

**TEACHER EDUCATION ACCREDITATION
ACROSS INTERNATIONAL BORDERS:
WHAT MAKES A GOOD TEACHER AND HOW WILL WE KNOW?**

DEBORAH B. ELDRIDGE
CONSULTANT
LCV, INC.

MY REALIZATION



**CAN WE IMPROVE TEACHER QUALITY AND STUDENT
OUTCOMES WITH TEACHER PREPARATION STANDARDS?**

Yes?

No?

I don't know?



TEACHER QUALITY IS A STRONG CONTRIBUTOR TO STUDENT ACHIEVEMENT...

"Except for parents, no one is more important to children's futures than their teachers."

Kate Walsh

"Research and our personal experiences confirm that the most important school-related factor driving student achievement is the **QUALITY OF THE EDUCATOR** in the classroom."

Lowell Milken

NCTQ State Teacher Policy Institute Brief Area 3: Identifying Effective Teachers

State of the States 2012: Teacher Effectiveness Policies

NCTQ has long argued that the potential benefits of a teacher evaluation system that truly measures classroom effectiveness are great. However, and this is the case used to make decisions of consequence, teacher evaluations could be a drag that leads to change. Taking teacher effectiveness seriously could not just be a hurdle for improved professional development that helps all teachers gain through their careers, but a target, perhaps for struggling teachers, higher standards for teacher preparation programs and for colleges, or policies for setting, possibly, performance-based pay. Compensating teachers based on effectiveness could help attract and retain the best teachers in the profession. Creating a system of it also is crucial to implementing new Common Core State Standards, promoting educational equity and raising already low-performing schools.

For years, NCTQ has closely tracked efforts by teacher evaluation as part of our computer-assisted review and a variety of state teacher policies. In October 2011, NCTQ published *State of the States 2012: Teacher Effectiveness Policies*. Some of the states (and territories) that appear as well as in our 2012 *State Teacher Policy Institute* report are listed in each figure to help across the states. Regarding how teacher performance evaluations—in particular, an assessment of teacher effectiveness in the classroom—are being used to determine the teacher's evaluation, we have a table of teacher effectiveness in the teacher's evaluations. We'll find a table of teacher effectiveness for 2012.

National Council on Teacher Quality

Key Findings for 2012¹

The largest source of change in teacher evaluation systems across the states in 2012, since 2009, 36 states and the District of Columbia Public Schools' have made policy changes in their laws related to teacher evaluation. In the first months of this NCTQ's published *State of the States 2012* report, 18 states have made policy changes related to teacher evaluation that will be states—California, Florida, Georgia, New Jersey, Oregon and Pennsylvania—starting with the new policies. The goal is to make the 2012 finding and most up-to-date findings of how states are measuring teacher performance and using the results for decisions of consequence such as giving teachers raises.

As of September 2012:

- 1. Half of the states used a single annual evaluation of all teachers. In 2009, only 16 states used an annual evaluation of all teachers, with some states providing feedback to their states to meet between evaluations. In 2012, 23 states now require an annual evaluation for all teachers. 43 states require annual evaluations of all new teachers.
 - 2. There have been dramatic increases in the number of states using multiple ratings. Half a dozen states are using multiple ratings in the evaluation of teacher performance. Just a few states a few years ago. In 2009, 11 of the 50 states did not even have a kind of multiple ratings, now they have evaluations to include any sort of measure of student learning. Today almost as many states (37) now require that teacher evaluations include objective evidence of student learning.
1. See *State of the States 2012: Teacher Effectiveness Policies* for more information on state teacher policies.
2. In addition, 10 of the 50 states (and the District of Columbia) have also published their teacher evaluation policies in the past 12 months. 47 states and territories publish their policies on the NCTQ's *State Teacher Policy Institute* website.

You'll Never Be Better Than Your Teachers

The Common Core Approach to Reading: Digital Development

Let's learn together!

TO STRENGTHEN TEACHING: An Evaluation of Teachers Institute Experiences

TO STRENGTHEN TEACHING: An Evaluation of Teachers Institute Experiences

TO STRENGTHEN TEACHING: An Evaluation of Teachers Institute Experiences

Teacher Quality Roadmap

Improving Policies and Practices in the School District of Philadelphia

Philadelphia PA

NEW THIS MORNING

STUDY SAYS TEACHERS ARE NOT ADEQUATELY TRAINED

AND THE ISSUES IN LATIN AMERICA ARE.....

Pre-service teachers “poorly prepared to perform within the classroom.” (Navarro & Verdisco, 2002)

“Teaching profession pays little and lacks prestige.” (ei-ie-al, 2010)

Low quality training courses and processes and inadequate regulation of training programs
(OREALC/UNESCO, 2012)

Low academic credentials of teacher trainers
(OREALC/UNESCO, 2012)



AMONG FOUR CONSISTENTLY HIGH PERFORMING NATIONS, HOW MANY HAVE TEACHER PREPARATION STANDARDS?

One of them?

Two of them?

Three of them?

All of them?

None of them?



AND THE ANSWER IS...?

Finland? NO, but...

Singapore? NO, but...

Japan? YES, but...

Korea? Hmmmm....

TWO LESSONS THUS FAR:

The level of teacher quality is equated with the level of student achievement. Thus, **poor** student outcomes = **poor** teachers **good** student outcomes = **good** teachers **great** student outcomes = **great** teachers

Meeting standards can have an important influence on preparation quality....BUT



THE MOST IMPORTANT FACTORS IN PREPARING TEACHERS APPEAR TO BE:


- 1) **selectivity** at admissions and throughout a program to graduation
- 2) **levels** of content and pedagogical knowledge acquired
- 3) depth, breadth, duration, and intensity of the clinical experience to **demonstrate** continuing progress in skill development

Equating to high levels of student performance after being hired




STANDARD 4: PROGRAM IMPACT

The provider demonstrates the **impact** of its **completers** on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.



NEW ROLES FOR ACCREDITATION

- Accreditation as teacher
 - Accreditation as a catalyst for change
 - Accreditation as researcher
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GRACIAS!

DEB.ELDRIDGE@GMAIL.COM