

A STUDY OF TEACHER EFFECTIVENESS: A SELF-ASSESSMENT APPROACH

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Abstract

The goal of this study is to investigate to gauge teacher performance at the moment. Generally and foremost, The efficacy of a teacher is determined by his or her self-evaluation and evaluation. By doing much of a teacher's career, there is a positive correlation between instruction experience and gains in student achievement. As teachers acquire knowledge, learners are more inclined to perform better on indicators of success other than tests. Teachers additionally benefit their colleagues when they work in encouraging, collegial environments or gain teaching expertise in a similar grade, subject, or district. The inquiry employed descriptive methods to evaluate the teacher's performance with 89 sample size by using adopted tools i.e., TES by Umme Kulsum. This study backs up the idea that the teacher who fosters a supportive learning environment for students while also exhibiting a high level of professionalism is the one who has the greatest impact on their development, also teachers' efficacy generally increases as they gain classroom experience.

Keywords

Teacher Effectiveness, Professional Development, Self-Assessment.

Introduction

Teachers are the first key factors for learning environment, which is respectful and play most important role in students education life, when it comes to primary school children, their responsibilities increases more than other grade of teachers, considerably primary section consider as a prepare a set for one's life learning. There has been increasing fascination with improving teacher assessments so that they can additionally more easily distinguish between teachers with different levels of abilities and order that their bodies are further clearly associated with the capacity of educators for enhancing student learning.

This is because the quality of instruction has become an important point of policy attention. pg.3[2] In order to ensure that lawmakers distribute instructors fairly across the educational system, it is essential to comprehend the link between teacher effectiveness and knowledge. According to Becker's (1964) theory, people with more experience are more productive because they get more information about how to do their jobs well throughout the course of their working lives. When teachers reach an extensive amount of experience, they could spend less time developing their teaching techniques. As a result, their effectiveness in instructing students could rise for a while based on their prior skills and knowledge, but eventually plateau. pg.3[3] A student's consistent participation, prompt passage to another grade, prompt graduation, self-worth, and cooperative conduct are all examples of how effective teachers aid in excellent academic, attitude, and sociological results for students. Successful teachers employ a variety of tools to organize interesting learning alternatives, track students' progress systematically, modifies their lessons as necessary, and assess student learning using a variety of sources of data. Successful instructors help create learning environments and educational institutions that respect diversity and civic engagement. To assure the achievement of learners, particularly that of kids with unique requirements as well as those who are at an increased likelihood of failing, effective teachers interact with other educators, parents, administrators, and other professionals in the field of education. pg.11[5]

What qualities a good teacher should possess?

“Professionalism is a commitment to one's job and helps pupils succeed. He ought to be cognizant of the moral standards that apply to their line of work. He should have faith in people's capacity for success and for meeting problems.”pg.21[11] “A good teacher needs to be dependable and impartial. All people are worthy of and deserving of respect. A Capacity to make decisions rationally, deconstruct problems, and use imaginative thinking. A Desire is someone who takes the effort to look for knowledge and is self-driving to develop themselves. A commitment to study, responsibility, and adaptability”.

"An efficient teacher actively works towards achieving the objectives listed under the headings of teacher competence and teacher performance. They have an understanding of the material they teach.” “The influence of classroom variables on student success, such as instructional practices, expectations for teaching, classroom organization, and the utilization of resources, is referred to as teacher effectiveness.” pg. 24. “Effectiveness is a prerequisite of competency-based teacher education, which comprises the values and knowledge that teachers must exhibit in order to successfully complete their programs”. “According to Dunkin (1997), a teacher's efficacy depends on how well they are able to have the intended impact on their students. Effectiveness is defined as "the collection of characteristics, capabilities, and behaviors of teachers at all stages of education allowing students to achieve desired outcomes, and this might involve the achievement of both

particular educational objectives and broader goals like the ability to solve issues and believe logically, and collaborate as a proficiency comprised of a variety of abilities whose mastery will influence the achievement of the competency." "Each of the three performance assessment domains is connected to competence. Understanding, expertise, and attitude are all covered. Competencies are noticeable, tangible, and quantifiable because they involve a performance component".

