

References

- Ball, D. L. (1999). Crossing boundaries to examine the mathematics entailed in elementary teaching. *Contemporary mathematics*, 243, 15-36.
<https://doi.org/10.1090/conm/243/3681>
- Ball, D. L., & Feiman-Nemser, S. (1988). Using textbooks and teachers' guides: A dilemma for beginning teachers and teacher educators. *Curriculum Inquiry*, 18, 401-423.
<https://doi.org/10.2307/1179386>
<https://doi.org/10.1080/03626784.1988.11076050>
- Ball, D. L., Hill, H. C., & Bass, H. (2005). Knowing mathematics for teaching: Who knows mathematics well enough to teach third grade, and how can we decide? *American Educator*, 29(3), 14-22, 43-46.
- Borko, H., & Whitcomb, J. A. (2008). Teachers, teaching, and teacher education: Comments on the national mathematics advisory panel's report. *Educational Researcher*, 37(9), 565–572. <https://doi.org/10.3102/0013189X08328877>
- Cochran-Smith, M. (2001). Constructing outcomes in teacher education: Policy, practice and pitfalls. *Education Policy Analysis Archives*, 9 (11). Retrieved from <http://epaa.asu.edu/epaa/vol9.html>. <https://doi.org/10.14507/epaa.v9n11.2001>
- Darling-Hammond, L. (2003). 'Steady work': The ongoing redesign of the Stanford teacher education program. *Educational Perspectives*, 36(1), 8-19.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco, CA: John Wiley & Sons, Inc.
- Frykholm, J. A. (2005). Innovative curricula: Catalysts for reform in mathematics teacher education. *Action in Teacher Education*, 26(4), 20-36.
<https://doi.org/10.1080/01626620.2005.10463340>
- Graham, K. J., & Fennell, F. (2001). Principles and standards for school mathematics and teacher education: Preparing and empowering teachers. *School Science and Mathematics*, 101(6), 319-327. <https://doi.org/10.1111/j.1949-8594.2001.tb17963.x>
- Grossman, P. L. (1990). *The making of a teacher: Teacher knowledge and teacher education*. New York, NY: Teachers College Press.
- Hall, G. E., Smith, C., & Nowinski, M. B. (2005). An organizing framework for using evidence- based assessments to improve teaching and learning in teacher education programs. *Teacher Education Quarterly*, 32(3), 19-33.
- Heaton, R., M. (2000). *Teaching mathematics to the new standards: Relearning the dance*. New York, NY: Teachers College Press.
- Hiebert, J. (2003). What research says about the NCTM standards. In J. Kilpatrick, W. G. Marin & D. Schifter (Eds.), *A research companion to principles and standards for school mathematics* (pp. 5-23). Reston, VA: NCTM.
- Hill, H.C., Rowan, B., & Ball, D.L. (2005) Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42, 371-

406. <https://doi.org/10.3102/00028312042002371>

- Hill, H.C., Schilling, S.G., & Ball, D.L. (2004) Developing measures of teachers' mathematics knowledge for teaching. *Elementary School Journal* 105, 11-30. <https://doi.org/10.1086/428763>
- Kastberg, S., Sanchez, W., & Tyminski, A. (2013). Learning and landscapes goals: Reframing research on methods courses in mathematics teacher education. Unpublished manuscript. Purdue University. West Lafayette, IN.
- Kastberg, S., Sanchez, W., Edenfield, K., Tyminski, A. M., & Stump, S. (2012). What is the content of methods? Building an understanding of frameworks for mathematics methods courses. In Van Zoest, L. R., Lo, J.-J., & Kratky, J. L. (Eds.), *Proceedings of the 34th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1259-1267). Kalamazoo, MI: Western Michigan University.
- Latterell, C. M. (2008, May). A snapshot of ten preservice secondary mathematics teachers. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal*. Retrieved from <http://www.k-12prep.math.ttu.edu>.
- Ma, L. (1999). *Knowing and teaching elementary mathematics: Teachers' understanding of fundamental mathematics in China and the United States*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mohr, M. (2006). Mathematics knowledge for teaching. *School Science and Mathematics*, 106(6), 9. <https://doi.org/10.1111/j.1949-8594.2006.tb17910.x>
- Monk, D. H. (1994). Subject area preparation of secondary mathematics and science teachers and student achievement. *Economics of Education Review*, 13(2), 125–145. [https://doi.org/10.1016/0272-7757\(94\)90003-5](https://doi.org/10.1016/0272-7757(94)90003-5)
- Morris, A. K., Hiebert, J., & Spitzer, S. M. (2009). Mathematical knowledge for teaching in planning and evaluating instruction: What can preservice teachers learn? *Journal for Research in Mathematics Education*, 40, 491–529.
- National Council of Teachers of Mathematics. (1989) *Curriculum and evaluation standards for school mathematics*. Reston, Va.: Author
- National Council of Teachers of Mathematics. (2000). *Principle and standards for school mathematics*. Reston, VA: Author.
- Schoenfeld, A. H. (2007). The complexities of assessing teacher knowledge. *Measurement: Interdisciplinary research and perspectives*, 5(2), 198 – 204. <https://doi.org/10.1080/15366360701492880>
- Sherin, M. G. (2002). When teaching becomes learning. *Cognition and Instruction*, 20(2), 119-150. https://doi.org/10.1207/S1532690XCI2002_1
- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22. <https://doi.org/10.17763/haer.57.1.j463w79r56455411>

- Taylor, P. M. (2002). Implementing the standards: Keys to establishing positive professionalism inertia in pre-service mathematics teachers. *School Science & Mathematics*, 102(3), 137-143. <https://doi.org/10.1111/j.1949-8594.2002.tb17907.x>
- Weiss, I. R., Pasley, J. D., Smith, P. S., Banilower, E. R., & Heck, D. J. (2003). *Looking inside the classroom: A study of K-12 mathematics and science education in the United States*. Chapel Hill, NC: Horizon Research, Inc.
- Wilson, S. M., & Ball, D. L. (1996). Helping teachers meet the standards: New challenges for teacher educators. *Elementary School Journal*, 97, 121-138. <https://doi.org/10.1086/461858>
- Zimmerlin, D., & Nelson, M. (2000). The detailed analysis of a beginning teacher carrying out a traditional lesson. *Journal of Mathematical Behavior*, 18(3), 263-279. [https://doi.org/10.1016/S0732-3123\(99\)00032-2](https://doi.org/10.1016/S0732-3123(99)00032-2)