

## ***Expanding Prospective and Practicing Teachers' Mathematics and Pedagogical Content Knowledge at CSU Long Beach***

**CSU Long Beach—Final Report  
Dr. Babette Benken: October 2021**

### **Overarching Goal and Primary Outcomes of the Project**

CSU Long Beach (CSULB) focused their use of EdReady on teacher preparation and development. The goal was to enhance prospective (pre-service) and practicing (in-service) secondary mathematics teachers' content and pedagogical content knowledge, as well as their understanding of how digital resources might enhance student learning in practice.

For this project three EdReady learning modules were developed, two of which were embedded in courses at CSU Long Beach (secondary mathematics student teaching seminar - EDSS 473; mathematics education technology course - MTED 301). Approximately 440 students experienced the two course-based modules.

**OUTCOMES:** The overwhelming majority of these students believed the units helped them to expand and/or review their understanding of grades 6-12 mathematics and they enjoyed exploring this content in EdReady. Further, over 90% of students (EDSS 473) could envision how to utilize EdReady as a learning tool in a secondary mathematics course.

### **Specific Project Goals**

The project goals focused on the development, pilot, revision and evaluation of three types of prospective and current teacher learning modules (EDSS 473, CSET, MTED 301).

Detailed descriptions of these modules are provided below.

# Guiding Teacher Learning Insider Studies Of Classroom Work With Prospective Practicing Teachers

**Kathrin Futter**



## **Guiding Teacher Learning Insider Studies Of Classroom Work With Prospective Practicing Teachers:**

**Guiding Teacher Learning** Sharon Feiman-Nemser, Cheryl L. Rosaen, 1997-01-01 This collection focuses on a particular kind of teacher development called guiding teacher learning or guided practice to distinguish it from teachers independent learning in and from teaching The papers grew out of a seminar for doctoral students interested in developing their practice as teacher educators and developing tools to study that practice The seminar focused on five elements that are part of any version of guided practice work participants and their relationship long and short term goals the form and content of the work itself contextual factors and conceptual underpinnings After the Introduction Sharon Feiman Nemser the following papers are presented 1 Guiding Teacher Learning A Fresh Look at a Familiar Practice Sharon Feiman Nemser and Cheryl Rosaen 2 Constructing a Practice How an Educational Vision Shapes the Work of a Field Instructor and Her Teacher Candidates Jenny Denyer 3 Louise and Me An Analysis of a Field Instructor s Practice Sharon A Schwille 4 Dilemmas of a Field Instructor A Search for Common Ground Jaime Grinberg Deborah Harris and Michelle B Parker and 5 Learning with Experience Nancy Jennings Kathleen Peasley and Cheryl Rosaen ND Guiding Teacher Learning Sharon Feiman-Nemser, Cheryl Rosaen, 1995 Best Practices in Mentoring for Teacher and Leader Development Linda J. Searby, Susan K. Brondyk, 2015-10-01 Mentoring in educational contexts has become a rapidly growing field of study both in the United States and internationally Fletcher Kappa Delta Pi Presidential Commissioner This volume Best Practices in Mentoring for Teacher and Leader Development forwards principles of effective mentoring including the role and importance of talk in mentoring using tools that make mentoring talk more purposeful analyzing practice involving mentors in opportunities to share their practice providing space for mentees to have a voice in mentoring conversations and promoting learning at all levels as part of instructional leadership in schools Much research is still needed to build a sense of urgency that mentoring can matter and ideas promoted within this book can contribute to this important conversation Randi Nevins Stanulis Professor Department of Teacher Education Michigan State University and Director of Launch into Teaching This book is a huge first step in a field where best practices have not yet been agreed upon and it is sure to be a leading voice in research on teacher and principal mentoring As such this book helps to bring together a variety of beliefs evidence and practices in teacher and principal mentoring and gives a clear pathway for others trying to establish best practices in their mentoring fields For those in the K 12 fields and in all mentoring practices this is a thought provoking must read Nora Domiguez International Mentoring Association President and CEO *Resources in Education* , 2001 **(Re)Designing Programs:** Jennifer Jacobs, Rebecca West Burns, 2021-04-01 Given the increasing diversity of the United States and students entering schools the value of teacher learning in clinical contexts and the need to elevate the profession national organizations have been calling for a re envisioning of teacher preparation that turns teacher education upside down This change will require PK 12 schools and universities to partner in robust ways to create strong professional learning

