

**Interview
questions
for**

**Mathematics
Teachers**



How To Answer?

Interview Questions For Elementary Math Specialist

Marilyn S. Neil



Interview Questions For Elementary Math Specialist:

The Mathematics Program Improvement Review Ron Pelfrey, 2006 How good is your school's mathematics program? Test scores can provide some general trend information but what you and your students' parents really need are specifics about the quality of the curriculum, the effectiveness of the instruction, and the school's overall capacity to support mathematics learning. The Mathematics Program Improvement Review (MPIR) is a proven evaluation process focused on standards for high-quality mathematics programs in grades K-12. Based on research into effective program evaluation methods, the MPIR approach uses multiple data sources to clarify exactly what is working within an individual school's math program and what is not. Author and MPIR developer Ron Pelfrey has used this process to evaluate mathematics programs in more than 300 rural, urban, and suburban schools and has trained hundreds of educators to conduct reviews. Now this handbook makes the MPIR process and its benefits available to everyone. Inside you'll find guidelines for training review team members and all the materials needed to conduct a review, including: Lists of standards and indicators for the 10 essential components of an effective mathematics program; Templates for questionnaires, interviews, and classroom observations; Detailed evaluation rubrics; Forms for compiling ratings and generating a final report. Whether used as a basis for informal faculty or departmental discussion to promote best practices in a particular area such as curriculum or instruction, or to guide a formal program evaluation, this book will help any school or district apply MPIR tools and procedures to bring about positive change in students' mathematics learning.

Knowing and Teaching Elementary Mathematics Liping Ma, 2010-03-26 Studies of teachers in the U.S. often document insufficient subject-matter knowledge in mathematics. Yet these studies give few examples of the knowledge teachers need to support teaching, particularly the kind of teaching demanded by recent reforms in mathematics education. *Knowing and Teaching Elementary Mathematics* describes the nature and development of the knowledge that elementary teachers need to become accomplished mathematics teachers and suggests why such knowledge seems more common in China than in the United States despite the fact that Chinese teachers have less formal education than their U.S. counterparts. The anniversary edition of this bestselling volume includes the original studies that compare U.S. and Chinese elementary school teachers' mathematical understanding and offers a powerful framework for grasping the mathematical content necessary to understand and develop the thinking of school children. Highlighting notable changes in the field and the author's work, this new edition includes an updated preface, introduction, and key journal articles that frame and contextualize this seminal work.

Case Studies of Teacher Development Barbara B. Levin, 2003-01-30 This book represents the results of a 15-year longitudinal study based on in-depth case studies of the development of four teachers' pedagogical thinking. These studies illustrate how teachers' thinking about children's behavior, development, learning, and teaching develops over time based on their personal and professional life experiences. It is an especially significant book because understanding how pedagogical thought develops over time and how these ideas are put into action in classrooms

can be used to improve teacher education teacher induction and teacher retention programs Case Studies of Teacher Development An In Depth Look At How Thinking About Pedagogy Develops Over Time provides insight into reasons why some teachers remain and others leave the teaching profession combines narrative with scholarship highlights the voices of four educators through extensive quotes from their interviewers includes vignettes of their classroom teaching and incorporates their own writing contributes to the field of teacher education and teacher development because of the long duration of the four case studies 1985 2000 and the accompanying scholarly analysis of internal and external influences on their lives as teachers and addresses changes in the nature of qualitative research as it influenced this longitudinal study over time At a time when teacher induction and teacher retention are critically important this book will help teacher educators school and district leaders and policymakers understand better how to retain novice and experienced teachers by supporting their professional growth and development **Mathematics the Write Way** Marilyn S. Neil, 1996

