

# **STRATEGIES USED BY A BEGINNING MIDDLE-SCHOOL MATHEMATICS TEACHER SEEKING CERTIFICATION**

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*The purpose of this study was to determine the types of teaching strategies that a beginning teacher used in a middle school mathematics classroom. The subject was a beginning teacher with a degree in Economics, who was seeking teacher certification. The subject was enrolled in the last semester internship that was part of the teacher certification program. A qualitative study was conducted to gather information on teaching strategies. Journal entries, lesson plans, observations and interviews were used to gather the data. Effective teaching strategies are an attribute of effective teachers. Effective certification programs, that develop effective teachers, are needed to meet the teacher shortages in many states in the United States.*

## **RESEARCH STUDY**

The Elementary and Secondary Education Act (ESEA) calls for every state to have a highly-qualified teacher in every classroom by 2005. However, there is a large body of research that documents that this is not the case. The Texas State Board for Educator Certification (SBEC, 2002) estimated that more than 33,000 Texas teachers were not certified during the 2001-2002 school year. In addition to this 47,000 to 56,000 Texas teachers taught subjects outside their area of certification. Effective certification programs are needed to certify these teachers in the state of Texas.

The research questions that were part of the study were: What types of strategies does the beginning middle-school mathematics teacher, who is seeking certification, use in the mathematics classroom? What type of teaching strategy support does the mentor teacher and other staff provide? What type of teaching strategy support is needed for the beginning teacher?

A qualitative research design was used. The beginning teacher was required to submit a daily journal outlining objectives, methods, and strategies used to teach each lesson for a six-week period. The beginning teacher was also required to submit two detailed lesson plans that were used during the same six-week period. The researcher observed and interviewed the beginning teacher four times during the semester.

The researcher will present the proposed research study, research findings, and conclusions. The activities for the working session will be activities that the researcher observed the beginning teacher using in the middle school mathematics classroom.

## **References**

State Board for Educator Certification. (2002). *Estimates of the teacher shortage in Texas public schools for the 2001-2002 and 2001-2002 academic years*. [Available online through <http://www.sbec.state.tx.us/resrchedata/resrchedata.htm>].