



Measuring & Maintaining Teacher Quality

Evidence points to the importance of highly effective teachers in assuring that students receive a quality education. Determining how to measure and maintain teacher quality has always been problematic. The Monroe County School Boards Association supports efforts to better prepare teaching candidates, to more effectively evaluate teachers before and after they are granted tenure, and to streamline the mandated professional employee discipline process to more efficiently remove teachers from classrooms as needed.

<p>Better prepare teaching candidates.</p>	<p>The characteristics of highly effective teachers should be used to guide hiring, supporting, and evaluating teachers.</p> <p>Teacher training institutions should be encouraged to provide teacher candidates with the skills needed to excel in the classroom.</p> <p>Master teachers involved in student teacher placements should meet certain standards and demonstrate desirable teaching skills.</p> <p>Every effort should be made to place candidate teachers with master teachers only.</p>
<p>Better support and evaluate teachers before and after they are granted tenure.</p>	<p>Evaluation models based solely on results of standardized student test scores, are not valid and cannot measure how well a teacher is preparing students with skills. Student test scores must be evaluated in the context of each student’s progress over time.</p> <p>Teacher evaluations should be directly related to district goals for professional development that match locally determined goals, state initiatives, and federal guidelines.</p> <p>Teacher evaluations must recognize and factor in the characteristics of the student cohort served. It is essential that measures of teacher quality do not penalize teachers for working with the neediest students.</p> <p>Any system of peer review for teachers should be locally developed, but never mandated.</p> <p>Ongoing professional development needs to be valued and strengthened.</p>
<p>Streamline the mandated discipline process.</p>	<p>Where teacher improvement plans prove unsuccessful, districts require a more reasonable system for disciplining and removing underperforming teachers.</p> <p>Streamline the state-mandated §3020-a process:</p> <ul style="list-style-type: none"> * Establish an impartial system for training and selecting hearing officers, and ensure that there are adequate numbers of qualified hearing officers in every region of the state. * Authorize—in cases of felony conviction—the dismissal of tenured personnel without the §3020-a process. * Cap the length of time that teachers or administrators may be suspended with pay while §3020-a proceedings are pending. * Require that teachers facing §3020-a disciplinary action disclose the nature of their defense prior to the hearing.