

THE TEACHER QUALITY AND THE EDUCATIONAL SYSTEM PERFORMANCE, THE PROGRESS IN TECHING IN MUSICALCLASSES

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Abstract

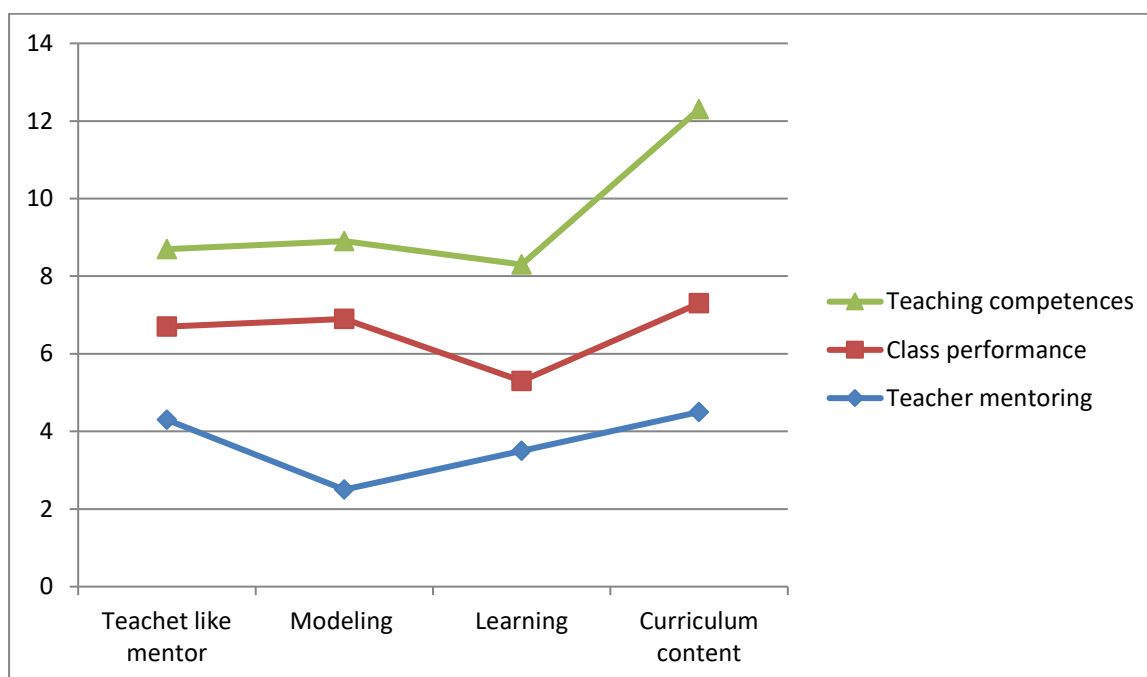
Key to the success of any mentoring program, is the competence of the mentor who must possess the expertise, commitment, and time to provide assistance to novice teachers. Teachers within a school at the immediate environment of potential present an obvious starting place in identifying mentor teachers. There is no fixed rule about which traits or circumstances are most critical in a given mentoring situation (Gray and Gray, 1985). Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative. Mentors should be enrolled in an ongoing mentoring training program. Training in communication and active listening techniques, relationship skills, effective teaching, models of supervision and coaching, conflict resolution, and problem solving are often included in training opportunities for mentors (Head, Reiman and Thies-Sprinthall, 1992).

The teacher evaluation systems need to be considered not only in terms of evaluation instruments or procedures, but also in terms of the policy systems in which they operate and the school-based conditions that are needed to stimulate continuous learning and improvement. These conditions include: a) teacher participation in developing the system and supporting the ongoing decision-making processes; b) recognition and encouragement of collegial contributions to overall school, success and clear criteria for accomplishment that all eligible teachers can achieve, rather than a quota system that pits teachers against each other.

JEL Classification Security System: N0, N1, N2, N3, O1, O2, O3.

