

Primary Exploration of the Developmental Teach Evaluation in Chinese Basic Education

Qiong Jia

Normal College, Shihezi University

Shihezi 832003, China

E-mail: cherry_0203@163.com

Abstract

The teacher evaluation is one important factor to influence the development and growth of teacher. Proper evaluation mode could stimulate teachers' work enthusiasm and encourage them to advance continually. By the dissertations about the connotation, theoretical base, main characters and implementation process of the developmental teacher evaluation, the important meaning of the developmental teacher evaluation to teachers, students, even the whole education and teaching activity could be opened out, at some opinions aiming at the implementation of the developing teacher evaluation are advised in this article.

Keywords: Teacher evaluation, Developmental teacher evaluation, Connotation, Main characters, Implementation

With the deep development of Chinese education reform, the gradual impact and breakthrough of the socialism market economy to the traditional education idea, and the deep development of the new course reform and the student evaluation reform, the problem of the developmental teacher evaluation has been the hotspot which is increasingly concerned and discussed by the education circle. Many aspects such as the connotation, characters, theoretical base, and implementation of the developmental teacher evaluation are discussed as follows.

1. Relative concepts about the developmental teacher evaluation

1.1 Teacher evaluation

The teacher evaluation is to judge teacher's quality level and teaching effect by measuring teachers' quality and their representations in the teaching works, and offer feasible advices to further enhance teachers' quality level and teaching effect (Chen, 2003, P.346-374).

As viewed from the intention, the teacher evaluation could be divided into two kinds, and one is the rewarding teacher evaluation, and the other is the developmental teacher evaluation. The former takes the rewards and punishment as the final intention and it makes many decisions such as dismissing, promoting, mobilizing, and raises, by evaluating the work representation of teachers. The developmental teacher evaluation is a kind of bidirectional teacher evaluation process, and it is based on the mutual trust of both parties to promote teachers' professional development, and the harmonious atmosphere runs through the evaluation process (Wang, 1998, P.115-116).

1.2 Developmental teacher evaluation

1.2.1 Origin of the developmental teacher evaluation

The concept of the developmental teacher evaluation was proposed aiming at the situation that the teacher evaluation paid more attention to the rewarding function in British at the late of 1980s, and it starts from teacher's demand, and helps teachers to improve their behaviors in works, and insists to divide the evaluation and rewards, and promote teacher's professional development with rewards and punishment. After experiments and argumentations, the developmental teacher evaluation system has made the teacher evaluation reform developed essentially. At the late of 1980s, British gradually extended and used the developmental teacher evaluation. At the middle of 1990s, Professor Wang Binhua introduced this system to the education circle of China, and specially studied and wrote the book of "Developmental Teacher Evaluation System (1998)", and systematically analyzed the disadvantages of the summarized evaluation, and introduced the detailed contents of the developmental evaluation in different chapters. In recent years, under the drive of the new course reform, the practice research of the developmental teacher evaluation has had primary effects.

1.2.2 Connotation of the developmental teacher evaluation

The developmental teacher evaluation is the process which depends on certain education target and education development concept, takes promoting teacher's professional development and improving the teaching as the target, takes the evaluation objects as and the principle parts which constitute the development target cognized by both parties together based on mutual respect and trust, pays attention to the feedback of information in time, and uses proper evaluation technology and method to realize both evaluation target (Ou, 2003, P.104). The core idea of the developmental teacher evaluation is to promote the development by the evaluation, and the evaluation standard, the evaluation process, the evaluation mode and method, and the disposal of the evaluation result all should make for teachers' development and enhancement. It could embody certain principle of social justice, and develop human potential and mobilize human enthusiasm to the largest extent.

2. Theoretical base of the developmental teacher evaluation

The theory of the developmental teacher evaluation is supported by many theories, and several important theories are analyzed as follows.

2.1 Theory of psychology

Modern psychologists thought that there are many causes that people do things, and except for exterior rewards, people have an instinct for the development ability to obtain interior satisfaction. In the "demand hierarchy theory", Maslow pointed out that people were the animals with demands, and the demand is the foundation and interior motivation of people's value orientation. In human basic demand, the demand of respect and the demand of self-realization are super demands and the durative motivation of human development. For those teachers with higher education, the demands of respect and self-realization are their target, and when teachers obtain sufficient information and useful advices, they will actively seek self-development. And the developmental teacher evaluation could just satisfy such human psychological demand.

