



JTE

JOURNAL OF
TEACHER
EDUCATION

The Journal of Policy, Practice, and
Research in Teacher Education

Volume 68 Number 1
January/February 2017



jte.sagepub.com
ISSN: 0022-4871

Contents



Editorial

The Power of Community Partnership in the Preparation of Teachers
Gail Richmond

6

Articles

Capturing the Complex, Situated, and Active Nature of Teaching Through Inquiry-Oriented Standards for Teaching
Claire Sinnema, Frauke Meyer, and Graeme Aitken

9

Social Justice Teaching Through the Sympathetic Touch of Caring and High Expectations for Students of Color
Leticia Rojas and Daniel D. Liou

28

A Taxonomy of Instructional Learning Opportunities in Teachers' Workgroup Conversations
Ilana Seidel Horn, Brette Garner, Britnie Delinger Kane, and Jason Brasel

41

Preservice Teachers' Learning to Plan Intellectually Challenging Tasks
Hosun Kang

55

Mathematics Anxiety: One Size Does Not Fit All
Kathleen Jablon Stoehr

69

Informed and Uninformed Naïve Assessment Constructors' Strategies for Item Selection
Helenrose Fives and Nicole Barnes

85

University-Based Teacher Preparation and Middle Grades Teacher Effectiveness
Courtney Preston

102

Contents

Editorial

- Teacher Education and Teaching in the Present Political Landscape: Promoting Educational Equity Through Critical Inquiry and Research 121
Dorinda J. Carter Andrews, Gail Richmond, and David Stroupe

Articles

- Impact of Coaching on Preservice Teachers' Use of Embedded Instruction in Inclusive Preschool Classrooms 125
Salih Rakap
- Connecting Teacher Professional Development and Student Mathematics Achievement: A 4-Year Study of an Elementary Mathematics Specialist Program 140
Traci Shizu Kutaka, Wendy M. Smith, Anthony D. Albano, Carolyn Pope Edwards, Lixin Ren, Heidi Lynn Beattie, W. James Lewis, Ruth M. Heaton, and Walter W. Stroup
- Preparing Bilingual Teachers: Mediating Belonging With Multimodal Explorations in Language, Identity, and Culture 155
Patricia Martínez-Álvarez, Isabel Cuevas, and María Torres-Guzmán
- "Change Happens Beyond the Comfort Zone": Bringing Undergraduate Teacher-Candidates Into Activist Teacher Communities 179
Kathleen Riley and Kathryn Solic
- Altering the Trajectory of the Self-Fulfilling Prophecy: Asset-Based Pedagogy and Classroom Dynamics 193
Francesca A. López
- Effects of a Multimedia Professional Development Package on Inclusive Science Teachers' Vocabulary Instruction 213
Michael J. Kennedy, Wendy J. Rodgers, John Elwood Romig, John Wills Lloyd, and Mary T. Brownell



Contents

Editorial

- Responding to the Challenge of New Standards 236
Robert E. Floden, Gail Richmond, and Dorinda Carter Andrews

Articles

- Collaborating to Address the Challenge of Academic Language 239
Trace Lahey
- The Three-Story Challenge: Implications of the *Next Generation Science Standards* for Teacher Preparation 251
Mark A. Windschitl and David Stroupe
- Seeing Is Believing: Promoting Visual Literacy in Elementary Social Studies 262
Kristy A. Brugar and Kathryn L. Roberts
- Scaling Up Three-Dimensional Science Learning Through Teacher-Led Study Groups Across a State 280
Brian J. Reiser, Sarah Michaels, Jean Moon, Tara Bell, Elizabeth Dyer, Kelsey D. Edwards, Tara A. W. McGill, Michael Novak, and Aimee Park
- New Standards Require Teaching More Statistics: Are Preservice Secondary Mathematics Teachers Ready? 299
Jennifer N. Lovett and Hollylynne S. Lee
- History Teachers' Knowledge of Inquiry Methods: An Analysis of Cognitive Processes Used During a Historical Inquiry 312
Michiel Voet and Bram De Wever
- An Examination of Preservice Teachers' Capacity to Create Mathematical Modeling Problems for Children 330
Catherine Paolucci and Helena Wessels
- Socially Inclusive Teaching: Belief, Design, Action as Pedagogic Work* 345
Trevor Gale, Carmen Mills, and Russell Cross

*This article was intended for inclusion in the March/April 2017 issue.



Contents

Editorial

- How Teacher Education Can Elevate Teacher Quality: Evidence From Research 360
Robert E. Floden, Gail Richmond, Corey Drake, and Emery Petchauer

Articles

- Predictive Validity and Impact of CAEP Standard 3.2: Results From One Master's-Level Teacher Preparation Program 363
Carla M. Evans
- Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA 377
Dan Goldhaber, James Cowan, and Roddy Theobald
- Does New Teacher Induction Really Improve Retention? 394
Matthew Ronfeldt and Kiel McQueen
- Focusing on Teacher Learning Opportunities to Identify Potentially Productive Coaching Activities 411
Lynsey K. Gibbons and Paul Cobb

SUBSCRIBED



Contents

Editorial

- Core Teaching Practices: Addressing Both Social Justice and Academic Subject Matter 432
Gail Richmond, Tonya Bartell, Robert Floden, and Emery Petchauer

Articles

- Implementing Instructional Practices to Improve American Indian and Alaska Native Students'
Reading Outcomes: An Exploration of Patterns Across Teacher, Classroom, and School Characteristics 435
Claudia Vincent, Tary Tobin, and Mark Van Ryzin
- Preparing for Culturally Responsive Schooling: Initial Teacher Educators Into the Fray 451
Greg Vass
- Critiquing Un/Critical Pedagogies to Move Toward a Pedagogy of Responsibility in Teacher Education 463
Christina N. Berchini
- Foregrounding Equity in Teacher Education: Toward a Model of Social Justice Pedagogical
and Content Knowledge 476
Jeanne Dyches and Ashley Boyd

Reviewer Appreciation

- 2016-2017 Reviewer Appreciation 491

SUBSCRIBED

