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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 20 pages. OCLC Number: 500855069 Excerpt: . . . xix achievement. Therefore, there is no evidence that AC programs with greater coursework requirements produce more effective teachers. There is no evidence that the content of coursework is correlated with teacher effectiveness. After controlling for other observable characteristics that may be correlated with a teachers effectiveness, there was no statistically significant relationship between student test scores and the content of the teachers training, including the number of required hours of math pedagogy, reading language arts pedagogy, or fieldwork. Similarly, there was no evidence of a statistically positive relationship between majoring in education and student achievement. Selection of Teacher Preparation Program Models To provide information about effective methods of preparing and certifying teachers, the study design called for selecting a sample of teacher preparation models that were different from one another in structure and amount of coursework. Because the sampled programs were characteristic of the types of programs that train most of the nations teachers, the study provides comparative information on teacher effectiveness for those able to hire from both routes. To shed light on whether the timing of training is related to the effect of teachers on student achievement and classroom practices, we focused on programs that place teachers in classrooms in one of two ways: (1) after the teachers have completed all their training (TC programs), and (2) before they have completed it (AC programs). In terms of coursework, we did not limit our focus within the pool of AC or TC programs, but for the analyses we distinguished the AC programs with relatively low coursework requirements from those with relatively high ones, which helped us assess whether increasing the...



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