

Defining teacher quality

Center for Strengthening the Teaching Profession

Teach-*ing* Quality

1. Quality of workforce
 - a. *Who* is teaching, and what is the quality of the teaching body?
2. Quality of instruction
 - a. *What* is the relationship between student and teacher?
3. Quality of support of teachers' work
 - a. *What* do systems do to support teachers?

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<http://www.cstp-wa.org/>

National Board for Professional Teaching Standards (NBPTS)

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

Source: http://www.nbpts.org/the_standards/the_five_core_propositio

New Teacher Center (NTC)

NTC Continuum of Teacher Development, last page of the following document:

[http://www.cep-dc.org/nclb/hqt/nov2006/New%20Teacher%20Center%20at%20UC%20Santa%20Cruz%20\(Nov\).pdf](http://www.cep-dc.org/nclb/hqt/nov2006/New%20Teacher%20Center%20at%20UC%20Santa%20Cruz%20(Nov).pdf)

The Interstate New Teacher Assessment and Support Consortium (INTASC)

Core standards for what new teachers should be able to do:

<http://www.ecu.edu/cs-educ/teached/upload/INTASCStandardsIndicators.pdf>

Charlotte Danielson

Domains for measuring teacher quality:

Domain 1: Planning and Preparation:

1. Demonstrates knowledge of content and pedagogy
2. Demonstrates knowledge of students relating to their age group, varied approaches to learning, skills and knowledge, and interests and cultural heritage
3. Selects instructional goals that have value, clarity, and balance, and are suitable for diverse students
4. Demonstrates knowledge of resources for teachers and for students
5. Designs coherent instruction using appropriate learning activities, instructional materials and resources, instructional groups, and lesson and unit structure
6. Assesses student learning using techniques that are congruent with instructional goals, criteria and standards, and uses assessments for planning

Domain 2: The Classroom Environment:

1. Creates a classroom environment of respect and rapport in both student-teacher and student-student interactions
2. Establishes a culture for learning, instilling the importance of content and student pride in work, and sets expectations for learning and achievement
3. Manages classroom procedures, including instructional groups, transitions, materials and supplies; performance of noninstructional duties and supervision of paraprofessionals and volunteers
4. Manages student behavior, setting expectations, and monitoring behavior, and responding to misbehavior

5. Organizes physical space safely and in a way that enhances the effective use of physical resources for learning

Domain 3: Instruction:

1. Communicates clearly and accurately in oral and written directions and procedures
2. Uses questioning and discussion techniques to encourage student participation
3. Engages students in learning through representation of content, activities and assignments, student grouping, instructional materials and resources, and structure and pacing of instruction
4. Provides feedback to students in a timely fashion that is accurate, substantive, constructive, and specific
5. Demonstrates flexibility and responsiveness in adjusting lessons, responding to students, and displaying persistence

Domain 4: Professional Responsibilities:

1. Reflects on teaching
2. Maintains accurate records of student work and progress, as well as noninstructional records
3. Communicates with families to provide information about the instructional program and individual students and to engage families in the instructional program
4. Contributes to the school and district
5. Grows and develops professionally in terms of enhanced content knowledge and pedagogical skill and service to the profession
6. Shows professionalism through service to students, advocacy, and decision making

Source:

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching. Association for Supervision and Curriculum Development: Alexandria, VA, 1996.

Department of Education

Under *No Child Left Behind*, teachers must be “highly qualified”; in other words, they must:

- Hold a bachelor's degree
- Have full state certification
- Demonstrate competency in the core academic subjects they teach

Source: <http://www.ed.gov/about/reports/annual/teachprep/2006-title2report.pdf>
<http://www.ecs.org/clearinghouse/34/63/3463.pdf>

Additional:

An interview with Gloria Ladson-Billings, “Teacher Quality: Conversations on Quality”:

http://www.rethinkingschools.org/archive/20_02/glor202.shtml