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Measuring Early Childhood Teacher Candidates' Conceptualizations of a Culturally Responsive Classroom Ecology

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Abstract: With the increase of Latino preschoolers, it is pressing that early childhood teachers are prepared to create a high quality environment in which all children can succeed. Using the frameworks of cultural responsiveness and classroom management, we developed the Early Childhood Ecology Scale (ECES) as an observational and reflective tool to examine teacher candidates' notions of classroom ecology. We proposed five dimensions: sociocognitive, sociocultural, sociolinguistic, socioemotional, and sociophysical. Reliability and factor indices supported four of the five proposed dimensions. Mean differences are noted between the self-assessment and observational results.

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Children's Evaluation of Peer Ideas during Classroom Discussions: The Effects of Student Status and Teacher Responses

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Abstract: Research on small group interactions indicates that children tend to adopt ideas shared by peers with higher status. This study explored whether this pattern exists in whole-class discussions. Using observations and surveys, children's status was not found to be a significant factor in students' evaluation of peer ideas during whole-class discussions. However, the teacher's use of repetition as a response strategy was related to children's positive perception of peer ideas. These findings suggest that participating in whole-class discussions under a teacher's guidance may benefit children with lower status, as peers may pay greater attention to their ideas in this setting.

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An Examination of Mathematics Teacher Efficacy and Mathematics Anxiety in Elementary Pre-service Teachers

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Abstract: One hundred fifty six participants enrolled in a mathematics methods course were involved in the study which specifically examined Mathematics Teacher Efficacy and Mathematics Anxiety in Elementary Pre-service Teachers. Data collection involved findings from the Mathematics Teaching Efficacy Beliefs Instruments (MTEBI), Mathematics Anxiety Rating Scale (MARS), and interviews with pre-service teachers. A significant, negative relationship between mathematics teachers' efficacy and pre-service teachers' mathematics anxiety ($r = -.475, p < .05$) was found. Pre-service teacher interviews revealed that efficaciousness towards mathematics teaching practices is associated with mathematics anxiety and is the basis for their mathematics teaching efficacy beliefs. Pre-service teachers with the lowest degree of mathematics anxiety had the highest levels of mathematics teacher efficacy.

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