

ABSTRACT

Teacher Classroom Practices at the Standard Three Level in Two Schools in West Port of Spain and Environs Education District: Two Case Studies

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This case study sought to determine which teacher classroom practices influenced the performance of Standard 3 students at two selected schools—one high-achieving school that has performed above the national mean and a low-performing school that has performed way below the national mean for about five consecutive years. Data were collected from two Standard 3 teachers (one from each school) and the principals of both schools through interviews, observations, and document analysis. The findings revealed that: 1) the teachers' classroom practices and their attributes did, in fact, influence students' performance in the National Mathematics and Language Arts tests; 2) the success of these practices was greatly dependent on, and influenced by, administrative leadership, teacher leadership, collegial relationships, parental involvement, school culture, and resources; and 3) the teachers understood their roles in their students' learning and realized that there was a need for more administrative policies and structures at the school and, subsequently, at the district and national levels.

Keywords: Academic achievement; Case studies; Classroom methods; Performance factors; Primary school teachers; School effectiveness; Trinidad and Tobago