

Effective Teacher Qualities from International Mathematics, Science, and Computer Teachers' Perspectives

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Received 19 September 2013; accepted 11 April 2014

The purpose of this study is to investigate how international teachers, who were from overseas but taught in the United States, rate effective teacher qualities in three domains; personal, professional, and classroom management skills. The study includes 130 international mathematics, science, and computer teachers who taught in a multi-school charter school system in south-central America. It was found that international teachers' perception of effective teachers was similar to findings of other research regardless of nationality as long as teachers enjoys teaching, explain the materials clearly, and grade student work fairly. Univariate ANOVA analysis revealed that international teachers' US teaching experience had statistically significant effect on teachers' ratings of professional skills. Findings were discussed in light of developing more general effective teacher qualities regardless of subject matter.

Keywords: Teacher Qualities, International, Math Education, Science Education, Computer Education

INTRODUCTION

Teacher effectiveness is an important theme in educational research and professional development programs due to inevitable role of teachers in students' learning. However, defining qualities of an effective teacher is not an easy task because of various quality dimensions determined by National Board for Professional Teaching Standards (NBPTS) (McCloskey et al., 2005). For instance, some researchers might argue the primary component in teacher quality is content knowledge or effective use of pedagogy while others may argue teacher quality should be evaluated solely on student outcomes (e.g., McCaffrey, Lockwood, Koretz & Hamilton, 2003; McCall, 2008). There may also be ambiguity from how those student outcomes describe effective teacher qualities.

One way to determine qualities of an effective teacher is to look at students' performance on end of the year state tests (McCaffrey, Lockwood, Koretz & Hamilton, 2003). With the current accountability movement, individual teachers have been held accountable for student achievement by looking at student scores on standardized state tests. For example, schools in Texas that receive inferior ratings are encouraged not to renew the contracts of those teachers whose students did not pass these high-stakes tests (McCall, 2008). Another way to measure teacher quality is look at long-term outcomes, which are more complicated. Researchers have claimed, "Teacher quality is multi-dimensional and complex in nature, and can be measured in multiple ways" (McCloskey et al., 2005, p.2). The NBPTS defines a highly qualified teacher as one who has been assessed in terms of knowledge of content and pedagogy, use of high-quality instructional practices, assessment skills, reflection on their practice, and involvement in professional activities (McCloskey et al., 2005). The NBPTS does not include teachers in terms of their students' achievement on state tests or other measures.

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doi: 10.12973/eurasia.2014.1119a

Perspectives On Research On Effective Mathematics Teaching Vol 1

Ying-Ying Zheng



Perspectives On Research On Effective Mathematics Teaching Vol 1:

Handbook of Research on Mathematics Teaching and Learning Douglas Grouws, 2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook's twenty nine chapters are complete resources for both current and past work in that particular area Effective Mathematics Teaching from Teachers' Perspectives, 2009-01-01 What is effective mathematics teaching This book represents the first purposeful cross cultural collection of studies to answer this question from teachers perspectives It focuses particularly on how teachers view effective teaching of mathematics Teachers voices are heard and celebrated throughout the studies reported in this volume These studies are drawn from many parts of the world representing both Eastern and Western cultural traditions The editors and authors have deliberately included the views of teachers and educators from different cultural backgrounds taking into account that beliefs on effective mathematics teaching and its features are highly influenced by one's own culture The book will provide readers and scholars with the stimulus to take the ideas presented and expand on them in ways that help improve mathematics education for children teachers and researchers in both the East and the West Cultural Perspectives on the Mathematics Classroom Steve Lerman, 2013-04-17 Mathematics teaching and learning have been dominated by a concern for the intellectual readiness of the child debates over rote learning versus understanding and recently mathematical processes and thinking The gaze into today's mathematics classroom is firmly focused on the individual learner Recently however studies of mathematics in social practices including the market place and the home have initiated a shift of focus Culture has become identified as a key to understanding the basis on which the learner appropriates meaning The chapters in this timely book attempt to engage with this shift of focus and offer original contributions to the debate about mathematics teaching and learning They adopt theoretical perspectives while drawing on the classroom as both the source of investigation and the site of potential change and development The book will be of fundamental interest to lecturers and researchers and to teachers concerned with the classroom as a cultural phenomenon *Mathematics and Science in the Eighth Grade* Patrick Andrew Gonzales, 2000 **Proceedings of the Fifteenth Annual Conference of the Cognitive Science Society** Science Society Cognitive, Con, POLSON, 1993 This volume features the complete text of all regular papers posters and summaries of symposia presented at the 15th annual meeting of the Cognitive Science Society **Mathematics Classrooms in Twelve Countries** David Clarke, Christine Keitel, Yoshinori Shimizu, 2006 The Learner's

Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterisation of practice in the classrooms of competent teachers and the development of theory

Computer-based Education ,1989 **International Handbook of Mathematics Teacher Education: Volume 1**

,2019-12-02 This second edition of the International Handbook of Mathematics Teacher Education builds on and extends the topics ideas in the first edition while maintaining the themes for each of the volumes Collectively the authors looked back beyond and within the last 10 years to establish the state of the art and continuing and new trends in mathematics teacher and mathematics teacher educator education and looked forward regarding possible avenues for teachers teacher educators researchers and policy makers to consider to enhance and or further investigate mathematics teacher and teacher educator learning and practice in particular The volume editors provide introductions to each volume that highlight the subthemes used to group related chapters which offer meaningful lenses to see important connections within and across chapters Readers can also use these subthemes to make connections across the four volumes which although presented separately include topics that have relevance across them since they are all situated in the common focus regarding mathematics teachers Volume 1 Knowledge Beliefs and Identity in Mathematics Teaching and Teaching Development edited by Despina Potari and Olive Chapman examines teacher knowledge beliefs identity practice and relationships among them These important aspects of mathematics teacher education continue to be the focus of extensive research and policy debate globally Thus as the first volume in the series it appropriately addresses central topics issues that provide an excellent beginning to engage in the field of mathematics education through the handbook Contributors are Jill Adler Mike Askew Maria Bartolini Bussi Anne Bennison Kim Beswick Olive Chapman Charalambos Charalambus Helen Chick Marta Civil Sandra Crespo Sean Delaney Silvia Funghi Merrilyn Goos Roberta Hunter Barbara Jaworski Kim Koh Esther S Levenson Yeping Li Niamh O Meara JoengSuk Pang Randolph Phillipp Despina Potari Craig Pournara Stephen Quirke Alessandro Ramploud Tim Rowland John Zig Siegfried Naiqing Song Konstantinos Stouraitis Eva Thanheiser Collen Vale Hamsa Venkat and Huirong Zhang

Investigating Mathematics Teaching Barbara Jaworski,2002-11-01 Barbara Jaworski addresses a number of questions that are central to research on reform in mathematics education today In this volume she attempts to chart critically yet honestly her own developing ideas as she undertakes a several year long enquiry into mathematics teaching and gives a very personal account of her developing conceptions conjectures thoughts and reflections The author accounts for her research

both genetically and biographically simultaneously restructuring the development of her ideas and giving a rigorous critical and reflective account

Advances in Instructional Psychology Robert Glaser, 2019-10-25 The contributors to this volume address reasoning and problem solving as fundamental to learning and teaching and to modern literacy The research on expertise and the development of competence makes it clear that structures of knowledge and cognitive process should be tightly linked throughout education to attain high levels of ability The longstanding pedagogical assumption that the attainment of useful knowledge proceeds from lower level learning based on the practice of fundamental skills that demand little thought to higher level competence in which problem solving finally plays an increasing role is no longer tenable It is now clear that thinking is not an outcome of basic learning but is part of the basic acquisition of knowledge and skill In learning to read for example decoding the printed word and understanding simple texts is an act of problem solving requiring inference and elaboration by the reader The prevalence of reasoning with information at all levels makes the details of its involvement a fundamental influence on learning and instruction a recurring theme in each of the chapters A rich variety of topics is addressed including an analysis of the components of teaching competence the evolution of a learner's mathematical understanding the use of causal models for generating scientific explanations the facilitation of meaningful learning through text illustrations the competence of children in argumentative interaction that results in conceptual change

