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Teacher education in Scotland: Policy, quality, standards, and the judgement of competency

A WORLD
TOP 100
UNIVERSITY

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WORLD
CHANGING
GLASGOW

THE SUNDAY TIMES
THE SUNDAY TIMES

GOOD
UNIVERSITY
GUIDE
2024

SCOTTISH
UNIVERSITY
OF THE YEAR



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Our aim: to explore teacher education policy in Scotland to inform the Education Council work programme

- Quality of teacher training programmes is a regular subject of debate.
- Are the existing proficiency standards adequate for ITE programmes?
- Is harmonization of teacher training programmes in other respects possible and desirable?



Our agenda:



The Scottish education context and teacher education structure



The role of Scottish government: partnerships, accreditation and quality assurance



Judgement of competence: standards and emerging research



Tools for making valid judgements



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The Scottish education context and teacher education structure



Scotland in Numbers

- Population: 5.2 million
- Education authorities: 32
- Schools: 2,531
 - Primary: 1994
 - Secondary: 358
 - Special schools: 109
- Pupils: 705,874
- Teachers: 54,193

(Scottish Government, 2022)

Scottish Government Urban Rural Classification 2020

8-fold Classification

- 1 - Large Urban Areas
- 2 - Other Urban Areas
- 3 - Accessible Small Towns
- 4 - Remote Small Towns
- 5 - Very Remote Small Towns
- 6 - Accessible Rural
- 7 - Remote Rural
- 8 - Very Remote Rural

Accessible Areas are defined as those areas that are within a 30 minute drive time from the centre of a Settlement with a population of 10,000 or more. Remote Areas have a drive time which is greater than 30 minutes.



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25%

of Scottish children were growing up in relative poverty in 2021/22



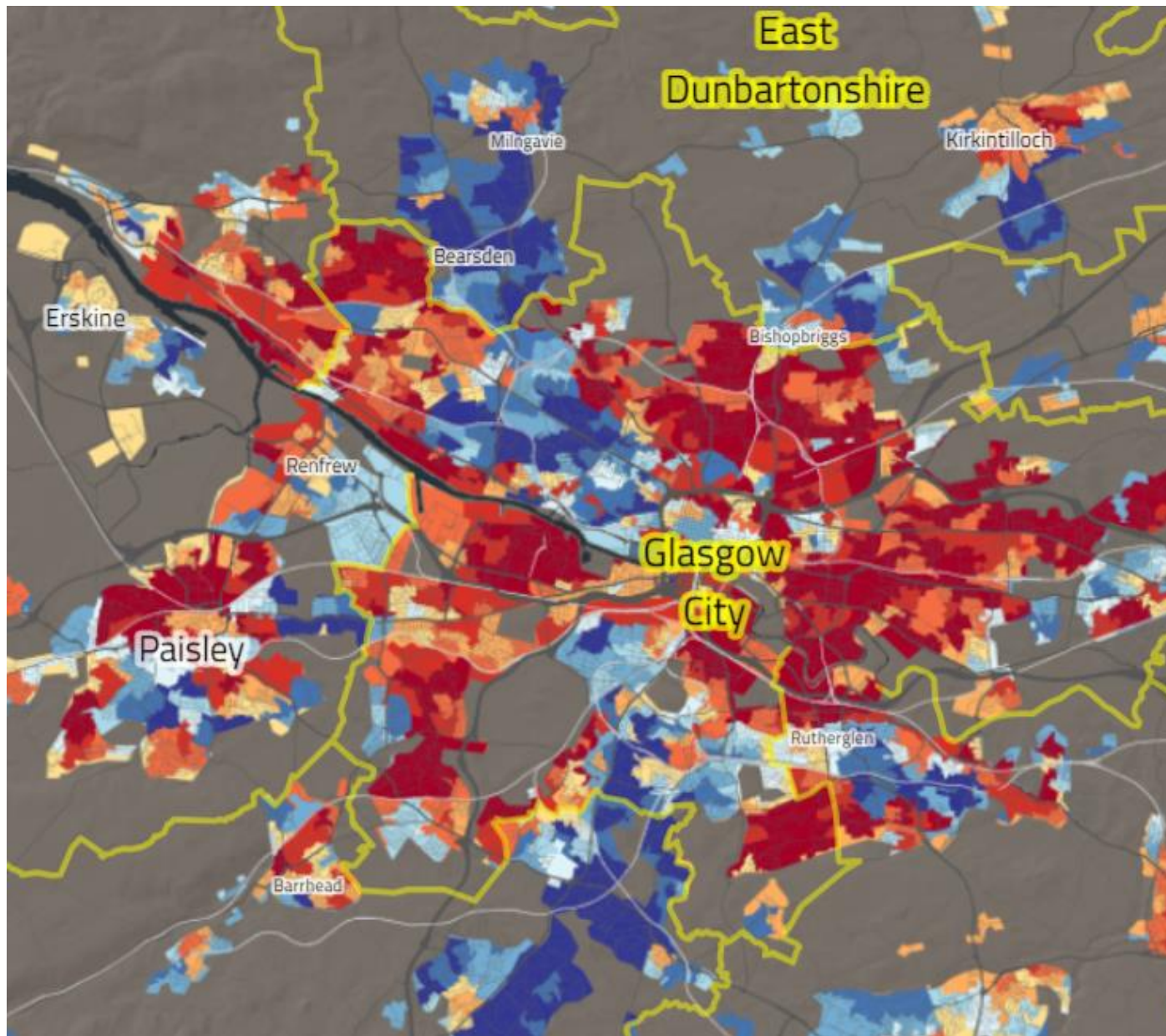
32%

of all children in Glasgow were estimated to be living in poverty in 2021/22

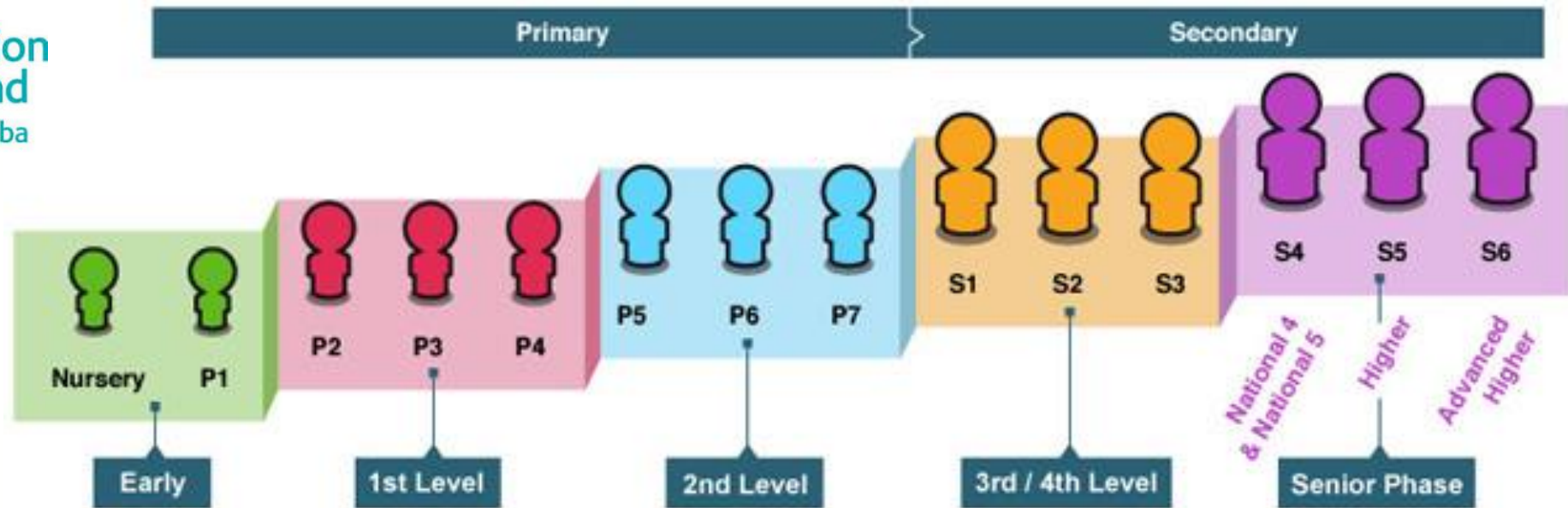


That's over 35,891 children living in poverty in Scotland's biggest city

(Glasgow Centre for Population Health, 2023)



(Scottish Government, 2020)



Level	Experiences and outcomes for most children or young people
Early	In pre-school and in Primary 1
First	By end of P4, but earlier for some
Second	By end of P7, but earlier for some
Third	In S1- S3 but earlier for some
Fourth	Fourth level broadly equates to SCQF level 4 (Standard Grade / General)
Senior	In S4 – S6, but earlier for some

CFE Beyond Broad General Education to Senior Phase



curriculum for excellence:
social studies
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www.curriculumforexcellencescotland.gov.uk



I am a... |

Qualifications

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Subjects

Modern Studies

Available at the following levels:

- [National 3](#)
- [National 4](#)
- [National 5](#)
- [Higher](#)
- [Advanced Higher](#)

See also:

- [National 2 Social Subjects](#)

National Qualifications

[NQ home](#)

