

action in teacher education

Action in Teacher Education: A Deep Dive into Methodologies and Approaches

Author: Dr. Anya Sharma, Professor of Educational Practice at the University of Cambridge, specializing in teacher development and action research methodologies. Dr. Sharma has over 20 years of experience in teacher education, including extensive fieldwork and publication in leading educational journals.

Publisher: Sage Publications, a leading publisher of academic books and journals in social sciences, including education.

Editor: Dr. Ben Carter, Associate Professor of Curriculum Studies at the University of Oxford, with expertise in teacher training and professional development.

Keywords: action in teacher education, teacher development, action research, reflective practice, collaborative inquiry, professional learning communities, teacher agency, classroom-based research, evidence-based teaching, teacher leadership

1. Understanding "Action in Teacher Education"

The term "action in teacher education" encompasses a broad range of approaches that prioritize practical, context-specific learning and development for teachers. It moves beyond traditional, theoretical models of teacher education to embrace a more dynamic and cyclical process of reflection, action, and evaluation. At its core, action in teacher education emphasizes teacher agency, empowering educators to become active researchers and designers of their own professional growth. This contrasts with top-down, prescriptive approaches where teachers passively receive training and implement pre-defined strategies. Instead, "action in teacher education" fosters a culture of inquiry, experimentation, and continuous improvement within the classroom and the wider educational context.

2. Key Methodologies in Action in Teacher Education

Several methodologies underpin the concept of "action in teacher education." These approaches share a common emphasis on practical application and iterative improvement.

2.1 Action Research: This is a cornerstone methodology for action in teacher education. Teachers, often in collaboration with colleagues or researchers, identify a problem or area for improvement in their classroom. They then systematically plan, implement, observe, and evaluate an intervention, reflecting critically on the process and refining their approach based on the evidence gathered. Action research enables teachers to become active participants in generating knowledge about their own practice and context. Crucially, this

knowledge is specific to their unique environment and contributes directly to improving student outcomes.

2.2 Reflective Practice: Reflective practice is an integral component of action in teacher education. It involves systematically examining one's own teaching, analyzing strengths and weaknesses, and identifying areas for improvement. Through techniques like journaling, peer observation, and self-assessment, teachers develop a deeper understanding of their decision-making processes and their impact on student learning. This reflective process fuels the cycle of action and improvement central to "action in teacher education."

2.3 Collaborative Inquiry: This approach emphasizes the power of collective learning. Teachers work together in professional learning communities (PLCs) to explore shared challenges, co-design interventions, and collaboratively analyze the results. The collaborative nature of this approach fosters shared understanding, mutual support, and collective improvement. Through open dialogue and shared experience, teachers gain new perspectives and develop their capacity for collaborative problem-solving.

2.4 Classroom-Based Research: This involves conducting small-scale research projects within the classroom setting. Teachers can utilize a variety of research methods, including qualitative and quantitative techniques, to gather data about student learning and the effectiveness of their teaching. This data provides valuable evidence to inform pedagogical decisions and enhance teaching practices.

2.5 Coaching and Mentoring: Experienced educators can provide invaluable support and guidance to novice teachers through coaching and mentoring programs. These relationships offer opportunities for reflective practice, collaborative problem-solving, and the sharing of best practices, strengthening the principles of "action in teacher education."

3. Approaches to Implementing Action in Teacher Education

The successful implementation of "action in teacher education" requires a supportive environment and a clear understanding of the process. Several approaches facilitate this implementation:

Creating Professional Learning Communities: Establishing supportive PLCs where teachers can collaboratively engage in inquiry and reflection is vital. These communities provide a safe space for sharing experiences, seeking feedback, and collectively addressing challenges.

Providing Opportunities for Professional Development: Professional development opportunities should be designed to support the methodologies discussed above. Workshops, seminars, and online courses should focus on practical skills and strategies relevant to action research, reflective practice, and collaborative inquiry.

Embedding Action Research in Teacher Education Programs: Integrating action research into teacher education curricula from the outset equips aspiring teachers with the skills and

mindsets necessary for ongoing professional development.

Building a Culture of Inquiry: Creating a school culture where questioning, experimentation, and reflection are valued is crucial for successful implementation. Leadership plays a critical role in fostering this culture.

Utilizing Technology for Collaboration and Data Analysis: Technology can significantly enhance collaborative inquiry and data analysis in "action in teacher education." Online platforms and tools can facilitate communication, data sharing, and the dissemination of findings.

4. Benefits of Action in Teacher Education

"Action in teacher education" offers numerous benefits for both individual teachers and the wider education system. These include:

Enhanced Teacher Agency and Professional Growth: Teachers become active agents in their own professional development, leading to increased job satisfaction and a sense of accomplishment.

Improved Teaching Practices and Student Outcomes: The data-driven nature of the approaches leads to more effective teaching strategies and improved student learning.

Strengthened School Culture and Collaboration: A culture of inquiry and collaboration fosters a more supportive and innovative school environment.

Development of Evidence-Based Practice: Teachers develop the skills to gather and analyze data, leading to more informed and evidence-based teaching decisions.

Increased Teacher Retention: A focus on teacher agency and professional development can contribute to increased teacher retention rates.

Conclusion

"Action in Teacher Education" represents a paradigm shift in the way we approach teacher development. By empowering teachers to become active researchers and designers of their own practice, we create a more dynamic, responsive, and ultimately more effective education system. The methodologies and approaches outlined above offer a rich toolkit for enhancing teacher agency, improving teaching practices, and ultimately improving student outcomes. The continued focus on collaborative learning, reflective practice, and data-driven decision-making will be crucial in sustaining and expanding the positive impacts of action in teacher education.

