

Developing Indicators of Teachers' professional Competence

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Learners-Centered Approach

Two Foci:

- Students
- Teachers---Developing Indicators of Teachers' Professional Competence

Four Sections –

- Background of Education Reforms in Taiwan And the World
- How The Indicator System Is Constructed— Methods, Foundations, Propositions, Criteria
- Indicators Of the System
- Applications Of the System

Background(1)—

Taiwan's Situation

- In A Context Of Global Changes Of Education
- Move Toward Decentralization
- New Nine-Year Curriculum Implemented

Background(2)— New Nine-Year Curriculum

- Embody School-Based Management And Teacher Empowerment
- Teachers' Roles Are Transformed
- From A Curriculum Implementer To A Curriculum Designer
- What Constitute Teachers' Competence Need To Be Redefined

Background(3)— A Research Task

- Undertaken By The Center For Educational Research, National Taiwan Normal University
- Appointed By The Ministry Of Education
- Aims To Provide A Guideline For Quality Teaching For The New Century

Constructing the Indicator System

- **Methods**
- **Foundations**
- **Propositions**
- **Criteria**
- **Framework**

Constructing the Indicator System(1): Methods

- **Research Team**

Seven Members (Teacher Educators, School Principals and Nation Supervisor)

- **Duration**

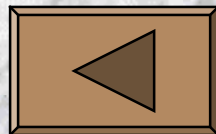
July, 2002—June, 2004

Methods

- Literature Analysis Literature Analysis
- Focus Group Discussions Focus Group Discussions
- Questionnaire Survey Questionnaire Survey
- Field Test Field Test

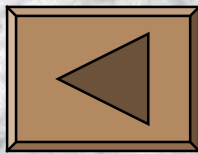
Literature Analysis

- Relevant Theories and Research of Teaching and Teachers Were Reviewed



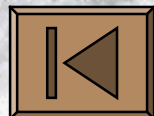
Focus Group Discussions

- Teacher Educators, School Administrators, and Teachers Were Invited



Questionnaire Survey

- The Significance and Feasibility of the Indicators Were Surveyed
- 1,128 and 1,000 Questionnaires Were Mailed Out to the Teachers of Junior High Schools and Elementary Schools Respectively
- 797 and 726 Questionnaires were Returned



Field Test

- 18 Schools (9 From Junior High and 9 From Elementary) Were Recruited
- 18 Principals, 18 Academic Directors (Vice Principals), 36 Assessed Teachers, 36 Teacher Assessors Within the Schools, and 36 Teacher Assessors Outside the Schools Were Involved in the Field Test

Constructing the Indicator System(2): Foundations

Providing Rationale for the Attributes and Domains:

- **Effective Teaching**Effective Teaching
- **Reflective Practice**Reflective Practice
- **Professional Teaching**Professional Teaching
- **Teacher Empowerment**Teacher Empowerment
- **Indigenous Teaching Practice**Indigenous Teaching Practice

Effective Teaching

- The Process-Product Paradigm Was Criticized
- New Streams Were added to Research:(1) Ecological Analysis Focuses on Environment-Behavior Relationship, and (2) Interactionist View Examines Teacher's Reasons for Adopting Particular Behavior



Reflective Practice

- Frequently Used in 1980's
- Advancing a New Image of the Nature of Professional Knowledge and How it is Acquired
- Reconstruction of Experience
- Helping Teachers to Discover Their Existing Frame or Understanding
- Reframing is a Necessary Process



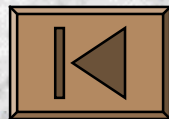
Professional Teaching

- The National Board for Professional Teaching Standards(NBPTS) Issued the Report *“A Nation Prepared: Teachers for 21st Century”*
- 5 Propositions for Standards
 - *Commitment*
 - *Understanding the Subjects and Teaching Methods*
 - *Managing and Monitoring*
 - *Thinking Systematically*
 - *Being a Professional Member*



Teacher Empowerment

- Involving the Elevation of Teachers as Knowledgeable Professionals
- Including Decision Participation, Authority Over Issues at Classroom Level and School Level, and Opportunities to Acquire Knowledge to Warrant Authority



Indigenous Teaching Practice

- Cultural Context Was Considered
- 9-Yr Curriculum Involving With *Curriculum Design, Collaborating With Peers, Participating in the Evaluation of C & I, Keeping Motives for Professional Growth, and Responding to Educational Changes*
- Traditional Ones: Presenting Teaching Materials Correctly and Clearly, Keeping Student's Good Discipline and Creating a Nurturing Environment

Constructing the Indicator System(3) :Propositions

- Encompassed The Old As Well As The New Competence
- Developed For Teachers' Critical Reflection
- Designed For Empowering Teachers
- Planned For Professional Development
- Constructed For Linking Teacher Development With School Improvement

Constructing the Indicator System(4):Criteria

- **Comprehensiveness**
Encompassing Core and Significant Competence
- **Commonness**
Applicable to all Teachers
- **Feasibility**
Practical, Efficient, and Easy to Implement
- **Utility**
Timely, Influential, and Informative
- **Flexibility**
Not Force Teacher to Use the same Indicators and Achieve the Same Performance Level, Can Add New Ones

Constructing the Indicator System(5): Framework

- Three Main Layers
 - 5 Domains
 - 12 Dimensions
 - 35 Indicators
- Checking Points and Performance Levels are Designed for Each Indicator