Subjects

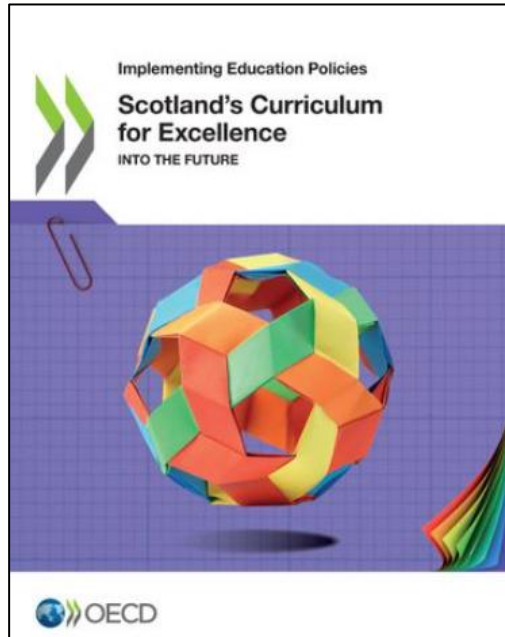
[Assessment changes](#)

[NQ Unit search](#)

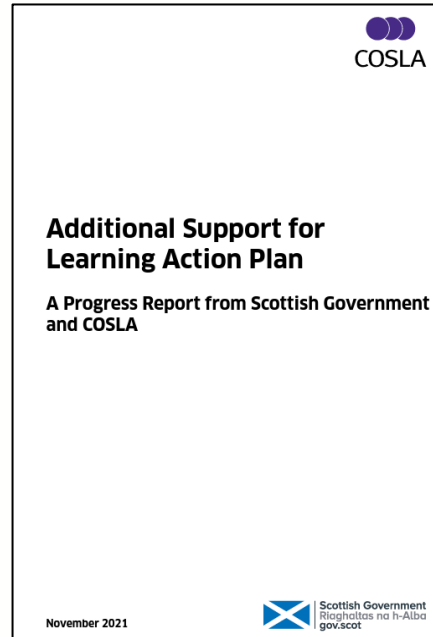
[Assessment and Exams](#)

[Resources and Support](#)

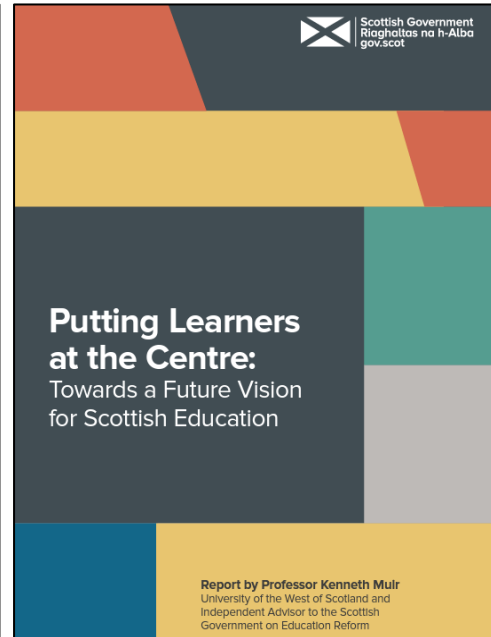
Reform Agenda 2021-2023



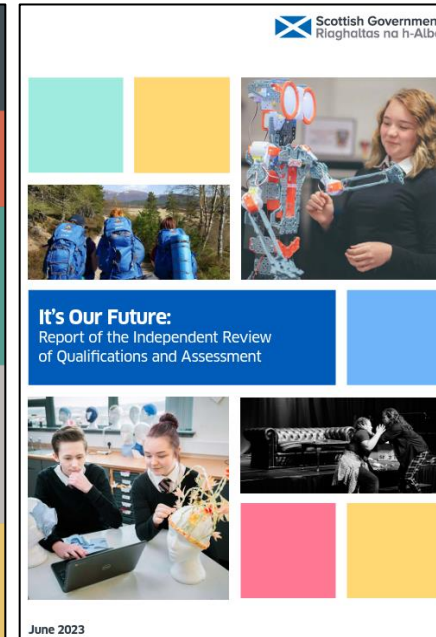
(OECD, 2021)



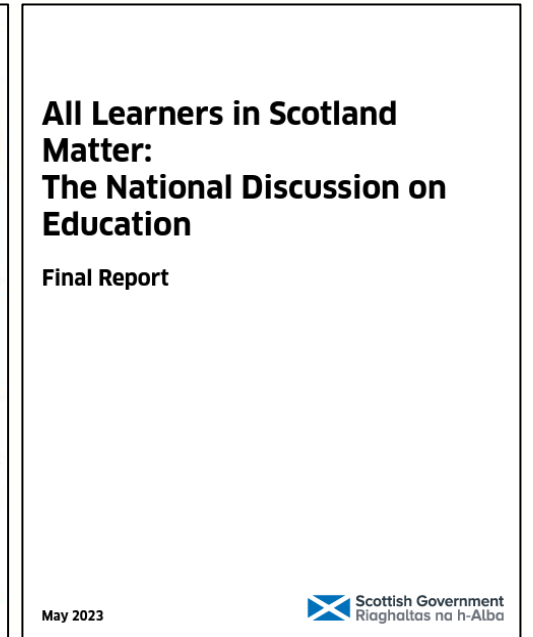
(Morgan, 2021)



(Muir, 2022)



(Hayward, 2023)



(Campbell & Harris, 2023)



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The role of Scottish government: partnerships, accreditation and quality assurance





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The Scottish Parliament
Pàrlamaid na h-Alba



Scottish Government
Riaghaltas na h-Alba

(Hulme, et al., 2018; Gilles, 2018)



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Scottish Government
Riaghaltas na h-Alba



Jenny Gilruth MSP was appointed as the Cabinet Secretary for Education and Skills in March 2023.



Education
Scotland
Foghlam Alba



Interim Chief Executive,
Gillian Hamilton



Dr Pauline Stephen,
Chief Executive and
Registrar

Continuum of Standards

	GTC Set of Standards	Career Stage
Benchmarks of Teacher Competence	Standard for Provisional Registration	Initial Teacher Education
	Standard for Full Registration	Induction / probationary (New Qualified Teacher)
Aspirational Standards	Standard for Career-long professional learning	Post induction
	Standard for Middle Leadership and Management	Middle leaders / Heads of Department
	Standard for Headship	Principalship



SCOTTISH COUNCIL of DEANS of EDUCATION



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THE UNIVERSITY of EDINBURGH

Dr Zoè Robertson



University of Dundee

Carrie McLennan

Standing Committees

- Equity, Diversity & Inclusion (EDI)
- Research
- Teacher Education as a Continuum
- ITE/Early Phase Priorities: Placement, Curriculum & Pedagogy
- Recruitment & ITE Entry
- Reform Agenda



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Scottish Government Stakeholder Input Example



Scottish Government
Riaghaltas na h-Alba

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Publication - Consultation paper

Education Bill provisions: consultation

Published: 7 November 2023

Directorate: [Education Reform](#)

[Directorate, +5 more ...](#)

Part of: [Education](#)

