



# TEACHER PREPARATION AND QUALITY STANDARDS

.....

## TABLE OF CONTENTS

.....

THE EDUCATION INDUSTRY WORKGROUP	1
BACKGROUND AND APPROACH	2
EDUCATOR PREPARATION PROVIDER EXPECTATIONS	3
METHODOLOGY, RESEARCH AND DEVELOPMENT	6
BIBLIOGRAPHY	7



## THE EDUCATION INDUSTRY WORKGROUP

.....

The Education Industry Workgroup was created in late 2009 through a partnership between the Gulf Coast Workforce Board and the Greater Houston Partnership to address the pressing workforce needs of the region's largest industry employer: public education.

The workgroup consists of voluntary membership of regional school district human resource principals and hiring leads. The school districts actively participating in the workgroup represent more than half of the region's 150,000-plus education industry workforce, including more than half of the instructional workforce in the 13-county, 78-school district region.

**The current active membership consists of HR principals from the following districts:**

Aldine ISD	Pete Stewart, Director of Human Resources
Cypress-Fairbanks ISD	Christina Cole, Director of Human Resources for Professional Staffing and Employee Relations
Goose Creek ISD	Susan Moore-Fontenot, Director of Personnel
Houston ISD	Rodney Watson, Chief Human Resources Officer
Humble ISD	Kelly Gabrisch, Director of Human Resources
Klein ISD	Janice Taylor, Executive Director of Human Resource Services
Lamar Consolidated ISD	Kathleen Bowen, Executive Director of Human Resources
Spring ISD	Renee Coleman, Associate Superintendent for Human Resources
Spring Branch ISD	Marianne Cribbin, Executive Director of Human Resources Karen Heeth, Director of Recruitment and Staff Placement

**Non-industry active workgroup membership also includes:**

Gulf Coast Workforce Board	Mark Guthrie, Winstead PC – Workgroup Chair Daniel Zendejas, Gulf Coast Workforce Board Cally Graves, Gulf Coast Workforce Board
Greater Houston Partnership	Lisa Guáqueta, Manager – Public Policy

Additional research support has been provided by Alief ISD, Fort Bend ISD, and Pasadena ISD.



## BACKGROUND AND APPROACH

.....

The primary goal of the Education Industry Workgroup is to address the workforce needs of local school districts by increasing the quantity and improving the quality of the workforce.

The report contained within is the result of efforts to address the first of three strategic priorities of the industry as determined by the Workgroup through the execution of three concurrent outcomes:

### Enhance Educational Capacity and Open Access to Career Opportunities in Education by:

- **Defining** a regional baseline and expectation for teacher quality and effectiveness
- **Improving** the talents and skills of graduates from area teacher education and certification programs both traditional and alternative to immediately enter classrooms
- **Engaging** Educator Preparation Providers (EPPs) in the establishment of an industry-supported “gold standard” of training and experience expectations

### To achieve this end, the Workgroup devised a similarly three-pronged solution through:

- The creation of a Teacher Quality Profile,
- The development of a parallel matrix of expectations for EPPs, specifically addressing Alternative Teacher Certification Programs (ACPs/ATCPs) currently lacking both a universal standards-governing body and universal standards; and,
- The communication of the aforementioned profile and expectations in a public forum and inaugural report.

The need is driven by increasing momentum at the state and national levels to address accountability for both traditional and alternative EPPs. Locally, the need for increased scrutiny and development of teacher effectiveness standards is highlighted by a projected population growth of more than 450,000 people in the Gulf Coast workforce area by 2020. This population growth directs the anticipated 40 percent increase in public school teachers, representing more than 33,000 new teaching personnel for the region by 2020.



The chart below includes the expectations for EPPs as established by the workgroup. Each standard is listed with related means for evaluating and documenting the individual student's participation in achieving each standard.

