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Article Abstracts

Learning Against the Grain: New Teachers as Curriculum-Makers in High-Stakes Times

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Abstract

This article presents a study of ten new teachers who created curriculum projects as part of their participation in a year-long professional development program. Three in-depth portraits highlight key themes from across all participants: curriculum-making as professional development, curriculum-making and teaching selves, and curriculum-making in context. The study shows that professional development to support the emergence of curriculum-makers (Clandinin & Connelly, 1992) is made significantly more challenging within current curriculum contexts with an emphasis on urban standards reform and high-stakes testing, but that some curricular processes support emergent teacher identities better than others.

The Power of Autobiography: Rethinking Disability, Rethinking Teaching

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Abstract

Autobiographies of people with disabilities invite readers to free themselves from false notions and ideas. Therefore, two teacher educators at an urban university conducted a systematic inquiry into the benefits of reading a life story of a person with a disability in an introductory graduate course entitled *Perspectives on Disability*. Reports of 14 students were examined based on four focusing questions. The autobiographies stimulated students to react emotionally to authors' lives, rethink their ideas about disability, apply course concepts to real situations, and reflect on their teaching practices. Also, these teacher educators reconsidered the assignment, students' learning, and their teaching.

Author Note: The authors contributed equally to this publication.

Improving Teaching and Learning through Cross-Campus Collaboration: The Scholarship of Teaching at the City University of New York

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Abstract

This article highlights a cross-campus faculty development program that helped faculty systematically examine the efficacy of their teaching. Through the use of action research projects, faculty participants were able to identify ways to strengthen their teaching, improve student learning, and access the research opportunities that the scholarship of teaching can present.

Preservice Teachers and Classroom Teachers Learning Together: A Collaborative Teacher Education Program

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Abstract

The field-based science methods course described in this paper uses a professional development school to enhance the professional practices of classroom teachers, preservice teachers, and college faculty alike. Participants work together to develop and teach inquiry-based science in a fourth-grade classroom. This article describes how participants are immersed in the teaching and learning of science.

Author Note: The authors contributed equally to this publication.

Planting the Seeds of Collaboration in Secondary-Level Teacher Education Programs

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Abstract

Secondary classrooms across the country are becoming more diverse. Mainstream, content-area teachers find themselves working with increasing numbers of students whose native language is not English, who may have experienced interrupted schooling in their native countries, and who may lack the background knowledge of both the subject and the academic setting, making academic success challenging. This article discusses the benefits of interdisciplinary teacher collaboration for linguistically diverse learners, a variety of challenges that exist in forming professional relationships in secondary settings, and how teacher education programs can take the lead in planting the seeds of collaboration early in teacher candidates'

professional education in a constructivist, inquiry-based way.