

Knowing And Teaching Elementary Mathematics Teachers Understanding Fundamental In China The United States Liping Ma

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The Mathematics Teacher Education Partnership W. Gary Martin 2020-01-01 This book provides an overview of a body of work conducted over the past seven years related to the preparation of secondary mathematics teachers by the Mathematics Teacher Education Partnership (MTE-Partnership), a national consortium of more than 90 universities and 100 school systems. The MTE-Partnership is organized as a Networked Improvement Community (NIC), which combines the disciplined inquiry of improvement science with the power of networking to accelerate improvement by engaging a broad set of participants. The MTE-Partnership is addressing key challenges in secondary mathematics teacher preparation, including:

- Supporting the development of content knowledge relevant to teaching secondary mathematics;
- Providing effective clinical experiences to teacher candidates;
- Recruiting secondary mathematics teacher candidates, ensuring program completion and their subsequent retention in the field as early career teachers;
- Supporting overall transformation of secondary mathematics teacher preparation in alignment with these challenges;
- Ensuring a focus on equity and social justice in secondary mathematics teacher recruitment, preparation, and induction.

This book outlines existing knowledge related to each of these key challenges, as well as the work of Research Action Clusters (RACs) formed to address the challenges. Each RAC includes participants from multiple institutions who work collaboratively to iteratively develop, test, and refine processes and products that can help programs more effectively prepare secondary mathematics teacher candidates. The book describes promising approaches to improving aspects of secondary mathematics teacher preparation developed by the RACs, including specific products that have been developed, which will inform the work of others involved in secondary mathematics teacher preparation. In addition, reflections on the use of the NIC model provides insights for others considering this research design. Particular references to the Standards for Preparing Teachers of Mathematics (Association of Mathematics Teacher Educators, 2017) are included throughout the book.

Knowing and Learning Mathematics for Teaching National Research Council 2001-01-25 There are many questions about the mathematical preparation teachers need. Recent recommendations from a variety of sources state that reforming teacher preparation in postsecondary institutions is central in providing quality mathematics education to all students. The Mathematics Teacher Preparation Content Workshop examined this problem by considering two central questions: What is the mathematical knowledge teachers need to know in order to teach well? How can teachers develop the mathematical knowledge

they need to teach well? The Workshop activities focused on using actual acts of teaching such as examining student work, designing tasks, or posing questions, as a medium for teacher learning. The Workshop proceedings, *Knowing and Learning Mathematics for Teaching*, is a collection of the papers presented, the activities, and plenary sessions that took place.

Exploring Mathematics and Science Teachers' Knowledge Hamsa Venkat 2014-05-09 Globally, mathematics and science education faces three crucial challenges: an increasing need for mathematics and science graduates; a declining enrolment of school graduates into university studies in these disciplines; and the varying quality of school teaching in these areas. Alongside these challenges, internationally more and more non-specialists are teaching mathematics and science at both primary and secondary levels, and research evidence has revealed how gaps and limitations in teachers' content understandings can lead to classroom practices that present barriers to students' learning. This book addresses these issues by investigating how teachers' content knowledge interacts with their pedagogies across diverse contexts and perspectives. This knowledge-practice nexus is examined across mathematics and science teaching, traversing schooling phases and countries, with an emphasis on contexts of disadvantage. These features push the boundaries of research into teachers' content knowledge. The book's combination of mathematics and science enriches each discipline for the reader, and contributes to our understandings of student attainment by examining the nature of specialised content knowledge needed for competent teaching within and across the two domains. *Exploring Mathematics and Science Teachers' Knowledge* will be key reading for researchers, doctoral students and postgraduates with a focus on Mathematics, Science and teacher knowledge research.

Mathematics Teaching and Learning Rina Kim 2015-03-24 The purpose of this research is to identify the categories of South Korean elementary teachers' knowledge for teaching mathematics. Emerging from the data collected and the subsequent analysis are five categories of South Korean elementary teachers' knowledge for teaching mathematics: Mathematics Curriculum Knowledge, Mathematics Learner Knowledge, Fundamental Mathematics Conceptual Knowledge, Mathematics Pedagogical Content Knowledge, and Mathematics Pedagogical Procedural Knowledge. The first three categories of knowledge play a significant role in mathematics instruction as an integrated form within Mathematics Pedagogical Content Knowledge. This study also demonstrated that Mathematics Pedagogical Procedural Knowledge might play a pivotal role in constructing Mathematics Pedagogical Content Knowledge. These findings are connected to results from relevant studies in terms of the significant role of teachers' knowledge in mathematics instruction.

