

Standards of Teaching Competence in the Evaluation of Student and Teacher

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Abstract

The potential educational benefits of student assessment might not fully materialize, teachers' professional organizations began work in 1987 to develop competency standards for teachers in student assessment. This was done to ensure that the full benefits of student assessment are realized. After evaluations of earlier drafts by members of communities interested in measuring, teaching, preparing and certifying teachers, the commission tasked with working on this project completed its work in 1990, too far in the future to provide equivalent qualifications to principals, school, counselors, examiners, supervisors, teacher educators and other educators. Initial and ongoing preparation of trainers, "accreditation of preparation programs and future certification of all" trainers should be guided by these statements.

"Reference is made in this text to a principle widely recognized by the professional organizations responsible for this publication as a standard. Evaluation is defined as the process of gathering information used to make educational decisions about students, to provide students with feedback on their progress, strengths and weaknesses, to assess the effectiveness of teaching methods and the adequacy of the curricular offer and to inform policy. Various methods of assessment include, but are not limited to, formal and informal observation, qualitative analysis of student performance and products, paper-and-pencil tests, oral questioning and analysis of student records. Observations can also be made in a variety of settings, such as classrooms, laboratories and other learning environments. The assessment skills mentioned in this article include the information and skills essential to the educator role of a teacher. Teachers are known to have to learn a variety of skills in addition to assessment skills to be successful".

The associations believe "that student assessment is an essential part of teaching and that good teaching is impossible without good student assessment", as they have established teacher competency standards for student assessment. This opinion is supported by the fact that the associations have established standards of teaching competence for the evaluation of students. The training required to develop the skills described in the standards must be an integral part of the preparation received for employment. In addition, such "training should be readily available to practicing educators through staff development programs at the district and building levels".

The standards are intended to be used as:

- a) A guide for teacher educators in the design approval of teacher preparation programs
- b) A self-assessment guide for teachers to identify their professional development needs in student assessment
- c) A guide for lab leaders designing professional development experiences for practicing teachers

- d) An impetus for educational measurement specialists and teacher educators to conceptualize student assessment and teacher training in students' assessment more comprehensively than ever before.

The requirements "should be incorporated into future teacher training and certification programs" to ensure consistency. Before these requirements are included in the evaluation of individual teachers, teacher educators who have not received the level of training required by the standards must be given the opportunity and means to acquire the necessary skills.

The approach to developing standards

"Associations that have financially supported this project include professional educators involved in teaching, teacher training and student assessment. Members of these associations are concerned about the inadequacies with which teachers are willing to measure the educational progress of their students and have therefore worked to effectively address these concerns. At its first meeting in September 1987, a committee set up by the unions reaffirmed its commitment to establishing criteria to prepare teachers for student assessment. The committee then conducted a review of the research literature to identify student assessment needs, the current level of teacher education in student assessment, areas of teaching activity that require skills in the use of assessment and the teacher's current level of competence in assessing students".

Committee members first drafted the assessment key competency statements using their combined years of experience and areas of expertise, then revised these statements. Before the standards were made public, the committee made many changes to the drafts from these jurisdictions and went through several revision processes. The comments of the experts representing the individual associations were then included in the formulation of the final declaration.

The scope of the professional role and responsibilities of a teacher in student assessment

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Activities that take place before the lesson.

- a) Understand students' cultural backgrounds, interests, skills and abilities as applied to a variety of learning and subject areas;
- b) Understand the motivations and interests of students for certain study contents;
- c) Clarify and articulate expected outcomes of students; Y
- d) Lesson planning for individuals or groups of students;

Activities that take place during class

- a) Monitor student progress toward educational goals;
- b) Identify the progress and difficulties encountered by students in learning in learning and performance;
- c) Setup instructions;
- d) Provide conditions, specific and credible praise and feedback;
- e) Motivate students to learn; Y
- f) Assess the extent to which students have achieved learning outcomes.

Activities that take place after the relevant section of the lesson

- a) Describe the extent to which each student has achieved short-term and long-term educational goals;
- b) Communicate strengths and weaknesses based on assessment results to students and parents\ guardians;
- c) Record and report assessment results for school-level analysis, evaluation and decision-making;
- d) Analyze assessment information collected before and during the lesson to understand each student's progress to date and inform future lesson planning;
- e) Evaluate the effectiveness of teaching; Y
- f) Evaluate the effectiveness of the program and the materials used.

