



Evaluation Techniques for Finding Best Student Teacher

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Abstract:

This paper primarily attempts to answer the question- 'How teacher educators are helped to make judgments about the quality of the work of student teachers? The answer describes self- and peer-assessment techniques based on the experience and empirical work conducted at one teacher training institute. Self- and peer-assessment techniques integrated into programmes can not only help in finding best teachers but also can improve self-confidence and motivation to learn. Peer assessment techniques create an atmosphere of healthy competitions. Reflective practices based on the research are recommended.

Keywords: *Evaluation techniques, Assessment and Best student teachers*

1. Introduction

As the most significant resource in schools, teachers are critical to raise education standards. Improving the efficiency and equity of schooling depends, in large measure, on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Raising teaching performance is perhaps the policy direction most likely to lead to substantial gains in student learning (OECD, 2005). In turn, the effective monitoring and evaluation of teaching is central to the continuous improvement of the effectiveness of teaching in a school. It is essential to know the strengths of teachers and those aspects of their practice which could be further developed. From this perspective, the institution of teacher evaluation is a vital step in the drive to improve the effectiveness of teaching and learning and raise educational standards. Meaningful teacher evaluation involves an accurate appraisal of the effectiveness of teaching, its strengths and areas for development, followed by feedback, coaching, support and opportunities for professional development. It is also essential to celebrate, recognize and reward the work of teachers. TALIS results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (OECD, 2009b).

The purpose of this study is to identify and to recommend student teacher's evaluation processes of their practice teaching and to provide an alternative to the student teacher evaluation methods presently being used. The used methods include classroom observations by teacher educators based on standards of effective teaching.

2. Research Questions

Student teachers do not understand that, Why it is necessary to divide the lesson plan in five steps of Herbert? Why to give techniques of teaching new words? Why model reading could not be with interruption? When to teach new words is a question that rose while they are drawing lesson plan?

These questions could be answered during theory transaction and by quoting the books and authors. But the researcher thought of answering the questions by student teacher's own experiences. As the recent trends has made the learner a responsible partner in the learning process; not only by having to

do what other people tell him/her to do, but also by stating his/her opinion when decisions have to be taken. These resulted into this study.

Alternative assessment methods being studied in this paper are self assessment and peer assessment methods. Self assessment is defined as 'an evaluation of one's own abilities and failings.' Peer assessment is defined as 'students assessing students' in brief. It is also defined as 'assessment of students by other students, own learning, developing them as autonomous which provide formative reviews of both feedback and learners summative grading.' "Peer assessment is one form of innovative assessment, which aims to improve the quality of learning and empower learners, where traditional forms can by-pass learners' needs" (Mc Dowell, L. and Mowl, G., 1996)

Self and peer evaluation have been found useful in various fields and for various reasons; for example, in situations where student teachers were going to be future teachers and often also evaluators. It is based on the belief that in order to become able evaluators of other people, one must first be capable of evaluating oneself.

Following are some **merits of peer and self assessment.**

- Help students become more autonomous learners, better able to recognize the strengths and weaknesses of their own work.
- Encourages students to critically analyze work done by others, rather than simply seeing a grade.
- Develop self-assessment abilities.
- Give peers to a wider range of feedback.
- Help clarify assessment criteria.
- Reduce the marking load on the lecturer.

In spite of these potential merits there are some **problems which are associated with these alternative assessments.**

First of all, there must be difficulties with the validity and reliability of assessment done by student teachers. In a recent study, Kaufman, Felder and Fuller (1999) minority students on average receive lower ratings and give higher ratings than non-minority students, with the differences being statistically significant in one class but not in another class. The results of a study conducted by Layton and Ohland (2000) are nearly identical to the results of Kaufman et al. In fact, the two studies found similar evidence of the effects of race/ethnicity on peer assessments.

The other thing being a tendency is found among the weakest trainees to over-evaluate themselves, and the reason is believed to be fear.

3. Overcoming these problems

In a study conducted by Brown, Rust V. Gibbs (1994) rules for involving successfully in peer assessment of students are determined. These rules can describe following as:

- Brief knowledge must be given to students and fellow tutors before introducing the processes, making it quite clear in advance what is expected of them.
- Explain carefully the purposes of self and peer assessment to all parties.
- Make sure that students are working with explicit criteria for success.
- Ensure that whenever students are evaluating work they provide full and appropriate evidence for marks or awards given, based upon the agreed criteria.
- Provide opportunities for rehearsal of the process in stress-free contexts.
- Collaborate with colleagues who have already used self and peer assessment.
- Don't expect to get everything right the first time.

According to Bostock (1994), weakness of peer assessment can be avoided with anonymity, multiple assessors and tutor moderation.

Considering the determination about merits and problems of these assessments the study is aimed at contributing to this determination. An attempt was made to answer the following question: How teacher educators are helped to make judgments about the quality of the work of student teachers?

4. Participants

There were 67 student teachers got training in L.N.K. College of Education, Patan affiliated to H.N.G. University, Patan. Student teachers enrolled in four languages being Hindi, English, Gujarati and Sanskrit were participants of the present research.

5. Tool

The student teachers provided a detailed list of criteria for judging the practice teaching. The student teachers have to relate to this list during and after a lesson. The detailed list helps the student teachers to order the criteria logically.

A book I have found very useful while training to evaluate their own teaching or peer teaching is Janine Pak's books: Find out How You Teach. As it says in the foreword:

“This handbook is designed to assist classroom teachers increase their awareness of what is happening in their classrooms. The advantage of the techniques is that they allow teachers to carry out their own analysis without having outside observers in the classroom.” (p.ix). As a tool A self-evaluation questionnaire of the author is used in the study.

6. Steps

The usual procedure is to have a short tutorial with the student teachers before I observe her/his lesson. In this tutorial the student teachers were asked to think of what they feel needs to be improved in their teaching; lesson planning, the content of the lesson such as vocabulary, reading etc., techniques such as giving instructions or organizing classroom tasks, class organization such as pair/group work, use of resources such as the board, classroom interaction such as student-student interaction, evaluation and assignment techniques or questioning skill.

Then asked to student teachers for write a detailed lesson-plan having this in mind and a copy of the plan is given to me before observe the lesson. Then told to student teachers that they are free to change the plan on the spot if they need is felt while teaching. They must, however, be ready to reason why they did so. The last stage is of discussion and feedback from the peers and observe.

7. Findings

It is no doubt that conductive characteristics to effective teaching have been enriched by these assessments. And it helped in find out the best teachers and nurturing all the student teachers in relation to their individual differences. The student teachers were improve upon their lesson planning based on their experiences and learn that they are wrong in judging the level of students' grasping initially. Their concept of teaching new words got improved. At front they have come to know the different learning styles, individual differences and issues related to exceptional children like slow learners and gifted children. Thus, they gradually understood more complex parts of teaching-learning process in the course of self and peer assessment. These boosted their self-confidence. They also experienced the healthy competitions during this period and are motivated to acquire in their own teaching strategies.

8. Conclusion

Promoting teacher evaluation is clearly in the national interest. Student teachers need feedback on their performance to help them identify how to better shape and improve their teaching practice and, with

the support of effective school leadership, to develop schools as professional learning communities. At the same time, student teachers should be accountable for their performance and progress in their careers on the basis of demonstrated effective teaching practice. The enhancement of teaching practices through professional development, and the recognition of teacher knowledge, skills and competencies. The expectation is that teachers engaging in reflective practice, studying their own methods of instruction and assessment, and sharing their experience with their peers. Self and peer assessment used together with assessment by the teacher educator provides important insights into the evaluation task.

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