

You are cordially invited to attend:

Friday, December 7, 2018 from 12:00-1:00pm
133F Erickson Hall, Michigan State University

***Novice Elementary Teachers' Enactment of Ambitious Instruction in
Mathematics: Challenges and Responses***

Abstract: Substantial work in teacher education over the past several years has focused on elaborating and understanding the construct of ambitious instruction. While research on ambitious instruction has included detailed descriptions of ambitious teaching practices and the ways in which teacher education experiences are intended to promote the development of these practices, less research has investigated the conditions under which teachers, particularly novice teachers, are more or less likely to enact ambitious instruction (though Thompson, Windschitl, & Braaten, 2013, provide an exception). In this presentation, we will share the challenges to ambitious instruction identified by a group of 61 novice elementary teachers from four different teacher preparation programs. We will also share four types of responses novices had to these challenges and the implications of these responses for the enactment of ambitious instruction.

-Thompson, J., Windschitl, M., & Braaten, M. (2013). Developing a theory of ambitious early-career teacher practice. *American Education Research Journal*, 50(3), 574-615.



Corey Drake is a Professor and Director of the Teacher Preparation at Michigan State University. She received her PhD in Human Development and Social Policy from Northwestern University. Her research interests include teacher learning from and about curriculum materials, as well as the roles of policy, curriculum, and teacher preparation in supporting teachers' capacity to teacher diverse groups of students. Her work has been funded by the National Science Foundation and the Spencer Foundation and published in venues including *Educational Researcher*, *Journal of Teacher Education*, and *Journal of Mathematics Teacher Education*.

Kim Jansen is a postdoctoral research associate with the University of Virginia. Her research focuses on how policy, leadership practices, and organizational contexts influence classroom practice.

These speakers are part of the **CREATE Math Co-Integrate Series**.

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