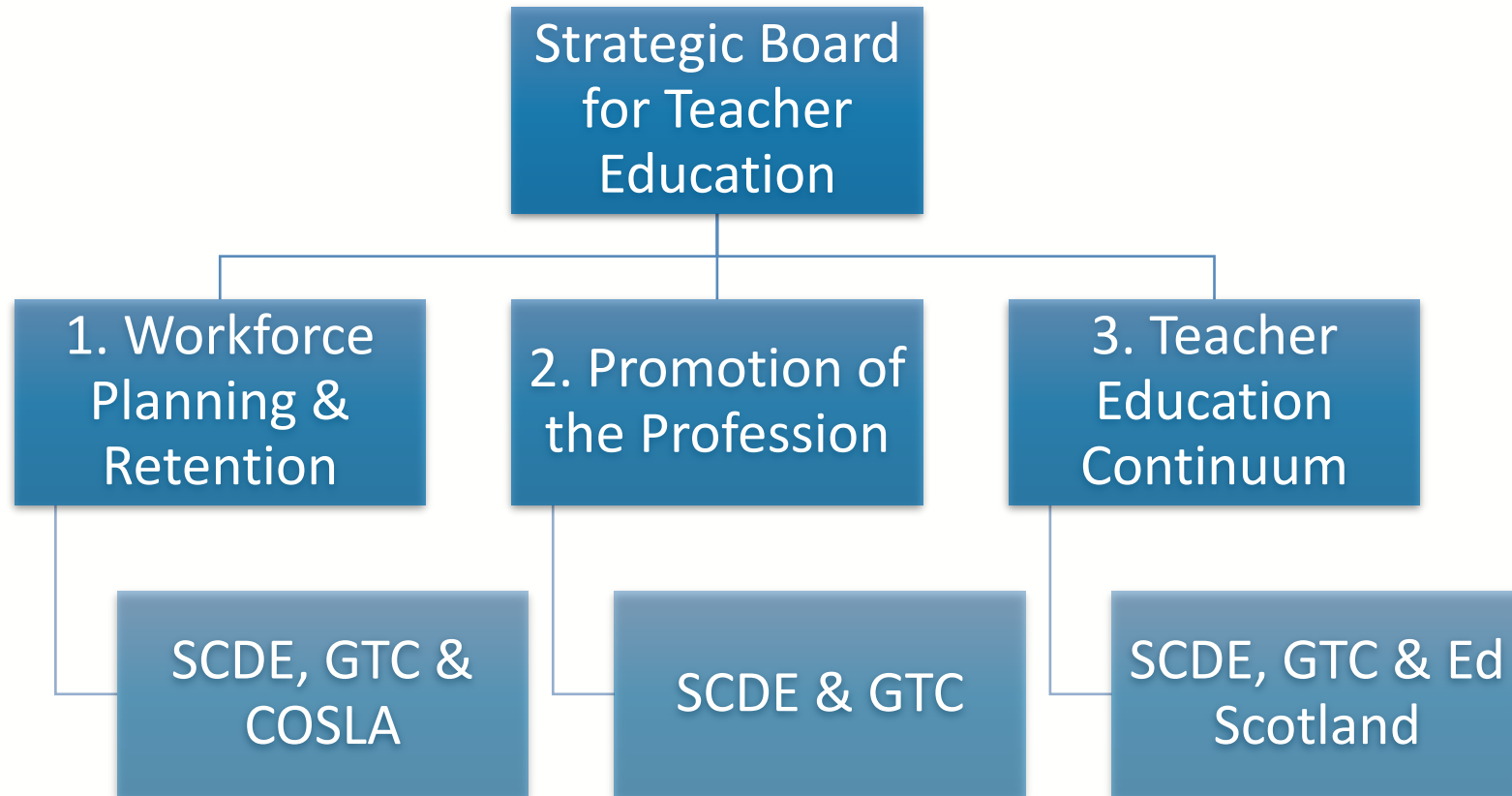
ISBN: 9781835215807

A consultation on a new national qualifications body and a new approach to inspection of education in Scotland, including elements of the proposed Education Bill.

[Foreword by the Cabinet
Secretary for Education and
Skills](#)

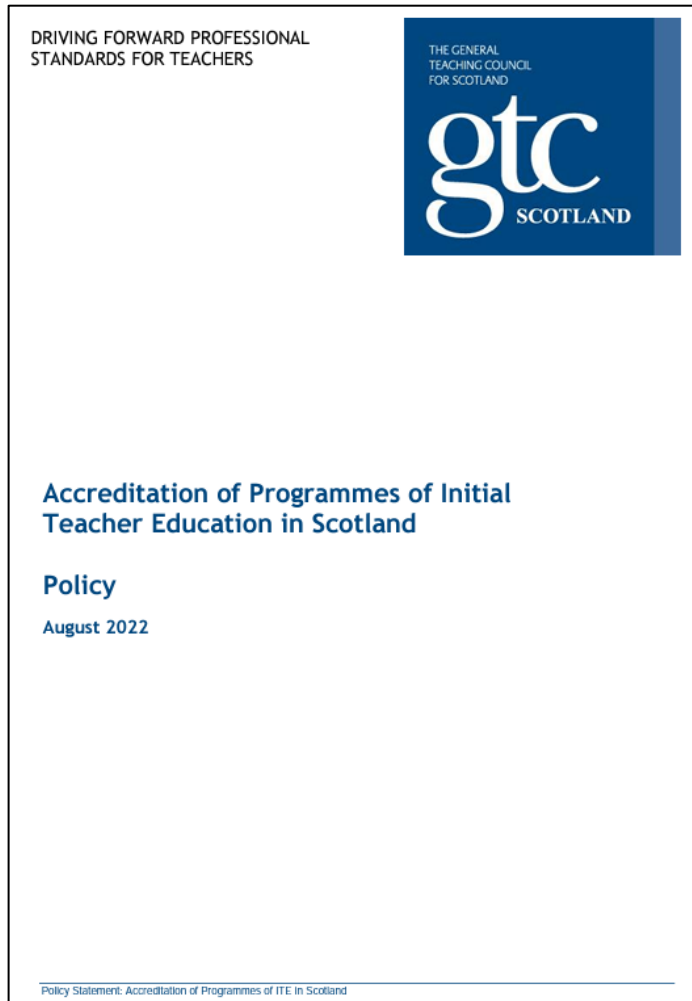
Foreword by the Cabinet Secretary for Education and Skills

SBTE 2023-2024 Workstreams





Accreditation of Teacher Preparation Programmes



- Statutory Requirements
- Staffing Levels and Effective Delivery
- Programme Design
- Recruitment and Selection of Students
- Support for Student Teachers
- Content of Programme
- Professional Values
- Delivery of Programme
- Assessment
- Partnership



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Annual Review = Self-Evaluation

TEACHING SCOTLAND'S FUTURE

Report of a review of teacher education in Scotland

Graham Donaldson
December 2010

Recommendation 22

Providers of initial teacher education programmes should develop, in partnership with employers, means of gauging the effectiveness and impact of their programmes in the short and medium terms.



Self-evaluation framework for Initial Teacher Education

2018

For Scotland's learners with Scotland's educators



ITE Self-Evaluation Framework



Self-evaluation framework for Initial Teacher Education

2018

For Scotland's learners with Scotland's educators



Areas and Themes of the Self-evaluation framework for Initial Teacher Education in Scotland

Area 1: Leadership and enhancement

- Quality Assurance processes in Higher Education
- Leadership for enhancement
- Evaluation leading to enhancement
- Student contribution to enhancement

Area 2: Student experience

- Values and Professional Commitment
- Student experience of curriculum
- Student experience of academic and pastoral support
- Student experience of partnerships
- Student knowledge and understanding of safeguarding, wellbeing, equality and inclusion.

Area 3: Outcomes for students

- Meeting the requirements of professional standards
- Developing effective pedagogy
- Commitment to career-long professional learning

Note. From Education Scotland (2021).



Home Council Members Extended Council Members Projects Networks Publications Media

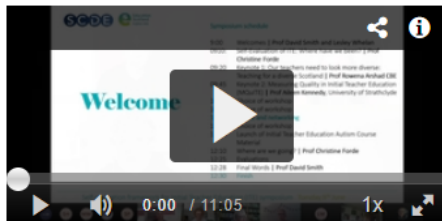
Self-Evaluation of ITE – 2021

Diversity and Health & Wellbeing – 8th June 2021

Self-Evaluation Framework of ITE – Report of the Second Symposium, Professor Christine Forde, Emerita (October 2021)

[Link to Report](#)

1. “Where are we going?” – Professor Christine Forde



2. Keynote 1 – “Teacher Workforce Diversity – Does it Matter?” – Professor Rowena Arshad, University of Edinburgh

- Numeracy (2019)
- Diversity and Health & Wellbeing (2021)
- Education Equity and Literacies (2022)
- Enacting the Continuum of Teacher Education (2023)

(videos and final reports available; see SCDE, 2021)



(Cochran-Smith, 2021)



MQuITE

(www.mquite.scot)

Data Collection for Self-Evaluation and Measuring Quality in Initial Teacher Education in Scotland

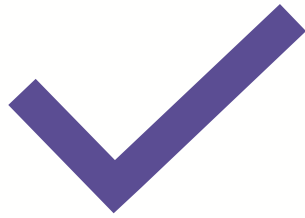
Components of Quality	Data Collection Tools						
	Program profile	End of EPP staff survey	End of EPP Partner staff survey	End of EPP student survey	Annual GTCS data check	2018 Cohort annual measures*	End of 1 st year survey
1. Partnership	X	X	X				
2. Admissions, recruitment, retention	X						
3. Program design	X	X	X	X			
4. Practicum/fieldwork	X	X	X	X			
5. Teacher educators	X	X	X	X			
6. Initial destinations				X	X		
7. Post-licensure				X		X	X
8. Institutional context	X	X					

Note. Adapted and summarized from Appendix C in Kennedy et al., 2023, pp. 79-82 available at www.mquite.scot

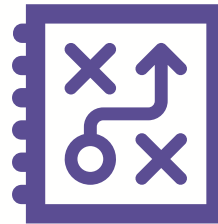
*2018 teacher cohort survey, individual interviews, supervisor (i.e., line manager) survey, supervisor focus groups



The Profession & The Role of Government: A Few Key Points



1. Resolve external challenges



2. Guide change



3. Foster teacher professionalism



1. Resolve External Challenges

- remove barriers that can limit progress of educational change
- invest in resources to accomplish school improvement plans
- invest in teachers and their professional capacity by establishing transparent and equitable ‘total reward’ systems
- fund research that seeks to answer the questions being asked to build an evidence-based culture
- help stakeholders to make data-based decisions
- reduce barriers to careers in education while preserving standards of excellence



2. Guide Change

Vision + Skills + Incentives + Resources + Action Plan = Change

■ + Skills + Incentives + Resources + Action Plan = Confusion

Vision + ■ + Incentives + Resources + Action Plan = Anxiety

Vision + Skills + ■ + Resources + Action Plan = Resistance

Vision + Skills + Incentives + ■ + Action Plan = Frustration

Vision + Skills + Incentives + Resources + ■ = False Starts

Adapted from Knoster, T., Villa R., & Thousand, J. (2000). A framework for thinking about systems change. In R. villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

