

INDEX

- Aboriginal epistemology, 245–246
- Aboriginal Teacher Education Program (ATEP), 251
- The Absolutely True Diary of a Part Time Indian* (Sherman Alexie), 263
- Academic discipline, meaning of, 166
- Agency, 149, 159, 161, 167, 200–202, 204, 207, 208, 210, 212, 214
- American Born Chinese* (graphic novel), 126–130, 132
- Autobiographical Narrative Inquiry, 255, 257, 267–268
- Autoethnography
 - exploration, 185–186
 - power, as special educators, 192–193
- Bachelors of elementary education (B. El. Ed), 202–203
- Best-loved self (BLS), 102, 104, 105, 108, 112, 114–117, 216, 228, 236
 - impact in context, 109–113
 - narrative applications related to subject matter analysis, 113–114
 - impact on individual, 109
- knowledge communities,
 - 105–106
 - first year, 109
 - fourth year, 112
 - instructional context, 107–108
 - second year, 111
 - wonderings and wanderings, 106
- narrative inquiry into, 137–139
 - collaborative inquiry, 140–141
 - early years as teacher, 145–146
 - experience as master teacher, 151–153
 - gaining experience, 148–149
 - learning from, 153–155
 - methodology, 141–143
 - research conversations, 146–151
 - teacher retention exploration, 139–140
 - theoretical structure of, 143–144
- Carter, K., 44–45
- Common Core State Standards for Mathematics (CCSS-M), 61, 70
- Commonplaces, 2, 6, 8, 9, 22, 24, 36, 84, 90, 92–93, 160, 183

- Compromised female mathematical capital, 49–50
- Content knowledge and teacher knowledge. *See* Professional development stories
- Craig, C. J., 144
- Curriculum, definition of, 279
See also individual entries
- Deliberation, concept of, 25, 36, 37, 84, 93, 278, 280, 284–286
- Department of Education (DOE), 21
- Dewey's philosophy of experience, 64
- Elementary and Secondary Education Act, 21
- Elementary school context, 81
- Empathy, 93, 193, 194, 201, 207, 213–215, 262, 283
- English Language Arts (ELA), 138, 148
- Exhaustion, of self, 104
- First teaching position, 146
- Free teacher education (FTE) programs, 223, 228, 233, 237
- Gender equity in mathematics, 39–40
analysis, 47
findings, 47
compromised female mathematical capital, 49–50
failure forever, 51–52
girl gravity, 51
losing breath in classroom, 48–49
mathematical difference making, 52–53
mathematical mirth, 54
stand up and stand out moments in mathematics, 53–54
struggle experiences, 50–51
- instructional context, 46
narrative applications related to subject matter, 46–47
- mathematics achievements among girls and, 42–43
- mathematics anxiety meaning and significance of, 44
and women elementary preservice teachers and, 41–42
- narrative research in teacher education and, 44–45
- stereotyping about girls and, 42–43
- Health, physical education content and teacher knowledge and identity, 157–160
- Health and Physical Education (HPE), 158, 168
analysis, 165–166
marginalization of, 163, 167
teacher education (HPETE), 168
- Identity, concept of, 223
See also Teacher identity
- Indigenous education and context, 245–249, 251–260, 263–265, 269–270

- Individuals with Disabilities
Education Act (IDEA)
(2004), 182, 183
- Knowing-in action, 144
- Knowledge communities, 105–106
first year, 109
fourth year, 112
instructional context, 107–108
second year, 111
wonderings and wanderings,
106
- Knowledge for practice, 108, 111,
113
- Language arts curriculum, 121, 127
- Least Restrictive Environment
(LRE), 182–183, 190,
191, 193
- Master teacher, experience as,
151–152
research conversation,
152–153
- Mathematics anxiety
meaning and significance of, 44
and women elementary preservice
teachers and, 41–42
- Mathematics professional
development, 28–29
- Mathematics Science Partnership
(MSP), 20
experience, 22–24
program, 21–22, 24
storying of, 26–28
- Metaphor, 4, 74, 91, 222, 234–236,
276–281
of crossroads, 8–10
- Multicultural curriculum, 121, 124,
126, 134
- My Name is Seepeetza* (Shirley
Sterling), 263
- Narrative applications, related to
subject matter, 46–47,
126–127
- Narrative identity, 114–115
- Narrative inquiry, 60, 74, 75, 80,
92–93, 123, 125, 130,
131, 160, 246, 248, 249,
256, 259, 269–270
- approaches, 12
- of other, in special education,
179–180
autoethnographic exploration,
185–186
becoming special educators,
182–183
identity complexities as
special educator, 194
methodology, 186–192
Other in special education,
183–184
potential of becoming Other
as special educator,
194–195
previous and current
experience connection
examination, 185
teacher knowledge connection
to three-dimensional
narrative inquiry space
temporal dimension,
184–185
tension between subject
matter knowledge and
teacher knowledge,
180–182
theoretical framework, 184
storytelling and, 164–165

