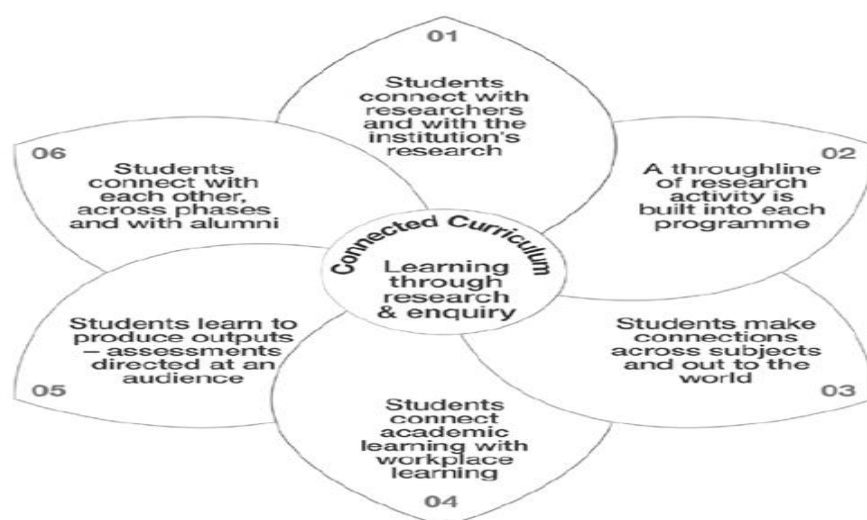


Pulling Back the Curtain ' The Relationship between Teacher Quality and Students' Educational Outcomes and Its Effect on the Communities Issues

Adel Dagher FAHED BUDAGHER
 Trinity International University

Abstract: It is very important to take heed of the following issues in the World of Educations: The quality of a teacher is the most important schooling factor affecting student achievement, and educational policy, in turn, has reflected this assessment, both by allocating substantial resources to improving and by assessing teacher quality. Yet in spite of this broad consensus, we have yet to identify which proxies of teacher quality best predict desired outcomes. Moreover, though there is a growing recognition that the effects of teacher quality may emerge slowly or be visible only with time, little attention has been paid to students' long-term outcomes, such as postsecondary degree attainment. Therefore, in order to gain a better sense of how different indicators of teacher quality represent and impact students' educational success, this study examines the relationship between two dominant measures of teacher quality, teacher qualification and teacher effectiveness, in terms of their influence on students' short-term academic growth and long-term educational success (measured by completion of a college degree). Since students are exposed to teachers of varying quality over the course of their schooling – and since achievement is closely related to that cumulative exposure – this study computes cumulative teacher quality indices that are able to more precisely estimate the impact of teacher quality. Considering how these common measures of teacher quality are already being incorporated into various teacher policies, including teacher salary and evaluation, this study will help develop more coherent and complementary policies regarding teacher quality. Ultimately, also, this study seeks to inform researchers, educational and community leaders, and policymakers about the ways in which low-income families embedded in CDCs access and mobilize educational opportunity.

Keyword: Teacher quality, Educational outcomes



The Connected Curriculum Framework
The Six Dimensions of the Framework

Introduction

Teacher education programs can make a difference to student achievement depending on the type of education program and support that is put in place. Specific factors such as the years of teacher training, the teacher's verbal fluency, subject matter knowledge, having books and materials and knowing how to use them, teacher expectation of pupil performance, time spent on classroom preparation, and frequent monitoring of student progress are all key factors identified in some key research studies that have a positive bearing on the quality of teachers' performance and, consequently, student achievement.

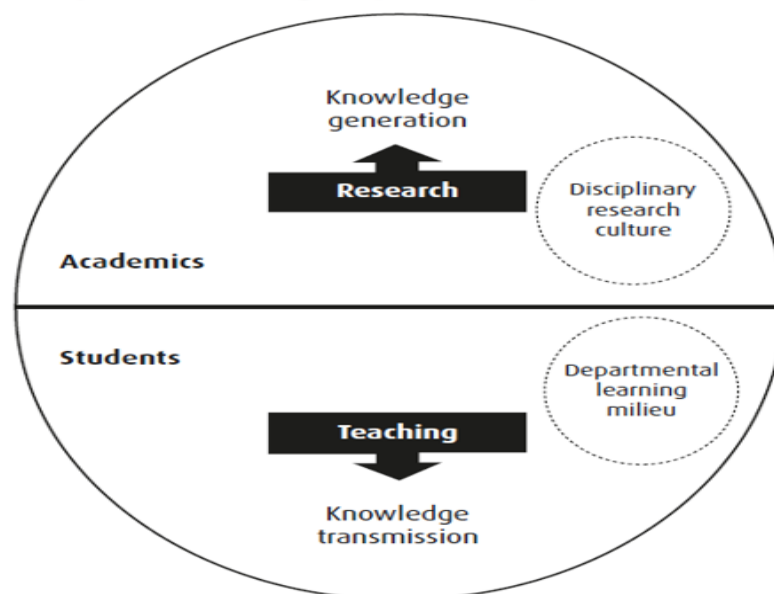
When teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy, and classrooms, even those with minimal levels of formal education and training are capable of dramatically changing their teaching behavior, the classroom environment, and improving the achievement of their students.

Conversely, when teachers are ignored, or when reforms come from above or are not connected to the daily realities of the classroom and local environment, even the most expensive and well designed interventions are almost guaranteed to fail. Our review of the literature and case studies confirm that when teachers are involved in making decisions about changes that affect them, enjoy being around children, have the skills to impart appropriate knowledge and manage their classrooms, and understand their role in the broader community, they usually are highly motivated and their students' achievement tends to rise.

Underpinning the Positive Learning Framework is an attitude: 'How to use these skills and strategies to develop environments where all students feel they belong and can trust others? Where they get tangible experience of mastery so they know they have talent? Where they have opportunities to be responsible and have power and independence? And where they feel worthwhile in their contributions and presence so that they see a purpose in showing generosity?' By learning to use the skills effectively, the quality learning environments will be developed by positive teacher– student relationships.

Educational equity, also referred to as equity in education. Is a measure of achievement, fairness, and opportunity in education. The growing importance of education equity is based on the premise that an individual's level of education directly correlates to future quality of life. Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing.