Understanding teacher competency

How to determine a teacher's competency "Knowledge- Teachers have a comprehensive understanding of the things they teach as well as effective teaching strategies. Teachers are familiar with a range of pedagogical techniques and when, with which learners, and how to use them. Teaching in a classroom involves making efficient use of time, assessing students' learning, and knowing how to choose and provide materials that are acceptable for the children's developmental phases.

An Attitude, a teacher with a positive attitude who values everyone in the class for who they are, no matter their background, language, or ethnic background, adapts education and diversifies it to meet the requirements of every student in the class. They ought to have kind and considerate interactions with the students they teach. The actions of teachers are reflected in their practices. Teachers are open to student participation in their courses and keen to learn more and develop their skills.

Competence - Teachers prepare the material, present new content clearly, assist students in making connections between new and prior knowledge, and provide both directed and individual practice for newly taught subjects. For their pupils, they offer possibilities or learning environments. The instructor plans out a path of action, which acts as a screenplay, and makes choices regarding which topics to demonstrate as well as when to teach the selected topic.

Objective

To explore the teacher's performance in relation to their teaching employment.

Literature Review

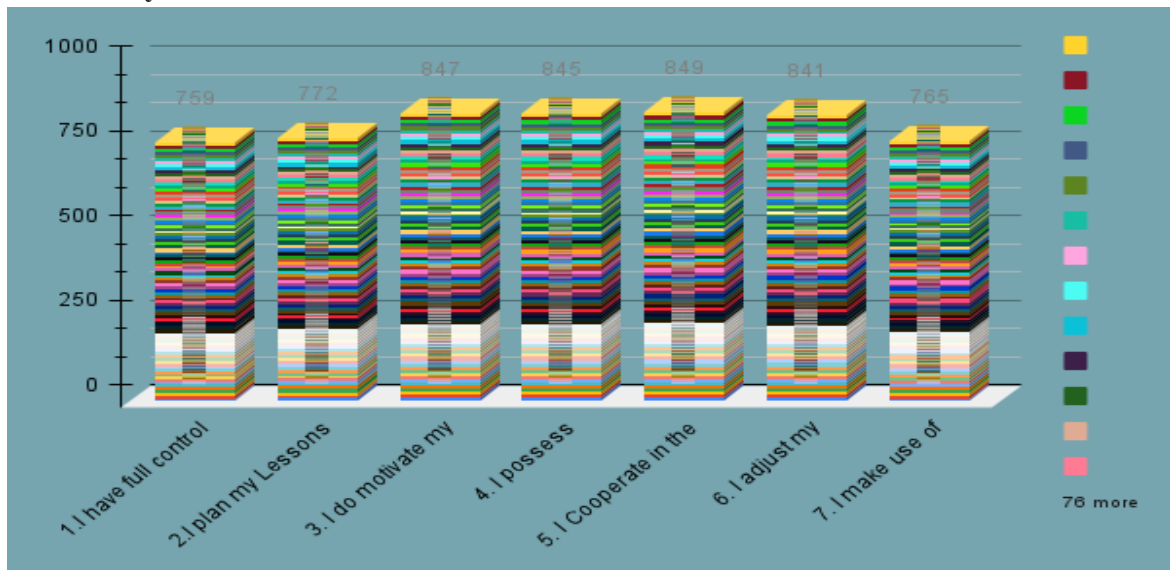
H. McBer (2012), Correlations among certain teaching abilities, personal traits, and the many climatic factors serve as the foundation for this study. Teachers, nevertheless would undoubtedly benefit from knowing precisely what classroom behaviors have the most influence on each climate component as well as how quickly these dimensions may be anticipated to change as a result of more effective teaching techniques. Wei, R. C., Newton, S. P., and Darling-Hammond (2013) There is undoubtedly more effort currently being done to improve numerous performance evaluation types and determine how they

