

Educational Journal Articles For Teachers

In 1999, Liping Ma published her book *Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in the United States and China*, which probed the kinds of knowledge that elementary school teachers need to convey mathematical concepts and procedures effectively to their students. Later that year, Roger Howe, a member of the U.S. National Commission on Mathematics Instruction (USNC/MI), reviewed the book for the *Notices of the American Mathematical Society*, concluding that it 'has lessons for all educational policymakers.' Intrigued by the idea of superrank teachers, the USNC/MI sponsored a workshop entitled 'The Teacher Development Continuum in the United States and China'. The purpose of the workshop was to examine the structure of the mathematics teaching profession in the United States and China. The main presentations and discussion from the workshop are summarized in this volume.

Co-authored by an international team of experts across disciplines, this important book is one of the first to demonstrate the enormous benefit creative methods offer for education research. It illustrates how using creative methods, such as poetic inquiry, theatre and animation, can support learning and illuminate participation and engagement.

Quantitative Research Methods for Communication: A Hands-On Approach, Third Edition, is a comprehensive and engaging guide to quantitative research. Drawing on their extensive research and teaching experience, the authors encourage students to take an active, hands-on role in the learning process. After giving students the tools they need to locate, conduct, collect, and present their research, the text provides them with the opportunity to immediately

apply these skills in research scenarios.

This book provides authentic accounts of the effects of the revolutionary political reform experienced in the past half century on education in Europe's considerable rural hinterland. These reforms include the liberation of the Baltic and Eastern European states from Soviet communist domination, the 'eurozone' economic crises, and the current and future migration of people fleeing war and poverty from the Middle East and Africa. Overshadowing these events are so-called global forces which champion economies of scale and pressurize academic performance as keys to economic success. Trapped in this distal whirlwind of change are 1000s of small and/or rural elementary schools and the life chances of more 1000s of young children. The research presented here unveils the unseen and under-reported consequences of top-down, urban-oriented educational policies on children's and communities' experience of place and space. Exposure of these conditions in rural Europe is long overdue, but obscured for decades by political extremes of left and right. Yet, the lived reality of peremptory and swathing school closure programmes, and poverty inflicted on rural populations in parts of Eastern Europe is relatively unreported in the western educational literature – a situation exacerbated by the virtual invisibility of rural educational research generally. The chapters in this book reveal the insights of social science scholars from 11 European countries including those from low GDP, formerly soviet bloc countries, recently enabled to present their research at western European conferences such as the European Educational Research Association. Their research will inform and alert education academics, researchers and professionals to these rural European educational contexts. The research methodologies reported are diverse and innovative. The national context chapters are

complemented by overview chapters which survey and synthesise (i) definitions and conceptualisations of rural, (ii) pan-European appraisal of educational, structural and geospatial statistics on small and rural schools, and (iii) identify key messages for better understanding of the rural situation in European research, policy and practice. Crucially, despite the gloom, the authors report positive strategies for rural school survival at governmental and/or school and community levels, that include community involvement, rural educational tourism, and deliberative inter-community school network planning.

The original Visible Learning research concluded that one of the most important influencers of student achievement is how teachers think about learning and their own role. In *Ten Mindframes for Visible Learning*, John Hattie and Klaus Zierer define the ten behaviors or mindframes that teachers need to adopt in order to maximize student success. These include: thinking of and evaluating your impact on students' learning; the importance of assessment and feedback for teachers; working collaboratively and the sense of community; the notion that learning needs to be challenging; engaging in dialogue and the correct balance between talking and listening; conveying the success criteria to learners; building positive relationships. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. This practical guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize success.

Popular Music Pedagogies: A Practical Guide for Music Teachers provides readers with a solid foundation of playing and teaching a variety of instruments and technologies, and then

examines how these elements work together in a comprehensive school music program. With individual chapters designed to stand independently, instructors can adapt this guide to a range of learning abilities and teaching situations by combining the pedagogies and methodologies presented. This textbook is an ideal resource for preservice music educators enrolled in popular music education, modern band, or secondary general methods coursework and K-12 music teachers who wish to create or expand popular music programs in their schools. The website includes play-alongs, video demonstrations, printed materials, and links to useful popular music pedagogy resources.