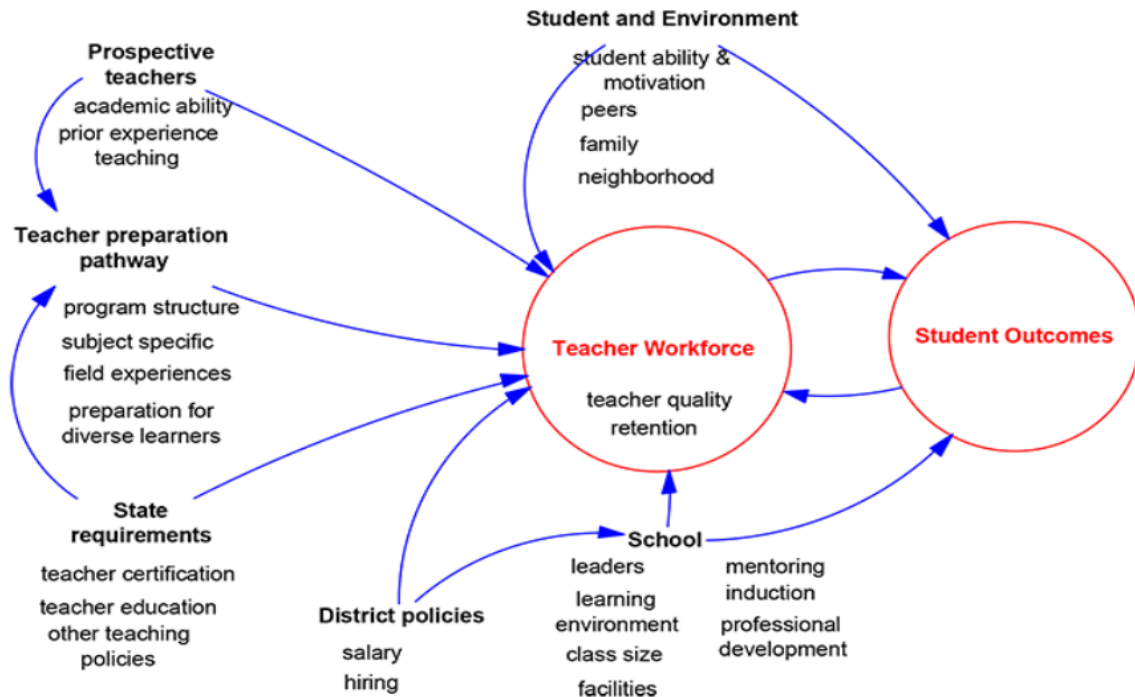
Conception of Knowledge: objective & separate from knowers



Conception of Teaching: teacher focused, information

Traditional Model of the Relationship between Teaching and Research

The Art of Teaching



Education

The process through which we discover that learning adds quality to our lives. Schools/Technical Training Centers/Colleges and Universities.

Teaching Method

Objective oriented activities and flow of information between teachers and students.

What is Teaching?

- ❖ Teaching is a process intended for learning by inducing a behavioral change in the taught.
- ❖ It is an art of communicating a message with impact on audience.
- ❖ Pedagogy is an art or profession of teaching.

Why Teaching

- ❖ Teaching creates knowledge awareness and feelings in the taught and brings about behavioral change.

Type of Teaching

- ❖ Active.
- ❖ Passive.
- ❖ Learner Oriented.
- ❖ Teacher Oriented.

Teaching Methods

- ❖ Lecture.

- ❖ Lecture discussion.
- ❖ Seminar.
- ❖ Symposium.
- ❖ Panel discussion.
- ❖ Group discussion.
- ❖ Tutorials.
- ❖ Role-play.
- ❖ Integrated teaching (horizontal and vertical).
- ❖ Talking point sessions.
- ❖ Workshops.
- ❖ Conferences.

Criteria of Good Teaching

- ❖ Good Concept (thorough preparation).
- ❖ Organized Content (lesson planning).
- ❖ Good Quality and optimum quantity.
- ❖ Sequence.
- ❖ Relevance.
- ❖ Learner oriented.

Teaching Practice

- ❖ Set Induction.
- ❖ Introduction Topic.
- ❖ Topic Organization.
- ❖ Reinforcing or Stimulating.
- ❖ Summarizing.

Evaluation or Assessment

Impact Assessment

- ❖ Can be done in several ways.
- ❖ One sided (by teacher himself).
- ❖ Two sided (teacher and student).
- ❖ Third party assessment.

Evaluation

- ❖ Self-designed using the understanding of the learning objectives of the lecture as criteria.
- ❖ Basing on the basics of any lecture like the content, quality of presentation etc.

Worthy Points to Remember Regarding Teaching

- ❖ Teaching is an art (not just reading from a book and reproducing in the classroom).
- ❖ Teacher development is mutual with the student development and vice versa.

Managing the Students

- ❖ Do not throw the blame on the students for your failure to create an impact with your lecture.
- ❖ Students are immature, less skilled, and emotional and you are mature, more skilled and composed.
- ❖ Best way to control the students is by giving them best lectures.

Some Possible Problems

- ❖ Teacher gives a lecture rather than conducting a dialogue.
- ❖ Teacher talks too much.
- ❖ Students won't talk to each other or the tutor.
- ❖ Students don't prepare.
- ❖ One student dominates.
- ❖ Students want to be given solutions to problems rather than discuss them.

Small Group Teaching

- ❖ To develop intellectual and professional abilities, e.g. analysing, logical reasoning, evaluating evidence/data, appraising and judging perceptively, thinking critically, seeing new relationships, synthesising, speculating creatively, designing, arguing rationally, transferring skills to new context, problem solving.
- ❖ To develop students' communications skills: with peers, tutor, in "real world".
- ❖ To develop values, language and perspective of the discipline.
- ❖ To foster students' personal development: e.g. confidence, managing own learning.
- ❖ To develop group working skills.
- ❖ To challenge and stimulate students and tutor.

Conditions for Successful Small Group Teaching

- ❖ Effective planning and preparation.
- ❖ Breaking the ice -- starting out with the group.
- ❖ Keeping the group on track.
- ❖ Dealing with possible problems and conflicts.

