



BOOK REVIEW

Reclaiming Accountability in Teacher Education

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Reclaiming Accountability in Teacher Education is the winner of both the 2019 Society of Professors of Education Outstanding Book Award and the 2018 AESA Critic's Choice Award. After reading this book, it is obvious why *Reclaiming Accountability in Teacher Education* was honored with these prestigious awards. The book is an exemplary blend of history in the era of education reform, current accountability measures, and hopeful possibilities for reimagining accountability in teacher education.

From the beginning of the book, the authors make their aim clear – to call for an approach to teacher education that is built upon foundations of strong democracy and strong equity. Their purpose is to rescue accountability for democratic liberation which prepares students for democratic deliberation and for the work of eradicating structural and systematic equality. This book speaks back to the dominant accountability paradigm, and challenges readers to consider new ways of conceptualizing accountability in teacher education.

The book is divided into three sections that seamlessly build upon each other. The first section provides a historical overview of accountability in the era of education reform and introduces an eight-dimension framework for analyzing accountability. The second section focuses on the problems with the current accountability paradigm by analyzing four case studies including federal involvement, CAEP, NCTQ, and EdTPA. In this section, the authors thoroughly analyze each case study through the lens of the eight-dimension framework to understand the foundations of accountability, the problems of teacher education, and the power of relationships in accountability. After analyzing these four case studies, the third section of the book details the hope and possibility for reclaiming accountability in teacher education. In this section, the authors reimagine equity and propose an alternative structure to the accountability status quo. The authors propose the democratic approach to teacher education that promotes civic participation, seeks the common good, and actively challenges systems that perpetuate inequality. The democratic approach to teacher education believes the dominance of the accountability paradigm is a major problem in teacher education, argues that power should be shared across stakeholders, and claims that teacher education should “prepare teachers who have the capacity and commitment to enact deliberative and critical democratic education” (155). The book ends with a call to action to implement these ideas in order to transform teacher education and consequently education for all.

For teacher educators, this book provides a strong, comprehensive historical overview and a rich context of accountability in the era of education reform. It also challenges readers to think beyond the current structures and imagine the possibilities for what can be in teacher education. As a teacher educator, this book challenged me to ask myself what decisions I am actively making to prepare preservice teachers to participate in society as democratic citizens. It inspired me to think about how I can best prepare them for civic participation, encourage them to pursue the common good, and equip them with strategies to challenge inequality.