Department of Mathematics and Statistics Colloquium

Future Teachers’ Evaluations of Their Teaching Effectiveness in the Context of Specific Mathematics

Abstract: Teacher efficacy beliefs, beliefs about one's effectiveness as a teacher, have been studied for a number of years by many researchers. Researchers have argued that these beliefs are an important topic of study in part because of positive correlations found between teacher efficacy beliefs and outcomes such as willingness to use reform-oriented teaching practices and student achievement. Few studies have examined teacher efficacy beliefs as they relate to mathematical knowledge for teaching, but such research is important because it is essential that teachers evaluate their effectiveness in light of the content they are actually teaching. I will present theoretical motivation and preliminary results from my dissertation study in which I am examining whether K-8 pre-service teachers' efficacy beliefs and mathematical knowledge for teaching are aligned. I will also discuss plans for future research, including an outline of how I plan to extend my current work.

The speaker is a candidate for an open position in the Department of Mathematics and Statistics. For reasons of confidentiality, the speaker's name and institutional affiliation have been suppressed.

Thursday, January 19 at 3:45 in Roop 103 refreshments at 3:30