The Group Successful Steps

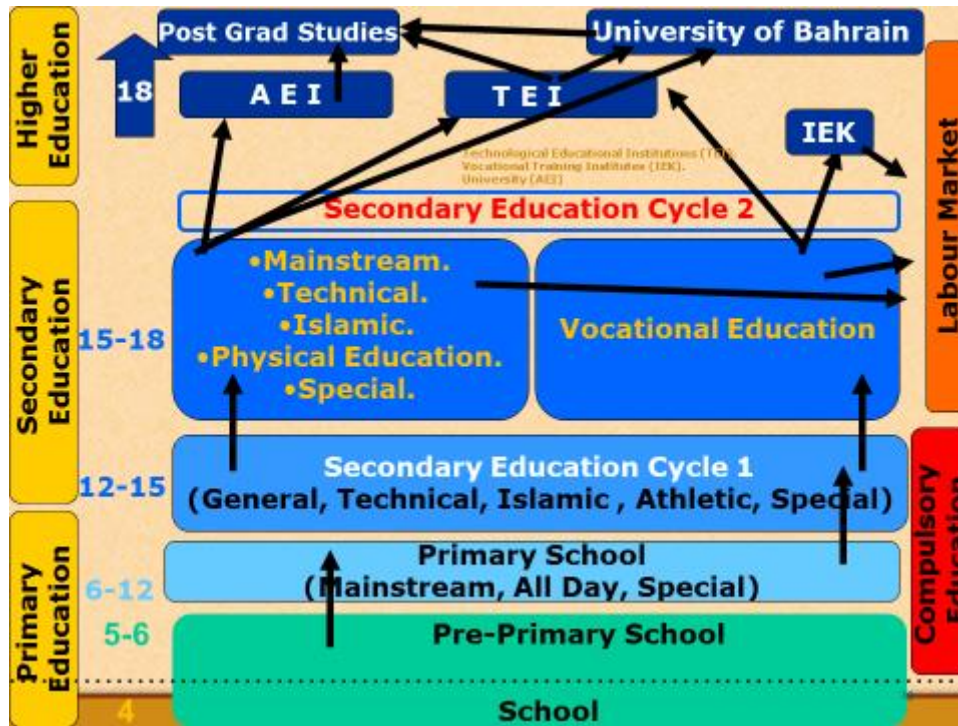
Step 1
Consider what you want the students to learn or achieve: the learning outcomes

Step 2
Choose a suitable set of group tasks to deliver the selected outcomes

Step 3
Decide how to organise the small group:
Your tasks are to:

- prepare materials
- explain and check agreement on task
- monitor development of task
- control time boundaries

A Perfect Education System



Schools as Organizations

- ❖ The schools that an individual attends shape not only his or her life chances but his or her perceptions, attitudes, and behaviors.”
- ❖ Education in any country is one of the nation’s largest businesses.

The Structure of Education

“To understand education, one must look beyond the classroom itself and the interaction between teachers and pupils to the larger world where different interest groups compete with each other in terms of ideology, finances, and power.” *School processes*, the way in which school cultures are created and maintained as per their needs.

Governance

Good part of education paid for by local property taxes, tax payers have much to say about how schools within districts operate, through community school boards.

International Comparisons

Most countries have a National Ministry of Education or a Department of Education that has considerable influence over the whole system. Most other systems not inclusive but have rigorous academic rites of passage.

School Processes and School Cultures

“The school is a unity of interacting personalities. The personalities of all who meet in the school are bound together in an organic relation. The life of the whole is in all its parts, yet the whole could not exist without any of its parts. The school is a social organism.”

Teachers’ pedagogic goals often difficult to reconcile with students’ social goals, and administrators’ organizational goals shared by neither teachers nor students.

“Because schools are so deeply political, effecting change within them is very difficult. Groups and individuals have vested interests.”

Bureaucracies characterized by explicit rules and regulations that promote predictability and regularity and minimize personal relationships, can suppress individualism and spontaneity.

“Schools, as they are now organized, are shaped by a series of inherent contradictions that can develop cultures that are conflictual and even stagnant.”

Four elements of change: conflict in necessary, new behaviors must be learned, team building must extend to the entire school, process and content are interrelated and how they go about change is important.

Teachers, Teaching, and Professionalization

Teachers are the key players in education but their voices are seldom heard and their knowledge is terribly underutilized, and even devalued.

The Nature of Teaching

“The central contradiction of teaching is that ‘teachers have to deal with a group of students and teach them something and, at the same time, deal with each child as an individual.’”

Rewards are derived from students, the only positive feedback many teachers get.

Very little is known about the links between teaching and learning.

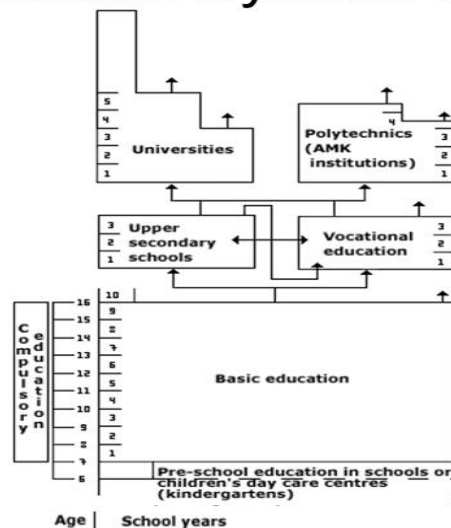
The key in teaching is the exercise of control.

Few professions are as routinized and as creative, with few rules to what it takes to be a good teacher; one may be a sense of humor.

Teacher Professionalization

- ❖ Only partially professionalized, especially at the elementary level.
- ❖ Teacher socialization is very limited.
- ❖ Difficult to think of ways to educate inspirational teachers.
- ❖ Clearly a correlation between higher levels of preparation and professionalization.

Education System Chart



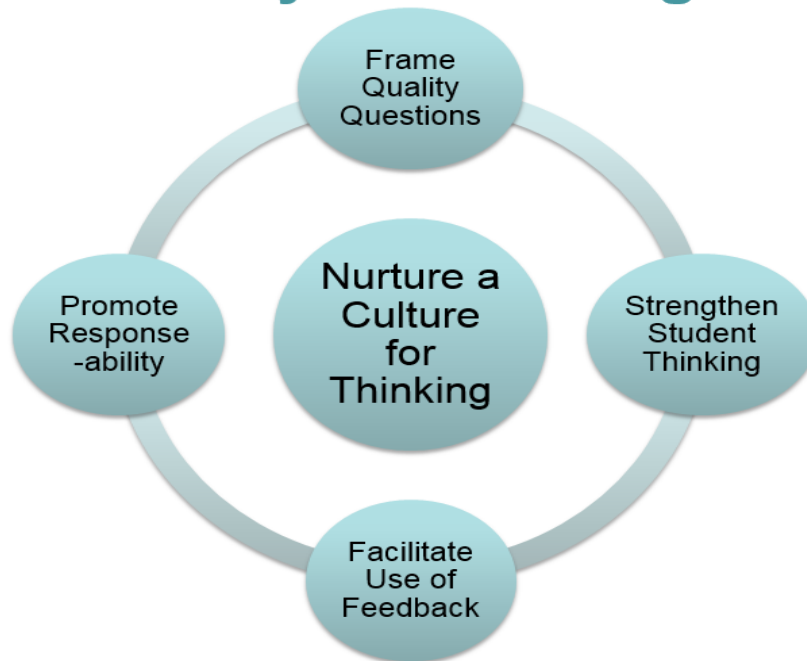
Quality Assurance and School Development

- ❖ The role in schools.
- ❖ The Evolving Education Landscape: System Change and Development.
- ❖ The Programme of Inspection in Schools.
- ❖ School Programme Evaluation.
- ❖ External Evaluation.

