Moyer-Packenham, P. S., Bolyard, J. J., Kitsantas, A., & Oh, H. (2008). "The Assessment of Mathematics and Science Teacher Quality," *Peabody Journal of Education*, 83(4): 562-591.

Abstract: The purpose of this study was to examine the types of instruments being used to document mathematics and science teacher quality characteristics in 48 nationally funded mathematics and science education awards. Each of the 48 projects operationalized teacher quality and determined how to assess it. The main research questions examined the instruments awardees used to gather data on mathematics and science teacher quality, and the main characteristics of teachers examined by awardees. Results showed that awardees most frequently used surveys or questionnaires to assess characteristics of mathematics and science teacher quality. The most common teacher characteristics examined by awardees' included teacher behaviors, practices, and beliefs, followed by the assessment of subject and pedagogical knowledge, and the documentation of mathematics and science teachers' certification. A few new instruments were under development and in use to assess characteristics of teacher quality. Detailed information on the development and psychometric properties of the instruments used for these examinations were not available from the reports. Because awardees were at different stages in their funded activities and data collection efforts were ongoing at the time of this analysis, this study offers a preliminary and formative review of the use of assessments to document mathematics and science teacher quality characteristics among these awards.

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