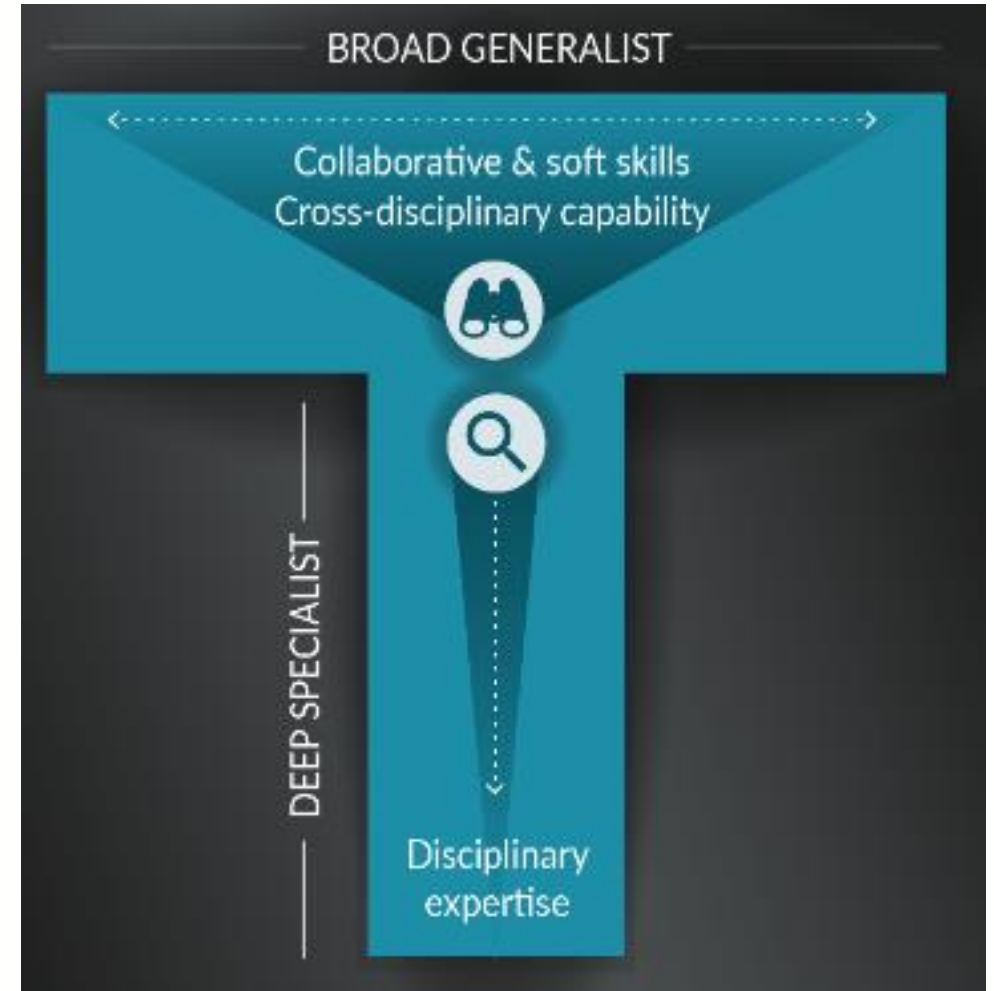


2. Guide Change



3. Foster Professionalism – Promote the Profession

- define what success for teachers looks like
- invest in school administration and administrative support
- develop and support teacher expertise; T-shaped teachers
- use collaborative action research to stimulate collective action
- ensure mechanisms for offering feedback and dialogue with teachers



(Thoren, 2019)



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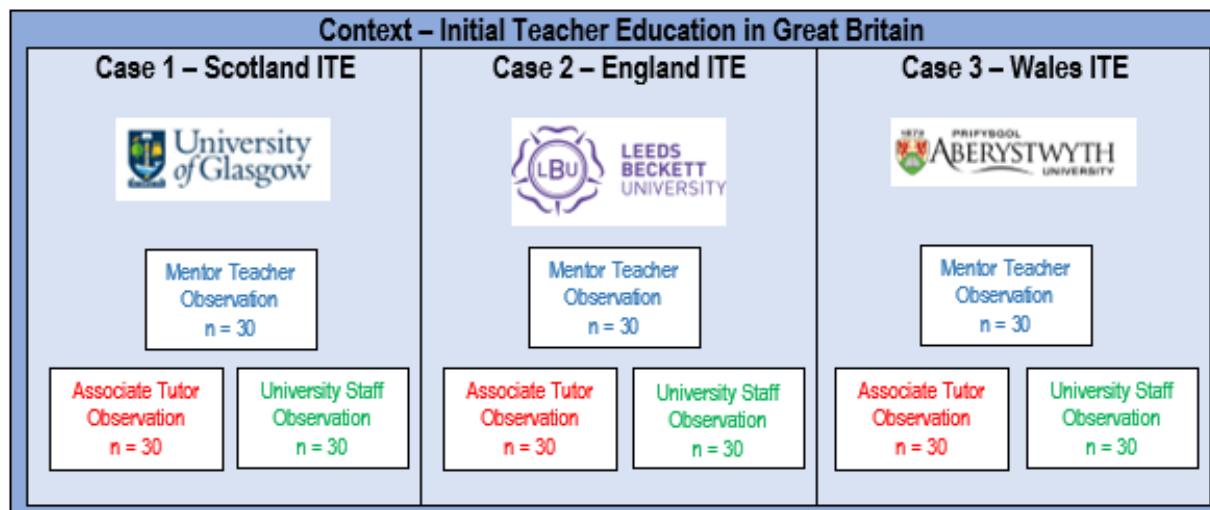


Judgement of competence: emerging research

Policy Analysis



Systematic Literature Review



Focus Groups



Delphi Panel



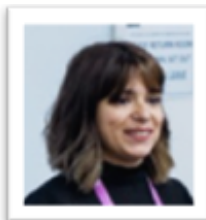
Dr Sarah K Anderson
Senior Lecturer & RTG Leader



Mary Lappin
Deputy Head of School



Professor James Conroy
Vice Principal Emeritus



Sevda Ozsezer Kurnuc
Research Associate



Dr Andrew James Davies
Head of the School of Education
Reader in Education



Daryl Phillips
Director of ITE Partnership



Dr Pinky Jain
Head of Teacher Education

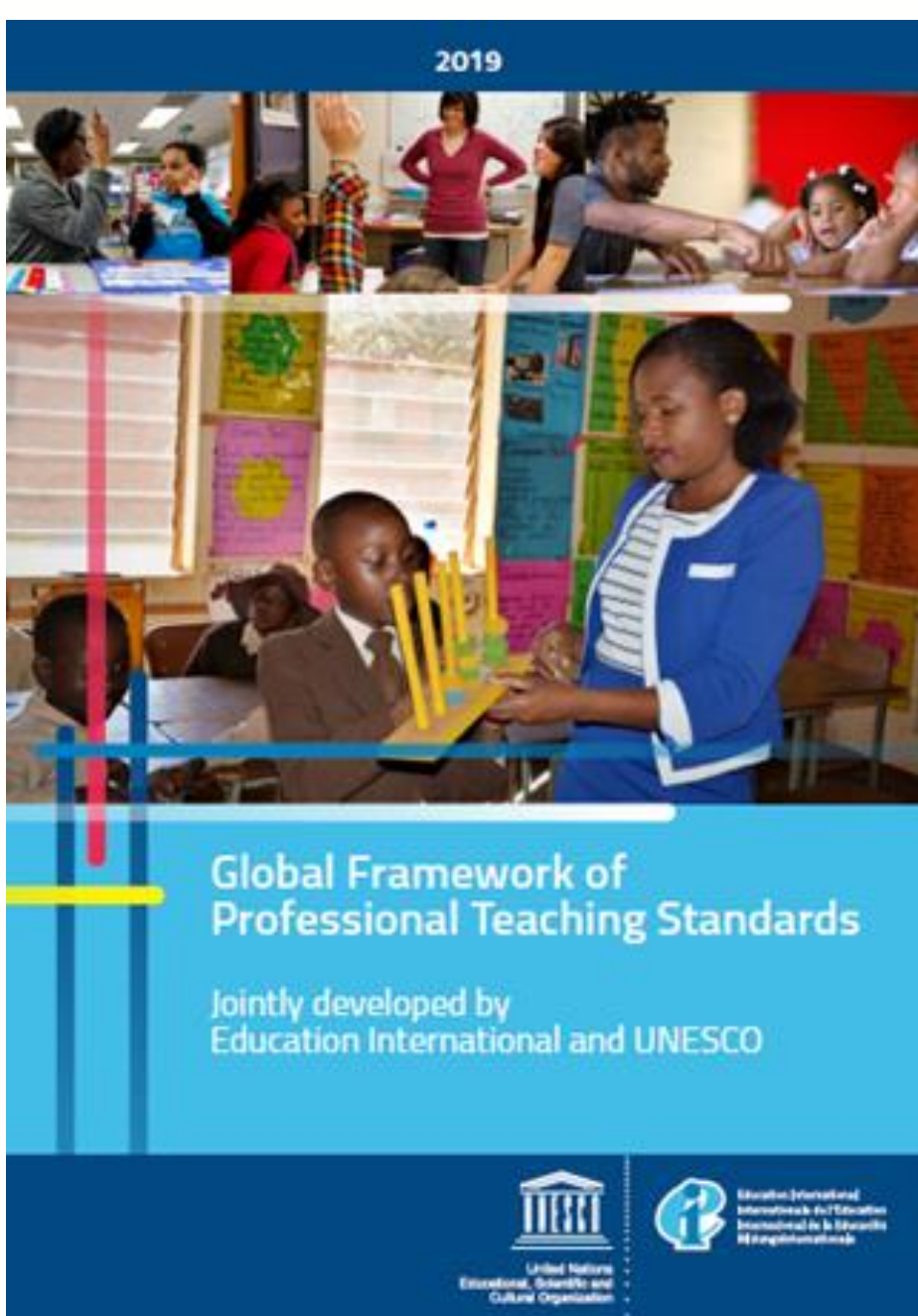


Dr Rachel Lofthouse
Professor of Teacher Education



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SES
Society for
Educational
Studies



*“Teacher professionalism
is not negotiable.
Just as we would never
want unqualified surgeons
operating on our children,
we do not want our young
people to be taught by
unqualified teachers.”*



Grounding Judgements on Standards



- Tied to research
- Face validity
- Associated with normative conceptions

(Schulman, 1987)

2019

Global Framework of Professional Teaching Standards

Jointly developed by
Education International and UNESCO

Inspiring world-class
teaching professionalism

The Standard for Provisional Registration

Mandatory Requirements for Registration
with the General Teaching Council for Scotland
Formal Enactment 2 August 2021

Professional standards for teaching and leadership

Welcome to these pages which will help guide you through the professional standards for teaching and leadership. The standards are part of a range of standards for teachers, leaders and those who assist teaching. They have been designed to support you to be the best you can be and they reflect practice that is consistent with the realisation of the new curriculum.

