Community (Etzioni),
142
Standards. See Professional standards
State program regulations, 319, 335–
337
Student achievement: Connecticut
gains regarding, 335–336, 337;
links between teacher qualifications
and, 21–22; socioeconomic status
impact on, 24fig
Student performance: subject matter
knowledge and link to, 32–34;
teacher feedback and improved,
139
Students: diverse learning of, 246–
271; ELL (English language learn-
ers), 65, 338; impact of socio-
economic status of, 24fig;
learning-centered teaching of, 7–8, 189–190; managing dialectic between subjects and, 190–192, 217–221; teacher’s effect on learning by, 19; three fundamental principles of learning by, 9–10
Subject matter: creating apprenticeship of observation on, 193–200; developing curricular perspective on, 207–221; examining students’ thinking in the disciplines, 200–207; examples of managing dialectic between students and, 190–192, 217–221; learning-centered approach using, 189–190; writing standards for content, mechanics, and goals, 191–192. See also Coursework; Curriculum education
Subject matter knowledge: curriculum design and, 82; importance of, 81–82; pedagogical versus, 30–34; sociocultural context of, 82; student performance link to, 32–34; teacher education inclusion of, 88–93
Teacher accreditation, 323–325, 329
Teacher Corps, 282
Teacher education: average retention rate of candidates, 312; challenges of contemporary, 7–11; comments from graduates about, 43–44; common components of powerful, 41; common practices of, 276–277; dilemmas of, 34–35; getting knowledge to teachers through, 13–16; importance of coherence in, 97–99; increasing demands/expectations for good, 4–6; preparing teachers for responsive practice, 11–13; process of, 97–112; recommendations for increasing funding of, 328–329; teacher satisfaction with, 275–276; why it matters, 20–34. See also Teacher education programs; Transforming teacher education
Teacher education content: conceptualization of teaching knowledge, 80–85; contexts and purposes of education, 94–95; knowledge of contexts and curriculum, 93–94; knowledge of subject matter and pedagogy, 88–93; learning theories and child development elements of, 86–88; pedagogical learner knowledge built through, 85–88. See also Coursework; Curriculum education
Teacher education models: Alverno College program, 45–46; Bank Street College program, 48–51; Trinity University program, 55–57; UC Berkeley, DTE program, 51–53; University of Southern Maine, ETEP program, 53–55; UVA, BA/MT program, 57–59; Wheelock College program, 46–48
Teacher education process: continuous opportunities for reflection on learning/teaching, 106–109; creating foundation for learning in professional community, 109–112;
Teacher education process, continued
importance of coherence to, 97–99; integrating theory and practice, 99–103; pedagogies confronting problems of learning to teach, 103–106
Teacher education programs: accreditation of, 323–325, 329; average retention rate for pathways into teaching, 312fig; the challenge of looking for, 6–7; critiques of, 279; distinctive models used for, 45–59; evidence of practice in, 68–73, 69t; general state of national, 310–312; graduates’ feelings of efficacy from, 65–68; graduates’ perceptions of preparedness from, 59–65; incentives for creating stronger, 327–331; institutional investments and university context of, 278–280; integrating work of universities and schools, 290–292; seeding high-quality urban, 329–331; selection of candidates to, 305–309; staffing, 297–301; supporting university, 283–286; value of studying successful, 16–17. See also Clinical experience; specific individual programs; Teacher education
Teacher effectiveness: link between qualifications and, 24–27, 29–30; market incentives undermining quality and, 280–282; pedagogical requirements and, 27–34; pedagogical versus subject matter knowledge and, 30–34; verbal ability predictor of, 28–29
Teacher labor market: improving conditions of teaching, 340–342; improving teacher retention, 339–340; incentives to improve teacher quality, 280–282; increasing supply in shortage fields/areas, 337–338; lessons from other countries, 331–334; public policy to support teachers in, 334–337
Teacher qualifications: debate over effective teaching and pedagogical, 27–34; effective teaching and, 24–27; link between teachers’ effectiveness and, 22–23; links between student achievement and, 21–22; relationship among API scores, student SES, and, 24fig. See also Teacher certification
Teacher salaries, 340–341
Teachers: as adaptive experts, 10–11; impact on student learning by, 19; improving retention of, 339–340; incentives for recruiting/distributing quality, 331–342; increasing shortage in specific fields/areas, 337–338; satisfaction with teacher education by, 275–276; strategies for improving compensation of, 340–341; “thinking like a teacher” modeling for, 197–200; unequal distribution of well-qualified, 23–24. See also Professional community
Teaching: analyses of learning and, 104–105, 131; as collaborative activity of professional community, 83; debate over teacher knowledge and effective, 27–34; evaluating performance of, 325–327; improving conditions of, 340–342; “inquiry stance” toward, 107–108; mentor, 179, 339–340; new mission/approaches to, 9–10; opportunities for reflection on, 106–107; perceived as intuitive, 8; preconceptions regarding, 36; problem of enactment and expectations for, 115; reality of effective, 8; responsive practice of, 11–13; teacher qualifications and effective, 24–27; three “problems” in learning
process of, 35–40. See also Learning to teach

*Teaching Children to Care* (Charney), 142

*Teaching English So It Matters* (Stern), 237

Teaching portfolios, 106, 114, 139–146, 325–326

Teaching strategies: developing repertoire of, 82; modeling, 195–196; “thinking like a teacher” modeling to develop, 197–200

