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

Sarah Anderson, PhD
sarah.anderson.3@glasgow.ac.uk
Policy Analysis

Systematic Literature Review

Context – Initial Teacher Education in Great Britain

Case 1 – Scotland ITE
- University of Glasgow
- Mentor Teacher Observation n = 30
- Associate Tutor Observation n = 30

Case 2 – England ITE
- LBU
- Mentor Teacher Observation n = 30
- University Staff Observation n = 30
- Associate Tutor Observation n = 30

Case 3 – Wales ITE
- Aberystwyth University
- Mentor Teacher Observation n = 30
- University Staff Observation n = 30
- Associate Tutor Observation n = 30

Focus Groups

Delphi Panel
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)
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 will, with harmony and integrity, harness 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.
<table>
<thead>
<tr>
<th>UNESCO Global Framework</th>
<th>SCOTLAND</th>
<th>ENGLAND</th>
<th>WALES</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Teachers</strong></td>
<td>Standards for Provisional Registration (SPR)</td>
<td>“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”</td>
<td>Professional Standards for Teaching and Leadership (QTS)</td>
<td>All Teachers</td>
</tr>
</tbody>
</table>
| **I. Teaching Knowledge & Understanding** | 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 |
| **II. Teaching Practice** | 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. | |
| **III. Teaching Relations** | | | 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 | |
| | | | learners. | |
| | | | 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. | |
Engage & Reflect

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
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It is important that judgements of teaching effectiveness are accurate.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>b. It is important that judgements of teaching effectiveness are consistent.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>c. It is important that different evaluators reach consensus.</td>
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<td>○</td>
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<tr>
<td>d. It is important that evaluators use evidence to make judgements.</td>
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<td>○</td>
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<tr>
<td>e. It is important that professional judgement is used when judging teaching effectiveness.</td>
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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?
<table>
<thead>
<tr>
<th>3 - Interesting Facts</th>
<th>2 - New Discoveries</th>
<th>1 - Lingering Question</th>
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An Emerging Duplexity
Policy Analysis

Systematic Literature Review

Focus Groups

Delphi Panel

2024-2025
Northern Ireland
USA
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