



## PART I. WHAT'S THE POINT?

### THE PURPOSES OF TEACHER EDUCATION

Editor: David T. Hansen

DAVID T. HANSEN is Professor and Director of the program in Philosophy and Education at Teachers College, Columbia University. He is the author of *The Call to Teach*, *Exploring The Moral Heart of Teaching*, and other works on the practice of teaching. He was President of the John Dewey Society in 2003-05 and is President-Elect of the Philosophy of Education Society for 2008-09.

#### Part I Framing Chapters

##### 1. Introduction: Why Educate Teachers?

David T. Hansen

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##### 2. Values and Purpose in Teacher Education

David T. Hansen

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### 3. Teacher Education in a Democratic Society: Learning and Teaching the Practices of Democratic Participation

Emily Robertson

EMILY ROBERTSON is dual associate professor of education and philosophy at Syracuse University. She is former interim dean and associate dean of the School of Education and a past president of the Philosophy of Education Society. Her research focuses on philosophy of education, especially on the civic, moral, and epistemic ends of education.

### 4. The Moral and Epistemic Purposes of Teacher Education

Hugh Sockett

HUGH T. SOCKETT is Professor of Education at George Mason University (GMU) in the Department of Public and International Affairs of the College of Humanities and Social Studies. He was Dean of Education at the University of East Anglia (UK) (1982-1986) and Director of the GMU Institute for Educational Transformation (1991 – 1998). He has been a member of the AACTE Task Force on Teacher Education as a Moral Community since 1997.

### Part I Commentaries

### 5. Is Deliberative Democracy Enough in Teacher Education

Michael W. Apple

MICHAEL W. APPLE is John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison and Professor of Educational Policy Studies at the Institute of Education, University of London. Among his recent books are *Education the 'Right' Way: Markets, Standards, God, and Inequality*, 2nd edition (2006), *The Subaltern Speak* (2006), and *Democratic Schools: Lessons in Powerful Education*, 2nd edition (2007).

### 6. Advancing the Public Purpose of Schooling and Teacher Education

John I. Goodlad

JOHN I. GOODLAD is a senior fellow in the College of Education of the University of Washington and president of the Institute for Educational Inquiry in Seattle. He is author, co-author, or editor of approximately forty books and yearbooks. He is past-president of the AERA and the AACTE and has received various awards, primarily for his work in public schooling, as well as honorary degrees from twenty universities in the United States and Canada.

### 7. A Thought from Another World: The Professional Education of Black Teachers in Georgia, 1930-1965

Vanessa Siddle Walker

VANESSA SIDDLE WALKER is a professor of educational studies at Emory University. Her research articles and books on the segregated schooling of African American children in the south have received numerous regional and national awards, including the Grawmeyer Prize for Education and the AERA Raymond Cattell Early Career Award for Programmatic Research. Her research has also appeared on the PBS Series, *SCHOOL*.

## PART II. WHAT SHOULD TEACHERS KNOW?

### TEACHER CAPACITIES: KNOWLEDGE, BELIEFS, SKILLS, and COMMITMENTS

Editor: Carl A. Grant

CARL A. GRANT is a Hoefs-Bascom Professor in the Department of Curriculum and Instruction and Professor in the Afro American Studies Department at the University Wisconsin-Madison. He is a past President of the National Association For Multicultural Education and chair of AERA Publication Committee 2004-2007.

#### Part II Framing Chapters

#### 8. Introduction: Teacher Capacity

Carl A. Grant

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#### 9. Rethinking Teacher Capacity

G. William McDiarmid and Mary Clevenger-Bright

G. WILLIAMSON MCDIARMID is the Boeing Professor of Teacher Education in the University of Washington's College of Education. He previously served as Co-Director of the National Center for Research on Teacher Learning at Michigan State University and Director of the Institute of Social and Economic Research at the University of Alaska.

MARY CLEVENGER-BRIGHT is a doctoral student in Teacher Education, a Research Assistant in the Teacher Education Program, and a University Supervisor at the University of Washington in Seattle. A former kindergarten and primary grade teacher and literacy leader in the public schools, she is interested in

researching, writing, and teaching about connections within and between settings in teacher preparation, and about sociocultural influences in early childhood development and education.

