

Teacher Self-evaluation. Ray Hamill Simpson. Macmillan, 1966. 9789070030254. 1966

Self reflection and self evaluation are required for undergraduates during their teaching practicum in schools. This qualitative study reports the findings on self-evaluation reports of four teacher trainees entries as written in their teaching record books throughout the fourteen (14) weeks of teaching practicum at schools. The results of the qualitative analysis shows that the students (a) demonstrated an increasing awareness of their own learning and teaching skills and (b) students demonstrated increase ability to manage issues and problems related to their teaching experience. 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, recognise 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). This paper proposes a conceptual framework to analyse teacher evaluation. Instruments. Teaching classroom observation. Teacher self-evaluation. Teacher portfolio. School self-evaluation. School external evaluation. Performance indicators. Teachers must be convinced that self-evaluation is a necessary constituent of professional development and a helpful element in achieving educational aims. Consequently, the starting point of the book is the social and educational contexts which call for teacher. x. Teachers in their Mirrors. self-evaluation. The recognition of this need is a necessary but not a sufficient condition: In order to engage in self-evaluation that is conducted on a professional level, teachers must possess the relevant pedagogical knowledge. Hence, concepts of pedagogical knowledge, its content, criteria, and tools Course Book Evaluation Methods Effective evaluation relies on asking appropriate questions and interpreting the answers to them. (Cunningsworth 1995). The creation of extensive evaluation checklists by leading experts provides criteria for detailed coursebook analysis. --- k. Is the material suitable for use in a self-study mode? Does it have a key to exercises? NB When evaluating a teacher's book, you can ask the following questions: a. What components does the teacher's book include? b. Is it written so as to be comprehensible enough to less experienced teachers? c. Is it suitable for native and non-native speakers? d. Is the underlying approach of the writers expressed clearly and explicitly? e. Is there cultural explanation.