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Autore	Levin Barbara B
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Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; Part I CONTEXTS; Chapter 1 Situating This Study in Theory and Research on Teacher Development; Chapter 2 Research Methodology; Part II LONGITUDINAL CASE STUDIES; Chapter 3 The Story of Julie Devine; Chapter 4 The Story of Sandy Brumbaum; Chapter 5 The Story of Ralph Elder; Chapter 6 The Story of Rick Kleine; Part III ANALYSIS; Chapter 7 Answering the "So What?" Question: What Do These Case Studies Tell Us?; APPENDIX A; APPENDIX B; APPENDIX C; APPENDIX D; APPENDIX E; APPENDIX F; References; Author Index; Subject Index
Sommario/riassunto	This book represents the results of a 15-year longitudinal study based on in-depth case studies of the development of four teachers' pedagogical thinking. These studies illustrate how teachers' thinking--about children's behavior, development, learning, and teaching--develops over time, based on their personal and professional life experiences. It is an especially significant book because understanding how pedagogical thought develops over time and how these ideas are put into action in classrooms can be used to improve teacher education, teacher induction, and teacher retention programs.

