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Can teachers accurately predict student performance?

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Summary: In two studies, we examined the effect of professional development to improve mathematics instruction on the accuracy of teachers' monitoring of student learning. Study 1 was conducted with 36 teachers participating in three years of professional development. Judgment accuracy was influenced by the fidelity with which what was learned in the professional development. Study 2 was conducted with 64 teachers from 8 schools, which were randomly assigned to receive professional development or serve as a control. Judgment accuracy was greater for teachers receiving professional development than for teachers who did not and teachers were better to predict students' computational skills.

Classification: D39 D60

Keywords: teacher judgment; judgment accuracy; mathematics achievement

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