from the neural processes that occur during learning to the influence of culture on what people see and absorb.

How People Learn - National Research Council - 2000-08-11
First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

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Teaching and Learning in the Primary School - Andrew Pollard - 2002-09-26
This sourcebook offers a unique summary into all that was important in primary education during the 1990s. It provides almost fifty key readings on the field which are grouped around six major topics: * learners * teachers * classrooms * curriculum * assessment * school and education policy. Over half of the readings focus on real life cases—such as pupils, teachers, classrooms or schools— as a means of conveying some of the interpersonal subtleties of teaching and learning in primary schools. At the same time, these cases highlight important current topics and debates in primary education and often provide insights into practical ways of meeting the challenges which are posed. Other articles are more explicitly analytical and provide conceptual frameworks, overviews or critiques of their fields. This is an excellent resource and guide for primary school teachers, and students studying on PGCE courses.

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The Teacher as a Person - Luiz F. S. Natalicio - 1969
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Becoming Somebody in Teacher Education - Kari Kragh Blume Dahl - 2021
*Becoming Somebody in Teacher Education explores the realities of contemporary teacher education in Kenya. Based on a long-term ethnographic fieldwork, it views the teacher training institution as a space to grow, become and be shaped as teachers in complex moral worlds. Drawing on a rich conceptual and theoretical vocabulary, the book shows how students in these teacher education institutions constantly negotiate and confront the complex constructions of ethnicity, gender and class, as well as moral, religious and academic issues and a lack of resources encountered in the different institutional cultures. It outlines a complex array of concerns affecting...
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Qualities of Effective Teachers

On Becoming a Teacher - Edmund M. Kearney - 2013-11-19
Students deserve great teachers and learning to become a great teacher is a lifelong journey. On Becoming a
Teacher guides both the new and experienced teacher through the exhilarating process of learning to educate
students in a way that makes a lasting impact on their lives. Dr. Kearney leads the reader through the process of
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by all great teachers. Written in conversational essay form and supplemented with discussion and reflection
questions, this brief book would make an ideal classroom text for student teaching and education seminars.
Whether you aspire to teaching excellence at the elementary school, middle school, high school, or collegiate
level, On Becoming a Teacher is a must read. Author Bio: Edmund M. Kearney, Ph.D. is Professor of Psychology at
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Qualities of Effective Teachers - James H. Stronge - 2007
Remember those great teachers who made you excited about learning? Remember how it felt to be in their classes
and to experience how they made their classrooms come alive? What made those teachers special? What qualities
and skills did they have to ignite student learning? Most important, how did those teachers help their students
recreate this same excitement and enthusiasm in their own classrooms by describing the characteristics and skills
of effective teachers. Stronge synthesizes research to identify specific teacher behaviors that contribute to
student achievement. Rather than look at outside factors like demographics, district leadership, and state
mandates, Stronge focuses specifically on what teachers can control: their own preparation, personality, and
practices. Learn how effective teachers *Prepare to be effective educators. *Establish, manage, and maintain
learning-focused classroom environments. *Organize time, communicate expectations, and plan instruction.
*Present curriculum to support active and engaged learning. *Monitor student progress, identify student
potential, and meet the needs of special populations in the classroom. This second edition includes new tips and
tools for engaging at-risk students and high-ability students. It also includes skills checklists and an expanded,
annotated bibliography to provide a springboard for further insight and exploration. Teachers, educators who hire
teachers, teacher leaders, supervisors, and teachers-in-training can all use this book to learn how to develop
better teachers and to improve the quality of learning for all students.

Enhancing Professional Practice - Charlotte Danielson - 2007-02-08
The framework for teaching is a research-based set of components that are grounded in a constructivist view of
learning and teaching. The framework may be used for many purposes, but its full value is realized as the
foundation for professional conversations among practitioners as they seek to enhance their skill in the
complex task of teaching. The framework may be used as the foundation of a school’s or district’s recruitment
and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all
those activities together and helping teachers become more thoughtful practitioners. The actions teachers can
take to improve student learning are clearly identified in the framework’s four core areas of teaching responsibility:
Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the
domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is
all about. The framework defines four levels of performance—Unsatisfactory, Basic, Proficient, and Distinguished—
for each element, providing a valuable tool that all teachers can use. The framework has been revised and
updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media
specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum,
the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment
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Teacher Professional Development in Changing Conditions - Douwe Beijaard - 2005-12-14

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.