Teachers of Color describes how racism serves as a continuous barrier against diversifying the teaching force and offers tools to support educators who identify as Black, Indigenous, or people of Color on both a systemic and interpersonal level. Based on in-depth interviews, digital narratives, and questionnaires, the book analyzes the toll of racism on their professional experiences and personal wellbeing, as well as their resistance and reimagination of schools. Teacher educator and educational researcher Rita Kohli documents the hostile racial climate that teachers of color experience over the course of their academic and professional lives--first as students and preservice teachers and later in their classrooms and schools. She also highlights the tools of resistance these teachers employ to challenge institutionalized oppression and the kinds of professional development and support they need to thrive. Analyzed through the lens of critical race theory, Teachers of Color exposes the ongoing racialization via counter-stories from thirty racially, geographically, and professionally diverse educators. The book concludes with recommendations that various education stakeholders can employ to improve the racial climates of schools and support the growing diversity of the

teaching force. At this critical moment, Kohli offers readers an opportunity to strengthen their racial literacies and better understand the strengths, struggles, and power of teachers of color. Few people have been more involved in shaping postwar U.S. education reforms--or dissented from some of them more effectively--than Chester Finn. Assistant secretary of education under Ronald Reagan, and an aide to politicians as different as Richard Nixon and Daniel Moynihan, Finn has also been a high school teacher, an education professor, a prolific and best-selling writer, a think-tank analyst, a nonprofit foundation president, and both a Democrat and Republican. This remarkably varied career has given him an extraordinary insider's view of every significant school-reform movement of the past four decades, from racial integration to No Child Left Behind. In *Troublemaker*, Finn has written a vivid history of postwar education reform that is also the personal story of one of the foremost players--and mavericks--in American education. Finn tells how his experiences have shaped his changing views of the three major strands of postwar school reform: standards-driven, choice-driven, and profession-driven. Of the three, Finn now believes that a combination of choice and standards has the greatest potential, but he favors this approach more on pragmatic than ideological grounds, arguing that parents should be given more options at the same time that schools are allowed more flexibility and held to higher performance norms. He also explains why education reforms of all kinds are so difficult to implement, and he draws valuable lessons from their frequent failure. Clear-eyed yet optimistic, Finn ultimately gives grounds for hope that the best of today's bold initiatives--from charter schools to technology to makeovers of school-system governance--are finally beginning to make a difference.

This book includes instructional design and practice of how immersive technology is

integrated in discipline-based and interdisciplinary curriculum design. It focuses on pedagogical models and learning outcomes of immersive learning experiences and demonstrates how immersive learning can be applied in industries. This book brings scholars, researchers and educators together around an international and interdisciplinary consolidation and reflection on learning through immersion. The originality lies in how advanced technology and contemporary pedagogical models can integrate to enhance student engagement and learning effectiveness in higher education.

Spotlight on Your Inclusive Classroom offers teachers an interesting miscellany of topics and activities to stimulate, engage, challenge, entertain and extend all pupils' thinking skills and knowledge base. This extremely practical resource provides busy teachers and teaching assistants with a collection of worksheets that can be used as instant, educationally appropriate learning activities written specifically with the inclusive classroom in mind. All the books in this series: promote effective intervention and inclusion strategies for teachers and teaching assistants provide materials that are solidly grounded in an understanding of how children learn and the particular difficulties of children with special needs. stimulate discussion and interaction can be used as part of an individual or small group learning programme for a child with special needs provide 'whole class' materials that can also engage older children or those with a higher level of achievement offer teachers quick, fun activities that never require

additional resources, special materials or preparation. *Spotlight on Your Inclusive Classroom* is an essential tool for any teacher striving to offer every pupil opportunities to maximise their own potential.

