TEACHING AND TEACHER EDUCATION
An International Journal of Research and Studies
Website: http://www.elsevier.com/locate/tate/

Contents

Continued from outside back cover

Review Articles
Rethinking the demands for ‘preferred’ teacher professional identities: Ethical and political implications
Michalinos Zembylas 78

Twitter, cyber-violence, and the need for a critical social media literacy in teacher education: A review of the literature
Joelle Nagle 86

Regular Articles
Direct and indirect effects of Key2Teach on teachers’ sense of self-efficacy and emotional exhaustion, a randomized controlled trial
C. Hoogendijk, N.T. Tick, W.H.A. Hofman, J.G. Holland, S.E. Severiens, P. Vuijk and A.F.D. van Veen

Early childhood literacy coaching: An examination of coaching intensity and changes in educators’ literacy knowledge and practice

Coaching teachers to implement innovations in STEM
Michael Giambalvo and Deborah R. Siegel 14

Promoting pre-service teachers’ professional vision of classroom management during practical school training: Effects of a structured online- and video-based self-reflection and feedback intervention
Kira Elena Weber, Bernadette Gold, Christopher Neil Prilop and Marc Kleinknecht 25

The construction of teacher identity in an alternative education context
Raymond Brown and Deborah Heck 39

Retention of Indigenous pre-service teachers enrolled in an Australian regional university
Karen Trimmer, Raelene Ward and Linda Wondunna-Foley 50

Multicultural school leadership, multicultural teacher culture and the ethnic prejudice of Flemish pupils
Roselien Vervaet, Mieke Van Houtte and Peter A.J. Stevens

Discourses of teacher autonomy and the role of teachers in Estonian, Finnish and Bavarian teachers’ newspapers in 1991–2010
Maria Erss and Veronika Kalmus 95

Improving the accuracy of teachers’ judgments of student learning
Keith W. Thiede, Jonathan L. Brendefur, Michele B. Carney, Joe Champion, Lindsey Turner, Roger Stewart and Richard D. Osguthorpe 106

Becoming agentic teachers: Experiences of the home group approach as a resource for supporting teacher students’ agency
Maaret Juutilainen, Riitta-Leena Metsäpelto and Anna-Maija Poikkeus 116

Pre-service teachers as members of a collaborative teacher research team: A steady track to extended professionalism?
Vicky Willeghems, Els Consuegra, Katrien Struyven and Nadine Engels 126

Facilitating professional learning communities in China: Do leadership practices and faculty trust matter?
Hongbiao Yin and Xin Zheng 140

The genius of Imhotep: An exploration of African-centered curricula and teaching in a high achieving U.S. urban school
Marcia J. Watson-Vandiver and Greg Wiggan 151

Interactions between pupils and their teacher in collaborative and technology-enhanced learning settings in the inclusive classroom
Salvador Dukuzumuremyi and Pirkko Siklander 165

Corrigendum
Corrigendum to “Need-supportive teaching in higher education: Configurations of autonomy support, structure, and involvement” [Teaching and Teacher Education 68, (2017) 134–142]
Martijn J.M. Leenknecht, Lisette Wijnia, Sofie M.M. Loyens and Remy M.J.P. Rikers 175
Contents

Special Issue Section on Linking Teachers’ Professional Knowledge and Teachers’ Actions: Judgment Processes, Judgments and Training; Edited by Inga Glogger-Frey, Stephanie Herppich and Tina Seidel

Linking teachers' professional knowledge and teachers' actions: Judgment processes, judgments and training
Inga Glogger-Frey, Stephanie Herppich and Tina Seidel

Teachers' assessment competence: Integrating knowledge-, process-, and product-oriented approaches into a competence-oriented conceptual model
Stephanie Herppich, Anna-Katharina Praetorius, Natalie Förster, Inga Glogger-Frey, Karina Karst, Detlev Leutner, Lars Behrmann, Matthias Böhmer, Stefan Ufer, Julia Klug, Andreas Hetmanek, Annika Ohle, Ines Böhmer, Constance Karing, Johanna Kaiser and Anna Südkamp

Comparing global judgments and specific judgments of teachers about students' knowledge: Is the whole the sum of its parts?
Karina Karst, Stefanie Dotzel and Oliver Dickhäuser

Teachers’ judgment accuracy concerning consistent and inconsistent student profiles
Anna Südkamp, Anna-Katharina Praetorius and Birgit Spinath

Effects of different cue types on the accuracy of primary school teachers' judgments of students' mathematical understanding
Sophie Oudman, Janneke van de Pol, Arthur Bakker, Mirjam Moerbeek and Tamara van Gog

Student teachers' prior knowledge as prerequisite to learn how to assess pupils' learning strategies
Inga Glogger-Frey, Marcus Deutscher and Alexander Renkl

Preservice teachers' beliefs about students' mathematical knowledge structure as a foundation for formative assessments
Stephanie Herppich and Jörg Wittwer

Is teacher judgment accuracy of students’ characteristics beneficial for verbal teacher-student interactions in classroom?
Maralena Pielmeier, Sina Huber and Tina Seidel

Developing knowledge-in-action with a learning progression: Sequential analysis of teachers' questions and responses to student ideas
Erin Marie Furtak, Roger Bakeman and Jason Y. Buell

Affordances of video-based professional development for supporting physics teachers' judgments about evidence of student thinking
Alicia C. Alonzo and Jiwon Kim

Assessment at school – Teachers' diary-supported implementation of a training program
Julia Klug, Marie-Therese Schultes and Christiane Spiel