



# DISCOURSE: WORKS CITED

## K20 IDEALS

### Works Cited

- Akinyemi, A. O., Rembe, S., Shumba, J., & Adewumi, T. M. (2019). Collaboration and mutual support as processes established by communities of practice to improve continuing professional teachers' development in high schools. *Cogent Education*, 6(1). <https://doi.org/10.1080/2331186x.2019.1685446>
- Boyd, A. S., & Glazier, J. A. (2017). The choreography of conversation: An exploration of collaboration and difficult discussions in cross disciplinary teacher discourse communities. *The High School Journal*, 100(2), 130–145.
- Brown, C., & Flood, J. (2018). Lost in translation? Can the use of theories of action be effective in helping teachers develop and scale up research-informed practices? *Teaching and Teacher Education*, 72, 144–154. <https://doi.org/10.1016/j.tate.2018.03.007>
- Chang, E. (2019). Beyond workforce preparation: Contested visions of 'twenty-first century' education reform. *Discourse: Studies in the Cultural Politics of Education*, 40(1), 29–45. <https://doi.org/10.1080/01596306.2018.1549702>
- Charteris, J., & Smardon, D. (2019a). The politics of student voice: Unraveling the multiple discourses articulated in schools, *Cambridge Journal of Education*, 49(1), 93–110. <https://doi.org/10.1080/0305764X.2018.1444144>
- Charteris, J., & Smardon, D. (2019b). Democratic contribution or information for reform? Prevailing and emerging discourses of student voice. *Australian Journal of Teacher Education*, 44(6). <https://doi.org/10.14221/ajte.2018v44n6.1>
- Dodman, S. L., DeMulder, E. K., View, J. L., Swalwell, K., Stribling, S., Ra, S., & Dallman, L. (2019). Equity audits as a tool of critical data-driven decision making: Preparing teachers to see beyond achievement gaps and bubbles. *Action in Teacher Education*, 41(1), 4–22. <https://doi.org/10.1080/01626620.2018.1536900>
- Dyke, E., & El Sabbagh, J. (2020). "It's an Americanization that's not working:" Reimagining teacher leadership and accountability in a Latinx-serving middle school. *Journal of Education Human Resources*, 38(4), 416–437. <https://doi.org/10.3138/jehr-2020-0006>
- Elkomy, M. M., & Elkhail, N. H. (2022). The lesson study approach to professional development: Promoting teachers' peer mentoring and communities of practice and students' learning in Egypt. *Teaching and Teacher Education*, 109. <https://doi.org/10.1016/j.tate.2021.103538>
- Eshchar-Netz, L., & Vedder-Weiss, D. (2020). Teacher learning in communities of practice: The affordances of co-planning for novice and veteran teachers' learning. *Journal of Research in Science Teaching*, 58(3), 366–391. <https://doi.org/10.1002/tea.21663>
- Evans-Winters, V., Hines, D. E., Moore, A., & Jones, T. L. (2018). Locating Black girls in educational policy discourse: Implications for the "Every Student Succeeds Act." *Teachers College Record*, 120(13), 1–18. <https://doi.org/10.1177/016146811812001305>
- Gardner-Neblett, N., Iruka, I.U., Humphries, M. (2021). Dismantling the Black-White achievement gap paradigm: Why and how we need to focus instead on systemic change. *Journal of Education*, (203)2. <https://doi.org/10.1177/00220574211031958>
- Gee, J. P. (1989). Literacy, discourse, and linguistics: Introduction. *Journal of Education*, 171(1), 5–17. <https://doi.org/10.1177/002205748917100101>
- Goddard, R. D., Skrla, L., & Salloum, S. J. (2017). The role of collective efficacy in closing student achievement gaps: A mixed methods study of school leadership for excellence and equity. *Journal of Education for Students Placed at Risk (JESPAR)*, 22(4), 220–236. <https://doi.org/10.1080/10824669.2017.1348900>
- Harris, D. N., & Herrington, C. D. (2006). Accountability, standards, and the growing achievement gap: Lessons from the past half-century. *American Journal of Education*, 112(2), 209–238.

- Kehus, M., Walters, K., & Shaw, M. (2010). Definition and genesis of an online discourse community. *International Journal of Learning*, 17, 67–85.
- Lave, J., & Wenger, E. (1991). *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511815355>
- Sant, E. (2019). Democratic education: A theoretical review (2006–2017). *Review of Educational Research*, 89(5), 655–696. <https://doi.org/10.3102/0034654319862493>
- Segal, A. (2019). Story exchange in teacher professional discourse. *Teaching and Teacher Education*, 86. <https://doi.org/10.1016/j.tate.2019.102913>
- Simoncini, K. M., Lasen, M., & Rocco, S. (2014). Professional dialogue, reflective practice and teacher research: Engaging early childhood pre-service teachers in collegial dialogue about curriculum innovation. *Australian Journal of Teacher Education*, 39(1). <https://doi.org/10.14221/ajte.2014v39n1>.
- Swales, J. (2011). *The concept of a discourse community*. University of Michigan Press.
- Truscott, D., & Barker, K. S. (2020). Developing teacher identities as *in situ* teacher educators through communities of practice. *The New Educator*, 16(4), 333–351. <https://doi.org/10.1080/1547688x.2020.1779890>
- Vetter, A., Faircloth, B. S., Hewitt, K. K., Gonzalez, L. M., He, Y., & Rock, M. L. (2022). Equity and social justice in research practice partnerships in the United States. *Review of Educational Research*, 92(5), 829–866. <https://doi.org/10.3102/00346543211070048>
- Wilcox, S. M. (2020). Policy storms at the central office: Conflicting narratives of racial equity and segregation at school committee meetings. *Educational Policy Studies and Evaluation Faculty Publications*, 20. [https://uknowledge.uky.edu/epe\\_facpub/20](https://uknowledge.uky.edu/epe_facpub/20)