might be utilized most effectively. It seems conceivable to create genuine evaluation devices for new teachers that are reliable measures of their preparation for instructing and that may also aid in their process of becoming instructors. According to Goe, L., Bell, C., and Little (2008), gathering data to aid in the development of successful techniques to enhance education should be one of the objectives of assessing teaching effectiveness. Professional development, individualized engagement using a subject matter expert, college-level coursework, and group research inside or across schools are all possible approaches to enhance education. The assessments are additionally suitable to pinpoint other areas where instructors excel or maybe require more assistance. Kini, T., & Podolsky, A. (2016), During a teacher's occupation, instructional expertise is positively correlated with increases in student success. The increases in teacher effectiveness brought on by experience are greatest during the first few years of teaching, but they remain to be considerable when instructors enter their second and sometimes third generations of employment. In addition to learning more as evidenced by standardized examinations, students with more experienced instructors are also more likely to perform higher on other success indicators, such as attendance at school. When teachers operate in an atmosphere that is encouraging and helpful as well as when they gain experience in a comparable grade level, topic, or area, their efficacy rises more quickly. Increased educational opportunities for their own learners, their peers, and the school as a whole is supported by more experienced instructors. J. E. Rink (2013), This article summarises everything that is going on right now to assess teacher effectiveness and highlights the significance of creating and implementing trustworthy and valid instruments and assessment methods for the discipline of physical education. With the formulation of specific objectives, student and teacher evaluations linked to those consequences, and responsibility for the development of the aforementioned outcomes, the evaluation of teacher effectiveness has the potential to enhance the practice of physical education. "Ockoff, J. E., & Speroni, C. (2010), " In order to provide incentives and hold teachers accountable, lawmakers are going to want to have a greater knowledge of the potential and constraints of the tools at their disposal. Methods of appraisal that combine objective work performance data with both subjective assessments provided by qualified experts have a great deal of promise to assist solve the issue of poor teacher quality. Yet, the utilization of norms might differ greatly among those in charge of making assessments, therefore this concern should be taken into account when implementing a measurement system.

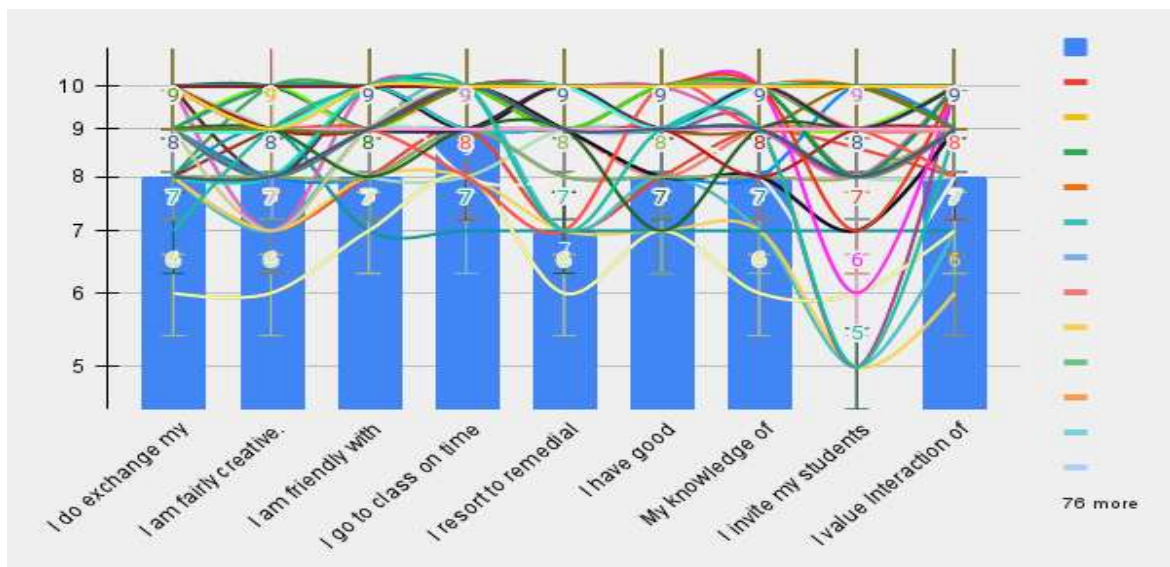
Research Methods

With the assistance of 89 participants and a closed-ended questionnaire survey called the Teacher Effectiveness Scale (TES), developed by Prof. Umme Kulsum, the descriptive approach was utilized to determine the outcome of teacher effectiveness. An easy random selection process was used to choose the sample.

