



University  
of Glasgow

SES

*Society for  
Educational  
Studies*

# Current ITE Research in Scotland

## Reliability and consistency in judging new teacher practices – why does it matter?

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Senior Lecturer in Education

Leader, Pedagogies, Praxis & Faith Research and Teaching Group



## Research Questions

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**RQ1** What is the nature of shared judgement, consensus, and dissensus of observed teaching effectiveness amongst university staff, associate tutors, and school-based mentor teachers from partner ITE programmes?

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**RQ2** How might enhanced reliability of professional judgement foster greater collaboration between schools and universities?

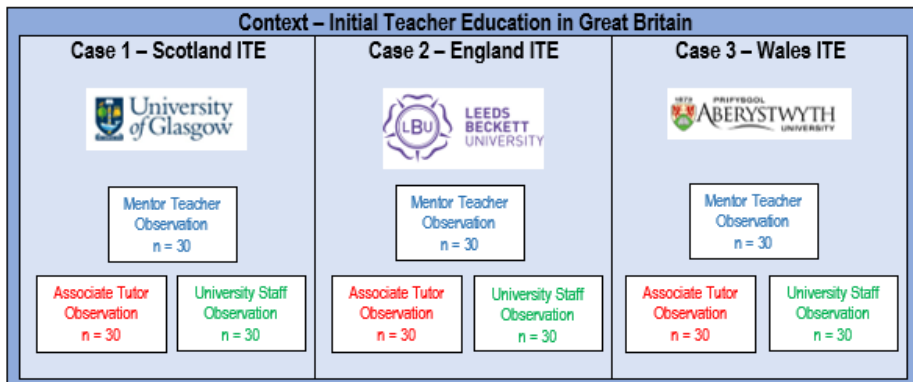
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**RQ3** How are the roles of university-based and school-based teacher educators in judging teaching effectiveness in ITE shaped by power dynamics?

# Policy Analysis



## Systematic Literature Review



## Focus Groups



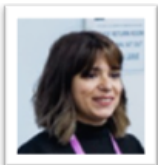
## Delphi Panel



Dr Sarah K Anderson  
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Professor James Conroy  
Vice Principal Emeritus



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Dr Rachel Lofthouse  
Professor of Teacher Education

# Policy Analysis of Professional Teaching Standards

Scotland	England	Wales	UNESCO Global Framework	InTASC
<b>Assessment</b>				
2.1.4: Have knowledge and understanding of Planning for Assessment, Teaching and Learning	6: Make accurate and productive use of assessment	Assessment is used effectively to pinpoint learning needs for all learners.	Standard 7: Teachers' practice consistently demonstrates assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity	Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
General Teaching Council for Scotland. (2021). The standard for provisional registration.	Department for Education. (2021). Teachers' standards: Guidance for school leaders, school staff and governing bodies.	Welsh Government. (2019). Professional standards for teaching and leadership.	Education International and UNESCO. (2019). Global framework of professional teaching standards.	Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC model core teaching standards and learning progressions for teachers 1.0.

## Common Observable Descriptors



## Project Impact



JUDGEMENT  
PROCESSES



ACCURATE  
JUDGEMENTS/  
TEACHER CAPACITIES



VOICE OF ASSOCIATE  
TUTORS



INFLUENCE  
PRACTICES



TRAVERSE SCALES IN  
EDUCATION



THE "TEACHER  
ACADEMIC"



SHARING OF  
PRACTICES ACROSS  
SYSTEMS



INFORM  
PERSPECTIVES