

Preparing Teacher Education Scholars and Practitioners Through Doctoral Education

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Introductions

Please use the chat to introduce yourself to the group.

All materials for today can be accessed at:

<http://bit.ly/EdPrepLabApril2021>

- 1. What is your name, pronouns, and where are you joining from today?**

Example: I'm Melissa Braaten, she/her, joining from Denver.

- 2. How did you learn to facilitate new teachers' learning?**

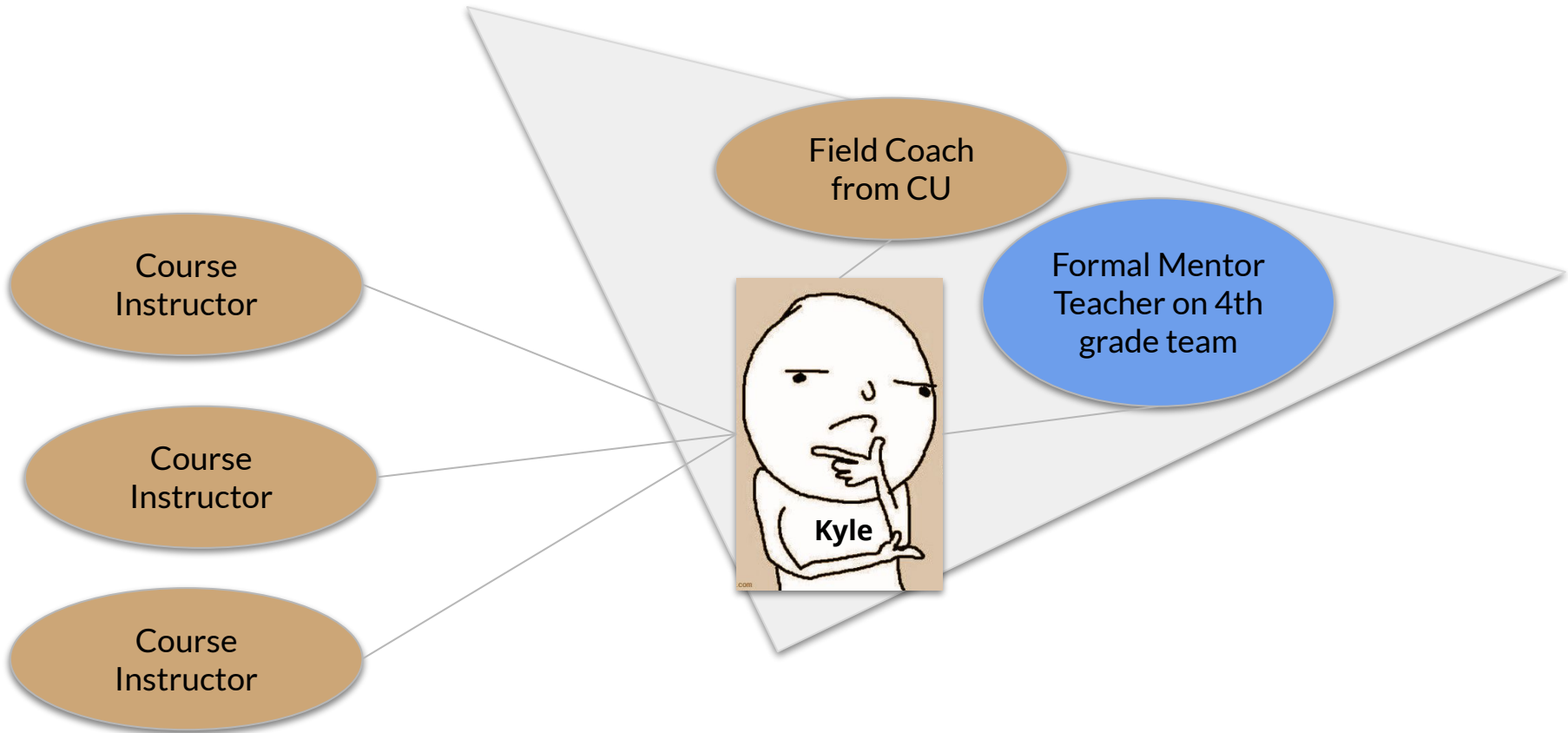
Example: I was a 3rd year teacher and my principal asked me to host a student-teacher. I had no idea what I was doing.

Who is a teacher educator?

