

LITERACY EDUCATION

*Learn how to recognize
ineffective teachers and choose
strategies to improve their skills
or remove them from your
school.*

Working With Ineffective Teachers

BY SUSAN TRIMBLE, ED DAVIS,
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Legislation demanding highly qualified teachers in all classes has brought teacher accountability for student learning to the forefront of educators' concerns. Within the context of the No Child Left Behind Act (NCLB), administrators have increasing responsibility to address ineffective teaching and deal with marginal teachers. Numerous negative factors—unions, lengthy and cumbersome legal procedures, and loss of reputation—loom as negative consequences for dealing expediently with an ineffective teacher and such difficulties might cause administrators to be reluctant to take action. To address this concern, administrators should have a repertoire of techniques to deal with the various types of ineffective teachers.



The Problem

Research on the strong connections between classroom practices and student academic performance (Wenglinsky, 2002) support the importance of quality teachers in all classrooms. Incompetent teachers, however, continue to teach. In a poll by the Consortium on Chicago School Research, more than two-thirds of principals in Chicago said they would dismiss 20% of their staff if they could avoid the hearings (Weele, 1994). Don Fuhr (1998) cites national surveys indicating that 10–15% of teachers—or 360,000 out of 2.6 million public and private school teachers—are marginal. He points to the administrators' role in addressing teacher quality, "I staunchly maintain that school systems with adminis-

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