

Reports of Research

Both Sides of the Street: Teacher Educators' Reflections on a Collaborative Project

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Abstract

While many accounts about teacher candidates' and classroom teachers' reflections are found in the literature, less is written about teacher educators' own reflective practices. Often, the work of teacher educators' teaching and reflection is solitary and unknown to colleagues. Through our own reflections as teacher educators and the collaboration on a peer mentoring project between our undergraduate and graduate students, we were able to inform our own planning of the courses we teach and to better help our teacher candidates to enrich their field experiences. The aim of this paper is to share our own professional growth and teaching practices.

The Implicit Gender Assumptions of Being a Good Teacher: Preservice Teachers' Perspectives

Katina Sayers-Walker

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Abstract

This research study explored pre-service teachers' perceptions of being a "good teacher." Relying on qualitative and image-based research methods, this study utilized face-to-face interviews and photographs for data collection. Data analysis revealed that participants held a strong affinity for idealizing a good teacher with male figures and traits despite an equal representation of male and female figures. Based upon the results of this study, the feminization of the field of teaching has done little to improve the status of women in the eyes of other women. The belief that male-figures and related male-traits make a better teacher persist and the results may provide insight into the reasons why women are not in leadership positions in higher education.

Sharing Perspectives

Understanding Current Reforms to Evaluate Teachers: A Literature Review on Teacher Evaluation Across the Career Span

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Abstract

This literature review aims to discuss trends in teacher evaluation at the pre-service, novice, and experienced teacher levels since 2000 with a focus on what characterizes well-documented teacher evaluation practices at these levels. The review is guided by complex conceptions of what constitutes quality teaching (Fenstermacher & Richardson, 2005; Shulman, 1987). Research across the career lifespan of teachers reveals that including educators in the effort to design differentiated evaluation systems is critical for their implementation. Policy and research efforts in this area need to attend to the impacts of these systems on *both* teacher and student learning.

Collateral Damage: How Value-Added Teacher Assessments Threaten Inclusion

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Abstract

With value-added models for teacher assessment and evaluation becoming the “law of the land” in New York, there is currently a dire threat to the inclusive opportunities for students with exceptionalities as a result. Because value-added models are dependent on significant growth scores on tests that are not modified and administered to students in environments with limited allowable accommodations, there is a growing anecdotal theme of teachers being resistant to having students with exceptionalities participate in their classrooms in fear of such students’ effects on their evaluation scores. This trend, if persistent, deeply threatens the progress made toward inclusive education and reprises the potential for students with exceptionalities to be re-segregated, blatantly excluded, and subsequently devalued by the school culture. This article will argue the case against the use of value-added models for teacher evaluation as both unethical and unjust, as well as being a threat to inclusive opportunities and social justice for individuals with exceptionalities in public schools.

Evaluating School Leadership Practices

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Abstract

This paper was written in response to the 2013 NYACTE Research Initiative: Literature Review Mini-Grant. It examines current pathways available to evaluate school leaders for continued growth in the profession based on a review of the current literature on the topic.