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A Resource for Ongoing Teacher Development

InTASC
Model Core Teaching Standards and
Learning Progressions for Teachers 1.0

Developed by
CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC)
April 2013

PROFESSIONAL TEACHING STANDARDS CROSSWALK

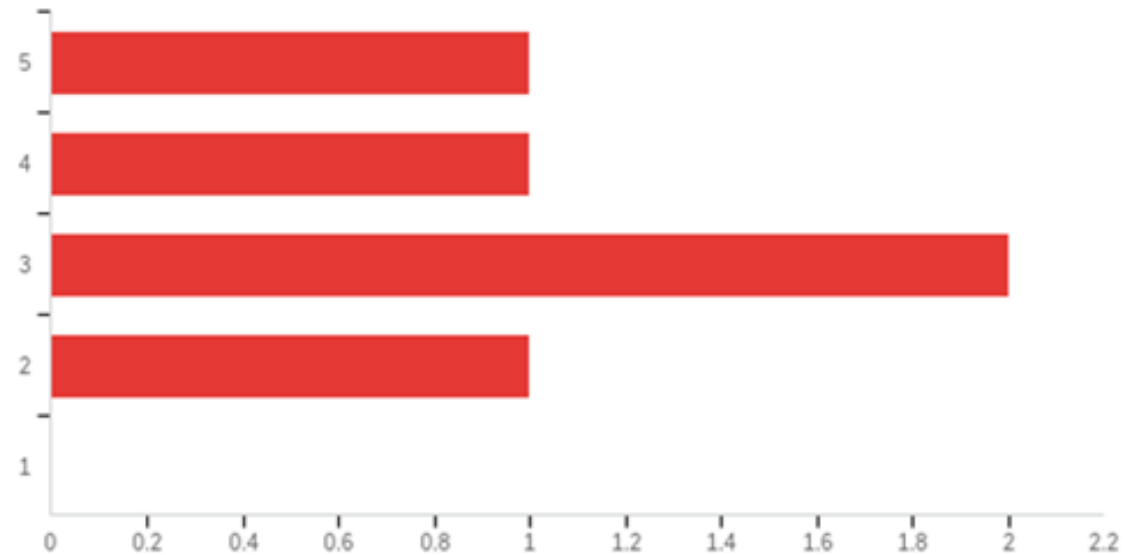
UNESCO Global Framework	SCOTLAND	ENGLAND	WALES	InTASC
All Teachers	Standards for Provisional Registration (SPR)	“trainees working towards QTS; all teachers completing their statutory induction period (early career teachers [ECTs]); teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations”	Professional Standards for Teaching and Leadership (QTS)	All Teachers
I. Teaching Knowledge & Understanding II. Teaching Practice III. Teaching Relations	1. Being a Teacher in Scotland 2. Professional Knowledge & Understanding 3. Professional Skills and Abilities	Teaching Personal and professional conduct	Pedagogy (P) Professional learning (PL) Collaboration (C) Innovation (I) Leadership (L)	A. The Learner & Learning B. Content Knowledge C. Instructional Practices D. Professional Responsibilities
1. How students learn, and the particular learning, social, and development needs of their students (Domain 1)	3.2.2 Engage learner participation	2 Promote good progress and outcomes by pupils be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how <u>this impacts</u> on teaching • encourage pupils	P1 The teacher develops and demonstrates up-to-date theoretical knowledge and understanding as well as practical insight into how children and young people develop and learn. P4 The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs. P14 The teacher provides appropriate levels of challenge and expectations for the range of	Standard #1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.



Video Observation Questionnaire



Q8 - 8. What is your overall judgement of the teaching demonstrated in the video where (5) is Highly Effective and (1) is Unsatisfactory?



Teacher educator judgements on seven elements of observable practices of UNESCO professional teaching standards

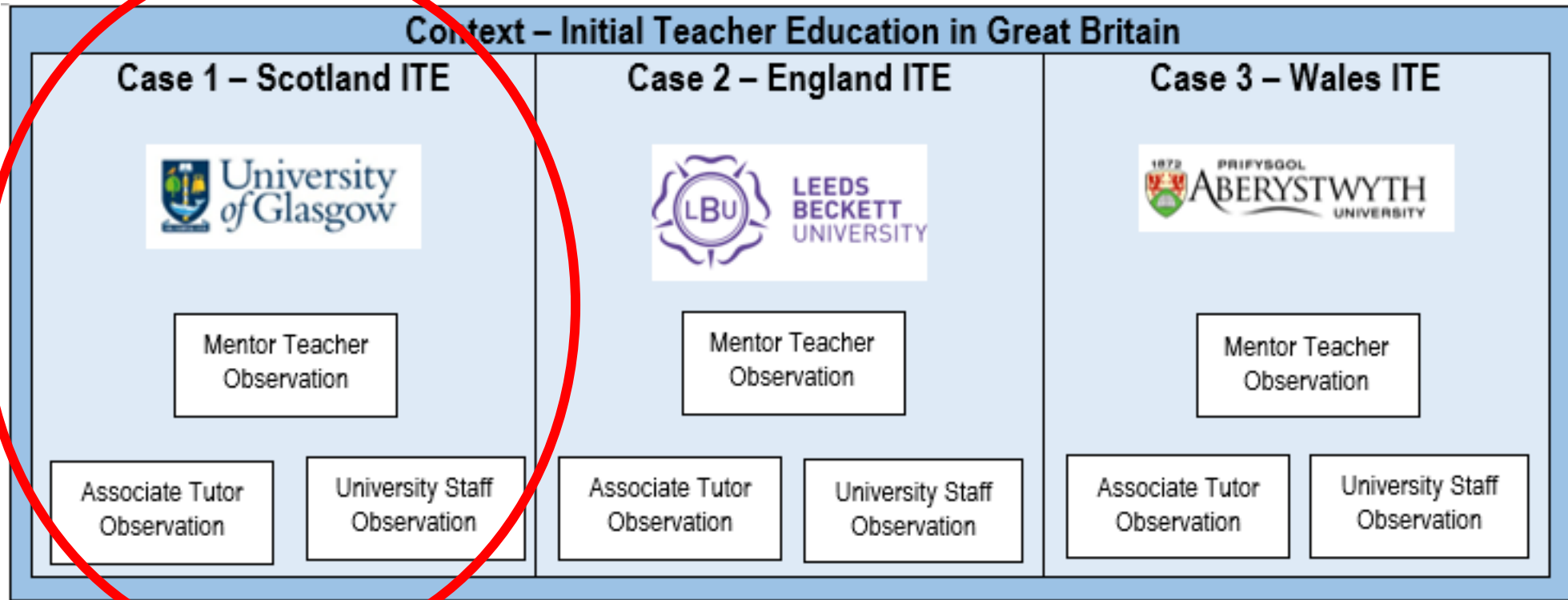
	5	4	3	2	1	Mean
	<i>N</i> = 6					
Learners	0	3	1	2	1	2.9
Content	0	2	3	0	1	3.0
Research	0	2	2	1	1	2.8
Planning & Preparation	1	1	3	0	1	4.0
Instructional Strategies	0	1	2	1	1	2.6
Learning Environment*	2	1	0	2	0	3.6
Assessment	0	2	1	1	1	2.8
Overall Rating	1	1	2	1	0	3.4

Note. Questionnaire items 1-9 where 5 = highly effective and 1 = unsatisfactory

<i>Classroom cue utilization</i>	<i>Suggestions for lesson improvement</i>	<i>Using internal expectation criteria</i>	<i>No identified strategy</i>
Professional judgment		Personal judgment	Indeterminate judgement
Observed teacher action (8) - (positive and negative) Multiple examples as evidence to support as rationale (6) Observed pupil action (6) Physical environment cues (4) Learning materials (4) Context cues (3) Pupil learning (3) Teacher and pupil interaction (3)	Lesson improvement (8)	Internal criteria (3)	Unable to explain (3) Need more to make judgement (2) None (2)