#### 10. Teacher Capacity for Diverse Learners: What Do Teachers Need to Know?

Tyrone C. Howard and Glenda R. Aleman

TYRONE C. HOWARD is an Associate Professor of Education in the Graduate School of Education and Information Studies at the University of California, Los Angeles. His research interests include teacher education, multicultural education, and the social and political context of urban schools. He is the past chair of the College University Faculty Assembly and Associate Editor of Theory and Research in Social Education.

GLENDA R. ALEMAN is an Assistant Professor in the Teacher Education Department at California State University Dominguez-Hills.

#### 11. Teacher Capacity and Social Justice in Teacher Education

Carl A. Grant and Vonzell Agosto

VONZELL AGOSTO is a former special education teacher with the Chicago Public Schools. As a doctoral student in the department of Curriculum & Instruction at the University of Wisconsin-Madison her research interests include teacher education with a focus on multicultural education and

special education.

## Part II Commentaries

### 12. Do You See What I See? Teacher Capacity as Vision for Education in a Democracy

Maureen D. Gillette and Brian D. Schultz

MAUREEN D. GILLETTE is dean of the College of Education at Northeastern Illinois University in Chicago. Her research focuses on urban education and preparing culturally responsive teachers. As former director of the Paterson Teachers for Tomorrow project she designed and implemented a teacher education pipeline project to recruit and prepare teachers of color. Maureen is co-author of the book, *Learning to Teach Everyone's Children: Equity, Empowerment, and Education that is Multicultural*.

BRIAN D. SCHULTZ is an assistant professor at Northeastern Illinois University in Chicago. His research focuses on developing democratic curricula surrounding students' concerns. His forthcoming book, *Just Like a Record Deal and Stories of an Urban Classroom Curriculum*, details a yearlong justice-oriented project where his fifth-grade students from Chicago's Cabrini Green fought for an equitable school building.

### 13. Partial Movements Toward Teacher Quality ... And Their Potential for Advancing Social Justice

Kevin K. Kumashiro

KEVIN K. KUMASHIRO is an associate professor of policy studies at the University of Illinois-Chicago College of Education, and the founding director of the Center for Anti-Oppressive Education. He is author of the award-winning book, *Troubling Education*, and more recently, *Against Common Sense: Teaching and Learning toward Social Justice*.

### 14. Dismantling Dichotomies in Teacher Education

Pam Grossman, Morva McDonald, Karen Hammerness, & Matthew Ronfeldt

PAM GROSSMAN is Professor of Education at Stanford University. Her research interests include teacher education, the teaching of English in secondary schools, and the teaching of practice in professional education. A past-president of Division K (Teaching and Teacher Education) of AERA, she served as a member of both the AERA Panel on Research and Teacher Education and the National Academy of Education's Committee on Teacher Education.

MORVA MCDONALD is an assistant professor of education in the areas of teacher education and curriculum and instruction at the University of Washington's College of Education. Her research interests include a focus on teacher education and the preparation of teachers for diversity as well as students' opportunities to learn in and out of school.

KAREN HAMMERNESS is a Research Associate with Stanford University. In Spring, 2007, she was a Visiting Professor at Leiden University in The Netherlands. Her research focuses upon teacher preparation practices and policies, as well as upon teacher's ideals and visions. Her book, *Seeing Through Teachers' Eyes: Professional Ideals and Classroom Practices*, was published last year by Teachers College Press.

MATTHEW RONFELDT is a doctoral candidate in Teacher Education at the Stanford University School of Education. His research focuses on the adaptation process of novice teachers and clinical psychologists during their first year of professional preparation. Previously he taught middle school math and science in Oakland, CA and coordinated a teacher research group.

#### 15. Teacher Capacity for Diversity

Donna M. Gollnick

DONNA M. GOLLNICK is Senior Vice President of the National Council for Accreditation of Teacher Education (NCATE) where she oversees accreditation activities. She is the co-author of the textbooks, *Multicultural Education in a Pluralistic Society* and other teacher education textbooks. She is past-president of the National Association for Multicultural Education (NAME).

### PART III. WHERE SHOULD TEACHERS BE TAUGHT?

#### SETTINGS AND ROLES IN TEACHER EDUCATION

Editor: Kenneth Zeichner

KENNETH ZEICHNER is Hoefs-Bascom Professor of Teacher Education and Associate Dean of the School of Education at the University of Wisconsin-Madison.

