1. Record Nr. UNINA9910450226203321 Autore Costigan Arthur T. Titolo Learning to teach in an age of accountability / / Arthur T. Costigan and Margaret Smith Crocco; with Karen Kepler Zumwalt Mahwah, N.J.:,: L. Erlbaum Associates,, 2004 Pubbl/distr/stampa **ISBN** 1-283-70780-2 1-135-61987-5 1-282-37502-4 9786612375026 1-4106-1095-0 Descrizione fisica 1 online resource (289 p.) Altri autori (Persone) CroccoMargaret ZumwaltKaren Kepler <1943-> Disciplina 371.1 Soggetti Educational accountability - New York (State) - New York First year teachers - New York (State) - New York Education, Urban - New York (State) - New York Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Includes bibliographical references and indexes. Nota di bibliografia Book Cover; Title; Copyright; Contents; Preface; PART I: CHOOSING TO Nota di contenuto BECOME A TEACHER; Chapter 1 Teaching Is Messy Work; Chapter 2 High-Stakes Teaching; PART II: TEACHING AS AN AUTOBIOGRAPHICAL ACT: Chapter 3 Vocation? Profession? Or Just A Job?: Chapter 4 "Having a Life" as a New Teacher; Chapter 5 From Noble Ideals to Everyday Realities; PART III: ENCOUNTERING CLASSROOMS AND SCHOOLS; Chapter 6 Lessons, Kids, and Classrooms; Chapter 7 Accountability, Autonomy, and Responsibility in the Classroom; Chapter 8 Teaching Is Not Just What Happens When You Close the Classroom Door Chapter 9 The Global Village of the ClassroomPART IV: NEW TEACHERS AS DECISION MAKERS; Chapter 10 The Past Is Never Past; Chapter 11 Teaching as a Political Act; PART V: CONFRONTING THE AGE OF ACCOUNTABILITY; Chapter 12 Choosing to Make a Difference; Author

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## Sommario/riassunto

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' enc