Baumert, Jürgen; Kunter, Mareike
The COACTIV model of teachers' professional competence.

Summary: Teachers are the most important element of the education system. Their education and qualification can therefore play a decisive role in optimizing educational processes [*M. Cochran-Smith* (ed.) and *K. Zeichner* (ed.), Studying teacher education: the report of the AERA panel on research and teacher education. Mahwah: Erlbaum (2005); *L. Darling-Hammond* and *J. Bransford*, Preparing teachers for a changing world: what teachers should learn and be able to do. San Francisco: Jossey-Bass (2005); *M. M. Kennedy, S. Ahn, J. Choi*, "The value added by teacher education", in: M. Cochran-Smith (ed.) et al., Handbook of research on teacher education, New York Routledge, 1249–1273 (2008)]. However, review of the literature on teacher qualification and professionalization (e.g., [M. Cochran-Smith and K. Zeichner, loc. cit.]) reveals that terms such as qualification, professionalism, expertise, and competence are often imprecisely defined and that their use by different authors is inconsistent. Moreover, overarching theoretical structures that would allow relevant research questions to be translated into empirically testable hypotheses are lacking. As a result, there are few empirically sound research findings to back up the abundance of theorizing on the subject or the many recommendations for practice. It is here that COACTIV comes in: The aim of the COACTIV research program is to make a theoretical and empirical contribution to clarifying central concepts and to furthering the discussion on the professionalization of teachers.