

**Professional Reflection/Development Plan**  
(complete 1, 2 and 3 – this is a 3-part writing exercise)

**1. Professional Reflection (Must complete this section)**

**1. Reflective Essay:**

All graduate studies at Viterbo University are based on essential knowledge, established and current research, and best professional practice. As a professional educator, the necessity to reflectively apply knowledge of subject matter, human learning and development, pedagogy, theory and technology is tantamount to professional development.

In this exercise, revisit the Philosophy of Education you wrote as an undergraduate. Reflect on your current beliefs and practices and note any changes in philosophy that have developed. Reflect on the reasons for these changes using examples if appropriate. Culminate by drafting a revised Philosophy of Education. Please limit this section to two typed pages.

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**2. Professional Development Plan: (Must complete this section)**

Outline your plan for professional development. Describe areas of interest and expertise, past experience, long-range and short-term professional goals, planned course study, intended graduation date, etc. Please limit this section to 1-2 typed pages.

**3. Professional Application of Teaching Standards: (Must complete this section)**

NCATE (National Council for Accreditation of Teacher Education), to which Viterbo University is accredited, believes that caring, competent, and qualified teachers should teach every pupil. Student learning must mean not only basic skills but also the knowledge and skills necessary to succeed as a responsible citizen and contributor to the new economy. Therefore, standards have been established based on the belief that all children can and should learn.

In this exercise we ask that you provide evidence of your knowledge, skills, and attitudes in five areas (next page). Share one example from your own teaching experience for each of the five standards listed below. Please limit your responses to 1-2 typed pages total.

*Standard 1: Development, Learning, and Motivation*

# Professional Development Paper

**Victor M. Corman**



## **Professional Development Paper:**

**Professional Development for School Improvement** Stephen P. Gordon, 2004 This book integrates knowledge from professional development and school improvement to describe frameworks that can increase the capacity of individuals teams and organizations to grow and develop The text argues that both professional development and school improvement should have as their primary purpose the improvement of teaching and learning Eleven frameworks for professional development are presented along with strategies for integrating multiple frameworks in comprehensive programs School leader development is addressed as a prerequisite for professional and school development **Handbook of Research on**

**Transforming Mathematics Teacher Education in the Digital Age** Niess, Margaret, Driskell, Shannon, Hollebrands, Karen, 2016-04-22 The digital age provides ample opportunities for enhanced learning experiences for students however it can also present challenges for educators who must adapt to and implement new technologies in the classroom The Handbook of Research on Transforming Mathematics Teacher Education in the Digital Age is a critical reference source featuring the latest research on the development of educators knowledge for the integration of technologies to improve classroom instruction Investigating emerging pedagogies for preservice and in service teachers this publication is ideal for professionals researchers and educational designers interested in the implementation of technology in the mathematics classroom , **Brookings Papers on Education Policy: 2000** Diane Ravitch, 2010-12-01 In this third annual issue of

the series prominent economists educators and other social scientists analyze the importance of standards in education and review some of the major controversies that have arisen in the past decade on the problems of shaping and implementing standards Edited by Diane Ravitch one of the nation s foremost education authorities Brookings Papers on Education Policy is an indispensable guide to understanding education trends and emerging issues The year 2000 issue is scheduled to include essays by Gary Chapman of the University of Texas George Farkas and L Shane Hall of the University of Texas at Dallas Paul Hill of the University of Washington Christine Rossell of Boston University Robert Schwartz and Marian Robinson of ACHIEVE and Harvard Graduate School of Education Larry Sherman of the University of Maryland and Maris Vinovskis of the University of Michigan Resources in Education , 2001-04 *Social Work in East Asia* Christian Aspalter, 2016-04-01