2.2 Theory of education

Professor Ye Lan said that the education was the career to face the life and enhance the life value. Modern education advocated "people-oriented", and emphasized that the education process was the continually developed and perfected process, and the process that the life continually sublimed and exceeded. Modern education theory emphasizes not only that the education should serve students' development, but also the education process is the process that the educators enhance and realize themselves. For students, to accept the education of school is the meaningful part in their life. And for teachers, the teaching work is the most basic part in their career, and its quality directly influences teachers' occupation feeling and attitude, and the development of the professional level, and the embodiment of the life value. Therefore, the teacher evaluation should respect the difference, and promote human development from the view of life.

2.3 Theory of teacher development

The concept spirit of teacher development is a durative development process believing the professional growth (Li, 2005, P.147). The teacher development or the teacher professional development is to offer opportunity for teachers transferring from the former stage to the latter stage, relate to enhance or infuse new knowledge, skill, strategy, and attitude in the middle, and finally achieve the result improving teacher's teaching or management efficiency (Liu, 2002, P.43). That is to say, in the long-term interactive process with the education environment, teachers should continually adjust their own thinking concept, value orientation, abundant professional knowledge and skills to fulfill their demands on different layers, and represent the behaviors of teacher role according with special occupation development stage. Teacher development has accumulated and consecutive character, and past learned knowledge and experience are the base of the current skills, and the base of future development planning, so the teacher professional develop is a dynamic process. The developmental teacher evaluation is just to emphasize the unity of the teacher's development with the professional development.

3. Main characters of the developmental teacher evaluation

Based on the understanding of the connotation of the developmental teacher evaluation, the author thinks that the developmental teacher evaluation mainly has following characters.

3.1 Diversification of evaluation object

The developmental teacher evaluation could change this situation of single evaluation object, and it is the evaluation system participating with schoolmaster, teacher, students, and parents. In the evaluation process, on the one hand, teacher's principle states should be emphasized, because only teacher could understand his own real demand and teaching actuality, and as the final judge of his teaching effect and the object that the

evaluation hopes to change and fully exert its principle function, he could effectively promote his reflect and control, so the teacher's self-evaluation has the advantage which could not be replaced. On the other hand, new course requires the multiple evaluations from schoolmaster, colleagues, students, and householders, which could make teachers to obtain the feedback information from multiple channels, and better enhance and improve their teaching works.

3.2 Succession of evaluation target

The developmental teacher evaluation is a circularly durative process, and the evaluation object has the character of hierarchy. After the target on lower layer, the evaluation will develop to the target on higher layer, and the evaluation in the former stage is the start of the evaluation in the latter stage, and the evaluation is implemented circularly. Once the evaluation begin, it could not end, and it is a spirally ascending process, and a interior-oriented, educational formative evaluation, and the linear relation doesn't exist among course, teaching and teacher evaluation, and it is a kind of dynamically circle relation.

3.3 Diversification of evaluation content

The developmental teacher evaluation emphasizes not only the comprehensive evaluation of teachers, but also teachers' individual difference, because each teacher has his own individual psychology, teaching style, communication type, and work background, and when evaluating teachers, not only teachers' comprehensive quality, but also their professional level, moral culture, emotion, attitude, and value view should be evaluated (Liu, 2001, P.28-32).

3.4 Integration of evaluation methods

The developmental teacher evaluation insists the combination of the quantitative evaluation with the qualitative evaluation. In the evaluation process, the evaluation data, information, and result should be quantized to reflect the evaluation result by the form of data, which could quantize and compare the evaluation results more exactly. However, teacher's work is a complex labor, and the quantitative evaluation is not sufficient, and the qualitative evaluation and the quantitative evaluation must be combined to fully embody the character of teacher's work, and make the teacher evaluation more scientific.

3.5 Dynamic evaluation process

The developmental teacher evaluation is a formative evaluation, and it should not only pay attention to the evaluation result, but the evaluation process, and embody the development, dynamic character, and continuity of the evaluation process. By offering teachers' representations in the whole evaluation process, teachers could use the evaluation result for references to continually improve and enhance themselves.

4. Implementation advices of the developmental teacher evaluation

The education reform of China has been developing to the deeper direction, and the quality education is being pushed continually. In the new situation, how the school comprehensively implement the quality education is decided what oriented mechanism is adopted to evaluate the teacher work. How to establish the teacher evaluation which could improve teacher's quality and enhance and realize the future development target has been the important task to reform the teacher evaluation of China. Based on that, in the process actively evaluating the teacher's developmental evaluation, for the problem how to effectively implement the evaluation, following aspects should be emphasized.