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The Hybrid Teacher - Emma Pass - 2021-06-23

A practical, educational technology resource for educators teaching remotely or in the classroom. The most effective hybrid teachers are those that have a vast knowledge of instructional strategies, technologies, tools, and resources, and can masterfully build meaningful relationships with students in-person and through a screen. The Hybrid Teacher: Using Technology to Teach In-Person and Online will teach educators to leverage the technology they have access to in both their traditional brick-and-mortar classrooms and in remote learning environments, including established online and hybrid schools; emergency response models for pandemics, natural disasters; rural education; and connecting with students who can’t make it to school. Many of us had to adapt to online teaching during the COVID-19 pandemic, but we still need resources for optimizing our instruction and becoming the best teachers we can be. This book is a practical guide for teachers who want to prepare for current and future remote instruction or leverage the best practices of remote instruction and EdTech tools to bring back to their brick-and-mortar classrooms. Inside, you’ll learn about the impact of social and economic differences on classroom technology, and you’ll find strategies and advice for maximizing success in each situation. Learn how to best to leverage technology in traditional brick-and-mortar and remote classrooms, with case studies of the hybrid school model Gain tips and techniques to ensure that your teachers, students, and parents have the skills to
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A critical anthology that examines the nature and purpose of the teaching profession in the United States Drawing on first-person accounts and sociological, historical, and literary sources, The Teacher in American Society: A Critical Anthology examines the nature of the teaching profession in the United States and the purpose behind the work of K-12 teachers. In addition to selections from novels and first-person accounts, editor Eugene F. Provenzo draws from a wide range of popular culture sources, including films, cartoons, and “You Tube” videos to convey not only the work and experience of teachers, but also how teachers learn their craft. Popular and classic selections demonstrate that learning to teach well is a deeply reflective act. Critical questions at the beginning of each reading encourage students to think about teaching in the context of a wide range of cultures, traditions, and teaching [b1] experiences. Further Readings and Linking to Popular Culture sections in each Part opener lead students to a range of resources beyond the text.

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Teacher Evaluation in Second Language Education - Amanda Howard - 2014-12-18
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Every teacher seeks to be an effective teacher. Every teacher wants to have a positive, remarkable, and lasting influence on students’ lives. But what makes for an effective teacher? What role does teacher preparation play in teacher effectiveness? What do effective teachers do during planning, instruction, and assessment? How do they create a learning environment that engages and supports students? And how do effective teachers interact with their students to promote the best opportunities and results for all? In Qualities of Effective Teachers, 3rd edition, James H. Stronge explores these questions and more as he synthesizes the literature on teacher effectiveness. The result? A research-based framework for effective teaching that addresses: • Professional knowledge • Instructional planning • Instructional delivery • Assessment • Learning environment • Professionalism Stronge also examines characteristics of effective teachers of at-risk students and high-ability students. To bridge the gap between research and practice, he includes checklists of skills and positive qualities associated with effective teacher performance as well as red flags that indicate that teachers may not be reaching their full potential in the classroom. This resource is for any educator interested in improving teaching. It offers research-based advice for teachers who wish to improve their own performance, as well guidance for teacher leaders and supervisors, school administrators and department heads, staff development specialists, teacher and administrator educators, human resource specialists, and education policymakers and their staffs. Anyone who has a vested interest in students and their success can gain valuable insights and practical tools to ensure positive outcomes for all students. New to the 3rd edition: • Introduction of the Framework for Effective Teaching and its six domains—professional knowledge; instructional planning; instructional delivery; assessment; learning environment; professionalism • Chapter vignettes updated to illustrate the domains of the Framework for Effective Teaching • Updated reference charts at the end of chapters, keyed to the subdomains of the Framework for Effective Teaching and expanded to include references for 21 century teachers • Twenty-nine sidebars interspersed throughout chapters that provide state-of-the-art supplementary text on effective teaching practices and research findings • Updated Teacher Skills Assessment Checklist, keyed to the domains of the Framework for Effective Teaching • Updated Part 2 presents positive qualities and red flags associated with effective teachers, keyed to the domains of the Framework for Effective Teaching • More than 1,000 entries in the References
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International Beliefs and Practices That Characterize Teacher Effectiveness - Grant, Leslie W. - 2021-06-18
Research surrounding teacher quality and teacher effectiveness has continued to grow and become even more prominent as teaching has become more professionalized globally and countries have invested more comprehensively in teacher education, certification, and professional development. To better understand teacher effectiveness, it is important to have a global viewpoint to truly understand how beliefs and practices vary in each country and can lead to different characterizations of what makes an effective teacher. This includes both cross-cultural commonalities and unique differences in conceptualization of teacher effectiveness and practices. With this comprehensive, international understanding of teacher effectiveness, a better understanding of best practices, teacher models, philosophies, and more will be developed. International Beliefs and Practices That Characterize Teacher Effectiveness identifies, shares, and explores the predominant conceptual understandings of beliefs and practices that characterize effective teachers in different countries. This book provides international and cross-cultural perspectives on teacher effectiveness and examines the prominent philosophies of teaching and pedagogical practices that characterize teachers in selected countries. Each chapter includes a background, such as history and undergirding philosophy within each country, effective teacher models, prominent applications of teacher effectiveness practices, and special or unique features of teaching in the specific countries mentioned. This book is essential for practicing educators in various countries, teacher educators, faculty, and students within schools and colleges, researchers in international comparative studies, organizations engaged in international education, and administrators, practitioners, and academicians interested in how teacher effectiveness is characterized in different countries and regions across the world.

