



University
of Glasgow

SES

*Society for
Educational
Studies*

SERA 2023

Why does consistency in assessing teacher education students' practices matter?

Sarah Anderson, PhD

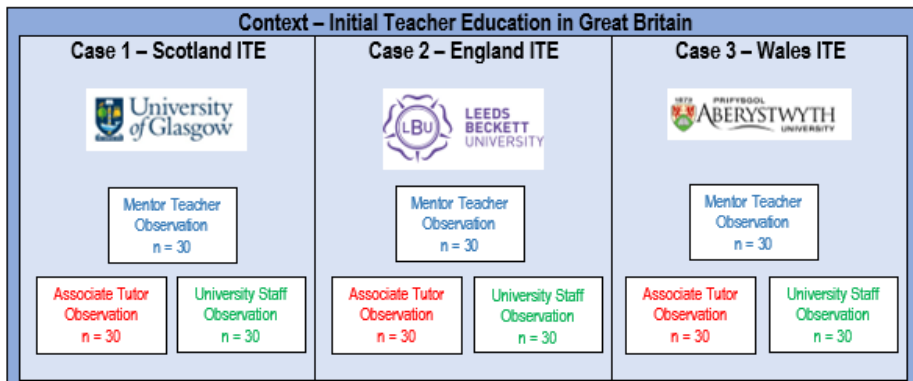
sarah.anderson.3@glasgow.ac.uk



Policy Analysis



Systematic Literature Review



Focus Groups



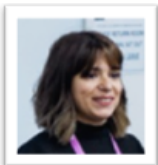
Delphi Panel



Dr Sarah K Anderson
Senior Lecturer & RTG Leader



Mary Lappin
Deputy Head of School



Sevda Ozsezer Kurnuc
Research Associate



Professor James Conroy
Vice Principal Emeritus



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



Daryl Phillips
Director of ITE Partnership
Reader in Education



Dr Pinky Jain
Head of Teacher Education



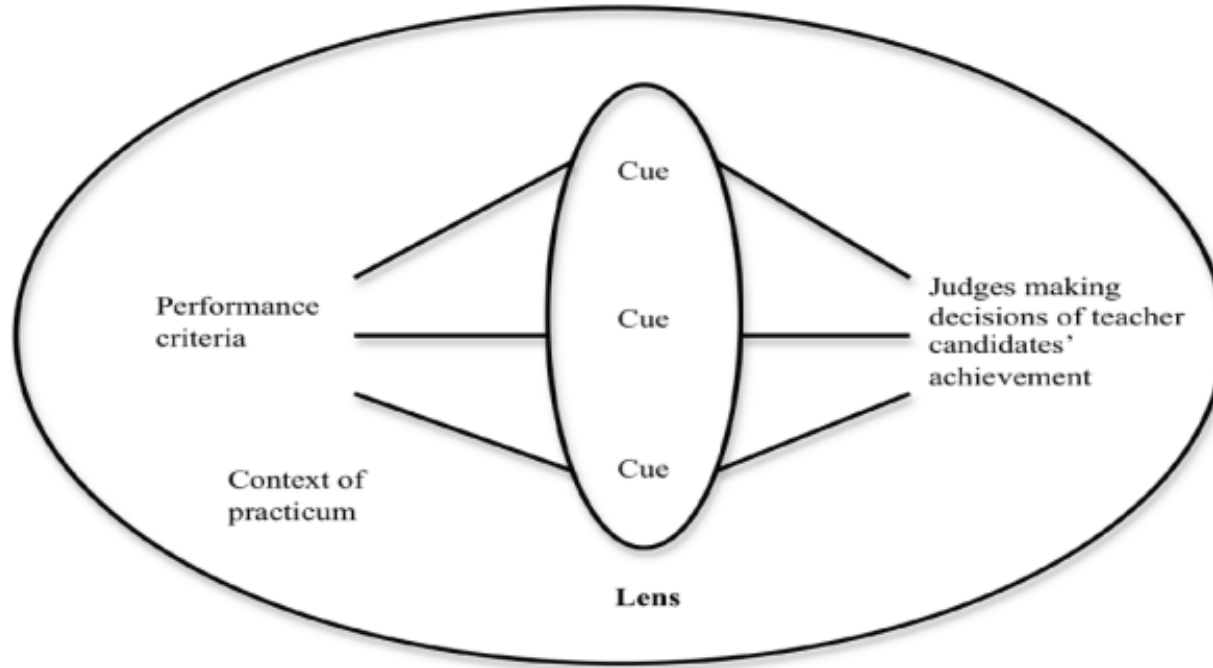
Dr Rachel Lofthouse
Professor of Teacher Education

Research Questions

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?

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

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



**Figure 1. The Lens Model in Social Judgment Theory (Haig et al., 2013)
(Cooksey, 1996)**

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.

