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Sessions

Examining Preservice Teachers' Methodologies for Learning and Engaging Parental Involvement

Session Submission Type: Paper Session

Unit / Sub Unit: Division K-Teaching and Teacher Education / Section 7

Scheduled Time: Tue, Apr 10 - 12:25pm - 1:55pm, Building/Room: Hyatt / Ogden, West Tower - Silver Level

Non-Presenter on paper: *Developing Baseline Instruments to Assess Growth in Teacher Knowledge in an Initial Teacher Education Program*

Papers

Developing Baseline Instruments to Assess Growth in Teacher Knowledge in an Initial Teacher Education Program

Paper Type: Paper

Unit / Sub Unit: Division K-Teaching and Teacher Education / Section 7

Paper Role: Non-Presenter

In Session Submission: *Examining Preservice Teachers' Methodologies for Learning and Engaging Parental Involvement*

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Developing Baseline Instruments to Assess Growth in Teacher Knowledge in an Initial Teacher Education Program

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Schedule Information:

Scheduled Time: Tue, Apr 10 - 12:25pm - 1:55pm Building/Room: Hyatt / Ogden, West Tower - Silver Level

In Session Submission: Examining Preservice Teachers' Methodologies for Learning and Engaging Parental Involvement

Presenters/Authors:

*Graeme Aitken (University of Auckland)

Fiona Ruth Ell (University of Auckland)

*Lexie Barbara Grudnoff (University of Auckland)

Mary F. Hill (University of Auckland)

Abstract:

This paper presents the results of the development of baseline measures of teacher knowledge with a cohort of teacher education students enrolled in a one-year, intensive elementary teacher education programme. The reported study aimed to investigate how aspects of teacher knowledge developed in teacher education students by measuring their knowledge at entry and at key points in their programme. A set of activities were developed that were embedded in the programme. These activities aimed to assess student teachers' subject matter knowledge, their general pedagogical knowledge and their pedagogical content knowledge. Analysis of the results from the student teachers will lead to a refined set of activities and insight into the nature and construction of teacher knowledge through initial teacher education.

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Examining Preservice Teachers' Methodologies for Learning and Engaging Parental Involvement

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Sponsor:

Division K-Teaching and Teacher Education
Section 7

Schedule Information:

Scheduled Time: Tue, Apr 10 - 12:25pm - 1:55pm Building/Room: Hyatt / Ogden, West Tower - Silver Level

Title Displayed in Event Calendar: Examining Preservice Teachers' Methodologies for Learning and Engaging Parental Involvement

Session Participants:

Developing Baseline Instruments to Assess Growth in Teacher Knowledge in an Initial Teacher Education Program

*Graeme Aitken (University of Auckland), Fiona Ruth Ell (University of Auckland), *Lexie Barbara Grudnoff (University of Auckland), Mary F. Hill (University of Auckland)

What Does It Mean to "Learn in and From Practice" in Preservice Coursework?

*Seneca Rachel Nelson Rosenberg (University of Michigan), *Sarah E. Scott (University of Michigan)

Teacher Efficacy Among Preservice Middle School Mathematics Teachers: How Do They Evaluate Their Instructional Effectiveness?

*Amanda Jansen (University of Delaware), James E. Beyers (University of Delaware)

Elementary Preservice Teachers' Opinions About Parental Involvement in Elementary Children's Education

*Aslihan Uludag (Florida State University), *Diana C. Rice (Florida State University)

Effective Learning Methodologies for Curriculum-Specific, Incareer Teacher Education: Where Intentions Meet Practice

*Damian P. Murchan (Trinity College - Dublin), *Andrew Loxley (Trinity College - Dublin), *Keith Johnston (Trinity College - Dublin), Micheline Quinn (Trinity College - Dublin), Helen Fitzgerald (Trinity College - Dublin)

Discussant: Deborah J. Trumbull (Cornell University)

Chair: Connie Anderson (Texas Tech University)