Implementing and Analyzing Performance Assessments in Teacher Education Joyce E. Many, Ruchi Bhatnagar, 2017-12-01 Teacher education has long relied on locally developed assessments that lack reliability and validity Rigorous performance based assessments for preservice teachers have been advanced as one possible way to ensure that all students receive instruction from a high quality teacher Recently performance based assessments have been developed which focus on the application of knowledge of teaching and learning in a classroom setting Our book explores factors related to the implementation of teacher performance assessments in varying state and institutional contexts The contributors teacher educators from across the country focus on what was learned from inquiries conducted using diverse methodologies quantitative qualitative self studies and mixed methods Their research encompassed faculty supervisors cooperating teachers and students perceptions and concerns of teacher performance assessments case studies of curricular reform and or resistance analyses of experiences and needs as a result of the adoption of such assessments and examinations of the results of program alignment and reform The chapters showcase experiences which occurred during high stakes situations in implementation periods prior to high stakes adoption and in contexts where programs adopted performance assessments as an institutional policy rather than as a result of a state wide mandate Endorsements The chapters compiled for *Implementing and Analyzing Performance Assessments in Teacher Education* edited by Joyce E Many and Ruchi Bhatnagar present a thoughtful look at the challenges and solutions embedded in the adoption of teacher performance assessments for preservice teachers Most chapters feature edTPA the most commonly used performance assessment now mandated in numerous states and used voluntarily by other programs across the country and reveal how such assessments shine a bright light on the problems of practice in teacher preparation stressful timelines faculty silos communication with P 12 partners etc when new requirements disrupt the status quo Each chapter tells a valuable story of performance assessment implementation and approaches that offset compliance in favor of inquiry and educative experiences for candidates and programs alike Andrea

Whittaker Ph D edTPA National Director Stanford University Graduate School of Education UL SCALE Many and Bhatnagar launch the AAPE book series with a curated volume highlighting the contexts in which teacher educators implement and utilize performance assessments in educator preparation Together the chapters present research from various viewpoints from candidates faculty university supervisors and clinical partners using diverse methodologies and approaches The volume contributes significantly to the program assessment research landscape by providing examples of how performance assessments inform preparation at the intersection of praxis and research and campus and field These chapters provide a critical foundation for teacher educators eager to leverage performance assessments to improve their programs Diana B Lys EdD Assistant Dean of Educator Preparation and Accreditation School of Education University of North Carolina at Chapel Hill

Resources in Education ,1997 **The Formative 5 in Action, Grades K-12** Francis (Skip) Fennell,Beth McCord Kobett,Jonathan A. Wray,2023-06-27 Leverage formative assessment in mathematics every single day For fans of the bestselling book *The Formative 5 Everyday Assessment Techniques for Every Math Classroom* comes this updated and expanded edition for understanding and implementing highly effective research backed formative assessment techniques into seamless daily practice with students in grades K 12 *The Formative 5 in Action* serves as an interactive guide that steers teachers toward successful implementation of the formative five techniques of observation interviews Show Me hinge questions and exit tasks This updated guidebook offers More than 120 minutes of video examples of the five techniques in action in real K 12 classrooms showing teachers not just what to do but how to do it An engaging format with built in reflection exercises and activities that foster individual professional learning and promote PLC study through discussion and collaboration An explicit emphasis on providing effective and timely feedback to students while harnessing student strengths throughout teaching and learning Comprehensive responses to teachers frequently asked questions that have surfaced since the publication of the first book The research is clear the authors five formative assessment techniques lead to greater attention to planning stronger instruction for teachers and better achievement for students *The Formative 5 in Action* is a truly engaging resource that helps mathematics teachers and instructional leaders engage in classroom based formative assessment with precision intentionality and ease

