

CONTENTS

Foreword		xi
Part I	Designing Quality Teacher Education Programs	1
Chapter 1	Teaching Teachers: Challenges and Perspectives <i>Issa M. Saleh and Myint Swe Khine</i>	3
Chapter 2	Demonstrating Validity and Reliability Evidence for Embedded Assessments in Secondary Teacher Preparation <i>Peter Youngs and Tom Bird</i>	9
Chapter 3	Teacher Education: What We Do and What Could Be Done Better <i>Richard Hickman and Anne Sinkinson</i>	27
Chapter 4	The Role of Student Quality Assurance in Evaluating Teacher Education Programs <i>Gary M. Ingersoll</i>	51
Part II	Teacher Education for the 21st Century	65
Chapter 5	Preparing Teachers for Twenty-first Century Schools: Organizational Learning as a Means to Improve the Relevance of Teacher Preparation Programs <i>Anika Ball Anthony and Arnetha F. Ball</i>	67
Chapter 6	Professional Development with an Interdisciplinary Approach to STEM Education: Problems and Promises <i>Anila Asghar and Francine Johnson</i>	83
Chapter 7	Reform Begins at Home: A 21 st Century Response to Teacher Education <i>Mary D. Burbank</i>	97
Chapter 8	Rethinking Technology in Teacher Education: Developing the Knowledge and Dispositions of Cyborg Teachers <i>Joanna Goode</i>	117
Chapter 9	Technology and Teacher Education: What Might 21st Century Teacher Education Programs Look Like? <i>Janna Jackson</i>	135

Part III	Teacher Education, English Language and Bilingual Teachers	163
Chapter 10	Hiding in Plain Sight: How Literature Reviews have Misconstrued Teaching for Social Change <i>Judson C. Laughter</i>	165
Chapter 11	Re-invigorating Teacher-Training Programmes in Linguistic Variation <i>Androula Yiakoumetti</i>	195
Chapter 12	Continuing Education and the English Teacher: How Graduate Programs Transform Secondary Classrooms <i>Lisa Schade Eckert and Janet Alsup</i>	215
Chapter 13	Reflections on the Life of a Bilingual Teacher <i>Maria E. Torres-Guzman with Rebecca Madrigal</i>	227
Part IV	Teacher Education and School Practice	247
Chapter 14	(Re)building a Cohesive Teacher Preparation Program <i>Maria E. Hylar</i>	249
Chapter 15	Initial Teacher Education: A Consideration of Tensions between Schools, Colleges and Government <i>Bob Burstow</i>	265
Chapter 16	"Speaking Back [and Forth]": Engaging Multiple Perspectives in a High Need Licensure Program <i>Patricia C. Paugh</i>	277
Chapter 17	The Beginner's Repertoire: Proposing a Core Set of Instructional Practices for Teacher Preparation <i>Mark Windschitl, Jessica Thompson, Melissa Braaten, David Stroupe, Christine Chew and Elizabeth Wright</i>	299
Chapter 18	The Centrality of a Theoretical Perspective on Learning to Teach <i>Etta R. Hollins</i>	321
Chapter 19	What Effective Teachers Taught us About Learning to Teach Effectively <i>Rachael Gabriel, Jeni Day Pereira and Richard L. Allington</i>	341
Chapter 20	Preparing Early Childhood Teachers: Policies, Transitions, and School Readiness Challenges <i>Jorgelina Abbate-Vaughn and Brian L. Wright</i>	357
Chapter 21	Grounded Teacher Reflection. Does Teacher Reflection Research and Professional Development Support Teacher Reflection? <i>Juan-José Mena Marcos, Emilio Sánchez and Harm Tillema</i>	371
Chapter 22	Efficient Training and Effective Teachers: Quality Education for the Future <i>Mvint Swe Khine and Issa M. Saleh</i>	395

List of Contributors	403
Index	411

FOREWORD

This book helps the reader to understand and appreciate the complexities of teacher education. It also reinforces modern thinking on what might be considered best practice. However, more importantly for those of us working in teacher education in systems that are not considered advanced or knowledge based the book provides us with some refreshing insights. As is the case in the first and last chapters written by Saleh and Khateb as well as Johnson's chapter four who have all had recent experiences in educational systems undergoing significant reform under very complicated circumstances. As one reflects on the reform effort and current experiences in teacher education in the Middle East one can understand more clearly why they structured the book in the manner in which they did.

Quality matters and evidence based practice are familiar questions and have been prominent for a decade or two but it is a question that has not yet been resolved in education systems in the Arab world. This is, in part, because the purposes of education in countries across the Middle East have not been carefully articulated. Mary Burbank's chapter alludes to the content of education reform for the future and Asghar and Johnson remind us of the need to focus on the entire workforce and not just initial teacher education. Continuous Professional Development (CPD) should be the core business of the teachers colleges in emerging education systems. It is perplexing that teacher educators and professional development leaders (for a variety of reasons) in the region do not always practice what they preach and sadly sometimes are not able to practice what they preach. In short the creative use of technology in curriculum areas outside of ICT is weak, differentiated learning is rare and instructional coaching and mentoring are visibly absent in teachers colleges in the region. Today student teachers in the Middle East are likely to be more adept in both areas of language and technology than some of their tenured professors!

Ashe Anthony's chapter on organizational learning reinforces the need for professional and personal development of public school teachers. It is also an imperative for teacher education professors. Janna Goode and Janna Jackson expand on the future role of technology in schools and the English language and teacher education is the subject of an entire section in the book devoted to bilingualism and multicultural teacher education. This is highly relevant to current work in the Middle East for if school practice continues to be in the second language (Arabic) then the fully 'bilingual' master teacher/teacher educator will be