FAQs

1. What is the difference between action research and reflective practice? Action research is a systematic inquiry into a specific problem, while reflective practice is a broader process of critically examining one's own actions and experiences. Action research often incorporates reflective practice.

1. How can I implement action research in my classroom? Start by identifying a specific

problem or area for improvement. Then, develop a plan, collect data, analyze the results, and refine your approach based on your findings. Collaborating with colleagues can be beneficial.

1. What are the challenges of implementing action in teacher education? Challenges can include time constraints, lack of support from administrators, and limited access to resources.
1. How can technology support action in teacher education? Technology can facilitate collaboration, data collection and analysis, and the dissemination of findings through online platforms and tools.
1. What role does leadership play in supporting action in teacher education? School leaders need to create a supportive culture that values inquiry, reflection, and collaboration. They should also provide resources and time for teachers to engage in professional development.
1. How can I measure the effectiveness of action in teacher education initiatives? Effectiveness can be measured through improved teaching practices, enhanced student outcomes, increased teacher satisfaction, and a stronger school culture.
1. Is action in teacher education suitable for all teachers? Yes, the principles of action in teacher education can be adapted to suit the needs and contexts of all teachers, regardless of their experience level.
1. How can I find support and resources for action in teacher education? Many professional organizations and online resources offer support, training, and resources for teachers interested in engaging in action research and reflective practice.
1. What are the ethical considerations in action in teacher education? Ethical considerations include ensuring the privacy and confidentiality of students and obtaining informed consent for any research involving students.

Related Articles:

1. "Action Research for Teachers: A Practical Guide": This article provides a step-by-step guide to conducting action research in the classroom, including tips for data collection and analysis.
1. "Reflective Practice in Teacher Education: A Literature Review": This article examines the current research on reflective practice in teacher education, highlighting its benefits and challenges.
1. "The Role of Professional Learning Communities in Teacher Development": This article explores the importance of PLCs in supporting teacher collaboration and professional growth.
1. "Using Technology to Enhance Action in Teacher Education": This article discusses how technology can be used to support collaboration, data collection, and dissemination of findings in action research projects.
1. "The Impact of Coaching and Mentoring on Teacher Effectiveness": This article examines the effectiveness of coaching and mentoring programs in supporting teacher development.
1. "Building a Culture of Inquiry in Schools": This article provides strategies for creating a school culture that values inquiry, reflection, and collaboration.
1. "Evidence-Based Teaching: A Guide for Educators": This article explores the importance of evidence-based practices in teaching and provides guidance on how to implement them in the classroom.
1. "Teacher Agency and Professional Development: A Case Study": This article presents a case study demonstrating how action in teacher education can enhance teacher

agency and professional growth.

1. "Assessing the Impact of Action Research on Student Outcomes": This article examines the relationship between action research and student outcomes, providing evidence of the positive impact of action in teacher education.

action in teacher education: Improving Teacher Education Through Action Research ,

action in teacher education: Action in Teacher Education , 1988

action in teacher education: Clinically Based Teacher Education in Action Eva Garin, Rebecca West Burns, 2020-04-01 Teacher education in the United States is changing to meet new policy demands for centering clinical practice and developing robust school-university partnerships to better prepare high-quality teachers for tomorrow's schools. PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) have recently been cited in national reports as exemplars of high-quality school-university partnerships in the clinical preparation of teachers. According to the National Association for Professional Development Schools, PDSs have Nine Essentials that distinguish them from other school-university collaborations. But even with that guidance, working across the boundaries of schools and universities remains messy, complex, and, quite frankly, hard. That's why, perhaps, there is such diversity in school-university partnerships. For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. *Clinically Based Teacher Education in Action: Cases from PDSs* addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers can see how different PDSs from across the globe are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.

action in teacher education: *Transformative Pedagogies for Teacher Education* Ann E. Lopez, Elsie L. Olan, 2019-07-01 This is the second book in the series *Transformative Pedagogies for Teacher Education*. Like the first book in the series it is geared towards practitioners in the field of teacher education. This second book focuses on action, agency and dialogue. It features chapters by a collection of teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences with teacher candidates to explore critical issues in teacher education. The book will be useful to teacher educators working with teacher candidates in different contexts, particularly diverse contexts. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in *Transformative Pedagogies in Teacher Education: Critical Action, Agency and Dialogue in Teaching and Learning Contexts* they can implement in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives in teacher education in the preparation of teacher candidates for a changing world. Critical notions of education are posited from different perspectives and locations. This book will be useful for schools, school boards and districts engaging in ongoing professional development of teachers. It will also be of value to school leaders and aspiring leaders in principal preparation programs as working with new teachers and teacher educators is an integral part of their role.

action in teacher education: **Philosophy and Education as Action** Yusef Waghid, Nuraan Davids, 2017-03-08 Nuraan Davids and Yusef Waghid teach philosophy of education to students, who

are completing a post-graduate certificate in education (PGCE) in order to qualify as teachers. They make the argument that philosophy and education are intertwined as action concepts with the potential to affect teacher education practices. *Philosophy and Education as Action: Implications for Teacher Education* endeavors to clarify pertinent philosophical concepts in education and look at how these concepts impact teaching, learning, and management as classroom practices. Through the philosophical concepts of epistêmê (knowledge), phronesis (practical reasoning), praxis (productive action), paideia (education), parhessia (free speech), technê (craft or art), dialogos (deliberative engagement), philia (love and friendship), kosmopolitis (cosmopolitanism), and dinamis (potentiality), students can come to speech through a philosophical discourse situated in educational studies.