- usage, to make meaning of
experience, 63–64
See also Personal and
professional selves
narratives, of beginning
teacher in India; Student
teachers' professional
identities, narrative
inquiry of
See also under Best-loved self
(BLS)
- Narrative pedagogy, as curricu-
lum-making and
empathy-building,
261–263
- Narrative research, in teacher
education, 44–45
- Narrative resonance, 275–276
metaphor of crossroads and,
276–281
relational knowing, landscapes,
and narrative inquiry and,
281–283
- Narrative thinking, 64–65
- Narrative undercurrent, 103
forming story to leave by, 105
- National Assessment of
Educational Progress
(NAEP), 43
- National Center for Educational
Statistics (NCES), 139
- National Curriculum Framework
for Teacher Education,
India (National Council
for Teacher Education
[NCTE]), 211
- National Science Teachers
Association (NSTA), 23
- No Child Left Behind Act (NLBA),
21, 81, 139
- Othering. *See under* Narrative
inquiry
- Parallel stories method, 227
- Personal and professional selves'
narratives, of beginning
teacher in India, 197–199
benchmark teacher education
program, 202–203
conceptual framework, 203
teacher's image, 205
teacher's knowledge, 204–205
teacher's stories, 203–204
data findings, 207
curriculum making and
enlivening, 213–215
self reverberations in teaching,
209–213
space for self in teacher
education, 207–209
discussion, 215–216
narrative inquiry theoretical
framework and, 205–206
three-dimensional inquiry
framework, 206
researcher, 199
study context, 199–200
teacher education and, 200–201
history, 201–202
- Personal practical knowledge, 8,
143–144, 181, 205, 214,
215, 237
- Physical Education (PE) teachers,
163, 166
- Physical Education Teacher
Education (PETE), 167
- Place as narrative commonplace,
notion of, 9
- Practice teaching, in fifth grade
mathematics, 59–60

- becoming and being teachers
 - and, 60–61
- college students metamorphosing
 - into teachers and, 65–69
- first practice teaching day and, 61
 - dark and quiet beginning, 62–63
- narrative inquiry, for experience, 63–64
- narrative thinking and, 64–65
- student reflective comments and, 73–74
- students' reflections and, 69–71
- teacher candidate's reflection on, 71–73
- theoretical foundation, 64
- Practicum, 60–61, 65, 71, 73, 162, 222–227, 234, 237, 239
- Prejudice, 120–122, 124, 125, 128, 134–136
- Preservice teachers (PSTs), 2, 7, 10, 40, 43–55, 89, 159, 162, 167, 168, 199, 203, 208, 212, 215, 223–226, 228, 230, 248, 276–278
- women elementary, 41–42
- Professional development stories, 19–20
 - assumptions, 31–34
 - knowledge, development, and identity complexities and, 24–26
 - mathematics professional development and, 28–29
- MSP
 - experience, 22–24
 - program, 21–22, 24
 - storying of, 26–28
 - point of view, 29–30
 - reflections, 32–33
 - restorying, 20–21, 34–35
 - theoretical framework, 22
 - workshop, 30–31
- Professional identity (PI), 11, 105, 107, 115, 117, 159, 161–162, 168, 206, 211, 222–226, 228–232, 234, 236, 237, 239
 - construction of FTE students', 237, 238
 - formation of, 237, 238
 - of Wenting, 231
 - See also* Student teachers' professional identities, narrative inquiry of
- Professional life cycles, of teachers, 100–101
- Relational pedagogy, 246–257, 260, 262, 265–266, 268–270, 285
- Retention, 100, 106
- Schwab, J. J., 6, 8, 22, 36, 37, 84–85, 90–91, 93, 102, 144, 279
- Science content knowledge, 20, 24, 25
- Secondary education. *See* Best-loved self (BLS)
- Self identity, 161
- Social justice, 168, 200, 203
- Social studies curriculum choice making, 77–78
 - classroom context, 82–83
 - consequences of, 87–88
 - experience, 83–84
 - inherent tensions in, 78–80
 - narratives of experience and meaning and, 92–93

