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Teacher Development and the Struggle for Authenticity: Professional Growth and Restructuring in the Context of Change (Professional Development and)

Grimmett, Peter P.

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Teacher Development And The Struggle For Authenticity

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Teacher Development And The Struggle For Authenticity:

Teacher Development and the Struggle for Authenticity Peter Philip Grimmert, Jonathan Neufeld, 1994 Changing Times In Teacher Education Marvin F. Wideen, Peter P. Grimmert, 2013-05-13 Pressures for reform in teacher education have begun to take on the same sense of urgency as school reform Those faculties of education who have been strong advocates for change in the schools now find themselves the subject of similar pressures from governmental policy makers Attempts at change have taken place in many different countries and jurisdictions around the world This book details through a series of international vignettes how teachers are responding to the changing times and social contexts in which they do their work The authors hold the view that changes are inevitable in teacher education but what is not clear is who will control the changes and whether the end result will actually improve the preparation of teachers The theme of the book is that the reform of teacher education should be informed by intelligent debate and that any attempt to restructure teacher preparation should result from a careful reconceptualisation of its purposes and processes *Authentic Assessment in Action* Linda Darling-Hammond, Beverly F. Falk, Jacqueline Ancess, 2017-10-05 This book examines through case studies of elementary and secondary schools how five schools have developed authentic performance based assessments of students learning and how this work has interacted with and influenced the teaching and learning experiences students encounter in school This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and practical skills that are eminently transferable to real life social settings and workplaces The issue of assessment comes first but we see in the following case studies how it becomes powerfully enveloped in the processes of learning and teaching of informing students teachers parents and others of how the children are doing The portraits explicitly and implicitly suggest a deep fair and defensible way to answer the question How am I doing in a manner that helps this child and eventually every child From the Foreword by Theodore R Sizer Informative and thought provoking American Journal of Education *Authenticity in and through Teaching in Higher Education* Carolin Kreber, 2013-02-11 What does it mean to be authentic Why should it matter whether or not we become more authentic How might authenticity inform and enhance the social practice of the scholarship of university teaching and by implication the learning and development of students Authenticity in and through Teaching introduces three distinct perspectives on authenticity the existential the critical and the communitarian and shows what moving towards greater authenticity involves for teachers and students when viewed from each of these angles In developing the notion of the scholarship of teaching as an authentic practice this book draws on several complementary ideas from social philosophy to explore the nature of this practice and the conditions under which it might qualify as authentic Other concepts guiding the analysis include virtue being communicative action power critical reflection and transformation Authenticity in and through Teaching also introduces a vision of the scholarship of teaching whose ultimate aim it is to serve the important interests of students These

important interests it is argued are the students own striving and development towards greater authenticity Both teachers and students are thus implicated in a process of transformative learning including objective and subjective reframing redefinition and reconstruction through critical reflection and critical self reflection on assumptions It is argued that in important ways this transformative process is intimately bound up with becoming more authentic Rather than being concerned principally with rendering research evidence of what works the scholarship of teaching emerges as a social practice that is equally concerned with the questions surrounding the value desirability and emancipatory potential of what we do in teaching The scholarship of teaching therefore also engages with the bigger questions of social justice and equality in and through higher education The book combines Carolin Kreber s previous research on authenticity with earlier work on the scholarship of teaching offering a provocative fresh and timely perspective on the scholarship of university teaching and professional learning

Teacher Professional Development in Changing Conditions Douwe Beijaard,Pauline C. Meijer,Greta Morine-Dersheimer,Tillema Harm,2005-12-12 This book presents some highlights from the deliberations of the 2003 conference of the International Study Association on Teachers and Teaching ISATT Part 1 presents the five keynote addresses of the conference while Parts 2 through 4 present selected papers related to each of three sub themes knowledge construction and learning to teach perspectives on teachers personal and professional lives and teachers workplace as context for learning The chapters in this book provide an array of approaches to understanding the process of teacher learning within the current context of the changing workplace environment They also provide an important international perspective on the complex issues revolving around the international educational reform movement Basically they show how teachers workplace inside and outside schools are more than ever subject to continuous change and that subsequently standards for teaching must be flexible to these changing conditions This asks for a redefinition of teacher professionalism in which the role of context in teacher learning is emphasized as well as the improvement of the quality of teacher thinking and learning Related to the ever changing context of teaching a dynamic approach to teaching and teacher learning is required in which identity development is crucial Researchers have an important role to play in revealing and explaining how teachers can build their professional identity through self awareness and reflection in the ever changing educational contexts throughout the world

Progress in Educations R. Nata,2004 This series presents substantial results from around the globe in selected areas of educational research The field of education is consistently on the top of priority lists of every country in the world yet few educators are aware of the progress elsewhere Many techniques programs and methods are directly applicable across borders This series attempts to shed light on successes wherever they may occur in the hope that many wheels need not be reinvented again and again

Evaluating the Effectiveness of Academic Development Lorraine Stefani,2010-10-04 Written for academic developers academic administrators and others responsible for promoting organizational change Evaluating the Effectiveness of Academic Development shares best practice advice and frameworks for

evaluation and monitoring **Creating High-Quality Classroom Assignments** Lindsay Clare Matsumura,2005-02-24 Research indicates that the quality of classroom assignments makes a difference in student learning Moreover assignment quality varies between teachers even within the same school and there is room for improvement in many of the assignments that teachers provide to students Assignment quality as described in this book puts into practice powerful research based concepts for teaching To support teachers in developing reflecting on and fine tuning the assignments they create this book presents a series of dimensions or rubrics with benchmark examples from elementary middle and high school classrooms The purpose of these rubrics is to serve as diagnostic tools to assess the strengths and weaknesses of an assignment as well as to guide the creation of new assignments for students Questions also are included at the end of every chapter to guide reflection on a specific dimension of assignment quality Topics cover Choosing the right text Setting clear and rigorous learning goals Developing an assignment activity that gives students a chance to apply complex thinking skills Developing clear and rigorous grading criteria Communicating the expectations for high quality work to students Writing high quality assignment directions Providing comments that support student revision Aligning the learning goals with the assignment activity and the grading criteria Will be useful to teachers for self assessment purposes collaborative professional development settings or as a basic text in teacher education courses **Teacher Thinking, Beliefs and Knowledge in Higher Education** N. Hativa,Jeffrey Goodyear,2012-12-06 This volume addresses the important problem of understanding good university teaching and focuses on the thinking beliefs and knowledge which accompany teachers actions It is the first book to address this area and it promises to become a landmark volume in the field helping us to understand a complex area of human activity and improve both teaching and learning It is for education researchers staff faculty developers and educational developers **Formative Assessments and Teacher Professional Learning** Dineke E.H. Tigelaar,Douwe Beijaard,2017-10-02 How can formative assessment be used as a means to support teacher professional learning This book presents several studies from different countries on approaches to formative assessment of teachers both before they start working and during their careers These approaches draw on insights from studies into effective teacher professional development Together the chapters in this book provide an overview of the various ways in which formative assessment may be used to support teacher professional learning and shed light on choices that can be made in designing such assessments The studies illustrate how teachers may perceive formative assessment methods how their learning processes might unfold during formative assessment processes and which struggles they may have to deal with during the process The book furthermore addresses questions concerning the impact of formative assessments on teacher learning As such this volume provides theoretical as well as practical prospects as well as challenging ideas for how formative assessment may move further towards being an effective means for supporting teacher learning This book was originally published as a special issue of Teachers and Teaching Theory and Practice

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