This book addresses the past and changing contexts of Chinese and German teacher education under the impact of globalization and echoes "quality" issues of teacher education. This edited book provides a comprehensive discussion on other issues in the management and implementation of change in teacher education related to teacher education curricula for professional development of teachers. A combination of chapters provides an overview, a review of literature and research as well as offering examples of teacher education practice and updated empirical research on these topics co-edited by two senior scholars and written by experts from Mainland China (including Hong Kong) and Germany. The volume addresses key issues on teacher standards, ICT in education and e-learning in teacher education, STEM education, vocational teacher education, university-school partnership in teacher education and teaching Chinese or German as a second language. This is an up-to-date academic book to look at profound issues related to quality in teacher education and teachers' professional development in mainland China and Germany. It will be a useful reference for graduate students and researchers in the field of international and comparative education, teacher education and curriculum studies, teacher educators and practitioners to learn from trends, best practice and challenges that have been encountered in Mainland

China and Germany.

Improve reading achievement for students from diverse backgrounds with research-supported practices and culturally responsive interventions in phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension.

Principles and possibilities to inform and inspire caring in your leadership practices! The values and themes in this book will help you fulfill your school leadership practices with a renewed recognition of the human side of schooling. Written for leaders at all levels, this research-based collection of ideas, strategies, and examples focuses on caring as what's been missing from school improvement plans that produce academic success and socially and emotionally well-rounded students. In addition to insights and lessons about caring from educators and human service professions like nursing and ministry, readers will be introduced to themes of

- Caring in interpersonal relationships with students
- Cultivating schools as caring environments
- Fostering caring in families and communities

A rigorous, compelling and balanced examination of the British public school system and the inequalities it entrenches. Private schools are institutions that children who are already privileged attend and have those privileges further entrenched, almost certainly for life, through a high-quality, richly-resourced education. The Engines of Privilege contends that in a society that mouths the virtues of equality of opportunity, of fairness and of social cohesion, the continuation of this educational apartheid amounts to an act

of national self-harm that does all of us serious damage. Intrinsic to any vision of the future of Britain has to be the nature of our educational system. Yet the quality of conversation on the issue of private education remains surprisingly sterile, patchy and highly subjective. Accessible, evidence-based and inclusive, *Engines of Privilege* aims to kick-start a long overdue national debate. Clear, vigorous prose is combined with forensic analysis to compelling effect, illuminating the painful contrast between the importance of private schools in British society and the near-absence of serious, policy-making debate, above all on the left.

Teacher education is an evolving field with multiple pathways towards teacher certification. Due to an increasing emphasis on the benefits of field-based learning, teachers can now take alternative certification pathways to become teachers. The *Handbook of Research on Field-Based Teacher Education* is a pivotal reference source that combines field-based components with traditional programs, creating clinical experiences and “on-the-job” learning opportunities to further enrich teacher education. While highlighting topics such as certification design, preparation programs, and residency models, this publication explores theories of teaching and learning through collaborative efforts in pre-Kindergarten through grade 12 settings. This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design.

During the past two decades, telecommunication technologies combined with Web-

enabled technologies have created a new technology-based focus, Web-based learning and teaching. This new area has changed the concept of education around the world, creating new challenges and opportunities offered by this new technology-based concept. *Web-Based Learning and Teaching Technologies: Opportunities and Challenges* addresses many issues, trends, opportunities and problems facing colleges and universities in the effective utilization and management of Web-based learning and teaching technologies.

Describes how students learn and the ways instruction can promote learning.

This groundbreaking volume brings together major figures in Disability Studies in Education (DSE) and Critical Race Theory (CRT) to explore some of today's most important issues in education. Scholars examine the achievement/opportunity gaps from both historical and contemporary perspectives, as well as the overrepresentation of minority students in special education and the school-to-prison pipeline. Chapters also address school reform and the impact on students based on race, class, and dis/ability and the capacity of law and policy to include (and exclude). Readers will discover how some students are included (and excluded) within schools and society, why some citizens are afforded expanded (or limited) opportunities in life, and who moves up in the world and who is trapped at the "bottom of the well."