- narrative understanding of
 - experience in classroom and, 80
 - Schwab's writing on curriculum, 84–85
 - in sixth-grade classroom, 81–82
 - world history and religion, 86–87
 - tensions
 - in balance and, 85
 - brimming, 88–92
- Special education. *See under* Narrative inquiry
- Specific Learning Disability (SLD), 181
- Stereotypes, 162
- Story constellations method, 227
- Storytelling, 164–165
 - See also* individual entries
- Student teachers' professional identities, narrative inquiry of, 221–224
- analysis
 - student teaching experiences
 - metaphoric understanding, 234–236
- instructional context
 - free teacher program (FTE), 229–230
 - student teaching, 226
 - teaching and teacher education in China, 224–225
- Jingwen and Wenting's reflective turns in student teaching and, 233
- narrative applications related to
 - subject matter, 227
 - placement schools, 230–232
 - research participants, 227–230
- Student teaching, during early years, 145
- Teacher attrition and identity, 101–105
- Teacher education. *See individual entries*
- Teacher identity, 11, 22, 24–26, 35, 36, 60, 61, 64, 65, 70, 101, 115, 140, 142, 144, 158–162, 164–165, 167, 168, 185, 194–195, 214, 216, 223, 224, 245, 253, 255
 - and complexities and as special educator, 194
 - narrative applications related to, 164–165
 - and potential of becoming Other as special educator, 194–195
- Teacher knowledge, 6–8, 11–12, 22, 24–25, 35, 36, 55–56, 60, 63, 65, 71, 73–75, 80, 140, 143, 144, 206, 234, 236, 239, 276–279, 284, 285
 - connection to three-dimensional narrative inquiry space
 - temporal dimension, 184–185
 - content knowledge and teacher knowledge. *See* Professional development stories
 - crossroads as metaphor and, 8–10

- health, physical education
 - content identity and, 157–160
- helpfulness, for teaching, 2–3
- as learning from tensions, 3–5
- narrative inquiry approaches and, 12
- research conversation about
 - studying process of, 153–155
- subject knowledge and, 20–21, 84–85, 92–93
- tension between, 180–182
- Teacher preparation, during early years, 145
- Teacher retention exploration, 139–140
- Teachers' stories
 - helpfulness of teacher knowledge for teaching, 2–3
 - teacher knowledge as learning from tensions and, 3–5
 - teaching as inquiry and, 1–2
 - See also* individual entries
- Teachers as Curriculum Planners*, 78
- Teaching for diversity, 119–120
 - American Born Chinese* (graphic novel) and, 128–129
 - narrative applications related to subject matter, 126–127
 - problem of, 120–123
 - unit plan construction and, 129–134
- Teaching teachers reflective journey, 243–250
 - analysis, 258–268
 - instructional context, 250–254
 - narrative applications related to subject matter, 254–257
- Telling stories method, 227
- temporality as narrative commonplace, notion of, 9
- Theater for Dialogue approach, 208
- The Thirteenth Tale* (Diane Setterfield), 249
- Tolerance, 11, 120, 122, 123, 129, 206, 283
- Truth and Reconciliation
 - Commission of Canada (TRC), 254, 269, 270
- University of Alberta Indigenous Education Council (IEC) Gathering Circle, 258
- Well-remembered events (WREs), 45–48, 51, 54, 55