שאילתה בנושא: תפיסת תפקיד של מורי מורים.

Colleagues' Roles in the Professional Development of Teachers: Results from a Research Study of National Board Certification

Author(s): Park, Soonhye; Oliver, J. Steve; Johnson, Tara Star; Graham, Peg; Oppong, Nicholas K.

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v23 n4 p368-389 May 2007

Abstract:
This study investigated the nature of interaction among teachers that occurred around the National Board certification (NBC) process and how that collegial interaction influenced teachers' professional development. Qualitative interviews were conducted with 14 teachers who were either considering NBC, in the process, or had been awarded NBC. Interview data were analyzed using the constant comparative method. Results indicated that teacher interactions triggered by NBC helped one another's professional development in several ways: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse community, (c) raising the standards for teaching performances, and (d) facilitating collaboration. Implications for teacher professional development were discussed

The Development of Preservice Elementary Teachers' Curricular Role Identity for Science Teaching (EJ809099)

Add

Author(s): Forbes, Cory T.; Davis, Elizabeth A.

Source: Science Education, v92 n5 p909-940 Sep 2008

Pub Date: 2008-09-00

Pub Type(s): Journal Articles; Reports - Evaluative

Peer-Reviewed: Yes

Descriptors:
Preservice Teacher Education; Preservice Teachers; Elementary School Science; Methods Courses; Teaching Methods; Teacher Role; Science Instruction; Science Curriculum; Elementary School Teachers; Surveys; Observation; Identification (Psychology)

Abstract:
Curriculum materials are a crucial tool with which teachers engage in teaching practice. For preservice teachers to learn to use science curriculum materials in productive ways, they must develop a conception of themselves as elementary teachers in which the use of science curriculum materials is a valued dimension of science-teaching practice. We define those dimensions of teachers' professional role identities concerned with the use of curriculum materials as "curricular role identity". This mixed-methods study examines preservice elementary teachers' development of curricular role identity for science teaching through their use of science curriculum materials. Forty-seven preservice elementary teachers in two sections of an elementary science methods course were studied over the course of one semester. Data sources include survey results from preservice teachers in both course sections as well as interviews, observations, and course artifacts from preservice teachers studied in-depth. Results

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suggest preservice teachers articulate important differences between their own and more experienced elementary teachers' curricular role identity for science teaching and make progress toward appropriating the latter. Supporting them to do so requires emphasizing interactions with science curriculum materials as part of teacher education and providing classroom-based experiences through which they can put their developing curricular role identities into action.

Cognitive Complexity, the First Year of Teaching, and Mentoring (EJ805987) Add

Author(s): Bullough, Robert V., Jr.; Young, Janet R.; Hall, Kendra M.; Draper, Roni Jo; Smith, Leigh K.

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v24 n7 p1846-1858 Oct 2008

Pub Date: 2008-10-00

Pub Type(s): Journal Articles; Reports - Evaluative

Peer-Reviewed: Yes

Descriptors:
Mentors; Epistemology; Cognitive Development; Teacher Role; Problems; Teacher Attitudes; Beliefs; Evaluative Thinking; Problem Solving; Interprofessional Relationship; Beginning Teachers; Measures (Individuals)

Abstract:
Drawing on data from a US study of nine mentors and mentees, including mentee scores on the Reasoning about Current Issues (RCI) Test, which offers a measure of cognitive complexity, the authors explore how differences in cognitive complexity were related to role expectations, conceptions of teaching problems, and the use of evidence for justifying beliefs. Growing out of the Reflective Judgment Model developed by King and Kitchner [(2002). "The reflective judgment model: Twenty years of research on epistemic cognition." In B. Hofer, & P. Pintrich (Eds.), "Personal epistemology: The psychology of beliefs about knowledge and knowing" (pp. 37-61). Mahwah, NJ: Lawrence Erlbaum Associates] the RCI defines cognitive complexity in terms of how individuals reason--make judgments and use evidence--about ill-structured, controversial, problems. The authors argue that differences in how individuals reason when problem solving may help explain some aspects of how relationships between mentees and mentors form and suggest that greater attention needs to be given to cognitive complexity when designing induction and mentor programs.

