



In Search of the ‘Good Teacher’

E-CER founding date: January 1, 2021

E-CER Scope

Research on learning and instruction agrees that whether students are taught by a good or not-so-good teacher has a long-lasting impact on their learning and development. However, what constitutes a “good” teacher? One common research approach is to define good teachers by their outcomes, i.e., observed teaching quality or student achievement gains. This research shows that substantial differences in teacher effectiveness exist. However, this approach only describes which teachers are more or less effective, but not why these differences exist, thus offering only limited implications for teacher recruitment, selection, or professional development.

It is therefore important to directly study individual characteristics of effective teachers, a research trend that has gained currency in recent years. Research to date has mainly taken either one of two perspectives. Some researchers have investigated the personal prerequisites that predict later success as teachers, focusing on generic variables like cognitive abilities, personality, or social skills. Others have focused on specific aspects of the teaching profession such as subject-matter and pedagogical knowledge, or teaching motivations. While findings from the first strand have practical relevance for teacher recruitment and selection, findings from the second are useful for the design of teacher training or professional development courses.

The E-CER aims to join the two perspectives. The group will unite researchers who have been working on theoretical models about "good teachers", and who have developed novel methods to assess teacher variables directly. Our aim is two-fold. First, we will collectively consider ways of consolidating the diverse theoretical approaches, working towards a shared meta-theoretical model. Second, we will establish new research connections through sharing and advancing teacher assessment instruments, joint work on existing study data, resulting in collaborative studies with international samples that allow for a high degree of generalization. As a practical outcome, we aim to provide the research community with a comprehensive set of standardized teacher assessment instruments, eventually in the form of a searchable repository.



E-CER Members

Lisa Bardach is a senior post-doc researcher/junior research group leader at the Hector Research Institute of Education Sciences and Psychology in Tübingen (Germany). Previously, she worked as a post-doctoral researcher at the University of York (UK). She obtained her PhD in Psychology at the University of Vienna (Austria). Her research program focuses on understanding and promoting students' adaptive development (e.g., motivation, socio-emotional and cognitive aspects), with an emphasis on the role of teachers and teaching quality. Additionally, she is interested in cognitive and non-cognitive characteristics and competences of effective teachers and does research on teacher selection, recruitment, and professional development.

Courtney Bell is the director of the Wisconsin Center for Education Research at the University of Wisconsin–Madison's School of Education. She holds a doctorate from Michigan State University in Curriculum, Teaching, and Educational Policy after a B.A. in Chemistry from Dartmouth College. A former high school science teacher and teacher educator, her research looks across actors in the educational system to better understand the intersections of research, policy and practice. Her studies use mixed-methods to analyze the measurement of teaching and the validity of measures of teaching quality, especially observational measures. Current and recent studies investigate how administrators learn to use a high stakes observation protocol, how raters use subject specific and general protocols, how measures of teaching compare across countries, and the ways in which observation protocols capture high quality teaching for students with special needs. She has published in a variety of scholarly journals and also co-edited the 5th Edition of the American Educational Research Association's Handbook of Research on Teaching.

Heather C. Hill is the Jerome T. Murphy Professor of Education at the Harvard Graduate School of Education. Her primary work focuses on teacher and teaching quality and efforts to improve both. She has also developed instruments for measuring teachers' mathematical knowledge for teaching (MKT) and the mathematical quality of instruction (MQI) within classrooms. With Susanna Loeb, she writes the *What Works, What Doesn't* column for Education Week. Her other academic interests include teacher professional development, research design, and policy implementation. She is the coauthor, with David K. Cohen, of *Learning Policy: When State Education Reform Works* (Yale Press, 2001).

Robert Klassen is Professor and Chair at the University of York, UK, and an Adjunct Professor in the Department of Educational Psychology at the University of Alberta in Canada. Klassen currently focuses on understanding the factors that lead to teacher effectiveness. His current work on the *Teacher Selection Project* (TSP) is funded by the European Research Council (2015-2021) and is conducted in eight countries. He has published over 100 peer-reviewed articles and book chapters on the topics of motivation, teacher selection and teacher development. He is a Chartered Psychologist in the UK and a Fellow of the American Psychological Association.



Uta Klusmann is a psychologist and professor of educational research at the Leibniz Institute for Science Education and Mathematics in Kiel, Germany. Her research focuses on the well-being and social-emotional competencies of teachers. She aims to identify relevant psychosocial teacher characteristics for their work performance, understand related developmental processes, and develop effective interventions. In her quantitative research, she uses diary and longitudinal studies and evaluates interventions.

Mareike Kunter has a diploma in psychology and is the director of the department “Teacher and Teaching Quality” at DIPF | Leibniz Institute for Research and Information in Education, and Professor of Empirical Educational Research at the Goethe University Frankfurt. Her research focuses on the professional competence of teachers, teaching quality, and evaluations of educational programs. She has conducted various studies on these topics and her research results have been published in numerous journal articles and books. She has received several scientific awards for her work.

Nancy Perry is Professor and Dorothy Lam Chair of Special Education in the Faculty of Education at the University of British Columbia, Canada. Her research mainly focuses on: (a) children's development of self-regulated learning (SRL); and (b) teachers’ development of practices to support SRL. In addition, she has collaborated on studies of teachers’ motivation and well-being. She is a recipient of the Robbie Case Memorial Award (2019), recognizing major contributions to educational psychology in Canada, a Fellow of Division 15, Educational Psychology, in the American Psychological Association (APA), and currently holds one of two Visiting Professor positions in the Department of Education at the University of Oxford.

Thamar Voss is a Tenure Track Professor of Educational Sciences at the University of Freiburg. With her research she aims to contribute to accumulating scientific knowledge on teachers’ professionalization in order to understand how teachers’ professional competence develops and to understand the significance of this competence for teachers’ professional success. Thamar Voss worked at the Max Planck Institute for Human Development in Berlin as a pre-doctoral research fellow until 2010 and afterwards as post-doctoral research scientist. From 2012 to 2016 she was a researcher at the University of Tübingen and a member of the international LEAD Research Network.

Helen M. G. Watt is Professor of Educational Psychology at The University of Sydney, and an Australian Research Council Future Fellow. Her interests include teacher motivation and development, STEM motivation and participation, and gendered educational and occupational choices. Her longitudinal programs have implications for supporting career development of beginning teachers, and redressing gender imbalances in STEM fields. Helen has edited seven books and special issues including *Teacher motivation* (Routledge 2014); *Global perspectives on teacher motivation* (CUP 2017); *Gender and occupational outcomes* (APA 2008) and is founder of [Network Gender & STEM](#).



Marjolein Zee is Assistant Professor in the field of developmental disorders and special education at the Research Institute of Child Development and Education, University of Amsterdam, where she also received her Ph.D. in Child Development and Education (cum laude). Relevant to the E-CER, she developed her own independent lines of research on teachers' student-specific self-efficacy, principal–teacher relationships, and mental relationship representations of students with various behavioral problems and needs, including self-regulation problems. This has resulted in numerous peer-reviewed publications, professional articles, and manuals in the area of educational sciences, as well as (inter)national presentations and invited lectures. She also paid various international research visits, supervises several (international) PhD-projects related to the current E-CER proposal, and serves on the editorial board of the Journal of School Psychology.

E-CER Meetings

- 19/02/2021 (Online)
- 27/08/2021 (Online EARLI conference)
- 17/12/2021 (Online)

Annual Report

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