Focus Group Findings





Possible reasons for inconsistencies



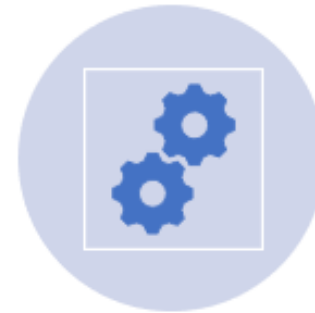
Evaluator centred factors



Student teacher centred factors



Aspects of the teaching observation



Processes

Learning Environment

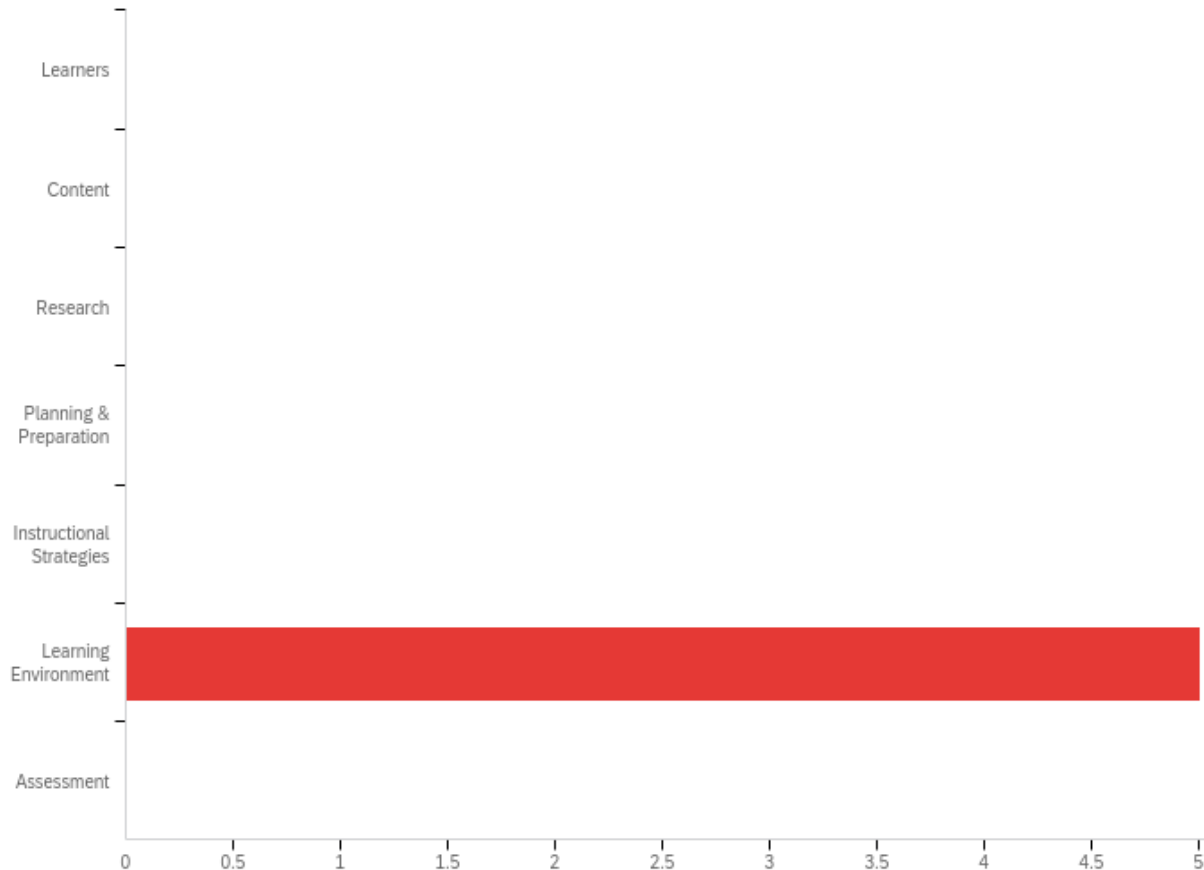
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Organisation and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner

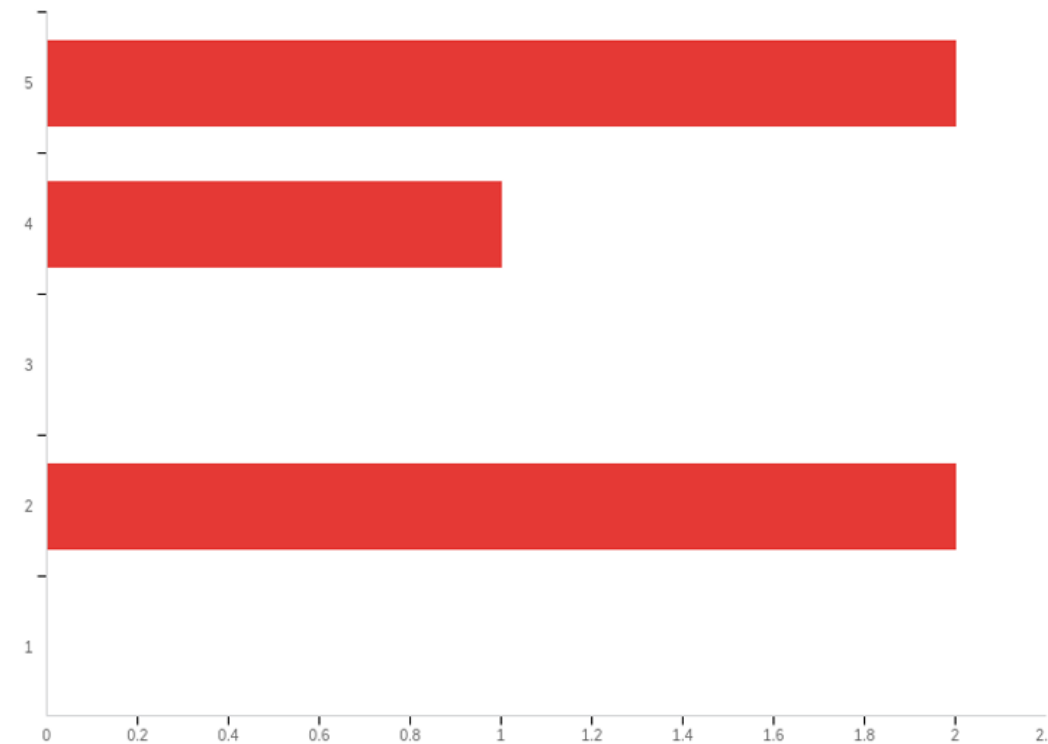
6 »

- A safe and secure environment
- Effective classroom management having regard to the needs of all individuals and the class as a whole

Which was the easiest element to judge for the teaching in this video and why?



Q6a - 6. Assign a judgement of the teaching performance where (5) is Highly Effective and (1) is Unsatisfactory.





Improving consistency of judgements



Preparation before making
a judgement



Understanding why the
judgements is being made,
what is being judged, the
criteria for success

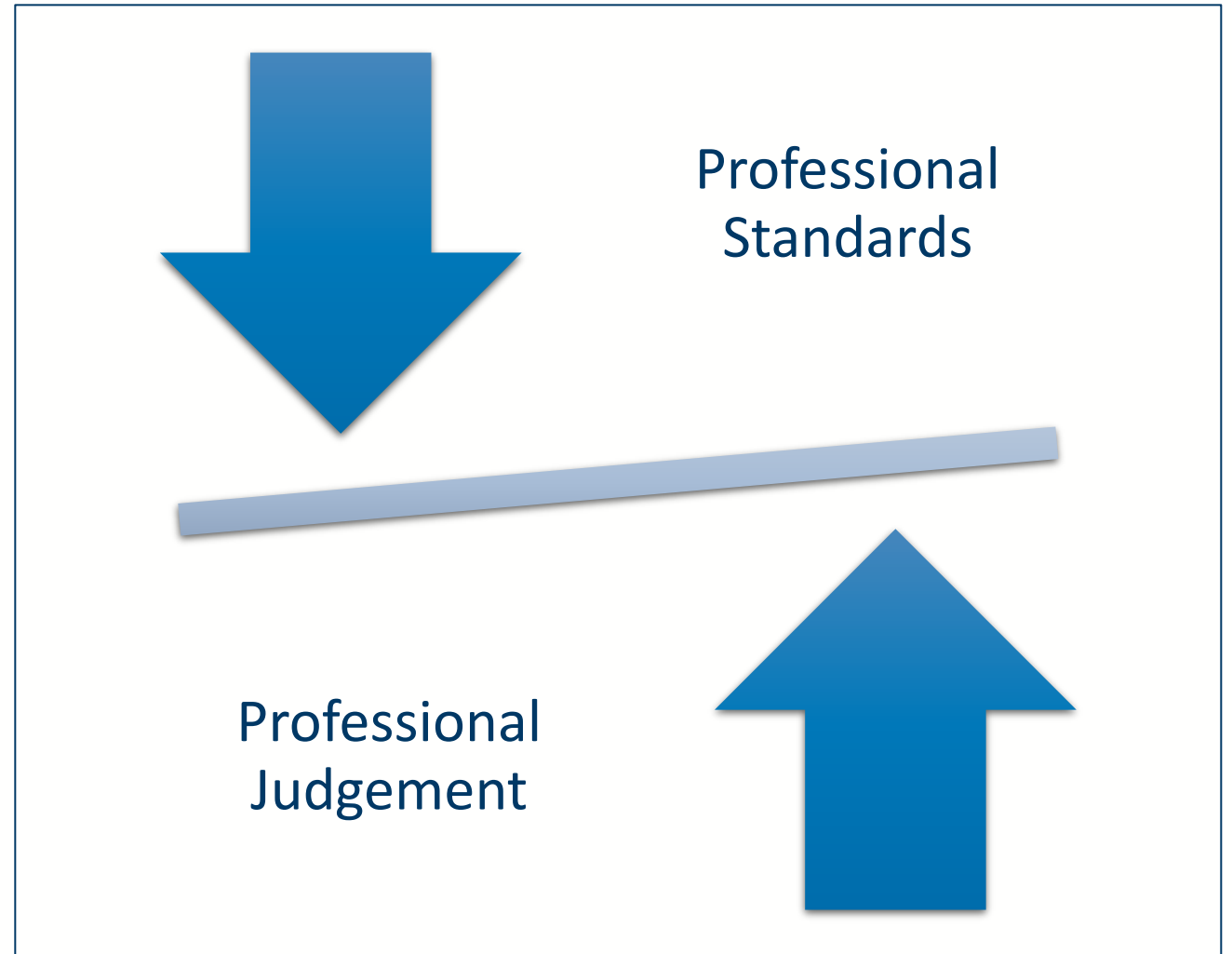


How the outcome is
captured and
communicated



Judging teaching effectiveness?

