Handbook of Research on Professional Development for Quality Teaching and Learning

Part of the Advances in Higher Education and Professional Development Book Series

Teresa Petty (University of North Carolina at Charlotte, USA), Amy Good (University of North Carolina at Charlotte, USA) and S. Michael Putman (University of North Carolina at Charlotte, USA)

Description:

As educational standards continue to transform, it has become essential for educators and pre-service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations. However, there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm.

The Handbook of Research on Professional Development for Quality Teaching and Learning provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process. Focuses on teacher effectiveness and support provided to current and pre-service educators.

Readers:

This publication is a comprehensive reference source for practitioners, researchers, policy makers, graduate students, and university faculty.

ISBN: 9781522502043  Release Date: June, 2016  Copyright: 2016  Pages: 500

Topics Covered:

- Alternative Licensure Programs
- Education Policy
- Educational Reform
- Pedagogical Training
- Pre-Service Teacher Preparation
- Retention
- Teacher Evaluation
- Teacher Preparation

Hardcover + Free E-Access: $310.00  E-Access + Free Hardcover: $310.00  1 Year Online Subscription: $145.00  2 Year Online Subscription: $245.00

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

Foreword

Preface

Section 1
Professional Development for Quality Teaching and Learning

Chapter 1
National Board Certified Teachers Speak on the Certification Process
Teresa M. Petty, University of North Carolina at Charlotte, United States
Amy J. Good, University of North Carolina at Charlotte, United States

Chapter 2
The Role of Inquiry in Teachers’ Learning from the National Board Certification Process
Tracy L. Coskie, Western Washington University, United States
Nancy A. Place, University of Washington, United States

Chapter 3
Leveraging Professional Development for General and Special Education Teachers Teaching within Response to Intervention Frameworks: Professional Development for Response to Intervention Frameworks
Amber Elizabeth Benedict, University of Florida, United States
Mary T. Brownell, University of Florida, United States
Cynthia C. Griffin, University of Florida, United States
Jun Wang, University of Florida, United States
Jonte A Myers, University of Florida, United States

Chapter 4
Examining What Elementary School Teachers Take Away from Mathematics Professional Development
Drew Polly, The University of North Carolina at Charlotte, United States

Chapter 5
A Meta-Synthesis of WBT and Active Learning Pedagogies: Faculty Development, Give Brainpower a Boost
David George Brobeck, Walsh University, United States
Alan J. Digianantonio, Walsh University, United States
Michelle J Elia, Ohio State Support Team, United States

Chapter 6
Teachers as First Responders: Executive Function Knowledge Improves Instruction
Sheri G. Lederman, Great Neck School District, New York, United States
Bruce Torff, Hofstra University, United States

Chapter 7
Stress Management Framework to Enhance Teaching Quality and Teaching Effectiveness: A Professional Development Framework
Elizabeth Hartney, University of British Columbia, Canada

Chapter 8
Potentials and Challenges of a Situated Professional Development Model
Dante Cisterna, Pontificia Universidad Catolica de Chile, Chile
Amelia Wenk Gotvals, Michigan State University, United States
Tara M Kintz, Michigan State University, United States
John Lane, Michigan State University, United States
Edward Roeber, Michigan Assessment Consortium, United States

Section 2
Teacher Preparation and Professionalism

Chapter 9
Mathematics Teacher Education and edTPA: Complex Assessing
Dr. Dianne S. McCarthy, SUNY Buffalo State, United States
Dr. Barbara A. Burns, Canisius College, United States

Chapter 10
Not Too Young to Lead: Preparing Pre-Service Teachers to Lead
Tanya Judd Pucella, Marietta College, United States

Chapter 11
Preparing Teachers in the Age of Equity and Inclusion
Kelly M Anderson, University of North Carolina at Charlotte, United States

Chapter 12
Preparing Teachers to Teach Historical Thinking?: An Interplay Between Professional Development Programs and School-Systems’ Cultures
Bruce VanSledright, University of North Carolina Charlotte, United States
Liliana Maggioni, Catholic University of America, United States

Chapter 13
Teacher Fellows: A School/University Partnership for Beginning Teachers
Barbara H. Davis, Texas State University, United States
Terri Cearley-Key, Texas State University, United States

Chapter 14
Teaching with Primary Sources: Moving from Professional Development to a Model of Professional Learning
Scott M. Waring, University of Central Florida, United States

Chapter 15
Using Self-Mentoring to Increase Teacher Efficacy and Confidence as Leaders
Marsha L Carr, University of North Carolina Wilmington, United States

