

## **Assessment and the Effective Teacher**

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### **ABSTRACT**

*The role of the teacher is of great importance and closely related to the general economic and socio-political conditions and changes of the modern era. It is therefore imperative to maximize the performance of the teachers' offer which will make them more effective, improve the infrastructure and the rest of the human staff. The basic purpose of the assessment is to ensure the quality of teaching and consequently of learning to the maximum extent possible, thus fulfilling the goals and vision of the educational policy, but also of each individual school unit. Educational evaluation is a more comprehensive concept, which does not aim exclusively at the evaluation and control of students' progress, but of the educational system as a whole (Mokou & Mocos, 2006). Teachers, as active members of society, must monitor its ever-changing trends and needs, as well as the needs of the modern family (students-parents).*

*The exercise of leadership in the classroom by the teacher is of particular importance and teachers must act as role models for their students. They must not only assume and exercise leadership in the classroom, but also encourage students to exercise leadership. In this way, you reduce the teacher's workload, and give a sense of collegiality. It also plays a decisive role in the comprehensive education of students. The human staff of the school is the most creative connecting element of all actions that lead to the achievement of its goals. The teachers' effort to recognize their professional contribution is multi-year, persistent and met great resistance, ideological, financial, exercise of power and increase in workload.*

**Keywords:** effective, teacher, evaluation, quality, school unit, professional

### **Introduction**

The aim of this article is for the reader to understand not only conceptually, but also essentially the concept of an effective teacher and to separate it from the usual characterization of a "good

teacher", as it is commonly used in everyday life by parents and students and how he contributes to the effective operation of school units.

The method used to write this paper was the method of literature review/overview and in-depth analysis and presentation of the available literature. It includes the synthesis of information from different sources, but also their critical analysis. Written in a simple and clear way, it is addressed both to a familiar readership with a deep knowledge of the subject, but also to teachers who need introductory knowledge about this subject. Appropriate literature was searched and identified and presented authentic and unaltered.

This work does not aim to cover in depth all aspects of the effective teacher. The material for the presentation has been selected based on the professional and research experience of the author in matters of school effectiveness, which he considered necessary, in order to make a comprehensive, comprehensive and understandable presentation of the effective teacher, which is a determining factor for the creation effective and efficient school units, a demand in today's social reality.

The ever-evolving and changing field of everyday education, which charges teachers with many additional tasks and responsibilities, makes it necessary to have in-depth knowledge of all the required characteristics and traits sought by teachers, contributing decisively to the effective and efficient performance of their daily tasks and by extension to the more efficient performance of our entire educational system, as teachers are its key factor and the great foundation that constitutes the entire edifice of public education in our country.

### **Effective teacher**

Without a doubt, the continuous socio-economic changes of the last few years create high demands on the modern school and the educational staff (Pasiardis, 2014). The high cost of the educational process in Greece results in high demands on the teachers, intense pressure should be exerted by parents for better quality results, which will be recorded through the evaluation. Teachers are burdened with many of the ills and wrongs not only of the educational process, but also of modern society as a whole (Karras, K. 2011, Konstantinou, X. 2015). For this reason, teachers should constantly be in a process of evolution, development through training, flexibility, learning, collaboration, communication, change, innovation and creative involvement in order for the school to offer the best possible results. The educator should possess special knowledge, interest in social issues and the highest level of self-control with a focus on the educational goal through moral values and respect for his profession. And the state itself, for its part, must provide its children with a high-quality learning process, as students invest many years of their lives in education.

Teachers' pursuit of professional recognition has a long history (Hargreaves and Goodson, 1996). In the last decades, thousands of researches have been carried out in the international field regarding the characteristics of the effective teacher. The investigations started from the data of the effective school investigations which in turn fed such investigations. The existence of contradictory or questionable research results was expected and is mainly due to the complexity of the teaching practice, which differs from the rest of the public services and the private sector. According to Kosmidou-Hardy and Marmarinos (1994, p.53-54) the professional teacher applies theoretical knowledge in daily practice and places his professional status in the wider school and social context. He participates in a series of individual activities that strengthen his professional status. He applies the detailed curriculum and accepts the assessment that will give positive feedback on his work.

A special place in modern didactic and everyday terminology is the term "effective teacher", which differs from the traditional positive reference to a teacher who is called a "good teacher", a term open to an abundance of subjective versions. The concept of effective teaching is inextricably linked to the concept of teaching efficiency and is determined by objective and measurable criteria. He is the one who can carry out the scientific and educational goals closely related to his role.