Five Domains

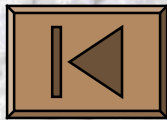
- **Planning**
- **Instruction**
- **Management**
- **Evaluation**
- **Professional Development**

Domain(1):Planning

- Curriculum Planning Curriculum Planning
- Instructional Planning Instructional Planning

Dimension(1-1): Curriculum Planning

- Understanding The Ideas And Framework Of School Curriculum
- Participating In School Curriculum



Dimension(1-2): Instructional Planning

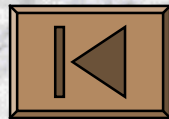
- Making Suitable Instructional Plan
- Drafting Suitable Learning Assessment

Domain(2): Instruction

- **Presentation Of Teaching Materials**Presentation of Teaching Materials
- **Teaching Methods**Teaching Methods
- **Learning Assessment**Learning Assessment

Dimension(2-1): Presentation of Teaching Materials

- Presenting Subject Matter Appropriately
- Using Textbooks Appropriately
- Explaining Teaching Contents Clearly



Dimension(2-2): Teaching Methods

- Applying Effective Teaching Methods
- Mastering Learning Principles For Instruction
- Using Instructional Resources Properly



Dimension(2-3): Learning Assessment

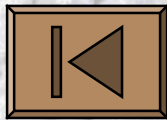
- Describing The Implementation Of Learning Assessment Properly
- Implementing Learning Assessment Appropriately
- Applying Outcomes Of Learning Assessment Appropriately

Domain(3): Management

- Classroom
Management Classroom
Management
- Resources
Management Resources
Management

Dimension(3-1): Classroom Management

- Creating Good Climate Of Class Interaction
- Creating A Safe Environment Conducive To Learning
- Establishing Classroom Regulations Conducive To Learning



Dimension(3-2): Resources Management

- Managing Personal Time Effectively
- Using Teaching Resources Effectively
- Managing Teaching Profiles Effectively

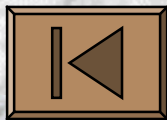
Domain(4):Evaluation

■ Curriculum Evaluation Curriculum Evaluation

■ Instructional Evaluation Instructional Evaluation

Dimension(4-1): Curriculum Evaluation

- Possessing Basic Knowledge Of Curriculum Evaluation
- Getting Involved In The Selection And Evaluation Of Textbooks
- Getting Involved In The Planning And Implementation Of Curriculum Evaluation
- Applying Results Of Curriculum Evaluations To Improve Curriculum Quality



Dimension(4-2): Instructional Evaluation

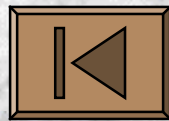
- Possessing Basic Knowledge Of Instructional Evaluation
- Getting Involved In The Planning And Implementation Of Instructional Evaluation
- Conducting Self-Evaluation Of Teaching
- Applying Results Of Instructional Evaluations To Improve Teaching Quality

Domain(5): Professional Development

- Self Development Self Development
- Professional Growth Professional Growth
- Professional Attitudes Professional Attitudes

Dimension(5-1): Self Development

- Maintaining Mature And Stable Emotional State
- Reflecting On Self And Accepting Self
- Being Willing To Collaborate With Others



Dimension(5-2):Pursuing Professional Growth

- Pursuing Professional Growth
- Sharing Professional Knowledge With Colleagues
- Responding To Educational Changes

Indicator(5-2-1): Pursuing Professional Growth

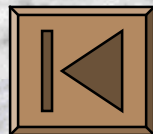
- Update Professional Knowledge, Skills, and Ethics for Excellent Instruction
- Content Knowledge, General Pedagogical Knowledge, Curriculum Knowledge, Pedagogical Content Knowledge, Knowledge of Learners and Their Characteristics, and Knowledge of Educational contexts will be the core

Indicator(5-2-2): Sharing Professional Knowledge With Colleagues

- Every Wednesday's Learning Activities, Field Trip of In- or Out-of-School, Dialogues Among Teachers Will Contribute to Teacher's Professional Development

Indicator(5-2-3): Responding To Educational Changes

- Adjust and Reposition Oneself for the Changes Initiated by External Forces
- Know Why and What Related to Reforms
- Assess How to Respond and Well Prepared
- Offer Opinions to Administrators



Dimension(5-3): Professional Attitudes

- Being Willing To Devote Time And Energy Being Willing To Devote Time And Energy
- Adhering To Professional Ethics In Education Adhering To Professional Ethics In Education

Indicator(5-3-1): Being Willing To Devote Time And Energy

- Teaching is a Profession Rather Than 9-5 Job
- Teachers Need to Spend Time Preparing for Teaching, Engage in Researching Teaching Issues, Participating in Professional Development Activities, and Providing Professional services



Indicator(5-3-2): Adhering To Professional Ethics In Education

- Follow Regulations in Educational Law and Professional Community Codes
- Know the Essence and Purposes of Education
- Fight for Justice, Changing Something Unfair and Unjust

Applications

- For Teacher Self-Development
- For Course Appraisal of Teacher Education Programs
- For Teacher Evaluation
- For Teacher Certification

Conclusions(1)

- Continue to Construct Performance Levels of Indicators
- Further Distinguish and Designing Indicator Systems for Teachers of Different Backgrounds
- Assess Teacher's Performance Nationwide

Conclusions(2)

- Investigate the Association Between Teacher's Performance Competence and Students' Achievement
- Develop Relevant Measures for This Indicator System Implemented for Teacher Evaluation