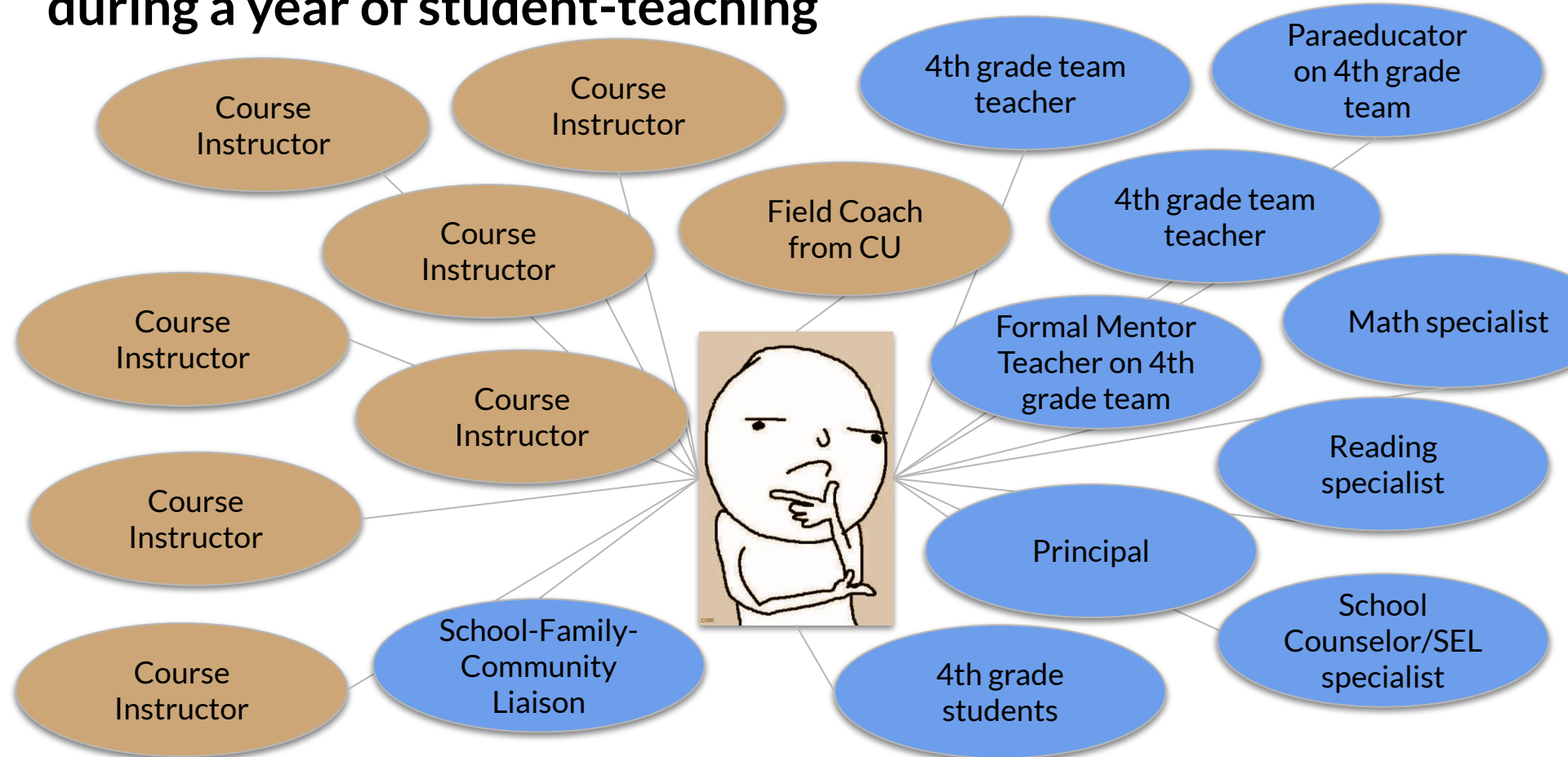
How do teacher educators learn and grow?

- Let's get warmed up by generating [two jamboard](#) frames full of ideas about these two questions.
- Frame 1: Who is a teacher educator in your context?
- Frame 2: How do people learn and grow as teacher educators?

Mapping one network of teacher educators during a year of student-teaching



Mapping one network of teacher educators during a year of student-teaching



How could we rethink teacher educator development as a component of transforming teacher education?

