

# Teacher Effectiveness

A look at different expectations

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# Information from the Bill & Melinda Gates Foundation

## The principle feedback aspect

Principle feedback is key to teacher development and growth effectiveness in the classroom. There are three ways in which we can help to guide principals in their efforts to helping teachers:

1. Clarify the principal's role as an instructional leader by specifying the high-impact practices for which principals will be accountable.
  - a. Set clear expectations for principals.
  - b. Set up a network where principals can share their experiences of what works and what does not.
  - c. Align policies and programs that touch principals from recruitment and selection to evaluation to professional development.
2. Develop principals' instructional leadership practices through job-embedded supports that build expertise.
  - a. Select office leaders (perhaps a superintendent) who can act as instructional directors responsible for developing principals' knowledge, skills, and effectiveness rather than just monitoring.
  - b. Principals need to be experts in classroom instruction who are able to observe and analyze teaching practices to pinpoint precise areas of strength, identify opportunities for improvement, and pose questions for further inquiry.
3. Enable principals to succeed as instructional leaders by providing them with sufficient time and strategic supports to perform the job well.
  - a. Developing a team at the school who share in the responsibility of professional development for teachers to strengthen classroom teaching and student learner improvements more rapidly.
  - b. Use of performance management system to consistently identify high performing teachers and provides structures so that they can share best practices and expertise with others.

## Other important findings on school principals

- Finding indicated that students achieved at higher levels when principals actively plan and participate in teacher's learning and development.
- Principals need to be experts in adult learning who can plan and deliver the kinds of supports teachers need to acquire new knowledge and skills.
- Principals need to be expert learners themselves to continuously build their own expertise and to lead the kind of collaborative inquiry necessary to solve complex problems of teaching and learning.

# Teacher Effectiveness

## General Ideas

- One method to encourage teacher effectiveness is to provide partnerships sites to empower effective teaching. These sites allow for teachers to discuss issues and trends in education which will expand their personal skill set through knowledge and learning techniques from other peers.
- Classroom size matters. Less students per teacher will get student achievement.
- Teachers who are provided actual data on specific strengths and weaknesses are able to increase effectiveness in teaching.
- Teachers who are producing gains on state tests are generally also promoting deeper conceptual understanding among students.

## Characteristics of Effective Teachers

- Self-reflective
- Students show higher gains on exams and state tests.
- Expert teachers should be able to identify common errors in student reasoning and use this knowledge to develop a strategy to correct the errors and strengthen student understanding.
- The most highly rated teachers received high feedback scores on the following statements from students:
  - Students in this class treat the teacher with respect.
  - Our class stays busy and doesn't waste time.
  - In this class, we learn a lot almost every day.
  - In this class, we learn to correct our mistakes.
- Give good feedback on assignments.
- Have good relationships with their students.
- Tripod characteristics of student feedback that identify a good teacher:
  - Care
  - Control
  - Clarify
  - Challenge
  - Captivate
  - Confer
  - Consolidate

# Information from the National Board for Professional Teaching Standards

## The Five Core Propositions

### **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.

# Information from The American Federation of Teachers

## Characteristics of a Good Teacher:

- Inspiring children to explore their world, to learn how it operates and how to express their understanding of it
- Respect others with different opinions
- Challenging students to acquire more knowledge and use it wisely.
- Providing opportunity to reach potential intellectually, socially and emotionally.
- High expectations for their students, and use a variety of materials and resources to plan lessons, monitor instruction and assess student learning.
- Collaborating with other teachers, parents and administrators to ensure that students are successful.
- Give the support necessary to develop skills and knowledge, while helping to overcome problems and assume responsibility for their actions and their learning.

# Information from the National Education Association

## The Six Domains

### Domain I

Fostering A Collaborative Culture To Support Educator Development And Student Learning.

- The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

### Domain II

Accessing and Using Research to Improve Practice and Student Learning

- The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning.
- The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

### Domain III

Promoting Professional Learning for Continuous Improvement

- The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.

### Domain IV

Facilitating Improvements in Instruction and Student Learning

- The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results.
- The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

### Domain V

Promoting the Use of Assessments and Data for School and District Improvement

- The teacher leader is knowledgeable about current research on classroom- and school based data and the design and selection of appropriate formative and summative assessment methods.
- The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.



## Domain VII

### Advocating for Student Learning and the Profession

- The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies.
- The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.