"...both of those words in professional judgment [and professional standards], are quite important, but neither of them carries the full implications of an inescapable subjectivity, is necessarily going to be part of that judgment. Because we're not machines...we don't function on reductive algorithms. We don't just think with logic, we respond with our head and our heart."





Why does it matter that judgements of teaching effectiveness are consistent and reliable?



Fairness



Standards in education can be undermined



Implications of the results

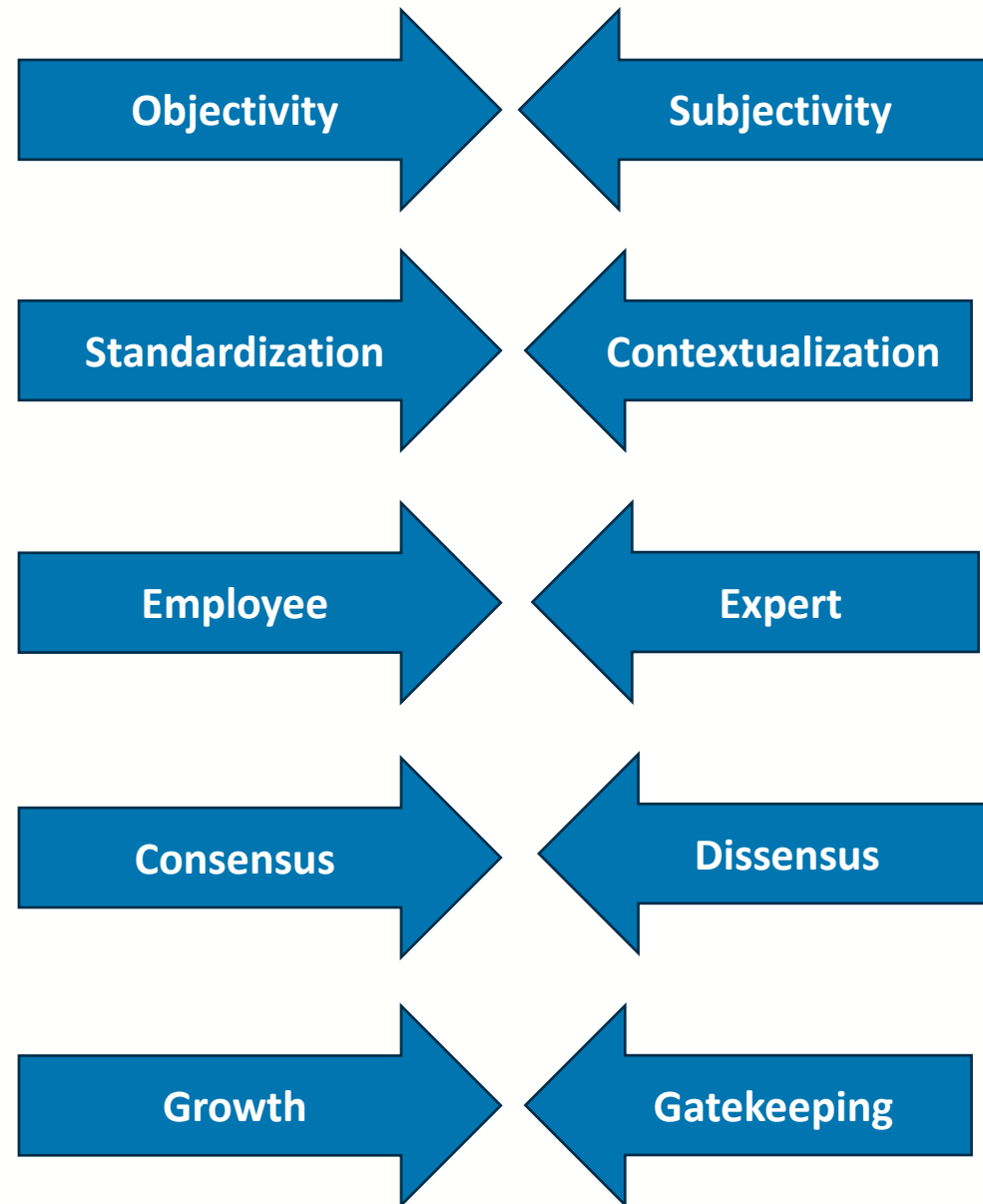


Setting a minimum level of competency



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An Emerging Duplexity

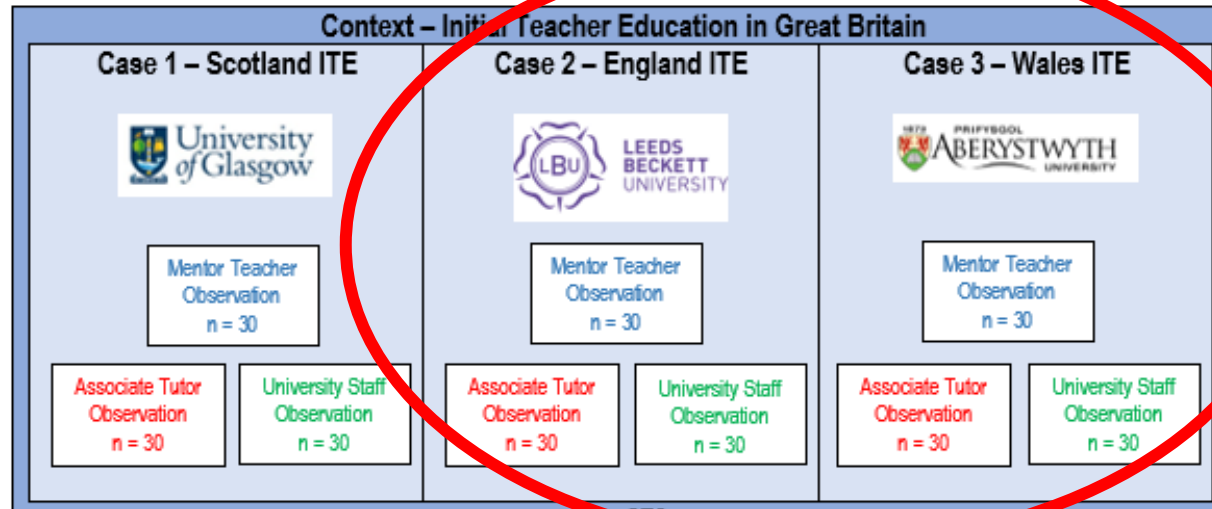




Policy Analysis



Systematic Literature Review



Focus Groups



Delphi Panel





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Tools for making valid judgements



Tools for Making Judgements

(Anderson et al., forthcoming)

(Page, et al., 2021)

Context	Tool name	information extracted from
Authentic evaluation tools used to assess candidates in real settings	A competence assessment tool*	Study 1: Hylton et al., 2022
	Educative Teacher Performance Assessment (edTPA)	Study 4,5,12,33: Tanguay, 2020; Goldhaber et al., 2017; Parkes & Powell, 2015; Sandoval et al., 2020
	Intern Keys Teacher Candidate Assessment tool	Study 11: Ata & Kozan, 2018
	CLASS: Toddler version	Study 13: Kennedy & Lees, 2016
	Profile for Evaluation of Intern (PEI)	Study 15: Brown et al., 2015
	A disposition assessment tool*	Study 25: Conderman & Walker, 2015
	Teacher education dispositions rating form	Study 26: Choi et al. (2016)
	Performance Assessment for California Teachers (PACT)	Study 29: Lyness et al., 2021
	Teacher Work Sample (TWS): revised version	Study 31: Murley et al., 2014
	Professional Development Qualities (PDQ)	Study 35: Saltis et al., 2020
Emerging evaluation tools	SOCME-10	Study 3: Tobón et al. (2021)
	Item-Level Assessment of Teaching practice (I-LAST)	Study 17: Kingsley & Romine (2014)
	A disposition assessment tool	Study 27
	Pedagogical Psychological Knowledge (PPK)	Study 38: Voss et al. (2011)
Practicing teacher evaluation tools used in real settings	Survey of Systemwide Evaluation of Professional Teacher Preparation Program (SEPTPP)	Study 21/37: (Beare et al., 2014; Tracz et al., 2017)
	Teaching Evaluation Scale (TES)	Study 7: Shahzad & Mehmood (2019)
	Teacher Performance Appraisal (TPA) programme	Study 16: Maharaj (2014)
	Teaching and Learning Framework (TLF)	Study 23: Jones & Lewis (2018)
	RISE	Study 24: Chaplin et al. (2014)
	7Cs	Study 24: Chaplin et al. (2014)
	VAM	Study 24: Chaplin et al. (2014)





