



Evaluation in teacher education: A look beyond formal structure

Ms. Neeraj Bargotra

Research Scholar, Department of Educational Studies, Central University of Jammu

ABSTRACT

The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. Gone are the days when it was supposed that teaching is that capacity which is innate; but now with the advancements in this field it has been realized that the skills of teaching can be nourished among individuals to cater to the larger educational needs of the world across. The efforts for improving the status of teachers are continuing in this direction in various sectors of teacher education but the most neglected part seems in it is evaluation. Evaluation is the end product of all kinds of endeavours. It enables us to have glimpse on our strengths and weaknesses and is the mirror image of the direction to which we are proceeding. Therefore, through this paper an attempt has been made to highlight the present status of evaluation practices in teacher education and to suggest some remedial measures to further strengthen such endeavours that in the coming times we should be in a position to match world standards and to make our country again 'Vishwa Guru'.

Keywords: *Evaluative Endeavours, Teacher Education, Teacher Training.*

1. INTRODUCTION

The history of teacher training in India is like a continuous flowing river and we may say that the present day system of teacher training has been and is being strengthened by several springs and rivulets of the time since its beginning. It is the resultant product of several educational forces of the past centuries. The history of teacher education in India is as old as the history of Indian education itself. India has one of the largest systems of teacher education in the world. Education of teachers must have been born in India in 2500 B.C. The history of Indian teacher education may be divided into five parts viz. Ancient and Medieval Period (2500 B.C. to 500 B.C.), Buddhist Period (500 B.C. to 1200 A.D.), Muslim Period (1200 A.D. to 1700 A.D.), British Period (1700 A.D. to 1947 A.D.) and Teacher education in independent India (1947 up to this date). In the Vedic India, the teacher enjoyed a special status and position. He was held in high esteem by the society and this was due not only to learning and scholarship, but also to



qualities of head, heart and hand. The Guru or the teacher was an embodiment of good qualities, a fountain of knowledge and an abode of spirituality. The selection and preparation of a teacher was done with much rigour. Knowledge was transmitted orally (since writing developed later) and explanation was one of the important methods of teaching. The methods used by teachers were emulated and adopted by the disciples and handed over from one generation of teachers to another. The transmission of methods through initiation and repetition continued. During Buddhist period the formal system of teachers' training emerged. The importance of teacher education was recognized it got an expansion. The monastic system which was an important feature of Buddhism required that every novice on his admission should place himself under the supervision and guidance of a preceptor (Upajjhaya). The disciple would 'choose an Upajjhaya with much care and showed him the utmost respect. During Muslim period there was no formal system of teacher training. In the holy Koran, education is urged as a duty and in Muslim countries, education was held in high esteem. Education was public affair. The Mohammedan rulers in India founded schools (Maktabas), Colleges (Madarsas) and libraries in their dominions. The teachers were held in high esteem and were respected by the society and their students. Cramming and memorizing were prevalent during this period. The method of teaching was oral. The teachers adopted the lecture method. Students were encouraged to consult books. The Britishers changed the above educational system according to their own system, their need and philosophy. Advanced system of education was incorporated.

Similarly, during pre and post independent India, rigorous efforts were done and many Commissions and Committees were constituted in the light of the educational needs of that period but least concentration was given to the evaluation practices in teacher education.

The highest rung of the education-ladder is evaluation [aims and objectives of education – curriculum – syllabus – educational activities – methodology – evaluation] by which the extent of acquisition of learning competencies as well as changes in behavioral changes is measured. It is one of the corner stone's upon which the edifice of educational activities is built. After completing an instruction a teacher tries to evaluate the process by measuring students' academic achievement. This process is called educational evaluation.

II. Evaluation Types: Bloom (1956) suggested taxonomy of education objectives, setting standards on the content of education and behaviour dimensions, and dividing into goals of cognitive, affective, and psychomotor domains. i) Evaluation of the Cognitive Domain: This evaluation measures the achievement of cognitive education goals that can be achieved by conceptual process such as memorizing, understanding, and reasoning on the educational contents specified in the educational goals. ii) Evaluation of Affective Domain: This evaluation looks at changes or improvements in interest, merit, confidence, and attitude, or characteristics such as a spirit of cooperation, responsibility, law-abiding nature, sociality, and self-consciousness. iii) Evaluation of Psychomotor



Domain: This evaluation measures the achievement of education goals that can be achieved by using whole of parts of the body such as hands, feet, legs, and shoulders.