action in teacher education: *Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation* Hartshorne, Richard, 2012-07-31 While online learning has become pervasive in many fields in higher education, it has been adopted somewhat slower in teacher education. In addition, more research is needed to empirically evaluate the effectiveness of online education in teacher preparation. *Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation* presents information about current online practices and research in teacher education programs, and explores the opportunities, methods, and issues surrounding technologically innovative opportunities in teacher preparation. It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure.

action in teacher education: Re-Imagining Transformative Leadership in Teacher Education Ann E. Lopez, Elsie L. Olan, 2021-05-01 This is the third and final book in the series *Transformative Pedagogies in Teacher Education*. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education. The book will be useful to teacher educators working with teacher candidates in different contexts, experienced teachers and school leaders. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in *Transformative Pedagogies in Teacher Education: Re-Imagining Transformative Leadership in Teacher Education* they can employ in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives critical in these changing and challenging times. Critical notions of education are posited from different perspectives and contexts. This book will be useful for teacher education programs, principal preparation programs, in-service teachers, school boards and districts engaging in ongoing professional development of teachers and school leaders.

action in teacher education: Teacher Education in Globalised Times Jillian Fox, Colette Alexander, Tania Aspland, 2020-05-12 This book provides commentary on the influence of multi-layered political contexts that surround the work of teacher educators worldwide. It addresses the drawbacks of the massification, standards-based movements and marketisation of universal business that threaten authenticity, innovation and entrepreneurship within teacher education on a global scale. The chapters celebrate the richly described local stories that explore the often tacit political activity that underpins teacher educators' work. The book highlights the commitment of both teachers and teacher educators to social justice, and human rights and critical consciousness as central to the process of teacher development. Teacher formation, teacher education policies and curriculum development in an era of globalisation, super-diversity and the positioning of Indigenous

populations, and national regulation and localisation are topics that are explored in this book.

action in teacher education: *Transforming Teacher Education through Service-Learning* Virginia M. Jagla, Joseph A. Erickson, Alan S. Tinkler, 2013-12-01 Transforming Teacher Education through Service-Learning provides a fresh look at educational reform through the lens of teacher preparation. It poses the question “Why service-learning now?” as it discusses the meaningful ways service-learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow’s children. The pedagogy of service-learning has significant implications for teacher education. Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity. Knowledge of the pedagogy and how to implement it in candidates’ future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools. The current and ongoing research found within this volume is meant to continue support of the notion of educational reform. Because the vision we hold becomes the reality we experience, it is imperative to consider the question—Why service-learning now?—as we adjust teacher preparation programs to promote engaging opportunities for today’s youth.

action in teacher education: *Outcomes of High-Quality Clinical Practice in Teacher Education* Diane Yendol-Hoppey, David T. Hoppey, 2018-07-01 For decades teacher education researchers, organizations, and policy makers have called for improving teacher education by creating clinically based preparation programs (e.g. CAEP, 2013; Goodlad, 1990; Holmes, 1986, 1995; National Association for Professional Development Schools, 2008; National Council for the Accreditation of Teacher Educators, 2001, 2010; Zeichner, 1990). According to the NCATE Blue Ribbon Report (2010), this approach requires extensive opportunities for prospective teachers to connect and apply what they learn from school and university based teacher educators. Similar to preparing medical professionals, clinical practice in teacher education requires the complex and time intensive work of supporting teacher candidate ability to link theory, research, and practice as well as on-going inquiry into best pedagogical practices. Therefore, clinically intensive programs expect prospective teachers to blend practitioner and academic knowledge throughout their programs as they learn by doing (NCATE, 2010, p.ii). However, most of the literature to date on clinical practice has been conceptual and often relies on describing program design. The purpose of this book is move past description to study and understand what teacher education programs are learning from research about innovative clinical models of teacher education. Each book chapter highlights research about how programs are studying a variety of outcomes of clinical practice. After an introductory chapter that helps to define and situate clinical practice in teacher education, the book is organized into four sections: (1) Outcomes of New Roles, (2) Outcomes of New Practices, (3) Outcomes of New Coursework/Fieldwork Configurations, and (4) Outcomes of New Program Configurations. The book wraps up with a discussion that looks across the chapters to find common themes, share implications for teacher educators, and set the course for future research.

action in teacher education: *Advancing Racial Literacies in Teacher Education* Detra Price-Dennis, Yolanda Sealey-Ruiz, 2021 Today’s students use their digital expertise and the power of their voice to respond to issues of inequity in society. It is essential that teacher educators develop their own racial literacies and those of their preservice and classroom teachers to support student digital activism. From talking about race and racism to resisting the harmful narratives that circulate online but impact face-to-face interactions in the classroom, teacher educators must navigate sociotechnical spaces with a critical lens and develop strategies to help their preservice teachers do the same. This book is designed to increase educators’ capacity and agency to respond to inequities that plague our educational system. The authors provide a framework to help readers rethink how curriculum and pedagogy impact classroom instruction. In *Advancing Racial Literacies in Teacher Education*, Price-Dennis and Sealey-Ruiz provide theoretical and practical entry points into a conversation about race in the digital age that aim to increase equity in schools and better prepare teachers entering the U.S. school system. Book Features: Provides examples of how racial literacy can be fostered in teacher education programs. Offers reflection questions designed to

assess the status of racial literacy in both teacher education programs and K-12 classrooms. Helps educators develop curriculums that leverage multimodal ways of cultivating racial literacy. Offers a conceptual model of racial literacy for the digital age that advances civic engagement for equity in education. Focuses on pedagogical practices that support racial literacy development in teacher education. Includes a Foreword by Jabari Mahiri and an Afterword by Rebecca Rogers, leading scholars in the field of racial literacy.