#### Part III Framing Chapters

#### 16. Introduction: Settings for Teacher Education

Kenneth Zeichner

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#### 17. Teacher Education Programs as Sites for Teacher Preparation

Kenneth Zeichner and Hilary Conklin

HILARY G. CONKLIN is an Assistant Professor in the Department of Elementary and Social Studies Education at the University of Georgia. She teaches undergraduate and graduate courses in social studies education and has research interests in the preparation of middle school teachers, social studies teacher education, and teacher learning.

#### 18. An Uneasy Relationship: The History of Teacher Education in the University

David F. Labaree

DAVID F. LABAREE is a professor and associate dean for student affairs in the Stanford University School of Education. He was president of the History of Education Society (2004-2005), vice president for Division F (history of education) of the American Educational Research Association (2003-06), and member of the AERA executive board (2004-06).

#### 19. What Kind of Experience? Preparing Teachers in PDS or Community Settings?

Marilynne Boyle-Baise and D. John McIntyre

MARILYNNE BOYLE-BAISE is a Professor in the Department of Curriculum and Instruction at Indiana University's School of Education. She was a member of the Board of Directors for the National Council

for the Social Studies (NCSS) from 2004-2007. She was selected as a Faculty Fellow for Service Learning for 2006-2007. She currently serves as an Academic Advisor for the Center on Congress.

D. JOHN MCINTYRE is a professor in the Department of Curriculum and Instruction with a specialization in teacher leadership at Southern Illinois University Carbondale. He was President of the Association of Teacher Educators (ATE) in 1992-1993, a recipient of ATE's Distinguished Research Award in Teacher Education and co-editor of ATE's Research in Teacher Education Yearbook series from 1995-2000.

### Part III Commentaries

#### 20. The New Teacher Project's Response to Where Teachers Should be Taught

Michelle Rhee & Karla Oakley

MICHELL RHEE founded The New Teacher Project in 1997 and served as its CEO and President for 10 years. Today, the organization is recognized as an authority on the recruitment, selection, training and hiring of new teachers for urban and high-poverty schools. Ms. Rhee left the organization in 2007 to become Chancellor of the Washington, DC public school system.

KARLA OAKLEY serves as Vice President of Training and Certification for The New Teacher Project (TNT), a national non-profit organization that has recruited, trained or certified approximately 23,000 teachers since 1997. Karla began her career in education as a teacher in 1991, and has since worked as a teacher developer, assessor, curriculum developer, and program manager.

#### 21. Settings for Teacher Education: Challenges in Creating a Stronger Research Base

Sharon P. Robinson

SHARON P. ROBINSON is currently AACTE President and Chief Executive Officer. She is the former president of the ETS's Educational Policy Leadership Institute, served as assistant secretary of education with the U.S. Department of Education's Office of Educational Research and Improvement and held a variety of leadership positions in the National Education Association. She was also interim deputy director of the National PTA's Programs and Legislation office.

#### 22. Settings are More than Sites

W. Robert Houston

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### PART IV. WHO TEACHES? WHO SHOULD TEACH?

Editor: A. Lin Goodwin

A. LIN GOODWIN is Professor of Education in the Department of Curriculum and Teaching at Teachers College, Columbia University, and has been engaged in the preparation of teachers for over twenty years. She also serves as Associate Dean for Teacher Education and School-Based Support Services, a position she has held since September 2005.

### Part IV Framing Chapters

### 23. Who Teaches? Who Should Teach?

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### 24. Who is Teaching? Does it Matter?

Karen Zumwalt and Elizabeth Craig

KAREN ZUMWALT is the Edward Evenden Professor of Education in the Department of Curriculum and Teaching, Teachers College, Columbia University where she works with doctoral and master's students. She served as Dean of the College and Vice President for Academic Affairs from 1995-2000. Along with Elizabeth Craig, she wrote two chapters for AERA's (2005) *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*.

ELIZABETH CRAIG is Assistant Professor in the Master of Arts in Teaching program at Bard College. Scholarly interests focus on the demographics and quality of the public school teaching force; student resistance and school failure; and the development of pedagogical content knowledge in social studies teachers. Recent publications include chapters in *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (co-authored with Karen Zumwalt).

### 25. Teachers of Color: Quality & Effective Teachers One Way or Another

Mary E. Dilworth and Anthony Brown

MARY E. DILWORTH is Vice President for Higher Education and Research at the National Board for Professional Teaching Standards. Prior to joining the Board she was a senior officer with AACTE. She is nationally known for her work in the areas of teaching, teachers' professional development with an emphasis on racial, ethnic and linguistic diversity.