“Activities related to a teacher involvement in school construction and in the school district's decision-making process”

- a) Serving as a member of a school or district committee that examines the strengths and weaknesses of the school and district in the development of its students;
- b) Work on development or selection of assessment methods for school buildings or school districts;
- c) Evaluate the school district's curriculum; Y
- d) Other related activities.

Activities related to the participation of a teacher in a broader community of educators

- a) Being a member of a government committee responsible for developing learning objectives and associated assessment methods;

- b) Participate in reviews of the relevance of district, state or national student goals and associated assessment methods; Y
- c) Interpret the results of state and national student assessment programs.

Each of the following standards represents an expectation of knowledge or assessment skills that a teacher must possess in order to perform admirably in the five areas just mentioned. The requirements as a whole require instructors to demonstrate competence in the selection, generation, application, use, delivery, and evaluation of student assessment information and student assessment practices. This is a requirement for both information and procedures. Each criterion is followed by a brief rationale, followed by several example behaviors.

The standards provide a conceptual framework or framework, one of which can serve as a starting point for developing specific skills. Even after the publication of these standards, there is still work to be done to make them operational. "It is also expected that the practical experience gained through the application of these standards will lead to the improvement and extension of these standards".

Standards of Teaching Competence in the Evaluation of Student Education

1. Teachers must know how to select the appropriate assessment methods for pedagogical decisions.

A solid understanding of how to select appropriate, valid, administratively practical, technically appropriate and equitable assessment methods is required for the effective use of information to support classroom decision making. Teachers need to fully understand the different types of information that can be obtained from a variety of assessment options, as well as the advantages and disadvantages of each. In particular, must know and possess the evaluation criteria and the choice of evaluation methods with respect to pedagogical strategies.

"Educators who can meet these criteria have the conceptual and application skills listed below. They are able to apply the concepts of assessment uncertainty and validity when formulating or selecting their approaches to assessing students in the classroom. They understand how valid assessment data can support educational activities such as B. providing appropriate feedback to students, diagnosing the learning needs of groups and individuals, planning individualized educational programs, motivating students, and evaluating teaching practices. To understand how educational decisions about children can be influenced by the use of inaccurate information. They are also able to apply and assess the various assessment tools at their disposal, taking into account, among other things, the cultural, social, economic and linguistic background of the students. They will be aware that different assessment strategies may not be consistent with specific teaching objectives and may have very different effects on the way they teach".

Teachers know for each type of assessment strategy they use whether it is appropriate for making judgments about their students. Additionally, teachers know where to find information and/or criticism of a variety of assessment strategies. There are various materials that can be used as an assessment tool, e.g. Questions and tests incorporated in the text and in the program,

standardized tests based on criteria and prescriptions, oral questions, improvised and structured presentations. Assessments, Portfolios, Exhibits, Demonstrations, Grading Scales, Writing Samples, Paper and Pencil Tests, Sessions and Assignments, Peer Assessments and Self Assessments, Student Records, Observations, Quizzes, Interviews, Projects,

2. Teachers must be trained to develop appropriate evaluation methods for pedagogical decisions.

Although teachers often use published assessment tools or other external assessment tools, the vast majority of the assessment material they use to make decisions comes from methods they develop and practice themselves. In fact, classroom assessment requirements go far beyond easily accessible devices.

Educators who can meet these criteria have the conceptual and application skills listed below. Planning and gathering information that will help teachers make decisions will be a talent that teachers will have.

Know and follow the appropriate concepts to establish and apply evaluation methods in their classrooms, thus avoiding the common problems associated with the evaluation of students. These methods may consist of a combination of some of the alternatives listed in the appendix to the first standard. The techniques are chosen by the instructors based on the objectives achieved through the instructor's instructions.

Instructors who can meet this requirement also have the option of using the data collected from their students to assess the effectiveness of the various assessment methods used. The vast majority of educators do not have access to assessment experts; Therefore, it is their responsibility to carry out these analyzes themselves.

3. The teacher must be able to manage, evaluate and interpret the results of the evaluation methods created externally by the teacher.

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4. Teachers must know how to use assessment results in making individual student decisions, planning lessons, developing programs, and improving the school

“Evaluation results are used to make judgments about education at many levels, including in the classroom, the community, a school and a school district, and in society at large about the goals and outcomes of educational efforts. When it comes to participating in decision-making at any of these levels, teachers play an extremely important role and must be able to use assessment data appropriately”.

