



Self-Evaluation: A Way to Enhance the Quality of Teacher Education

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ABSTRACT

Teaching is a demanding and complex profession. It requires sweat and blood to be a good teacher. Teaching is not rocket science but, it demands dedication, caliber, competency, expertness, sincerity, professionalism as well as skills to handle budding generations. Effective learning means thorough and lasting acquisition of the knowledge, skills, and values that can be attained through good teaching. There are number of factors that entering into teaching- learning process which includes instructional variables, subject-matter and various teaching methodologies, techniques and technology. Thus there is a dire need of evaluation system to promote the quality of teaching. The teachers also need self evaluation, like other professionals, so that they can accurately identify their strengths as well as areas of lacunae in which they need to improve. Self evaluation is a best way for teachers which can enlighten that how much successful their teaching is. It would give teachers the information and support that they need for growing as professionals. This paper deals with the ways and means of self evaluation to promote quality in teacher education.

Keywords: Self evaluation, Quality, Teacher education, Teaching-learning,

INTRODUCTION

“We do not learn from experience... we learn from reflecting on experience.”

— John Dewey

Education is basically one of the leading missions and duties of any educational institution especially a teacher education institutions. The improvement in quality of teacher education programme will also lead to an improved educational quality in teachers as well as schools and ultimately in the nation. An effective teaching is an instruction that leads to effective learning, which means thorough and long lasting acquisition of the knowledge, skills and values. Teaching is a demanding and complex profession. It requires hard work and dedication to be a good teacher. Teaching is not rocket science it demands a lot of dedication, talent, care, competency, expertness, professionalism as well as skills to handle prospective generations. Teachers’ continuous engagement in teaching-learning process, skill acquisition,



professional development and refinements to practice is essential for fulfilling the students' learning requirements. But, there are number of factors that entering into teaching and learning including instructional variables, teaching methodology and techniques and technology, and subject-matter.

Thus there is a dire need of evaluation system to promote the quality of teaching-learning process. The teachers also need evaluation process, like any other professionals, that accurately identify their strengths as well as areas of weakness in which they have to improve to become an effective teacher. Time to time assessment and evaluation are crucial for determining whether teachers are, in fact, acquiring and applying the content, skills, and dispositions necessary to meet the required standards. The efforts for improvement in the technical quality of evaluation systems have been going on over the past two decades but do not produce any evidence or clue of improved teaching-learning and increased students' achievement. Evaluation is necessary to identify any alternative professional learning that a teacher may need. Therefore, evaluation should be considered as complementary and integrally-related part of the same process. The developers of evaluation devices, instruments and systems increasingly recognize the advantages of designing evaluation processes and systems that intentionally foster and support the quality of teaching. Many evaluation techniques have been designed to assess teacher quality. Self evaluation is a best way among those for teachers which can enlighten that how much successful there teaching is. It would give teachers the information and support that they need to grow as professionals.

Meaning of Self Evaluation

Self-evaluation is one of the most ignored forms of explicit evaluation. But logically, this should dominate over all other forms of the evaluation process of teaching effectiveness. Self evaluation is taken most sincerely only by those teachers who are more interested in giving their best keen to take critiques and actively seek advice from colleagues and frequently take student's feedback on how to improve their teaching process. According to Boud (1995), all assessment including self-assessment comprises two main elements: making decisions about the standards of performance expected and then making judgments about the quality of the performance in relation to these standards. Whenever self-assessment is introduced, it should ideally undergo the students in both of the above aspects. Andrade and Du (2007) provided a helpful definition of self-assessment that emphasis on the formative learning that it can promote. Self-assessment is a process of formative assessment during which the students reflect on their quality of work and their learning, evaluate and judge the degree to which they reflect explicitly, stated goals or criteria, identify strengths and weaknesses in their work and revise accordingly.

According to Blue (1994), interest in self-assessment developed out of a more general interest in the area of autonomous learning or learner independence. However, it has been seen as more problematic areas of self-regulated learning. It is widely recognized that learners might

not have the necessary experience to make this type of judgements. Despite these criticisms, there are a number of favourable reasons because of which, self-assessment should be encouraged in class room teaching.

NEED OF SELF EVALUATION

Further teaching is only possible after the recognition of what needs to be taught. Self-evaluation builds on a natural tendency to check out the effectiveness of one's own teaching. Thus, it is needed due to many reasons as given below:

- To encourage reflection on one's own teaching
- To promote teacher's responsibility and independence
- To encourage teacher's ownership of the teaching
- To shift the focus from something imposed on students to a potential partnership
- To emphasizes the formative aspects of assessment.
- To identify the diversity of learners' readiness, experience and backgrounds
- To engage teachers in the formulation of criteria for self-assessment tasks helps them to deepen their understanding of what constitutes quality outcomes in a specified area.