ANTHONY L. BROWN is an assistant professor in the department of curriculum and instruction at the University of Texas at Austin. He completed his Ph.D. in curriculum and instruction from the University of Wisconsin-Madison. Anthony is a former classroom teacher and school administrator. His scholarly interests focus on the educational experiences of African American males and curriculum studies.

### 26. The Next Generation of Teachers: Who Enters, Who Stays, and Why

Susan Moore Johnson and Susan M. Kardos

SUSAN MOORE JOHNSON is the Pforzheimer Professor of Teaching and Learning at the Harvard Graduate School of Education, where she served as academic dean from 1993 to 1999. She is director of The Project on the Next Generation of Teachers, which examines how best to recruit, support, and retain a strong teaching force.

SUSAN M. KARDOS is the director of a large community fund and school improvement project in greater-Boston and a researcher at the Project on the Next Generation of Teachers at Harvard University. Her research includes work on professional culture, new teacher induction and mentoring, school leadership, and education policy. She is co-author of *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools*.

## 27. Teacher Educators as Gatekeepers: Deciding Who is Ready to Teach

A. Lin Goodwin and Celia J. Oyler

CELIA OYLER is an associate professor in the Department of Curriculum and Teaching at Teachers College, Columbia University. She directs the Inclusive Education Program and is the author of *Learning to Teach Inclusively: Student Teachers' Classroom Inquiries* and *Making Room for Students: Sharing Authority in Room 104*. Before obtaining her Ph.D., she was a classroom teacher for 15 years.

### Part IV: Commentaries

## 28. The Teacher Quality Problem

Richard M. Ingersoll

RICHARD M. INGERSOLL is a Professor of Education and Sociology at the University of Pennsylvania. His book, *Who Controls Teachers' Work? Power and Accountability in America's Schools*, published by Harvard University Press was awarded the 2004 Outstanding Writing Award from the American Association of Colleges for Teacher Education.

## 29. Changing the Paradigm: Preparing Teacher Educators and Teachers for the 21<sup>st</sup> Century

Mary Futrell

MARY FUTRELL is the dean of The George Washington University Graduate School of Education and Human Development and is a former president of the National Education Association. Dr. Futrell is chair of the Holmes Partnership Board and is a member of the Boards of the National Society for the Study of Education, The National Commission on Teaching and America's Future, The Kettering Foundation, Lynchburg College and the Teachers Support Network.

## 30. The Perspective of a National Board Certified Teacher on Who Should Teach

Meghna Antani Lipcon

MEGHNA ANTANI LIPCON is a fifth grade math and science teacher at Broad Acres Elementary School in Silver Spring, Maryland. She received her master's degree in elementary education from Teachers College in 2001. Since achieving National Board Certification in 2005, Meghna has coordinated the candidate support program in Howard County, Maryland. In addition, Meghna supports National Board candidates in Montgomery County, Maryland by planning and implementing effective Saturday Candidate Support Sessions and coaching individual candidates.

### PART V. DOES DIFFERENCE MAKE A DIFFERENCE?

#### DIVERSITY AND TEACHER EDUCATION

Editor: Ana María Villegas

ANA MARIA VILLEGAS is Professor of Curriculum and Teaching at Montclair State University. Her research focuses on culturally responsive teaching, preparing teachers for a diverse student population, and preparing and retaining a diverse teaching force. She was the 2004 recipient of the Margaret B. Lindsay Award for Distinguished Research in Teacher Education from the American Association of Colleges for Teacher Education.

### Part V Framing Chapters

## 31. Diversity and Teacher Education



Ana María Villegas

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### 32. Preparing White Teachers for Diverse Students

Christine E. Sleeter

CHRISTINE E. SLEETER is Professor Emerita in the College of Professional Studies at California State University, Monterey Bay. Her research focuses on anti-racist multicultural education and teacher education. She is the author of about 100 articles and book chapters, and several books, including *Facing Accountability in Education and Un-Standardizing Curriculum* (Teachers College Press), and *Doing Multicultural Education for Achievement and Equity* (with Carl Grant, Routledge).