Rational Numbers Thomas P. Carpenter, Elizabeth Fennema, Thomas A. Romberg, 2012-10-12 Until recently there had been relatively little integration of programs of research on teaching learning curriculum and assessment However in the last few years it has become increasingly apparent that a more unified program of research is needed to acquire an understanding of teaching and learning in schools that will inform curriculum development and assessment The chapters in this volume represent a first step toward an integration of research paradigms in one clearly specified mathematical domain Integrating a number of different research perspectives is a complex task and ways must be found to reduce the complexity without sacrificing the integration The research discussed in this volume is tied together because it deals with a common content strand During the last ten years specific content domains have served as focal points for research on the development of mathematical concepts in children The areas of addition and subtraction algebra rational numbers and geometry are notable examples Whether a similar organizational structure will prevail for programs of research that integrate the study of teaching learning curriculum and assessment is an open question The perspectives presented in this volume illustrate the potential for adopting this perspective

The Primary School in Changing Times Tony Townsend, 2002-09-11 Following substantial changes throughout the Australian education system primary schools are no longer in the protected position of having a regulated flow of clients a pre-determined curriculum and marginal levels of staff development Recent moves have brought new or increased responsibilities for all schools in areas such as curriculum and policy development staff development monitoring and assessment the use of new technologies resource allocation This book seeks to review the impact of this change on

Australian primary schools on the people who are involved with them and the issues they face Primary education is being re structured throughout the world and therefore these issues are of great interest and relevance to educators worldwide

TALIS 2013 Results An International Perspective on Teaching and Learning OECD,2014-06-25 This report presents the results of the second cycle of the TALIS survey conducted in 2013 **Mathematics Education** Lyn D. English,Graeme S. Halford,2012-12-06 To define better techniques of mathematics education this book combines a knowledge of cognitive science with mathematics curriculum theory and research The concept of the human reasoning process has been changed fundamentally by cognitive science in the last two decades The role of memory retrieval domain specific and domain general skills analogy and mental models is better understood now than previously The authors believe that cognitive science provides the most accurate account thus far of the actual processes that people use in mathematics and offers the best potential for genuine increases in efficiency As such they suggest that a cognitive science approach enables constructivist ideas to be analyzed and further developed in the search for greater understanding of children s mathematical learning Not simply an application of cognitive science however this book provides a new perspective on mathematics education by examining the nature of mathematical concepts and processes how and why they are taught why certain approaches appear more effective than others and how children might be assisted to become more mathematically powerful The authors use recent theories of analogy and knowledge representation combined with research on teaching practice to find ways of helping children form links and correspondences between different concepts so as to overcome problems associated with fragmented knowledge In so doing they have capitalized on new insights into the values and limitations of using concrete teaching aids which can be analyzed in terms of analogy theory In addition to addressing the role of understanding the authors have analyzed skill acquisition models in terms of their implications for the development of mathematical competence They place strong emphasis on the development of students mathematical reasoning and problem solving skills to promote flexible use of knowledge The book further demonstrates how children have a number of general problem solving skills at their disposal which they can apply independently to the solution of novel problems resulting in the enhancement of their mathematical knowledge **How Chinese Teach Mathematics** Lianghuo Fan,Ngai-Ying Wong,Jinfa Cai,2015-03-13 This unique book represents another concerted research effort concerning Chinese mathematics education with contributions from the world s leading scholars and most active researchers The book presents the latest original research work with a particular focus on the teaching side of Chinese mathematics education to a wide international audience There are mainly three sections in the book The first section introduces readers to a historical and contemporary perspective respectively on traditional mathematical teaching in ancient China and on how modern Chinese mathematics teachers teach and pursue their pre service training and in service professional development The second section presents studies investigating a wide range of issues at both the macro and micro levels on how Chinese mathematics teachers teach