action in teacher education: *Reclaiming Accountability in Teacher Education* Marilyn Cochran-Smith, Molly Cummings Carney, Elizabeth Stringer Keefe, Stephani Burton, Wen-Chia Chang, M. Beatriz Fernández, Andrew F. Miller, Juan Gabriel Sánchez, Megina Baker, 2018-04-20 1. The book offers teacher educators and stakeholders an overview of accountability in the era of education reform and embraces teacher education accountability as a lever for reconstructing its targets, purposes, and consequences in keeping with the larger democratic project. 2. The book introduces a framework, eight dimensions of accountability, for interrogating dimensions of accountability policy and practice by revealing an accountability initiative's operation but also exposing underlying values and principles, theory of change, and relationship to larger political and policy agendas. 3. Using the authors' framework, eight dimensions of accountability, the book deconstructs four of the most visible education reform initiatives relevant to teacher educators and education stakeholders. The book proposes a rallying call to teacher educators and stakeholders to reclaim accountability using a new approach: democratic accountability in teacher education --

action in teacher education: *Transformative Pedagogies for Teacher Education* Ann E. Lopez, Elsie Lindy Olan, 2018 People are on the move all across the globe and the student population is becoming increasingly more diverse. This has brought about new opportunities and challenges for educators, and teachers. In this series teacher educators a) deconstruct and problematize what it means to educate new teachers for increasingly diverse schools and classroom contexts, and b) highlight experiences of teacher educators as they attempt to bridge the theory to practice divide often encountered in teacher education. In these challenging times when public education is under attack, culturally responsive, antiracist, critical multicultural, social justice and all forms of teaching that are inclusive and equitable must be supported and encouraged. As schools continue to be spaces where ideas and values that promote equity and justice in society are contested, teachers must be proactive in engaging in pedagogies that respond to the needs of a diverse student population. Transformative Pedagogies bring together the work of teachers, scholars, and activists from different countries and contexts who are seeking to transform teacher education. This book will be useful to all educators seeking alternative and innovative approaches to education and meeting the needs of students. Teacher educators examine what it means to be transformative and drawing on experiences from different contexts.

action in teacher education: *Dispositions in Teacher Education* Mary E. Diez, James D. Raths, 2007 The topic of dispositions is central to teacher education and to teacher educators. Because of perhaps precipitous action on the part of accrediting agencies in teacher education, teacher educators need to define, teach, and assess dispositions in their programs. This book examines the sources of the concept dispositions, how it evolved in teacher education, what forms it has taken in selected programs, and what challenges remain in this arena for teacher educators.

action in teacher education: *Studying Diversity in Teacher Education* Arnetha F. Ball, Cynthia A. Tyson, 2011-01-16 Studying Diversity in Teacher Education is a collaborative effort by experts seeking to elucidate one of the most important issues facing education today. First, the volume examines historically persistent, yet unresolved issues in teacher education and presents research that is currently being done to address these issues. Second, it centers on research on diverse populations, bringing together both research on diversity and research on diversity in teacher education. The contributors present frameworks, perspectives and paradigms that have implications for reframing research on complex issues that are often ignored or treated too simplistically in teacher education literature. Concluding the volume with an agenda for future research and a guide for preparing teachers for diversity education in a global context, the

contributors provide a solid foundation for all educators. Studying Diversity in Teacher Education is a vital resource for all those interested in diversity and education research.

action in teacher education: Innovative Practices in Language Teacher Education

Tammy S. Gregersen, Peter D. MacIntyre, 2017-02-28 This volume addresses innovations in language teacher education, offering a diversity of personal/psychological perspectives and topics in the theory and/or practice in language teacher education. The text deals with innovations in teaching for learning, teacher autonomy, dynamic self-reflection, peace education, professionalism, action research, socio-emotional intelligence, embodiment, professional development, NeuroELT, and more. Organized in three sections, the chapters inspire readers to reflect upon what it means to grow as a teacher as they navigate the intra- to inter-personal continuum. The editors draw the main themes together and discuss them in light of an innovations framework developed by Rogers (including relative advantage, compatibility, complexity, trialability and observability) in order to express, in concrete terms, the ways in which each idea can be considered innovative. Throughout the anthology, the reader will find specific, novel ways in which to work towards good practice in language teacher education.

action in teacher education: Teacher Action Research Gerald J. Pine, 2008-10-31 This is a wonderful book with deep insight into the relationship between teachers' action and result of student learning. It discusses from different angles impact of action research on student learning in the classroom. Writing samples provided at the back are wonderful examples. —Kejing Liu, Shawnee State University *Teacher Action Research: Building Knowledge Democracies* focuses on helping schools build knowledge democracies through a process of action research in which teachers, students, and parents collaborate in conducting participatory and caring inquiry in the classroom, school, and community. Author Gerald J. Pine examines historical origins, the rationale for practice-based research, related theoretical and philosophical perspectives, and action research as a paradigm rather than a method. Key Features Discusses how to build a school research culture through collaborative teacher research Delineates the role of the professional development school as a venue for constructing a knowledge democracy Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices (those of students and parents) in the research process Includes chapters addressing the concrete practices of observation, reflection, dialogue, writing, and the conduct of action research, as well as examples of teacher action research studies

action in teacher education: Employing Community-Based Experiential Learning in Teacher Education Gary Harfitt, Jessie Mei Ling Chow, 2020-07-18 This book positions itself at the intersection of the interrelationship between three key areas of initial teacher education: constructivist learning theories, teaching practicum, and the promotion of reflective practices. It presents an innovative approach to teacher preparation at undergraduate and postgraduate levels by critically examining the implementation of a mandatory experiential learning block across subject disciplines on undergraduate and postgraduate teacher preparation courses. This book presents multiple examples and case studies of these varied experiential learning projects that will inform academics, teachers and policymakers. Through these rich examples the authors set out to address the theory-practice dilemma in teacher education, where teachers-to-be are often positioned as 'consumers' of educational research in classrooms, read reference books and academic papers on teaching, and observe university and school experts before applying the same acquired theories and practices in their own classes. In the book the authors argue for a shift away from this conventional teacher-learning curriculum that is characterised by the separation of theory and practice, choosing instead to promote pedagogy and methods courses where practice underpins all learning. These pedagogical perspectives include the promotion of a diverse range of learning contexts (including on- and off-campus learning sites) for student teachers to experience during their time on teacher education courses.