SIGNIFICANCE OF SELF-EVALUATION

Mats Oscarsson (1989), a noted scholar in the field of self-assessment, gave six different reasons why self-assessment can be beneficial to language learning. First, he stresses that self-assessment promotes learning, plain and simple. It gives learners training in evaluation which results in benefits to the learning process. Secondly, it gives both students and teachers a raised level of awareness of perceived levels of abilities. Training in self-assessment, even in its simplest form, like asking "What have I been learning?" encourages learners to look at course content in a more discerning way. Thirdly, it is highly motivating in terms of goal-orientation. Fourth, through the use of self-assessment methodologies, the range of assessment techniques is expanded in the classroom. As a result of using self-assessment, the learner broadens' his/her range of experience within the realm of assessment. Fifth, by practicing self-assessment, the students participate in their own evaluation (Dickinson 1987). They, in effect, share the assessment burden with the teacher. Finally, by successfully involving students in their own assessment, beneficial post-course effects will ensue.

Self-evaluation can assist a teacher in many ways by.

- improving the educational experiences teacher provides to the students
- identifying the professional education need to further develop the capacity to teach
- well preparing the teacher performance review with supervisor

- assessing teacher's readiness to apply for promotion and tenure
- influencing the teacher's definition of excellence in teaching and increasing his ability to recognize mastery experiences
- selecting improvement goals by providing clear standards of teaching, opportunities to find gaps between desired and actual practices, and a menu of options for action
- facilitating communication with the teacher's peer
- Increasing the influence of external change agents on teacher practice.

In other words it can be said that Self-reflection is one of the most efficient ways to recognize that your teaching strategies can be better. In this mean of evaluation, it is you who collects and analyzes all data to ensure that your teaching strategies improve if necessary.

EFFECTIVE PLANNING OF SELF-EVALUATION

Any more precise method requires more planning since it can help one to improve the educational experiences provided and highlighting the education needed to develop the capabilities and teach well. The following five steps can be used to plan for self-evaluation.

- **Defining the Context of Teaching** – First of all a teacher should describe the objectives of the lesson or course, detailing information about the purpose of the assessment and intended uses.
- **Identifying the Stakeholders** – Second step is to mention those who are involved in the process (e.g. students, department, instructors, etc.) and list their needs. Recognition of stakeholders' needs will allow the assessment process to grow more focused and maximize the benefits of process.
- **Establishing Central Questions** – Devising central questions helps in determining the purpose of the evaluation. These questions help the teacher to determine how the assessment should be conducted.
- **Stating the Use the Assessment Results** –How the teachers will use the results for each of the central questions should pre-decide. Remember to ensure that users relate directly to the assessment's purpose.
- **Creating an Assessment Plan** – In this step, teacher will create a plan which includes an overview of how the results will be implemented to promote the teaching quality.

With a plan in hand, a teacher can then begin the analysis by using various methods of evaluation.

METHODS AND TECHNIQUES OF SELF EVALUATION

Different methods and techniques can be used to self-evaluate the teaching process. A few techniques are as under:

- **Self-Monitoring and Goal-setting**

Self monitoring and goal setting is a good way to track the teacher's progress especially, if there are pre-set goals about teaching which can be short, medium and long term.

- **Video or Audio Recording**

Teacher can use recording in classroom teaching sessions and replicate on them and thus will be able to develop greater awareness about their teaching capability.

- **Mentoring**

When someone is new to teaching, discussing about teaching with a formal mentor or peer mentor is very useful. An experienced teacher or mentor can assist with lesson planning and development of materials.

- **Gathering feedback from stakeholders**

Reflection upon the gathered feedback from a variety of stakeholders i.e. peers, students, principals, managers etc. can also play important role for self-evaluation.

- **Teacher's Diaries and Dialog Journals**

Teacher diaries and dialog journals encourage the teachers to write about what they taught, their perceived level of mastery over the course content, what they plan to do with their acquired skills and what objectives they achieved after real teaching.

- **Student Progress Cards**

Students progress card itself describes that what quality of teaching a teacher is provided. A thorough study of these cards helps the teacher to know what improvement is required in his teaching.

- **Rating Scales, Check lists and Questionnaires**

Rating scales check lists and questionnaires are the popular techniques in the area of self-evaluation, which can be done by colleagues and administrators.

- **Parent-Teacher Interactions**



Parent teacher interaction can also be used as a method for self-evaluation for teacher. Interact with parents can be done by various means like telephone calls, e-mail, notes in the assignment book, and notes home. Teacher can evaluate himself to refine, modify, or change the instruction.

- **World Wide Web**

A teacher can also use the World Wide Web to find other teachers on blogs and social networks. By interacting with them, he/she can compare his own ways of teaching with them and discover one also.

- **Journal**

Self-reflective journal is an easy way to keep track of what happened during the lesson. After class, a teacher can jot down a few notes detailing own reactions, feelings, and any observations made about the students.

- **Teacher-Student Interview**

Deep study of students' observations and reflections given during interview sessions can also provide valuable feedback can act as self assessment for a teacher.

CONCLUSION

Self evaluation is a necessity for any teacher who wants to become a capable educator and efficiently advance his/her career. It is also necessary tool for spreading and share knowledge effectively with the students. However, a teacher can only enjoy the benefits of self evaluation by practicing it regularly and acting on the outcomes. So, there is a need of starting for assessing the teaching skills so that a teacher can join the ranks of great star educators.

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