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School-based community of teachers and outcomes for students.

Johnsen Høines, Marit (ed.) et al., Proceedings of the 28th international conference of the International Group for the Psychology of Mathematics Education, PME 28, Bergen, Norway, July 14–18, 2004. Bergen: Bergen University College. Part IV, 273-280 (2004).

Summary: This paper describes a school-based professional development project for elementary teachers where all teachers from the school and university mathematics educators regularly met to share and plan mathematics teaching strategies for the school's diverse student body. Analysis of data from focus group interviews with participating teachers revealed that the establishment of a mathematics education community in the school impacted students' motivation for learning mathematics. From the teachers' point of view, their own participation in a mathematics education learning community made their students more interested in learning mathematics. The project underscored the importance of considering school communities as unit of change in mathematics education professional development.

Classification: B52 B53 A69

Keywords: inservice teacher education; professional development; primary school teachers; faculty development; focus groups; teacher collaboration; cooperative planning; college school cooperation; student motivation; teacher attitudes

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