Department
for Education

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 this impacts 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.



Share experiences of your own teaching being observed and evaluated

Share experiences of being the evaluator judging teaching for either student teachers or practicing teachers

Group Dialogue

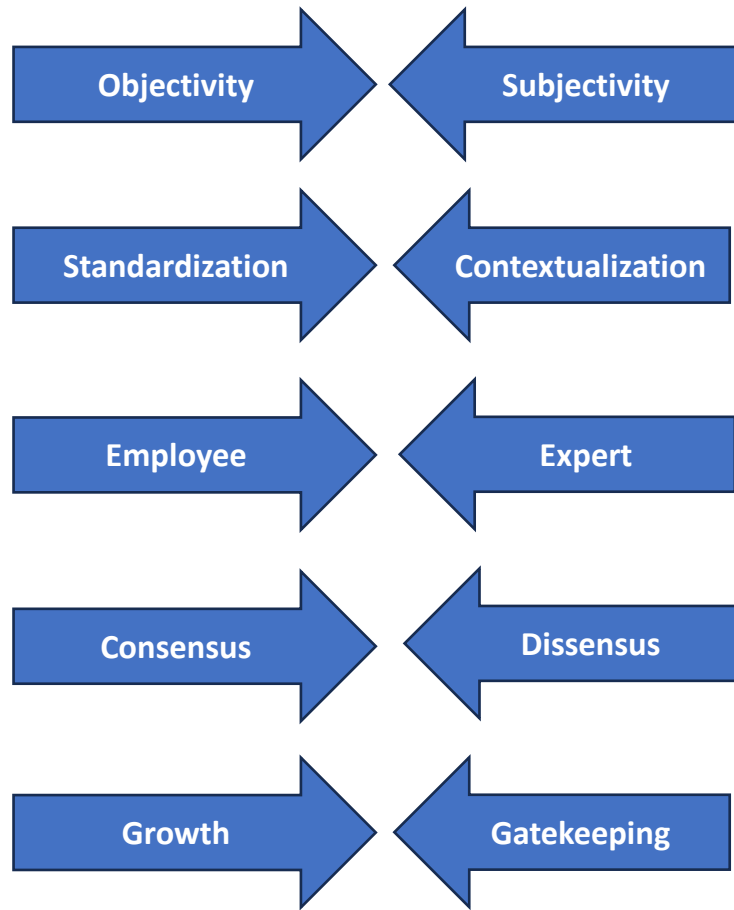
- Provocation 1: How does judgement of teaching effectiveness of student teachers fit within notions of quality assurance?
- Provocation 2: What could be some reasons for inconsistency amongst raters who observe and evaluate student teaching during their placements?
- Provocation 3: What would make judgment among evaluators more consistent?
- Provocation 4: What are your views about using both professional judgement and the professional teaching standards to judge teaching effectiveness?
- Provocation 5: How might schools and universities work together to gain greater reliability in evaluation teaching effectiveness?
- Provocation 6: Why does it matter that judgements of teaching effectiveness are consistent and reliable?



Pair-sharing

3 - Interesting Facts	2 - New Discoveries	1 - Lingering Question

An Emerging Duplexity



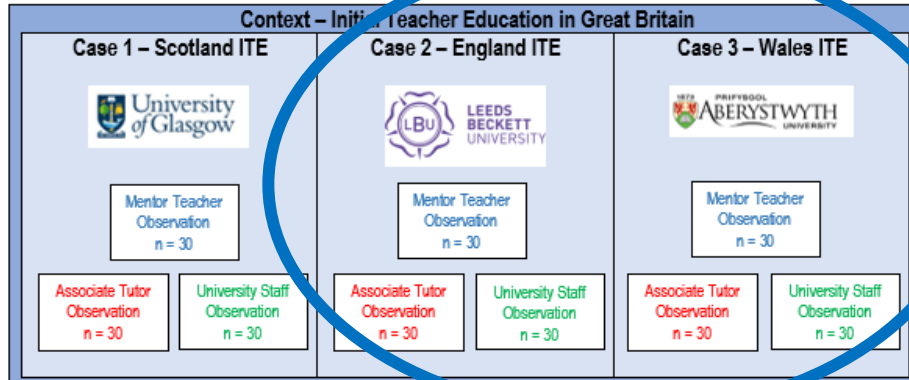


University of Glasgow

Policy Analysis



Systematic Literature Review



Focus Groups



Delphi Panel



2024-2025
Northern Ireland
USA



University
of Glasgow

SES

*Society for
Educational
Studies*

Professional judgement and standard frameworks: Exploring duplexity in assessment of teachers' practices

sarah.anderson.3@glasgow.ac.uk

sevda.ozsezerkurnuc@glasgow.ac.uk

pinky.jain@leedsbeckett.ac.uk

