

ABSTRACTS

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Towards a Professionalism Partnership Curriculum for Teacher Education: Building Bridges Between Teachers' Unions and Teacher Education

A challenge in many teacher education programs is deciding how best to teach professional literacy. Through a collaborative process between the School of Education at St. Francis Xavier University and the Nova Scotia Teachers Union, a partnership was initiated whereby the preservice teachers explore various aspects of the work of teachers' unions. Significant points of contact are developed in each of the four semesters of the program that focus on professional ethics, teacher welfare, teachers and the law, and policy change. Andrew Foran and Jeff Orr's article illustrates the changing nature of their work alongside their preservice teachers, as they learn to help their preservice teachers take ownership of their own professional literacy and professional identity development. Implications for the cultivation of professional literacy education in preservice teacher education are identified.

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Teacher Perceptions of High-Stakes Testing

Carolyn Pearson's study explored the perceptions and attitudes of teachers in a high-stakes testing American state on motivation and morale, instructional support, and instructional impact scores across several variables. Data were gathered from the entire state. Statistically significant differences were detected, with the exception of education, and practical significance was found for level of school; elementary teachers or teachers who worked in a school assigned a *D* or *F* had higher instructional support scores, and those who worked in *A* schools had higher motivation and morale scores.

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Constructing Early Childhood Learning: Preschool Policies in the NCLB World

Preschool policy guidelines, created to meet NCLB requirements, were designed to improve early educators teaching and ensure American preschoolers readiness for school. Using document analysis, Julie DellaMattera's study examines four guidelines underlying human-development theories. Findings reveal that guidelines emphasize preschoolers' cognitive development and are internally inconsistent, mixing views of discontinuous and continuous cognitive development theory. Without clear and consistent policies, potential for early educators' attempts to fulfill the guides' mandates may be less than successful.

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Relationships Among School Size, Student Achievement and Teacher Efficacy: Their Relationship to the Saskatchewan Education Context

Todd Gjevre, Larry Steeves and Rod Dolmage examine the literature to address two issues: (a) What are the effects of school size on student academic achievement, teacher efficacy, and economic efficiency? and (b) is the knowledge gained from addressing these questions relevant to the Saskatchewan educational context? The literature is clear: In general, small schools enhance student academic achievement, but especially those students from disadvantaged backgrounds, minorities, and students at risk. The more intimate relationship between students and teachers in small schools appears to be the reason. It's elusive as to what constitutes a *small school*. There appears to be no constant, linear relationship between decreasing school size and increasing achievement and no data to clarify whether the very small schools of the Saskatchewan rural school system show the same benefits of small schools as defined by the research. We conclude that as schools are being consolidated in Saskatchewan, the consolidation should benefit student learning. The extensive research clearly points to the benefits of elementary schools of less than 400 students and high schools between 600 and 900 students.