### Educator Preparation Provider Expectations

Expectation/Requirement	Measurement
<b>Prescreening Process</b>	
<p>Pre-service teachers will be provided a meaningful overview of the teaching profession and will be screened prior to or at the inception of program acceptance for aptitude, interest, dedication and commitment to teaching as a vocation through the following activities:</p> <ul style="list-style-type: none"> <li>• Required aptitude/behavioral assessment</li> <li>• Assessment of personal disposition toward youth/education</li> <li>• Consultation with field expert (certified educator with at least five years' classroom experience)</li> <li>• Demonstration "experience" in local school</li> <li>• Virtual classroom simulation/experience, if available</li> <li>• Face-to-face interview</li> </ul>	<p>Evidence to include a combination of at least two of the following:</p> <ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Consultation and/or interview documentation and feedback</li> <li>• Documented results from demonstration experience</li> <li>• Results from virtual classroom simulation</li> </ul>
<b>Required Training and Development</b>	
<p>EPPs will provide pre-service teachers with the following pedagogical training:</p> <ul style="list-style-type: none"> <li>• Utilizing varied and nontraditional instructional strategies</li> <li>• Differentiation of instruction</li> <li>• Working with special needs populations</li> <li>• Working with at-risk students</li> <li>• Curriculum and assessment development</li> <li>• Using data to improve teaching and learning</li> <li>• Effective classroom management strategies</li> <li>• Working with diverse populations</li> <li>• Working with and in teams</li> </ul>	<p>Evidence to include any of the following demonstrating comprehensive knowledge of all of the pedagogical areas listed to the left:</p> <ul style="list-style-type: none"> <li>• Transcripts</li> <li>• Interview</li> <li>• Demonstration lessons</li> <li>• Reflective portfolio</li> </ul>
<b>Technology Training</b>	
<p>Pre-service teachers will receive training in the utilization of technology as a tool for student learning in the following areas:</p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> <li>• Digital research</li> <li>• Hardware: overview of traditional classroom technology</li> <li>• Software: overview of desktop software, operating systems, and contemporary classroom applications</li> <li>• Developing Web-based instructional products</li> <li>• Etiquette and Ethics concerning electronic communications</li> </ul>	<p>Evidence to include any of the following demonstrating comprehensive knowledge of all of the technology content areas listed to the left:</p> <ul style="list-style-type: none"> <li>• Portfolio of developed curriculum components with integrated technological elements/content</li> <li>• Demonstration lesson(s)</li> <li>• Documentation of training provided through EPP</li> </ul>
<b>Teacher Observations Experience</b>	
<p>Pre-service teachers will conduct meaningful observations in each of the following areas:</p> <ul style="list-style-type: none"> <li>• Content delivery and classroom management</li> <li>• Integration of technology into daily lessons</li> <li>• Differentiated instruction for students of varying levels</li> <li>• Working with diverse populations</li> <li>• Instructional practices for special education and inclusion</li> <li>• Relationship between curriculum, instruction and assessment</li> </ul>	<p>Documentation provided through program supervisor to include all of the following:</p> <ul style="list-style-type: none"> <li>• Hours spent</li> <li>• Pre- and post-observation reflective conference log(s)</li> <li>• Reflective written response on experience (intern provided)</li> </ul> <p>Recommendation: Minimum of 30 documented hours of classroom observation experience</p>
<b>Student Teaching Experience</b>	
<p>Pre-service teachers will student teach to demonstrate proficiency in the following areas:</p> <ul style="list-style-type: none"> <li>• Content delivery and classroom management</li> <li>• Integration of technology into daily lessons</li> <li>• Differentiated instruction for students of varying levels</li> <li>• Working with diverse populations</li> <li>• Instructional practices for special education and inclusion</li> <li>• Relationship between curriculum, instruction and assessment</li> </ul>	<p>Documentation provided through program supervisor to include all of the following:</p> <ul style="list-style-type: none"> <li>• Hours spent</li> <li>• Items covered</li> <li>• Mentor consultations</li> <li>• Pre- and post-instruction reflective conference log</li> <li>• Reflective written response on experience (intern provided)</li> <li>• Portfolio of sample work and lessons</li> </ul> <p>Recommendation: A minimum of eight full weeks of student teaching with increasing responsibilities.</p>

The next two pages detail the teacher quality standards for practitioners in the field. The workgroup supports that those individuals prepared using the aforementioned EPP standards will be more likely to demonstrate the following standards of effectiveness as working teachers.