According to the education process or programme evaluation method, Scriven (1965) divided evaluation types into formative and summative evaluations. i) Formative Evaluation: This evaluation accumulates information to enhance methods and optimize education while the education is in progress. ii) Summative Evaluation: This final, total evaluation, which takes place after fixing and repairing by Formative Evaluation, gives a diversified decision about a completed education process or the total result or effectiveness of programme. Evaluation may be external or internal. There are different activities learning process like teaching, setting questions, scoring. If all the mentioned activities are done by the same persons, then it is internal evaluation. Otherwise it is called as external evaluation. There are two approaches of evaluation according to the interpretation of scores obtained by the students – criterion referenced and norm-referenced evaluation. Norm-referenced interpretation compares an examinee's performance to the performances of other examinees. On the other hand, criterion-referenced interpretation compares an examinee's performance to a specified level of performance.

II. I Phases of Educational Evaluation

1. First Phase: Create the Evaluation Plan: Because the contents and methods of evaluation differ by evaluation plan, confirm the evaluation goals or necessity, and set up the evaluation plan and design by arranging for phases such as setting education goals, stating methods, selecting the evaluation design, producing the evaluation tools, collecting evaluation data, analyzing evaluation results, and applying evaluation results.

1.2 Second Phase: State the Evaluation Goal: Decide on the evaluation goal, and select the best statement methods possible, based on the goals that the evaluation process is to achieve. Confirm the evaluation goal, state it, analyze and evaluate the stated goal, and create a dual classified table.

1.3 Third Phase: Select an Evaluation Design: Create a specific design, according to the evaluation goal, to collect, analyze, and compare the data expected to be received during the evaluation. Set up tests, composition of sample space, evaluation time, number of evaluations, and the relative standards for evaluation results.

1.4 Fourth Phase: Produce Evaluation Tools: Decide on the evaluation methods or measuring tools that will be used to collect data or information, and produce the best evaluation tool possible.

1.5 Fifth Phase: Collect the Evaluation Data: After selecting and producing the evaluation tools, collect the actual information and data by acquiring the necessary labor, facilities, and time; check and improve the given condition.

1.6 Sixth Phase: Analyze the Evaluation Results: Arrange and grade the information and data collected during the fifth phase to obtain the mean, variance, and standard deviation. Analyze the collected data qualitatively and quantitatively, according to the evaluation goal.



1.7 Seventh Phase: Report the evaluation results.

1.8 Eighth Phase: Apply the Evaluation Results: Based on the evaluation results, improve the education methods, induce motivation to learn, apply the various evaluation results according to the evaluation goals, and check the end result.

IV. Evaluation in Teacher Education

Evaluation in teacher education needs to be objective and comprehensive to cover the entire gamut of developing dimensions in the teacher trainees covering the conceptual, pedagogical aspects as well as attitudes, dispositions, habits and capacities in a teacher incorporating both the quantitative and qualitative dimension of growth. These include: engagement with children in their contexts, school curriculum and textbooks, process of learning and knowledge, psychological and professional development, understanding of institutional arrangements, policy perspective, pedagogy and curriculum. Assessment should cover: understanding of the process of child development, societal context of education, nature of children's thinking – mathematics, language, natural and social phenomena, philosophical and sociological frameworks, undertaking analysis of curriculum, grasp of the school as a system, ways in which developing teachers demonstrate their changing dispositions, professional skills in organizing group learning and team work.

V. Principles for teacher assessment and evaluation

1.1 Safe and open collaboration is necessary. When assessment of teacher practices is transparent and openly collaborative, teachers can build professional communities and learn from one another. This process can only occur in non-threatening environments of formative assessment and growth.

