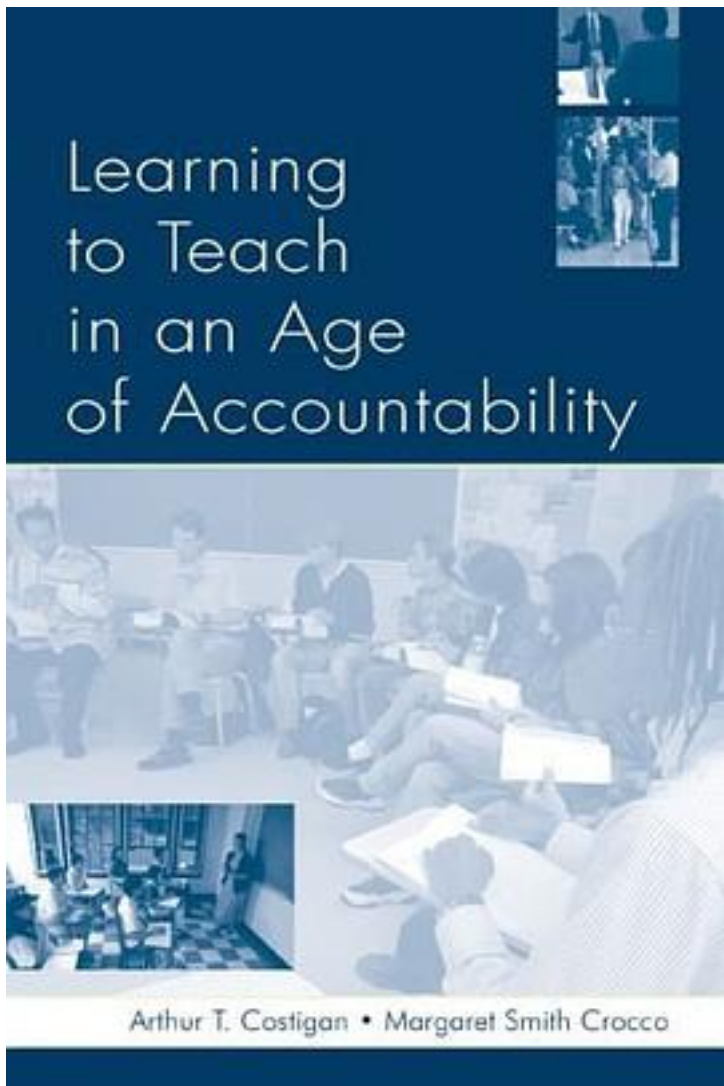


Learning To Teach in an Age of Accountability



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This book documents the "brave new world" of teacher, administrator, school, and student accountability that has swept across the United States in recent years. Its particular vantage point is the perspective of dozens of new teachers trying to make their way through their first months and years working in schools in the New York City metropolitan area. The issues they grapple with are not, however, unique to this context, but common problems found today in urban, suburban, and rural schools across the United States. The stories in this book offer a compelling portrait of these teachers' encounters with the new culture of accountability and the strategies they develop for coping, even succeeding, within such demanding settings. Learning to Teach in an Age of Accountability: *introduces research on teaching and engages the "big ideas" concerning teacher research, highlighting what we know and where that leads us; *offers a rich set of teacher narratives that are organized to widen the angle of vision from biography, to classrooms, schools, and society; and *includes questions and activities to encourage discussion and further research about the ideas raised; and *addresses the possibilities for best practice and curricular decision making in light of the issues and ideas presented in the book. This volume--unique in its portrayal of new teachers' encounters with issues of accountability--makes a singular contribution to the educational literature on new teachers. It is relevant to everyone interested in the contemporary world of teaching, and is particularly appropriate as a text for preservice and in-service students. All readers who believe that the key to a good school lies in attracting and keeping good teachers will find the issues presented here both personally engaging and deeply troubling.

作者介绍:

目录:

[Learning To Teach in an Age of Accountability_ 下载链接1](#)

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