Monitoring and evaluation of teacher growth

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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

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