Book Review

Affective Teacher Education:
Exploring Connections among Knowledge, Skills, and Dispositions
Edited by Patrice R. LeBlanc & Nancy P. Gallavan
Lanham, MD: Rowman & Littlefield Education, 2009

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As stated by van Tassell in the foreword of LeBlanc and Gallavan's recent book exploring how teacher dispositions influence classroom practice, "the mission of developing both the cognitive and affective human capacities is inherent in the mission of public schooling" (2009, p. xi). Affective education is concerned with the beliefs, feelings, and attitudes of teachers and students. As such, advocates of affective education believe that content teaching must coincide with personal and social education. As Johnson and Johnson articulate in this volume, "Schools have to achieve some social and emotional goals, such as ensuring children and adolescents can fulfill the role responsibilities of being a student, before cognitive goals can be achieved" (2009, p. 23). Stiff-Williams (2010) echoed this when he suggested that affective education must be integrated into today's traditional cognitive- and standards-based instruction and educators must widen their lenses during the instructional planning process.

LeBlanc and Gallavan (2009) provide us with a strong collection of essays that explore the importance of the affective dimension of the educational process. Throughout the book, the authors investigate and discuss various affective educational theories as well as teacher dispositions. Along with theoretical descriptions, this book provides a wide collection of studies and examples on how to prompt self-assessment, professional conversations, and developmental activities in relation to affective education. The authors of the individual chapters illustrate how the incorporation of social and emotional teaching, pedagogy, and goals

support student learning across content. It is written for current and future educators as well teacher educators and school administrators. The book is organized into three main sections: (1) teachers dispositions and teacher preparation programs, (2) teachers' practices and professionalism, and (3) quality affective educational experiences for PK-12.

Teachers Dispositions and Teacher Preparation Programs

Several years ago, Katz and Raths (1986) defined teacher dispositions as "attributions which summarize a trend of a teacher's actions across similar contexts" (p. 3), and claimed that dispositions can be recorded through the use of behavioral observations. Yet, as described by Gallavan, Peace, and Ryel Thomason (2009), "teacher educators and candidates tend to be unsure as to what teachers' professional dispositions are" (p. 41). Clearly, the connection between professional dispositions, effective teaching, and teacher preparation programs can be controversial since the actual definition of dispositions is vague and poorly articulated. Thus, LeBlanc and Gallavan (2009) begin this book with three chapters that examine the concept of teacher dispositions.

As part of the current educational reform movement that has been prompted by the *No Child Left Behind* (NCLB) education act, there has been a promise made to close the achievement gap (Scott & Mumford, 2007). This promise has prompted accreditation agencies such as the National Council for Accreditation of Teacher Education (NCATE) to review the curriculum of individual teacher preparation programs to ensure they include affective assessments related to professional dispositions (Lund, Wayda, Woodard, & Buck, 2007). The three chapters in this section suggest that teacher educators need to review their goals to both teach and assess for professional dispositions. Yet McKenna (2009) makes an crucial point when she states, "despite all of the conversations, one notable missing voice from the debate on understanding the place of dispositional assessment in teacher education is the teacher candidates' perspective" (p. 31). Similarly, Rike and Sharp (2009) as well as Gallavan, Peace, and Ryel Thomason (2009) agree that teacher educators and individual teacher candidates should work collaboratively to decide which dispositions are lacking and need to be developed. Yet, many teacher candidates have not worked in a real world classroom and they may not understand the realities of what this experience entails. In fact, many future educators have no idea how dispositions will help them in the classroom nor do they have any inkling what dispositions should be developed. This is a major part of the teacher educator's role—to model and explain to the future teacher which dispositions are positive and needed in a classroom.

Teachers' Practices and Professionalism

The next two chapters examine the concept of teacher practices, professionalism, and affective education topics. Moral educational theorist Osguthorpe (2009) alleges that there needs to be a reconceptualization of the ambiguities embedded in the concepts of moral character and classroom practice in light of affective education in schools because this conceptualization can provide an opportunity to examine the connection between manner, moral development, and good teaching. Further, Osguthorpe proposes that we reexamine the perceived relationship between the moral character of a teacher and the moral development of a student. Osguthorpe claims that "character is not a concrete entity; it cannot be seen" (p. 84).

As I read this chapter, I have to admit that I was frustrated with its vagueness. As a concrete learner, I like an answer. This was a very challenging chapter because Osguthorpe raised many questions but offered no tangible reason why and how concepts and thoughts are related. Osguthorpe did not give an answer; in fact, he asked question after question, and left many thoughts uncertain. If you are looking for an answer, this is not your chapter. As I read this chapter, I never discovered the connection between manner and good teaching that he promised.

The next chapter in this section presents several case studies written by teacher candidate interns. Baker (2009) explains the importance of self-reflection on teaching practices in order to progress from hopelessness to hopefulness in both teachers and students: "By refusing to give up on the students, by making themselves available to the students, and by trying new ways to motivate and encourage them, the interns inspired their students to gain hope and confidence in themselves" (p. 112). One of the interns in his study explained this by saying, "Some of my challenging students became my favorites. Troy is a prime example, a sweet kid but not a great student" (Baker, p. 106). This intern explained that although it was a struggle at certain times, "Troy is still someone I am happy to see every day" (p. 106). These self reflections helped the interns find that these fears were normal and healthy parts of the affective process. Baker's chapter is an interesting read for all past, current, or future teachers. We have all been there. We have all struggled with certain students, but found joy in others. Ultimately, this chapter reflected the authentic experiences of teachers and reminded us that the insights we gain in the classroom can translate into our ongoing professional development.

Quality Affective Educational Experiences for PK-12

The final three chapters present several PK-12 affective education programs. Dockery (2009) defines character education and the great responsibilities associated with promoting character development in PK-12 students. Some examples included in this section include the model, teach, coach, encourage, and export methodology as well the principles of invitational education. The model, teach, coach, encourage, and export methodology discussed by Lacey, LeBlanc, and Maldonado (2009) asks teachers to follow a prescribed method to watch and learn professional dispositions from experienced educators, while invitational education (Young & Tripamer, 2009) assume that education is based on "trust, respect, optimism, and intentionality" (p. 166). In both of these cases, the onus is on the teachers to introduce these ideas into their daily lessons, and, when students, parents, and school administrators are supportive, these models appear to be effective. However, there is no discussion of how to integrate these methods when such support is not available or when the administrative emphasis is in other areas."

Conclusion

As I read this book, I found that each chapter made a significant contribution to the field of teacher education by addressing directly the importance of the affective domain of education and its association with student learning. As the authors examined the various dimensions of teaching and student learning, they provided insightful views of teacher dispositions, practices, programs, and practical applications of affective education. As a former classroom educator and current professor of education, I appreciated that the book balanced pedagogical theory with real-life teaching practice. I truly believe this resource is a necessary one for every teacher educator as well as future and current teachers and school administrators.

If you are interested in learning about affective education in the public school system from the perspective of a teacher educator, classroom teacher, administrator, or teacher candidate, I recommend LeBlanc & Gallavan's (2009) book as an outstanding starting place. The editors have examined and presented an excellent assortment of affective education discussions and studies. This book provides a wide variety of perspectives and will assist anyone interested in how the affective domain fits in education. As Johnson and Johnson (2009) summarize, "Cognitive and social emotional learning are actually two parts of a whole that cannot be separated" (p. 5).

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