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Using the Dynamic Model of Educational Effectiveness to Identify Stages of Effective Teaching: An Introduction to the Special Issue

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Abstract: This paper is concerned with the teacher factors of the dynamic model of educational effectiveness, which give emphasis to teacher behavior in the classroom and focus on generic teaching skills. Teacher factors associated with both the direct and active teaching approach (e.g., structuring, questioning, application) and the constructivist approach (e.g., orientation, modeling-scaffolding) are included in the model. The paper also refers to the five dimensions that are used to measure the functioning of these factors: frequency, focus, stage, quality, and differentiation. It is also claimed that teaching skills included in the dynamic model can help us define stages of effective teaching. Results of studies searching for stages of effective teaching are presented in this special issue. Finally, implications for research on improving effective teaching and promoting student learning outcomes are drawn.

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Searching for Stages of Effective Teaching: A Study Testing the Validity of the Dynamic Model in Canada

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Abstract: This study examines whether teaching skills included in the dynamic model can be grouped into types of teacher behavior. A student questionnaire measuring teaching skills was administered to students in grades 3 through 6 in a suburb area of Montreal (n=959). Results reveal that teaching skills can be grouped into four types of teacher behavior, which are discerned in a distinctive way and move gradually from skills associated with direct teaching to more advanced skills concerned with new teaching approaches and differentiation of teaching. Implications of findings for research on teacher education and professional development are drawn.

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A Longitudinal Study Investigating Relations between Stages of Effective Teaching, Teaching Experience, and Teacher Professional Development Approaches

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Abstract: This paper refers to a group randomization longitudinal study aimed to identify stages of effective teaching. A sample of primary teachers was followed over two consecutive school years and three measurements of quality of teaching were obtained. During the first school year, teachers were randomly assigned to two groups employing the Dynamic Integrated Approach and the Holistic Approach, respectively. Five stages of teaching skills emerged from each assessment period. Throughout the intervention, some teachers employing the DIA managed to move to the next stage of teaching skills. The follow-up measurement, which took place one year after the intervention, revealed no further improvement or declination.

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