



Teacher Quality, Teaching Quality, and School Improvement

Leslie S. Kaplan and
William A. Owings

Teacher Quality Teaching Quality And School Improvement

Candi B. McKay



Teacher Quality Teaching Quality And School Improvement:

Teacher Quality, Teaching Quality, and School Improvement Leslie S. Kaplan, William A. Owings, 2002 A guide for school administrators in identifying hiring and supporting high quality teachers Improving Quality in Education Bert P.M. Creemers, Leonidas Kyriakides, 2013-07-03 This book explores an approach to school improvement that merges the traditions of educational effectiveness research and school improvement efforts It displays how the dynamic model which is theoretical and empirically validated can be used in both traditions Each chapter integrates evidence from international and national studies showing how the knowledge base of educational effectiveness research can be used for improvement purposes In a clear and practicable manner it outlines Foundations of the improvement approach Research projects investigating the impact of the dynamic approach Guidelines and practical solutions to translating the approach into action Further developments for school improvement Exploring the crucial factors in the establishment of this environment the authors outline a dynamic framework that helps schools collect data through self evaluation mechanisms taking decisions about priorities for improvement and developing appropriate policies and action plans This approach emphasises educational targets and provides means to achieve them that are flexible enough to fit in with the circumstances of the individual school The book draws upon research across the world conducted especially in the United States Europe and Australasia expertly showcasing how the dynamic approach can be used in a wide variety of educational settings A key book for all professionals working in education academics researchers policy makers school advisors and practitioners will find it invaluable Not only it is a must for graduate students university libraries and individual academics but also for school management teams school support agencies and officials in educational policy **The Metrics of Teacher Effectiveness and Teacher Quality Research** Andrew Skourdoumbis, Shaun Rawolle, 2020-03-05 Most developed nations measure the performance of teachers in audit evaluations of school productivity Accountability metrics such as teacher effectiveness and teacher quality dominate evaluations of student outcomes and shape education policy The Metrics of Teacher Effectiveness and Teacher Quality Research explores how these metrics distort analyses of student achievement sideline broader contextual and systemic influences on learning reinforce input output analysis of schooling and skew the educational debate Focusing on recent phases of school education policy reform this book utilizes qualitative data from classroom teacher participants to examine how and why issues of teacher effectiveness and teacher quality figure so prominently in policy reform and why pressing matters of social class school funding and broader contextual influences are downplayed The authors use this information to suggest how teachers can develop their role as pedagogic experts in a highly scrutinized environment This book will be of great interest to education academics and postgraduate students specializing in teacher performance accountability and governance Improving Teacher Quality Sabrina W. Laine, Molly Lasagna, Ellen Behrstock-Sherratt, 2010-12-07 Techniques for the difficult task of improving teacher quality No one stakeholder group can realize lasting change on their own nor can

any reform initiative focusing on just one type of strategy create the workplace conditions needed to truly build capacity within the education profession Rather stakeholders must focus on collaborating reaching common understanding and prioritizing for ultimate impact on the quality of teachers and teaching This book discusses research and concrete examples of practice tied to teacher quality intended to improve eight key interrelated factors Preparation Recruitment Hiring Induction Professional Development Compensation and Incentives Working Conditions and Performance Management Offers a framework and strategies for understanding the issues that make up the teacher quality question Written for educational leaders superintendents district administrators teacher leaders and principals as well as policy makers and other stakeholders Filled with illustrative examples teacher quality The author addresses the most important factor that affects student achievement the quality of the teacher

