



Monitoring and evaluation of teacher growth

Rama Mathew
Delhi University



Purpose (Why?)

- Accountability
- Improvement



What?

- Both pre-service
- Practitioners



What?

- Relationships with children and young people
- Communicating and working with other people
- Personal professional development
- Professional knowledge and understanding
 - Teaching and learning
 - Assessment and monitoring
 - Subjects and curriculum
 - Literacy, numeracy and ICT
 - Team work and collaboration
 -



How?

- Formative
- Summative


How? Use a variety of methods

- Classroom observation
- Teacher self-evaluation
- Teacher portfolio
- School evaluation
- School external evaluation
- Students' evaluation
- Student scores

Examples

Professional Standards for Teachers (2007)

- Qualified Teacher Status
- Core
- Post Threshold
- Excellent Teacher
- Advanced Skills Teacher



Stages in Professional Development (British Council)

- Starting
- Newly Qualified
- Developing
- Proficient
- Advanced
- Specialist

Concept of Teacher Growth

- **Other terms used**
 - a. Teacher learning
 - b. Teacher thinking
 - c. Teacher cognition
 - d. Professional Development
 - e. Teacher knowledge

Teacher Growth

- Multidimensional
 - Based on prior learning
 - Involves different forms of learning
 - Implies cognitive and affective changes
 - Occurs in a range of contexts
- (Elliott and Calderhead 1995)

Two-dimensional model of Teacher Growth

HIGH

Novice withdraws from mentoring relationship with no growth possible

C
H
A
L

Novice grows through development of new knowledge and images

LOW

HIGH

SUPPORT

Novice is not encouraged to consider or reflect on knowledge and images

L
E
N
G
E

Novice becomes confirmed in pre-existing images of teaching

Challenges

- Can we have a system of evaluation where teachers can be enabled to move from one stage to another?
- Can we create the necessary cadres/support systems?

Thank you