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Teaching and Learning Cycles in a Constructivist Approach to Instruction (EJ799048) Add

Author(s): Singer, Florence Mihaela; Moscovici, Hedy

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v24 n6 p1613-1634 Aug 2008

Pub Date: 2008-08-00

Pub Type(s): Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:
Constructivism (Learning); Curriculum Development; Textbooks; Grade 9; Grade 3; Inquiry; Teaching Methods; Models; Teacher Role; Student Role; Case Studies; Teacher Education; Mathematics Instruction

Abstract:
This study attempts to analyze and synthesize the knowledge collected in the area of conceptual models used in teaching and learning during inquiry-based projects, and to propose a new frame for organizing the classroom interactions within a constructivist approach. The IMSTRA model consists in three general phases: Immersion, Structuring, Applying, each with two sub-phases that highlight specific roles for the teacher and the students. Two case studies, one for mathematics in grade 9 and another for science in grade 3, show how the model can be implemented in school, making inquiry realistic in regular classes. Beyond its initial purpose, the IMSTRA model proved to be a powerful tool in curriculum development, being used in producing mathematics textbooks, as well as in developing teaching courses for a long-distance teacher-training program.

Through the Camera's Eye: A Phenomenological Analysis of Teacher Subjectivity (EJ786067) Add

Author(s): Greenwalt, Kyle A.

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v24 n2 p387-399 Feb 2008

Pub Date: 2008-02-00

Pub Type(s): Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:
Preservice Teacher Education; Student Teachers; Teacher Educators; Protocol Materials; Educational Technology; Student Attitudes; Teaching Experience; Phenomenology; Teacher Role

Abstract:
The purpose of this study is to understand how preservice teachers experience a common university assignment: the videotaping and analysis of their own instruction. Using empirical data and the thought of the French philosophers Michel Foucault and Emmanuel Levinas, the study examines the difficulties in transitioning from student subjectivity to teacher subjectivity within the context of university-based teacher education. The paper ends by considering the role teacher educators can play in helping student teachers grow through their preservice experiences.

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Pupil Guidance: An Integral Part of Teacher Education and Development in Scotland? Add
(EJ770294)

Author(s): Wilson, Valerie; Hall, Stuart; Hall, John

Source: Teaching and Teacher Education: An International Journal of Research and Studies, v23 n7 p1153-1164 Oct 2007

Pub Date: 2007-10-00

Pub Type(s): Journal Articles; Reports - Research

Peer-Reviewed: Yes

Descriptors:
Foreign Countries; Specialists; School Guidance; Attendance; Preservice Teacher Education; Educational Change; School Districts; Case Studies; Pupil Personnel Services; Teacher Role; Teacher Attitudes; Elementary School Teachers; Secondary School Teachers; Preservice Teachers; Classroom Techniques; Models; Professional Development; Discipline Problems; Elementary Secondary Education; Student Behavior; Surveys

Abstract:
Many schools throughout the UK are experiencing challenging behaviour from pupils and high levels of absence and exclusion as they seek to implement initiatives aimed at raising pupil attainment [National Audit Office (2005). "Improving school attendance", London: The Stationery Office]. These initiatives often presuppose that pupils will receive adequate levels of guidance and support to help them make curricular, personal, social, and health decisions. However, little is heard from teachers and students undertaking initial teacher education courses on how they have been prepared for this extended role of supporting increasing diverse student populations; nor do we know how they define guidance/pupil support and integrate this with their concept of the professional role of a teacher. This article presents evidence from a one-year study of pupil support in Scotland commissioned by the Scottish Executive Education Department. The study provided evidence for The National Review of Guidance Provision in Scotland [Scottish Executive (2003). "The national review of guidance". Edinburgh: Scottish Executive; Scottish Executive (2005). "Happy, safe and achieving their potential". Edinburgh: Scottish Executive]. The study explored the views of all 32 local authorities in Scotland, a sample of students in training in two universities and teachers, headteachers and pupils in eight case study schools, and also a sample of their parents. This article focuses specifically on the findings relating to teachers and students in training. It identifies the ways in which they support pupils and how well they think they have been prepared for that task. Two dominant models of pupil support emerge from these data: an embedded and a specialist approach, and these vary according to school and education sector. Primary school teachers were more likely to embed pupil support into their concept of being teachers, whereas secondary teachers perceived it to be a separate, specialist function, which many were reluctant to undertake. Some implications for teacher education are highlighted.

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