Chapter 16
Mediating the Sources and Benefits of Teacher Self-Efficacy for Systemic Transformative Meaning-Making
Nancy P. Gallavan, University of Central Arkansas, United States

Chapter 17
Multi-Semester Community Building in Higher Education: Examining the Impact on Teacher Education Candidates’ Development and Teaching Self-Efficacy
S. Michael Putman, University of North Carolina at Charlotte, United States
Laura K. Handler, University of North Carolina at Charlotte, United States

Chapter 18
What Counts as Quality Teaching??: Diverging Pathways in the Dis-United Kingdom
Moira Hulme, University of Glasgow, United Kingdom

Section 3
Preparing Teachers to Work with Diverse Populations

Chapter 19
A National Crisis and a Call to Action: Preparing Teachers to Teach Children from Poverty
H. Carol Greene, East Carolina University, United States
Jane C Manner, East Carolina University, United States

Chapter 20
Revising a Teacher Education Program for Diversity and Social Justice Through Culturally Responsive Coursework and Professional Collaboration
Gayle Y. Thieman, Portland State University, United States
Chapter 21
Preparing Urban Educators to Address Diversity and Equity through Field-Based Teacher Education: Implications for Program Design and Implementation
Adam S Kennedy, Loyola University Chicago, United States
Amy J. Heineke, Loyola University Chicago, United States

Chapter 22
#UrbanLivesMatter: Empowering Learners Through Transformative Teaching
Nicole Webster, Pennsylvania State University, United States
Heather Coffey, University of North Carolina at Charlotte, United States
Anthony Ash, University of North Carolina Charlotte, United States

Chapter 23
Culturally Sustaining Pedagogy and Hip-Hop Based Education: A Professional Development Framework in Rap Cypher and Battle to Promote Student Engagement and Academic Achievement
Azure Camille Covington, University of North Carolina at Charlotte, United States
Ayana Allen, Drexel University, United States
Chance W. Lewis, University of North Carolina at Charlotte, United States

Chapter 24
Teacher Quality in the Twenty-First Century: Developing Globally Competent Teachers
Erik Jon Byker, University of North Carolina at Charlotte, United States
Tingting Xu, Stephen F. Austin State University, United States
Juan Chen, Stephen F. Austin State University, United States

Chapter 25
Induction of Teachers in the English Speaking Caribbean
Ruth Baker-Gardner, University of the West Indies, Jamaica

Section 4
Examining Outcomes of Teacher Preparation and Practice

Chapter 26
A Call for Mixed Methods in Evaluating Teacher Preparation Programs
Anne Henry Cash, University of North Carolina at Charlotte, United States

Chapter 27
Examining the Relationship Among Teachers’ Working Conditions, Stress, and Professional Trajectory

Paul G. Fitchett, University of North Carolina at Charlotte, United States
Sally Lineback, University of Texas at Austin, United States
Christopher J McCarthy, University of Texas at Austin, United States
Richard G. Lambert, University of North Carolina at Charlotte, United States

Chapter 28
Policy Impact on Teacher Induction: Connecticut’s Story
Amanda R Bozack, University of New Haven, United States

Chapter 29
Learning-Centered Teacher Evaluation in Wisconsin
Steven M. Kimball, University of Wisconsin at Madison, United States
Katharine M. Rainey, Wisconsin Department of Public Instruction, United States
Mark Mueller, Wisconsin Department of Public Instruction, United States

Chapter 30
Taken by the Numbers: How Value-Added Measures Distort Our View of Teachers’ Work
Robert William Smith, University of North Carolina Wilmington, United States
Scott Imig, University of Newcastle, United Kingdom

Chapter 31
Professional Development for Quality Teaching and Learning: A Focus on Student Learning Outcomes
Cathy G. Powell, Bulloch County Schools, Georgia, United States
Yasar Bodur, Georgia Southern University, United States

Chapter 32
Secondary Education and Content Literacy in Inclusive Classrooms
Nichole Lynnette Smith, North Carolina Agricultural and Technical State University, United States
Dawn C. Waegerle, North Carolina Agricultural & Technical State University, United States

Compilation of References
About the Contributors
Index

Teresa Petty, Ed.D., is an Associate Professor and Graduate Director for the Master of Arts in Teaching Program in the Department of Middle, Secondary, and K–12 Education at the University of North Carolina at Charlotte. Teresa’s teaching focuses on instructional design, teacher leadership, and mathematics methods. Her research interests include online teaching/learning, particularly engagement in online courses, and National Board Certification.

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com