## Teacher Quality Profile Matrix

Area and Descriptor	What does it look like?	How are applicants identified?
<b>Teamwork and Collaboration</b>		
Consistently seeks out others to learn, plan, problem solve, strategize and reflect in ways that lead to improved student achievement throughout the school	<ul style="list-style-type: none"> <li>• Departmental planning</li> <li>• Teacher planning</li> <li>• Working on leadership teams</li> <li>• Mentoring other teachers</li> <li>• Learning from and being mentored by other teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions (scenario-based)</li> <li>• Role-playing in group</li> </ul>
<b>Critical Thinking and Problem Solving</b>		
Exercises sound reasoning, creativity, and analytical thinking in order to generate change and develop classroom and school practices	<ul style="list-style-type: none"> <li>• Applies sound data analysis to drive instruction</li> <li>• Participates in school reform activity</li> <li>• Leads changes in school based on research and data</li> <li>• Demonstrates sound reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks and role-playing activities</li> <li>• Behavioral questions</li> <li>• Data analysis tasks</li> <li>• Review of evaluations</li> </ul>
<b>Oral and Written Communication</b>		
Provides timely communication, orally and in writing, to all relevant stakeholders regarding improving the student achievement of individuals, a class or a larger portion of the entire school	<ul style="list-style-type: none"> <li>• Open, consistent and documented communication with parents</li> <li>• Community partners supporting classroom activities/units</li> <li>• Documented outreach collateral such as flyers, posters, and structured e-mail about school and class activity</li> <li>• Timely communication to students about progress</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions</li> <li>• Writing task</li> <li>• Demonstration through interview skills</li> </ul>
<b>Social/Emotional Disposition</b>		
Serves as a positive role model to the children and school community by exhibiting a caring, compassionate and inspiring disposition with the singular focus of motivating students to learn	<ul style="list-style-type: none"> <li>• Provides immediate constructive feedback through both verbal and nonverbal communication, effective classroom management, and transparent service activity</li> <li>• Models respect and demonstrates a positive attitude</li> <li>• Creates a community in the classroom</li> <li>• Serves as a mentor to students and other faculty as appropriate</li> <li>• Establishes good rapport/communication with all stakeholders through clear expectations, patience, and acceptance</li> <li>• Differentiates instruction for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions</li> <li>• Observation of teaching</li> <li>• Observation of non-classroom school activities, including interactions with peers, parents, and community</li> <li>• Ghost visit to classroom</li> </ul>
<b>Professionalism and Work Ethic</b>		
Exhibits a high standard of professionalism in behaviors, activity and ethics that serves as an example to others	<ul style="list-style-type: none"> <li>• Demonstrates strong communication skills</li> <li>• Exudes leadership through consistent behavior, timeliness, organization, and a strong demonstrated understanding of content area</li> <li>• Exhibits respect, awareness and confidence through appropriate body language, eye contact, posture, and voice</li> <li>• Clean and professional grooming</li> <li>• Avoids engaging in behavior such as gossiping that would disrupt student learning in any fashion</li> <li>• Displays enthusiasm for teaching, learning, and the subject taught</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions probing for demonstrations of professionalism and work ethic</li> <li>• Resume has record of professional behavior and work ethic</li> <li>• Observation in and out of classroom</li> <li>• Documentation of service and leadership activities</li> <li>• Documents prepared and presented professionally</li> </ul>
<b>Personal Beliefs and Values</b>		
Holds the belief that all students can learn and have a right to an education that nurtures diverse talents, abilities, cultures and skills and so provides instruction and support that differentiates to serve these unique backgrounds, experiences and aptitudes	<ul style="list-style-type: none"> <li>• Instruction is student-centered relating to interests and experiences; changes plans to accommodate audience</li> <li>• Lesson plans and content delivery integrate differentiated instruction targeting diverse populations, learning styles, language acquisition, brain and learning development, gender, and individual interests</li> <li>• Students engaged in meaningful, authentic work with real world application</li> <li>• Small group work and individualized learning plans/instruction provided daily</li> <li>• Interventions occur as needed</li> <li>• Variety of classroom activities exhibited daily</li> <li>• Classroom materials sensitive to student groupings</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions on instructional decision making, differentiated instruction, and classroom management</li> <li>• Work samples: lesson plans or artifacts; has applicant developed an understanding of the unique needs of students from diverse populations</li> <li>• Review Instructional Plans</li> <li>• Classroom observation</li> <li>• Values assessment</li> </ul>

