**Chapter 21: The ‘Ideal’ Teacher**

Bastian, K.C., McCord, D.M., Marks, J.T. & Carpenter, D. (2017) A Temperament for Teaching? Associations Between Personality Traits and Beginning Teacher Performance and Retention. *AERA Open*, 3:1, online. [OPEN ACCESS PDF [HERE](file:///%5C%5Csageltdsan01%5CBooks_Directory%5CSubject%20Folders%5CDigital%20Content%5C%21%20COMPANION%20WEBSITES%5C%21%20SUBJECT%20WEBSITES%5CEDUCATION%5CCASTLE%20%26%20BUCKLER_Psychology%20for%20Teachers%2C%202e%5CStudent%20Resources%5CCh_21_journals%5CBastian%2C%20K.C.%2C%20McCord%2C%20D.M.%2C%20Marks%2C%20J.T.%20%26%20Carpenter%2C%20D.%20%282017%29.pdf)]

<http://journals.sagepub.com/doi/full/10.1177/2332858416684764>

Lesham, S., Zion, N. & Friedman, A. (2015) A Dream of a School: Student Teachers Envision Their Ideal School. *Sage Open*, 5:4, online. <http://journals.sagepub.com/stoken/rbtfl/vGdRcdWMIRcnt3E7GXS2/pdf/10.1177/2158244015621351>

Naz, F. & Murad, H.S. (2017) Innovative Teaching Has a Positive Impact in the Performance of Diverse Students. *Sage Open*, 7:4, online.

<http://journals.sagepub.com/stoken/rbtfl/tbWXX2YUb9gqHS4ZKTAY/pdf/10.1177/2158244017734022>

Hamre, B.K., Pianta, R.C., Burchinal, M., Field, S., LoCasale-Crouch, J., Downer, J.T., Howes, C., LaParo, K. and Scott-Little, C. (2012) A Course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice. *American Educational Research Journal*, 49 (1): 88-123.

<http://aer.sagepub.com/content/49/1/88>

Haston, W. (2007) Teacher Modeling as an Effective Teaching Strategy. *Music Educators Journal*, 93 (4): 26-30.

<http://mej.sagepub.com/content/93/4/26>

Haug, F. (2009) Teaching How to Learn and Learning How to Teach. *Theory Psychology*, 19 (2): 245-273.

<http://tap.sagepub.com/content/19/2/245>

Hutchings, P. and Huber, M.T. (2008) Placing Theory in the Scholarship of Teaching and Learning. *Arts and Humanities in Higher Education*, 7 (3): 229-244.

<http://ahh.sagepub.com/content/7/3/229>

Kitchenham, A. (2008) The Evolution of John Mezirow’s Transformative Learning Theory. *Journal of Transformative Education*, 6 (2): 104-123.

<http://jtd.sagepub.com/content/6/2/104>

Lampert, M. (2010) Learning Teaching in, from, and for Practice: What Do We Mean? *Journal of Teacher Education*, 61 (1-2): 21-34.

<http://jte.sagepub.com/content/61/1-2/21>

Malkki, K. (2010) Building on Mezirow’s Theory of Transformative Learning: Theorizing the Challenges of Reflection. *Journal of Transformative Education*, 8 (1): 42-62.

<http://jtd.sagepub.com/content/8/1/42>

Schmidt, M. (2010) Learning from Teaching Experience: Dewey’s Theory and Preservice Teachers’ Learning. *Journal of Research in Music Education*, 58 (2): 131-146.

<http://jrm.sagepub.com/content/58/2/131>

Strong, M., Gargani, J. and Hacifazlioglu, O. (2011) Do We Know a Successful Teacher When We See One? Experiments in the Identification of Effective Teachers. *Journal of Teacher Education*, 62 (4): 367-382.

<http://jte.sagepub.com/content/62/4/367>

Walker, K.L. (2011) Deficit Thinking and the Effective Teacher. *Education and Urban Society*, 43 (5): 576-597.

<http://eus.sagepub.com/content/43/5/576>

Wildman, T.M. and Niles, J.A. (1987) Reflective Teachers: Tensions between Abstractions and Realities. *Journal of Teacher Education*, 38 (4): 25-31.

<http://jte.sagepub.com/content/38/4/25>