Tools for Making Judgements

Main Purposes:

- Selection
- Diagnosis/progress monitoring
- Eligibility for teaching licensure
- Accreditation

Three Domains	Ten Standards
<u>I. Teaching Knowledge and Understanding</u> Practising teachers know and understand:	1 How students learn, and the particular learning, social, and development needs of their students
	2 The content and related methodologies of the subject matter or content being taught
	3 Core research and analytical methods that apply in teaching, including with regard to student assessment
<u>II. Teaching Practice</u> Teachers' practice consistently demonstrates:	4 Planning and preparation to meet the learning objectives held for students
	5 An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of the students
	6 Organisation and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner
	7 Assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity
<u>III. Teaching Relations</u> Teachers' professional relations include active participation in:	8 Cooperative and collaborative professional processes that contribute to collegial development, and support student learning and development
	9 Communications with parents, caregivers, and members of the community, as appropriate, to support the learning objectives of students, including formal and informal reporting
	10 Continuous professional development to maintain currency of their professional knowledge and practice





Tools for Making Judgements

1. Administration and purpose

2. Content of assessment

3. Scoring

4. Data reliability

5. Data validity



2. Content of Assessment

Sufficiency Criteria

- Indicators assess explicitly identified aspects of CAEP and InTASC Standards, in addition to national, professional, or state standards.
- Indicators reflect the degree of difficulty or level of effort described in the standards.
- Indicators unambiguously describe the proficiencies to be evaluated.
- When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, and apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the indicator is specific to candidates' application of knowledge to solve problems.
- Most indicators require observers to judge consequential attributes of candidate proficiencies in the standards.

(CAEP, 2021)

Tools for Making Judgements

Performance Assessment Validity Criteria

- Domain coverage
- Content quality
- Cognitive complexity
- Meaningfulness
- Generalizability
- Consequences
- Fairness
- Cost and Efficiency

(Conn et al., 2020; Linn, et al., 1991; Messick, 1994)

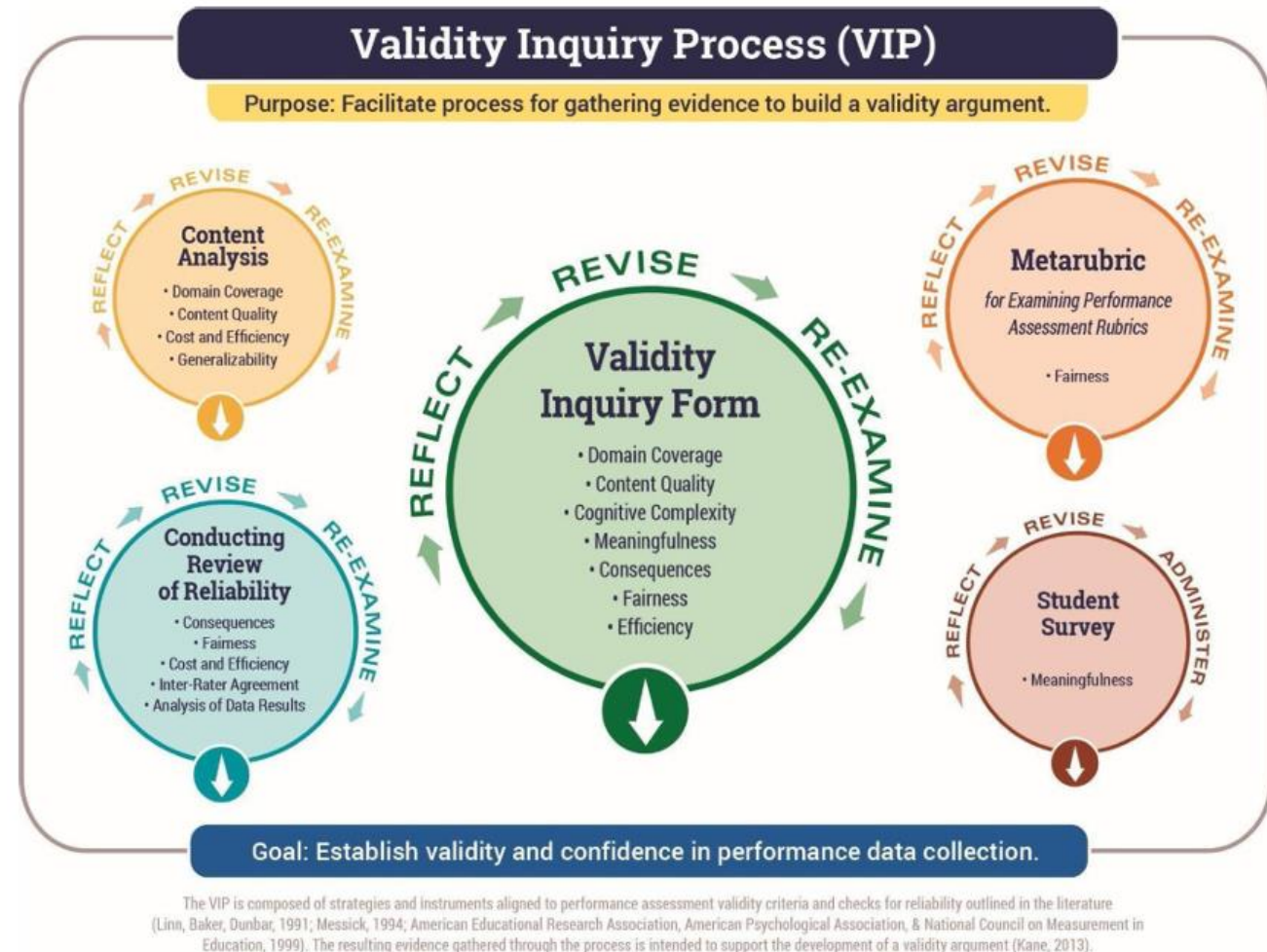
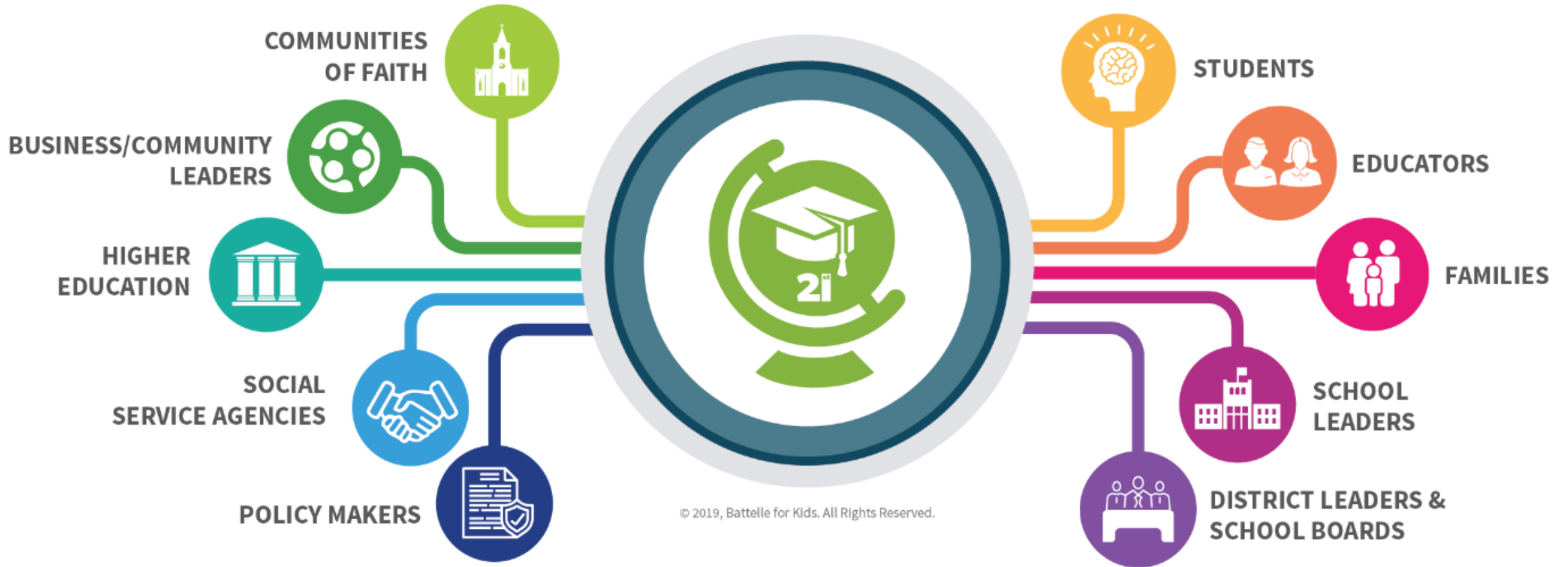


Fig. 1. Validity Inquiry Process (VIP), Practical Guidance for Examining Performance Assessments and Building a Validity Argument.



Final Provocation



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Teacher education in Scotland: Policy, quality, standards, and the judgement of competency

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