1.2 Measures of teacher performance are most helpful and meaningful when they are based on multiple ratings and clear teaching standards in the formative growth process. Teachers need clear and actionable feedback based on standards for teaching and student learning that are comprehensive and transparent and on criterion-referenced assessments of teacher practice. Feedback is most useful as part of a comprehensive teacher development system. Summative evaluations of teachers should be based primarily on a single standard of effectiveness required for all teachers. After extensive support and intervention, a process to remove chronically ineffective teachers from the classroom, which guarantees due process measures, should commence.

1.3 Measures of teacher performance are most helpful and meaningful when they are based on multiple ratings and clear teaching standards in the formative growth process with curricular standards, professional development activities, targeted support, and human capital decisions.



1.4 Validated evaluation measures are essential. Measures of teacher effectiveness need to be based on widely accepted standards of teaching that attempt to capture a range of teaching behaviors, use multiple evaluation methods.

1.5 Teachers' input in determining performance and learning outcomes should be part of the evaluation process. While standards for teaching practice and student learning are essential, each teacher should also help to define a set of practices and student learning objectives to be assessed. Teacher input can provide vital learning goals for the unique, contextualized circumstances of each particular classroom.

1.6 Assessment and evaluation systems need to be co-created or designed with teachers at the local level through collective bargaining or, where there is no collective bargaining, agreed to by the organization representing teachers. This may be the most important principle of all. Ideals and visions need to be balanced with local context and political reality. There is no one-size-fits-all solution at a national level. Rather, we need to work with its affiliates to craft local solutions based on the guiding principles.

Teacher continuously steers the boat of education. He / she constantly strive to help the students to recognize their vital problems, to face their problems with confidence, skill and creative imagination. He / she guide the students day and night to recognize their desire and also nourish it in order to develop more adequate understanding. With a view of evaluate teacher's constant efforts, formative evaluation of teachers should be done.

VI. Formative evaluation: Formative evaluation can be done through various techniques by bifurcating teachers' responsibilities into four main domains:

1. Planning and Preparation

1.1 Demonstrate knowledge of content and pedagogy: This refers to what planning has the teacher done to demonstrate her knowledge of a particular subject by interrelating it with teaching skills.

1.2 Select instructional goals: This refers what goals have the teacher set for herself, her subject, her lessons and her students.

1.3 Manage Resources: This refers to how far the teacher has planned her/his teaching-learning activities in limited available resources.

1.4 Design Coherent Instructions: This refers to what has the teacher planned in coordinating curriculum with extra activities. This domain can be evaluated through – Sample Unit Plan made by teacher , Sample Lesson Plan made by teacher and Teaching Artifacts planned by teacher.

2. The Classroom Environment:

2.1 Create an environment of respect and rapport: This refers to how far the teacher has been successful in creating environment of respect and rapport. If a teacher demonstrates genuine caring and respect for individuality of every student; the students make such teachers their role models.



2.2 Establish a culture for learning: The culture for learning can be established by becoming an effective tutor, getting pupils to talk to you, helping pupils who do not believe in themselves, coping with emotional pupils, providing personal and pastoral care.

2.3 Manage classroom procedures : The teacher can be evaluated on the basis of how far he / she has been successful in managing classroom procedures as: preparing herself well for the lesson, preparing children for the lesson, providing practical activities, keeping children on task, involving children, displaying work, preparing for consolidatory activities like worksheets, experiments etc.

2.4 Manage Students Behaviour: The teacher can be evaluated on basis of how far he / she could manage student behaviour. This includes:

- Dealing with upset children by being gentle but firm giving them, more time and space and becoming their friends.
- Dealing with bad behaviour through knowledge of psychology.
- Making Children feel secure and comfortable by being consistent, fair and judicious and not being too rigid.
- Helping children to build self-esteem by praising them, managing stressful situations and supporting their proper decisions.

2.5 Organize Physical Space: The teacher's evaluation can also be done on the basis of how far he / she has provided satisfactory seating arrangement in available classroom, cares for hygiene and sanitation and providing sufficient lighting facilities playground facilities etc. This domain can be evaluated through – direct observation of teacher in classroom by an expert principal or supervisor, teacher – student relationship, student surveys, samples of student work, teaching artifacts.

