

# Teacher's **PET**



# Teachers Pets

**Dayle Ann Dodds**



## Teachers Pets:

Teacher's Pets Dayle Ann Dodds, 2014-06-30 As a growing menagerie takes over Miss Fry's classroom students of all species fall head over tails for their ever patient teacher in Dayle Ann Dodds's funny story illustrated with lively flair by Marylin Hafner

**Highlights in Educational Psychology: Teacher-student Relationship** Claudio Longobardi, Alberto Crescentini, Elisabetta Sagone, 2024-12-16 We are pleased to introduce the collection *Frontiers in Psychology Highlights in Educational Psychology Teacher student Relationship* This collection will welcome and showcase a selection of articles about this timely topic authored by leaders in the field The work presented here highlights the broad diversity of research performed across education and aims to put a spotlight on the main areas of interest

**The Social Psychology of the Classroom**, **Teachers' Pets** Mary Man-Kong, 2011 **Merchant Vessels of the United States**, **School Education**, 1889 Time Briton Hadden, Henry Robinson Luce, 1978-04 **The American Teacher**, 1892 *Brands and Their Companies*, 1994 This is a guide to product trade names brands and product names with addresses of their manufacturers and distributors

**Mental Health in Education** Henry Clay Lindgren, 1954 Report of the Superintendent of Public Instruction North Carolina. Department of Public Instruction, 1900 **Activities of Teachers in Graded and in One- and Two-teacher Public Elementary Schools of New York State and Their Implications for Teacher Education** Alice Amelia Pierce, 1939 *The School Executive*, 1947 **The Annual American Catalogue 1886-1900**, 1893 **Syllabi for the Academic Years ...** American Society for the Extension of University Teaching, 1903

**Second Chances** James Pye, 1991 **The Sind University Journal of Education** University of Sind. Institute of Education and Research, 1995 Childhood Education, 1976 Includes music A Descriptive Analysis of a Major District Curriculum Decision as it Affects the Students, Teachers, Parents, and Administrators Directly Concerned Justin Meyers Bardellini, 1963 Coherent, Dynamic Accounts of Prospective Secondary Mathematics Teachers' Knowledge of and Beliefs about Mathematics Daniel Kevin Siebert, 2000 This thesis presents accounts of the mathematical knowledge and beliefs of eight prospective secondary mathematics teachers PSTs as they progressed through a six week unit on division of fractions that was designed to bring about change in their knowledge of and beliefs about mathematics These accounts capture the sense that the PSTs made of their experiences during the unit and investigate how their knowledge and beliefs interacted to both facilitate and prevent change One of the pressing problems currently facing mathematics education reform efforts is that PSTs frequently leave college with critical gaps in their understanding of secondary school mathematics topics and with traditional beliefs about mathematics teaching and learning Efforts to better prepare PSTs have only been partially successful in part because teacher educators do not have a clear understanding of PSTs knowledge of and beliefs about mathematics and how PSTs perceive of their experiences in classes designed to influence their knowledge and beliefs This study used qualitative methods including grounded theory teaching experiment methodology and case studies to investigate

PSTs knowledge of and beliefs about mathematics as they participated in the division of fractions unit The PSTs initial knowledge of division of fractions consisted mostly of procedural expertise with only limited conceptual understanding They tended to perceive of secondary school mathematics as an interrelated consistent set of rules procedures facts and definitions This interrelated rules perspective toward mathematics persisted for a short period after the PSTs began the unit However through a series of mathematical explorations the PSTs were able to develop new understandings for division of fractions This new conceptual knowledge led PSTs to rethink how they would teach division of fractions and to reconsider how they perceived mathematics They began to view mathematics as a collection of rules and procedures that were supported by underlying concepts Nevertheless they continued to see rules and procedures as the major landmarks in the mathematical landscape which in turn limited the mathematical understandings they were able to develop during the unit

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