

Series Preface

The sixth volume of the series *Advances in Mathematics Education* differs from other books in this series in several respects. Based on an issue of *ZDM* published recently the book offers results from the international comparative study TEDS-M 2008 (Teacher Education and Development Study—Learning to Teach Mathematics). TEDS-M is a comparative study of teacher education examining the preparation of teachers of mathematics at the primary and lower secondary levels at the end of their study. The study was carried out under the auspices of the International Association for the Evaluation of Educational Achievement (IEA).

TEDS-M focuses on the connections between teacher education policies, practices and outcomes. The main goal of TEDS-M is to show whether and how much teacher preparation policies, programs, and practices across the world contribute to the capability to teach mathematics well in primary and lower secondary schools. TEDS-M analyses teacher education under three following perspectives: at the level of the country context, that comprises studies of teacher policies, programs and practices on the national level; at the institutional level analyses of curricula and practices of teacher preparation, including standards and expectations for teacher learning and at the individual level the impact of teacher preparation on the knowledge, skills and dispositions acquired by future teachers.

These three-folded goals in connection with nationally representative samples of primary and lower secondary mathematics teachers in their final year of teacher training from 16 countries as well as representative samples of teacher educators and training institutions made this study to a real challenge. The papers in the sixth volume of *Advances in Mathematics Education* describe the theoretical framework of the study, design and test instruments and results at different levels and from different perspectives. The book samples papers, which had already been printed at other places and combines them with newly written chapters based on new data analyses.

The book provides an insightful overview on the efficiency and effects of teacher education internationally, which the reader will hopefully find interesting.

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International Perspectives on Teacher Knowledge,
Beliefs and Opportunities to Learn
TEDS-M Results

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