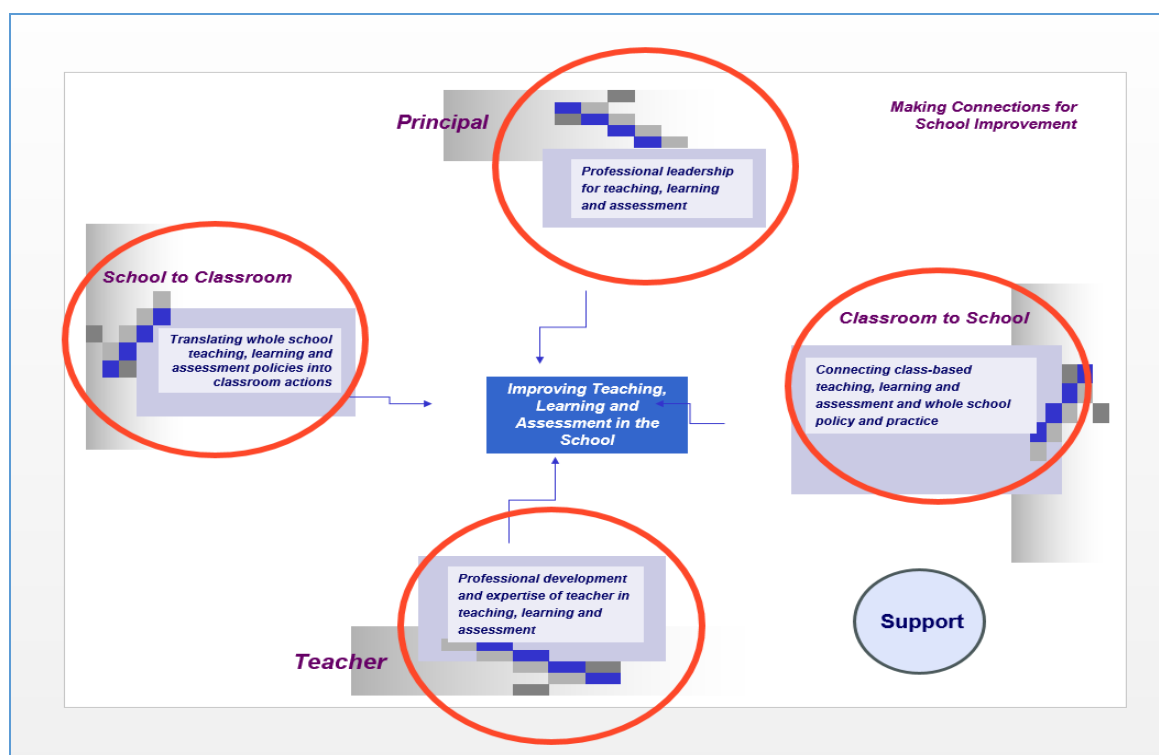
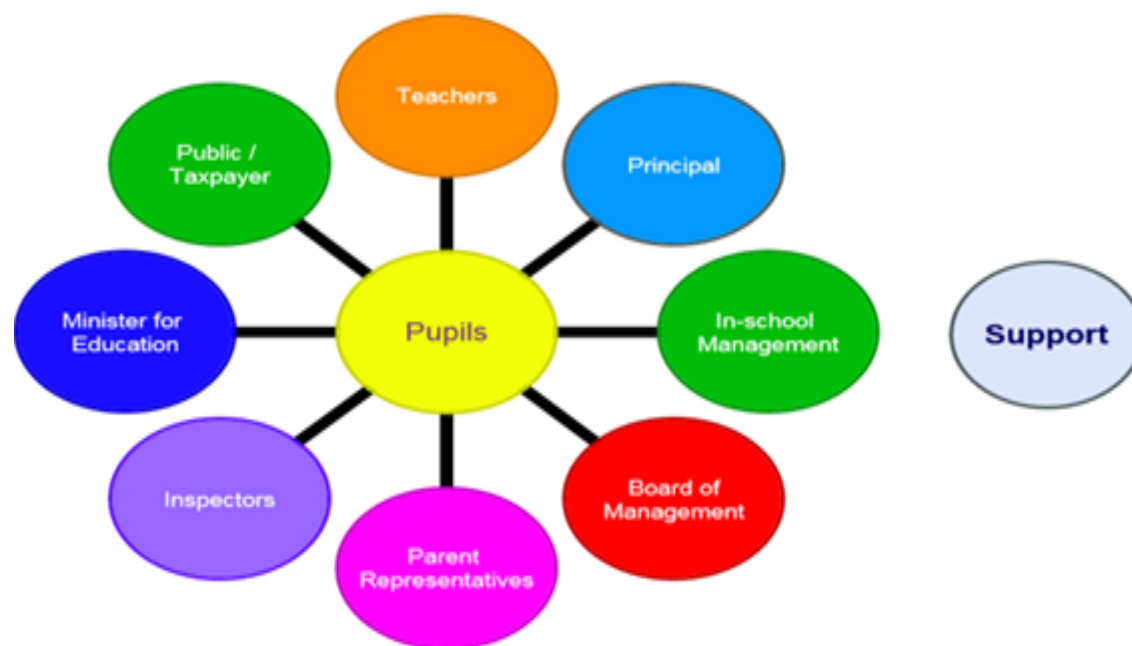
Quality Based

Performance indicators	Reflective Questions for
Teaching Organisation	How do teachers design their content and adopt teaching strategies according to their teaching objectives and student abilities?
Teaching Process	Are teachers' communication skills effective in promoting student
Feedback and Follow Up	Are teachers able to provide feedback to students to help them improve?

