Standards-Based Assessment of Accomplished Teaching

Objectives for Session:

The participants will be able to:

• Describe the Accomplished Teacher Rubric that is being used to assess and support the development of teacher candidates and beginning teachers.
• Recognize the Rubric’s alignment to state and national standards.
• Access the on-line Teacher Resource Bank available at: www.teachersbridge.com that supports the Accomplished Teacher Rubric
• Describe ways that the content shared can be adapted for use in their respective settings.

Summary of Substantive Content of the Session:

The quality of the teaching force is central to the improvement of P-12 schooling. Haselkorn and Harris (1998) in a nationwide sample of adults found that 55% of adults surveyed believe that the greatest influence on the learning of students is “the quality and caliber of their teachers”. Reports from the profession, such as the National Commission on Teaching and America’s Future (1996) cite the significant role quality teaching has on improving student performance. The compelling evidence compiled by the Education Trust supports the need for quality teachers in every classroom as well (Haycock, 1998, 2000).

Teacher educators across the nation are being asked to rethink how they prepare teacher candidates and support beginning teachers. In Georgia, as in many states, we must guarantee our graduates and assist school systems induct new teachers into the profession. To accomplish these mandates, three colleges in Georgia and their partnering school systems have collaborated on the development of an Accomplished Teacher Framework based on the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992) standards and the National Board for Professional Teaching Standards (NBPTS, 1998). This collaboratively developed framework is now being utilized by the P-12 school and college partners to redesign teacher preparation and to develop induction programs. An Accomplished Teacher Rubric and Accomplished Teacher Observation Instrument were developed from the framework to assess and support teacher development.

A key piece of current work is the development of a web-based support system linked to the framework. When completed, this on-line support system, will contain readings, video-streaming of exemplary teaching practices, and chat rooms that can be used by teacher candidates and mentors for specialized support. Our presentation will introduce attendees to the Accomplished Teacher Rubric and will
showcase the support website that is under development. An overview of how we are using these materials in our preparatory and induction programs will be provided as well.

**Plans for Participant Involvement:**

The presentation will conclude with a question and answer session where participants will have an opportunity to ask questions about the Accomplished Teacher Rubric, on-line resources, and ways that the content shared can be adapted for use in their respective settings.

**References**


