



Rethinking Field Experiences in Preservice Teacher Preparation: Meeting New Challenges for Accountability

Etta R. Hollins

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The focus of this book is the centrality of clinical experiences in preparing teachers to work with students from diverse cultural, economic, and experiential backgrounds. Organized around three themes—learning teaching through the approximation and representation of practice, learning teaching situated in context, and assessing and improving teacher preparation—*Rethinking Field Experiences in Preservice Teacher Preparation* provides detailed descriptions of theoretically grounded, research-based practices in programs that prepare preservice teachers to contextualize teaching practices in ways that result in a positive impact on learning for traditionally underserved students. These practices serve current demands for teacher accountability for student learning outcomes and model good practice for engaging teacher educators in meaningful, productive dialogue and analysis geared to developing local programs characterized by coherence, continuity, and consistency.



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