International Approaches to Professional Development for Mathematics Teachers Nadine Bednarz 2011-08-06 Schools everywhere are being confronted with evolving learning and teaching paradigms that call into question a number of traditional math teaching techniques. These changes demand serious reflection on how to support frontline educators in developing their teaching skills. Alternative approaches to professional development have been established worldwide that support teacher education and contribute to professional development that is informed by practice, created for practice and refined in practice. This volume provides a rich portrait of these emergent strategies in the professional development of math teachers, bridging the divide between theory and practice. Written by researchers around the world, the contributions examine innovative approaches to the professional development of math teachers in different countries. Many of these approaches take into account the practitioner's point of view and are fundamentally rooted in the context of the classroom.

Mathematics Teachers at Work Janine T. Remillard 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.

The Mathematics Education of Elementary Teachers Lynn C. Hart 2016-07-01 This book is an edited volume addressing specific issues of significance for individuals involved with the undergraduate mathematics content preparation of prospective elementary teachers (PSTs). Teaching mathematics content courses to this group of students presents unique challenges. While some PSTs enter their teacher preparation with weak mathematical skills and knowledge, many also hold negative attitudes,

anxiety, and misguided beliefs about mathematics. This book is designed to support instructors who teach these students in mathematics content for elementary teachers courses. Elementary teachers need a richly developed understanding of the mathematics they are teaching in order to teach it effectively. Providing them with the needed preparation is difficult, but can be eased with a solid understanding of the mathematical concerns and limitations PSTs bring to the learning of mathematics and a familiarity with the standards and curricula topics PSTs will be expected to teach. Chapter One makes the argument that elementary mathematics is not trivial. This is followed by an analysis of four central issues related to the mathematical preparation of elementary teachers, specifically: (1) selecting/creating/modifying and implementing mathematical tasks (2) noticing/understanding children's ways of thinking as a foundation for learning mathematics, (3) developing mathematical habits of mind in PSTs, and (4) understanding the role affect plays in the mathematical learning of PSTs. The final chapter presents three international examples of programs that currently consider these factors in the implementation of their courses.

International Handbook of Mathematics Teacher Education: Volume 1 2019-12-02 Knowledge, Beliefs, and Identity in Mathematics Teaching and Teaching Development examines teacher knowledge, beliefs, identity, practice and relationships among them. These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally.

Mathematical Knowledge for Primary Teachers Jennifer Suggate 2010-04-05 With rigorous and comprehensive coverage of all the mathematical knowledge primary teachers need, this text helps teachers and trainees deepen their understanding of maths.

Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers Denise S. Mewborn 2015-06-01 (Originally published in 2009) The sixth monograph of AMTE highlights examples of the important scholarship of the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve preservice and inservice teacher preparation. Chapters address important issues such as: designing tasks to emphasize mathematics knowledge for teaching; capitalizing on opportunities for student teaching mentor learning; and learning to lead classroom mathematics discussions.

ENC Focus 2001

Mathematics as the Science of Patterns Patrick M. Jenlink 2022-02-01 Mathematics as the Science of Patterns: Making the Invisible Visible to Students through Teaching introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about mathematics, mathematics education, and the preparation of mathematics teachers. Each chapter focuses on mathematics teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in mathematics. The value of patterns to the teaching and learning of mathematics is well understood, both in terms of research and application. When we involve or appeal to pattern in teaching mathematics, it is usually because we are trying to help students to extract greater meaning, or enjoyment, or both, from the experience of learning environments within which they are occupied, and perhaps also to facilitate remembering. As a general skill it is thought that the ability to discern a pattern is a precursor to the ability to generalize and abstract, a skill essential in the early years of learning and beyond. Research indicates that the larger problem in teaching mathematics does not lie primarily with students; rather it is with the teachers themselves. In order to make changes for students there first needs to be a process of change for teachers. Understanding the place of patterns in learning mathematics is a predicate to understanding how to teach mathematics and how to use pedagogical reasoning necessary in teaching mathematics. Importantly, the lack of distinction created by the pedagogical use of patterns is not immediately problematic to the student or the teacher. The deep-seated cognitive patterns that both teachers and students bring to the classroom require change. Chapter 1 opens the book with a focus on mathematics as the science of patterns and the importance of patterns in mathematical problem solving, providing the reader with an introduction. The authors of Chapter 2 revisit the work of Polya and the development and implementation of problem solving in mathematics. In Chapter 3, the authors present an argument for core pedagogical content knowledge in mathematics teacher preparation. The authors of Chapter 4 focus on preservice teachers' patterns of conception as related to understanding number and operation. In Chapter 5 the authors examine the role of visual representation in exploring proportional reasoning, denoting the importance of helping learners make their thinking visible. The authors of Chapter 6 examine patterns and relationships, and the importance of each in assisting students' learning and development in mathematical understanding. The authors of