experiences for aspiring teachers University faculty in particular will not only need to work in schools but they will need to work with schools in the preparation of future teachers This collaboration should promote greater equity and justice for our nation s students The purpose of this book is to support individuals in designing clinically based teacher preparation programs that place equity at the core Drawing from the literature as well as our experiences in designing and coordinating award winning teacher education programs we offer a vision for equity centered clinically based preparation that promotes powerful teacher professional learning and develops high quality equity centered teachers for schools The chapter topics include policy guidelines partnerships intentional clinical experiences coherence curriculum and coursework university based teacher educators school based teacher educators teacher candidate supervision and evaluation the role of research and instructional leadership in teacher preparation While the concepts we share are research based and grounded in the empirical literature our primary intention is for this book to be of practical use We hope that by the time you finish reading you will feel inspired and equipped to make change within your own program your institution and your local context We begin each chapter with a Before You Read section that includes introductory activities or self assessment questions to prompt reflection about the current state of your teacher preparation program We also weave examples a Spotlight from Practice in the form of vignettes designed to spark your thinking for program improvement Finally we conclude each chapter with a section called Exercises for Action which are questions or activities to help you re imagine and move toward action in the re design of your teacher preparation program We hope that you will use the exercises by yourself but perhaps more importantly with others to stimulate conversations about how you can build upon what you are already doing well to make your program even better

Praise for *Re Designing Programs A Vision for Equity Centered Clinically Based Teacher Preparation*

Jennifer Jacobs and Rebecca West Burns book *Re Designing Programs A Vision for Equity Centered Clinically Based Teacher Preparation* is a must read for all teacher educators especially those involved in the creation and or direction of clinically based teacher education programs Their text provides a roadmap for higher education and school based teacher educators to collaboratively design a program that prepares teachers to meet the needs of future students They not only redefine the terms and language we use within clinical practice programs but also encourage us to reflect upon how teachers should be prepared in an equity centered clinically based teacher education program Their text deserves to be on the book shelves of all teacher educators

D John McIntyre      Better Supervision better Teaching Philip Stimpson, Francis Lopez-Real, David Bunton, Dennis Wai-Keung Chan, Atara Sivan, Michael Williams, 2000-05-01 This handbook is designed for those involved in teacher education and the supervision of practical teaching It will be useful for university tutors on teacher education programmes and mentors in schools as well as senior staff in schools who are involved in appraisal and evaluation It is intended to meet the growing need for an accessible jargon free discussion of supervision conferencing that is based on practice and the viewpoints of both supervisors and those supervised rather than just theory This user friendly handbook

could be used as the basis of workshops for in service training of supervisors However it is also designed as a readable self help introduction to the subject for the many practising tutors for whom the supervision of teaching practice is a part of their everyday professional life The handbook sets out to answer two main questions What is the role and context of supervisory conferencing How to tackle topics that are often difficult to discuss

### **International Handbook of Jewish Education**

Helena Miller,Lisa D. Grant,Alex Pomson,2011-04-02 The International Handbook of Jewish Education a two volume publication brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world wide Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century The Handbook is divided broadly into four main sections Vision and Practice focusing on issues of philosophy identity and planning the big issues of Jewish Education Teaching and Learning focusing on areas of curriculum and engagement Applications focusing on the ways that Jewish Education is transmitted in particular contexts both formal and informal for children and adults Geographical focusing on historical demographic social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations This comprehensive collection of articles providing high quality content constitutes a definitive statement on the state of Jewish Education world wide as well as through a wide variety of lenses and contexts It is written in a style that is accessible to a global community of academics and professionals

### **School-Based Teacher Education**

Anne Campbell,Ian Kane,2013-11-26 First Published in 1998 The idea for this book came from involvement in a research project the Mentoring in Schools project funded by the Esmée Fairbairn Charitable Trust between September 1993 and July 1995 The book also draws on local evaluation studies of previous pilot projects such as the Articled Teacher Scheme and partnership initiatives with primary schools A readable interactive book which presents the phenomenological aspects of school based training the human face of mentoring and which tells how people actually experience school based teacher education partnerships

### **Designing Performance Assessment Systems for Urban Teacher Preparation**

Francine P. Peterman,2005-05-06 Designing Performance Assessment Systems for Urban Teacher Preparation presents an argument for and invites critical examination of teacher preparation and assessment practices in light of both the complexity and demands of urban settings and the theories of learning and learning to teach that guide teacher education practices This dynamic approach distinguishes the authors stance on urban teacher assessment as one that can help address social justice issues related to gender race socioeconomic class and other differences and at the same time promote the professional development of all educators engaged in the process of learning to teach The contextually bound sociocultural stance that informs this book promises greater teacher and student achievement Culminating six years of vital dialogue and focused local activity among teachers and teacher educators from institutions in the Urban Network to Improve Teacher Education Designing Performance Assessment Systems for Urban Teacher Preparation presents the historical context that was examined for this

work a theoretical framework to undergrad teacher preparation assessment and design principles to guide the development of assessment systems four case studies of participants struggles and successes in designing and implementing these systems and a discussion of the importance of context and current trends in assessment practices in urban teaching This volume is particularly relevant for university and school based teacher educators who help prepare teachers to work in urban schools and for personnel in state departments of education and other agencies who are responsible for certification and beginning teacher support While the focus is on preparing teachers for urban settings the theoretical and practical foundations and the case studies have broad implications and provide useful insights for anyone involved in developing and using performance assessment systems teacher educators university and school administrators classroom teachers and educational researchers