3. The Classroom Instruction

3.1 Communicate clearly and accurately : The effective teacher is expected to have good command over the spoken language of school, speak in raised voice, with clarity in speech, proper speech-patterns and neither too fast nor too slow. This is necessary part of classroom instruction. One of the factors to evaluate the teachers' performance can be her clear and accurate speech and communication skills.

3.2 Use various techniques: The effective teacher should make use of various techniques like questioning, discussion, demonstration, etc. to stimulate students and bring variety in teaching. Use of suitable techniques will make the lesson easy and interesting for students. The teachers performance can be evaluated on basis of her selection and implementation of a particular technique in particular lesson.

3.3 Engage students in learning : The effective teacher develops broad outlines, formulates objectives to be attained, selects materials and teaching aids suitable to age and level of student, uses appropriate teaching methods, does demonstration, experimentation illustrations, projects, fieldworks to give practical view of the subjects, develops and maintains pupil's interest in learning process, develops suitable study-habits in pupils, develops sense



of appreciation for subject among pupils, evaluates pupil's progress using various evaluation techniques. Thus the effective teacher constantly strives to engage students in learning. The teachers' performance can be evaluated by assessing how far he / she have been successful in engaging students in learning.

3.4 Provide feedback to students: The effective teacher needs to be a minute observer and evaluator herself. He / she are expected to do formal and informal observation of her students and give them appropriate feedback and also judge their potentials. This domain can be evaluated through – Direct observation of teacher's class by an expert, supervisor or principal, teaching artifact, samples of students' work, assignment provided by teacher.

3.5 Professional Responsibilities: It is sometimes said that degrees do make a teacher, but it is professionalism which develops a teacher. Indeed there is great deal more to being a teacher than just teaching. Every teacher will be faced with an array of additional duties. The effective teacher needs to fulfill these duties also. Hence the teacher can be evaluated on the basis of professional responsibilities.

3.6 Competence in the subject: The effective teacher, at whatever level, should be thoroughly competent in the subject he / she teach. He / she should acquire from advanced study a much wider and deeper knowledge of the subject matter that is directly needed in the class. One cannot teach what one does not know, nor can one teach with enthusiasm unless one know, so much about his field of learning that he is confident and enthusiastic about his specific subject. Facts, ideas and inspiration flow from a mind that is full. The teacher can be evaluated on the basis of her subject competency.

3.7 Attending clinics, workshops, seminars, conferences: Such professional gatherings are held on special topic of discussion. The procedures are informal and the groups are small enough that problems of individual teacher can be sorted. The teachers who attend these sessions have greater opportunities to learn, better ways of helping their students. The Teacher can be evaluated on the basis of her visits to such sessions.

3.8 Conducting experimentation and research: Teachers may initiate their own experiments, or participate in large projects which aim at discovering new and different techniques for effective teaching. This can also be one of the factors to evaluate teacher's performance.

3.9 Keeping Intellectually alert: Teacher should have daily association with magazines and books – professional and recreational, and in addition, should hold discussions with friends and colleagues to enliven his intellectual interest and deepen his thinking. This becomes one of the factors to evaluate teacher's performance.

3.10 Working with Outside Agencies: Teacher is expected to show professional while working with outside agencies. The teacher should maintain individual student records up to date, keep a case diary of relevant incidents or occurrences, keep accurate notes about any communication carried on with outside agencies and be prepared to express her opinions on the basis of records maintained. The teacher's performance can be evaluated on the basis of what proportion of professionalism does he / she show in relation to working with outside agencies.