Chapter 7 examine the use of worked examples as a scalable practice, with emphasis on the importance of worked examples in teaching fraction magnitude and computation is discussed. In Chapter 8, the authors expand on the zone of proximal development to investigate the potential of Zankov's Lesson in terms of students analyzing numerical equalities. The authors of Chapter 9 focus on high leverage mathematical practices in elementary pre-service teacher preparation, drawing into specific relief the APEX cycle to develop deep thinking. In Chapter 10, the author focuses on number talks and the engagement of students in mathematical reasoning, which provides opportunities for students to be sensemakers of mathematics. Chapter 11 presents an epilogue, focusing on the importance of recognizing the special nature of mathematics knowledge for teaching.

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.

Developing Mathematical Proficiency for Elementary Instruction Yeping Li 2021-04-23 The need to improve the mathematical proficiency of elementary teachers is well recognized, and it has long been of interest to educators and researchers in the U.S. and many other countries. But the specific proficiencies that elementary teachers need and the process of developing and improving them remain only partially conceptualized and not well validated empirically. To improve this situation, national workshops were organized at Texas A&M University to generate focused discussions about this important topic, with participation of mathematicians, mathematics educators and teachers. Developing Mathematical Proficiency for Elementary Instruction is a collection of articles that grew out of those exciting cross-disciplinary exchanges. Developing Mathematical Proficiency for Elementary Instruction is organized to probe the specifics of mathematical proficiency that are important to elementary teachers during two separate but inter-connected professional stages: as pre-service teachers in a preparation program, and as in-service teachers teaching mathematics in elementary classrooms. From this rich and inspiring collection, readers may better understand, and possibly rethink, their own practices and research in empowering elementary teachers mathematically and pedagogically, as educators or researchers.

Becoming a Reflective Mathematics Teacher Alice F. Artzt 2008 "Supplies detailed observation instruments that preservice teachers can use when they observe other teachers; offers reflective activities that provide a structure through which beginning teachers can think about their teaching in an insightful, thorough, and productive manner; includes guidelines and instruments for supervisors to use when observing, conferencing with, and assessing beginning or student teachers"--Publisher description.

Teacher Education in the 21st Century Oon-Seng Tan 2017-02-09 This book examines the evolution and innovation of teacher education in Singapore in the 21st century. It covers teacher education reforms in the conceptualising and implementing of the Teacher Education for the 21st Century (TE21) Model and

discusses curriculum improvements that are aligned to new competencies; values development that re-envision teacher professionalism and calling; pedagogical changes that emphasise self-directed inquiry and technology-enabled learning; strengthened theory–practice linkages and enhanced teaching practices through school partnerships and mentoring; and impactful education research in areas such as assessment and developing teaching competencies, practices and mentoring. Teacher education in Singapore focuses on developing professional leaders in the field of education who are proactive problem-solvers and empowered researchers. It entails a long-term vision of education and an innovative approach to develop teachers with design skills and an inquiring mindset to understand learners in the fast-changing digital and mobile world. This book is aimed at scholars, researchers, policymakers, teacher educators and teachers as well as anyone interested in learning the philosophy behind Singapore's unique TE21 Model for the 21st century and beyond.

