

ELAINE SILVA MANGIANTE

PUBLICATIONS

Peer-Reviewed Scholarly Journal Articles

- Mangiante, E. Silva. (2020). Decimals learning: A pre-service teacher's decision-making for children with mathematical disabilities. *The International Journal of Learning: Annual Review*, 27(1), 37-49. <https://doi.org/10.18848/1447-9494/CGP/v27i01/37-49>
- Dalvi, T., Mangiante, E. Silva., & Wendell, K. (2020). Identifying pre-service teachers' conceptions about the NGSS practices using a Curriculum Critique and Revision (CCR) task. *Journal of Science Teacher Education*, 32(2), 123-147.
DOI:10.1080/1046560X.2020.1791465
- Mangiante, E. Silva, & Gabriele-Black, K. (2020). Supporting elementary teachers' collective inquiry into the "E" in STEM: Examining students' engineering design work. *Science and Education*, 29, 1007-1034.
- Mangiante, E. Silva, *Carpenter, E., & *Robichaud, H. (2020). Elementary student engineers: Their teamwork, negotiations, and problem-solving. *Kappa Delta Pi Record*, 56(2), 70-76.
- Mangiante, E. Silva, & Moore, A. (2020). Elementary pre-service teachers' lesson reflections: Attending, analyzing, and responding to students' thinking for engineering design. *Journal of STEM Teacher Education*, 54(1), 1-23.
- Mangiante, E. Silva, & Moore, A. (2019). Pre-service teachers' perceptions of norms of interaction for fourth-grade students' engineering design problem-solving. *Journal of Classroom Interaction*, 54(2), 57-73.
- Mangiante, E. Silva. (2018). Planning for reform-based science: Case studies of two urban elementary teachers. *Research in Science Education*, 48(1), 207-232.
- Mangiante, E. Silva. (2015). Promoting social norms of interaction for scientific discourse: Planning decisions of an urban elementary teacher. *Journal of Urban Learning, Teaching, and Research*, 11, 4-13.
- Mangiante, E. Silva & Moore, A. (2015). Implementing inclusive engineering challenges for elementary students. *Kappa Delta Pi Record*, 51(3), 131-137.
- Mangiante, E. Silva. (2013). Planning science instruction for critical thinking: Two urban elementary teachers' response to a state science assessment. *Education Sciences*, 3(3), 222-258.
- Mangiante, E. Silva. (2011). Teachers matter: Measures of teacher effectiveness in low-income minority schools. *Educational Assessment, Evaluation and Accountability*, 23, 41-63.

***Salve Regina University Education Department Undergraduate Researcher**

Book Editor

- Mangiante, E. Silva, & Peno, K. (2021). *Teaching and learning for adult skill acquisition: Applying the Dreyfus and Dreyfus model in different fields*. Information Age Publishing.
- Peno, K., Mangiante, E. Silva & Kenahan, R. (Eds.) (2016). *Mentoring in formal and informal contexts*. Information Age Publishing.

Reviews of Edited Books

- Baldwin, C. K. (2021). [Review of the book, *Teaching and Learning for Adult Skill Acquisition: Applying the Dreyfus and Dreyfus Model in Different Fields* by E. M. Silva Mangiante, & K. Peno (Eds.)]. *Teachers College Record*.

Louis, D. A. (2016, November 28). [Review of the book, *Mentoring in formal and informal contexts* by K. Peno, E. M. Silva Mangiante, & R. A. Kenahan (Eds.)]. *Teachers College Record*.