Teacher Development And Educational Change - Michael Fullan - 2014-02-04
First published in 1992. Routledge is an imprint of Taylor & Francis, an informa company.


Science Teaching Reconsidered - National Research Council - 1997-03-12
Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods—and the wonder—of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don’t they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

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Changing Teachers, Changing Times - Andy Hargreaves - 2001-01-10
'The rules of the world are changing. It is time for the rules of teaching and teachers' work to change with them.'
This is the challenge which Andy Hargreaves sets out in his book on teachers' work and culture in the postmodern
world. Drawing on his current research with teachers at all levels, Hargreaves shows through their own vivid
words what teaching is really like, how it is already changing, and why. He argues that the structures and
cultures of teaching need to change even more if teachers are not to be trapped by guilt, pressed by time and
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International Handbook of Teacher Education - John Loughran - 2016-05-04
The International Handbooks of Teacher Education cover major issues in the field through chapters that offer
detailed literature reviews designed to help readers to understand the history, issues and research developments
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is divided into two sections: The organisation and structure of teacher education, and, knowledge and practice of
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Teachers of Children who are Socially and Emotionally Maladjusted - Romaine Prior Mackie - 1957
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Teachers today must prepare students for an increasingly complex, interconnected, and interdependent world.
Being a globally competent teacher requires embracing a mindset that translates personal global competence into
professional classroom practice. It is a vision of equitable teaching and learning that enables students to thrive in
all grade levels and content areas develop 12 elements of such teaching. The book is divided into three sections:
dispositions, knowledge, and skills. Each chapter is devoted to an element of globally competent teaching and
includes a description of that element, tips for implementation delineated by developmental levels, and links to
additional resources for continuing the journey. Examples of globally competent teaching practices include -
Empathy and valuing multiple perspectives. - A commitment to promoting equity worldwide. - An understanding
of global conditions and current events. - The ability to engage in intercultural communication. - A classroom
environment that values diversity and global engagement. Throughout, you'll also find examples of these practices
at work from real teachers in real schools. No matter what your experience with global teaching, the information
in this book will help you further develop your practice as a global educator—a teacher who prepares students not
only for academic success but also for a life in which they are active participants in their own communities and
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What Means to be a Teacher - Michael Gose - 2007
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Students' and Teachers' Values, Attitudes, Feelings and Beliefs in Mathematics Classrooms - Hanna Palmér - 2017-12-04
This contributed volume is an exciting product of the 22nd MAVI conference, which presents cutting-edge
research on affective issues in teaching and learning math. The teaching and learning of mathematics is highly
dependent on students' and teachers' values, attitudes, feelings, beliefs and motivations towards mathematics and
mathematics education. These peer-reviewed contributions provide critical insights through their theoretically
and methodologically diverse analyses of relevant issues related to affective factors in teaching and learning math
and offer new tools and strategies by which to evaluate affective factors in students' and teachers' mathematical
activities in the classroom. Among the topics discussed: The relationship between proxies for learning and
mathematically related beliefs. Teaching for entrepreneurial and mathematical competences. Prospective
teachers' conceptions of the concepts mean, median, and mode. Prospective teachers' approach to reasoning and
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Depth Over Time - Swami Khecaranatha - 2010-10