Teacher Quality Profile Matrix (Continued)

Area and Descriptor	What does it look like?	How are applicants identified
<b>Content &amp; Subject Matter Knowledge</b>		
Demonstrates daily a passionate commitment to delivering content/ subject matter knowledge in the most up-to-date, pedagogically sound manner possible to drive increases in student achievement	<ul style="list-style-type: none"> <li>• Subject matter knowledge is current and relevant</li> <li>• Instruction integrates a consideration of historical data</li> <li>• Technology is used wisely</li> <li>• Adapts teaching methods and strategies to reflect changing subject-matter and/or changes in class composition</li> <li>• Creative application of material/content</li> <li>• Clear, engaging lessons that meet the needs of all learners</li> <li>• Knowledge of material exhibited in pedagogical choices made</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions on content</li> <li>• Interview includes model lesson</li> <li>• Statements in recommendation letters describing applicant's knowledge</li> <li>• Review instructional plans</li> <li>• Review of instructional materials</li> <li>• Assessment of content knowledge</li> </ul>
<b>Pedagogical Knowledge</b>		
Effectively utilizes a variety of instructional strategies, tools and resources to drive the daily learning processes of students	<ul style="list-style-type: none"> <li>• Teacher acts as facilitator to learning</li> <li>• High level of student engagement</li> <li>• Differentiated instruction, including individualized lesson planning and delivery and varied modes of instruction</li> <li>• Knowledge and demonstrated understanding of learning styles</li> <li>• Multiple student grouping formats</li> <li>• Technology is used effectively</li> <li>• Pedagogical practice considers contemporary ideas and models</li> <li>• Classroom includes manipulatives and tools for student use</li> <li>• Posted student work demonstrating effective application of instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions on pedagogy</li> <li>• Interview includes model lesson</li> <li>• Resume includes evidence of pedagogical knowledge</li> <li>• Evaluation of sample lesson/portfolio</li> <li>• Classroom and/or lesson observation</li> <li>• Evaluation of questioning skills</li> <li>• Review of instructional plans</li> <li>• Evidence of understanding via classroom photos and videos</li> </ul>
<b>Professional Knowledge</b>		
Continuously seeks to improve personal skills and knowledge including content, pedagogy, leadership, interpersonal communications and school reform, among others.	<ul style="list-style-type: none"> <li>• Teacher is a life-long learner by consistently pursuing continuing education and professional development opportunities</li> <li>• Assumes leadership responsibilities</li> <li>• Collaborative and collegial with peers and community</li> <li>• Acts as a catalyst for change</li> <li>• Reads and applies material related to increasing student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions on professional development and continuing education</li> <li>• Documented evidence of professional development activities</li> <li>• Observable application of learning in the classroom or other appropriate venue (department meeting, etc.)</li> <li>• Annotated bibliography of reviewed literature</li> </ul>
<b>Community &amp; Relationship Building</b>		
Builds meaningful, caring relationships with children, their parents or guardians and other relevant, school community stakeholders to increase student achievement and improve the school community for all.	<ul style="list-style-type: none"> <li>• Fosters a positive environment with respectful interactions, clear expectations, and consistency in classroom management</li> <li>• Documented record of consistent and quality outreach activities and communication tools to parents and other community stakeholders</li> <li>• Engages with students and their parents in a civil and nurturing manner</li> <li>• Seeks out partnerships for classroom or school to improve campus performance</li> <li>• Develops mentoring relationships with students to assist them in matriculation</li> </ul>	<ul style="list-style-type: none"> <li>• Behavioral questions on relationship building and community engagement</li> <li>• Review of parent survey results</li> <li>• Documented record of contact and outreach</li> <li>• Historical log of partnerships</li> <li>• Observation of interactions</li> <li>• Reflections and other portfolio documents related to increasing school partnerships</li> </ul>



## METHODOLOGY

.....

The 10-characteristic Teacher Quality Profile Matrix was constructed after a review of literature including both academic and colloquial studies as well as extensive profiles from countries that both hold the profession in high regard and have evidenced success in the classroom.

A cursory content analysis of the qualities of successful teachers was conducted by the workgroup and then compiled with characteristics uniformly found in job descriptions for certified educators as contributed by the participating members of the workgroup.