Teacher Educators “who can meet these criteria have the conceptual and application skills listed below. The examiner will be able to use the collected assessment information to design an effective lesson plan that supports the pedagogical development of students. By using assessment results to design and/or evaluate education and curriculum, teachers will interpret the results appropriately and avoid typical misinterpretations, such as basing judgments on missing values in the curriculum”. They understand the results of local, regional, state, and national assessments and how to appropriately use those results to improve educational outcomes at the student, class, school, district, and national levels.

5. Teachers must be able to develop robust student assessment procedures that use student assessments.

The evaluation process is an essential part of the professional practice of teachers. A student's grade serves as an indication of both the level of success and the importance the teacher places on that achievement. Valid qualifications can be obtained through the use of assessments, and the underlying principles necessary to achieve this are well known. Teachers must put these principles into practice.

“Educators who can meet these criteria have the conceptual and application skills listed below. They can create, implement, and explain a grading system consisting of grades from a variety of assignments, projects, class activities, quizzes, tests, and/or other assessments that they may use, this procedure may be used. Teachers recognize and can describe why the grades they give are rational, justified and fair and acknowledge that these grades reflect individual teacher preferences and judgments”. Inaccurate assessment practices, such as to be used, the use of student grades as a discipline, are brought to the attention of educators, who can then devise alternatives. They are capable of analyzing and adapting their assessment systems to improve the validity of the interpretations they form about student performance.

6. Teachers must be able to communicate assessment results to students, parents, other lay people, and other educators

“Teachers are required to regularly report test results to students and children's parents/guardians. In addition, they are often asked to share or discuss the results of the evaluation with other educators and various lay people. Results can be misinterpreted or ignored if communication of results is interrupted. Teachers must be able to explain the meaning of assessment results, as well as their limitations and implications, in order to communicate effectively with others about student assessment issues”. The examiner should also be able to use proofreading language appropriately. Furthermore, teachers often find themselves in situations where they have to defend the assessment techniques and standards they have developed for their own teaching, as well as their own interpretations of those

standards. At other times, teachers may need to help the public accurately interpret the results of an assessment.

Educators who can meet these criteria “have the conceptual and application skills listed below. Teachers will understand how the interpretation of student assessments should be tempered by the student's socioeconomic, cultural, linguistic and other circumstances and will be able to provide appropriate explanations. Teachers can explain to students that assessment results do not mean that items such as a student's background will limit their ultimate educational journey”. Teachers can tell students and the students' parents/guardians how intend to rate the student's academic progress. By assessing individual students based on assessment results, teachers will understand and be able to explain why it is important to consider the possibility of measurement uncertainty. Teachers can discuss with their students the drawbacks of different formal and informal assessment strategies. It can explain written reports of student assessment results at the class, district, state, and federal levels.

7. Teachers must be able to identify assessment methods and unethical, illegal, and inappropriate uses of assessment data.

All aspects of student assessment, from preliminary planning and information gathering to the subsequent interpretation, use, and communication of results, should be guided by the principles of fairness, respect for the rights of all stakeholders, and fair conduct. The specific ethical and legal responsibilities related to assessment must be fully understood by educators. Additionally, they should strive to stop these practices when they come across inappropriate evaluation methods used by others. The boundaries of appropriate professional behavior in assessment should also be defined with input from the entire teaching community and teachers should be involved in this process.

CONCLUSION

The current paper discusses the requirement for developing a set of criteria that pinpoints the proficiency of teachers in student evaluation. The competencies must be determined in the initial phase through teacher observations and focus group discussions. Based on the information gathered, the best assessment practises will be divided into categories. In phase 2, tools will be developed to evaluate the proficiency of Filipino instructors in basic and higher education. The tables will be created in three different forms: self-assessment, administrator and student observation, and administrator and student observation. The diffusion of the competencies, which will be a component of a teacher training programme in assessment, is advised by the project's third phase. For instructors in public and private schools, the dissemination would include symposiums, seminars, and teacher training programmes. The evaluation of the training programme that was put in place is the final element that is advised. The evaluation approach will adhere to the evaluation of empowerment processes. The project's final product needs to correspond to a set of standards for teacher competences in student evaluation.

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