Elementary Mathematics Specialists Maggie B. McGatha 2017-02-01 Elementary mathematics specialists are teacher leaders who are responsible for supporting effective PK–6 mathematics instruction and student learning. The Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics, the National Council of Supervisors of Mathematics, and the National Council of Teachers of Mathematics, in a 2010 joint position paper on Elementary Mathematics Specialists (EMSs), all advocate for the use of EMSs to support the teaching and learning of mathematics. The specific roles and expectations of EMSs will vary according to the needs of each setting, “but their expertise and successful experience at the elementary level is critical” (p 1). **Elementary Mathematics Specialists: Developing, Refining, and Examining Programs that Support Mathematics Teaching and Learning** is AMTE's latest resource supporting the important work of EMSs. It has five sections related to the preparation and professional development of EMSs: (a) Overview and Current State of Affairs; (b) Models of EMS Program Development & Delivery; (c) Supporting EMSs in the Field; (d) The Mathematics Specialist Research; and (e) Future Directions. The book provides support to EMS practitioners, program providers/developers, and researchers seeking to answer important questions about how to prepare Mathematics Specialists, support them in the field, and research their effectiveness.

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.

The Handbook of Mathematics Teacher Education: Volume 4 2008-01-01 The Handbook of Mathematics Teacher Education, the first of its kind, addresses the learning of mathematics teachers at all levels of schooling to teach mathematics, and the provision of activity and programmes in which this learning can take place. It consists of four volumes. Volume 4 of this handbook has the title **The Mathematics Teacher Educator as a Developing Professional**.

Improving Teacher Knowledge in K-12 Schooling Xiaoxia A. Newton 2018-03-15 This volume examines how several key components of the mathematics education system in the United States fail to provide teachers with adequate and effective tools to teach mathematics in K-12 classrooms. These components

consist of teachers' own learning experiences as students in K-12 classrooms, their undergraduate or graduate trainings in mathematics, and their in-service professional development trainings. Newton argues that unless we improve these system components as a whole and recognize the importance of teaching future mathematics teachers explicitly and rigorously the topics they are expected to teach, teachers will continue to recycle a body of incoherent and incomprehensible mathematical knowledge to their students, because these are the only types of mathematical knowledge they have at their disposal, both in terms of what they themselves have learned as K-12 students and in terms of the mathematical resources available to them, including the textbooks they rely on to teach as mathematics teachers.

California Dreaming Suzanne M. Wilson 2008-10-01 This compelling book tells the history of the past two decades of efforts to reform mathematics education in California. That history is a contentious one, full of such fervor and heat that participants and observers often refer to the "math wars." Suzanne M. Wilson considers the many perspectives of those involved in math reform, weaving a tapestry of facts, philosophies, conversations, events, and personalities into a vivid narrative. While her focus is on California, the implications of her book extend to struggles over education policy and practice throughout the United States. Wilson's three-dimensional account of math education reform efforts reveals how the debates tend to be deeply ideological and how people come to feel misunderstood and misrepresented. She examines the myths used to explain the failure of reforms, the actual reasons for failure, and the importance of taking multiple perspectives into account when planning and implementing reform.

Research Trends in Mathematics Teacher Education Jane-Jane Lo 2014-05-28 Research on the preparation and continued development of mathematics teachers is becoming an increasingly important subset of mathematics education research. Such research explores the attributes, knowledge, skills and beliefs of mathematics teachers as well as methods for assessing and developing these critical aspects of teachers and influences on teaching. Research Trends in Mathematics Teacher Education focuses on three major themes in current mathematics teacher education research: mathematical knowledge for teaching, teacher beliefs and identities, and tools and techniques to support teacher learning. Through careful reports of individual research studies and cross-study syntheses of the state of research in these areas, the book provides insights into teachers' learning processes and how these processes can be harnessed to develop effective teachers. Chapters investigate bedrock skills needed for working with primary and secondary learners (writing relevant problems, planning lessons, being attentive to student learning) and illustrate how knowledge can be accessed, assessed, and nurtured over the course of a teaching career. Commentaries provide context for current research while identifying areas deserving future study. Included among the topics: Teachers' curricular knowledge Teachers' personal and classroom mathematics Teachers' learning journeys toward reasoning and sense-making Teachers' transitions in noticing Teachers' uses of a learning trajectory as a tool for mathematics lesson planning A unique and timely set of perspectives on the professional development of mathematics teachers at all stages of their careers, Research Trends in Mathematics Teacher Education brings clarity and practical advice to researchers as well as practitioners in this increasingly critical arena.

Second International Handbook of Mathematics Education Alan Bishop 2012-02-02 ALAN 1. BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996. However, most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994. There were four sections, 36 chapters, and some 150 people contributed to the final volume either as author, reviewer, editor, or critical friend. The task was a monumental one, attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995. Inevitably there were certain omissions, some developments were only starting to emerge, and some literatures were only sketchy and speculative. However that Handbook has had to be reprinted three times, so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction: The Handbook thus attempts not merely to present a description of the international 'state-of-the-field', but also to offer synthetic and reflective overviews on the different directions being taken by the field, on the gaps existing in our present knowledge, on the current problems being faced, and on the future possibilities for development. (Bishop et al. , 1996) Since that time there has been even more activity in our field, and now seems a good time to take stock again, to reflect on what has happened since 1995, and to create a second Handbook with the same overall goals.

Resources for Preparing Middle School Mathematics Teachers Cheryl Beaver 2013-01-01 "Cheryl

Beaver, Laurie Burton, Maria Fung, Klay Kruczek, editors"--Cover.

The Handbook of Mathematics Teacher Education: Volume 1 2008-01-01 Knowledge and Beliefs in Mathematics Teaching and Teaching Development addresses the "what" of mathematics teacher education, meaning knowledge for mathematics teaching and teaching development and consideration of associated beliefs.

Educating Prospective Secondary Mathematics Teachers Marilyn E. Strutchens 2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers. Based on empirical findings gathered in several countries on five continents, it provides a wealth of best practices for preparing secondary mathematics teachers, and discusses issues related to their professional and personal growth, such as identity, content knowledge, and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics. Divided into four parts, the book focuses on field experiences, technologies, tools and resources, teacher knowledge, and teacher professional identities. Some of the main threads running through the book are: the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students' mathematical engagement and achievement; the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge; and the importance of providing opportunities, during pre-service education, for developing prospective teachers' professional identities.

Reforms and Issues in School Mathematics in East Asia 2010-01-01 Collectively, the book extends beyond what we can learn about exemplary practices in individual education systems in East Asia. It helps us develop a better understanding of the interplay between various measures for the pursuit of excellence in mathematics curriculum and teacher education on the one hand, and the different system contexts on the other.

Teacher, I Know! Jaime L. Haar 2004

Mathematics Education Mark Wolfmeyer 2017-01-12 Mathematics Education offers both undergraduates and starting-graduate students in education an introduction to the connections that exist between mathematics and a critical orientation to education. This primer shows how concepts like race, class, gender, and language have real effects in the mathematics classroom, and prepares current and future mathematics teachers with a more critical math education that increases accessibility for all students. By refocusing math learning towards the goals of democracy and social and environmental crises, the book also introduces readers to broader contemporary school policy and reform debates and struggles. Mark Wolfmeyer shows future and current teachers how critical mathematics education can be put into practice with concrete strategies and examples in both formal and informal educational settings. With opportunities for readers to engage in deeper discussion through suggested activities, Mathematics Education's pedagogical features include: Study Questions for Teachers and Students Text Boxes with Examples of Critical Education in Practice Annotated List of Further Readings Glossary

The Teacher Development Continuum in the United States and China National Research Council 2010-10-28 In 1999, Liping Ma published her book *Knowing and Teaching Elementary Mathematics: Teachers' Understanding of Fundamental Mathematics in the United States and China*, which probed the kinds of knowledge that elementary school teachers need to convey mathematical concepts and procedures effectively to their students. Later that year, Roger Howe, a member of the U.S. National Commission on Mathematics Instruction (USNC/MI), reviewed the book for the Notices of the American Mathematical Society, concluding that it 'has lessons for all educational policymakers.' Intrigued by the idea of superrank teachers, the USNC/MI sponsored a workshop entitled 'The Teacher Development Continuum in the United States and China'. The purpose of the workshop was to examine the structure of the mathematics teaching profession in the United States and China. The main presentations and discussion from the workshop are summarized in this volume.

