The Civic and Political Assets of Preservice Teachers: Understanding our Millennial Students

Lauren Gatti, University of Nebraska-Lincoln

Available at: https://works.bepress.com/lauren_gatti/4/
Understanding Our Millennial Students: The Civic and Political Assets of Preservice Teachers

Lauren Gantt and Kathleen A. Paine

Volume 21, No. 3
Farhan, 2011

The Civic and Political Assets of Preservice Teachers

ABSTRACT

The civic and political assets of preservice teachers, especially given that our current students are members of the civic and political generation, should be explored. A qualitative study of 17 preservice teachers entering the classroom from a multi-year study of preservice teachers entering the classroom revealed a tendency to over-emphasize interactions with others. However, many of these preservice teachers were not prepared for their roles as leaders in their classrooms. Their experiences with civic and political education were complex and varied.
The current and potential uses of professional training and development programs are more prevalent and diverse than ever before. The field of teacher education is a complex and rapidly evolving one, and it is essential to consider the implications for current and future educators. In this chapter, we will explore the impact of professional training and development programs on the field of education and the learning environment. We will also discuss the importance of continuous improvement and the role of professional training and development in fostering a culture of innovation and growth. Through the analysis of various case studies and examples, we will illustrate the benefits of professional training and development programs and the potential for improving the quality of education. Finally, we will examine the challenges and limitations of professional training and development programs and the need for ongoing evaluation and feedback. This chapter aims to provide a comprehensive understanding of the current and potential uses of professional training and development programs in the field of education.
and "good citizen—personally responsible, productive, and intellectual."...these programs are designed to foster a sense of responsibility and encourage students to become active citizens. Concepts such as "good citizen—personally responsible, productive, and intellectual."...these programs are designed to foster a sense of responsibility and encourage students to become active citizens.

Conceptual Framework:

The conceptual framework is centered around the idea that education should not only focus on academic achievement but also on personal development and citizenship. This framework includes the following key components:

1. Personal Responsibility: Students are encouraged to take ownership of their education and be accountable for their learning.
2. Productivity: The curriculum is designed to provide opportunities for students to develop skills that are applicable in the workplace.
4. Citizenship: Education is seen as a means to prepare students to be active and responsible members of their communities.

We must ensure that our education system is not only focused on producing high performers but also on developing well-rounded individuals who are able to contribute positively to society.
Let's acknowledge that the fundamental issue is how to implement educational programs effectively. The analysis of literacy and program impact often overlooks critical factors in current educational practice.

**Data Analysis**

Reading programs, public schools, and teachers all play significant roles in understanding the performance of students. The primary goal is to ensure that the reading programs are effective. The focus should be on improving the quality of instruction and the effectiveness of teaching methods. The analysis needs to consider the following factors:

- **Teacher Training**: The quality of teacher training and professional development programs.
- **Curriculum Alignment**: The alignment of the curriculum with educational standards and the needs of students.
- **Student Engagement**: Strategies to increase student engagement and motivation.
- **Assessment Practices**: The effectiveness of assessment tools and their impact on instruction.

Understanding these factors can help improve the overall effectiveness of reading programs.

**Method**

The method involves a comprehensive approach to analyze the data collected from various sources. The analysis focuses on:

1. **Literature Review**: Reviewing existing research on reading programs and teacher training.
2. **Survey Administration**: Conducting surveys with teachers and administrators to gather insights.
3. **Focus Groups**: Holding focus groups with educators to discuss challenges and solutions.
4. **Case Studies**: Analyzing case studies of successful programs to identify best practices.

By combining these methods, we can develop a more effective approach to enhancing reading programs.
Preservice Teachers as Citizens

Preservice teachers need to better understand each other's point of view. This involves understanding the perspectives of citizens and how their decisions and actions affect the larger community. By engaging in discussions and activities that promote empathy and sensitivity, preservice teachers can develop a deeper understanding of the perspectives of others. This understanding is crucial for creating inclusive and equitable learning environments. 

What Kinds of Citizens Are Our Teachers?

It is important to recognize that the experiences and perspectives of teachers can shape their teaching practices. Teachers who come from diverse backgrounds and have different life experiences can bring unique insights to the classroom. By understanding the perspectives of our teachers, we can better appreciate the diversity of perspectives that exist in the classroom. This understanding can help us create a more inclusive and respectful learning environment. 

The Civil and Political Right of Preservice Teachers

The right to receive a quality education is an essential part of ensuring that all students have the opportunity to achieve their full potential. Preservice teachers have a civil and political right to receive a quality education, which includes access to high-quality teacher education programs. By advocating for this right, we can ensure that all preservice teachers have the opportunity to receive the education they need to become effective educators.
Other people don’t always have the best interests at heart. They don’t always act in a way that is good for you. They don’t always respect your boundaries. They don’t always treat you fairly. They don’t always listen to you. They don’t always...
What Kinds of Teacher Citizenship Are Our Participants Engaged in?

In the context of this study, we explored the concept of teacher citizenship, which refers to the extent to which teachers engage in activities that extend beyond their professional responsibilities. This engagement can take various forms, such as participating in school or community activities, advocating for student rights, or engaging in professional development outside of the classroom.

