

PROFESSIONAL STANDARDS FOR TEACHERS IN THE GLOBAL COMMUNITY

Dr Max Walsh
Education Consultant

Paper presented at 2015 National Convention of the
Philippines Association for Teachers of Educational
Foundations (PATEF)
Bayview Park Hotel, Manila

October 24, 2015

OUTLINE OF PAPER

- What are Teaching Standards?
- Why do we need them?
- What do we use them for (purposes)?
- Are they the same in all countries?
- National Standards for Philippines teachers
- Research opportunities

Basic Principle in any Theory of Change related to Education

Everything must be directed towards improving
STUDENT LEARNING OUTCOMES

Whether it's

- Pre-service Teacher Training
- In-Service Teacher Training
- School-based Management
- Leadership Training
- Reduction of Drop-outs
- Etc.

TERMINOLOGY

- ❖ Evaluation
- ❖ Appraisal
- ❖ Measurement & Assessment
- ❖ Testing

Appraisal is my preferred term
because it has a distinctive meaning
and is more relevant to what I will
have to say about Teacher
Standards

TEACHING STANDARDS

- specify what are the central tasks of teaching
- describe what teachers need to know and do (with reference to research findings and what we know about best practice).
- describe a desirable level of performance
- may change over time in line with community expectations and research findings
- clarify what teachers should get better at long term and confront the mindset that teaching is just a matter of personal style and “doing your own thing”

TEACHING STANDARDS

- describe pathways for professional development

which supports the claim that

- teaching is a profession with the capacity to evaluate its own practice and implement professional models of accountability

Why do we need Standards?

- What teachers know and do is the most important factor affecting student learning outcomes
- Governments cannot mandate what matters in educational reform
- The profession has to develop its own capacity to define rigorous standards and assess its members' performance against a standard external to its own school or community.

Purposes for Standards

- The nature and content of teaching standards vary according to their purpose.
- One standards framework will not fit all the purposes for which standards may be developed – one size doesn't fit all.
- Different purposes will focus on different aspects of teachers' performance

DIFFERENT PURPOSES

There are three main phases across a teacher's career for which we must have standards:

- 1 Pre-service Preparation
- 2 Induction into Teaching
- 3 Continuing Professional Development

1 Pre-service Preparation

Standards for

- Entry to Teacher Ed courses (selection)
- Graduation from Teacher Ed courses (qualifications)
- Assessing Teacher Ed courses & programs (accreditation – involves content, number of years, number of hours, graduate or undergraduate teacher training, practice teaching format,)

Wide Global Variation

- Between countries like USA, Australia, Hong Kong, Singapore, England, Scotland ...
- Within countries, such as between all states of both USA & Australia
- Different standards across different countries because there is no definitive research that shows which strategy has the “best” effect.

Example: Practice Teaching

- Numbers of years varies enormously across 4 year to 1 year programs.
- We don't know if Practice Teaching is essential yet.

2 Induction

Standards for

- Registration (after some probationary period)
- Permanency (tenure for life or extended time)

Again, a wide variation occurs between different countries.

Wide Global Variation

- Australia- Registration is automatic following graduation. Most states and territories now considering more effective induction and mentoring programs for longer periods before teachers are fully registered as teachers.
- Hong Kong - Registration managed by an Education Bureau
- England, all graduate teachers apply for Qualified Teacher Status; student teachers apply for a provisional QTS.
- USA variation between states but in general teachers must apply for a license to teach

Licensure Exams

There is general international agreement that a licensure exam to admit graduates into teaching is NOT the most effective way of identifying competent teachers.

3 Continuing Professional Standards

Standards for

- Accountability
- Re-registration
- Advanced certification
- Promotion
- Appraisal Standards for Professional Development (self analysis)

National Competency-Based Teacher Standards (NCBTS)

- Domain 1- Social Regard for Learning
- Domain 2- Learning Environment
- Domain 3- Diversity of Learners
- Domain 4- Curriculum
- Domain 5- Planning, Assessing and Reporting
- Domain 6- Community Linkages
- Domain 7- Personal Growth and Professional Development

Appraisal Standards for Professional Development

How do we determine what form of professional development is right for us?

What theory of development underpins the standards?

How do we distinguish between:

- beginning and experienced teacher performance?
- novices and experts?
- accomplished and highly accomplished?
- What assumptions are made about what teachers should get better at?

How to show increasing expertise

Performance standards need to be structured around a clear theory of development and we need to identify indicators of increasing expertise.

APPRAISAL FOR PROFESSIONAL DEVELOPMENT

A teacher must learn to appraise his/her own performance and determine areas where he/she may need additional professional development training.

The system must provide access and support for that professional development training

Summary

External Board in USA

National Board for Professional Teaching Standards (NBPTS) – most states recognize NBPTS certification

In Victoria (Aust), there are trials of external assessment by a Board of teacher performance against statewide standards

Research on Teacher Evaluation

A teacher's evaluation should be based on a longer-time-frame that allows teachers to accumulate and then demonstrate a competent track record over a longer period of time.

For example, a teacher's evaluation should depend on 3 parts

- 40% student achievement gains in the past 4 years
- 40% classroom observations plus other data in past 4 years and
- 20% student achievement gains + classroom observations from the previous year

Sample of Research Opportunities

Example: Practice Teaching

- ☐ Is a high-quality student teacher experience important?
 - ☐ Does any student teaching experience at all matter?
-

Capable mentor - one “possessing demonstrated mentorship skill or having taken “a substantial mentorship course”

Contact Details

This presentation is now posted on my website

<https://maxwalshblog.wordpress.com/articles-published/>

Please contact me if you wish to discuss anything

maxwalsh@hotmail.com