Teacher education typically centers whiteness & under-prepares teachers to teach minoritized youth. Teacher education extracts time, energy, & labor; re-entrenches hierarchies (Sleeter, 2017)

Teacher educators' pedagogies and practices are typically conservative (status quo)
(Ellis & McNicholl, 2015)

**Teacher
Educator
Development**

Teacher education – and teacher educators' pedagogical work – must undergo significant transformation
(Ellis & McNicholl, 2015)

Limited investment in teacher educator development contributes to this conservatism
(Goodwin et al, 2014; Stillman & Anderson, 2014)

Quality teacher educators = quality teachers? Conceptualizing essential domains of knowledge for those who teach teachers

A. Lin Goodwin^{a*} and Clare Kosnik^b

Preparing Novice Teacher Educators in the Pedagogy of Teacher Education

Hilary G. Conklin



Asia-Pacific Journal of Teacher Education

ISSN: 1359-866X (Print) 1469-2945 (Online) Journal homepage: <https://www.tandfonline.com/loi/capi20>

Academic induction for teacher educators

Kay Martinez



Teaching Education

ISSN: 1047-6210 (Print) 1470-1

Learning to teach teachers

Etta R. Hollins, Christina Luna & Sonja Lopez



Asia-Pacific Journal of Teacher Education

ISSN: 1359-866X (Print) 1469-2945 (Online) Journal homepage: <https://www.tandfonline.com/loi/capi20>

From the ground up: cultivating teacher educator knowledge from the situated knowledges of emerging, asset-oriented teacher educators

Jamy Stillman, Kathryn Struthers Ahmed, John Luciano Beltramo, Erika Catañeda-Flores, Veronica G. Garza & Michelle Pyo

What Should Teacher Educators Know and Be Able to Do? Perspectives From Practicing Teacher Educators

A. Lin Goodwin¹, Laura Smith¹, Mariana Souto-Manning¹, Ranita Cheruvu¹, Mei Ying Tan¹, Rebecca Reed¹, and Lauren Taveras¹

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Professionally Developing as a Teacher Educator

John Loughran¹

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Teacher Learning, Research and Practice (TLRP): Doctoral Education that Cultivates Teacher Educators' Two Hats



Weaving teacher educator development into doctoral education

Coursework

- Doctoral “core” coursework
- Teacher Learning, Research, & Practice program 4-course sequence
- Any other program’s 4-course sequence
- Additional electives & advanced research + theory courses chosen by student

Teacher Educator Opportunities

- Apprentice as co-instructor before solo
- Serving in “field coach” roles in teacher prep.
- Attending teacher education meetings & participating in decision-making
- Inquiring into teacher education policies, practices, and mediation of teacher learning.

Building a Community of Practice

- Participating in teacher education meetings & decision-making.
- Building a field coaching collective to deliberate about how to mediate teacher preparation, & build tools.
- Monthly seminar for community-building & pursuing special interests in teacher ed.

TLRP: Doctoral Coursework

Designing for Teacher Learning & Teacher Education

Examines questions and issues related to the design of preservice teacher education programs and practicing teachers' professional development/learning opportunities. Analyzes the program and/or learning opportunity conditions, features and approaches that potentially support and/or constrain prospective and practicing teachers' learning, particularly in relation to their development and as asset-oriented teachers.

Theories & Methodologies for Examining Teacher Learning

This seminar-workshop is designed to help us examine the potential range and roles of theory in analyzing prospective and practicing teachers' learning. We will explore conceptions of teacher learning and whether/how we might push on these constructions to disrupt and re-mediate. In addition, we will explore and investigate individual interests related to the education and learning of teachers in a workshop setting that invites us to develop our skills and stance as researchers.