Depth Over Time offers a vision of the freedom and liberation available to anyone who is willing to make spiritual growth the primary focus of their life. Much more than just a discussion of philosophy, the book provides readers with the tools to undertake a profound spiritual transformation within themselves, to gain the direct realization that "God dwells within you, as yourself." Depth Over Time covers the most important aspects of the practice of Kundalini MahaYoga. Discussions include the topics of Grace and individual effort, our relationship with God, the wish to grow, the teacher-student relationship, selfless service, surrender, cultivating stillness, and the critical need to consciously choose spirituality, moment by moment. Throughout the book, Swami Khecaranatha reiterates that spiritual practice does not just happen during formal, closed-eye meditation. Swami Khecaranatha explains the philosophy and practices of this Tantric tradition in terms that Western students can readily understand, yet his message conveys the essence of the highest teachings of the ancient Kashmir Shaivite tradition. It makes clear that attaining liberation and living in Divine Presence is not just the purview of saints, but a real possibility for anyone willing to devote his or her life to the pursuit of unconditional freedom.

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Teacher Education and Professional Development In Industry 4.0 - Ashadi - 2020-10

The main theme of the proceedings of the 4th International Conference on Teacher Education and Professional Development (InCoTEPD 2019) is “Teacher Education and Professional Development in Industry 4.0”. The papers have been carefully grouped under the subthemes of teacher education and professional development, curriculum, learning materials, teaching-learning process, technology and media, and assessment in Industry 4.0 education. They also cover vocational education in the era in question and one section is devoted to industrially disadvantaged societies. As these papers were presented at an internationally refereed conference dedicated to the advancement of theories and practices in education, they provide an opportunity for academics and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap and promote research esteem and the evolution of pedagogy.

Teacher's Encyclopedia - 1966

The Student Teacher's Handbook - David C. Schwebel - 2001-08

The Student Teacher's Handbook, Fourth Edition is a practical, user-friendly text that employs scientific research, sound advice, and student journal entries to encourage, sustain, and challenge the readers to function at their best during the crucial days of student teaching. Their needs--both professional and personal--during this stressful period guide the book's content. Student teachers' relationships--with students, cooperating teachers, and supervisors--are seen as being at the core of their teaching assignment. The author draws on research in education and psychology that has practical application in the classroom and that helps student teachers cope with some of the tough problems connected with classroom management, including maintaining order and motivating students to learn. The book features: *practical, step-by-step assistance in helping student teachers make the most of their experience; *inclusion of the voices of many real student teachers who describe their difficulties and frustration--and how they overcome them; *in-depth discussion of the ways in which student teachers can make best use of cooperating teachers and university supervisors; *advice on making a smooth and successful transition from student teacher to teacher; and *attention to cutting-edge issues, such as multicultural education, effective use of technology, psychologically-appropriate methods of discipline, parent involvement in children's education, relevant education law, and other issues that challenge teachers at all levels. New in the fourth edition: *This popular text has been thoroughly updated and reorganized to eliminate repetition and make children's education, relevant education law, and other issues that challenge teachers at all levels. New in the fourth edition: *This popular text has been thoroughly updated and reorganized to eliminate repetition and make teachers can make best use of cooperating teachers and university supervisors; *advice on making a smooth and successful transition from student teacher to teacher; and *attention to cutting-edge issues, such as multicultural education, effective use of technology, psychologically-appropriate methods of discipline, parent involvement in children's education, relevant education law, and other issues that challenge teachers at all levels. New in the fourth edition: *This popular text has been thoroughly updated and reorganized to eliminate repetition and make...
pressures of school- or state-wide testing. This edition includes additional journal entries from student teachers working at the middle and high school level, an expanded critical issues section, a refined description of problem-solving methods, and an updated discussion of multicultural education issues. This is an ideal text for the student teaching seminar at all levels of primary and secondary education, as well as a valuable resource for professors supervising student teachers and cooperating classroom teachers.