4.1 Establishing right evaluation view

The transformation from the teacher evaluation to the developmental teacher evaluation is a sort of concept renovation in fact, and only when people absorb and interiorize a new idea and concept, their thinking and behaviors could be changed essentially. Therefore, to establish the developmental teacher evaluation mechanism, leaders should first establish the concept of "teacher development oriented", enhance teacher's quality, and support teacher's development.

4.2 Building good exterior environment

The cause that the developmental teacher evaluation mechanism has not been applied extensively may be that the evaluators have not realized its necessity, understood its implementation process, or they have not disposed some relative problems well. But that is not the essential cause, because in the education system of China, there is not the exterior environment according with the developmental teacher evaluation mechanism, i.e. there is not the proper soil for its implementation.

4.3 Harmonizing the relation between two evaluation mechanisms well

Are the rewarding teacher evaluation and the developmental teacher evaluation opposed or co-existed? And would the developmental teacher evaluation produce anticipated effect? There is one premise of the developmental teacher evaluation, and it puts teacher's demand of self-realization on the important position, and thought that "for teachers, the interior motivation has larger encourage function than the exterior pressure, and as the professional staff, teachers have higher enthusiasm for their occupation". However, because people's behaviors all have demand and intention, so are teachers, and their intention includes material or spirit or both of them. Some teachers only pay attention to the encouragement of materials, and others pay more attention to the spirit encouragement and the realization of self-value. So, it is unilateral to take single material encouragement or occupation development as the measure or base. In the teacher evaluation, both of them should be combined, and the teacher evaluation should give priority to the developmental teacher evaluation, with the final teacher evaluation. When offering certain development opportunity and help for teachers, certain system of rewards and punishment is necessary.

4.4 Implementing the diversified evaluation

The diversified evaluation should start from teacher's individual difference, development diversification, and dynamic teaching process, and require that the evaluation standards are flexible, the evaluation content doesn't stick to one pattern, multiple evaluation objects participate, multiple evaluation methods are used, and multiple channels of evaluation information are adopted to collect information, to achieve the result that the problem could be cognized from multiple angles and layers, and promote the teachers' development. The diversified evaluation also allow teachers to select their favored evaluation methods, and offer the successful evaluation information that he thinks, and choose the evaluator he recognizes, and the standard system of the evaluation could change with the time. This strategy could give teachers more flexible and humanizing development space, which could be embodied in following aspects.

4.4.1 Flexibility of evaluation standard

The evaluation standard exists exteriorly from the evaluated objects, and requires them to accept the requirements of the society, and it is in the core position of the teacher evaluation, and the selection of evaluation methods, the collection of information, the confirmation of evaluation opportunity, and the result of evaluation are all related with the evaluation standard. The traditional teacher evaluation is the evaluation from the top to the bottom, and the generation of the standard is single, and the establishment of the evaluation standard often ignores the individual difference of teachers, but the developmental teacher evaluation attaches importance to teacher's principal status in the evaluation, respect teacher's individual difference, and encourage teachers to actively participate in the evaluation.

4.4.2 Diversification of evaluation content

The diversification of teacher evaluation content is not to require comprehensive evaluation of all contents when evaluating teachers. And it is impossible to make teachers achieve the requirements of each content in the same time, which only induces teachers' boring psychology, and follows the old road of traditional evaluation to ruin, and could not achieve the intention of "promoting the development by the evaluation". For teachers in different stages, the evaluation contents should be different. For example, in the first year, the teacher' several very important aspects in the teaching could accept the formal evaluation of the school, and some aspects could be added in the next year, then the third year. After three years, the comprehensive evaluation could be implemented to this teacher.

4.4.3 Diversification of evaluation methods

The diversification of evaluation object and the diversification of the evaluation content require the diversification of evaluation methods. Different evaluation objects have different evaluation methods, different evaluation contents, and different evaluation methods. In the concrete works, multiple methods should be utilized comprehensively, such as the combination of the quantitative evaluation and the qualitative evaluation, or the combination of the process evaluation and the terminal evaluation, which could comprehensively grasp the evaluation objects from all directions.

5. Conclusions

To sum up, when the school develops the developmental teacher evaluation and found the developmental teacher evaluation system, it should first understand the differences of the developmental teacher evaluation with past teacher evaluation. Based on the understanding of the advantages and disadvantages of two evaluations, the school could intentionally develop the developmental teacher evaluation, insist the basic concept of the

developmental teacher evaluation, ensure the realization of the final target of the developmental teacher evaluation, and promote teachers' professional development.

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