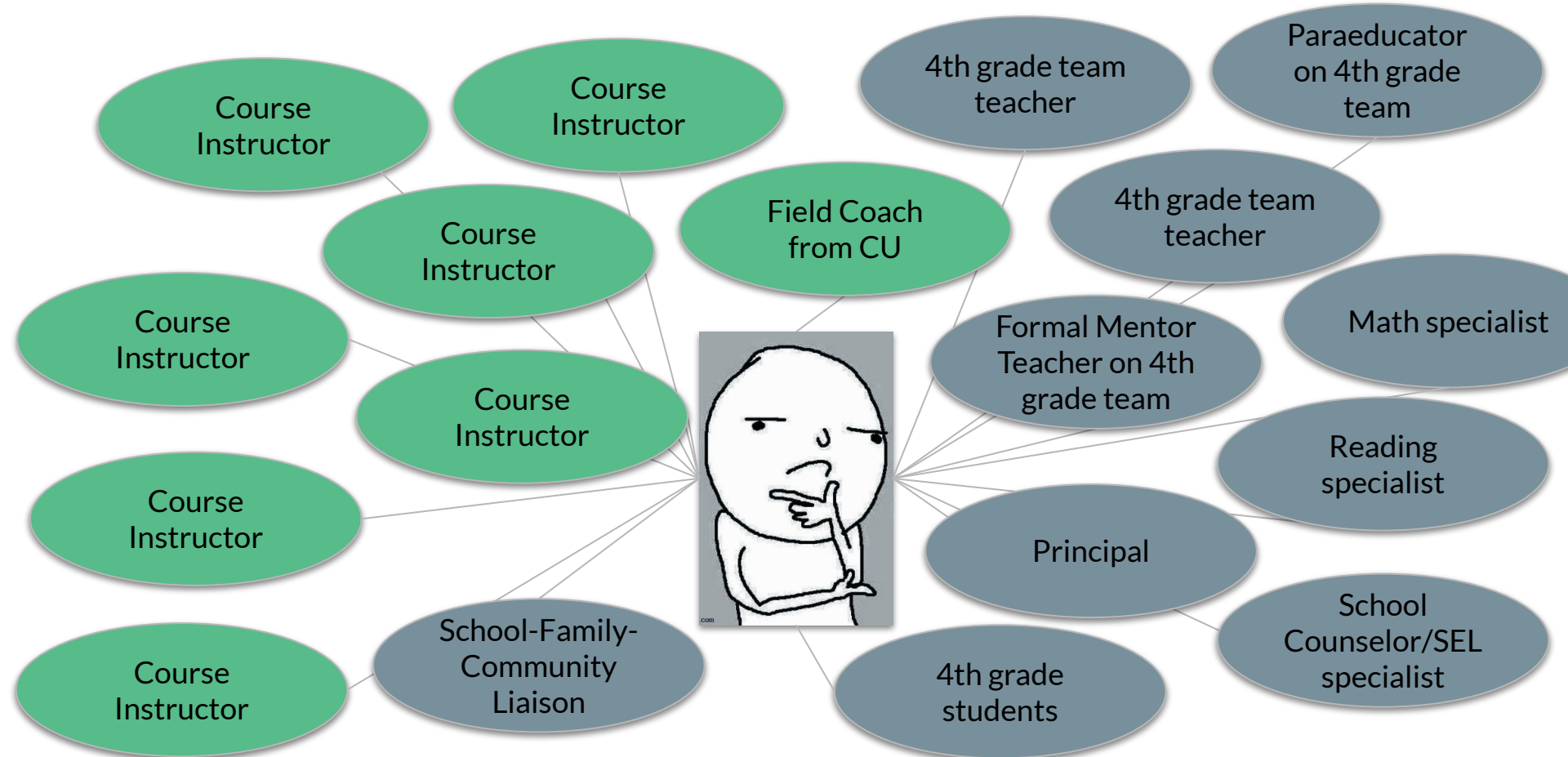
History & Policy Issues in Teaching & Teacher Education

Contemporary research, practice, and policy-making shape teacher education and teaching directly or indirectly but, as Fraser (2007) notes, often there is little attention to the policies and histories that have come before. As a result, work within teacher education and teaching may fail to learn from past efforts and fail to see how histories and policies continue to imbue present research, practice, and policy with structures and ideologies. This course is designed to draw our collective attention to histories and policies in teacher education and teaching.

Critical Inquiry into Becoming a Teacher Educator

Designed to support doctoral students' development as teacher educators, particularly in relation to undergraduate courses that center equity and justice as central topics, this course will draw on critical perspectives and pedagogies: a) through the use of pedagogies adapted from Freirean Culture Circles and Boalian Theater, and b) through the application of practitioner inquiry approaches designed to develop critical, reflective practices/habits of mind among teachers and teacher educators.

Next step: Fully supporting school-based teacher educators



Current doctoral student teacher educators



Lizz Bohl



**Devon
Hedrick-Shaw**



Andrea Glaws



Kristen Driscoll