

Public Abstract

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Title: THE DEVELOPMENT OF PCK IN A POST-BACCALAUREATE CERTIFICATION PROGRAM: A LONGITUNAL STUDY OF THE DEVELOPMENT OF TEACHER KNOWLEDGE OF STUDENTS AS LEARNERS AND ASSESSMENT

This study focused on the development of specific aspect of beginning teacher knowledge for teaching in an Alternative Certification Program (ACP). This type of program is seen by many as a way to address the shortage of teachers in STEM courses. Prospective and beginning teachers were followed over two years both as interns and as full time teachers. This qualitative study used data from interviews with the participants and their mentors as well as classroom observations and participant reflections. Four participants were selected to represent one cohort in the ACP. The analysis of the data revealed that the participants shifted their beliefs about students as learners and assessment based on the influence of the context under which they were developing at each point in time. These shifts, while dependent on their views of the context, were strongly influenced by their initial views on student learning and assessment. Participants would resolve any conflict arising with new views presented to them in their courses in a subjective manner, prioritizing coherence with their initial knowledge on issue. These findings provide an alternative perspective on the nature of the shift in knowledge that occurs during teacher preparation and the initial years of teaching. It allows us to provide a different angle on the dynamics among knowledge components based on the interaction among themselves as they develop over time. Moreover they allow us to see that this development is neither linear nor unidirectional. Additionally it shows us that teachers constantly revalue their views of students as learners and assessment based on the experiences provided by both their academic and professional context.