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The Effects of Two Intervention Programs on Teaching Quality and Student Achievement

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Abstract: This paper compares the effectiveness of two interventions aimed to improve teaching quality and student achievement in Indonesia. The first intervention was the use of education standards, while the second one was the combination of education standards with a teacher improvement program. The study involved 50 schools, 52 teachers, and 1660 students. Teaching quality was measured through classroom observations and student achievement was assessed with a performance test. The multilevel analysis showed student achievement improved only in the second intervention group, whereas the analyses of difference and effect size showed teaching quality in the same group improved only in the first half of the intervention program.

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Using the Dynamic Model to Identify Stages of Teacher Skills in Assessment

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Abstract: The article presents the results of two cross-sectional studies that investigate teachers' skills in using various techniques of assessment in mathematics by taking into account the four phases of assessment. The five dimensions of the dynamic model are also taken into account in proposing a framework for measuring teacher skills in assessment. These two studies were conducted in different countries, Cyprus and Greece, and data were collected through a self-report questionnaire. Semi-structured interviews were also conducted and the internal validity of the study was supported. Using the Rasch and the Saltus models, it was found that assessment skills can be grouped into four types of assessment behavior which are discerned in a distinctive way and move gradually from skills associated with everyday assessment routines to more advanced skills concerned with differentiation in assessment. Comparing the findings of the two studies, it is shown that the same stages were identified through both studies. Implications of these findings for further research are drawn.

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Moving from the If to the How: Improving Instructional Quality by Delineating Stages of Teacher Effectiveness

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Abstract: Looking across the papers of this special issue, Volume 48, Number 2 and Volume 49, Number 1, this commentary paper suggests that by attempting to set stages of teacher effectiveness, collectively these five papers contribute toward making a step from exploring if teachers matter for student learning to understanding how teachers could be supported to improve the quality of their work and how this, in turn, could enhance student learning. After identifying methodological strengths of these papers, their three main perceived contributions to teacher education and policymaking are outlined. Areas for further consideration and ways in which the work reported in these papers could be advanced are also provided. By pointing to different future paths of this work, this paper makes a case about how promising the shift from the “if’s” to the “how’s” advanced in this paper collection could be.

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