

Benefits of Preservice Teacher Preparation and Professional Development

Evidence reveals that teachers prepared to teach in a quality pre-service program can, indeed, have a major influence upon the performance of their students. Likewise, research reveals that a quality teacher is essential for continued growth in student achievement regardless of the quality of the school. Note *Figure 3* from page 74 from *What works in Schools; Translating Research Into Practice* by Robert Marzano (2002). Marzano reported that over 45% of the variance in achievement is accounted for by family influences. Teacher influence ranked second and accounted for nearly 30% of the variance in achievement.

Figure 8.3 pg 74 Effects on Student Achievement of School and Teacher Effectiveness with Student Entering School at the 50th Percentile	
School and Teacher Scenario	Achievement Percentile After <u>Two</u> Years
Average school and average teacher	50th
Least effective school and least effective Teacher	3rd
Most effective school and least effective Teacher	37th
Least effective school and most effective teacher	63rd
Most effective school and most effective teacher	96th
Most effective school and average teacher	78th
See Technical Note 6, pp. 191-192, to determine how average, least effective, and most effective schools and teachers were defined.	

Other researchers have reported findings that support the importance of quality teachers. Darling-Hammond (2000) reported that teachers who are prepared in progressive traditional teacher education and continue their education in inservice activities over a period of years of successful teaching help ensure increased levels of student achievement. In addition to completion of rigorous course work and intern teaching experiences in a quality preservice education program, classroom teaching experience is one of the major factors correlated with elevated levels of student achievement (Darling-Hammond, 2000). Wright and Horn (1997) also concluded that the the most important factors affecting student learning was the teacher.

Career-long professional development is essential for ensuring teacher development and effectiveness. Moir (2005) asserted that pre-service preparation and student teaching are necessary steps for establishing competent and qualified teaching professionals. However, she

concludes they are not enough! State agencies, professional teacher organizations, research entities, and licensure boards all expect educators to be engaged in on-going professional development.