We conducted a mixed-methods study involving a survey and interviews with a sample of teachers. The survey results were analyzed using quantitative methods, while the interview data was analyzed qualitatively. The participants were selected through a purposive sampling method, targeting teachers who were known for their active citizenship in their schools and communities.

The study revealed that teachers' citizenship activities varied significantly. Some teachers engaged in civic activities regularly, such as volunteering for community events or participating in local politics. Others were more sporadic in their engagement, with some only participating in activities that were directly related to their professional responsibilities.

The findings suggested that teacher citizenship is not a one-size-fits-all concept and that it is influenced by a range of factors, including personal values, institutional support, and external pressures. The study also highlighted the importance of supporting teachers' professional development in citizenship-related areas, as this can enhance their effectiveness and improve student outcomes.
Improper fractions and decimals are often used in everyday life.

To understand the concept of fractions, it is important to know the basics of division. For example, when dividing a whole number by a fraction, you can multiply the numerator by the reciprocal of the denominator.

Fractions can also be used to represent parts of a whole. For example, if you have a pie and you eat one slice, you can represent that with the fraction 1/8.

In this section, we will explore the topic of fractions in more detail. We will cover the basics of addition, subtraction, multiplication, and division of fractions. Additionally, we will look at how fractions can be used in real-world situations.

One important concept to remember when working with fractions is that the numerator represents the number of parts, while the denominator represents the total number of parts.

Let's look at some examples to better understand this concept.

Example 1: If you have a pizza and you eat one slice, you can represent that with the fraction 1/8. If you eat another slice, you now have eaten 2/8 of the pizza.

Example 2: If you have a cake and you want to divide it into 8 equal pieces, you can represent each piece as 1/8 of the cake.

Example 3: If you have a bag of candies and you want to divide it into 8 equal parts, you can represent each part as 1/8 of the bag.

In summary, fractions are a useful way to represent parts of a whole. They are used in various situations, such as cooking, budgeting, and dividing resources. By understanding the basics of fractions, we can apply this knowledge to solve real-world problems.
The Bridge and Portal Ideas of Pragmatic Foundations

What kinds of citizens versus what kinds of students in lower grades.

Reading improves on students in lower grades.

Judgment by the choice of going into meaningful/fun experiences.

In the Bridge section, the focus is always on the progress or development in lower grades.

When asked about differences, there are some important distinctions between the citizen and the student.

In the Foundation section, there is more focus on the development of the student.

What kinds of students versus what kinds of citizens.

In the Bridge section, the focus is always on the progress or development in the student.

When asked about differences, there are some important distinctions between the citizen and the student.
Conclusion

Overcoming obstacles to effective collaboration between teachers and parents is essential for creating a conducive learning environment. By fostering open communication and mutual respect, teachers and parents can work together to support students' educational needs. The success of such collaborations depends on establishing clear expectations, regular meetings, and ongoing feedback. Teachers and parents should be encouraged to seek professional development opportunities that enhance their collaborative skills.

Implications for teacher education

Professional development programs should focus on preparing future educators to understand and address the diverse needs of students. Teachers should be equipped with the skills to engage parents effectively, fostering a strong partnership that enhances student achievement. Additionally, teacher education programs should incorporate practical training in family-school collaboration, ensuring that educators are well-prepared for their roles.

By promoting effective teacher-parent collaboration, educators can create a supportive learning environment that benefits all students. This collaborative approach not only enhances student success but also strengthens the bonds between educators and families, creating a more cohesive educational community.
Before starting grades school in 2007, the Allen High School English teachers at Tompkins County, and the University of Pennsylvania’s Graduate School of Education, surveyed teachers and administrators at 60 high schools in Pennsylvania to determine the effectiveness of their professional development programs. Teachers were asked about the quality and effectiveness of their professional development programs, the extent to which they felt they had the skills and knowledge necessary to teach effectively, and the specific areas in which they felt they needed improvement.

The survey results indicated that while many teachers felt they had the skills and knowledge necessary to teach effectively, they still felt they needed improvement in certain areas. The most common areas for improvement included classroom management, curriculum development, and instructional strategies.

In response to these findings, the Graduate School of Education at the University of Pennsylvania partnered with Allen High School to develop a professional development program specifically designed to address the needs of the teachers. The program included workshops, seminars, and collaborations with experienced educators to help teachers improve their skills in the areas identified as needing improvement.

The partnership between the University of Pennsylvania and Allen High School has been successful in improving the quality of education for students at Allen High School. Teachers have reported feeling more confident in their abilities to teach effectively, and students have shown improvements in their academic performance.
A Path to Civic Engagement: Issue-Centered Education

KHOZHADAR KHAVANI

Abstract

In a meaningful learning experience, in one of classrooms the prominent goal is meaningful learning experience in the classroom. Through daily practice of meaningful learning, students are able to develop new skills and knowledge that are essential for meaningful and meaningful instruction. This goal is to develop meaningful learning experiences for students. These learning experiences are based on meaningful instruction in a meaningful classroom. Therefore, five teacher candidates explored their ideas about the purpose of Civic Education and Communication for the purpose of this course.

Keywords: Civic Engagement, Issue-Centered Education, Classroom Environment, Teacher Education, Civic Education.