Teacher Education Around the World Linda Darling-Hammond, ANN LIEBERMAN, 2013-06-19 Teachers are the most important single element of the education system but what does it take to create high quality teachers in today s world Around the world countries are struggling to understand how to change their schools to meet global demands International comparisons have shown that schools in Finland lead the league tables but why is this what new policies and practices in teacher education have they developed and how do they support the changes A number of European and Asian countries also top the list when it comes to providing high quality teacher education but there is little information about what and how they are doing the work and how they have made changes The leading international contributors to this book describe the systemic policies and practices of teacher education in eight high achieving countries and how they are dealing with teacher quality equity and the changing global society Among the countries that are doing well Finland Singapore the Netherlands the UK Hong Kong Canada Australia and the USA there is an interesting diversity of policies and practices that support their changes in education including emphasis on the preparation induction support and assessment of new teachers focus on teacher retention teachers professional knowledge and continuing professional development curriculum change and critical policies In addition the chapters highlight the local cultural imperatives that influence and shape the preparation of quality teachers and make change both possible and problematic Teacher Education Around the World examines what can be learned from the different countries what policies and practices seem transferable and which seem embedded in the particulars of the culture of the country It describe themes that cut across all the countries documenting not only what they are but how the countries go about supporting and sustaining changes in teacher education This book will prove itself an absolute essential for all those involved in teacher education teaching and educational policy

Improving Quality in Education: Dynamic Approaches to School Improvement Judy Decker, 2023-09-19 School improvement refers to a process through which schools become more effective in terms of academic outcomes as well as in developing the social and cultural well being of the children and adults within the school Improving schools requires conscious efforts to ensure greater school achievements by undertaking certain actions such as modifying and modernizing

the classrooms and changing the management arrangements in a way that leads to the improvement of teaching and learning School improvement involves the improvement of the internal and external environment Internal school improvement model focuses on promoting teacher quality exercising leadership and ensuring effective management External school improvement model emphasizes on maintaining the quality of relations with parents and the community This book examines the diverse dynamic approaches to school improvement It will prove to be immensely beneficial to teachers schools and all who are involved in education management

Improving Teacher Quality Motoko Akiba, Gerald LeTendre, 2009 This groundbreaking work examines teacher quality work norms and professional learning opportunities using data from 15 countries The authors compare and contrast the United States with two high achieving countries Japan and Australia that have implemented very different approaches to improving teacher quality Drawing on both large international data sets and ethnographic and small scale studies the book addresses critical questions 2 How do teacher quality and teacher recruitment and hiring policies in the United States differ from those in other countries 2 How do the working conditions of U S teachers differ from those of teachers in other countries 3 How do U S teachers opportunities for professional learning differ from those of teachers in other countries 4 How do the characteristics of the national teaching force influence student achievement And 5 What U S policies offer promise for improving teacher quality

Teacher Quality 2.0 Frederick M. Hess, Michael Q. McShane, 2014 Debates over teacher quality are among the most heated exchanges in the education reform arena But while scholars and policy makers grapple with questions about teacher preparation compensation and evaluation the role of teachers is changing In schools across the country educators are experimenting with new models for recruiting training and supporting teachers and are innovating strategies for deploying their talents through differentiated roles and the use of technology Most of the policy measures currently under consideration however are designed with a one size fits all approach Teacher Quality 2 0 argues that much cutting edge work in teacher quality is happening in nontraditional environments such as online or hybrid learning where teacher roles can be very specialized or in charter schools that are experimenting with new approaches to staffing The editors examine fruitful innovations taking place on the margins of the traditional education sector that promise to improve teacher quality in a more strategic way More flexible approaches to teacher quality the editors caution require vigilance against backward looking policies that bake in traditional assumptions about teachers roles The editors of this provocative volume have convened a diverse array of contributors to look ahead to explore these emerging practices and investigate how current research and policy initiatives may affect the next generation of innovation in teaching

Building Teacher Quality in India Alexander W. Wiseman, Preeti Kumar, 2021-08-04 India has one of the largest student populations in the world the quality of teaching is blamed for the poor performance by Indian students on internationally comparative assessments By analyzing various measures of teacher quality this book provides a framework for policymakers to further improve teacher quality in India

