

Self Evaluation: a Tool to Improve the Quality of Teacher Education

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Abstract: Effective learning means thorough and lasting acquisition of the knowledge, skills, and values that can be attained through good teaching. Teaching is a demanding and complex profession. It requires sweat and blood to be a good teacher. Teaching is not rocket science it demands dedication, talent, care, competency, expertness, professionalism as well as skills to handle budding generations. 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 need of evaluation system to promote the quality of teaching. Like other professionals, teachers need evaluation processes that accurately identify their strengths as well as areas in which they need to improve. Self evaluation is a best way for teachers which can enlighten that how much successful his teaching is. It would give teachers the information and support that they need to grow as professionals. This paper will deal with ways and means of self evaluation to promote quality in teacher education.

IndexTerms - Evaluation, Self Evaluation, Quality, Teacher education

"We do not learn from experience... we learn from reflecting on experience."

— John Dewey

I. INTRODUCTION

Education is basically one of the leading missions and duties of any educational institution especially a teacher education. The promoted quality in teacher education programme will also lead to an elevated educational quality in teachers as well as schools. A good teaching is an instruction that leads to effective learning, i.e. thorough and lasting attainment of the knowledge, skills, and values. Teaching is a demanding and complex profession. It requires sweat and blood to be a good teacher. Teaching is not rocket science it demands dedication, talent, care, competency, expertness, professionalism as well as skills to handle budding generations. Teachers' continuous commitment in learning, skill acquisition, and refinements to practice is necessary for meeting student learning needs. The responsibility of imparting professional skills and techniques to the teachers under training is of teacher education. Thus, quality of teaching depends upon the quality of teacher education being provided to them.

Teacher education

Teacher education refers to the policies and procedures planned to endow prospective teachers with the knowledge, attitudes, behaviours, and skills they need to attain and use effectively in the classrooms. It is a programme that is allied to the development of teacher expertise and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It encompasses teaching skills, sound pedagogical theory and professional skills. Teacher education is based on the theory that teachers are made, not born. The teacher has to acquire not only knowledge, but also skills that are called tricks of the trade. Thus it prepares teachers as mechanics or technicians by focusing on all the aspects including their skill training.

During these years, large scale and far reaching developments as well as changes have taken place on the national and international scenes in social, economic, cultural, scientific and technological spheres as well as in information and communication technologies. Many new factors are entering into teaching and learning including instructional variables, teaching methodology, techniques and technology. These developments have affected education, including teacher education necessitate re-evaluate and improvement in Indian teacher education. On the other side, standards of education and teaching are degrading day by day. The alarming situation of Teacher Education in the country is reflected through the fact that, in recent years, the majority of graduates that have appeared for the central Teacher Eligibility Test have failed to exhibit even the most basic knowledge base expected from a teacher. Thus there is a strong need of evaluation processes that accurately identify the strengths as well as areas in which improvement is required. Time to time assessment and evaluation are crucial for determining whether teacher education is developing those skills among teachers under training that can lead to acquiring and applying the content, skills, and dispositions necessary to meet the required standards of quality teaching.

Efforts to improve the technical quality of evaluation systems over the past two decades have not produced evidence of improved teaching and increased student 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 process. Developers of evaluation instruments and systems increasingly recognize the wisdom and benefits of designing evaluation processes that intentionally foster and support teaching quality. Many evaluation techniques have been designed to assess teacher quality. Self evaluation is a best way among those which can enlighten that how much successful a teacher programme is to promote quality teaching. It would give teachers the information and support that they need to grow as professionals.

Self Evaluation

Self evaluation is defined as judging the quality of one's work, based on evidence and explicit criteria, for the purpose of doing better work in the future. It is the process used to look at the progress, development and learning to determine what has improved and what areas still need improvement. It involves comparing a "before" situation with a current situation. In spite of its importance, Self-evaluation is the most ignored forms of explicit evaluation. Ideally and logically, this should precede all other forms of the evaluation of teaching effectiveness. 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.

