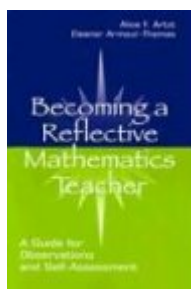


# Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series) PDF



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Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series) by Alice F. Artzt, Eleanor Armour-Thomas, Frances R. Curcio, Theresa J. Gurl ISBN 0805830375

*Becoming a Reflective Mathematics Teacher: A Guide for Observations and Self-Assessment* offers what every mathematics teacher educator or supervisor has been looking for. Ideally suited for use with students who are taking a methods course or who are student teaching, this activity-oriented, research-based text:

- \*supplies detailed **observation instruments** that preservice teachers can use when they observe other teachers. Each instrument focuses on a critical aspect of instructional practice in mathematics (e.g., tasks, learning environment, discourse). In addition, it requires the observer to make conjectures regarding the teachers' underlying cognitions (e.g., knowledge, beliefs, goals) that might account for the instructional practice they observe.

- \*offers **reflective activities** that provide a structure through which beginning teachers can think about their teaching in an insightful, thorough, and productive manner. Students can work through the activities over the period of a year. The structured observations and reflective activities are modular, and the framework applies to all observations of teaching, no matter what the instructional content.

- \*includes **guidelines and instruments for supervisors** to use when observing, conferencing with, and assessing beginning or student teachers. The unique aspect of these guidelines and instruments is the link they make between teachers' cognitions and their instructional practice.

All instruments and suggested activities are couched within a highly effective framework for teacher reflection and self-assessment that was developed in the spirit of the NCTM professional teaching standards. This framework is grounded in a cognitive perspective on learner-centered teaching. In Part I, the framework is explained and its validity is documented. Part II shows how teachers can use the framework to observe other teachers' classroom work, and to reflect on their

own teaching. Part III offers case studies to help readers see how the method works.

## **Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series)**

### **Review**

This Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series) book is not really ordinary book, you have it then the world is in your hands. The benefit you get by reading this book is actually information inside this reserve incredible fresh, you will get information which is getting deeper an individual read a lot of information you will get. This kind of Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series) without we recognize teach the one who looking at it become critical in imagining and analyzing. Don't be worry Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series) can bring any time you are and not make your tote space or bookshelves' grow to be full because you can have it inside your lovely laptop even cell phone. This Becoming A Reflective Mathematics Teacher: A Guide for Observations and Self-assessment (Studies in Mathematical Thinking and Learning Series) having great arrangement in word and layout, so you will not really feel uninterested in reading.