The National Council for Accreditation of Teacher Education (NCATE) Unit Standards, Accredited Institution Standards, and Standards for Professional Teacher Graduates were cross-referenced for dominant ideologies to apply to the current work. A complete list of referenced works is available at the end of this report.

The content of the matrix was then developed to include bulleted descriptions of what each characteristic would look like "in action" and how the characteristic might be identified in potential teacher applicants.

The Educator Preparation Provider (EPP) expectations were then developed by the workgroup to establish performance criteria in the form of both training content and student outcomes for the institutions training future educators.

Study after study yields that the

**GREATEST DETERMINANT**

of student success is the

**QUALITY OF THE  
STUDENT'S TEACHER.**





## BIBLIOGRAPHY

- Allen, J. P., Gregory, A., Mikami, A. Y., Lun, J., Hamre, B., & Pianta, R. C., (2010). Observations of effective teaching in secondary school classrooms: Predicting student achievement with the CLASS-S. Manuscript submitted for publication.
- Beño, M. Institute of Information and Prognoses of Education, (2003). *Attracting, developing and retaining effective teachers (OECD activity): Country background for the Slovak Republic*. Bratislava.
- Carnegie Corporation of America, (2006). *Teachers for a new era (draft)*. Northridge, CA: California State University - Northridge.
- Council of Ministers of Education, Canada, (2004). *Attracting, developing, and retaining effective teachers*. As retrieved from The Organisation for Economic Co-operation and Development (OECD) website.
- Darling-Hammond, L. (2009). Recognizing and enhancing teacher effectiveness. *The International Journal of Educational and Psychological Assessment*, Dec 2009(3), 1-24.
- Guo, S., & Pungar, L. (2008). Exploring teacher education in the context of Canada and China: A cross-cultural dialogue. *Frontiers of Education in China*, 3(2), 246-269.
- Kim, E., & Han, Y. (2004). *Attracting, developing, and retaining effective teachers: Country background report for Korea*. Seoul, Korea: Korean Educational Development Institute. As retrieved from The Organisation for Economic Co-operation and Development (OECD) website.
- Meesters, M. (2003). *Attracting, developing, and retaining effective teachers: background report for The Netherlands*. Ministry for Education, Culture, and Science. As retrieved from The Organisation for Economic Co-operation and Development (OECD) website. English text corrections by Mr. Robert Ensor (Professional Language Services, Amsterdam, The Netherlands).
- Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan, (2004). *Attracting, developing, and retaining effective teachers: Country background report for Japan*. As retrieved from The Organisation for Economic Co-operation and Development (OECD) website.
- Ministry of Education, Finland, (2004). *Attracting, developing, and retaining effective teachers: Country background report for Finland*. As retrieved from The Organisation for Economic Co-operation and Development (OECD) website.
- National Council for Accreditation of Teacher Education, (2008). *Professional Standards for the Accreditation of Teacher Preparation Institutions*. Washington, DC.
- OECD (2010), *Strong Performers and Successful Reformers in Education: Lessons from PISA for the United States* [dx.doi.org/10.1787/9789264096660-en](https://doi.org/10.1787/9789264096660-en)
- OECD (2005), *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*
- Skilbeck, M., & Connell, H. Commonwealth Government of Australia, Department of Communications, Information Technology and the Arts. (2003). *Attracting, developing and retaining effective teachers: Australian country background report*. Canberra, ACT: Commonwealth Government of Australia.
- Stewart, V. (2010). Singapore leads the way in changing teacher education. *Phi Delta Kappan*, 92(2), 92-93.
- Teacher-quality checklist for school districts. (2010, August). Retrieved from [nctq.org/tr3/docs/nctq\\_teacher\\_quality\\_checklist.pdf](http://nctq.org/tr3/docs/nctq_teacher_quality_checklist.pdf)
- Young, E. (2009). What makes a great teacher? PDK summit offers many ideas. *Phi Delta Kappan*, 90(6), 438-439.



Education Industry concerns should be addressed to:

**Daniel J. Zendejas, PHR**

*Education Industry Liaison*

Gulf Coast Workforce Board

[daniel.zendejas@wrksolutions.com](mailto:daniel.zendejas@wrksolutions.com) | (832) 681-2572