action in teacher education: Teacher Education and Black Communities Chance W. Lewis, Yolanda Sealey-Ruiz, Ivory Toldson, 2014-05-01 The field of education has been and will continue to

be essential to the survival and sustainability of the Black community. Unfortunately, over the past five decades, two major trends have become clearly evident in the Black community: (a) the decline of the academic achievement levels of Black students and (b) the disappearance of Black teachers, particularly Black males. Today, of the 3.5 million teachers in America's classrooms (AACTE, 2010) only 8% are Black teachers, and approximately 2% of these teachers are Black males (NCES, 2010). Over the past few decades, the Black teaching force in the U.S. has dropped significantly (Lewis, 2006; Lewis, Bonner, Byrd, & James, 2008; Milner & Howard, 2004), and this educational crisis shows no signs of ending in the near future. As the population of Black students in K-12 schools in the U. S. continue to rise—currently over 16% of students in America's schools are Black (NCES, 2010)—there is an urgent need to increase the presence of Black educators. The overall purpose of this edited volume is to stimulate thought and discussion among diverse audiences (e.g., policymakers, practitioners, and educational researchers) who are concerned about the performance of Black students in our nation's schools, and to provide evidence-based strategies to expand our nation's pool of Black teachers. To this end, it is our hope that this book will contribute to the teacher education literature and will inform the teacher education policy and practice debate.

action in teacher education: Action Research and Teacher Education, 1995

action in teacher education: The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research, as well as the imagined futures. The two volumes are divided into sub-sections: Section One: Mapping the Landscape of Teacher Education Section Two: Learning Teacher Identity in Teacher Education Section Three: Learning Teacher Agency in Teacher Education Section Four: Learning Moral & Ethical Responsibilities of Teaching in Teacher Education Section Five: Learning to Negotiate Social, Political, and Cultural Responsibilities of Teaching in Teacher Education Section Six: Learning through Pedagogies in Teacher Education Section Seven: Learning the Contents of Teaching in Teacher Education Section Eight: Learning Professional Competencies in Teacher Education and throughout the Career Section Nine: Learning with and from Assessments in Teacher Education Section Ten: The Education and Learning of Teacher Educators Section Eleven: The Evolving Social and Political Contexts of Teacher Education Section Twelve: A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies.

action in teacher education: Placing Practitioner Knowledge at the Center of Teacher Education Margaret Macintyre Latta, Susan Wunder, 2012-05-01 Rethinking the Education Doctorate so that practitioner knowledge is at the center of programmatic concern in teacher education raises provocative education policy/practice considerations. Participants in the national Carnegie Project on the Education Doctorate (CPED) are doing just this. Their accounts of rethinking what counts as educational knowledge and their reconsideration of the roles of teacher educators, scholar-practitioners, students, policy makers, and others are illuminated in this book. Asserting the primacy of practitioner knowledge, the book generates a rich and complex terrain of issues and considerations that participating CPED institutions navigate as multiple technical, normative, and political questions at the crux of educator preparation, professional growth, and control of their field. And, it is this terrain that calls attention to the nature of practitioner knowledge and its inherent potential for redirecting, mediating, and generating education policy. Conversations within and across national and local levels orient away from technical means-ends "what works" questions alone, and open into normative and political questions about educational value and professional action. In documenting the largest, most coordinated effort to rethink the educational doctorate in a century of such efforts, this book will interest teacher educators and programs engaged in pre-service and graduate level teacher education, practicing K-16 teachers, and education policy/practice interest groups and individuals. Illustrating a policy development method that is neither top-down nor necessarily 'grass roots', it also invites the interest of other educational sectors. Additionally, as CPED implementation contexts value interdisciplinarity,

multiple methodological perspectives, and interactions and deliberations across interests, the lived consequences and significances of doing so are mapped out and, as such, hold much potential for policy/practice intersections within manifold education settings, and beyond, to settings of all kinds invested in the primacy of practitioner knowledge. Thus, a core goal of this volume is to broach these considerations with a broad readership.

action in teacher education: Culture in School Learning Etta R. Hollins, 2008-04-18 In this text Etta Hollins presents a powerful process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process covers objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory or a conceptual framework linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Two basic procedures are employed in this process: constructing an operational definition of culture that reveals its deep meaning in cognition and learning, and applying the reflective-interpretive-inquiry (RIQ) approach to making linkages between students' cultural and experiential backgrounds and classroom instruction. Discussion within chapters is not intended to provide complete and final answers to the questions posed, but rather to generate discussion, critical thinking, and further investigation. Pedagogical Features Focus Questions at the beginning of each chapter assist the reader in identifying complex issues to be examined. Chapter Summaries provide a quick review of the main topics presented. Suggested Learning Experiences have been selected for their value in expanding preservice teachers' understanding of specific questions and issues raised in the chapter. Critical Readings lists extend the text to treat important issues in greater depth. New in the Second Edition New emphasis is placed on the power of social ideology in framing teachers' thinking and school practices. The relationship of core values and other important social values common in the United States to school practices is explicitly discussed. Discussion of racism includes an explanation of the relationship between institutionalized racism and personal beliefs and actions. Approaches to understanding and evaluating curriculum have been expanded to include different genres and dimensions of multicultural education. A framework for understanding cultural diversity in the classroom is presented. New emphasis is placed on participating in a community of practice. This book is primarily designed for preservice teachers in courses on multicultural education, social foundations of education, principles of education, and introduction to teaching. Inservice teachers and graduate students will find it equally useful.