General information and purpose of this research paper

Many initiatives to measure and improve teaching effectiveness have emerged as pressures for improved student achievement have intensified. Such initiatives will have the greatest payoff if they stimulate practices known to support student learning and are embedded in systems that also develop greater teaching competence. Such systems will be based on professional teaching standards and the teaching of well-defined curriculum content. *Source: (Thies-Sprinthall, 1992). Source: Sten 2018*



Source: (Thies-Sprinthal, 1992). Source: Sten 2018

The Role of Teacher Mentoring in Educational Reform

Mentoring is the process of serving as a mentor, someone who facilitates and assists another's development. The process includes modeling because the mentor must be able to model the messages and suggestions being taught to the beginning teacher (Gay, 1995). Also, as indicated, the mentor must be able to serve as a model of the teacher's role in education. The mentoring process includes coaching as an instructional technique used in endeavors such as sports or apprenticeship at the work place. In addition, it includes "cognitive coaching," a term gaining wider familiarity in education. Source: (Thies-Sprinthal, 1992). Source: Sten 2018

To be effective, the mentor must be able to demonstrate a range of cognitive coaching competencies, such as posing carefully constructed questions to stimulate reflection, paraphrasing, probing, using wait-time, and collecting and using data to improve teaching and learning. Mentoring, like coaching, is a collaborative process (Gay, 1995). However, as a function—a special duty required of a person—mentoring has considerably more dimensions than coaching or modeling. Therefore, it is more complex and demanding (Head, Reiman and Thies-Sprinthal, 1992). Source: Sten 2018

They will make intense use of coaching and offer extensive opportunities for teachers to help their colleagues and their schools improve. Policies that create increasingly valid measures of teaching effectiveness—and that create innovative systems for recognizing, developing and utilizing expert teachers—can ultimately help to create a more effective teaching profession.

Criteria for an Effective Teacher Evaluation System

H1. Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context. Any assessments used to make judgments about students' progress should be appropriate for the specific curriculum and students the teacher teaches.

Evaluators should be knowledgeable about instruction and well trained in the evaluation system, including the process of how to give productive feedback and how to support ongoing learning for teachers.

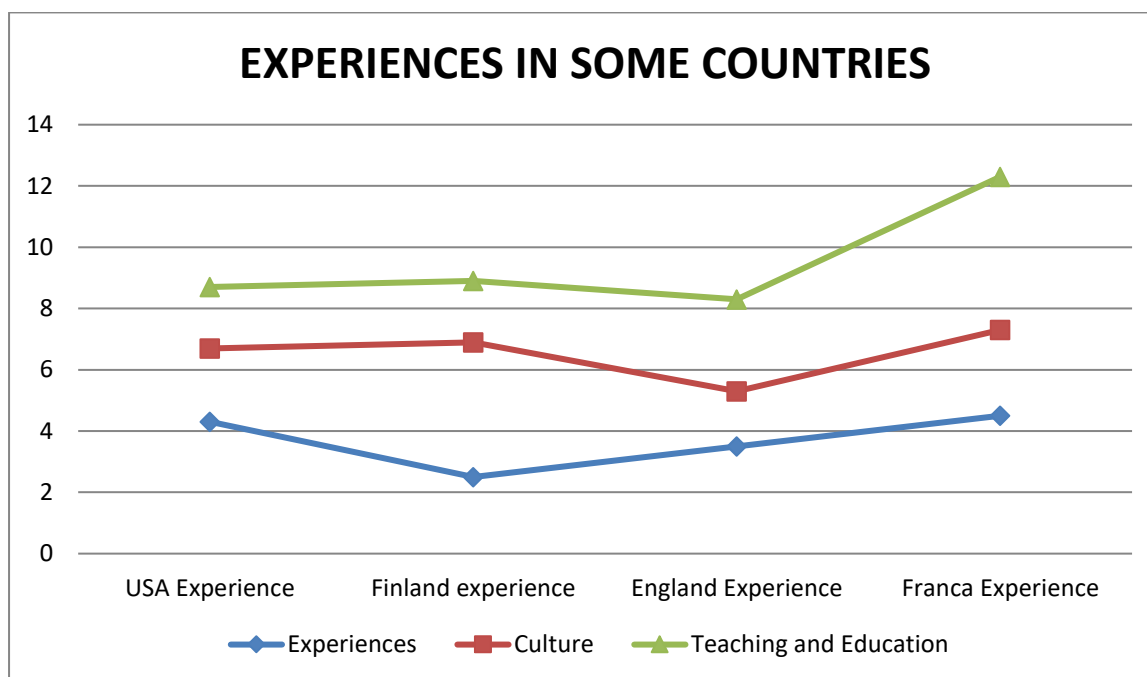
Introduction

Teacher evaluation processes concentrate on the core activity of teaching, typically covering areas such as planning and preparation, the classroom environment and instruction itself. But they also cover the remaining responsibilities of teachers such as their contribution to school development, links to the surrounding community and professional development activities.