Technology investment, 302–304

Tenure incentives, 295–297

Texas Middle School Conference, 141

“Thinking like a teacher” modeling, 197–200

Third International Math and Science Study, 336

Thomas B. Fordham Foundation, 20

Title II (Higher Education Act), 325

Trainers of Teacher Trainers, 282

Transforming teacher education:
  - building connections to the field, 288–289; by designing incentives for high-quality preparation, 293–301; designing institutional incentives for education, 293–301; developing community for preparing teachers, 286–292; infusing technology in education, 302–304; institutional investment and university context of, 278–280; integrating work of universities and schools, 290–292; investing resources in strong candidates, 305–309; nature of the problem, 277–282; strategies for institutional change, 282–283; supporting university teacher education programs, 283–286; through wise investment of resources, 301–309. See also Teacher education

Trickle-down theory of knowledge, 79

Trinity University program: action research done at, 149–150; Brackenridge Forum and, 285; child study coursework of, 128; clinical experience in, 177–181; combining practice, research, and theory in, 260–261; comments by graduate about, 44; coursework and clinical work mix of, 100–101, 102, 128; curriculum materials/design development in, 212, 213–214; described, 7, 55; evidence of practice in, 70; foundation of learning through, 111; institutional incentives used in, 295–296; lab school model used in, 175; mentor teaching in, 179; modeling teaching strategies approach by, 195; PDS initiatives launched by, 154; PDS network of, 175–181; pedagogical knowledge included in, 89; perceptions of preparedness by graduates of, 65; portfolio use in, 140–141; reform measures taken by, 284–285; Smart Schools for San Antonio’s Future developed by, 175; social justice field placement approach by, 230–232; subject matter knowledge included in, 91; teacher education model used in, 55–57

U

UC Berkeley, DTE (Developmental Teacher Education) program: action research done at, 147; candidate selection in, 305–306; child study coursework of, 124–128; combining practice, research, and theory in, 260; coursework and clinical work used in, 102; curricular thinking facilitated in, 208–209; described, 7, 51; evidence of practice in, 70, 71; examining students’ thinking as part of, 200, 201–204;
UC Berkeley, DTE program, continued graduate's comment about, 44;
guidance approach used in, 299–301; INTASC standards used in, 317; learning theories/child development basis of, 86–87; PDS in, 155; pedagogical knowledge included in, 89–90; perceptions of preparedness by graduates of, 65; race, class, gender, and social inequality issues discussed in, 242–245; reforms enacted by, 284; social justice field placement approach by, 225–226; student comments on, 15; teacher education model used in, 51–53
UCLA lab school, 162
Uniquiet Pedagogy: Transforming Practice in English Classrooms (Kutz and Roskelly), 237
University of Chicago lab school, 162
University programs. See Teacher education programs
University of Southern Maine (USM), ETEP program: child study coursework at, 128; community case study used at, 129; coursework and clinical work used in, 102, 128; curriculum materials/design development in, 212–213; described, 53; exhibitions of performance curriculum of, 136–139; foundation of learning through, 111; guidance approach used in, 298, 299; institutional incentives used in, 296–297; INTASC model standards used in, 317; learning assessment/development tools used in, 204–205; learning theories/child development basis of, 87–88, 128; learning to teach diverse students as part of, 258–259; ongoing improvement efforts by, 276; PDS initiatives launched by, 154; PDS model used in, 181–185, 290, 291–292; pedagogical knowledge included in, 89, 90; portfolio used in, 140, 143; professional standards used in, 318; reform measures taken by, 284, 285; teacher education model used in, 53–55; technological investment in, 302–304. See also Southern Maine Partnership
U.S. Congressional Office of Technology, 302
U.S. Department of Education, 6, 21, 28
UVA (University of Virginia) BA/MT program: action research done at, 148–149; case methods used in, 129–130; child study coursework at, 128; combining practice, research, and theory in, 260; coursework and clinical work mix of, 100, 101; curriculum materials/design development in, 213–217; described, 7, 57; evidence of practice in, 70; foundation of learning through, 110; graduated responsibility approach in, 159–160; guided observation approach used in, 159; helping students develop learning strategies, 270–271; learning theories/child development elements of, 87–88; master teacher practicum focus of, 101; multicultural study approach of, 236–238; PDS school model used in, 155, 162; pedagogical knowledge included in, 89–90, 198; perceptions of preparedness by graduates of, 65; portfolio use in, 143; self-reflection as part of, 108–109; subject matter knowledge included in, 91–92; teacher education model used in, 57–59
V
Valero Energy, 177
Virginia's Public Education Network (PEN), 219, 303

W
Wheelock College program: action research done at, 147; candidate selection in, 309; child study coursework of, 123–124; combining practice, research, and theory in, 261–263; described, 7, 46–47; guidance approach used in, 298; learning theories/child development basis of, 86, 87; modeling teaching strategies approach by, 196; out-of-school community organizations case study of, 129; PDS model used in, 155, 174–175; reform measures taken by, 285–286; social action commitment of, 240–242; social justice field placement approach by, 228–230; teacher education model used by, 46–48
“The Wheelock Way,” 48, 196
William Monroe High School, 219
Williams v. California, 25, 26, 27

Y
YMCA, 175, 231
Young Geographers (Bank Street College), 211