### 33. Preparing Teachers of Color to Confront Racial/Ethnic Disparities in Educational Outcomes

Ana María Villegas and Danné E. Davis

DANNE E. DAVIS is an assistant professor of elementary education at Montclair State University. Her primary research centers on the process of "consultative interaction" between student teachers and schoolchildren. Dr. Davis is currently examining the contribution of Elizabeth Jennings, an African American public school teacher involved in issues of social justice during the 19th century.

### 34. Responding to the Linguistic Reality of Mainstream Classrooms:

Preparing All Teachers to Teach English Language Learners

Tamara Lucas and Jaime Grinberg

TAMARA LUCAS is Associate Dean of the College of Education and Human Services at Montclair State University. Her work has focused on the education of culturally and linguistically diverse students and the preparation of their teachers. Her publications include two books—most recently, *Educating Culturally Responsive Teachers: A Coherent Approach*, with Ana María Villegas (2002).

JAIME GRINBERG is a Professor of Educational Foundations at Montclair State University. He has published journal articles, books, and book chapters in Spanish and English on teacher education and professional development vis-à-vis the education of Latina/o students. He has been the director, co-director, and presently the faculty advisor to the Montclair State University Network for Educational Renewal.

Part V Commentaries

### 35. Diversity and Teacher Education: People, Pedagogy, and Politics

Jacqueline Jordan Irvine

JACQUELINE JORDAN IRVINE is the Charles Howard Candler Professor of Urban Education at Emory University. Her books include *Black Students and School Failure*, *Growing Up African American in Catholic Schools*, *Critical Knowledge for Diverse Students*, *Culturally Responsive Lesson Planning*, *In Search of Wholeness: African American Teachers and Their Culturally Specific Pedagogy*, and *Seeing with the Cultural Eye*.

### 36. Diversity and Teacher Education: What Can the Future Be?

Tina Jacobowitz and Nicholas M. Michelli

TINA JACOBOWITZ is Professor of Education at Montclair State University. She founded Montclair's Office of the Agenda for Education in a Democracy, sponsoring professional development and research on teaching in a democracy and for social justice. She is co-author of *Introduction to Education: Teaching in and for a Democracy*, forthcoming from McGraw Hill.

NICHOLAS M. MICHELLI is Presidential Professor in the Ph.D. program in urban education at City University of New York's Graduate Center, serves as a member of the New York State Professional Standards and Practices Board for Teaching, the Executive Committee of the National Network for Educational Renewal, and is editor of the McGraw Hill Teacher Education Series. He received AACTE's Pomeroy Award for Contributions to Teacher Education.

### 37. Troubling Diversity

Victoria Chou and Karen Sakash

VICTORIA CHOU is Dean and Professor of the University of Illinois at Chicago College of Education. She chairs UIC's Council on Teacher Education and recently served as Chair of the Governing Board of the National Teachers Academy in Chicago.

KAREN SAKASH is a Clinical Associate Professor in Education at the University of Illinois at Chicago. She coordinates the graduate elementary education program and is a bilingual teacher educator in the Department of Curriculum and Instruction. She has a Ph.D. from the University of Illinois at Chicago in Public Policy Analysis with a specialization in educational program evaluation and administration.

## PART VI. HOW DO PEOPLE LEARN TO TEACH?

### TEACHER LEARNING OVER TIME

Editor: Sharon Feiman-Nemser

SHARON FEIMAN-NEMSER is the Mandel Professor of Jewish Education at Brandeis University and founding director of the Mandel Center for Studies in Jewish Education. Before coming to Brandeis, she was a Professor of Teacher Education at Michigan State University where she served as Sr. Researcher with several national research centers. A leading scholar of teacher education, she has written extensively about mentoring, new teacher induction, teacher learning and the curriculum and pedagogy of teacher education.

### Part VI Framing Chapters

### 38. Teacher Learning: How do Teachers Learn to Teach?

Sharon Feiman-Nemser

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### 39. The Metaphors By Which We Teach: Experience, Metaphor, and Culture in Teacher Education

Cheryl Rosaen and Susan Florio-Ruane

CHERYL L. ROSAEN is Associate Professor of Teacher Education at Michigan State University and a faculty Team Leader in a five-year Teacher Preparation Program. She teaches courses in literacy methods and teacher education, and conducts research on learning to teach literacy, and the role technology can play in supporting teacher learning.