Framework for Thinking Through Quality Questioning



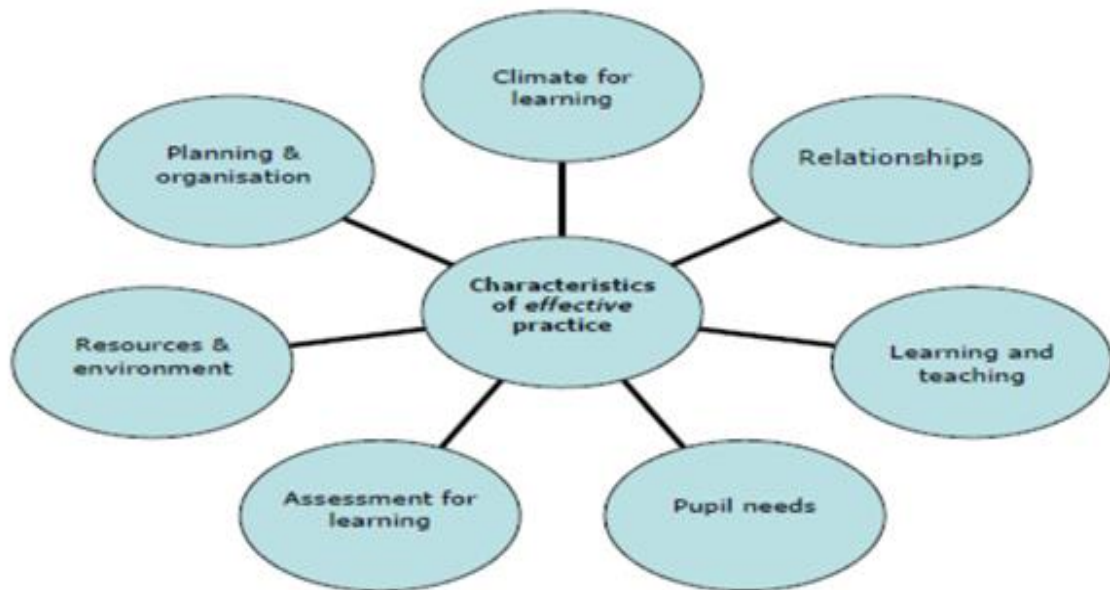
Whole School Evaluation



Effective Teaching

- ❖ Definitions of an effective teacher and effective teaching.
- ❖ The need for Triangulation of evidence.
- ❖ Value added measures – student progress and outcomes.
- ❖ Inspection perspective & external evaluation.
- ❖ Students' views and experiences.

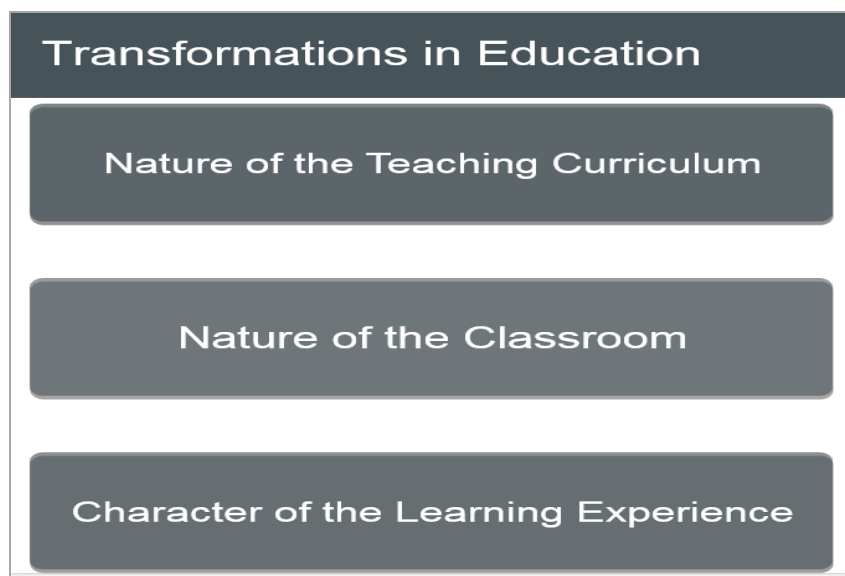
- ❖ Research reviews of effectiveness.
- ❖ Observation of teaching – different measures.



Integral Development

Innovation in Education: Regional Challenges in Education

- ❖ Limited access to primary and secondary education.
- ❖ Limited access to post-secondary education.
- ❖ Gender disparities in education enrollment in some countries.
- ❖ Rising violence in schools region-wide.
- ❖ Challenges with uncertified teachers and lack of teacher training.
- ❖ Physical infrastructure challenges, low spending and technology deficits limit the impact on educational access.



SMART

Learning Outcomes should be ‘SMART’

- ❖ Specific.
- ❖ Measurable.
- ❖ Achievable.
- ❖ Realistic.
- ❖ Timed.
- ❖ These have major implications for planning. However....

Linking Learning Outcomes to Levels

Hierarchy of learning e.g. Bloom’s Six Categories of Cognitive Learning

- ❖ Knowledge.
- ❖ Comprehension.
- ❖ Application.
- ❖ Analysis.
- ❖ Synthesis.
- ❖ Evaluation.

Bloom’s Six Categories of Cognitive Learning



Community Effects

Knowledge about the Community

- ❖ Connecting students to the outside world requires that teachers know their students’ community.
- ❖ Eating in the community, living in the community, reading local community papers, talking with community members, going to meetings of the community.

Sustainable Development:

“Sustainability is a journey. If we wait until we understand everything, we will never start out ...”

Education for Sustainable Development

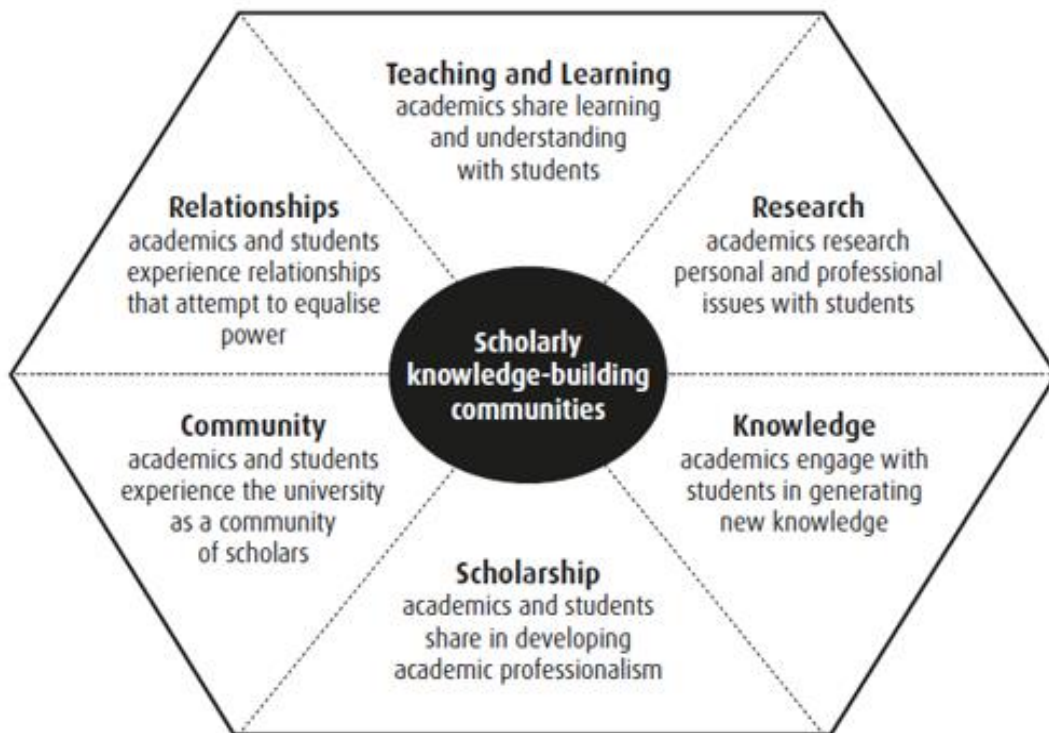
To integrate the values inherent in sustainable development into all aspects of learning in order to encourage changes in behaviour that allow for a more sustainable and just society for all. This involves learning the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation.

