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Primary teacher preparation in the United States: what we have learned.

Blömeke, Sigrid (ed.) et al., International perspectives on teacher knowledge, beliefs and opportunities to learn. TEDS-M results. Dordrecht: Springer (ISBN 978-94-007-6436-1/hbk; 978-94-007-6437-8/ebook). Advances in Mathematics Education, 355-369 (2014).

Summary: Motivating the recently conducted Teacher Education and Development Study – mathematics (TEDS-M) was the question of how high performing countries prepare their teachers to teach their challenging curriculum to primary and lower secondary students? The study found that countries prepared teachers in substantially different types of programs. These differences are reflected in the many different teacher preparation approaches available in the United States. Although US private institutions of higher learning attract stronger students on average than their public counterparts, performance of their future teachers on the TEDS-M mathematics knowledge and mathematics pedagogy knowledge scaled scores did not significantly differ. In addition, the balance among the three types of teacher preparation courses, i.e., formal mathematics, mathematics pedagogy, and general pedagogy, was nearly the same in the US and in the top achieving TEDS-M countries. Differences seen in international assessments at eighth grade may indicate that the pool of teacher preparation students also differs among these countries; differences which may affect what is studied and learned in teacher preparation.

Classification: B50 D39 D49
Keywords: elementary teacher; teacher preparation; United States; TIMSS; achievement; curriculum; assessment; future teachers; TEDS-M; primary; lower-secondary; opportunities to learn; mathematics content knowledge; pedagogical content knowledge; performance; scale; common core state standards; course work; mathematics pedagogy; general pedagogy; PISA; formal mathematics; private institutions; public institutions; K-12
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