Data Analysis & Results

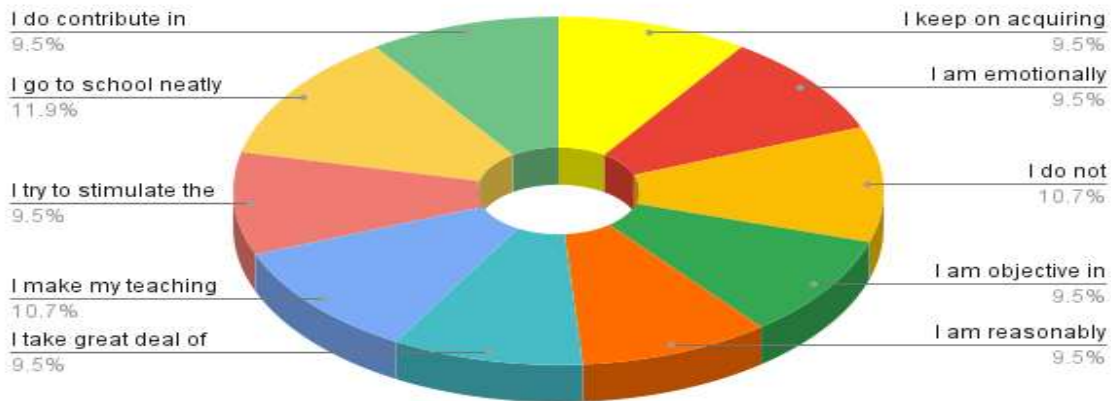


11.8% of teachers use audiovisual aids to improve instruction because they feel they have complete control over the subject. I'm a teacher. According to 13.7% of respondents, they prepare lessons well in advance. 15.7% of respondents said they encourage learning in their students, model positive behavior, collaborate with others at school, and wisely manage class time.

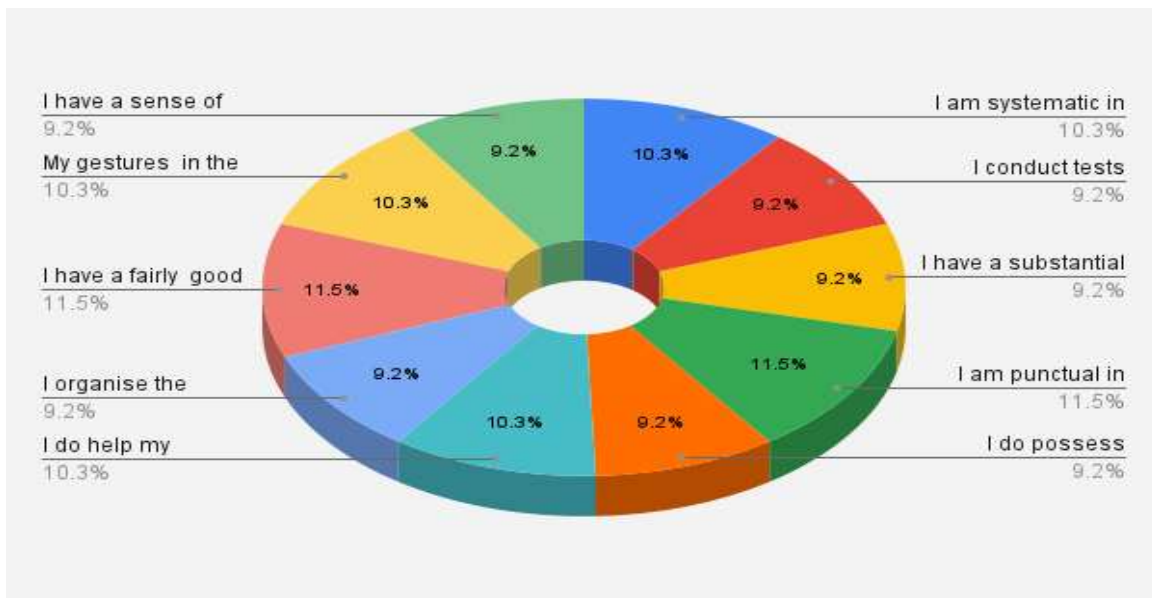


12.5% of respondents said that they share their subject-matter experiences with their coworkers in order to learn more from them and become more amicable. They also said that they are reasonably creative and have good communication skills. They acknowledged

