

National Association for Alternative Certification  
Conceptualization of Effective Teaching  
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Effective teachers are passionate about student outcomes. They use regular formative and summative student and teacher self-assessments to inform planning and student progress (Earl, 2003). They are reflective practitioners who look to evidence-based practices to guide the teaching journey. They are fully knowledgeable in the content areas they teach and know how to investigate teaching practices to demonstrate knowledge, skills, and dispositions in approved and adopted standards-based curriculum and content (CAEP, 2014).

Teachers know how to use best practice to influence classroom management and problem solve. As a life-long learner, an effective teacher should know how to differentiate for every individual in the classroom (i.e. English learner, gifted, special needs students, etc.) (Tomlinson, 2003). Teachers use engagement strategies to enhance product development and create inquiry in the classroom and provide responsive feedback to encourage and facilitate outcome-based teaching (Fredricks, Blumenfeld, & Paris, 2004).

Effective teachers build authentic relationships with students to create a culture and environment safe for all learners. When planning lessons, these teachers know how to evaluate student data and build in time for listening to students and allow them to converse, discuss and be creative. Effective teachers create a fail-safe environment where all students can learn and thrive and take risks. These teachers are able to demonstrate mastery of measurable cognitive, affective and psychomotor objectives. Effective teachers demonstrate measureable dispositions including risk taking, critical thinking skills, and creative problem solving (Ponticell, 2003).

Effective teachers regularly collaborate in a community of learners to include students, parents, and families. They actively participate in learning communities to examine connections between their teaching and their students' learning (Grinberg & Goldfarb, 1998). Regular communication of student progress and planning to parents is part of these teachers' routines.

Effective teachers maintain a high regard and adherence to educator codes of ethics and professional conduct. Dr. Haberman, who worked extensively to find "Star" teachers of high needs students, in an interview with Shaugnessy et al. (1999) states that "Star" teachers' "...ideology requires them to integrate ethical concerns in everything they teach...{and that they}...think of themselves as using various forms of content to make better people." (pp.199/201).

The National Association for Alternative Certification (NAAC) advocates for effective educators for all students. Linked to our thinking on effective teaching is our statement on assessment and evaluation of teacher preparation programs. NAAC advocates for objective evidence that alternative pathways result in effective teachers and success for

all students. In collaboration with national, state, and local education groups, NAAC and its members emphasize the importance of program evaluation to assess quality and the use of data to inform and refine strategies toward effective education program completer outcomes. The association's platform further supports collection and use of triangulated data from students/parents, school administrators, and peers to provide indicators of alternatively certified teachers' performance to foster high levels of learning in all types of schools and with all students.

#### References

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