Need of Self-Assessment

Self-evaluation is a useful process that is rigorous and enables to be critically reflective about programme and oneself as a professional.

In general, Self-evaluation is needed to:

- Reflect on what have been done
- Think about what might do next
- Consider progress and development of the programme
- Deeply understand the professional practice, professional learning and the impact of this on the learner's thinking and professional actions.

In the field of teacher education self education is needed to

- Check the quality of provide professional development being provided for practicing in-service teachers by updating their knowledge and skills;
- Assess the effectiveness of the new initiatives curricular reforms;
- Check the level of innovative Teaching strategies in teacher education and Improving educational administration practices;
- Check the strategies being used to enhance professional competency in teacher education
- Analyse the future of teacher education institutions
- Assess Infrastructure facility in teacher education
- Assess the professional competence of teacher educators
- Assess the fulfilment of objectives of the programme.
- Assess the quality of teachers being prepared in the programme.
- Check that programme is cater to the needs of the society
- Promote teacher's responsibility and independence
- Encourage teacher's ownership of the teaching
- Emphasizes the formative aspects of assessment.
- Identify the diversity of learners' readiness, experience and backgrounds
- Engage teachers in the formulation of criteria for self-assessment tasks help them to deepen their understanding of what constitutes quality outcomes in a specified area.

Effective Planning of Self-Evaluation in Teacher education

Likewise any other educational programme, effectiveness of teacher education largely depends upon its design, curriculum, and objectives framed by the policy makers, and all these are not in our hands to change. But there are some other areas, reflection upon which can also improve the current status of educational programme. To reflect upon those areas, self evaluation in can help broadly at three different levels: institutional level, principal level and the most important teacher's level.

At Institutional level

At institutional level self evaluation is needed to ensure the quality of programme being taught. For this assurance, following aspects should be evaluated time to time with the help of its stakeholders:

- Quality of infrastructure
- Quality of equipment
- Updating of laboratories with new technology especially the ICT
- Need of man power
- Pupil teacher ratio
- Implementation of curricular and co-curricular activities
- Provisions for teachers to update their knowledge
- Professional growth of teaching and non teaching staff

At Principle or Administrative level

Principal or administrative is the backbone of any institution as he is responsible for the functioning of it. At this level self evaluation should be done to know the level of following aspects:

- Implementation of rules and regulations
- Instructional objectives of teaching
- Teaching methods and techniques being used by teacher educators
- Practical knowledge being provided to the teacher trainees
- Quality enhancement programme
- Implementation of Skills training programmes like Microteaching, simulated teaching and observing the experts etc
- Quality of teaching practice
- Use of advanced technology like ICT

At teacher's level

The teacher is the most important stakeholder of teacher education industry, as he works at two different but crucial levels. As a teacher educator he acts as a model for the trainees which becomes teachers, further go to the schools and their level of training reflect upon students learning. Thus self evaluation is most important for the teachers. It is necessity for any teacher who wants to become a capable educator. Different methods and techniques can be used by teacher to self-evaluate his teaching. 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, principle, managers etc can also play important role for self-evaluation.

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

Teacher diaries and dialog encourage the teacher to write about what they taught, their perceived level of mastery over the course content, and 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 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.

- **The 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.

- **A Journal**

Self-reflective journal is a 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

Our recommendations for improving quality teacher education finally come down to the conclusion that the ultimate aim of teacher education is to provide such teachers which are adequately knowledgeable and proficient in pedagogy of the subjects they teach. One of the best ways to achieve this is to promote the quality of teacher education programmes. Self-evaluation at above discussed three levels helps to recognize that which policies, curriculum, practices, and teaching strategies need to be better. It is a necessary tool if we value our students and want to share our knowledge effectively with them. However, the benefits of self evaluation can be enjoyed only by practicing them regularly and acting on their outcomes

II. ACKNOWLEDGMENT : NONE

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