

References

- Anagnostopoulos, D., Smith, E. & Basmadjian, K. (2007). Bridging the university-school divide: Horizontal expertise and the “two-worlds pitfall.” *Journal of Teacher Education*, 58(2), 138-152.
<https://doi.org/10.1177/0022487106297841>
- Ball, D & Forzani, F. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511
<https://doi.org/10.1177/0022487109348479>
- Boyd, D., Grossman, P., Lankford, H., Loeb, S. & Wyckoff, J. (2009). Teacher preparation and student achievement. *Education Evaluation and Policy Analysis*, 31(4), 416-440. <https://doi.org/10.3102/0162373709353129>
- Bryk A. S., Gomez L. M., & Grunow A. (2010), Getting ideas into action: Building networked improvement communities in education, Carnegie Foundation for the Advancement of Teaching, Stanford, CA, essay. Available:
<http://www.carnegiefoundation.org/spotlight/webinar-bryk-gomez-building-networked-improvement-communities-in-education>.
- Capraro, M., Capraro, R. & Helfeldt, J. (2010). Do differing types of field experiences make a difference in teacher candidates’ perceived level of competence? *Teacher Education Quarterly*, 37(1), 131-154.
- Clarke, D. & Winsdale, M. (2019). A school-university teacher education partnership: Reconceptualising reciprocity of learning. *Journal of Teaching and Learning for Graduate Employability*, 10(1), 138-156. Council for the Accreditation of Educator Preparation (CAEP): Standard 2: Clinical Partnerships and Practices. Retrieved March 17, 2017. Available: <http://caepnet.org/standards/standard-2>.
<https://doi.org/10.21153/jtlge2019vol10no1art797>
- Collins, E., Davis, C. & Adriel, A. (2013). The relevance of historically black colleges and universities in preparing black educators and teachers. *eJournal of Education Policy*, pp.1-7.
- Crawford, Jerry II (2017) "HBCUs: Accreditation, governance and survival challenges in an ever-increasing competition for funding and students," *Journal of Research Initiatives: Vol. 2 : Iss. 3 , Article 1*.
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(10), 300-314.
<https://doi.org/10.1177/0022487105285962>
- Daniels, K. Patterson, G. & Dunston, Y. (2010). Rules of engagement: A service learning pedagogy for pre-service teacher education. *Journal for Civic Commitment*, 15, 1-16. Available <http://www.mesacc.edu>.
- Dilworth, M. (2012). Historically black colleges and universities in teacher education reform. *The Journal of Negro Education*, 81 (2), pp. 121-135
<https://doi.org/10.7709/jnegroeducation.81.2.0121>
- Eisenhardt, S., Besnoy, K. & Steele, E. (2012). Creating dissonance in pre-service teachers’ field experiences. *SRATE Journal*, 21(1), 1-10.
- Ferrara, M. (2009). Broadening the myopic vision of parental involvement. *School Community Journal*, 19(2), 123-142.

- Forzani, F. (2014). Understanding “core practices” and “practice-based” teacher education: Learning from the past. *Journal of Teacher Education*, 65(4), 1-12. <https://doi.org/10.1177/0022487114533800>
- Gasman, M., Baez, B., Drezner, N., Sedgwick, K., Tudico, C. & Schmidt, J. (2006). Historically black colleges and universities: Recent trends. *Report of the American Association of University Professors' Committee on Historically Black Institutions and Scholars of Color*. Retrieved from <https://www.aaup.org/report/historically-black-colleges-and-universities-recent-trends>.
- Graue, E. & Brown, C. (2003). Preservice teachers' notions of families and schooling. *Teaching and Teacher Education*, 19(7), 719-735. <https://doi.org/10.1016/j.tate.2003.06.002>
- Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teacher: Re-imagining teacher education. *Teachers and teaching: Theory and practice*, 15(2), 273-290. <https://doi.org/10.1080/13540600902875340>
- Hawkins, B. Denise. (2013). New teaching standards may threaten HBCU education programs. *Diverse Education*. Retrieved from <http://diverseeducation.com/article/54397/>.
- Irvine, J. & Fenwick, L. (2011). Teachers and teaching for the new millennium: The role of HBCUs. *The Journal of Negro Education*, 80 (3), pp. 197-208.
- Jacobs, P. (2015). There's an unprecedented crisis facing America's historicallyBlack colleges. *Business Insider*. Retrieved from: <http://www.businessinsider.com/hbcus-may-be-more-in-danger-of-closing-than-other-schools-2015-3>.
- Lucero, R. (2017, March) *Meeting the Needs of All Learners: Advancing Social Justice and Diversity in Teacher Preparation*. Panel Presentation presented at the 69th annual meeting of the American Association of Colleges for Teacher Education Conference, Tampa, FL.
- Matthews, F. (2009). Enhanced HBCU teacher preparation role discussed at U.S. education department meeting. *Diverse Education*. Retrieved from <http://diverseeducation.com/article/category/news>.
- Moffett, N., Frizzell, M., Brownlee-Williams, Y. & Thompson, J. (2014). Influence of motivation theory and supplemental workshops on first-time passing rates of HBCU teacher candidates. *Action in Teacher Education*, 36, pp.421-432. <https://doi.org/10.1080/01626620.2014.977702>
- National Council for Accreditation of Teacher Education. (2010). *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers. Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning*.
- National Council for the Accreditation of Teacher Education (NCATE) Standard

- 3: Field Experiences and Clinical Practices. Retrieved March 17, 2017.
Available:
<http://ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx>.
- National Research Council (2010). Preparing teachers: Building evidence for sound policy. Retrieved from:
http://nap.edu/catalog.php?record_id=12882.
- Pogue, T. D. (2019, September 30). (not) The Least of These: Highlighting the impact of HBCUs on educator preparation. AJE Forum retrieved from www.ajeforum.com.
- Price, M. (2004). Promoting linkages: Partnerships between schools and higher education. New York Higher Education Support Center for Systems Change
Syracuse University. Available:
<http://www.p12.nysed.gov/specialed/publications/persprep/qualityteachers/ihepartners.pdf>.
- Uludag, A. (2008). Elementary preservice teachers' opinions about parental involvement in elementary children's education. *Teaching and Teacher Education*, 24(3) 807-817. <https://doi.org/10.1016/j.tate.2006.11.009>
- U.S. Department of Education. (2014). Whit house initiative on historically black colleges and universities. Available: <https://sites.ed.gov/whhbcu/>.
- Sawchuk, S. (2013). AACTE critiques proposed accreditation standards. Available:
http://blogs.edweek.org/edweek/teacherbeat/2013/04/aacte_highlights_concerns_on_proposed_accreditation_standards.html.
- TEACHING 2030: Leveraging Teacher Preparation 2.0. Retrieved from
<http://www.teachingquality.org>.
- Teaching Works. (2013). Retrieved from:
<http://www.teachingworks.org/work-of-teaching/high-leverage-practices>.
- Walker, L. (2015). Top 10 HBCUs that produce teachers. *HBCU Lifestyle*. Available:
www.hbculifestyle.com/top-10-hbcu-teachers/. Retrieved February 7, 2017.
- Watts, E. & Levine M. (2010). Partnerships, practices, and policies to support clinically based teacher preparation: Selected examples. Available
<http://www.ncate.org/LinkClick.aspx?fileticket=rMrsfjZ2vZY%3D&tabid=715>.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of Teacher Education* 61 (1-2) 89-99.
<https://doi.org/10.1177/0022487109347671>