Peer-Reviewed Book Chapters

- Mangiante, E. Silva, & *Carpenter, E. (2021). The development of a novice elementary teacher: Examining the role of undergraduate research in teacher education. In E. Silva Mangiante, & K. Peno (Eds.), *Teaching and learning for adult skill acquisition: Applying the Dreyfus and Dreyfus model in different fields* (pp. 21-56). Information Age Publishing.
- Peno, K., & Mangiante, E. Silva. (2021). The journey from novice to mastery: The Purposeful On-Going Mentoring Model (Revised). In E. Silva Mangiante, & K. Peno (Eds.), *Teaching and learning for adult skill acquisition: Applying the Dreyfus and Dreyfus model in different fields* (pp. 311-325). Information Age Publishing.
- Mangiante, E. Silva. (2019). Case study of a sixth-grade science teacher's professional identity development across a career. In T. J. Carter, C. J Boden-McGill, & K. B. Peno (Eds.), *Transformative learning in professional learning contexts: Building resilient professional identities for work-based practice* (pp. 153-174). Information Age Publishing.
- Mangiante, E. Silva, & Moore, A. (2018). "Engineering is for everyone": A case study of elementary engineering design. In M. Koomen, S. Kahn, C. Atchison, & T. Wild (Eds.). *Toward inclusion for all learners through science teacher education* (pp. 169-178). Sense Publishers.
- Mangiante, E. Silva, & McAuliffe, E. (2016). Perspectives from field-based and university clinical educators' implementation of induction mentoring strategies with pre-service teachers. In K. Peno, E. Silva Mangiante, & R. Kenahan (Eds.), *Mentoring in formal and informal contexts* (pp. 157-177). Information Age Publishing.
- Mangiante, E. Silva, & Peno, K. (2016). Clinical educators' implementation of a mentoring model: Coaching elementary pre-service teachers for reform-based science teaching and learning. In K. Peno, E. Silva Mangiante, & R. Kenahan (Eds.), *Mentoring in formal and informal contexts* (pp.197-223). Information Age Publishing.
- Peno, K., Mangiante, E. Silva, & Kenahan, R. (2015). Training medical faculty to use adult learning principles, adult learning styles, and mentoring in clinical teaching. In J.K. Holtz, S.B. Springer, & C. Boden-McGill (Eds.), *Building Sustainable Futures for Adult Learners* (pp. 361-384). Information Age Publishing.
- Peno, K. & Mangiante, E. Silva. (2014). Rear view mirror: A retrospective by retired teachers on learning to teach from novice to expert. In C. J. Boden, K. P. King, and L.M. Merritt (Eds.), *Developing and Sustaining Adult Learners* (pp. 335-356). Information Age Publishing.
- Peno, K. & Mangiante, E. Silva. (2012). The journey from novice to expert: Toward a model of purposeful on-going mentoring. In C. J. Boden and K. P. King (Eds.), *Conversations about Adult Learning in Our Complex World* (pp. 211-222). Information Age Publishing.
- *Salve Regina University Education Department Undergraduate Researcher**

Book Review

Peno, K., & Mangiante, E. Silva. (2016). [Review of the book *Uncovering the cultural dynamics in mentoring programs and relationships: Enhancing practice and research* by F. K. Kochan, A. M. Kent, M. Andre (Eds.)]. *Teachers College Record*.

Peer-Reviewed Teacher Journal Articles

Mangiante, E. Silva, Pickering, C., Conklin, J., Semerjian, A., & Chace, J. (2019, July). Engineering a windowsill hydroponics system to grow lettuce. *Science Scope*, 42(9), 47-59.

- Mangiante, E. Silva. (2009). Forest or field: A field trip comparing forest and field sparks habitat knowledge. *Science and Children*, 47(1), 35-39.
- Mangiante, E. Silva. (2006). What happened to our volcano? *Science and Children*, 44, 34-39.
- Mangiante, E. Silva. (2006). The science specialist in the classroom. *Educational Leadership*, 64, 50-51.

Other Publications

- DiMartino, J., Mangiante, E. Silva, & Miles, S. (2006). *High schools at work: Creating student-centered learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Manuscripts Under Review

- Mangiante, E. Silva, & Gabriele-Black, K. (under review). Elementary pre-service teachers' coding and perceptions of questions posed during mathematics practicum lessons. *Journal of Teacher Education and Educators*.
- Mangiante, E. Silva. (under review). Case study of a pre-service teacher: Supporting math learning of students with behavioral and academic challenges. *International Journal of Special Education*.