What can be learned from comparing performance of mathematical knowledge for teaching items found in Norway and in the U.S.?

Summary: This paper reports from a Norwegian research project, where a U.S. developed model for teachers’ mathematical knowledge for teaching (MKT) was studied. Part of this project included the adaption of MKT measures developed in the U.S. to gauge teachers’ MKT. We present results from a pilot study where 149 Norwegian teachers were tested, and where 10 teachers were interviewed in 5 focus group interviews. We discuss how these measures can be used as a tool in relation to professional development of teachers in Norway.

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