Borich (1988) identified certain aspects of behavior as critical to the effective teacher. These illustrations are the clear structure of the course, the different innovative teaching methods assuming a leading role, the commitment to its function, the satisfactory pace of learning, the active participation in the learning process and the promotion of the learning process. . In addition, he believes that positive feedback to students, enthusiasm for learning, detailed planning, targeted questioning, and the teacher's use of student thinking are essential principles. The effectiveness of teachers in Greece came to our attention relatively recently (Matsangouras, 2000, Kapsalis, 1999, Vrettos, 1999, Trilianos, 1998). The meaning of the scientific and professional entity of teachers has been a matter of reflection and debate in our country. This composition of teachers enters the educational and, more broadly, the social truth, and is imposed by political, economic, cultural and pedagogical factors (Konstantinou, X. 2015). It should be noted that the work of the teacher is in direct relation to the entity, structure and energy of the educational model and, specifically, the school as a social and pedagogical institution.

The exercise of a leadership role in the classroom by the teacher is of particular importance. It plays an important role in achieving school results and creating an effective school. As mentioned above, the teacher acts as a role model for his students, contributing to their comprehensive education and their successful integration into society. Education is a costly

affair for every family and for this reason the concept of an ineffective teacher acquires particular importance (Brettos, 1996, Kapsalis, 1999, Lignos, 2007, Trilianos, 1998).

*"The concept of an effective teacher is closely related to the concept of teaching efficiency, a concept with particular weight in our time, when education is a costly investment for the whole society, families, individuals themselves" (Lignou, 2007 , p.1).*

Distinguishing the effective from the ineffective teacher is not an easy task. Essentially, the effectiveness of the teacher has not been graded with research in this direction. Also, the institutions for the evaluation of the educational project have not worked in Greece so far. School counselor reports are not a reliable source for such assessments. An additional factor of difficulty is the teaching routine itself, as a teacher can be effective for one class of students and ineffective for another (Andreadakis, 2010, Pamuktsoglou, 2001).

Much research has been done with the aim of distinguishing some specific characteristics that make teachers effective. One of them was by Harris & Hill (1982, in: Andreadakis, 2010), who group the characteristics of an effective teacher and present them as follows: a) to be systematic, b) to be friendly, c) to be capable in oral communication, d) to be enthusiastic, e) to personalize teaching, and f) to be able to make pedagogical use and utilization of modern technological means (Andrea-dakis, 2004). In addition, we would say that humor is able to function both in school and in social life as a "positive emotional strategy" (Kuiper, 2012, op. ref. in: Patkou, 2017). As one type of such strategy, it is imminent to bring about the results aimed by the teacher, as humor as mentioned by Banas, Dunbar, Rodriguez et. al, (2001, op. ref. in: Patkou, 2017) works effectively in attracting the attention and maintaining the interest of the students.

Klonari (2007) argues that researchers have intermittently studied characteristics that make teachers effective. In particular, the results of the research by (Saphier&Gower, 1987, Burden&Byrd, 1994, Kauchak & Eggen, 1993, Myers & Myers, 1995, Danielson, 1996, Wong&Wong,1998), which were carried out, highlight, among others, the following skills: building positive relationships with students, creating enthusiasm, establishing well-organized and managed classrooms, encouraging and rewarding students, actively engaging students in teaching and learning. It is the teacher who respects the personality of the student and mainly serves the learning, educational and, in general, pedagogical interests of the student (Konstantinou, X. 2015).

Kosmidou-Hardy (1997, 2005) points out the following characteristics that make an educator an effective professional. These characteristics are: love for his work, flexibility, ingenuity, being active with developed communication and collaborative skills, being constantly concerned by

self-criticism, overcoming the narrow limits of the analytical program by approaching things in the overall context.

Additional elements that make teachers effective are their dispositions, beliefs, attitudes, values, skills, traits and personality (Klonari, 2007). Regarding the above, they have concluded that effective teachers are loving people, active, creative who love learning, approachable and positive, with a sense of humor, high expectations for their students and respect for students' individuality (Burden and Byrd, 1994; Danielson, 1996; Kauchak and Eggen, 1993; Myers and Myers, 1995; Saphier and Gower, 1987; Wong and Wong, 1998). Teachers, as education professionals, do not deal exclusively with the learning part. They are concerned with learning values of human nature. It is these values that distinguish learning as an educational process.