Crisis of Education

- ❖ The fact that we see social and environmental decay as disconnected events or fail to see them at all is evidence of a considerable failure that we have yet to acknowledge as an educational failure.
- ❖ It is a failure to educate people to think broadly, to perceive systems and patterns, and to live as whole persons.

A 'Sustainability Literate' Person

- ❖ Understand the need for change to a sustainable way of doing things, individually and collectively.
- ❖ Have sufficient knowledge and skills to decide and act in a way that favours sustainable development.
- ❖ Be able to recognise and reward other people's decisions and actions that favour sustainable development.



New Model of the Relationship between Teaching and Research

E - Learning for Education

- ❖ The use of internet technologies to deliver a broad array of solutions that enhance knowledge and performance.
- ❖ E- Learning is internet – enabled learning.
- ❖ Internet has started reshaping education.
- ❖ Education will not be the same in the next decade.
- ❖ There is no going back. The traditional classroom has to be transformed.
- ❖ Many universities/colleges may not survive by the end of this decade.

Results and Discussions

Classroom Climate -- Essential Components

Build trust with students

Set clear and consistent expectations

Create consistent routines and procedures

Create consequences for behavior together

Build a sense of community within the classroom

Create student 'jobs' for sense of ownership of classroom

Classroom Layout with Purposeful Design

Essential Components

Work Stations

Organization of Materials

Traffic Patterns

Physical Space

Teacher Interactions

Tone of Voice
Proximity to Students
Feedback to Students
Personal Discourse
Active Listening
Use of Humor
Use of Praise