mathematics The third section focuses on Chinese mathematics teachers investigating issues about their knowledge belief
 teacher training and professional development Like its predecessor How Chinese Learn Mathematics Perspectives from
 Insiders this book is a must for educational researchers practitioners and policy makers who are interested in knowing more
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 ZHAO Dongchen Qingpu Mathematics Teaching Reform and Its Impact on Student Learning GU Lingyuan YANG Yudong and
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Marton, 2014-06-20 Necessary Conditions of Learning presents a research approach phenomenography and a theory the
 variation theory of learning introduced and developed by Ference Marton and taken up by his wide and varied following
 around the world together with their practical applications in educational contexts Reflecting Marton's whole lifetime's work
 the unique and significant contribution of this book is to offer an evidence based answer to the questions How do we make
 novel meanings our own and How do we learn to see things in more powerful ways The presentation makes use of hundreds
 of empirical studies carried out in Europe and Asia which build on the theory The line of reasoning and the way in which the

examples are put together is consistent with the theory it is both presented and applied The main argument is that in order to learn we have to discern and to discern the intended ideas we must be presented with carefully structured variation against a background of invariance We then go through processes of contrast generalization and fusion in order to make sense These insights form a practical framework for those who design teaching and teaching materials Necessary Conditions of Learning is a major original work for which scholars of pedagogical theory have been waiting a long time **Teaching Secondary School Mathematics: Techniques And Enrichment** Alfred S Posamentier, Beverly Smith, 2020-09-18 The primary aim of this book is to provide teachers of mathematics with all the tools they would need to conduct most effective mathematics instruction The book guides teachers through the all important planning process which includes short and long term planning as well as constructing most effective lessons with an emphasis on motivation classroom management emphasizing problem solving techniques assessment enriching instruction for students at all levels and introducing relevant extracurricular mathematics activities Technology applications are woven throughout the text A unique feature of this book is the second half which provides 125 highly motivating enrichment units for all levels of secondary school mathematics Many years of proven success makes this book essential for both pre service and in service mathematics teachers

Mathematics Teachers in Transition Elizabeth Fennema, Barbara Scott Nelson, 2013-04-03 This book addresses the need of professional development leaders and policymakers for scholarly knowledge about influencing teachers to modify mathematical instruction to bring it more in alignment with the recommendations of the current reform movement initiated by the National Council of Teachers of Mathematics The book presents theoretical perspectives for studying analyzing and understanding teacher change descriptions of contextual variables to be considered as one studies and attempts to understand teacher change and descriptions of professional development programs that resulted in teacher change One chapter builds a rationale for looking to developmental psychology for guidance in constructing models of reconstructing new forms of mathematical instruction Another highlights the relevance to mathematics teacher development of research based knowledge about how children construct mathematical ideas Other chapters explore the relationships between the various contexts of schooling and instructional change Included also are chapters that describe and analyze major reform efforts designed to assist teachers in modifying their instructional practices Cognitively Guided Instruction Math Cubed Project Impact Mathematics in Context and the Case Based Project Finally the current state of knowledge about encouraging teachers to modify their instruction is discussed the implications of major research and implementation findings are suggested and some of the major questions that need to be addressed are identified such as what we have learned about teacher change **Planning and Managing Learning Tasks and Activities** Jere E. Brophy, 1992 The third volume in the series Advances in Research and Teaching which aims to document advances in the understanding of topics and then to stimulate further work Contents include planning and managing learning activities problem solving in maths school literacy

and elementary art **A Mirror for Americans** Cornelius N. Grove, 2020-09-15 What is the explanation for American students comparatively mediocre academic performance A Mirror for Americans finds part of it in how they are taught in primary schools Comparisons with East Asian teaching are supplied by 50 years of research findings Grove asks not that we copy East Asian teaching approaches but that we use them as a mirror to gain insights into typically American approaches and their underlying values which are handicapping our children's learning

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