

Introduction

The study has the purpose

- (1) to describe and explore the Mathematics student teachers' performance inside the classroom during the training course "teaching practice" at the University of Jordan/Amman, and
- (2) to include the main factors which influence the development of the professional teaching competence in their mode of action.

This study has particularly the aim to investigate the difficulties which face the student teachers' performance, and the facilities which help them in their performance and decrease the obstacles of the development of student teachers' performance.

The study has the aim to answer the following questions:

1. How does the performance of student teachers develop with respect to time of the training course?
2. What difficulties do the student teachers face during the training course?
3. What are the facilities that help in developing student teachers' performance during the training course?
4. What are the factors related to performance? Are they personal, social, methodological, or related to mastering the curriculum?
5. What is the relation between student teachers' performance and supervision?

The 1st opening chapter of the study describes some facts about Jordan, the school system there, the system of pre-service teacher education, the background of the study, and the purpose of the study with the questions mentioned above.

In the 2nd chapter a review of the existing literature follows with the theoretical concepts which are connected with the questions. Main concepts are: development of teachers' performance, factors affecting the trainees' performance, supervision and teacher development, problems of beginning teachers, models in teacher development, facilities that help trainees, standards of teaching competences, methodological basis of teaching Mathematics.

Chapter 3 describes the plan of the empirical research and the four methodological tools which are used: video tapes, interviews, questionnaires, and self reports. It is a case study with the seven Mathematics student teachers of the academic year 1999/2000 at the university of Jordan/Amman.

Chapter 4 contains the data collection from the four resources in English. The data material was collected in Arabic and then translated into English by the author.

Chapter 5 starts with the data analysis and description of the 7 cases.

Chapter 6 continues the data analysis, presents the results, discusses these in an overview.

This leads in chapter 7 to a combination of the results which come from the analysis of chapters 5 and 6, and to the answers to the questions 1—5.

The main results are concentrated around the main features of performance, which are in the teacher education plan of Amman five areas: lesson plan, mastering content knowledge, methods of teaching, assessment of teaching, and classroom management.

This study is the first one which describes and analyses scientifically the phase of practice teaching at Jordanian universities. It is done exemplary at the University of Jordan/Amman with all Mathematics student teachers of one academic year. It for the first time is possible to win insight in the individual professional development of single student teachers in Jordan, and insight in the influence of specific relating factors. This study has a valuable starting point, looks to be won for a further development of the teacher-training in Jordan. These are attached in a short section as "recommendations".