

Distal and proximal indicators of teacher effectiveness



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University Of Bamberg Press Mrz 2017, 2017. Taschenbuch. Condition: Neu. Neuware - The focus of research on educational effectiveness has turned from school effectiveness towards the effectiveness of the teachers as research in the recent past has shown that teachers are the most important determinant of student learning. However, there is still a lack of consensus as to whether teacher variables (distal) or teaching variables (proximal) are more important. A strong body of knowledge has shown the importance of teacher variables in student learning. However, Seidel and Shavelson (2007) in their recent meta-analyses claimed that teaching factors are more important than teacher factors because they are proximal to the teaching-learning process. They argued that past studies on teacher effectiveness using quasi experimental and experimental studies have shown stronger effect on student learning than correlational studies because they have measured teacher effectiveness proximally. Therefore, they suggested correlational studies should also measure teacher effectiveness proximally to get better results. Although, it may be true that proximal indicators are more important than distal indicators, but findings from a single meta-analysis study are not enough to diminish the significance of teacher factors. More research is needed in correlational studies to explore this issue. The current study aims to measure the effectiveness of both distal and proximal indicators of teacher effectiveness in order to see which factors strongly predict student competence in the domain of mathematics. The study aims to investigate the role of teacher factors (teacher belief, professional training, planning, cooperation among teachers, job satisfaction and stress in planning and classroom) and their instruction (cognitive activation, cooperative learning, cognitively challenging tasks, student engagement and differentiation.) in the mathematics competence development of students. The design of my study is longitudinal in nature. National Educational Panel (NEPS) data is used to investigate the effect of teachers..

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