Re-Imagining Transformative Leadership in Teacher Education Ann E. Lopez,Elsie L. Olan,2021-05-01 This is the third and final book in the series *Transformative Pedagogies in Teacher Education* Like the first two books in the series it is geared towards practitioners in the field of teacher education This third book focuses on transformative leadership in teacher education In other words the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students but in particular Black Indigenous and racialized students who have been traditionally underserved by the education system Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy This book features chapters by a collection of scholars teacher educators

researchers teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education The book will be useful to teacher educators working with teacher candidates in different contexts experienced teachers and school leaders Given demographic shifts and the need for educators to respond to growing diversity in schools educators will find valuable strategies in *Transformative Pedagogies in Teacher Education Re Imagining Transformative Leadership in Teacher Education* they can employ in their own practice In addition to valuable strategies authors explore different approaches and perspectives critical in these changing and challenging times Critical notions of education are posited from different perspectives and contexts This book will be useful for teacher education programs principal preparation programs in service teachers school boards and districts engaging in ongoing professional development of teachers and school leaders

Expert Teachers of Math for Low Socioeconomic Status Students Barbara Diane Kinder,1991 *Becoming a Reflective Mathematics Teacher* Alice F. Artzt,Eleanor Armour-Thomas,Frances R. Curcio,2008 Artzt Armour Thomas and Curcio supply detailed observation instruments that preservice teachers can use when observing other teachers They also offer reflective activities that provide a structure through which beginning teachers can think about their teaching in an insightful thorough and productive manner *Measuring Classroom Practice* John L. Smithson,1994

Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education Keengwe, Jared,2019-07-05 Educators and those who prepare teachers are facing increased scrutiny on their practice that include pressures to demonstrate their effectiveness meet the needs of changing demographics and students and adapt to ever changing learning environments Thus there is a need for innovative pedagogies and adoption of best practices to effectively serve the needs of digital learners The *Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education* is an essential research book that takes an in depth look at the methods by which educators are prepared to address shifting demographics and technologies in the classroom and provides strategies for focusing their curricula on diverse learning types It takes a look at the use of innovative pedagogies and effective learning spaces in teacher education programs and the decisions behind them to enhance more inquiry learning STEM initiatives and prove more kinds of exploratory learning for students Covering topics such as higher education virtual reality and inclusive education this book is ideally designed for teachers administrators academicians instructors and researchers

Problem-Based Learning in Elementary School Samantha S. Reed,Carol A. Mullen,Emily T. Boyles,2021-03-13 This book addresses Problem based Learning PBL in elementary schools and reveals how this can promote elementary students development in critical thinking creativity communication collaboration and citizenship also known as the 5 Cs Through teachers interviews the book explores which PBL strategies promote skills and knowledge gains when students collaboratively investigate authentic open ended problems It also uncovers peer to peer relational learning and other strategies used in PBL classrooms and it examines their importance to public education The book paints a lively picture of student centered learning drawing upon frameworks best

practices experiences processes strategies and research results Firsthand accounts of best practices in PBL instruction connect this pedagogy to theory research practice and policy It explores teacher instruction in the early years of schooling that purposefully fosters student centered learning real world relevance and collaboration in accordance with capacities expected of successful 21st century graduates This book supports the implementation of PBL in elementary schools and promotes increased student engagement and achievement as well as college and career readiness This book is of interest to practitioners seeking information about PBL pedagogies for elementary grades such as teachers teacher mentors and trainers school leaders and policymakers as well as anyone interested in pedagogic strategies that advance critical thinking creativity communication collaboration and citizenship capacities

Mathematics Teaching in the Early Years Carol Aubrey, 2013-04-03 Young children start school already able to do a surprising amount of mathematics This book examines the nature and origin of subject knowledge and is based on information gathered from observing the interactions between teachers and their first year pupils It demonstrates the necessity of the classroom teacher to draw on many kinds of knowledge in order to deal with various issues surrounding classroom learning and teaching Two important core areas are knowledge of lesson structure and of subject matter this book address the area of subject matter and as such it should be of interest to classroom teachers and lecturers in education

Curriculum Development and Online Instruction for the 21st Century Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it

