

Excelsior
Leadership in Teaching and Learning
Volume 2, Number 2 Spring/Summer 2008

Article Abstracts

Reports of Research and Self-Study

ESOL Teacher Candidates' Knowledge, Skills, and Dispositions as Reflected in One-on-One Tutoring of English Language Learners

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Abstract

This study examined the impact of one-on-one tutoring of English language learners (ELLs) on English to speakers of other languages (ESOL) teacher candidates' knowledge, skills, and dispositions. The participants were 12 teacher candidates enrolled in the graduate course Second Language Acquisition and Teaching English to Speakers of Other Languages (TESOL), which required one-on-one tutoring to ELLs as a service-learning field component. Data suggested that teacher candidates' content knowledge, pedagogical skills, and dispositions were enhanced during the eight-hour one-on-one tutoring program of ELLs.

Preparing Latino Paraeducators to Climb the Career Ladder: Factors That Impact Aspiring Teachers

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Abstract

This paper describes a federally funded project that supported bilingual paraeducators who aspired to become teachers. A descriptive review of the personal experiences of 25 Latino paraeducators who attended the program is provided. Obstacles and supports each had in common are included. The paraeducators stressed family, job in the school, and college experiences played important roles in their decision to go back to college, to complete their education, and to become certified teachers. Recommendations for effective recruitment and supports to enable paraeducators to climb the career ladder to teaching are presented for consideration.

The Feedback Loop in Reflective Practice: A Teacher Educator Responds to Reflective Writing by Preservice Teachers

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Abstract

Reflective practice has been common in teacher education for many years. As it becomes commonplace, however, there is the risk it may become less rigorous. One way to enhance reflective practice among preservice teachers is to improve the quality of feedback provided by teacher educators. In this self-study, the author examines his responses to reflective portfolios over five years. Eight categories of response are identified and illustrated. The author then reflects on his feedback to preservice teachers and considers the implications for teacher education.

Imagining and Creating the Possible: The Role of Fictionalized Narratives in Understanding Self and Other

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Abstract

This is a collaborative self-study between a teacher educator and an educational leadership educator involving using fictionalized narratives as reflective and revelatory texts in their respective courses. Analyses of fictionalized narratives written by researchers and their students as well as semi-structured interview data point to the promise of fictionalized narratives in preparing teachers and administrators to recognize, analyze, and understand difficult dilemmas of practice. By dissolving distinctions between fact and fiction, teachers, administrators, and researchers in this study were better able to focus on central practical issues and concerns. Theoretical and practical implications are discussed.

Noticing Tensions in my Mathematics Teacher Education Practice

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Abstract

In this paper, I describe a self-study of mathematics teacher education practice, within the context of mathematics education reform. Preservice teachers participating in a mathematics curriculum course inform my reflective, practice-based, narrative inquiry. A knower's co-dependent relationship with social reality initially frames my thought and action, which seems to subsequently occasion a personal tension between facilitating knowing of mathematics-for-teaching and scaffolding toward a social constructivist vision for the nature of mathematics. The result is a process for interpreting identity transformation by noticing emergent tensions among

available narratives for organizing experience. This process may be useful for mathematics teacher education reform.

Sharing Perspectives and Practices

A School-University Partnership to Promote Literacy

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Abstract

This article describes a school-university partnership that resulted in a low-cost after-school tutoring program in literacy for at-risk middle school students. In the program, called Partner Power, graduate teacher education students administered a variety of assessments and provided instruction in academic and electronic literacy. Procedures, results, and implications are discussed for starting a similar program that connects teacher education programs with schools and provides struggling students with extra learning time.

Fostering Resiliency in Teacher Education

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Abstract

Studies of child development and learning have revealed that many children from stressful environments thrive unexpectedly well in school and career development. This phenomenon, known as resilience, has drawn increasing attention from educational researchers as a viable new discipline that might enhance our educational environment. This article explores the idea that teacher preparation programs should provide future educators with the theory and the language of resiliency research to create an effective learning environment and enhance the quality of future classrooms.