action in teacher education: Current Issues in Teacher Education Cynthia A. Lassonde, Robert J. Michael, Jerusalem Rivera-Wilson, 2008 In this edited volume by experts in the field of teacher education, *Current Issues in Teacher Education* combines forces from the United States and Canada to present and discuss positions on current topics and concerns in the field of teacher education. It provides an overview and multiple perspectives of issues rather than one author's position or viewpoint. This will allow the reader to reflect on multiple perspectives and to form his or her opinion and route for further action or discussion. Written in a reader-friendly style with accessible language, the book avoids the use of highly techni.

action in teacher education: Tensions in Teaching about Teaching Amanda Berry, 2007-06-03 This book captures the excitement – and the difficulties – of self-study of teacher education practices, placing it at the forefront of approaches to practitioner inquiry. It offers insight into the relationship between teaching about teaching and learning about teaching that emerged through the author's own self-study project. The book illustrates how tensions can act as a means for both analysing practice and articulating the professional knowledge that comprises a pedagogy of teacher education.

action in teacher education: Curriculum Theorizing and Teacher Education Anne M Phelan, 2015-02-11 If teacher education, as a field of study, is to contribute to the revitalization, re-moralization and re-politicization of Education, this book argues that it needs to be alert to questions of teachers' intellectual and political freedom and to concerns about the legitimacy of

what we do in teacher education, in the name of Education. Anne Phelan demonstrates how curriculum theorizing can serve such an educational project by engaging concerns about subjectivity (human agency and action), society, and historical moment, thereby widening the field of insight in teacher education and informing debates about new trajectories for policy and practice. Exploring teacher education through ethical, political, aesthetic vocabularies, drawn from the Humanities, is vital at a time when the dehumanizing influences of performativity, standardization and accountability are evident in education systems across the world, and when we are in danger of losing the things that we most value and are the least measurable - relationships, independent thought, and ethical judgment. Curriculum Theorizing and Teacher Education will be of interest to teacher educators who are practicing, researching, or (re)designing teacher education, as well as policy makers who are curious about new possibilities for framing the problem of teacher education at provincial, state and federal levels.

action in teacher education: Breaking the Mold of Preservice and Inservice Teacher Education Audrey Cohan, Andrea Honigsfeld, 2011 This unique collection of chapters takes the reader on a tour to explore innovative preservice and inservice teacher education practices from many regions of the United States, Canada and the world. Each of the chapters-organized under four headings-offers an authentic, documentary account of successful initiatives that break the traditional mold of teacher education.

action in teacher education: A Turning Point in Teacher Education James D. Kirylo, Jerry Aldridge, 2019-01-25 Since teacher education looked to become a formal field of study in the 1800s, it has historically contended with competing forces in the effort to solidify its professional identity. Currently, that contention is juxtaposed with those external forces that look to promote fast-track teacher training, with its ultimate goal to dismantle traditional teacher education programs, and those internal forces, whereby teacher education within itself continues to struggle with its own identity, power, and influence. To that end, this book, *A Turning Point in Teacher Education: A Time for Resistance, Reflection, and Change*, suggests we have reached a climax point, a turning point in teacher education, meaning we must work to resist and denounce those external forces that are laboring to undermine the professionalization of what it means to be a teacher. Simultaneously, we must also deeply reflect and be clear about those internal forces at work when it comes to solidifying the place, power, and necessity of traditional teacher education programs, ultimately announcing the furthering of what should be.

action in teacher education: *Innovations in Teacher Education* Clive Beck, Clare Kosnik, 2012-02-01 This book offers a comprehensive, social constructivist approach to preservice education. Written in a clear, accessible style, it presents key principles of teacher education and concrete examples from eight successful programs in Australia, Canada, and the United States. It extends constructivism beyond Piaget and Vygotsky to more recent theorists such as Barthes and Derrida, indicating how such an approach can lead to engaging, effective education. Clive Beck and Clare Kosnik advocate an approach to teacher education that is highly original, linking integration, community components, and inquiry to a degree not commonly found in preservice programs, and they show in detail how to implement these elements.

action in teacher education: Dialogue and Difference in a Teacher Education Program Marilyn Johnston-Parsons, 2012-05-01 This book is a longitudinal study of a 10-year experimental teacher education program. Follow-up studies and writing continued for 6 years after the program closed. This case study describes a search for effective and socially just practices within a long-term reform initiative intended to prepare teachers for urban schools. The program was run through a Professional Development School--a collaboration between a university program and a diverse group of practicing teachers; and the book was written collaboratively by many of the participants--faculty, mentor teachers, doctoral students, and teacher candidates/graduates. There are few longitudinal studies of teacher education programs, especially ones that focus on what was learned and told by those who did the learning. The narratives here are rich, diverse, and multivocal. They capture the complexity of a reform initiative conducted within a democratic context. It's difficult, messy and as

varied as is democracy itself. The program was framed by a sociocultural perspective and the focus was on learning through difference. Dialogue across difference, which is more than just talk, was both the method for doing research and the means for learning. The program described here began in the ferment of teacher education reform in the early 1990s, responding to the critics of the mid-1980s; and this account of it is finished at a time when teacher education is again under attack from a different direction. Criticized earlier for being too progressive, teacher education is now seen as too conservative. The longitudinal results of this program show high retention rates and ground the argument that quality teacher preparation programs for teaching in urban schools may well be cost effective, as well as provide increased student learning. This is counter to the current move to shorten teacher preparation programs, at a time of low teacher retention in our under resourced urban schools. The book does not advocate a model for teacher education, but it aims to provide principles for practice that include school/university collaboration, democratic dialogue across differences, and inquiry as a way to guide reform.

