



# Short Communication on Mathematics preparation of elementary teachers

**James K\***

Associate Professor, Assiut University, E-mail: James2@gmail.com, Turkey

In this paper, we describe a model for systematically improving the mathematics preparation of elementary teachers, one lesson at a time. We propose our model as some way to handle this challenge, elaborating the principles that outline the model to point out its relevance. We then provide an example of the model in action, detailing how the model was accustomed gradually but steadily improve one mathematics lesson for prospective elementary teachers. Teachers and draws on examples from mathematics, we argue that the model can be applied to make knowledge and improve teacher preparation in any discipline.

There's deep concern about the numeracy of the nation's highschool graduates, similarly as concern about perceived shortages of highly qualified mathematics teachers. The organization of U.S. Mathematics learning at each of those levels incorporates a distinct character, reflecting the developmental and academic needs of various age groups. For teachers, this structure has meant that differing types of preparation are required to show each level. most basic teachers are prepared to show all subjects, while teachers at the secondary level are prepared as specialists in an exceedingly particular content area. Preparation for middle grades mathematics teachers varies from place to position, and certification requirements reflect the ambiguous status of school. for instance, many countries offer grade K-8 certification to teachers prepared as generalists, similarly as grade 7-12 certification to those specifically prepared to show mathematics.

Though the preparation of elementary, middle, and secondary level teachers may differ, expectations for all mathematics teachers have increased steadily and dramatically over the previous couple of decades. specifically, schools now try and teach more mathematics prior was the case even a decade ago. the foremost visible evidence of this variation has been the push to encourage

all highschool students to require both 2 years of algebra and 1 year of geometry. Many districts and even some states have made it a goal that each one students take algebra I by the 8th grade.

U.S. students don't seem to be yet, as a group, meeting the upper expectations of recent years. Trends in student achievement in mathematics, as measured by the National Assessment of Educational Progress (NAEP), have shown considerable improvement since 1990, but the 2009 results showed that just 39 percent of 4th graders and 34 percent of 8th graders are working at or above the proficient level (National Center for Education Statistics, 2009). within the mathematics portion of the Third International Mathematics and Science Study (TIMSS), U.S. 4th and 8th graders scored above the median, but the state wasn't among the top-performing nations (Gonzales et al., 2008). A 1998 comparison of the performance of older students showed that U.S. students were among the bottom performing group of the 21 nations within the study (National Center for Education Statistics, 1998).

At the identical time, considerable evidence indicates that a lot of teachers, especially in grades K-8, aren't well prepared to show challenging mathematics. The time allotted for mathematics content within the preparation of the many elementary and Gymnasium teachers is unlikely to be adequate, and lots of Gymnasium mathematics teachers (including those within the middle grades who are prepared as specialists) may additionally be receiving training that doesn't prepare them to show advanced-level mathematics (e.g., algebra, geometry, and trigonometry). Mathematics teachers can also need specific preparation for the challenge of teaching mathematics in ways in which engage all students and offers them an opportunity to succeed. Moreover, many of these who teach mathematics in U.S. secondary schools, especially in poor and underserved communities, lack appropriate certification and adequate content preparation.

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\*Corresponding author: James K, Associate Professor, Assiut University, E-mail: James2@gmail.com, Turkey

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