

1. Record Nr.	UNINA9910220133203321
Titolo	Improving mathematics and science education : a longitudinal investigation of the relationship between reform-oriented instruction and student achievement // Vi-Nhuan Le ... [et al.]
Pubbl/distr/stampa	Santa Monica, CA, : RAND, c2006
ISBN	1-281-18089-0 9786611180898 0-8330-4246-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (117 p.)
Altri autori (Persone)	LeVi-Nhuan
Disciplina	372.7
Soggetti	Mathematics - Study and teaching (Elementary) - United States Science - Study and teaching (Elementary) - United States Education - Aims and objectives - United States Academic achievement - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 83-91).
Nota di contenuto	Cover; Preface; Contents; Figures; Tables; Summary; Acknowledgments; Abbreviations; Chapter One - Introduction; Background: Reform-Oriented Instruction in Mathematics and Science; Focus of the Mosaic II Study; Research Questions; Importance of the Study; Organization of This Monograph; Chapter Two - Sample Selection and Data Collection; Site, School, and Grade-Level Selection; Data Collection: Student-Achievement Data; Data Collection: Teacher Background and Classroom Practice Data; Chapter Three - Measures of Teaching Practices; Measures Derived from Surveys and Logs Measures Derived from Observations Vignette-Based Measures; Chapter Four - Relationships Between Reform-Oriented Instruction and Student Achievement in Mathematics and Science; Variance in Student-Achievement Scores; A Statistical Model to Examine the Relationships Between Student Achievement, Reform Instruction, and Other Factors; Relationships Between Teacher-Level Variables and Student Achievement; Explaining the Empirical Results with Teacher Interviews; Model Limitations; Summary of Findings; Chapter Five - Implications;

Explaining Weak Relationships

Implementing Reform-Oriented Instruction: Where to Go from Here

Appendixes; References

Sommario/riassunto

The term reform-oriented teaching describes a collection of instructional practices that are designed to engage students as active participants in their own learning and to enhance the development of complex cognitive skills and processes. This monograph presents the findings of a multiyear National Science Foundation (NSF)-funded study of the effectiveness of reform-oriented science and mathematics instruction. It builds on an earlier RAND study, called the Mosaic project, which found "a weak but positive relationship" between reform-oriented practices and student achievement. The present stu
