Table of Contents

Preface, Christie S. Martin and Drew Polly

Acknowledgment

Volume I: Innovations and Research in Teacher Education
Section 1: Programmatic Efforts and Strategies

Chapter 1
The Evolution of Clinical Practice: Moving from Traditional Student Teaching to Co-Teaching
   Megan Guise, California Polytechnic State University, USA
   Krystal Thiessen, California Polytechnic State University, USA
   Amy Robbins, California Polytechnic State University, USA
   Mireille Habib, California Polytechnic State University, USA
   Nancy Stauch, California Polytechnic State University, USA
   Chance Hoellwarth, California Polytechnic State University, USA

Chapter 2
Learning to Theorize From Practice: The Power of Embedded Field Experiences
   Thomas E. Hodges, University of South Carolina, USA
   Heidi Ann Mills, University of South Carolina, USA
   Brett Blackwell, Dutch Fork Elementary School, USA
   Julius Scott, Dutch Fork Elementary School, USA
   Sally Somerall, Dutch Fork Elementary School, USA

Chapter 3
Teaching and Learning Simultaneously: Collaboration Between Teacher Education and a University ESL program
   Yukari Takimoto Amos, Central Washington University, USA
   Nicole M. Kukar, Central Washington University, USA

Chapter 4
Alternative and Authentic: A close look at a successful, nontraditional teacher certification program
   Tina Wagle, SUNY Empire State College, USA

Chapter 5
edTPA is a Rock in My Shoe: Alleviating the Pain of edTPA with the edPASR Strategy
   Erik J. Byker, University of North Carolina at Charlotte, USA
   Amy J. Good, University of North Carolina at Charlotte, USA
   S. Michael Putman, University of North Carolina at Charlotte, USA
   Drew Polly, University of North Carolina at Charlotte, USA

Chapter 6
Evaluating teacher education programs for philology students
   Diana Presadă, Petroleum-Gas University of Ploiesti, Romania
   Mihaela Badea, Petroleum-Gas University of Ploiesti, Romania

Chapter 7
Chapter 8
Prospects and challenges of Social Studies Teachers Professional Development in Nigeria
Adetola Umoh Oyewo, University of Kwa Zulu, South Africa

Section II: Supporting Candidates' Efficacy, Identities, and Dispositions

Chapter 9
Personality and Education: Contemporary issues in psychological science about personality in teacher education
Sanja Tatalović Vorkapić, University of Rijeka, Croatia

Chapter 10
Learning to Lead Collaborative Student Groups to Success
Dr. Micah Gideon Modell, SUNY Korea, Korea

Chapter 11
Fostering Diverse Praxis: Pre-service Teachers’ Perceptions of Efficacy
Sanjuana Carrillo Rodriguez, Kennesaw State University, USA
Megan Adams, Kennesaw State University, USA
Kate Zimmer, Kennesaw State University, USA

Chapter 12
Preparing Teacher-Scholars to Inquire: Constructing the Inquiry Processing Cycle
Erik J. Byker, University of North Carolina at Charlotte, USA
Heather Coffey, University of North Carolina at Charlotte, USA
Susan B. Harden, University of North Carolina at Charlotte, USA
Amy J. Good, University of North Carolina at Charlotte, USA
Katie E. Brown, University of North Carolina at Charlotte, USA

Chapter 13
Developing Academic Writing Skills of In-Service and Pre-Service Teachers: Approaches, Outcomes, and Challenges
Maria Sergeevna Plakhotnik, National Research University, Russia
Ekaterina Alexandrovna Ershova, National Research University, Russia

Section III: Technology-Enhanced Teacher Education Initiatives

Chapter 14
A Holistic Professional Development Model: A Case Study to Support Faculty Transition to Online Teaching
Julie Ellen Golden, Florida Atlantic University, USA
Victoria Brown, Florida Atlantic University, USA

Chapter 15
A Multimedia Tool for Teacher Education and Professional Development
Wendy J. Rodgers, University of Virginia, USA
Michael J. Kennedy, University of Virginia, USA
Kat Alves, University of Virginia, USA
Jon Romig, University of Virginia, USA

Chapter 16
I Play I Learn: Introducing Technological Play Theory
Erik J. Byker, University of North Carolina at Charlotte, USA