In Search of Wholeness J. Irvine, 2002-05-03 In Search of Wholeness African American Teachers and their Culturally Specific Classroom Practices is a theoretical and practice oriented

treatment of how culture and race influence African American teachers This collection of essays edited by Jacqueline Jordan Irvine assumes that teachers cannot become fully functional persons and competent professionals if their cultural selves remain denied hidden and unexplored Part one reviews the literature related to teachers race and culture Part two includes research studies about teachers confronting issues of culture and race in their personal and professional lives The final chapter focuses on the responses of three of the teachers whose stories are portrayed in the book In addition to the compelling case studies other topics explored include multicultural professional development for African American teachers African American teachers perceptions of their professional roles and practices a comparison of effective black and white teachers of African American students the development of teacher efficacy of an African American middle school teacher the professional development journey of an effective African American elementary school teacher seizing hope through culturally responsive praxis collective stories on culturally specific pedagogy In Search of Wholeness is an indispensable and groundbreaking collection that administrators students and educators of all ages will not want to be without *Technical Reports of the Teacher Assessment Project, School of Education, Stanford University*, 1987

The Formative 5 Francis (Skip) Fennell, Beth McCord Kobett, Jonathan A. Wray, 2016-12-15 Move the needle on math instruction with these 5 assessment techniques Mathematics education experts Fennell Kobett and Wray offer five of the most impactful and proven formative assessment techniques you can implement Observations Interviews Show Me Hinge Questions and Exit Tasks every day You ll find that this palette of classroom based techniques will truly assess learning and inform teaching This book gives you a concise research based classroom dedicated plan with lots of tools to guide your daily use of The Formative 5 K 8 teachers will learn to Directly connect assessment to planning and teaching Engineer effective classroom questioning discussions and learning tasks Provide success criteria and feedback that moves students forward Includes a book study guide samples and a companion website with downloadables and multi media examples

When Critical Multiculturalism Meets Mathematics Patricia L. Marshall, Jessica T. DeCuir-Gunby, Allison W. McCulloch, 2015-12-14 When Critical Multiculturalism Meets Mathematics details the development and outcomes of a teacher professional development project that merged multiculturalism and mathematics In six compact chapters the authors describe the impetus for their multi year project and present rich case studies of nine teacher participants The cases stand alone as compelling reading yet Marshall et al extend beyond their distinctiveness to explain the statistical data related to the project s broader impact Emphasizing both qualitative and quantitative findings makes this book ideal for novice researchers interested in mixed method study Likewise the authors unveil the anatomy and a few complexities of conducting research in the real world contexts of schools including participant recruitment and resolution of unanticipated matters that can arise within research teams A unique twist in the final chapter is Marshall et al s critique of their own missteps as researchers which are used skillfully and unobtrusively to proffer tips for future studies They conclude by theorizing affirmed

intersectionality identified as the critical element that facilitated teachers recognition and acceptance of the compatibility between the study s two components

Transforming Mathematics Teacher Education Tonya Gau Bartell,Corey Drake,Amy Roth McDuffie,Julia M. Aguirre,Erin E. Turner,Mary Q. Foote,2019-08-01 This book builds on the Teachers Empowered to Advance Change in Mathematics TEACH Math project which was an initiative that sought to develop a new generation of preK 8 mathematics teachers to connect mathematics children s mathematical thinking and community and family knowledge in mathematics instruction or what we have come to call children s multiple mathematical knowledge bases in mathematics instruction with an explicit focus on equity Much of the work involved in the TEACH Math project included the development of three instructional modules for preK 8 mathematics methods courses to support the project s goals These activities were used and refined over eight semesters and in Fall 2014 shared at a dissemination conference with other mathematics teacher educators from a variety of universities across the United States Chapter contributions represent diverse program and geographical contexts and teach prospective and practicing teachers from a variety of socioeconomic and ethnic backgrounds in particular providing accounts of supports challenges and tensions in implementing equity based mathematics teacher education The chapters supply rich evidence and illustrative examples of how other mathematics teacher educators and professional developers might make the modules work for their unique practices courses workshops and prospective teachers teachers It promises to be an important resource for offering guidance and examples to those working with prospective teachers of mathematics who want to create positive culturally responsive and equity based mathematics experiences for our nation s youth

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