Contributors: D.L. Adams, Susan Baglieri, Stephen J. Ball, Alicia Broderick, Kathleen M. Collins, Nirmala Erevelles, Edward Fergus, Zanita E. Fenton, David Gillborn, Kris Guitierrez, Kathleen A. King Thorius, Elizabeth Kozleski, Zeus Leonardo, Claustina Mahon-Reynolds, Elizabeth Mendoza, Christina Paguyo, Laurence Parker, Nicola Rollock, Paolo Tan, Sally

Tomlinson, and Carol Vincent “With a stunning set of authors, this book provokes outrage and possibility at the rich intersection of critical race, class, and disability studies, refracting back on educational policy and practices, inequities and exclusions but marking also spaces for solidarities. This volume is a must-read for preservice, and long-term educators, as the fault lines of race, (dis)ability, and class meet in the belly of educational reform movements and educational justice struggles.” —Michelle Fine, distinguished professor of Critical Psychology and Urban Education, The Graduate Center, CUNY “Offers those who sincerely seek to better understand the complexity of the intersection of race/ethnicity, dis/ability, social class, and gender a stimulating read that sheds new light on the root of some of our long-standing societal and educational inequities.” —Wanda J. Blanchett, distinguished professor and dean, Rutgers University, Graduate School of Education

Problems of classroom management and control are a recurring concern for many teachers. Disruptive behaviour and inattention hinder effective learning and impose a constant drain upon the teachers’ emotional resources. Continual nagging at children only increases teacher stress: what is needed is an effective alternative set of strategies. Originally published in 1984, *Positive Teaching* seeks to meet this need by presenting the behavioural approach to teaching in a clear, direct and lucid way. By adopting the behavioural approach, problem behaviour can be minimised, or rapidly nipped in the bud when it does arise. While punishment may be used in an attempt to stop almost any kind of behaviour, only the appropriate use of positive methods applied contingently, immediately and consistently can teach new, more adaptive behaviour. This is a crucial issue in real teaching and is rarely encountered or even discussed in most teacher education programmes. It is the central focus of *Positive Teaching*.

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This book is for all teachers, from the beginning student to experienced head teachers; for those teaching in a first school, and for those teaching sixth-formers; for those experiencing difficulties and for those whose authority is already well established. The behavioural approach offers practical support to those who are struggling and a rationale for the effective, positive strategies of the successful. We can all improve our teaching.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Beyond Testing describes seven forms of assessment that are more effective than standardized test results. These assessments are more honest about what we can and cannot know about children's knowledge, skills, and dispositions. Readers can compare and contrast each approach to determine which is most appropriate for their school.

Literacy Teacher Educators: Preparing Teachers for a Changing World brings together the perspectives of 26 literacy/English teacher educators from four countries: Canada, U.S., UK,

and Australia. In this unique text the contributors, of whom many are renowned experts in critical literacy and multiliteracies, provide readers with an overview of trends in literacy/English teacher education. The chapters begin with authors' personal stories and current research, giving readers insight into the personal and professional worlds of the contributors. Included in each chapter is a rich description of approaches to literacy instruction in teacher education. These exemplary teacher educators show in concrete detail how they are addressing our evolving understanding of literacy . This timely text, written in a highly engaging style, will be of value to teacher educators throughout the world. I have never read anything quite like this book. It contains explicit representations of the conceptual frames and work of distinguished literacy teacher educators at various stages in their careers, accounts that provide a strong counter-narrative to the mainstream discourse in policy and education, that fully embrace the uncertainties and complexities of practice." From the Forward by Susan L. Lytle, Professor Emerita of Education in the Graduate School of Education, University of Pennsylvania

