

# Teacher Effectiveness: A New Trend in Education

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The aim of the paper was to explain the concept of teacher effectiveness, characteristic associated with effective teacher and give a conceptual framework for understanding and improving the teaching effectiveness.

## **Introduction:**

Quality of Education is a global problem in present scenario because basic learning needs are defined in terms of the essential learning tools and the basic learning content. Quality of education depends upon the requirement of people in order to survive, to live and work with dignity, to improve the quality of their lives, to make informed decisions, and to continue learning. But now a day we see that quality of education has been suffering.

## **Meaning of Teacher Effectiveness:**

In NTC's recently submitted comments about "effective teacher" as "a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth.

Evaluating teachers can be approached from three different but related angles: measurement of inputs, processes, and outputs. *Inputs* are what a teacher brings to his or her position, generally measured as teacher background, beliefs, expectations, experience, pedagogical and content knowledge, certification and licensure, and educational attainment. These measures are sometimes discussed as "teacher quality". *Processes*, on the other hand, refer to the interaction that occurs in a classroom between teachers and students. It also may include a teacher's professional activities within the larger school and community. *Outputs* represent the results of classroom processes, such as impact on student achievement, graduation rates, student behavior, engagement, attitudes, and social-emotional well-being. Other outcomes may involve contributions to the school or community in the form of taking on school leadership roles, educating other teachers, or strengthening relationships with parents. Outputs can be referred to as "teacher effectiveness".

Medley explain the Meaning of Teacher Effectiveness as, the possession of knowledge and skills falls under the heading of ‘teacher competence’ and the use of knowledge and skills in the classroom is referred to as ‘teacher performance’, Teacher competence and teacher performance with the accomplishment of teacher goals, is the ‘Teacher Effectiveness’.

The definition of ‘Teacher Effectiveness’ given by Medley contained the four major assumptions:

1. Effective teachers tend to be aware of and actively pursue goals.
2. The teaching is an intentional and reasoned act.
3. The vast majority of teacher’s goals is, or should be, concerned either directly or indirectly with their students learning.
4. No teacher is effective in every aspect of their profession.

The first assumption about Effective Teachers directed towards achievement of goals. Using current educational terminology, these goals are established by others, are referred to as ‘standards’ which are ‘content standards’ or ‘curriculum standards’. That is, standards are externally imposed goals that indicate what students should know and be able to do as a result of the instruction that they receive.

The second assumption about Effective Teachers focuses on intentionality and rationality of teaching. Teaching is intentional because we always teach for some purpose, primarily to facilitate learning. Teaching is reasoned because what teachers teach their students is judged by them to be worthwhile.

The third assumption about Effective Teachers based on the students learning. An example of ‘direct teacher’ concern with learning is a teacher who states that he or she intends to help students develop the ability to differentiate facts from opinions, or reality from fantasy. An example of ‘indirect teacher’ concern with learning is a teacher who sets out to decrease the level of disruptive behavior in the classroom because he or she believes that learning cannot occur before the level of disruptive behavior is reduced. It should be obvious that if teachers’ goals are stated in terms of their students’ learning, then the “Teacher effectiveness must be defined, and can only be assessed, in terms of behavior’s and learning of students, not behaviors of teachers”.

The fourth assumption about effective teachers concentrates towards the ability of teaching

### **Characteristics of Effective Teacher:**

In 1988, **Kenneth Feldman** did a meta-analysis of 31 studies in which teachers and students identified characteristics they associated with good teaching and effective instruction. He found that students emphasized the importance of teachers being interesting, having good elocutionary skills, being

available, and helpful. Faculty placed more importance on being intellectually challenging, motivating students, setting high standards, and encouraging self-initiated learning.

According to **Harry Wong**, there are three main characteristics of an effective teacher:

- Has positive expectations for student success
- Excels at classroom management
- Designs lessons for mastery

Since effective teachers trust that their students are capable of the tasks set before them, positive expectations are the cornerstone of their beliefs. Effective teachers know that students can achieve their goals if given proper, differentiated instruction and guidance.

Effective teachers run their classrooms efficiently. They have set procedures for handling daily tasks that could otherwise become overwhelming and consume instructional time. Effective teachers are able to identify what needs to be done and find ways to consistently achieve order. They understand that the greatest discipline/management problems stem from lack of procedures. If teachers can address potential difficulties ahead of time, these situations can easily be avoided.