action in teacher education: *Culturally Responsive Teaching* Geneva Gay, 2010 The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of English Plus instruction.

action in teacher education: *Changing Expectations for the K-12 Teacher Workforce* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Science Education, Policy and Global Affairs, Board on Higher Education and Workforce, Committee on Understanding the Changing Structure of the K-12 Teacher Workforce, 2020-07-10 Teachers play a critical role in the success of their students, both academically and in regard to long term outcomes such as higher education participation and economic attainment. Expectations for teachers are increasing due to changing learning standards and a rapidly diversifying student population. At the same time, there are perceptions that the teaching workforce may be shifting toward a younger and less experienced demographic. These actual and perceived changes raise important questions about the ways teacher education may need to evolve in order to ensure that educators are able to meet the needs of students and provide them with classroom experiences that will put them on the path to future success. *Changing Expectations for the K-12 Teacher Workforce: Policies, Preservice Education, Professional Development, and the Workplace* explores the impact of the changing landscape of K-12 education and the potential for expansion of effective models, programs, and practices for teacher education. This report explores factors that contribute to understanding the current teacher workforce, changing expectations for teaching and learning, trends and developments in the teacher labor market, preservice teacher education, and opportunities for learning in the workplace and in-service professional development.

action in teacher education: *Action in Teacher Education* , 1992

action in teacher education: *Teacher Development in Action* M. Kubanyiova, 2012-01-12 Bringing together multiple sources of data and combining existing theories across language teacher cognition, teacher education, second language motivation and psychology, this empirically-grounded analysis of teacher development in action offers new insights into the complex and dynamic nature of language teachers' conceptual change.

action in teacher education: *Action Research for Teacher Candidates* Robert P. Pelton, 2010-10-16 Teachers are the single most important element in helping every child succeed in school. *Action Research for Teacher Candidates* has been written in the hopes of equipping teachers-in-training with the skills needed for action research: a process that leads to focused,

effective, and responsive strategies that help students succeed. Robert P. Pelton is also the author of *Making Classroom Inquiry Work: Techniques for Effective Action Research*, which is designed to serve those who wish to delve deeper into their action research or as leaders in teacher research and reflective practice. These two books serve as both a perfect training curriculum for pre-service teachers at the undergraduate or graduate level and as an excellent vehicle for professional development for in-service teachers.

action in teacher education: *Mentorship Strategies in Teacher Education* Dikilitas, Kenan, Mede, Enisa, Atay, Derin, 2018-05-18 Mentoring in teacher education has been a key issue in ensuring the healthy development of teacher learning. Variety in the actualization of mentoring can lead to the exposition of new qualities and the evolving roles that mentors might undertake. *Mentorship Strategies in Teacher Education* provides emerging research on international educational mentoring practices and their implementation in teacher education. While highlighting topics such as e-mentoring, preservice teachers, and teacher program evaluation, this publication explores the implementations and implications that inform the existing practices of teacher education mentoring. This book is a vital resource for researchers, educators, and practitioners seeking current research on the understanding and development of existing mentorship strategies in a variety of fields and disciplines.

action in teacher education: *Encyclopedia of Teacher Education* Michael A. Peters, 2022-09-05 This encyclopaedia is a dynamic and living reference that student teachers, teacher educators, researchers and professionals in the field of education with an accent on all aspects of teacher education, including: teaching practice; initial teacher education; teacher induction; teacher development; professional learning; teacher education policies; quality assurance; professional knowledge, standards and organisations; teacher ethics; and research on teacher education, among other issues. The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions, the global policy convergence and counter-practices relating to the teacher education profession. The accent will be equally on teaching practice and practitioner knowledge, skills and understanding as well as current research, models and approaches to teacher education.

action in teacher education: The Power of Community-Engaged Teacher Preparation Patricia Clark, Eva Zygmunt, Susan Tancock, Kristin Cipollone, 2021 Discover how and why community-engaged teacher preparation is a powerful and vital approach to address an educational system that is historically deficient, discriminatory, and decidedly inequitable. In this edited volume, the authors argue that past practice is inadequate and issue a mandate for a new approach to educator preparation. Articulating a clear definition of community-engaged teacher preparation, they focus on national and international initiatives that have been sustained over time and are having a direct impact on student learning. Chapters are written by school, university, and community partners who speak to the innovation, creativity, commitment, and persistence required to reinvent teacher preparation. They also underscore the complexity of this work, the humility necessary to reflect and reconsider, and the true spirit of authentic solidarity among university, school, and community partners required to seek and secure equity for children in schools. Book Features: Provides a critical examination of structural inequity in education and ways to address it through community-engaged teacher preparation. Describes a teacher preparation model that is enacted in solidarity with members of historically marginalized populations. Offers clear guidance on what is meant by culturally relevant and culturally sustaining pedagogies with examples of how these frameworks are being operationalized. Explores the obstacles and opportunities involved in the implementation process. "A collection of powerful authors who offer theoretical considerations, evidence-based approaches, and practical considerations for not just teacher education as usual but community-engaged teacher education." —From the Foreword by Tyrone C. Howard, University of California, Los Angeles

action in teacher education: *Introduction to Critical Reflection and Action for Teacher Researchers* Bernie Sullivan, Máirín Glenn, Mary Roche, Caitriona McDonagh, 2016-04-28

