

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

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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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Perspectives On Research On Effective Mathematics Teaching Vol 1

Robert Glaser



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

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

Computer-based Education, 1989

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

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

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.

Sociocultural Research on Mathematics Education Bill Atweh, Helen Forgasz, Ben Nebres, 2013-03-07. This volume, the first to bring together research on sociocultural aspects of mathematics education, presents contemporary and international perspectives on social justice and equity issues that impact mathematics education. In particular, it highlights the importance of three interacting and powerful factors: gender, social, and cultural dimensions. *Sociocultural Research on Mathematics Education: An International Perspective* is distinguished in several ways. It is research-based. Chapters report on significant research projects, present a comprehensive and critical summary of the research findings, and offer a critical discussion of research methods and theoretical perspectives undertaken in the area. It is future-oriented, presenting recommendations for practice and policy and identifying areas for further research. It deals with all aspects of formal and informal mathematics education and applications, and all levels of formal schooling. As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship, an increased awareness of issues of equity, inclusivity, and accountability, and increased efforts for globalization of curriculum development, research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non-cognitive science perspective. This book contributes significantly to addressing such issues and answering such questions. It is especially relevant for researchers, graduate students, and policymakers in the field of mathematics education.

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