SUSAN FLORIO-RUANE is Professor of Teacher Education at Michigan State University and recipient of the university's Distinguished Faculty Award. Her book, *Teacher Education and the Cultural Imagination*, won awards from the National Reading Conference and the American Educational Research Association. She served as President of the Council on Anthropology and Education and the National Council for Research on Language and Literacy.

#### 40. The Development of the Personal Self and Professional Identity in Learning to Teach

Carol R. Rodgers and Katherine H. Scott

CAROL RODGERS is an associate professor of education at the University at Albany, State University of New York. Her interests include reflective practice, John Dewey, presence in teaching, the inner life of the teacher, and the history of progressive teacher education. Her most recent publications include "Presence in teaching," *Teachers and Teaching: Theory and Practice* (2006, co-authored with Miriam Raider-Roth), and "Attending to student voice," *Curriculum Inquiry* (2006).

KATHERINE SCOTT is a developmental psychologist whose work focuses on adult development. She is an independent scholar and educational consultant in Cambridge, Massachusetts.

#### 41. Learning Among Colleagues: Teacher Community and the Shared Enterprise of Education

Joel Westheimer

JOEL WESTHEIMER is University Research Chair in Democracy and Education at the University of Ottawa where he founded and co-directs Democratic Dialogue, ([www.democraticdialogue.com](http://www.democraticdialogue.com)). He is editor and contributing author, most recently, of the book *Pledging Allegiance: The Politics of Patriotism in America's Schools* ([www.pledgingallegiance.org](http://www.pledgingallegiance.org)) and author of *Among Schoolteachers: Community, Autonomy, and Ideology in Teachers' Work* (Teachers College Press).

#### Part VI Commentaries

#### 42. Rethinking the Study of Learning to Teach

Renée T. Clift

RENEE T. CLIFT is a Professor in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign and is the Director of the Illinois New Teacher Collaborative. Her research interests include teacher learning and development and the use of technology for preservice and continuing teacher education.

#### 43. Perspectives on Teacher Learning: Normative, Logical, Empirical

Daniel Fallon

DANIEL FALLON is Program Director for Higher Education at Carnegie Corporation of New York. He designed and has administered Teachers for a New Era, a national program of philanthropic support to selected institutions leading efforts to rethink teacher education. He is Professor Emeritus of Psychology and Professor Emeritus of Public Policy at the University of Maryland, College Park.

#### 44. Teacher Learning: A Commentary by Reform-Minded Teaching Colleagues

Vivian Troen and Katherine C. Boles

VIVIAN TROEN is a Lecturer at Brandeis University and a consultant on professional development school initiatives. An elementary school teacher for over two decades, she now lectures and leads workshops nationally and internationally on teaming, mentoring and teacher development. With Katherine Boles, she is co-founder of one of the first professional development schools in the country and co-author of *Who's Teaching Your Children? Why The Teacher Crisis is Worse Than You Think and What Can Be Done About It*.

KATHERINE C. BOLES, Lecturer on Education at the Harvard Graduate School of Education, teaches about school reform and new forms of teacher leadership. A classroom teacher for over 25 years, she co-founded (with Vivian Troen) one of the first professional development schools in the country, and co-authored (with Troen) *Who's Teaching Your Children? Why the Teacher Crisis is Worse Than You Think and What Can Be Done About It*.

## PART VII. WHO'S IN CHARGE?

### AUTHORITY IN TEACHER EDUCATION AND LICENSURE POLICY

Editor: Suzanne M. Wilson

SUZANNE M. WILSON is Chair and Professor in the Department of Teacher Education at Michigan State University. She also directs the Center for the Scholarship of Teaching. She has written widely on teacher education and curriculum policy, teacher learning and professional development, and mathematics and history teaching.

#### Part VII Framing Chapters

#### 45. The Emperor's New Clothes: Do We Really Need Professional Education and Certification for Teachers?

Suzanne M. Wilson

#### 46. Competing Visions of Purpose, Practice, and Policy: The History of Teacher Certification in the United States

Michael W. Sedlak

MICHAEL SEDLAK is a Professor of History of Education and Associate Dean for Academic Affairs in the College of Education at Michigan State University. He also coordinates the doctoral program in Educational Policy. He has published widely in the history of professional education and American high school policy and reform.

