

Reflections Of A Schoolmistress

Christi Underwood Edge, Laura C. Haniford

Reflections Of A Schoolmistress:

Reflections of a Schoolmistress Nora Frye, Janet Schultz Panger, 1994 This book compiles reminiscences and letters of Nora Frye a native of Minnesota and a teacher The book spans Miss Frye's lifetime beginning with her childhood on the family farm near Elk River Minnesota in the 1870s The remembrances continue through her days at the University of Minnesota and her early years of teaching in a number of small towns in Minnesota and conclude with her travels in Europe and postretirement experiences following 46 years of teaching At a time when many women were fortunate to finish grade school she completed a college degree and more When most women were dependent on the men in their families for support she remained unmarried and supported herself by teaching even helping others in her family when needed Although she did not set out consciously to chronicle the years bracketing the turn of the century Miss Frye has supplied the ambience of those times From the perspective of a midwestern woman with rural roots to the broader cosmopolitan view of one eventually at home in New York City and Europe the essence of this period of time is recaptured by recounting selected episodes and personalities Her writing speaks of a life dedicated to teaching but even more to being a lifelong learner Her memoirs include personal recollections of Maria Sanford one of two women professors at the University of Minnesota in the late 1800s and of poet Vachel Lindsay Includes photographs TD **Reflections on Language Teacher Identity Research** Gary Barkhuizen, 2016-11-10 Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity LTI from a broad range of research fields Drawing on their personal research experience 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it The chapters are narrative in nature and take the form of guided reflections within a common chapter structure with authors embedding their discussions within biographical accounts of their professional lives and research work Authors weave discussions of LTI into their own research biographies employing a personal reflective style This book also looks to future directions in LTI research with suggestions for research topics and methodological approaches This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally Handbook on Teacher Portfolios for Evaluation and Professional Development Pamela Tucker, James Stronge, Christopher Gareis, 2013-10-18 This book and downloadable resources show school leaders how to develop teacher portfolios and put them into action They will provide confidence and credibility as you engage in high stakes summative evaluations initial hiring tenure and other key personnel decisions fostering a school culture which encourages high levels of performance This book and downloadable resources provide a reliable and easy way for teachers to collect and analyze data about their effectiveness monitor and improve their own performance improve student learning Adopting the templates in this book and downloadable resources will enable you to define standards which describe actual duties and activities of teachers behaviors which indicate the quality of teaching artifacts which provide

evidence of teaching and learning scoring rubrics which assist in objective evaluation The downloadable resources contain easy to use templates of performance assessment rubrics feedback forms and other documents to help you organize implement Teacher Portfolios in your school The Power of Reflection in Teacher Education and Professional Development Fred Korthagen, Ellen Nuijten, 2022-05-11 Based on years of extensive research on teacher development this book offers a practical introduction to the concept of teacher reflection demonstrating how student teachers can engage with reflective learning from their teaching and classroom experiences in a systematic and inspiring way Providing practical models and quidelines for use in the classroom renowned teacher educators Fred Korthagen and Ellen Nuijten outline various strategies for promoting reflection and illustrate how a deeper form of reflection core reflection enhances awareness of professional identity and supports the dismantling of inner obstacles therefore enhancing social justice and empowering diverse student populations The authors demonstrate how a trajectory for learning can be designed to develop key competencies as well as the role played by university and school based teacher educators in supporting teachers self directed reflection Featuring a variety of tools that support professional growth this unique text demystifies the area of teacher reflection helping to provide concrete and inspiring examples for how to strengthen professional identity based on everyday challenges faced by practitioners The Power of Reflection in Teacher Education and Professional Development is therefore an essential guide for students in service teachers and teacher educators alike as well as for anyone in the helping professions **Reflection** Zia Tajeddin, Atsuko Watanabe, 2022-09-15 This edited book has been compiled in honor of Thomas S C Farrell one of the most distinguished scholars in theorizing and researching language teacher reflection It examines teacher reflection in three main areas policies practices and the impact of teacher reflection on teachers practices and professional development The data driven chapters shed light on concerns and challenges experienced by teachers in diverse international contexts and institutions and discuss the practical implications of their findings across a variety of policy settings The book addresses aspects of reflective practice including macro and micro policies and constraints as well as opportunities in the engagement of reflective practice In addition it explores teachers identity cognition emotion and motivation areas which are relevant but often not discussed in the literature on reflective practice Venus School-mistress Social Justice Language Teacher Education Margaret R. Hawkins, 2011-10-06 Social justice language teacher ,1917 education is a response to the acknowledgement that there are social societal inequities that shape access to learning and educational achievement In social justice language teacher education social justice is the driving force and primary organizational device for the teacher education agenda What does social justice mean in diverse global locations What role does English play in promoting or denying equity How can teachers come to see themselves as advocates for equal educational access and opportunity This volume begins by articulating a view of social justice teacher education followed by language teacher educators from 7 countries offering theorized accounts of their situated practices Authors discuss powerful

