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Capitalizing on productive norms to support teacher learning.

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Summary: We draw on research into the durability of sociomathematical and professional norms to make a case for attending to productive norms in teacher education experiences. We illustrate that productive norms have the potential to support teacher learning by (a) improving teachers' own mathematical understanding, particularly of specialized content knowledge; (b) supporting teachers to productively view and analyze classroom practice; (c) providing teachers an experiential basis for thinking about fostering productive norms in their classrooms; and (d) helping teachers to develop professional dispositions that support continued learning from practice. This work points to the importance of intentionally considering the norms cultivated in teacher education experiences, assessing their productivity, and strategically focusing on those that provide the best support for teacher learning.

Classification: B50 A49 C69

Keywords: norms; sociomathematical norms; professional norms; teacher learning; teacher education; productive norms; teachers' mathematical understanding; classroom practice