Doing what Matters Most Linda

Darling-Hammond, National Commission on Teaching & America's Future (U.S.), 1997 This report gauges progress toward achieving high quality teaching in every classroom using data about teaching conditions that are new since publication of an earlier report by the National Commission on Teaching and America's Future Section 1 Doing What Matters Most Investing in Quality Teaching describes the Commission's original findings and recommendations following two years of study Findings indicate that most schools and teachers cannot achieve new educational goals because they do not know how and do not receive support to do so Recommendations include linking teacher standards to student standards reinventing teacher preparation and professional development overhauling teacher recruitment putting qualified teachers in every classroom and organizing schools for success for all Section 2 America's Agenda for Education discusses new standards and new students in America's schools examining why and how teaching matters Section 3 Lessons from Last Decade's Reforms discusses major initiatives in North Carolina Connecticut and other states for improving teaching quality Section 4 The Current Status of Teaching discusses teacher recruitment and teacher supply and demand salaries and working conditions retention qualifications and training reform of teacher education and induction access to professional development and progress in school reform Section 5 Evidence of Progress describes federal state and local initiatives to improve quality Six appendixes offer state report cards on teacher quality state by state data tables National Council for the Accreditation of Teacher Education Interstate New Teacher Assessment and Support Consortium and National Board standards Commission staff advisors and consultants partner state contact persons and national organization partners and contact persons SM

Measurement Issues and Assessment for Teaching Quality Drew H. Gitomer, 2009 A comprehensive text that allows headteachers and school managers to monitor teacher quality *Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2002: Department of Education* United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2002

Constructing Teacher Identities Nicole Mockler, 2022-05-19 This book is grounded in the idea that words matter It holds that how we discuss teachers and teaching in the public space shapes the way we come to regard teachers as a society the beliefs we hold about who they are what they do and why they do it Over time it also comes to shape the conditions and contexts in which teachers do their work This matters because schooling provides one of the very few common experiences that most of us share Teaching in particular provides a convenient rallying point for discussions of public policy and beyond citizens own school experiences the print media makes the most significant contribution to broad social understandings of schooling and teachers work This book provides a comprehensive and systematic exploration of print media discourses around teachers and their work using over 65 000 articles published in Australian print media from 1996 to 2020 as a case study It also takes a comparative look drawing on print media texts from other countries namely the United States United Kingdom New Zealand and Canada It employs an innovative combination of large scale corpus assisted

analysis and close qualitative analysis to identify and explore representations of teachers in the print media how they are constructed and how these constructions have changed and shifted over the past twenty five years **Restructuring**

Leadership for School Improvement and Reform Abdallah, Asma Khaleel,Alkaabi, Ahmed M.,2023-04-11 The quality of school leadership has a big impact on improvement and inspection outcomes Good school leaders ensure that their teachers have the resources they need to be successful They also create a positive culture where teachers feel supported and appreciated This leads to better morale and higher retention rates Additionally good school leaders can effectively communicate the school s vision to all stakeholders This ensures that everyone is on the same page and working towards the same goals Restructuring Leadership for School Improvement and Reform investigates cooperation staff development resource supply vision transparency workplace stress management and professional development for school leaders as methods for creating a healthy school culture This premier reference source is ideal for administrators instructional

designers researchers academicians scholars practitioners instructors and students **You Don't Have to Be Bad to Get Better** Candi B. McKay,2012-12-21 Take your school to the next level What are the attributes of strong instructional leaders How are they able to effect changes in teaching practice that has remained virtually the same for decades This practical guide is about school leadership but with a laser like focus on what it takes to develop support and sustain quality teaching in any school environment Grounded in research and over a decade of experience working in schools throughout the country You Don t Have to Be Bad to Get Better offers school leaders at every level the guidance specific tools and resources they need to increase teacher and student success School leaders will develop Strategies for transitioning from a culture of fear and criticism to a culture of learning The tools needed to hire grow and improve the quality of teachers under their leadership A blueprint for engaging teachers in their own professional growth A deep understanding of the role of district office personnel in improving both teaching and learning Research shows that the most important factor in student learning is the quality of the teacher in the classroom Bring out the best in your teachers through strong instructional leadership and watch student learning soar I m already thinking of how to incorporate what I ve learned from the book into my practice and staff professional development Frank Chiki Principal Chamiza Elementary School Albuquerque NM McKay has developed a user friendly guide to thinking about and assessing current practice in an effort to move everyone forward This is a valuable text for study by collaborative teacher and administrator groups who are interested in improving their professional practice Bernadette Cleland Co Founder Teaching Learning Solutions Quality in Teaching Centre for Educational Research and