#### 47. From Traditional Certification to Competitive Certification: A Twenty-Five Year Retrospective

David G. Imig and Scott R. Imig

DAVID G. IMIG is a Professor of Practice at the University of Maryland, College Park and serves as Coordinator for the Carnegie Project on the Education Doctorate for the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions. Dr. Imig served as President and CEO of the AACTE from 1980-2005. He currently is serving as chair of the National Society for the Study of Education.

SCOTT R. IMIG is an assistant professor at the University of North Carolina Wilmington's Watson School of Education. He directs the University's curriculum, instruction, and supervision program.

From 2003-2006 he ran the University of Virginia's Teaching Assessment Initiative, the research component of UVA's Teachers for a New Era grant.

#### 48. The Evolving Field of Teacher Education: How Understanding Challenge(r)s Might Improve the Preparation of Teachers

Suzanne M. Wilson and Eran Tamir

ERAN TAMIR is the post-doctoral research fellow at the Mandel Center. A sociologist and an educational policy analyst, his research focuses on the social and political context of educational policy, and teacher professionalism. At the Mandel Center, he is leading the "Choosing to Teach" project, a collaborative research comparing new teachers' decisions to teach in Jewish, Catholic and public schools.

#### Part VII Commentaries

#### 49. Teaching as a Profession: A Bridge Too Far?

Edward Crowe

EDWARD CROWE is a consultant on teacher quality reform, K-16 policy, and higher education information systems and strategic planning. He was the first director of the federal Title II Grants Program, and now works with the Carnegie Corporation, the NYC Partnership for Teacher Excellence, the Hunter Foundation of Scotland, the Committee on Teacher Preparation of the National Research Council, and the National Commission on Teaching and America's Future.

#### 50. Jurisdictional Issues in Teacher Education

Frank B. Murray

FRANK B. MURRAY is H. Rodney Sharp Professor in the School of Education and the Department of Psychology at the University of Delaware and served as dean of the College of Education between 1979 and 1995. Currently, he is President of the Teacher Education Accreditation Council in Washington, DC. For his contributions to the fields of child development and teacher education, he was awarded an honorary doctorate from Heriot-Watt University in Edinburgh, Scotland.

#### PART VIII. HOW DO WE KNOW WHAT WE KNOW?

#### RESEARCH AND TEACHER EDUCATION

Editors: Marilyn Cochran-Smith and Kelly E. Demers

MARILYN COCHRAN-SMITH is the John E. Cawthorne Millennium Chair in Education and directs the Doctoral Program in Curriculum and Instruction at Boston College's Lynch School of Education. She was President of the American Educational Research Association in 2004-05, co-chair of the AERA Panel on Research and Teacher Education and editor of the Journal of Teacher Education from 2000-2006.

KELLY E. DEMERS is a doctoral candidate in Curriculum and Instruction at Boston College. Her research interests include multicultural education and anti-racist education. She is currently completing her doctoral dissertation, which focuses on the way that White teachers' ideology informs their construction of race.

## Part VIII Framing Chapters

### 51. How Do We Know What We Know? Research and Teacher Education

Marilyn Cochran-Smith and Kelly E. Demers

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### 52. Genres of Research in Teacher Education

Hilda Borko, Jennifer A. Whitcomb and Kathryn Byrnes

HILDA BORKO is a professor in the School of Education, University of Colorado - Boulder. A member of the National Academy of Education, she was President of the American Educational Research Association 2003-04, editor of the American Educational Research Journal, Section on Teaching, Learning and Human Development 1988-92, and is currently editor (with Dan Liston and Jennie Whitcomb) of the Journal of Teacher Education.

JENNIE WHITCOMB is the Assistant Dean for Teacher Education at the University of Colorado at Boulder. She is co-editor of the Journal of Teacher Education (2006-2009). Her research interests focus on the intersection between and among the practice and structure of teacher education and teacher learning.

KATHRYN BYRNES is a doctoral candidate in Instruction and Curriculum at the University of Colorado at Boulder. Her research interests include contemplative education, spirituality and education, and teacher education. She is the former managing editor of the Journal of Teacher Education and is a visiting instructor at Colorado College teaching Educational Psychology and Introduction to Psychology courses.

### 53. Research on Teacher Education: Changing Times, Changing Paradigms

Marilyn Cochran-Smith and Kim Fries

KIM FRIES is an Assistant Professor at the University of New Hampshire. Her areas of interest include research on teaching and teacher education. She is presently the President of the New England Educational Research Organization (the regional affiliate to the American Educational Research Association). She served as the Project Manager for the AERA Panel on Research and Teacher Education.

