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Teacher characteristics associated with mathematics teachers' beliefs and awareness of their students' mathematical dispositions.

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Summary: This study investigates relationships between teacher characteristics and teachers' beliefs about mathematics teaching and learning and the extent to which teachers claim awareness of their students' mathematical dispositions. A professional background survey, a beliefs and awareness survey, and a teacher mathematical knowledge assessment were administered to 259 novice upper-elementary and 184 novice middle-grades teachers. Regression analyses revealed statistically significant relationships between teachers' beliefs and awareness and teachers' mathematical knowledge, special education certification, race, gender, and the percentage of their students with free and reduced meal status. This report offers interpretations of findings and implications for mathematics teacher education.

Classification: C29 D39 C39 C60

Keywords: teacher characteristics; teacher beliefs; student attitudes; teachers' expectations of students; pedagogical content knowledge

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