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

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### **MY REALIZATION**

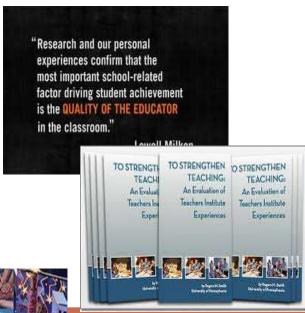


## CAN WE IMPROVE TEACHER QUALITY AND STUDENT OUTCOMES WITH TEACHER PREPARATION STANDARDS?

Yes?
No?
I don't know?

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





Teacher Quality Roadman

Philadelphia PA



State of the States 2012: Teacher Effectiveness Policies

NCTO has long argued that the potential benefits of a teacher evaluation system that truly meanurer classician effectiveness BIE JEST, have set, and it messatives used to note decisions of consequence, practice sequences. could be a significant level for change. Taking reaches effectiveness surrough could not the harmonic to intervent professional devicement that helps all suptions atow this uploud their careers, helps unwest-policies. for this paties, trackers, Hubbs natividads, No backer perporation programs and last that typicals porcess for legiacing personanty indirection stuckers compensating Matters Saryabase Social Proy could be in an act and south the hearth action is the profession Cultivating Andrewes will also be create to inclement never Common Core State States do, promotiva adougloss? enablement arrived to a reference actions.

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National Council on Teacher Quality

Key Findings for 2012

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As it September 200

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#### 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? Hmmm....

### 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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