VII. Summative Evaluation: One of the evaluation technique to correct ineffective behaviour of the teachers is to do subjective evaluation i.e. evaluation by all live elements surrounding teacher. This evaluation needs to be done at the end of the semester or academic year. Simple evaluation scale including space for comments on the particular strengths and weaknesses of the teacher can be asked to be rated by: a) Students b) Peers or Colleagues c) Administrators

1. Rating by Students: In order to secure objective ratings, a teacher should give her students the opportunity to rate her anonymously and with complete impunity. Any feeling on the part of the student that there may be an attempt to discover his identity as a rater will, of course, influence his rating and thus defeat the entire purpose of the procedure. In order to prevent the handwriting from revealing the individual students the comments should be typed. Single, isolated comments may reflect a student's weakness, rather than the teachers; but when the same comment turns up a number of times, it is likely to be a good indication of teachers' behaviour. Many research studies have indicated that student's opinions for their teachers' behaviour in the classroom are competent. Even children in the lower grades seem to know what they are talking about when they comment on teachers. Again the teacher should have full opportunity to study the comments made for her. Also, it is very important that he / she not be offended by unfavorable ratings and comments or sensitive about learning that her teaching is not totally effective. On the contrary he / she should regard it as an opportunity to improve his / her professional skills.

2. Rating by Peers: Working in a school or college can be really miserable if the people around you are not supportive and helpful. It is very essential that colleagues around you are helpful and supportive. In fact fellow teachers can better help to evaluate the teacher. But here, the fellow teachers who are raters should keep in mind that they are rating one another for one another's development. Hence, too much friendship or animosity should not become the hurdle. Again, all the peers should avoid to join together to rate one another high. Further, the rating scale should not create conflicts among them.

3. Rating by administrators : One of the important jobs of the teachers is to comply with the rules made by administrators, try to tackle them by working on his / her own terms and at the same time by not offending them, acting as a bridge between administrators and students and making sure that protocols as defined are respected cordially. Also, the teacher should exhibit co-operation in his / her behaviour with non teaching personnel's and peons. They being the helping hands of the organization, the teacher should not take undue advantage of his / her status. Besides, novel ideas, leadership qualities, punctuality are additional qualities that administrators expect from a teacher. Hence a teacher can also be evaluated through administrators.



VIII. Conclusion

Effective teaching contributes to student learning, regardless of the circumstances and conditions. When an Institution has strong leadership, adequate resources, and the meaningful engagement of stakeholders; effective teaching has the power to transform education for the benefit of the society at large. Teachers are responsible for making their own practice as effective as possible. Teachers also need to take control of their own profession and share in the Institution system's responsibility for transforming education. For far too long, policymakers outside of the teaching profession have offered short-sighted solutions to improving education that overlook the value and complexity of teaching as a profession. Teachers and their representatives best understand the shortcomings in the system and as such must respond with new ideas and innovations. Identifying a comprehensive, rigorous process for assessing, supporting, and evaluating teachers is a critical first step toward reclaiming the profession of teaching. Teachers must continue to address key questions about their profession, such as: What forms of preparation do prospective teachers need for success in today's classroom? How can new teachers demonstrate the skills, knowledge, and capacity required for competent practice from the outset and for accomplished practice over time? What current practices do we need to reform, transform, or eliminate? With what do we replace them? How can compensation systems that support professional pay and professional development help teachers improve their practice in meaningful ways? Teachers possess the knowledge, the experience, and the will to address these challenges. Neglecting to do so would most assuredly result in a decline of professionalism in teaching. With the appropriate framework for support and feedback, teachers will be able to make continual improvements in their practice and continue to ensure that every student has access to the education.

References:

- (1) NCERT (2003). Continuous and Comprehensive Evaluation, Teachers Handbook for Primary Stage. New Delhi : NCERT.
- (2) NCERT (2005). National Curriculum Framework – 2005. New Delhi : NCERT.
- (3) NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
- (4) Lampert, M. (2001). *Teaching problems and the problems of teaching*. New Haven: Yale University Press.
- (5) Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World*. Jossey-Bass, San Francisco.

Web-References:

- (1) http://shodhganga.inflibnet.ac.in/bitstream/10603/46691/8/08_chapter%203.pdf
- (2) <https://www.ijhsss.com/files/Jayeeta-Bhattacharjee.pdf>
- (3) http://iie.chitkara.edu.in/pdf/papers/sep_2013/01_IIE_Ajit.pdf
- (4) http://www.nea.org/assets/docs/HE/TeachrAssmntWhtPaperTransform10_2.pdf



(5) http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf