

Teachers' Professional Development and the Elementary Mathematics Classroom

**BRINGING
UNDERSTANDINGS
TO LIGHT**

Sophia Cohen

Teachers Professional Development And The Elementary Mathematics Classroom Bringing Understanding To Light

Niess, Margaret L., Gillow-Wiles, Henry

Teachers Professional Development And The Elementary Mathematics Classroom Bringing Understanding To Light:

Teachers' Professional Development and the Elementary Mathematics Classroom Sophia Cohen, 2004-07-13 This book illustrates the experiences of elementary school teachers across one year's time as they participated in a teacher development seminar focused on mathematics and as a result changed their beliefs their knowledge and their practices It explores these experiences as a means of understanding the learning that takes a teacher from a more traditional teaching practice to one that is focused on the ideas and understandings that students and teachers have of the subject matter The work emerges from and reports on a unique data set from a two year study of teacher learning that was funded by the Spencer and MacArthur foundations The teachers whose work is at the center of this study were participants in the Developing Mathematical Ideas seminar DMI a mathematics teacher development seminar for elementary school teachers This seminar is one example of intensive domain specific professional development In this seminar teachers study elementary mathematics content to deepen their own understanding of it they study the development among children of the ideas central to elementary mathematics and they experience a teaching and learning environment consistent with the pedagogy envisioned by the National Council for Teachers of Mathematics Principles and Standards for School Mathematics The seminar is a nationally available teacher development curriculum thus interested educators can gain access to the resources necessary to offer similar seminars in their own communities Teachers Professional Development and the Elementary Mathematics Classroom Bringing Understandings to Light will be widely interesting to a broad audience including mathematics teacher educators teacher education researchers policymakers and classroom teachers It will serve well as a text in a range of graduate courses dealing with teacher cognition knowledge for teaching mathematics methods psychology of learning and pedagogical theory

Teachers' Professional Development and the Elementary Mathematics Classroom Sophia R. Cohen, 2004 Outlines strategies and techniques for teaching mathematical concepts and skills at the elementary level [Knowing and Teaching Elementary Mathematics](#) Liping Ma, 2020-01-06 The 20th anniversary edition of this groundbreaking and bestselling volume offers powerful examples of the mathematics that can develop the thinking of elementary school children Studies of teachers in the U S often document insufficient subject matter knowledge in mathematics Yet these studies give few examples of the knowledge teachers need to support teaching particularly the kind of teaching demanded by reforms in mathematics education Knowing and Teaching Elementary Mathematics describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U S counterparts Along with the original studies of U S and Chinese teachers mathematical understanding this 20th anniversary edition includes a new preface and a 2013 journal article by Ma A Critique

of the Structure of U S Elementary School Mathematics that describe differences in U S and Chinese elementary mathematics These are augmented by a new series editor s introduction and two key journal articles that frame and contextualize this seminal work **Mathematics Teaching, Learning, and Liberation in the Lives of Black Children** Danny Bernard Martin,2010-06-21 With issues of equity at the forefront of mathematics education research and policy Mathematics Teaching Learning and Liberation in the Lives of Black Children fills the need for authoritative rigorous scholarship that sheds light on the ways that young black learners experience mathematics in schools and their communities This timely collection significantly extends the knowledge base on mathematics teaching learning participation and policy for black children and it provides new framings of relevant issues that researchers can use in future work More importantly this book helps move the field beyond analyses that continue to focus on and normalize failure by giving primacy to the stories that black learners tell about themselves and to the voices of mathematics educators whose work has demonstrated a commitment to the success of these children *Knowing and Teaching Elementary Mathematics* Liping Ma,2010-03-26 Studies of teachers in the U S often document insufficient subject matter knowledge in mathematics Yet these studies give few examples of the knowledge teachers need to support teaching particularly the kind of teaching demanded by recent reforms in mathematics education Knowing and Teaching Elementary Mathematics describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U S counterparts The anniversary edition of this bestselling volume includes the original studies that compare U S and Chinese elementary school teachers mathematical understanding and offers a powerful framework for grasping the mathematical content necessary to understand and develop the thinking of school children Highlighting notable changes in the field and the author s work this new edition includes an updated preface introduction and key journal articles that frame and contextualize this seminal work *Mathematical Literacy* Yvette Solomon,2008-12-15 Why do so many learners even those who are successful feel that they are outsiders in the world of mathematics Taking the central importance of language in the development of mathematical understanding as its starting point Mathematical Literacy explores students experiences of doing mathematics from primary school to university what they think mathematics is how it is presented to them and what they feel about it Building on a range of theory which focuses on community knowledge and identity the author examines two particular issues the relationship between language learning and mathematical knowledge and the relationship between identity equity and processes of exclusion inclusion In this comprehensive and accessible book the author extends our understanding of the process of gaining mathematical fluency and provides tools for an exploration of mathematics learning across different groups in different social contexts Mathematical Literacy s analysis of how learners develop particular relationships with the subject and what we might do to promote equity through the development of

positive relationships is of interest across all sectors of education to researchers teacher educators and university educators

Mathematics Teachers at Work Janine T. Remillard, Beth A. Herbel-Eisenmann, Gwendolyn M. Lloyd, 2011-09-20 This book compiles and synthesizes existing research on teachers use of mathematics curriculum materials and the impact of curriculum materials on teaching and teachers with a particular emphasis on but not restricted to those materials developed in the 1990s in response to the NCTM's Principles and Standards for School Mathematics Despite the substantial amount of curriculum development activity over the last 15 years and growing scholarly interest in their use the book represents the first compilation of research on teachers and mathematics curriculum materials and the first volume with this focus in any content area in several decades Evidence of Practice Adam Geller, Annie Lewis O'Donnell, 2017-12-01 With the right plan

video observation and video coaching can be a high impact lever for accelerating teacher growth This playbook from the makers of Edthena draws from researcher and practitioner advice to offer twelve video based strategies that readers can implement in their own context for facilitating professional development Classroom Tour Self interview Example Analysis Pre teach Self Reflection Partner Supported Reflection Skill Building Sequence Video Learning Community Virtual Walk through Video Rounds Longer Range Reflection Iterative Investigation Online Lesson Study Plus read about putting video evidence at the center of professional learning focusing techniques for analyzing video and guidance about recording and sharing video and a framework for facilitation of video based discussion Afterword by Jim Knight **How We Think** Alan H.

Schoenfeld, 2010-10-18 Teachers try to help their students learn But why do they make the particular teaching choices they do What resources do they draw upon What accounts for the success or failure of their efforts In *How We Think* esteemed scholar and mathematician Alan H Schoenfeld proposes a groundbreaking theory and model for how we think and act in the classroom and beyond Based on thirty years of research on problem solving and teaching Schoenfeld provides compelling evidence for a concrete approach that describes how teachers and individuals more generally navigate their way through in the moment decision making in well practiced domains Applying his theoretical model to detailed representations and analyses of teachers at work as well as of professionals outside education Schoenfeld argues that understanding and recognizing the goal oriented patterns of our day to day decisions can help identify what makes effective or ineffective behavior in the classroom and beyond **Teaching and Learning Proof Across the Grades** Despina A. Stylianou, Maria L.

Blanton, Eric J. Knuth, 2010-09-23 A Co Publication of Routledge for the National Council of Teachers of Mathematics NCTM In recent years there has been increased interest in the nature and role of proof in mathematics education with many mathematics educators advocating that proof should be a central part of the mathematics education of students at all grade levels This important new collection provides that much needed forum for mathematics educators to articulate a connected K 16 story of proof Such a story includes understanding how the forms of proof including the nature of argumentation and justification as well as what counts as proof evolve chronologically and cognitively and how curricula and instruction can

support the development of students understanding of proof Collectively these essays inform educators and researchers at different grade levels about the teaching and learning of proof at each level and thus help advance the design of further empirical and theoretical work in this area By building and extending on existing research and by allowing a variety of voices from the field to be heard Teaching and Learning Proof Across the Grades not only highlights the main ideas that have recently emerged on proof research but also defines an agenda for future study **Embracing Reason** Daniel

Chazan,Sandra Callis,Michael Lehman,2009-12-16 This book tells a single story in many voices about a serious and sustained set of changes in mathematics teaching practice in a high school and how those efforts influenced and were influenced by a local university It includes the writings and perspectives of high school students high school teachers preservice teacher candidates doctoral students in mathematics education and other fields mathematics teacher educators and other education faculty As a whole this case study provides an opportunity to reflect on reform visions of mathematics for all students and the challenges inherent in the implementation of these visions in US schools It challenges us to rethink boundaries between theory and practice and the relative roles of teachers and university faculty in educational endeavors *The Origins of Mathematical Knowledge in Childhood* Catherine Sophian,2017-09-25 This book examines the origins and development of children s mathematical knowledge It contrasts the widely held view that counting is the starting point for mathematical development with an alternative comparison of quantities position According to the comparison of quantities position the concept of number builds upon more basic concepts of equality inequality and less than and greater than relations which derive from comparisons between unenumerated quantities such as lengths The concept of number combines these basic comparative concepts with the concept of a unit of measure which allows one quantity to be described as a multiple of another Sophian examines these alternative accounts of children s developing mathematical knowledge in the light of research on children s counting on their reasoning about continuous quantities such as length and area on the development of the concept of unit on additive and multiplicative reasoning and on knowledge about fractions In the closing chapters Sophian draws out the developmental and the educational implications of the research and theory presented Developmentally the comparison of quantities position undermines the idea that numerical knowledge develops through domain specific learning mechanisms in that it links numerical development both to physical knowledge about objects which is the starting point for the concept of unit and to the acquisition of linguistic number terms Instructionally the comparison of quantities perspective diverges from the counting first perspective in that it underscores the continuity between whole number arithmetic and fraction learning that stems from the importance of the concept of unit for both Building on this idea Sophian advances three instructional recommendations First instruction about numbers should always be grounded in thinking about quantities and how numbers represent the relations between them second instruction in the early years should always be guided by a long term perspective in which current objectives are shaped by an understanding of their role in the overall

course of mathematics learning and third instruction should be directly toward promoting the acquisition of the most general mathematical knowledge possible The Origins of Mathematical Knowledge in Childhood is intended for researchers professionals and graduate students in developmental psychology educational psychology and mathematics education and as a supplementary text for advanced undergraduate courses in cognitive development educational psychology and mathematics education

The Impact of Reform Instruction on Student Mathematics Achievement Thomas A. Romberg, Mary C. Shafer, 2008-08-15 Summarizing data derived from a four year combined longitudinal cross sectional comparative study of the implementation of one standards based middle school curriculum program Mathematics in Context this book demonstrates the challenges of conducting comparative longitudinal research in the reality of school life The study was designed to answer three questions What is the impact on student performance of the Mathematics in Context instructional approach which differs from most conventional mathematics texts in both content and expected pedagogy How is this impact different from that of traditional instruction on student performance What variables associated with classroom instruction account for variation in student performance The researchers examined a range of variables that affected data collection These variations highlight the need to study the effects of the culture in which student learning is situated when analyzing the impact of standards based curricula on student achievement This book is directed to educational researchers interested in curriculum implementation mathematics educators interested in the effects of using reform curriculum materials in classrooms evaluators and research methodologists interested in structural modeling and scaling of instructional variables and educational policy makers concerned about reform efforts

Mathematics as a Constructive Activity Anne Watson, John Mason, 2006-04-21 This book explains and demonstrates the teaching strategy of asking learners to construct their own examples of mathematical objects The authors show that the creation of examples can involve transforming and reorganizing knowledge and that although this is usually done by authors and teachers if the responsibility for making examples is transferred to learners their knowledge structures can be developed and extended A multitude of examples to illustrate this is provided spanning primary secondary and college levels Readers are invited to learn from their own past experience augmented by tasks provided in the book and are given direct experience of constructing examples through a collection of many tasks at many levels Classroom stories show the practicalities of introducing such shifts in mathematics education The authors examine how their approach relates to improving the learning of mathematics and raise future research questions Based on the authors and others theoretical and practical experience the book includes a combination of exercises for the reader practical applications for teaching and solid scholarly grounding The ideas presented are generic in nature and thus applicable across every phase of mathematics teaching and learning Although the teaching methods offered are ones that engage learners imaginatively these are also applied to traditional approaches to mathematics education all tasks offered in the book are within conventional mathematics curriculum content Mathematics as a Constructive Activity Learners

