

# THE PROCEDURE DIMENSION OF AN ASSESSING MODEL FOR THE TEACHERS IN THE PRE UNIVERSITY SYSTEM OF LEARNING

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## ***Abstract***

*The paper is part of an ample research which proposes to fundament theoretically, methodologically and procedurally an assessing model for the teachers in the pre university system of learning. The purpose of the present paper consists in presenting the procedure dimension of the above mentioned assessing model.*

**Key-words:** *procedure, dimension, assessing, model, teacher*

**JEL Classification:** I<sub>20</sub>

## **Introduction**

We started from the hypothesis that the teachers' assessing in the pre university system of learning will constitute a scientific and efficient approach, if it bases on the structural, procedural and of process dimensions, all of them integrated in a complex assessing model. [3, 4] The inter correlation among the basic dimensions: the structural one, the procedural one and of the process, included in a logical system fundament the proposed model.

## **Theoretical background**

Within the diagnostic evaluation, we proposed to record a sufficient amount of information referring to the individual performance and improvement.

In order to fulfil all the stages of the proposed model, a series of pedagogical instruments were used for. Beginning with the balance, every teacher elaborated a *Plan of professional development*, taking into consideration the obtained results within the *Auto appreciation scale*.

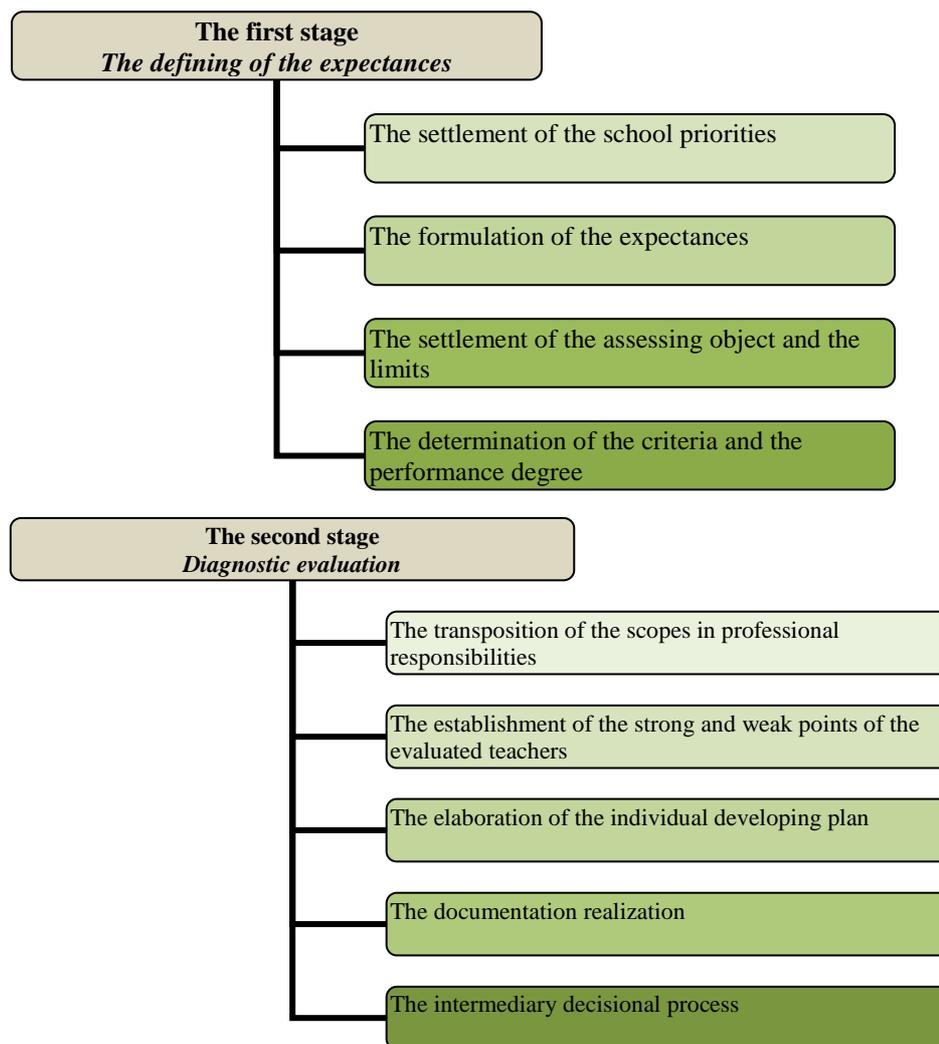
After realizing and collecting the necessary documents, we passed to the formative stage, which allows the determination of the degree of realizing of the improvement plan. Here a lot of formal or informal meetings took place. These supposed different working modalities: individual, teams, groups, workshop, practice activities, brainstorming.

Other materials gathered with the help of different reports, questionnaires were: *Evaluation report, Auto evaluation report, Auto appreciation scale, Graphic profile of diagnostic auto evaluation* and so on.