Innovation,1994 This book reports on an international study of quality in teaching in elementary and secondary schools and on policies to promote quality teaching in 11 countries The study on which the book is based called on case studies by experts from 11 countries on policies to improve the quality of teaching seminars for teachers to discuss the definition of quality and what affects it and descriptions of new developments in initial teacher education Participating countries were

Australia Austria Finland France Italy Japan New Zealand Norway Sweden United Kingdom and United States Chapter 1 places the study in the context of previous research and ongoing reforms of educational systems Chapter 2 reviews the conceptual framework and procedures used in the country studies Chapter 3 describes the samples of schools studied in each country Chapter 4 presents the strong similarities among countries in the attributes and actions of good teachers Chapter 5 explains the range of policies to improve teacher quality that were described in the country studies Chapter 6 describes characteristics of schools that support high quality education Chapter 7 analyses some of the implications and possible conflicts among initiatives to improve teacher quality that arise from central policies local schools and individual teachers themselves Contains 56 references JB

Evidence-Based School Development in Changing Demographic Contexts

Rose M. Ylimaki, Lynnette A. Brunderman, 2021-09-30 This Open Access book features a school development model Arizona Initiative for Leadership Development and Research AZiLDR that offers a roadmap for schools to navigate the complexities of continuous school development Filled with processes that balance evidence based values with democratic culturally responsive values this book offers strategies to mediate the tensions and to address school culture context and values leadership capacity using data as a source of reflection curricular and pedagogical activity and strengths based approaches to meeting the needs of culturally diverse students You will find Active reflective activities Case studies illustrating each concept The research base supporting each concept Descriptions of processes from other contexts South Carolina Germany Australia Sweden Thoughts about next steps for contextually sensitive and multi level school development Suggestions for cross national dialogue and research within the Zone of Uncertainty Use this ideal source to guide school leadership teams in creating productive schools that continually grow

Rural School Improvement in Developing Countries

Yuchi Zhao, Jing Liu, 2024-09-06 This open access book examines the rural school improvement programs implemented in four developing countries including China Myanmar Uganda and Kenya It analyzes research questions such as problems faced by rural schools in these countries approaches or models adopted to improve these rural schools specific interventions to address the problems and their effectiveness and lessons learnt from these programs It serves as a useful reference for researchers and policy makers interested in the field of rural education improvement

Re-imagining Teaching Improvement

David Lynch, Tony Yeigh, Wendy Boyd, 2024-01-01 This research based book focuses on re imagining how to improve pedagogical and environmental approaches to teaching and teacher education across the early childhood to higher education sectors It motivates educators academics and researchers to stimulate thinking around the use of research to transform professional teaching and teacher education in imaginative ways It showcases insights into the design and implementation of successful approaches to teaching improvement at the direct level of practice This book provides a clear how to approach that identifies the general principles by which teaching improvement can be planned monitored and evaluated as well as guidelines for contextualising these principles within specific educational levels and situations

Foundations of Education

Leslie S.

Kaplan, William A. Owings, 2022-01-21 Foundations of Education makes core topics in education accessible and personally meaningful to students pursuing a career within the education profession The Third Edition offers readers the breadth of coverage scholarly depth and conceptual analysis of contemporary issues that will help them gain a realistic and insightful perspective of the field

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