Generating Examples is intended for mathematics teacher educators mathematics teachers curriculum developers task and test designers and classroom researchers and for use as a text in graduate level mathematics education courses

Handbook of Research on Teacher Education in the Digital Age Niess, Margaret L., Gillow-Wiles, Henry, 2015-08-03 Traditional classrooms are fast becoming a minority in the education field As technologies continue to develop as a pervasive aspect of modern society educators must be trained to meet the demands and opportunities afforded by this technology rich landscape The Handbook of Research on Teacher Education in the Digital Age focuses on the needs of teachers as they redesign their curricula and lessons to incorporate new technological tools Including theoretical frameworks empirical research and best practices this book serves as a guide for researchers educators and faculty and professional developers of distance learning tools

Teacher Education Programs and Online Learning Tools: Innovations in Teacher Preparation Hartshorne, Richard, Heafner, Tina L., Petty, Teresa, 2012-07-31 While online learning has become pervasive in many fields in higher education it has been adopted somewhat slower in teacher education In addition more research is needed to empirically evaluate the effectiveness of online education in teacher preparation Teacher Education Programs and Online Learning Tools Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs and explores the opportunities methods and issues surrounding technologically innovative opportunities in teacher preparation It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure

Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2009-04-01 In this important new book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers become more effective professionals By opening up new windows to seeing young children and the inherent delight and curiosity behind their mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying level of knowledge and thinking of their classes and the individuals within them as key in serving the needs of all children In straightforward no nonsense language this book summarizes what is known about how children learn mathematics and how to build on what they know to realize more effective teaching practice It will help teachers understand the learning trajectories of early mathematics and become quintessential professionals

Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-11-02 As with any industry the education sector goes through frequent changes due to modern technological advancements It is every educator s duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom Pre Service and In Service Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators It also emphasizes the growing role of technology in teacher skill development and training as well as key pedagogical developments and methods Highlighting a

range of topics such as teacher preparation programs teaching standards and fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the education field

How Chinese Teach Mathematics and Improve Teaching Yeping Li,Rongjin Huang,2013 How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction Viewing classroom instruction as part of teachers instructional practices this book goes beyond teachers in classroom instructional practice by also examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach How Chinese Teach Mathematics and Improve Teaching expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction

Bringing Out the Algebraic Character of Arithmetic Analúcia D. Schliemann,David W. Carraher,Bárbara M. Brizuela,2006-08-29 Bringing Out the Algebraic Character of Arithmetic contributes to a growing body of research relevant to efforts to make algebra an integral part of early mathematics instruction an area of studies that has come to be known as Early Algebra It provides both a rationale for promoting algebraic reasoning in the elementary school curriculum and empirical data to support it The authors regard Early Algebra not as accelerated instruction but as an approach to existing topics in the early mathematics curriculum that highlights their algebraic character Each chapter shows young learners engaged in mathematics tasks where there has been a shift away from computations on specific amounts toward thinking about relations and functional dependencies The authors show how young learners attempt to work with mathematical generalizations before they have learned formal algebraic notation The book suitable as a text in undergraduate or graduate mathematics education courses includes downloadable resources with additional text and video footage on how students reason about addition and subtraction as functions on how students understand multiplication when it is presented as a function and on how children use notations in algebraic problems involving fractions These three videopapers written text with embedded video footage present relevant discussions that help identify students mathematical reasoning The printed text in the book includes transcriptions of the video episodes in the CD ROM Bringing Out the Algebraic Character of Arithmetic is aimed at researchers practitioners curriculum developers policy makers and graduate students across the mathematics education community who wish to understand how young learners deal with algebra before they have learned about algebraic notation

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