Effective teachers also know the content of their subject(s) and what their students need to learn. They use this knowledge to design lessons for mastery. Effective teachers are familiar with national and state standards for the content, and are able to examine data to understand the strengths and weaknesses of their students. Effective teachers teach the student, not the subject.

By above description about characteristics of “Effective Teacher”, characteristics associated with effective teacher can be divided into four clusters.

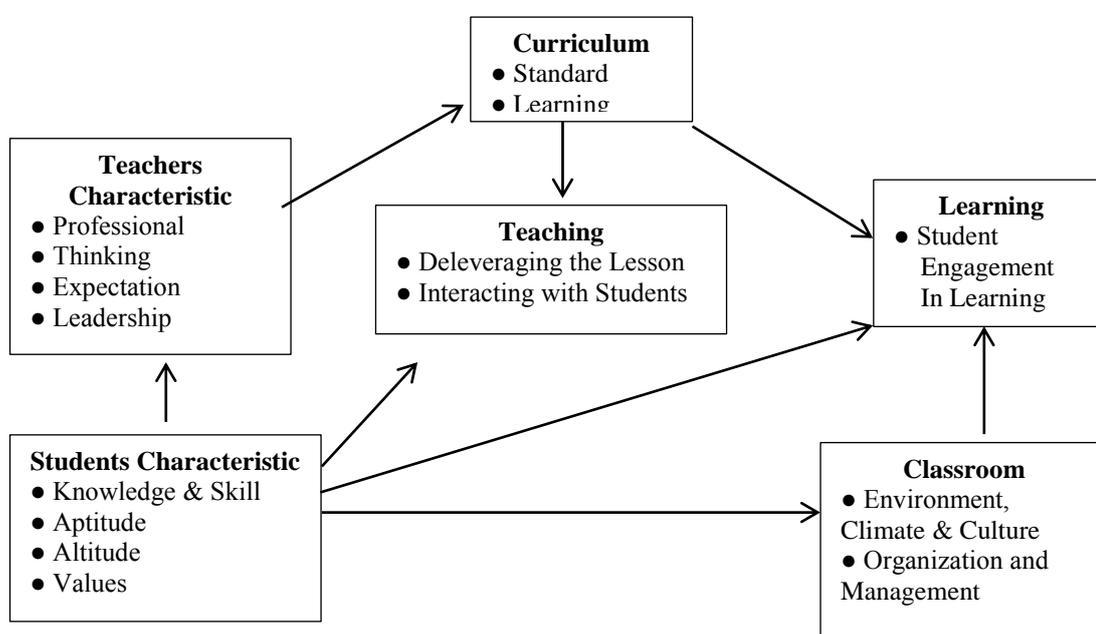
1. Professionalism
2. Thinking of teacher
3. Expectations of teacher
4. Leadership quality of teacher

Cluster	Quality of teacher and its Description
<b>Professionalism</b>	<ol style="list-style-type: none"> <li>1. <b>Commitment</b>- Commitment to do Everything Possible for each student.</li> <li>2. <b>Confidence</b> - Belief in one’s ability to be effective and to take on challenges.</li> <li>3. <b>Trustworthiness</b>- Being consistent and fair; keeping one’s word</li> <li>4. <b>Respect</b>- Belief that all individuals matter and deserve respect</li> </ol>

Thinking	<ol style="list-style-type: none"> <li>1. <b>Analytical thinking</b>- Ability to think logically, break things down, and recognize cause and effect</li> <li>2. <b>Conceptual thinking</b>- Conceptual thinking Ability to identify patterns and connections, even when a great deal of detail is present.</li> </ol>
Expectations	<ol style="list-style-type: none"> <li>1. <b>Drive for improvement</b>- Relentless energy for setting and meeting challenging targets, for students and the school.</li> <li>2. <b>Information seeking</b>- Information seeking Drive to find out more and get to the heart of things; intellectual curiosity.</li> <li>3. <b>Initiative</b>- Initiative Drive to act now to anticipate and pre-empt events.</li> </ol>
Leadership quality	<ol style="list-style-type: none"> <li>1. <b>Accountability</b>- Accountability Drive and ability to set clear expectations and parameters and hold others accountable for performance.</li> <li>2. <b>Flexibility</b>- Ability and willingness to adapt to the needs of a situation and change tactics.</li> </ol>

### Conceptual framework for understanding and improving the teaching effectiveness:

The paper is helpful to give the conceptual framework of teacher Effectiveness, which is the need of society. Conceptual Framework is a model of reality that includes the key concepts that are used to understand reality and the relationships between and among these concepts.



References :

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