There can be no improvement in education without teachers. Therefore, the goal is to develop a professionalism of interaction and collaboration that includes (Fullan & Hargreaves, 1992):

- making decisions with terms and criteria of professional ethics and political pedagogic intervention.
- the development of a culture of support, solidarity and mutual trust.
- rules of continuous improvement, where new ideas are sought within and outside the unit context.
- the connection of personal and individual development with the professional development and satisfaction of teachers (Fullan and Hargreaves, 1992).

The professional satisfaction of teachers depends to a large extent on the management of the school unit, the administrative and leadership skills of the director, the formed school climate, the organization, the functioning of the school and the effective communication and cooperation between the management and the subordinate. other staff. The satisfaction of the teachers that the director seeks, in combination with his other actions, contributes decisively to their professional development, but also to the creation of an effective school.

The emergence of the school as an institution for shaping and exercising educational policy upgrades the role of the teacher himself (Neave, 1998). The teacher contributes to the effectiveness of the school when he is no longer limited to the classroom, but participates in issues that arise before teaching, such as planning and shaping curricular programs, but also in issues after it, such as cooperation with parents and social -matches. Teachers are now required to have a holistic view of their profession, of the school, its structure and culture (Corrie, 1995,

Mavroyorgos, 1999). They are asked to understand what they do every day, evaluate it and experiment to change it.

The teacher must emphasize the strengthening of positive characteristics and skills (Seligman & Csikszentmihalyi, 2014), the strengthening of self-esteem, the satisfaction of the social-emotional needs of the student as well as dealing with situations that cause stress in the school environment -vallon and this can be achieved through the development of positive attitudes, which he must first of all possess and transmit to his students. Teachers who focus on reinforcing the positive behaviors of their students and not so much on eliminating the negative ones, help them perform better (Fryer, 2004, as cited in Ramlall, et al., 2014).

Undoubtedly, for teachers, the development of emotional intelligence skills, in awareness, the recognition and management of emotions first of their own and then of others, is a big bet as, in the context of their operation, they must know how to "process they work on an emotional and conceptual level" (Heifetz & Linsky, 2002: 116).

For teachers, the development of emotional intelligence skills can contribute positively to broadening their perspective towards their demanding role, maintaining a positive self-image, increasing self-control and the influence they exert on students, improving effectiveness and their flexibility in their educational work, in dealing with work stress and, consequently, in experiencing positive feelings of completion and giving meaning to their work. Emotional intelligence offers a new perspective on the way we understand and effectively handle learning activities as well as the relationships between everyone involved in the educational process. Teachers must pay due attention, be informed and trained.

We need a teacher education system based on the analysis of the social and political context of education if we want them to contribute to effective schooling. Training is considered the main priority for the advancement of the quality and effectiveness of education, as it is the primary one for training teachers, upgrading information, changing perceptions and boosting their confidence in accepting new practices. Research significantly supports the importance of changing beliefs and strengthening the teacher's effectiveness, which can be achieved by participating in training programs (Cakir & Alici, 2009• Wan, 2016). Changes that refer to educators , it is only possible to be directly or indirectly connected to the social, political and cultural context of teaching (Gotovos, 1984). The central axis needs to be the involvement of teachers in the study of academic culture, teaching and the conditions of their work with requests for more democracy in the exercise of control, collective forms of intervention and social justice, conditions and possibilities for shaping and exercising "internal » educational policy from the school unit (Xochellis, 1989). Certainly a scientifically and pedagogically qualified teacher is not enough to turn a school into an efficient one. Everyone involved in the school unit has an

important role to play, so as to ensure the effectiveness of the system (Varsamidou and Res, 2006). Teachers must constantly emphasize their presence in their workplace with their active participation, fully committed to the purposes and values of the school by offering the best version of themselves (Cook & Wall, 1980, Mowday, Steers & Porter, 1982 ). If teachers want to respond to their demanding role, they should develop a high level of e-professional awareness with a continuous and quality training throughout their professional life.