**Never Give Up** Sharon A. Schwille, 2016-04-01 Never Give Up is an amazing true story It is a case study of an experienced elementary school teacher who was motivated to change her teaching practices from teacher centered transmission approaches to student centered transformational approaches in the context of a Professional Development School You would think she would have accomplished her goal with support from the PDS participants in a year or two Instead she spent seven years encountering struggles set backs and occasionally small triumphs until she achieved bone deep change in her teaching practices What was she aiming for and why did it take so long How did she finally achieve her goals This book is about her journey of change On one level this is a story of a teacher as she struggles to change her teaching practice in ways that center on children s learning rather than on teacher centered rote learning On a deeper level it is a look at how innovative reform movements and wellmeaning professional development efforts fall short of bringing about deep seated change in teaching methods It raises weighty questions such as how teacher preparation programs should begin the process of instilling habits of exploration experimentation research and learning in their pre service teachers so that they continuously work at updating and upgrading their teaching practices It is a message to curriculum developers policy makers and the public at large that lasting teacher professional development takes more time and support than the more immediate workshop approaches It raises many questions about how teachers learn and how they can keep their practices fresh and innovative throughout their careers A study guide designed to elicit deep thought and discussion of the many issues raised by this story accompanies the book The book and study guide are a valuable supplemental text for courses addressing teacher learning professional development workplace learning teacher change constructivist teaching practices mentoring educational administration and educational policy The study guide is also a tool to stimulate discussion among groups of readers such as pre service and practicing teachers school and district administrators educational policy makers and the public at large who are interested in educational reform

**Mentoring Programs for New Teachers** Susan Villani, 2002 Foreword by Charlotte Danielson All the information administrators and teacher leaders need to get started on the right mentoring model The value of mentoring programs for teacher training and retention is widely

recognized but which program should you choose for your school or LEA s unique mix of teachers and goals And how should you begin Mentoring expert Susan Villani offers a number of ways in which schools teacher associations institutions of higher education educational collaboratives and state departments of education can support teachers with the right mentoring program at the right time Topics include Inducting new teachers Continuing professional development programme design District funded programmes Peer Assistance and Review programmes State funded programmes Grant and alternative funded programs all presented in a straightforward and accessible style Mentoring Programs for New Teachers is a great first step in establishing a mentoring program that will affect hiring orientation teacher effectiveness and staff morale for the better

**A Social Constructivist Approach to Field Instruction Practice** Alisa Jean Bates,2005      **Lernwirksame Unterrichtsbesprechungen im Praktikum** Kathrin Futter,2017      The Routledge Handbook of English Language Teacher Education Steve Walsh,Steve Mann,2019-07-03 The Routledge Handbook of English Language Teacher Education provides an accessible authoritative comprehensive and up to date resource of English language teacher education With an overview of historical issues theoretical frameworks and current debates this handbook provides unique insights into a range of teacher education contexts focusing on key issues relating to teacher and learner priorities language and communication current practices reflective practice and research Key features include a cross section of current theories practices and issues providing readers with a resource which can be used in a variety of contexts the use of data transcripts and tasks to highlight and illustrate a range of practices including examples of best practice snapshots of ELTE from a number of contexts taken from all around the world and examples of current technological advances contemporary thinking on reflective practice and insights gained from recent research This wide ranging and international collection of chapters has been written by leading experts in the field The Routledge Handbook of English Language Teacher Education is sure to be core reading for students researchers and educators in applied linguistics TESOL and language education      The Guide to English Language Teaching Yearbook 2005 S. M. H. Collin,2005-02 The Guide to English Language Teaching 2005 is an essential reference guide for anyone involved in English language teaching or for anyone considering starting as an English language teacher It provides the latest information on qualifications courses and course providers in over 100 countries together with paths for career development from initial certificate through to Masters and PhDs If you are planning a career as an English language teacher this book is for you Fully updated for 2005 this is a comprehensive in depth guide to the international English language teaching industry This guide provides details of the qualifications you will need to work how and where to train andhow to find a job with a directory of websites Once you have qualified you can work almost anywhere in the world and this guide includes profiles of over 100 countries with descriptions of their job prospects salary cost of living working conditions legal tax and visa requirements and safety      Resources in Education ,1997      **Mentoring Student Teachers of Arabic Language in Kuwait** Hend Ahmad Almaian,2002      *Handbook of Research on Teaching Literacy Through the*

*Communicative and Visual Arts, Volume II* James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills It forefronts as central to literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and distributed by Routledge Taylor Francis Visit <http://www.reading.org> for more information about International Reading Association books membership and other services [A Biographical Account of an Experienced Elementary Teacher Struggling to Change from Traditional to Reform-minded Practice](#) Sharon Anderson Schwille, 1998 *The Insider's Guide to Early Professional Development* Sara Bubb, 2004-04-01 After training it is common for teachers to feel adrift in the first few years a fact reflected in the numbers who leave within the first few years This book aims to address the factors that lead to this and is a source of advice for teachers on the first steps of the career ladder



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