### 54. Critical & Qualitative Research in Teacher Education: A Blues Epistemology for Cultural Well-Being and a Reason for Knowing

Joyce E. King

JOYCE E. KING is the Benjamin E. Mays Chair for Urban Teaching, Learning, and Leadership and Professor in the Department of Educational Policy Studies at Georgia State University. Her scholarship addresses the role of culture and community knowledge in effective teaching and teacher preparation, Black studies epistemology and curriculum change, and she is co-editor of The Review of Educational Research.

## Part VIII Commentaries

### 55. Toward a Better Understanding of Teaching and Learning about Teaching

John Loughran

JOHN LOUGHRAN is the Foundation Chair in Curriculum & Professional Practice in the Faculty of Education, Monash University and Associate Dean. His research has spanned both science education and the related fields of professional knowledge, reflective practice and teacher research. He was co-editor of the International Handbook of Teaching and Teacher Education and is co-editor of the journal Studying Teacher Education.

#### 56. Improving Methods for Research on Teacher Education

Robert E. Floden

ROBERT E. FLODEN is University Distinguished Professor of Teacher Education, Measurement & Quantitative Methods, and Educational Psychology at the Michigan State University College of Education. He is a member of the National Academy of Education and has been Editor of Review of Research in Education, Features Editor of Educational Researcher, and president of the Philosophy of Education Society.

#### 57. Notes from a Pragmatist: Learning What We Need to Know About Teacher Effectiveness and Preparation

David H. Monk

DAVID H. MONK is professor of educational administration and dean of the College of Education at The Pennsylvania State University. He is the author of numerous publications dealing with economic aspects of education policy and is the co-editor of Education Finance and Policy (MIT Press). He is a past president of the American Education Finance Association.

### PART IX. WHAT GOOD IS TEACHER EDUCATION?

#### THE PLACE OF TEACHER EDUCATION IN TEACHERS' EDUCATION

Editor: Mary M. Kennedy

MARY M. KENNEDY is Professor of Teacher Education at Michigan State University. She has published numerous articles and books about teacher knowledge and teacher thinking and about the role of policy and research in influencing teaching.

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Mary M. Kennedy

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#### 59. Teacher Education toward Liberal Education

Steve Weiland

STEVEN WEILAND is professor of teacher education and higher education at Michigan State University. Prior to his appointment at MSU he taught English and American Studies at the Universities of Michigan, Iowa, and Minnesota.

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Frank B. Murray

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Mary M. Kennedy, Soyeon Ahn, & Jinyoung Choi

SOYEON AHN is a doctoral candidate in Measurement and Quantitative Methods in the College of Education at Michigan State University and is interested in developing statistical models for complicated data structures. Her current research focuses on the application of latent variable models to synthesizing evidence in education.

JINGYOUNG CHOI is a recent graduate of Michigan State University, where she received a Ph.D. in Curriculum, Teaching, and Educational Policy. She is currently a Full-Time Instructor in the Department of Elementary Education at Ewha Womans University in South Korea.

#### Part IX Commentaries

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Diane Ravitch

DIANE RAVITCH is Research Professor of Education at New York University's Steinhardt School of Education. She is a historian of education and the author of many books, including *Left Back: A Century of Battles Over School Reform*, *The Great School Wars: New York City, 1805-1973*, and *The Language Police: How Pressure Groups Restrict What Students Learn*. She served as a member of the National Assessment Governing Board from 1997-2004.

#### 63. Knowledge for Teaching: What do we Know?

Linda Darling-Hammond

LINDA DARLING-HAMMOND is the Charles E. Ducommun Chair in Education at Stanford University and is co-director of the Stanford Educational Leadership Institute and School Redesign Network. She is a past president of the AERA, a member of the National Academy of Education, and author or editor of more than 250 publications on education policy and practice, including, most recently, *Powerful Teacher Education: Lessons from Exemplary Programs*.

#### 64. Teacher Education and the Education of Teachers

Frederick M. Hess

FREDERICK M. HESS is a resident scholar and director of education policy studies at the American Enterprise Institute. He is executive editor of *Education Next* and a member of the review board for the Broad Prize in Urban Education. His many books include *Spinning Wheels*, *Common Sense School Reform*, and *No Child Left Behind: A Primer*.