If we wanted to focus on the field of teaching, we would say that the effective teacher must:

- To motivate his students to set high expectations, which in a safe and creative environment will be achieved.
- The development of students is the main concern of their teacher. The effectiveness of learning will be achieved by exploiting all the potential of the students.
- To be well versed in his teaching subject, which will be based on a rich theoretical background of knowledge and skills.
- To be able to transmit his knowledge to his students, through a well-organized and structured daily lesson plan.
- To be able to adapt the lesson to the individual capabilities of the students with individualized learning processes.
- To apply a reliable and comprehensive evaluation method, so as to meaningfully give feedback to students for better results.
- To co-shape with his students, the rules of conduct, in order to create the appropriate learning environment.
- To have an active participation in all the actions of school life, assuming responsibilities and initiatives and developing communication and interpersonal skills towards all those involved in the school community.

The assessment of teacher professionalism is a complex concept that includes a combination of knowledge, skills, values, attitudes, perceptions and personal characteristics.

### **Conclusion**

All of the above require extreme attention in the way they are applied, because they risk either acquiring a passive mechanistic character (artificial cooperation) or creating a heavy workload



for teachers with new tasks, which may lead to opposite results (Andreou, 2001). and do not give the sense of collectivity. The effective teacher also plays a decisive role in the comprehensive education of the students.

It is a great challenge for teachers to redefine their role through a new perspective on their function, open to new practical means always in a participative and collaborative professional environment. The introduction of innovations will help develop new skills and improve their performance, strengthening their professional identity (Alsup, 2005, Beijaard et al, 1999).

"The effective teacher gives great importance to the dialogue, which he develops, has love, understanding and respect for others, promotes the responsibility, autonomy and self-awareness of the students, whom he helps to extend their horizons through reflection and critical thinking" (Kosmidou, 1994).

Distinguishing the effective from the ineffective teacher is not an easy task. After all, the research that has been carried out leads us to these conclusions, the results of which are contradictory or even controversial. An important factor of difficulty is the teaching act itself, as an educator can be effective for one class of students and ineffective for another (Andreadakis, 2010).

The beginning of each school year finds Greek schools with many shortcomings but also many changes in the composition of the teaching staff. The lack of permanent staff is mainly due to reduced permanent appointments and poor human resource management. In recent years, the appointment of substitute teachers who are assigned to a different school each time has risen sharply. The secondment of teachers from one school unit to another both within the same prefecture or even in different prefectures is also frequent and numerous. In this way the cohesion of the school is reduced as time is needed to build the necessary interpersonal relationships that promote cooperation. These changes, it has been observed, reduce the efficiency of the school, negatively affect the morale of the staff, have a negative effect on the performance of the students and the exercise of effective administration (Theofilidis, 1994, Papanoum, 1995). It is important that schools are staffed with stable staff who are highly motivated, experienced and meet the needs of the programme.

A pedagogically, didactically and scientifically qualified teacher with academic knowledge, theoretical framework and technical skills is not enough to carry out his complex and complex work, but his continuous development throughout his life is needed. It needs to cultivate emotional and social skills adapted to the wider and constantly changing socio-economic context of each era. The importance of training is also highlighted by the teachers themselves, who pursue it and find professional satisfaction from it. Their e-professional engagement gives them



the possibility of gaining greater self-confidence and self-actualization by drawing strength and pleasure from their work and themselves (Nauridis & Christakis (1997). Strengthening their professional status will help the better functioning of the school. unit and their produced work, adopting practices, attitudes and new knowledge and skills that help achieve the vision and common goals (Papanoum, 2003). until retirement, without any professional renewal. In an era in which many are abolished and others are radically renewed, the professional renewal of teachers is now imperative. Therefore, the mobilization and participation of the educational social developments require, but also impose, better training, information on the use of new pedagogical and teaching methods and information and understanding of new educational goals (Pyrgiotakis, I. 1992, Vergidis, D. 1993).

Thus, in an era where new rules and criteria of e-professional competence have now been formed, the emphasis on the recognition and management of specific individual characteristics and emotions, seems to be a crucial factor for the individual in professional development and progress. Traditional forms of pedagogy are being replaced, while the role and work of the teacher seems to be reshaped. Homonymically according to Rodriguez (2012), the tactics most often used by teachers are the ones they are most familiar with. Therefore, the effective teacher rotates within a larger context than that of his school room and is effective when his contribution is visible and useful to the entire student and social environment. The teachers serve the orders of the central administration and the goals it sets, as a result of which their autonomy and autonomy is greatly reduced.

Passiardi P. & Passiardi G. (1993, 2000 & 2001) argued that the effective teacher is an existing person. There can be no improvement in education without teachers.

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