

BAR-ILAN UNIVERSITY

**Administrative Considerations in Teacher
Assignments to Classes
Case Study of Teacher Assignment in Teaching 3, 4, 5 Math
Matriculation Units in Israel**

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Abstract

1. Background

Over the last few years, there has been a rising trend toward reinforcing the study of mathematics in schools in Israel, while emphasizing the teacher's mathematical education. Placement of teachers in elementary and high schools is based on the teacher's level of education and expertise. However, clear and unified criteria are lacking for the placement of math teachers in various classes in elementary school, high school and streaming. Additionally, links were found between the teacher's sense of ability and the student's achievements (Lev and Ritz, 1999; Tschannen-Moran & Woolfolk-Hoy, 2001; Linnenbrink & Pintrich, 2002). A study has not yet examined the integrative connection between the teacher's mathematical education, personal sense of ability, educational stance, placement preferences, and the actual placement in various classroom groupings, and matriculation unit levels.

2. Study Objectives

To examine causes behind **educational administrative considerations behind math teacher placement in classrooms, classroom grouping, and matriculation unit levels (levels 3-5)**.

3. Hypotheses

Links will be demonstrated between the teacher's mathematical education and his/her placement in classrooms, unit levels, and classroom groupings. The teacher's tolerance toward the students, the ability to advance the weak student, the teacher's mathematical education and skills – are all factors that contribute to placement in classrooms, matriculation unit levels, and classroom groupings.

4. Research Process

The research method is quantitative. The subjects were asked to respond anonymously to six questionnaires: (1) demographics and personal background; (2) skills and capabilities; (3) skills in advancing the weak student; (4) tolerance toward students; (5) actual placement and the teacher's capabilities; (6) rating what is demanded of the math teacher based on the units s/he is expected to instruct.

5. Subjects

312 math teachers who teach matriculation levels 3-5 in high schools across the country. Representative samples were taken from various Ministry of Education districts, from large and small cities, and from different sectors (public schools, state-religious schools, recognized unofficial schools, and the Arab sector). Some of the

teachers hold additional positions in the school such as subject coordinators, homeroom teachers, and administrators. Seniority among the subjects ranges from one to 45 years.

6. Results

The hypotheses were generally confirmed. A model linking the teacher's mathematical education, classroom placement, and preferences, was confirmed. Additional analysis demonstrates the importance of the teacher's tolerance, skills, and ability to promote the weak student.

7. Theoretical and Practical Application

This is a groundbreaking integrative study of a myriad of causes explaining educational administrative considerations behind the placement of math teachers. The results of the study create a window to the world of math teachers for various matriculation unit levels. The results contain thought provoking material relating to teacher training methods, streaming in the Israeli educational system, and the absence of valid, reliable, and professional tools for placement of math teachers in classroom groupings.