Delivering Instruction- Essential Components

Scanning and Monitoring

Wait Time

Student Interests

Active Listening

Physical Movement

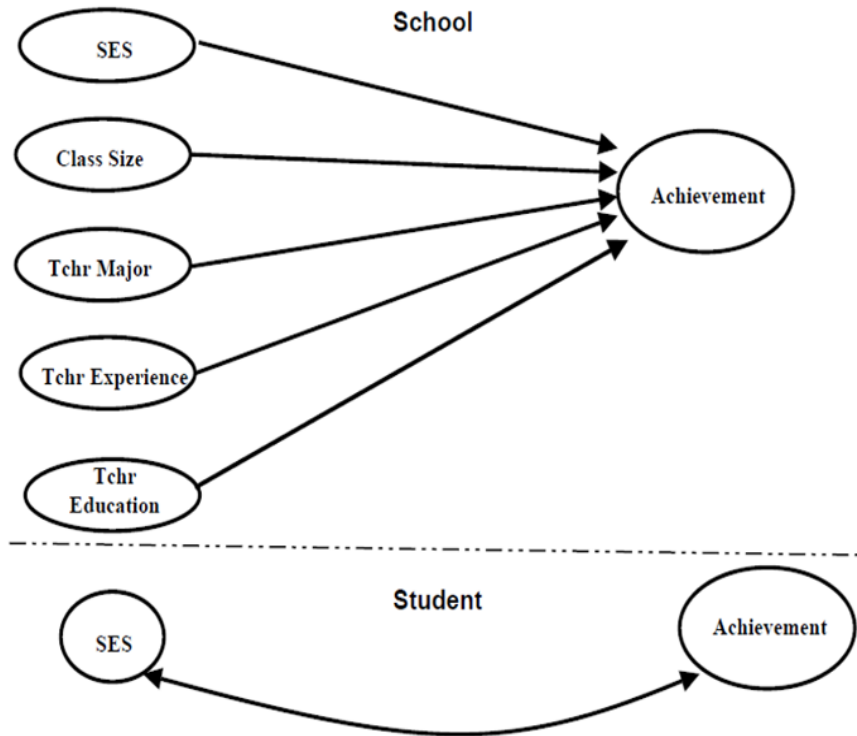
Motivating Student

Equitability

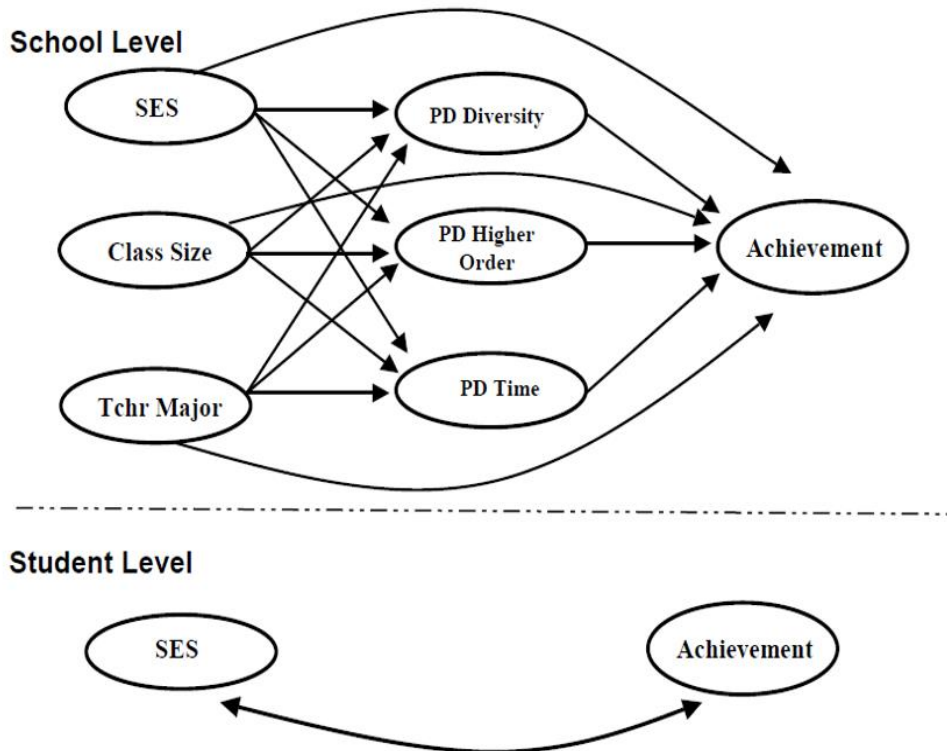
Animated Delivery of Instruction

Re-Teaching

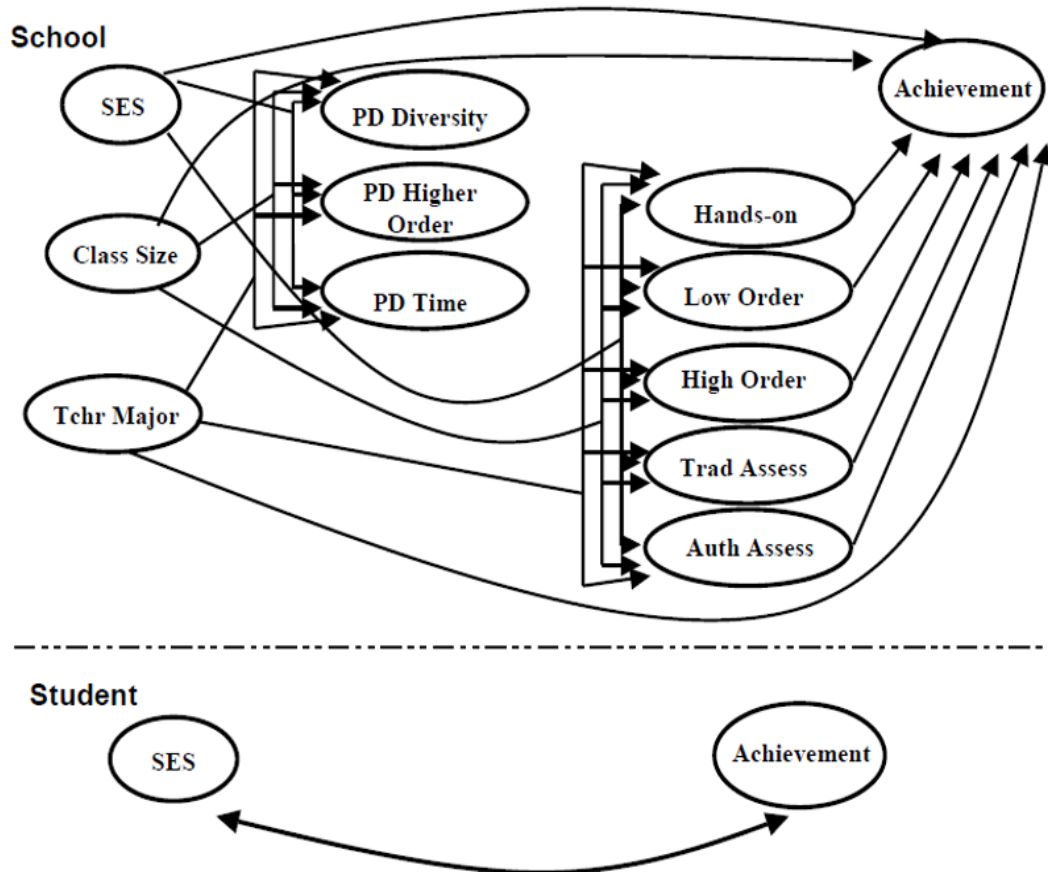
Teacher Input Path Model



Professional development Path Model



Classroom Practice Model



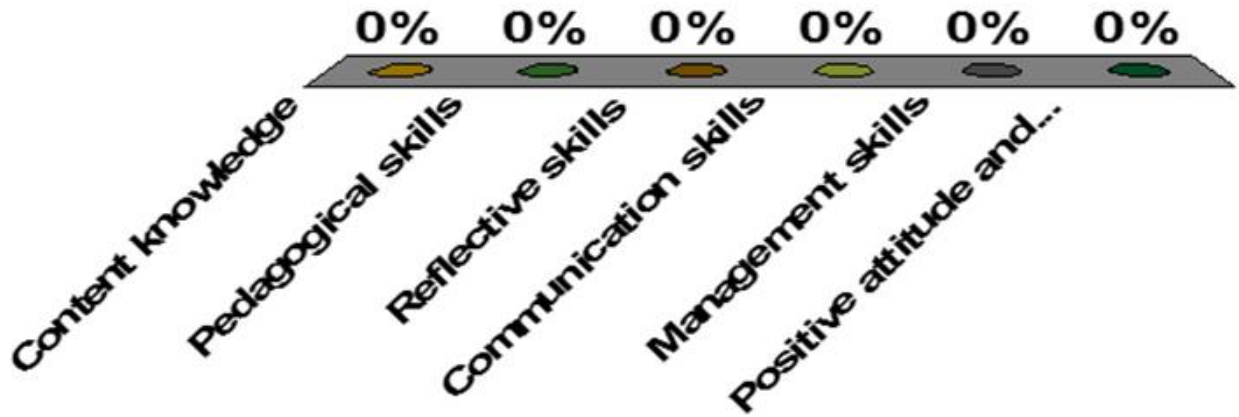
Conclusion

Self-Assessment

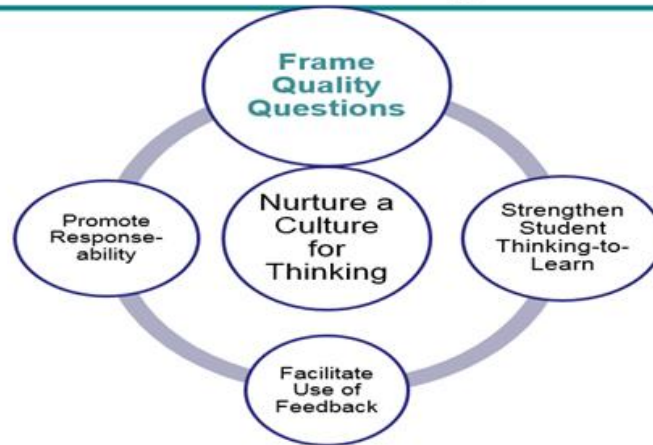
- ❖ What resources are needed to complete this?
- ❖ How much do I already know?
- ❖ What do I still need to find out?
- ❖ Can this be prioritised?
- ❖ What will help fill gaps?
- ❖ What is my action plan/time plan?
- ❖ How might I build on/IMPROVE previous work?
- ❖ Why is this topic important?
- ❖ What links are there between theory and practice?