components of practice and the challenges and tensions of doing this work within situated societal and institutional power The Professional Identity of Teacher Educators Ronnie Davey, 2013-02-18 The Professional Identity of structures Teacher Educators offers a contemporary study of teacher education in a period of huge international institutional and professional change The book explores the experiences understandings and beliefs that guide the professional practices of teacher educators and paints a picture of a profession that offers huge rew The Life Story of Aunt Janet George International Handbook of Self-Study of Teaching and Teacher Education Practices J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education *Promoting Teacher Reflection* in Second Language Education Thomas S. C. Farrell, 2014-11-27 Taking the concept and the practice of reflective teaching forward this book introduces a well structured flexible framework for use by teachers at all levels of development from pre service to novice to the most experienced The framework outlines five levels of reflective practice Philosophy Principles Theory of Practice Practice Beyond Practice and provides specific techniques for teachers to implement each level of reflection in their work Designed to allow readers to take either a deductive approach moving from theory into practice or an inductive approach where they start from a practice into theory position the framework can be used by teachers alone in Video Reflection in Literacy Teacher Education and Development Evan Ortlieb, Mary B. pairs or in a group McVee,Lynn E. Shanahan,2015-05-06 Within education there is a growing body of research focused on the use of video as a mediational tool for reflection The purpose of this volume is to bring together research and research based practices from a wide array of literacy scholars and practitioners who are using video in educational research and teaching Ohio Educational Monthly and the National Teacher ,1918 Formative Assessments and Teacher Professional **Learning** Dineke 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 Reflections of a Citizen Teacher Todd DeStigter, 2001 DeStigter chronicles his efforts as a high school English teacher and guidance counselor to help the Latino population at a small Michigan school His experiences profile what he terms the citizen teacher an individual teacher who defends and upholds democratic ideals in the school environment across cultural and economic boundaries Teachers' Day Christi Underwood Edge, Laura C. Haniford, 2023-11-01 World Teacher's Day is an annual celebration of teachers around the globe Since 1994 October 5th has commemorated the 1966 ILO UNESCO Recommendation concerning the Status of Teachers which set benchmarks for the rights and responsibilities of teachers as well as their preparation recruitment working conditions and continued professional learning In 1997 the Recommendation concerning the Status of Higher Education Teaching Personnel was adopted to complement the 1966 Recommendation The 2021 celebration of World Teachers Day is co convened by UNESCO in partnership with Education International EI the International Labor Organization ILO and UNICEF Around the concept of Teachers at the heart of education recovery the global event addresses the central role of teachers teachers contributions to cultural social and economic life in all societies as well as the support teachers need to contribute to re constructing education in the wake of the COVID 19 pandemic Reflective Practice For Teaching In Lifelong Learning Rushton, Ian, Suter, Martin, 2012-03-01 Education Becoming and Being a TESOL Teacher Educator Rui Yuan, Icy Lee, 2021-10-05 This book offers insights into the lived experiences e g teaching research and practicum supervision of TESOL teacher educators in diverse institutional and socio cultural contexts Informed by a situated ecological perspective it draws on a variety of research approaches e q qualitative action research and self study and sheds light on how language teacher educators engage in daily practice and social interactions This edited collection examines how TESOL educators cope with potential contextual obstacles e g the theory practice divide and how they seek their continuing professional development in complex shifting higher education settings The book offers critical and thoughtful reflections of current practice and policies in language education and higher education and provides practical implications on the preparation and development of frontline language teachers Dispositions Are a Teacher's Greatest Strength Michelle C. Hughes, 2024-06-13 Dispositions Are a Teacher's Greatest Strength will fuel and reignite your classroom practice Focusing on 13 dispositions specific to teaching this book encourages educators to identify reflect and develop their dispositions attitudes and self awareness to flourish in the profession Emphasizing pedagogical knowledge and skills this text serves as an affirmation of a teacher's commitment to challenging complex and rewarding work It invites educators to consider what a unique privilege it is to teach to dive into reading creating space and embracing dispositions as a teacher's greatest strength

Each chapter focuses on one of 13 teaching dispositions such as curiosity adaptability gratitude resilience and courage and offers definitions and contexts for the disposition of focus concrete applications for teachers to practice and develop dispositions with reader friendly examples and practical strategies a pause and reflect section with questions and space for professional reflection This book serves as a love letter to educators everywhere teachers in K 12 administrators in K 12 higher education faculty and pre service programs and students Dispositions Are a Teacher's Greatest Strength reminds teachers of the significant work they do by putting dispositions at the forefront of their daily work

The Rural Educator ,1995

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