### The procedure dimension of the assessing model

The procedure dimension of the assessing model is composed of four stages, as we can see in the figure no.1 and can be extended on a variable period of time, depending on the current administrative directions adopted by the school system in use. [1,2]

The model verifies the knowledge, the abilities and the attitudes of the assessed teachers, around five professional domains: instruction, evaluation, learning environment, human relations and professional engagement. [5]



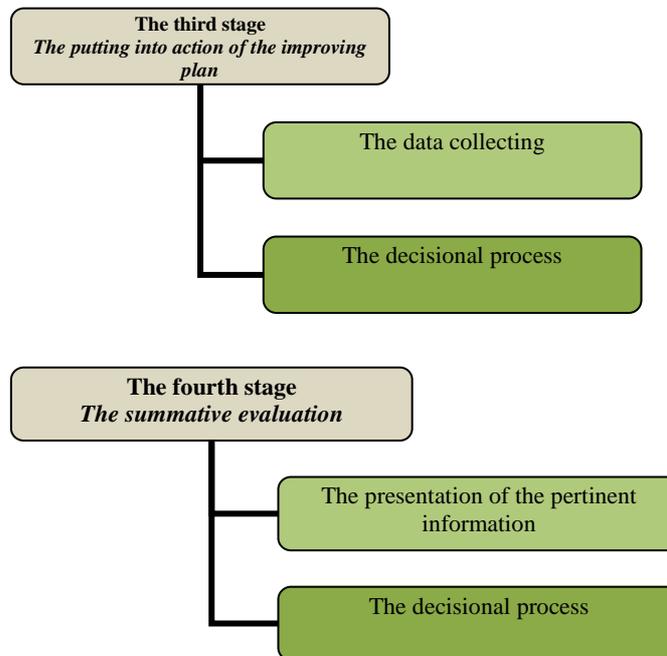


Fig. 1. *The assessing model in its procedure aspect*

The first stage, *The expectances defining* assumes the establishment of the expectances towards the competences the teachers must touch inside the above mentioned five domains of activity. The evaluator collaborates with the implied members – the school managers and the evaluated teachers – as concern the characteristics of the required knowledge, attitudes and abilities. The level to be touched by every teacher is also determined within this stage, too. The expectances constitute a minimum; they take care of the educative school project and respect the pedagogical priorities of the school system. We determined level of performance in which the teachers' responsibilities have to be recognized. The next step is to establish the evaluation objectives and the touched levels. Once the expectances are clearly uttered, there are chosen specific expectations within the evaluation objects and performances criteria are elaborated for each of them. These evaluation objects are drawn up as specific and quantified results.

The second stage, *The diagnostic evaluation* proposes to transpose the scopes into professional roles and responsibilities for every teacher; it also implies the establishment of the weak and strong points of the evaluated person efficiency, in accordance with the expectances defined at the first stage; the next step is to elaborate an improvement plan. It is compared the actual level of the knowledge, attitudes and abilities with the levels prior defined. The teacher reviews his competences, marking the indicators which describe and affirm their accomplishment. He compares his number of indicators with the stages established

by the team. The documentation takes place also here. It implies the recording of a sufficient amount of information, referring to the scopes fulfilment, in order to sustain the professional development and justify the personal decisions. The next step is the intermediary decisional process. Every teacher modifies, if required, the action plan. Depending on the school standards, the evaluation coordinator establishes the place of every individual plan into the global frame, respecting the priorities and orientations of the school system. The presence of a trustful climate, team collaboration, respect is essential for assuring the success. The exchanges and communication among the implied persons assure a better coherence between the personal and school objectives and give a dynamic aspect to the following stage.

The third stage, *The formative evaluation*, supposes the determination of the fulfilment level of the improvement plan. This can be realized depending on the proposed improvement plan and determines the level of touching the personal objectives. The author of the present study accompanies the teacher along the whole approach and facilitates the making up to date of the improvement objectives. This kind of evaluation is characterized by its interactive, positive and constructive aspect. The formative evaluation occupies an important part in the evaluation cycle. Every person establishes predetermined moments to respect the deadlines and can change the progress or the met impediments

The formative evaluation methods are inspired from the improvement plan of the teachers. They are diversified and offer some opening.

In its turn, the formative evaluation is realized in three moments:

1. The coming into play of the improvement plan. It is based on the continuous evaluation of the personal plan, with the available resources.

2. The data collecting. It is required the evaluators, the colleagues, the students' feed-back. A great variety of instruments is used. There are included observing grills, appreciation or verifying lists, documents, reports, questionnaires which form an abundance of authentic and multidimensional data. During this stage, the evaluator cooperates with the evaluated teacher in order to gather data.

3. The decisional process. The realized progress is verified, by relating to the objectives.

The fourth stage, *The summative evaluation*, quantifies and qualifies the teachers' realization at the beginning of the assessing cycle and after the expectances' defining stage. The summative evaluation allows the establishing at the end of the cycle a sum of the achievements, in order to take a decision. The obtained materials are also presented here. In its turn, this stage is composed of two moments:

1. The presenting of the pertinent materials. Every teacher produces concrete results and pieces of information of his formative evaluation. All these materials are resumed in an official file of the evaluated person.

2. The decisional process. After the process of summative evaluation, the evaluator meets the teachers. Taking into account the school expectances and priorities, one of the following decisions is taken:

- the recognition of the excellence;
- the naming of the improving domains.

## Conclusions

The triad structure – procedure – process, the evaluation methodology promoted by the research as well as its results can stand for the systematical issue of the pre university teachers' evaluation in Romania and Moldavia Republic. The results and the recommendations as concern the evaluation of the teachers in the pre university system of learning can be used for the field of initial and continuous forming of the teachers, the practice of professional selection and the elaboration of the professional and institutional development strategies. The research results gain an up to date position due to the development of the perspectives within the national conception and the pre university teachers' evaluation policies.

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