

Teacher Education and Practice

The Journal of the Texas Association
of Colleges of Teacher Education

Contents

EDITORIAL POLICY

Teacher Education and Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice, and policy issues related to the teaching profession and learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice and engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute.

The journal spans the boundaries of professional education in conventional and unconventional ways to offer multiple perspectives of teacher education and practice that seek to move beyond more traditional views of professional education. The journal is interested in manuscripts that explore the relationship between professional education and

- social justice, equity, caring, and democracy;
- challenges of teaching in preK-12 schools—public and private;
- state and federal policy;
- growing diversity—racial, ethnic, linguistic, and cultural;
- sociohistorical, sociocultural, and sociopolitical contexts of teaching;
- changing role of professional education in the larger context of a changing society;
- innovative and compelling ideas related to preparation and practice; and
- alternative approaches to the inquiry and understanding of how teachers learn.

Relatedly, manuscript submissions that *Teacher Education and Practice* accepts may include

- expositions;
- research reports—applied and basic research studies;
- policy position statements as well as analyses of the implications of existing policy;
- conversations or interviews—solicited and invited;
- creative writings that illuminate important innovative issues through alternative approaches; and
- book reviews and review essays—single-book reviews and multiple-book review essays.

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TEACHER EDUCATION AND PRACTICE

The Editorial Staff of *Teacher Education and Practice*, a journal originally founded by the Texas Association of Colleges of Teacher Education (TACTE), shares a professional commitment with its Editorial Advisory Board and Editorial Reviewers to publish a high-quality journal.

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BRAINLESS SAMENESS

*The Demise of One-Size-Fits-All Instruction and
the Rise of Competency Based Learning*

Bob Sornson

2018 • 140 pages
978-1-4758-4486-3 • \$70.00 • Cloth
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"In his new book *Brainless Sameness*, Bob Sornson nails his heartfelt, profound, and powerful thesis squarely on the doors of the education establishment. My sincere hope is that this book will be widely read by everyone involved in contemporary education K-16. As required by his task, Sornson pulls no punches in this book, being clear about the reasons for so-called education reform's failure while also offering an inspired vision for helping students and schools fall in love with 21st-century learning that really matters—to the learner and to society itself."

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Community Works Institute**

"Teachers have been marginalized during the decades of 'school reform.' They are told what to cover, at what pace, and using which materials. Bob Sornson offers us a much better way. In a personalized, competency-based instructional system, teachers must know their students, maintain data systems so that we absolutely know what students are ready to learn, and find ways to give students high-quality instruction for as long as needed to achieve deep understanding. Instead of cogs in a failing system, we could be professionals again."

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Michigan, and director, QED Foundation**

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