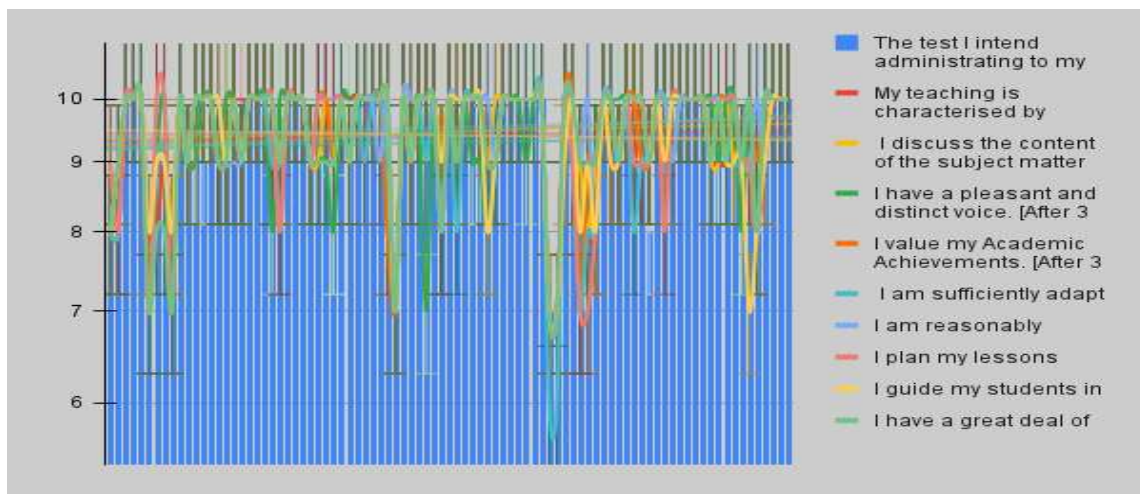
to themselves that they have maintained current subject-matter knowledge. They both agreed that they value student interaction during teaching-learning sessions and that they invite their students to discuss outside of class. 14.1% of respondents claimed to be on time for class. 10.9% of them say they return for in-person instruction when needed.



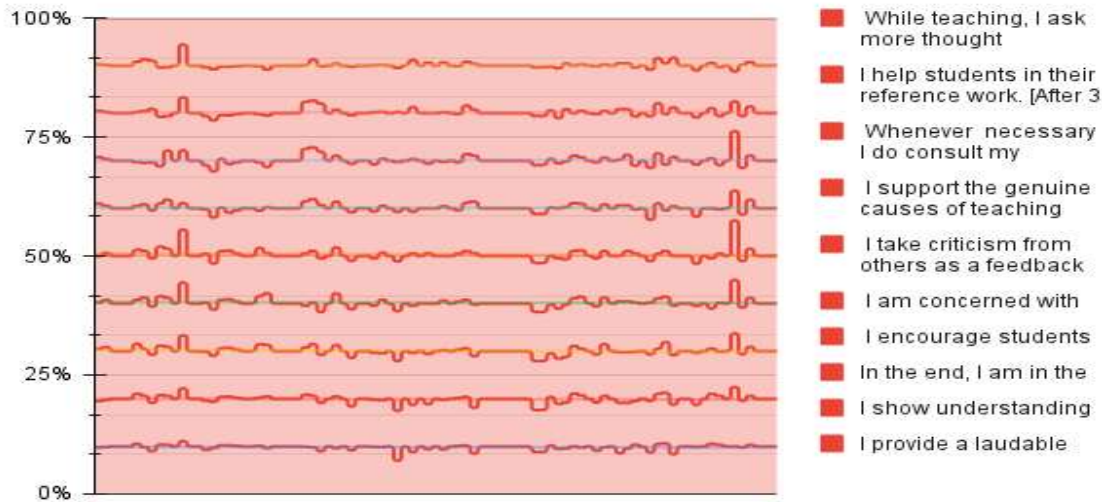
9.5% of respondents with the highest scores claimed to be reasonably active, emotionally stable, constantly learning new things, and impartial when assessing their students. Meetings of the parent-teacher association are very interesting to them. During class, they make an effort to pique their students' intellectual curiosity, and they do so by dressing well. However, when asked if they discriminate against students for personal reasons, 10.7% of respondents disagreed. Teachers can liven up their lessons by using relatable examples and scenarios. 11.9% of them arrive at school wearing appropriate attire.