Developed Teaching Tools

- ❖ Content knowledge.
- ❖ Pedagogical skills.
- ❖ Reflective skills.
- ❖ Communication skills.
- ❖ Management skills.
- ❖ Positive attitude and dispositions.



A Framework for Thinking about Questioning



Constructive Alignment
the "Golden Triangle"



Key Questions

- ❖ In what ways does our practice advance the kind of learning, teaching, thinking and research that contribute to *unsustainability*?
- ❖ How do we balance practicability with urgency?
- ❖ What kinds of learning would best equip your students for their likely future(s)?

Students as 'Active, Engaged, and Effective Citizens' are

- ❖ Comfortable dealing with ambiguity.
- ❖ Willing to take a risk to make a difference.
- ❖ More interested in solving problems than taking credit.
- ❖ Both effective advocates and listeners.
- ❖ Eager to imagine and implement daring multifaceted solutions – together.

Recommendation

Fundamental changes in the following areas are required if the quality of teachers and teaching is to be significantly improved. Some key recommendations identified from the study are:

System Support

Establish commitment in the form of vision, policies, plans, and actions for long-term professional development of teachers. Some crisis management may be needed in the short term. Delegate to the school the authority, flexibility, and responsibility to develop relevant programs and school schedules to establish this long-term professional development commitment. Define the rights and responsibilities of the various administrative groups within the education system to clarify issues of needed legislation, infrastructure, functions, and communication. Require school supervisors to inform teachers and head teachers of promising teaching practices, and assist staff in trying these out. Assist schools to provide necessary teaching resources to achieve instructional goals.

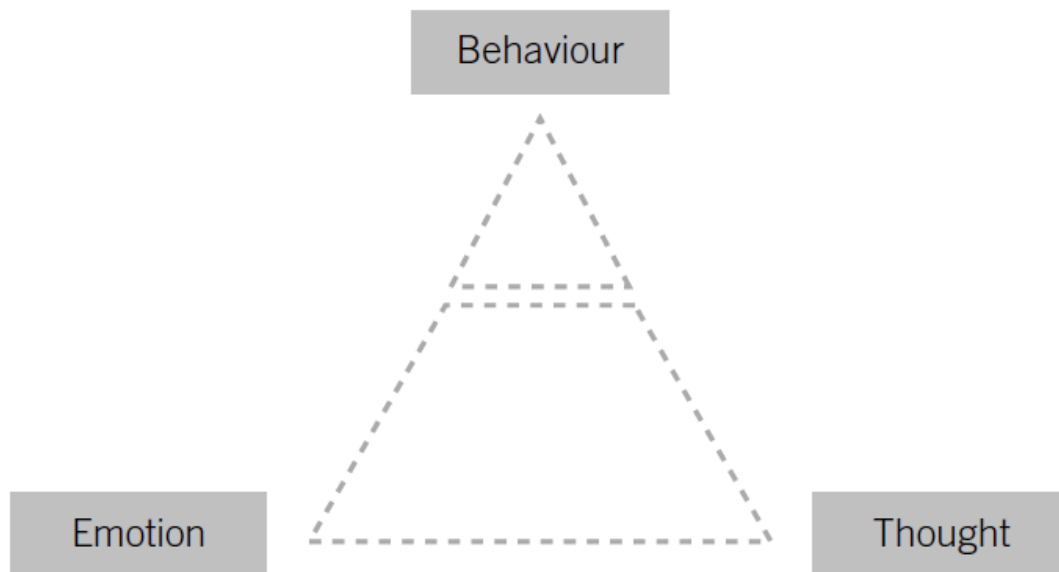
Ongoing Professional Development

Provide focused instruction for new teachers. Beginning teachers need initial preparation in their subject matter, fluency in the language of instruction, knowledge of how to use instructional materials, and some basic classroom management and reflection skills. Most of these skills are best learned through on-the-job practice with coaching, which can be done through a traditional preservice program with substantial supervised practice teaching, or with close supervision and ongoing inservice training while on the job. Consider a range of alternative teacher preparation programs suitable to or adapted to local needs and constraints. Programs such as shorter school-based initiatives with ongoing mentoring and support should be considered, particularly in education systems with a great shortage of trained teachers. Establish an appropriate system of standards accreditation to match the preparation program so that *all* teachers can work towards both high standards and the same professional status.

Teacher Education Strategies in Developing Countries

More Effective Strategies	Less Effective Strategies
1. Grass-roots, bottom-up, teacher-centered reforms	Ministry of education designed and implemented reforms
2. Teacher centers–teacher circles focus	University or normal school focus
3. Learner-centered emphasis	Teacher-centered emphasis
4. Practice-oriented	Theory-oriented
5. Teacher-designed and written curriculum materials developed from ministry of education curriculum guidelines	Ministry of education-designed and written curriculum
6. Major expenditure of time and money on inservice training	Major expenditure of time and money on preservice training
7. Training primarily in school settings	Training primarily at universities, normal schools or ministries of education
8. Emphasis on actual classroom teaching behaviors	Emphasis on certificates and diplomas
9. Long-term inservice programs with extensive followup	Short-term inservice workshops with little or no followup
10. Teacher training as a life-long career continuum	Teacher training as a one-time preservice phenomenon
11. Teacher trainers with extensive experience at appropriate grade levels	Teacher trainers as university graduates with little or no experience in primary schools
12. Classroom teachers as textbook, workbook, and curriculum guide writers	University professors, with little or no school experience, as authors

THE INFLUENCE OF THINKING AND EMOTIONS ON BEHAVIOUR



References

- Bartlett, L., (2005). Dialogue, knowledge, and teacher-student relations:Freirean Pedagogy in theory and practice. *Comparative Education Review*, 49:3, 344-356.
- Bracey, G.W. (2009). Identify and Observe Effective Teacher Behaviors. *Phi Delta Kappan*, 90, 772-773.
- Brophy, J.E. (1974). *Teacher-student relationships: causes and consequences*. NewYork, NY: Holt, Rinehart and Winston.

Author Information

Adel Dagher Fahed Budagher

Trinity International University, AMA International
University Counselor For Higher Studies,
P.O. Box 15277adliyanamakingdom of Bahrain. Bahrain
Contact E-mail: adel.dagher@garmco.com