Strong Foundations: Evidence informing practice in early childhood education and care celebrates the progress made by the Australian early childhood education and care profession since the implementation of the Early Years Learning Framework. Recognising this progress, Associate Professor Anna Kilderry and Honorary Professor Bridie Raban lead a team of 34 notable contributors from 13 universities and institutions throughout Australia, who focus on the challenges of access, equity and quality that remain across the sector. With a Foreword by Professor Alison Elliott, Strong Foundations brings together knowledge and insights from research in education, health, social care, child safety, science, mathematics and the arts. The critical importance of health, wellbeing and safety in the first five years of children's lives is

reflected in a particular focus on supporting positive lifestyle choices, on social and emotional development and on the role that adults play in keeping children safe. The book addresses policy requirements from the Early Years Learning Framework, the National Quality Standard and Quality Improvement Plans, highlighting links between research and practice, and making connections to the five EYLF Learning Outcomes. With an emphasis on professional practice expectations, *Strong Foundations* showcases evidence from Australian and international research and provides case studies of early childhood educators applying evidence-informed actions in a wide variety of education and care settings. *Strong Foundations* translates high-quality, peer-reviewed research into everyday practice and supports early childhood educators in improving long-term outcomes for children, families and communities.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, *A Framework for K-12 Science Education* proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. *A Framework for K-12 Science Education* outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built.

These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments. Submission. Annotation ©2004 Book News, Inc., Portland, OR (booknews.com).

Relationship Domain of Form Six Teachers Thinking in Teaching with External Factors of Form Six Teachers Mokhtar bin Pet, Ahmad Johari Hj Sihes 1-7

Primary Science Teaching to Bicolano Students: In Bicol, English or Filipino? Jualim Datiles Vela 8-15

Socio-Economic Background and Access to Internet as Correlates of Students Achievement in Agricultural Science Sunday Paul Adegoke, Modupe M. Osokoya 16-21

Students' Satisfaction Toward The Services of The Chemical Laboratory Astin Lukum, Yoseph Paramata 22-29

The Effectiveness of Facebook Group Discussions on Writing Performance: A Study

in Matriculation College Ng Sau Ping, Mahendran Maniam 30-37 Correlation between Teacher's PCK (Pedagogical Content Knowledge) and Student's Motivation in Primary School Ika Maryani, Sri Tuter Martaningsih 38-44 Merging the Instructional Design Process with Learner-Centered Theory brings together the innovations of two previously divided processes — learning design strategies/theories and instructional systems development — into a new introductory textbook. Using a holistic rather than fragmented approach that includes top-level, mid-level, and lower-level design, this book provides guidance for major topics such as non-instructional interventions, just-in-time analysis, rapid-prototype approaches, and learner-centered, project-based, anytime-anywhere instruction. Informed by the authors' considerable experience and leadership throughout dramatic shifts in today's learning landscape, this book offers the next generation of instructional designers a fresh perspective that synthesizes and pushes beyond the basics of design and development. In this Second Edition of this radical social history of America from Columbus to the present, Howard Zinn includes substantial coverage of the Carter, Reagan and Bush years and an Afterword on the Clinton presidency. Its commitment and vigorous style mean it will be compelling reading for under-graduate and post-graduate students and scholars in American social history and American studies,

as well as the general reader.

This book will get librarians writing by dispelling the mythos surrounding “scholarly writing” by providing practical tools and advice. Though the authors have extensive experience as scholars, this book is written in a friendly, approachable, non-intimating manner.

Perhaps no concept has become dominant in so many fields as rapidly as the Anthropocene. Meaning "The Age of Humans," the Anthropocene is the proposed name for our current geological epoch, beginning when human activities started to have a noticeable impact on Earth's geology and ecosystems. Long embraced by the natural sciences, the Anthropocene has now become commonplace in the humanities and social sciences, where it has taken firm enough hold to engender a thoroughgoing assessment and critique. Why and how has the geological concept of the Anthropocene become important to the humanities? What new approaches and insights do the humanities offer? What narratives and critiques of the Anthropocene do the humanities produce? What does it mean to study literature of the Anthropocene? These are the central questions that this collection explores. Each chapter takes a decidedly different humanist approach to the Anthropocene, from environmental humanities to queer theory to race, illuminating the important contributions of the humanities to the

myriad discourses on the Anthropocene. This volume is designed to provide concise overviews of particular approaches and texts, as well as compelling and original interventions in the study of the Anthropocene. Written in an accessible style free from disciplinary-specific jargon, many chapters focus on well-known authors and texts, making this collection especially useful to teachers developing a course on the Anthropocene and students undertaking introductory research. This collection provides truly innovative arguments regarding how and why the Anthropocene concept is important to literature and the humanities.