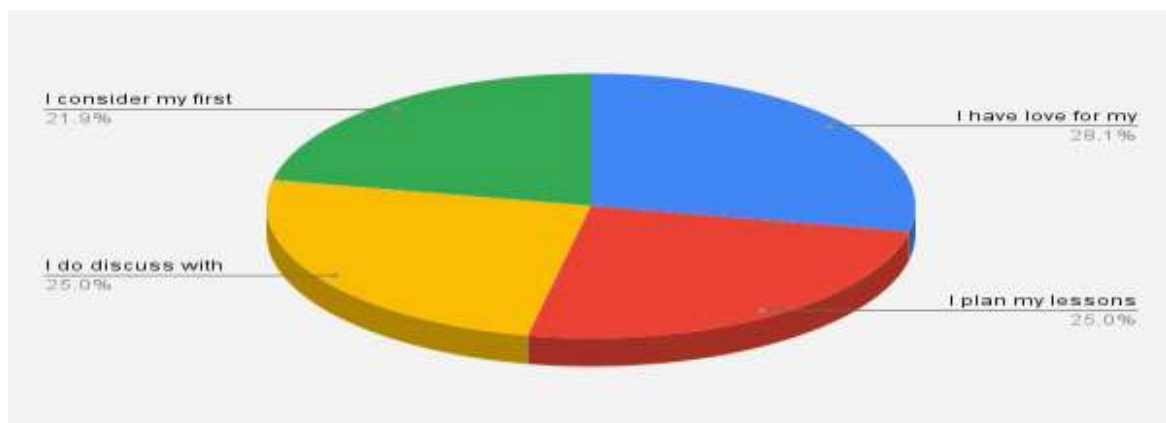
9.2% of respondents said they regularly administer tests to assess their own teaching, indicating that they have a strong understanding of human growth and learning. They have very nice manners. They arrange the material, impart a sense of duty and responsibility, and teach students to agree with the course objectives. With the highest score of 10.3%, they believe they prepare lessons in a methodical manner. They support their pupils who are struggling academically and personally. Their classroom gestures are agreeable and commendable. 11.5% of respondents said they have a reasonably good memory and are usually on time for their schoolwork.



9.9% of respondents agreed that they would review and enhance the test they planned to give their students. They also said that their instruction would be clear and confident, covering the subject matter with ease. Their voice is distinct and pleasant. They take pride in their scholastic successes. They adjust well enough to preserve friendly interpersonal relationships. They submit to the headmaster as their leader. They consider the individual differences between each student when they plan their lessons. They assist their pupils in finishing their homework while demonstrating a strong interest in the material they are teaching.



9.85 believe that they show empathy and understanding when working with their students, and they give excellent examples of their personal and social lives to their students. Additionally, they push their pupils to turn in their assignments on time. They are worried about maintaining order in the classroom while fostering a democratic environment. In addition to supporting the legitimate goals of the teaching community, they consult with their colleagues when necessary when planning lessons. They pose more thought-provoking questions than fact-finding ones when they are instructing. Eleven percent of people use criticism from others as a way to better themselves. They have a habit of summarizing the lesson they have taught at the end.



28.1% adore the people they teach. A quarter of respondents said they organize their classes using the methods that have been tried and proven effective, and they talk to students about how well they did on tests. 21.9% of respondents said they thought their primary responsibility was to improve the school's reputation.

Results

This study supports the claim that the teacher who demonstrates both a high degree of professionalism and effective teaching methods that create a supportive learning environment for students has the biggest influence on their development. It offers an operational framework for professional development for teachers and is based on substantial evidence of student progress. Above all, it highlights once more how important strong and capable teachers are to raising standards in classrooms, no matter the setting. But generally speaking, children and schools benefit a great deal from having more experienced teachers. Students' academic performance is significantly impacted by a teacher's experience. Education practice may be enhanced by the establishment of clear objectives, assessments of teachers and students that are connected to those goals, and accountability for the process.

Recommendations & Limitations

Continuous study must be carried for see the teacher's effectiveness and its impact on their profession. A limited sample of teachers has been chosen for the study. Teachers at various levels may be the subject of an inquiry using a larger sample size.

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