Mentoring Mathematics Teachers Rosalyn Hyde 2013-09-23 Designed to support both teachers and university-based tutors in mentoring pre-service and newly qualified mathematics teachers at both primary and secondary levels, Mentoring Mathematics Teachers offers straightforward practical advice that is based on practice, underpinned by research, and geared specifically towards this challenging subject area. Developed by members of The Association of Mathematics Education Teachers, the authors draw upon the most up-to-date research and theory to provide evidence-based practical guidance. Themes covered include: the recognition of the importance of pedagogical content knowledge building upon subject knowledge developing skills of self-evaluation in order to reflect and develop your

own practice the on-going need to address issues of equity and diversity within the profession the need for pre-service teachers and their mentors to work together effectively as a partnership the importance of collaboration, shared goals, mutual benefit and growth. Addressing issues of mentoring for all trainee and practising mathematics teachers, *Mentoring Mathematics Teachers* demonstrates both the importance of mentoring in the development of new teachers of mathematics, but also the benefits to all those who involve themselves in this challenging and rewarding task.

Inquiry into Mathematics Teacher Education Fran Arbaugh 2015-10-01 (Originally published in 2008) The 14 chapters in this monograph provide support for mathematics teacher educators in both their Practical Knowledge and their Professional Knowledge. Individually, these articles provide insights into advancing our thinking about professional development, teacher preparation, and program development.

Collectively, they have the potential to help the field of mathematics teacher education move forward in framing effective practices in mathematics teacher education and developing a focused, cohesive research agenda. *ATME's Monograph 5*, therefore, is a superb resource for mathematics teacher education.

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.

The Learning and Development of Mathematics Teacher Educators Merrilyn Goos 2021-04-07 Research in mathematics teacher education as a distinctive field of inquiry has grown substantially over the past 10-15 years. Within this field there is emerging interest in how mathematics teacher educators (MTEs) themselves learn and develop. Until recently there were few published studies on this topic, and the processes by which mathematics teacher educators learn, and the forms of knowledge they require for effective practice, had not been systematically investigated. However, researchers in mathematics education are now beginning to investigate the development of MTE expertise and associated issues. This volume draws on the latest research and thinking in this area is therefore timely to stimulate future development and directions. It will survey the emerging field of inquiry in mathematics education, combining the work of established scholars with perspectives of newcomers to the field, with the aim of influencing development of the field, invite cross-cultural comparisons in becoming a mathematics teacher educator by highlighting issues in the development of MTEs in different countries, and examine the roles of both mathematics educators and mathematicians in preparing future teachers of mathematics. The primary audience will be university-based mathematics teacher educators and MTE researchers, and postgraduate research students who are seeking academic careers as MTEs. Additional interest may come from teacher educators in disciplines other than mathematics, and education policy makers responsible for accreditation and quality control of initial teacher education programs.

The How and Why of Teaching Elementary Mathematics Robert P. Hunting 2014-03-01 The first edition of *The How and Why of Teaching Elementary Mathematics* is a resource of over 280 questions and answers spanning a range of topics central to successful and effective mathematics teaching. It represents all I know (and some things I didn't know) based in large part on decades of experience providing training courses, workshops and lectures to elementary teachers and teachers-to-be in mathematics curriculum, learning, teaching, and assessment, both in Australia and the United States. Content is grouped into 13 broad topics: Manipulatives, Aids, and Concrete Materials Attitudes, Beliefs, and Culture Chance and Data Assessment and Learning Theory Early Number Leading to Place Value Geometry Measurement Number facts and Basic Operations Whole Number Computation Fractions, Decimals, Ratio, and Proportion Number Systems, Principles, and Number Sense Pattern Problem

Solving The core audience for this book includes practicing elementary teachers, teachers-in-training, and mathematics teacher educators. Parents and carers interested in detailed explanations for methods of mathematics teaching used in modern elementary classrooms would also benefit from having access to this resource.

Understanding Others, Educating Ourselves National Research Council 2003-05-22 Since 1988, the Board on International Comparative Studies in Education (BICSE) at the (U.S.) National Research Council of the National Academies has engaged in activities designed to increase the rigor and sophistication of international comparative studies in education by encouraging synergies between large and smaller scale international comparative education research, to identify gaps in the existing research base, and to assist in communicating results to policy makers and the public. Under the current grant (1998-2002), funded by the National Science Foundation and the U.S. Department of Education's National Center for Education Statistics, BICSE has sponsored public events and commissioned papers on the effects of the Trends in International Mathematics and Science Study (TIMSS), the power of video technology in international education research, international perspectives on teacher quality, and advances in the methodology of cross-national surveys of education achievement. This report responds to a request from the board's sponsors under the current grant to produce a report that builds on its previous work.