Learn all the essentials for making your first year of teaching a success! In this exciting new book, internationally renowned educator Todd Whitaker teams up with his daughters--Madeline, an elementary teacher, and Katherine, a secondary teacher--to share advice and inspiration. They offer step-by-step guidance to thriving in your new role and overcoming the challenges that many new teachers face. Topics include: Learning classroom management skills such as building relationships and maintaining high expectations and consistency Setting up your classroom and establishing procedures and rules Planning effective lessons and making your instructional time an engaging experience Managing your own emotions in the classroom and dealing effectively with misbehavior Working with peers, administrators, and parents to build support and

foster collaboration The book is filled with specific examples and vignettes from elementary, middle, and high school classes, so you'll gain helpful strategies no matter what grade level and subject area you teach. You'll also find out how to make tweaks or hit the "reset" button when something isn't going as planned. Things may not always go perfectly your first year, but the practical advice in this book will help you stay motivated on the path to success! Bonus: As you read the book, get even more out of it by discussing it with others. Free study guides for practicing teachers and student teachers are available as eResource downloads from our website (www.routledge.com/products/9781138126152).

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.

By providing a deeper understanding of how evaluation operated before the dawn of high-stakes accountability, *Grading the College* seeks to promote productive conversations about current attempts to define and measure the purposes of American higher education.

Winner of the 2020 Society of Professors of Education Outstanding Book Award *Drawing* on personal stories, research, and historical events, an esteemed educator offers a vision of educational justice inspired by the rebellious spirit and methods of abolitionists. Drawing on her life's work of teaching and researching in urban schools, Bettina Love persuasively argues that educators must teach students about racial violence, oppression, and how to make sustainable change in their communities through radical civic initiatives and movements. She argues that the US educational system is maintained by and profits from the suffering of children of color. Instead of trying to repair a flawed system, educational reformers offer survival tactics in the forms of test-taking skills, acronyms, grit labs, and character education, which Love calls the educational survival complex. To dismantle the educational survival complex and to achieve educational freedom—not merely reform—teachers, parents, and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou Hamer, *We Want to Do More Than Survive* introduces an alternative to traditional modes of educational reform and expands our ideas of civic engagement and intersectional justice.

Recent worldwide education policy has reinvented teachers as agents of change and professional developers of the school curriculum. Academic literature has analyzed changes in

how teacher professionalism is conceived in policy and in practice but *Teacher Agency* provides a fresh perspective on this issue, drawing upon an ecological theory of agency. Using this model for understanding agency, Mark Priestley, Gert Biesta and Sarah Robinson explore empirical findings from the 'Teacher Agency and Curriculum Change' project, funded by the UK-based Economic and Social Research Council (ESRC). Drawing together this research with the authors' international experiences and perspectives, *Teacher Agency* addresses theoretical and practical issues of international significance. The authors illustrate how teacher agency should be understood not only in terms of individual capacity of teachers, but also in respect of the cultures and structures of schooling.

Teachers make a difference. The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation. Yet there are many questions about how teachers are being prepared and how they ought to be prepared. Yet, teacher preparation is often treated as an afterthought in discussions of improving the public education system. *Preparing Teachers* addresses the issue of teacher preparation with specific attention to reading, mathematics, and science. The book evaluates the characteristics of the candidates who enter teacher preparation programs, the sorts of instruction and experiences teacher candidates receive in preparation programs, and the extent that the required instruction and experiences are consistent with converging scientific evidence. *Preparing Teachers* also identifies a need for a data collection model to provide valid and reliable information about the content knowledge, pedagogical competence, and effectiveness of graduates from the various kinds of teacher preparation programs. Federal and state policy makers need reliable, outcomes-based information to make sound

decisions, and teacher educators need to know how best to contribute to the development of effective teachers. Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now.

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