

العنوان:	تقويم أداء معلمي الرياضيات بالمرحلة الابتدائية في ضوء المعايير المهنية NCTM
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## مستخلص الدراسة

- تقويم أداء معلمي الرياضيات بالمرحلة الابتدائية في ضوء المعايير المهنية NCTM.
- طالب الماجستير/علي منصور حزام الجعفري.
- المشرف : د. السعيد محمود عراقي.
- قسم المناهج وتكنولوجيا التعليم، كلية التربية، جامعة الطائف.
- المناهج وطرق تدريس الرياضيات.
- ٢٠١٢م - ١٤٣٣/١٤٣٢هـ

هدفت الدراسة إلى تقويم أداء معلمي الرياضيات بالمرحلة الابتدائية في ضوء المعايير المهنية NCTM ومعرفة مدى توفر هذه المعايير في أدائهم التدريسي، ووضع تصور مقترح لتطوير أدائهم في ضوء المعايير المهنية NCTM ولتحقيق أهداف الدراسة استخدم الباحث المنهج الوصفي التحليلي، حيث قام الباحث بإعداد بطاقة ملاحظة في ضوء المعايير المهنية NCTM في مجال تدريس الرياضيات، ومجال تقويم درس الرياضيات، ومجال التنمية المهنية لمعلمي الرياضيات، وطبقت أداة الدراسة على عينة عشوائية بلغت (٥٠) معلماً من معلمي الرياضيات بالمرحلة الابتدائية في محافظة القنفذة، وتحليل البيانات استخدم الباحث الأساليب الإحصائية التالية: اختبار مربع كاي، والتكرارات والنسب المئوية، وقد أسفرت نتائج الدراسة عن عدم توفر المعايير المهنية NCTM في مجال تدريس الرياضيات ومجال تقويم درس الرياضيات ومجال التنمية المهنية لمعلمي الرياضيات في أداء معلمي الرياضيات بالمرحلة الابتدائية عند مستوى الدلالة ( $\alpha \leq 0.05$ )، ووضع تصور مقترح لتطوير أداء معلمي الرياضيات في ضوء المعايير المهنية NCTM وفي ضوء هذه النتائج أوصت الدراسة بما يلي:

- ١- التأكيد على مؤسسات إعداد المعلمين لتبني المعايير المهنية NCTM في برامج ومناهج إعداد معلمي الرياضيات.
  - ٢- تدريب معلمي الرياضيات على تطبيق المعايير المهنية NCTM في تدريس الرياضيات من خلال ورش العمل والدروس التطبيقية.
- كما اقترحت الدراسة إجراء دراسات مماثلة لتقويم أداء معلمي الرياضيات في ضوء المعايير المهنية NCTM في مختلف السراجل المختلفة، وتطوير برامج إعداد معلمي الرياضيات بكليات التربية في ضوء معايير NCTM، وفعالية برنامج تدريبي قائم على المعايير المهنية NCTM في تنمية الأداء التدريسي لمعلمي الرياضيات بالمراحل المختلفة.

## Study Abstract

- **Evaluating The Performance Of Primary Stage Mathematics Teachers In The Light Of NCTM Professional Standards**
- **Master Student's Name: Ali Mansour Hazam Al-Gafa'ri**
- **Supervisor's Name: Dr. Al-Saeed Mahmoud Iraqi**
- **Department of Curricula & Educational Technology, Faculty of Education, Ta'if University, KSA**
- **1432/1433 AH-2012 AD**

The research basically aims to: (1) evaluate primary Mathematics teachers' performance in light of NCTM's "Professional Standards for Teaching Mathematics"; (2) reveal to what extent such standards are apparent in their teaching performance as well as; and (3) provide a proposed perspective for promoting their instructional performance based on NCTM's standards.

In order to accomplish his study desired goals; the researcher employed the descriptive-analytical method preparing a NCTM's standards-based observation checklist tackling three major sub-scales, i.e. Mathematics teaching, evaluation and teachers' professional development. Afterwards, the study tool was applied on a research sample comprising 50 Math primary-school male teachers randomly selected from Gunfdh Governorate, Mecca Province-KSA.

The researcher then analyzed his data using the following main statistical analysis techniques, namely: Chi-Square Test, frequencies and percentages. Overall, the research concluded there's a significant lack of participant primary-school teachers' fulfillment of NCTM's "Professional Standards for Teaching Mathematics" at their three different sub-scales of Mathematics teaching, evaluation and teachers' professional development at the 0.05 level. Accordingly, the researcher provided a proposed perspective for developing Math teachers' teaching performance based on NCTM's professional standards.

It's against such backdrop that the researcher provided the following recommendations, notably:

1. Encouraging teacher education institutions to adopt NCTM's standards in their various Math teachers' preparation programs and courses; and
2. Training Math teachers on how to apply NCTM's standards in teaching Mathematics via workshops and practice lessons.

Furthermore, the research suggested doing further similar studies in the foreseeable future with the aim of focusing on the following areas, namely: (1) evaluating primary Mathematics teachers' performance in light of NCTM's "Professional Standards for Teaching Mathematics" at different educational stages; (2) developing Math teachers' preparation programs at Faculties of Education in light of NCTM's standards; and (3) testing the effectiveness of NCTM's professional standards-based training programs in developing Math teachers' teaching performance and practices at different levels and grades.

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\* **Keywords:** NCTM, Professional Standards, Standards-Based Reform, Teacher Performance, Math Teaching, Math Evaluation and Professional Development.

## Research Abstract

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