The Mathematics that Every Secondary Math Teacher Needs to Know Alan Sultan 2011-02-09 What knowledge of mathematics do secondary school math teachers need to facilitate understanding, competency, and interest in mathematics for all of their students? This unique text and resource bridges the gap between the mathematics learned in college and the mathematics taught in secondary schools. Written in an informal, clear, and interactive learner-centered style, it is designed to help pre-service and in-service teachers gain the deep mathematical insight they need to engage their students in learning mathematics in a multifaceted way that is interesting, developmental, connected, deep, understandable, and often, surprising and entertaining. Features include Launch questions at the beginning of each section, Student Learning Opportunities, Questions from the Classroom, and highlighted themes throughout to aid readers in becoming teachers who have great "MATH-N-SIGHT": M Multiple Approaches/Representations A Applications to Real Life T Technology H History N Nature of Mathematics: Reasoning and Proof S Solving Problems I Interlinking Concepts: Connections G Grade Levels H Honing of Mathematical Skills T Typical Errors This text is aligned with the recently released Common Core State Standards, and is ideally suited for a capstone mathematics course in a secondary mathematics certification program. It is also appropriate for any methods or mathematics course for pre- or in-service secondary mathematics teachers, and is a valuable resource for classroom teachers.

Elementary Mathematics Curriculum Materials Janine T. Remillard 2020-03-16 The book presents comparative analyses of five elementary mathematics curriculum programs used in the U.S. from three different perspectives: the mathematical emphasis, the pedagogical approaches, and how authors communicate with teachers. These perspectives comprise a framework for examining what curriculum materials are comprised of, what is involved in reading and interpreting them, and how curriculum authors can and do support teachers in this process. Although the focus of the analysis is 5 programs used at a particular point in time, this framework extends beyond these specific programs and illuminates the complexity of curriculum materials and their role in teaching in general. Our analysis of the mathematical emphasis considers how the mathematics content is presented in each program, in terms of sequencing, the nature of mathematical tasks (cognitive demand and ongoing practice), and the way representations are used. Our analysis of the pedagogical approach examines explicit and implicit messages about how students should interact with mathematics, one another, the teacher, and the textbook around these mathematical ideas, as well as the role of the teacher. In order to examine how curriculum authors support teachers, we analyze how they communicate with teachers and what they communicate about, including the underlying mathematics, noticing student thinking, and rationale for design elements. The volume includes a chapter on curriculum design decisions based on interviews with curriculum authors.

The Math Teachers Know Brent Davis 2013-07-18 What sorts of mathematics competencies must teachers have in order to teach the discipline well? This book offers a novel take on the question. Most research is focused on explicit knowledge—that is, on the sorts of insights that might be specified, catalogued, taught, and tested. In contrast, this book focuses on the tacit dimensions of teachers' mathematics knowledge that precede and enable their competencies with formal mathematics. It

highlights the complexity of this knowledge and offers strategies to uncover it, analyze it, and re-synthesize it in ways that will make it more available for teaching. Emerging from 10 years of collaborative inquiry with practicing teachers, it is simultaneously informed by the most recent research and anchored to the realities of teachers' lives in classrooms.

Mathematics Teacher Noticing Miriam Sherin 2011-02-01 Mathematics Teacher Noticing is the first book to examine research on the particular type of noticing done by teachers---how teachers pay attention to and make sense of what happens in the complexity of instructional situations. In the midst of all that is happening in a classroom, where do mathematics teachers look, what do they see, and what sense do they make of it? This groundbreaking collection begins with an overview of the construct of noticing and the various historical, theoretical, and methodological perspectives on teacher noticing. It then focuses on studies of mathematics teacher noticing in the context of teaching and learning and concludes by suggesting links to other constructs integral to teaching. By collecting the work of leaders in the field in one volume, the editors present the current state of research and provide ideas for how future work could further the field.