



The Development of Teaching Expertise from an International Perspective (Montana Mathematics Enthusiast: Monograph Series in Mathemat)

Su Liang

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This book provides an insightful view of effective teaching practices in China from an international perspective by examining the grades 7-12 mathematics teacher preparation in the Shandong province of China. It is an excellent reference book for teacher educators, researchers, reformers, and teaching practitioners. A qualitative research approach, involving in-depth interviews with purposive sampling of ten grades 7-12 award-winning mathematics teachers, was chosen to conduct the study. The participants are from the Shandong province and have been awarded recognition for his/her achievements in teaching grades 7-12 mathematics by the different levels: school, district, city, province, or nation; and his/her students have achieved high average scores in college entrance exams or in high school entrance exams among the classes at the same grade level. Data analysis revealed the following findings: first, grades 7-12 mathematics teachers from the Shandong province of China were prepared to teach through pre-service training, in-service training, and informal learning. The pre-service training can be characterized as emphasizing formal mathematics training at advanced level. The in-service training is integrated with teacher collaboration and teaching research, and has the characteristics of diversity, continuity, and orientation toward teaching practice. The in-service training also stimulates teachers to conduct selfdirected learning. Second, the award-winning grades 7-12 mathematics teachers are identified by the following characteristics: they are passionate about mathematics and share their passion through teaching; they actively take part in teaching research through application of teaching research in the classroom, collaboration with peers, and systematic lesson preparation; they apply technology into teaching; and they take an active role in teaching research in order to expand their professional opportunities. Based on the findings of this study, the following conclusions were reached: pre-service training and in-service training are both necessary processes for mathematics teachers to build up their knowledge base for effective teaching. Pre-service training is just a starting point for the teaching profession. In-service training, integrated with teacher collaboration and teaching research should be a continuous activity that is a part of a teacher's everyday life.

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