Owing to rapid economic development and the onset of population ageing social work has become a major means of delivering social services and relieving and preventing social problems at an individual family and community level in East Asia In addition to this the number of activities undertaken by social welfare NGOs has risen a great deal throughout East Asia resulting in a greater demand for professional social workers With governments across the region having discovered the beneficial effects of professional social work for both social integration and social harmony there is now greater support for the development of this academic discipline and profession This groundbreaking volume explores the current state of development of social work provision across the region It is the first book of its kind to investigate current and future trends

as well as the challenges and pitfalls of social work one of the fastest growing professions in East Asia

**Secondary Lenses on Learning Participant Book** Catherine Miles Grant, 2009-08-11 This participant book in combination with the facilitator's guide forms a comprehensive professional development program designed to improve the efforts of site based mathematics leadership teams for middle and high schools Secondary Lenses on Learning prepares leaders to explore concepts in middle and high school algebra as a window into content instruction and assessment You will learn how to assess the strengths and needs of your mathematics programs set goals and generate plans for ongoing improvement by engaging in extended explorations and conversations based on readings problem based activities cases and videos

*Developing Teachers* Chris Day, 2002-01-04 Effective schools or improving schools are fashionable terms in the rhetoric of recent education movements yet the heart of these movements is often more to do with teaching quality than with school practice This book takes a holistic view of teacher development examining the contexts and conditions of teaching school leadership and culture teachers lives and histories change teacher learning competence and expertise and the moral purposes of teaching Day looks at the conditions under which teacher development may be enhanced and brings together research and other information from the UK and overseas

Teachers' Professional Lives Ivor F. Goodson, 2002-11 First published in 2004 Routledge is an imprint of Taylor Francis an informa company

**International Handbook of Teachers and Teaching** Bruce J. Biddle, T.L. Good, I. Goodson, 2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education

**Towards Learning and Instruction in Web 3.0** Pedro Isaias, Dirk Ifenthaler, Kinshuk, Demetrios G. Sampson, J. Michael Spector, 2011-12-15 Towards Learning and instruction in Web 3.0 which includes selected expanded papers from CELDA Cognition and Exploratory Learning in the Digital Age 2010 <http://www.celda.conf.org> addresses the main issues concerned with evolving learning processes innovative pedagogies and technology based educational applications in the digital age The convergence of these two disciplines continues to increase and in turn affects the academic and professional spheres in numerous ways Towards Learning and Instruction in Web 3.0 addresses paradigms such as just in time learning constructivism student centered learning and collaborative approaches which have emerged and are being supported by

technological advancements such as simulations virtual reality and multi agents systems This volume touches on both technological as well as psychological and pedagogical issues related to the developments of Web 3.0

**The Musical Experience** Janet R. Barrett, Peter R. Webster, 2014-07-15 The Musical Experience proposes a new concept musical experience as the most effective framework for navigating the shifting terrain of educational policy as it is applied to music education The editors and contributors define musical experience as being characterized by the depth of affective and emotional responses that music generates The chapters map out the primary forms of musical engagement performing listening improvising and composing as activities which play a key role in classroom teaching They also address the cultural scope of musical experience which calls for the consideration of time place beliefs and values to be placed upon musical activities The Musical Experience discusses how music teachers can most effectively rely on means of musical communication to lead students toward the development and refinement of musical skills understandings and expression in educational settings This book serves to expand upon the dimensions of musical experience and provides from the forefront of the field an integrated yet panoramic view of the educational processes involved in music teaching and learning

Second International Handbook of Mathematics Education Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-02-02

**ALAN 1 BISHOP** The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995 Inevitably there were certain omissions some developments were only starting to emerge and some literatures were only sketchy and speculative However that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field on the gaps existing in our present knowledge on the current problems being faced and on the future possibilities for development Bishop et al 1996 Since that time there has been even more activity in our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals

**Academic Work and Identities in Teacher Education** Jean Murray, Clare Kosnik, 2016-04-08 With its focus on the work and identity of teacher educators this book addresses an essential but under researched area in teacher education It makes a major contribution to analysing the field and develops existing research on the working lives and identities of teacher educators The book explores ideas about the future of teacher education and the implications for policy changes in education systems across the world It brings

together studies from across the globe on how teacher educators within higher education institutions function as both academics and professionals in different institutions and nations It also considers professional learning for teacher educators as an occupational group and makes practical suggestions for change and improvement in this often neglected area of higher education The book deliberately draws on research from a range of traditions including life history policy analysis ethnography and self study The contributions come from major researchers in teacher education in Australia Continental Europe the USA and Canada the UK and Asia This book was originally published as a special issue of the Journal of Education for Teaching

**Critical Issues in Teaching English and Language Education** Salah Troudi, 2020-11-05 This edited book brings together a collection of research based chapters that address a variety of topics related to the teaching of English in different contexts around the world The chapters are informed by a critical approach to research employing a variety of research methods to question and problematize taken for granted definitions and practices in areas such as classroom pedagogy testing curriculum language policy the position of English as a medium of instruction educational management teacher education materials and evaluation This book addresses a major gap in theoretical and research literature in the area of teaching English and it will be of interest to trainee and practising teachers research students and scholars of EFL and TESOL and researchers in applied linguistics

**The Literacy Coaching Handbook** Diana Sisson, Betsy Sisson, 2017-02-10 Learn how to become a more effective literacy coach to ensure lasting changes in teaching and learning at your school Literacy experts Diana and Betsy Sisson offer clear research based strategies that encourage professional development and growth You ll discover how to Understand the various roles that a literacy coach plays from change agent to data analyst Determine which coaching model to use with your teachers Support your classroom colleagues and raise student achievement Tackle the literacy concerns present in today s schools and any resistance from classroom teachers who don t want to be coached Design a plan to promote growth centered on assessment and collaboration and Manage the multi faceted responsibilities of literacy coaching with practical strategies Each chapter contains special features such as Coaching Moves and Coaching Questions to help you apply the information to your own situation In addition an Appendix offers photocopiable PD tools and study guide questions so you can discuss the ideas with others With this practical book you ll have all the guidance you need to overcome challenges and thrive in your coaching role

*Advancing Women's Careers*, 2005 This collection examines the various challenges women face in advancing their careers In the mid 1980s the phrase glass ceiling was coined and has since become an established part of our vocabulary The glass ceiling refers to an invisible but impermeable barrier that limits the career advancement of women

Teacher Educators as Members of an Evolving Profession Miriam Ben-Peretz, Rivka Reichenberg, Sarah Shimoni, 2013 Teachers are viewed as the major element in successful schooling and play a central role in educational improvement It is argued that the single most important factor in improving the quality of education is linked to the increased general and professional education of

teachers      **Wilson's Photographic Magazine** ,1910      Mathematics Teachers in Transition Elizabeth Fennema,Barbara Scott Nelson,2013-04-03 This book addresses the need of professional development leaders and policymakers for scholarly knowledge about influencing teachers to modify mathematical instruction to bring it more in alignment with the recommendations of the current reform movement initiated by the National Council of Teachers of Mathematics The book presents theoretical perspectives for studying analyzing and understanding teacher change descriptions of contextual variables to be considered as one studies and attempts to understand teacher change and descriptions of professional development programs that resulted in teacher change One chapter builds a rationale for looking to developmental psychology for guidance in constructing models of reconstructing new forms of mathematical instruction Another highlights the relevance to mathematics teacher development of research based knowledge about how children construct mathematical ideas Other chapters explore the relationships between the various contexts of schooling and instructional change Included also are chapters that describe and analyze major reform efforts designed to assist teachers in modifying their instructional practices Cognitively Guided Instruction Math Cubed Project Impact Mathematics in Context and the Case Based Project Finally the current state of knowledge about encouraging teachers to modify their instruction is discussed the implications of major research and implementation findings are suggested and some of the major questions that need to be addressed are identified such as what we have learned about teacher change

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