Volume II: Innovations and Research in Professional Development
Section IV: Constructs and Frameworks for Professional Development

Chapter 17
Culturally Relevant Literacy Instruction: Promoting Shifts in Teachers’ Beliefs and Practices
Natasha A Thornton, Kennesaw State University, USA

Chapter 18
Potato, Pot-Ar-To. Tomato, Tom-Ar-To: Is Teacher Quality and Teaching Quality the same?
Donna M Velliaris, University of South Australia, Australia

Chapter 19
The Unconference: A Constructivist Approach to Professional Development
Rebecca Shore, University of North Carolina at Charlotte, USA
Debra Morris, University of North Carolina at Charlotte, USA

Chapter 20
An Agile K-12 Approach: Teacher PD for New Learning Ecosystem
Jacqueline M. Mumford, Walsh University, USA
Laci Fiala, Walsh University, USA
Marietta Dalton, Walsh University, USA

Chapter 21
Gamified - Blended Learning Professional Development - A Descriptive Case Study
Phu Vu, University of Nebraska at Kearney, USA
Christopher Michael Knoell, University of Nebraska at Kearney, USA
Amy Nebesniak, University of Nebraska at Kearney, USA
Jane Strawhecker, University of Nebraska at Kearney, USA

Chapter 22
Studying Infrastructures of Implementing Organizational Excellence of Model of EFQM at Education Department of Golestan Province: Studying Infrastructures of Implementing Organizational Excellence of Model of EFQM at Education Department
Mohamamd Abdolshah, Azad University, Iran
Ali Norouzi, Azad University, Iran
Seyed Ali Dorafshan, Azad University, Iran
Chapter 23
Lessons Learned From Designing and Implementing a Three-Year Professional Development Program

Jennifer V. Jones, Rutgers University, USA
Cecilia C. Arias, Rutgers University, USA

Chapter 24
Aligning effective professional development and online learning, A conceptual stance

Aimee L. Morewood, West Virginia University, USA
Julie Ankrum, University of Pittsburgh at Johnstown, USA
Allison Swan Dagen, West Virginia University, USA

Section V: Professional Development Pedagogies, Resources and Strategies

Chapter 25
Project-Based Learning Integration with Teachers Immersed in a Professional Development Initiative

Virginia McCormack, Ohio Dominican University, USA

Chapter 26
Middle School Teachers' Sensemaking of Job-Embedded Learning

Brandi Wade Worsham, University of Georgia, USA

Chapter 27
What Can I Do?: Using Critical Literacy and Multimodal Text Types to Enhance Students Meaning Making and Talk

Eliza G. Allen, The University of South Carolina, USA

Chapter 28
Innovative Instructional Strategies for An Online Community of Learners: Transforming Teachers’ Knowledge

Margaret L. Niess, Oregon State University, USA
Henry Gillow-Wiles, Oregon State University, USA

Chapter 29
Patterns of practice and teacher identity: Insights from the QTEL professional development program

Nicholas E. Husbye, University of Missouri- St. Louis, USA

Chapter 30
Mathematics Teachers' Perspectives on Professional Development Around Implementing High Cognitive Demand Tasks

Amber G. Candela, University of Missouri- St. Louis, USA

Chapter 31
Defining Effective Learning Tasks for All
Chapter 32
A New Understanding of our Confusion: Insights from a year-long STEM fellowship program.
Christopher Seals, Michigan State University, USA
Akesha Horton, Concordia University, USA
Inese Berzina-Pitcher, Michigan State University, USA
Punya Mishra, Michigan State University, USA

Chapter 33
Understanding and Teaching Emergent Bilingual Students
Sanjuana Carrillo Rodriguez, Kennesaw State University, USA

Chapter 34
Evaluation of Master’s Programs in English Language Teaching (ELT) A Turkish Case of Professional Development: Evaluation of an ELT Master's Program in a Turkish University
Rukiye Ozlem Ozturk, Bahcesehir University, Turkey
Enisa Mede, Bahcesehir University, Turkey

Chapter 35
Professional development to enhance teachers’ assessment practices in mathematics
Drew Polly, University of North Carolina at Charlotte, USA

Compilation of References
About the Contributors
Index