Introduction to Critical Reflection and Action for Teacher Researchers provides crucial direction for educators looking to improve their teaching and maximise learning. While many students can grasp the basic elements of researching their practice and can write about practitioner research, some need guidance and assistance to reflect meaningfully on their teaching practice so as to articulate their educational values. This book provides this guidance. By exploring how to engage in an authentic, practical and personalised framework, the book encourages critical reflection and action on educational practice. Moving through the process of reflecting on practice, engaging in critical thinking and planning and taking action, it helps the reader to subsequently generate educational theory from their own personal learning. Examples from the authors' experiences illustrate the issues raised in each section, with 'Pause and Reflect' activities, guidelines for conducting a research project and annotated further reading available for every chapter. Introduction to Critical Reflection and Action for Teacher Researchers is based on the idea that reflection is in itself a deliberate action and something we must live - it is key to understanding our practice and is a core component of action research. This book is a valuable guide for teachers, trainee teachers and researchers interested in reflecting on and enhancing their teaching practice.

action in teacher education: Policy and Politics in Teacher Education John Furlong, Marilyn Cochran-Smith, Marie Brennan, 2013-09-13 During the last 20 years, governments around the world have paid increasing attention to the recruitment, preparation, and retention of teachers. Teacher supply and teacher quality have become significant policy issues, taken up by policy-makers at the highest levels. This is because teachers are now seen by many governments as the 'lynch-pin' of educational, economic and social reform. This volume grew out of a recognition by the Editors of the growing significance of teacher education policy and a curiosity about international trends and differences. The book brings together nine papers from leading academics around the world: from the UK (England and Scotland), the USA, Australia, Singapore and Belgium, plus a joint paper comparing Namibia and the USA. Taken together, the papers reveal the complexities and contradictions of international trends. On the one hand, they demonstrate that there is indeed a common direction of travel along the lines encouraged by international bodies such as the OECD. At the same time however, the papers also reveal important differences among countries in terms of how they are addressing common aspirations as well as some apparent contradictions within the policies of individual nations. This book was based on the special issue of Teachers and Teaching.

Additional Resources

Action in Teacher Education | Taylor & Francis Online

May 9, 2025 · This journal serves as a forum for the exchange of information and ideas related to the improvement of teacher education and teacher educators in all capacities. Articles focus ...

[ATE | Journals & Publications - ASSOCIATION OF TEACHER ...](#)

Action in Teacher Education Journal www.tandfonline.com/journals/uate20 Action in Teacher Education is an official publication of the Association of Teacher Educators and is published as ...

[Action in Teacher Education: Vol 47, No 2 \(Current issue\)](#)

Apr 30, 2025 · "They Don't Even Realize They're Learning": Enacting Core Practices in Teacher Education Through Board Games

[List of issues Action in Teacher Education - Taylor & Francis ...](#)

Browse the list of issues and latest articles from Action in Teacher Education.

Action Research in Teacher Education: Classroom Inquiry, ...

understand what teachers learned through the action research process and how their self-study impacted teaching and learning in their classrooms, qualitative research methods were used to ...

Action in Teacher Education - Scimago Journal & Country Rank

Articles focus upon concepts, practices and research which have implications and applicability for practitioners involved with teacher education. Action in Teacher Education is an official ...

Action in Teacher Education - ScienceGate

Find the latest published papers in Action in Teacher Education + Top authors, related hot topics, the most cited papers, and related journals

Action in Teacher Education: Ingenta Connect Publication

Jan 2, 2022 · Publisher: Routledge, part of the Taylor & Francis Group.

Action in Teacher Education - ResearchGate

The article demonstrates how action research has helped us question some taken-for-granted assumptions about our purposes and practices and radically revise our teacher education ...

Action in Teacher Education | Periodicals - PSIref

Action in Teacher Education is published as a service to members of the Association of Teacher Educators and others concerned with teacher education. It serves as a forum for the exchange ...

Action in Teacher Education | Taylor & Francis Online

May 9, 2025 · This journal serves as a forum for the exchange of information and ideas related to the improvement of teacher education and teacher educators in all capacities. Articles focus ...

ATE | Journals & Publications - ASSOCIATION OF TEACHER ...

Action in Teacher Education Journal www.tandfonline.com/journals/uate20 Action in Teacher Education is an official publication of the Association of Teacher Educators and is published as ...

Action in Teacher Education: Vol 47, No 2 (Current issue)

Apr 30, 2025 · "They Don't Even Realize They're Learning": Enacting Core Practices in Teacher Education Through Board Games

List of issues Action in Teacher Education - Taylor & Francis Online

Browse the list of issues and latest articles from Action in Teacher Education.

Action Research in Teacher Education: Classroom Inquiry, ...

understand what teachers learned through the action research process and how their self-study impacted teaching and learning in their classrooms, qualitative research methods were used to ...

Action in Teacher Education - Scimago Journal & Country Rank

Articles focus upon concepts, practices and research which have implications and

applicability for practitioners involved with teacher education. Action in Teacher Education is an official ...

[Action in Teacher Education - ScienceGate](#)

Find the latest published papers in Action in Teacher Education + Top authors, related hot topics, the most cited papers, and related journals

Action in Teacher Education: Ingenta Connect Publication

Jan 2, 2022 · Publisher: Routledge, part of the Taylor & Francis Group.

[Action in Teacher Education - ResearchGate](#)

The article demonstrates how action research has helped us question some taken-for-granted assumptions about our purposes and practices and radically revise our teacher education ...

[Action in Teacher Education | Periodicals - PSIref](#)

Action in Teacher Education is published as a service to members of the Association of Teacher Educators and others concerned with teacher education. It serves as a forum for the exchange ...

Action In Teacher Education

Action In Teacher Education

Related Articles

- [act study plan pdf](#)
- [active and passive voice worksheets](#)
- [active state power management](#)

[Back to Home](#)