

# Donaldson study

Education



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## Principals Approaches to Cultivating Teacher Effectiveness and Affiliation

Based on the data from the article and a review of the investigators interview questions, write up your thoughts.

Theme

Analysis: Key Ideas

Discussion: What They Mean

Other Insights/Thoughts

Improving Teacher Quality

- Human capital management

-retention of teachers

-principals decisions in hiring

Of all school resources, teachers have the greatest impact on the students' development and performance and therefore the school should spend more on them and retain the teachers for the realization of good results.

The principal makes the final decisions regarding the teachers to hire, assigning them classes and the teachers retention on the long term basis.

Good decision leads to teachers effectiveness and improved students learning

Quality of teachers is determined by the level of experience of the teacher and the duration of the retention of the teacher within the institution enhancing bonding with the students hence improving the performance of the students.

Teacher Hiring

Effectiveness

Value added contribution

Principals are likely to hire effective teachers with good subject knowledge

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and those who are successful at improving student learning. schools' hiring practices and outcomes also differs on the interplay among school-based knowledge, resource constraints, and individual schools' relative standing in the district's internal labor market

Hiring should be based on level of agency and knowledge of the teacher on a particular said subject but should not be based on the experience and the number of years of practice since induction will also be necessary to new and experienced teachers.

### Teacher Assignments

Performance of the teacher

Teacher licensure

Experience

Principals tend to assign high performing, measured by student test score to classes containing greater percentage of students with higher prior test scores. Teacher with higher licensure test score tends to be given priority. Also low experienced teachers are likely to be assigned low performing and low income students.

Assignment should be based on the experience of the teacher and the level of understanding they have with their students to facilitate the bonding. The principal should therefore consider performance and teacher licensure for better performance among the learners.

### Teacher Induction

-Understanding expectations of the profession

-Understanding expectations of the school

-Develop your teaching practice

-Formalize opportunities for reflection and feedback in a mutually supportive

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relationship

This has been designed to support the growth and professional development of new teachers. It is the second step in a continuum of professional development for teachers to support effective teaching, learning, and assessment practices, building on and complementing the first step: pre-service teacher education programs.

Principals are always more concerned by the induction of new teachers in the professionals before blending with professional learning cycle of the school. Since new teachers need more than a job, they also want to experience success.

Teacher Evaluation

School culture

Inadequate instruments

Time

The culture of the school must be put under consideration in good time to allow for sufficient time for the evaluation. Evaluation is mainly under great scrutiny to increase teacher's effectiveness. Evaluating and monitoring teachers work helps in improving teachers instruction

Evaluation should be done to serve two main purpose ie to improve the performance of the institution and to identify poorly performing teachers for intervention and potentially dismissal

Teacher Professional Development

Performance

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## Time

Principals are well positioned to ensure that teachers' professional development is both intensive and sustained. They ensure that the teachers have ample time and a suitable environment for the teachers to engage fully from their professional development and to benefit more from the experience. Principals developed teachers' instructional skills by building trust, creating structures to foster teacher collaboration, and bringing experts into their schools.

Professional development being one of the most fundamental areas in raising teachers effectiveness in schools, barriers like lack of adequate funding and time factor should be handled with great care for its realization.

## Reference

Donaldson, M. L. (2013). Principals Approaches to Cultivating Teacher Effectiveness: Constraints and Opportunities in Hiring, Assigning, Evaluating, and Developing Teachers. *Educational Administration Quarterly*, 49(5), 838-882.