These factors influence the design of approaches to teacher evaluation in terms of the needs for new policy initiatives, the factors that constrain policy opportunities, and the factors that influence policy implementation, impact and costs.

This has been the primary strategy for improvement in Finland, for example, where ongoing evaluation and inquiry into practice are stimulated within and across classrooms, across schools partnered within regions, and within the system as a whole.

Also key to developing such a system is the creation of networks that allow teachers, leaders, schools, and districts to learn from one another. Schools were also given a practitioner-generated list of strategies that had produced improvements in other schools.



Source: Reiman and Thies-Sprinthall (1992)

Hypothesis

Mentoring for Human Development Staff development is crucial in creating successful mentoring relationships, and plays a pivotal role in mentoring programs (Janas, 1996). Although mentoring has served as a developer of human potential since Odysseus entrusted the education and care of his son to his friend Mentor more than 3,000 years ago, much of what is called mentoring is not real mentoring (Little, 1990).

Mentoring extends beyond induction and guidance. In order to unleash the power of mentoring as a means of professional development, educators must understand the complexity of mentoring and implement the process with due attention to this complexity. Head, Reiman and Thies-Sprinthall (1992) believe that mentoring “can make a difference for teachers, but it needs to be real mentoring complete with its complexity in process and function. Source: Reiman and Thies-Sprinthall (1992)

These high-quality opportunities are typically focused on the:

1. Learning and teaching of specific curriculum content,
2. Organized around real problems of practice,
3. Connected to teachers' work with children,
4. Linked to analysis of teaching and student learning,
5. Intensive, sustained, and continuous over time,
6. Supported by coaching, modeling,
7. Observation, and feedback,
8. Connected to teachers' collaborative work in professional learning communities, •
9. Integrated into school and classroom planning around curriculum, instruction, and assessment.

They may include collective opportunities to analyze observations or videos of teaching and/or samples of student work, study groups, action research projects, peer observations, and collaborative planning and evaluation in grade-level or departmental teams.

Source: (Missouri, New Mexico, New York, Ohio and Washington).

Professional learning opportunities and skills

- Career and reward/incentive structures for teachers and school leaders
- Teacher education and certification policies
- Roles and views of stakeholder groups
- Examples of school-level factors are: Socio-economic context of schools Management, leadership and distribution of responsibilities within school Professional activities of teachers and other school personnel
- Teaching and learning arrangements
- Community and family involvement
 - Learning conditions, support structures
 - In this paper will further analyze the five main areas of the conceptual framework.

These are central in the development of a comprehensive teacher evaluation model:

1. Implementation
2. The best systems create time for teachers to work and learn together during the school day, as is common in high-achieving nations in Europe and Asia, where teachers typically have 15-25 hours a week to plan and work together.

The purpose of this study

Mentoring remains a viable policy option in education. However, for purposeful mentoring to occur, a prerequisite is the acceptance of its complexity in carrying out the mentoring function. This implies careful planning. Teachers are valuable resources in education, and high-quality performance in teaching is an essential ingredient of educational improvement or reform. To assist beginning teachers, it is necessary to support their performance in the classroom from the very beginning of their teaching careers. Support in the form of well-designed mentoring programs can be pivotal in inducting new teachers into the profession and keeping them in education.

The stakes are high. Quality teaching is essential if the mission of education is to be fulfilled. Mentoring can play a critical role in continually improving the professional knowledge and skills that teachers need to instruct and prepare students for the next century. However, to be effective, mentoring programs must be developed that take into account the complexity, process and function of the programs.

Conclusions and Recommendations

Finally, a comprehensive system should address a variety of purposes: licensing, hiring, and granting tenure; support for supervision and professional learning; identification of teachers who need additional assistance and—in some cases—a change of career; and recognition of expert teachers who can contribute to the learning of their peers, both informally and as mentors, coaches, and teacher leaders. Some policymakers are also interested in tying compensation to judgments about teacher effectiveness, either by differentiating wages or by linking such

Other students who are mobile may have spent only a short time in a given teacher's classroom. Both of these are sources of considerable error. Year-to-year instability in teacher rankings is also very high.

Many experts suggest that there should be at least 50 students (who have been with the teacher for a large majority of the year in each case) and at least 3 years of data to use in estimating a value-added score. Even with these considerations, it is important to recognize that multiple years of data may mask the year-to-year instability of scores, but do not eliminate the causes of such instability, which may often include the composition of classes that teachers teach.

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