

Preface

Everyone, it seems, understands the imperative need to develop highly qualified teachers. Yet relatively few seem to know what the concept means or how to achieve that goal. Even the federal government so far has been reluctant to provide answers to the schools.

This book is our attempt to provide research-based answers to these two urgent questions. As the table of contents indicates, the book is divided into four sections. The first section explains the foundations for the remaining chapters.

The first chapter answers the question, “Who are highly qualified teachers?” By reviewing the best research and by analyzing our experience as educators, we offer a clear answer. Since the issue is so important, we also offer several suggestions for involving the faculty in developing a sense of ownership about the concept. The next two chapters in this “Foundations” section provide several recommendations for recruiting and selecting highly qualified teachers.

The second section of the book explains two general strategies that involve all teachers. Chapter 4 will help you and your faculty develop your own differentiated system of supervision. Differentiated supervision recognizes the significant differences among teachers and explains how to capitalize on those differences in creating a highly qualified faculty. Glatthorn’s differentiated model has been tested in numerous schools and has been found to be both effective and efficient. However, as Chapter 5 argues, all teachers need systematic and growth-enhancing staff development programs that foster their continued growth. The chapter also explains how to match staff development models to the strengths and needs of the school.

The third section presents six specific strategies for developing a highly qualified faculty. Two kinds of teachers get special attention: new teachers experience a quality induction program, one that helps them get off to a fast start in their careers. The other group needing special attention includes the few marginal teachers whom we have found in every faculty with whom we have worked.

x • Developing Highly Qualified Teachers

Since most teachers are neither new nor marginal, the book devotes four chapters to the development of highly qualified teachers. Chapter 8 presents a rationale for using self-directed development for highly qualified teachers; Chapter 9 shows how to use teamwork in a “cooperative development” mode for quality teachers. Since mentors play a crucial role in developing highly qualified teachers, Chapter 10 explains how to make their work more effective. Although curriculum development is typically not seen as a method for developing faculty quality, Chapter 11 explains how it can be used in this manner.

The book concludes with two chapters that present the results of all this developmental work. Chapter 12 presents a comprehensive approach for retaining highly qualified teachers. The final chapter offers recommendations for developing faculty cohesiveness.

There are no simple answers to education’s complex problems. However, if leaders can use these recommendations in developing highly qualified teachers, then school reform will become an achievable goal.