

## Effective Teaching Learning Outcomes Through The Teacher Education

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### Abstract

*Teacher evaluation have recently come under increasing criticism. They typically assign most teachers the highest available score, Provide minimal feedback for improvement, and have little connection with student achievement growth and the quality of instruction that leads to higher student growth. Evaluation system for Teacher and student Advancement is more important in present educational system. This system includes both classroom observation and student achievement growth measures, provides feedback to teacher for improvement, is aligned to professional development and mentoring support, and provides metric for performance based compensation effective teachers based on these evaluation scores.*

**Key Word:** Teacher, Evaluation system, Student Achievement, Professional Development

### Introduction

Individual teachers are the most important school-related factor in student achievement gains that effectiveness varies greatly between teachers and those difference in effectiveness are not well predicted by traditional qualifications. Yet teacher performance in the classroom is seldom who rates the Teacher in the highest category unless some egregious fault is noticed. In effort to improve educational outcomes for students and increase accountability for teachers, the Public and policymakers are calling for a better approach to teacher evaluation, including more systematic observation of classroom, use of multiple measures of Teacher effectiveness, and more attention to using evidence of Teacher effectiveness in improving student outcomes

### Objectives

- Greater retention of effective Teacher than ineffective teacher.
- Evaluation result should form the foundation Teacher development.
- A teacher's primary professional responsibility to student learn.

### Procedure And Methodology

The Important of Teacher Effectiveness

Traditional school system have not been successful at evaluating teachers. The New Teacher project recently Published a report (Weisberg et al., 2009) showing not only those Districts fail to differentiate between teachers when assigned evaluation rating, but also that the ratings appear to the highly inflated by the following way.

A meaningful teacher evaluation system reflects a set of good instruction.

Most evaluation communicate a devastating message- that all Teacher s are about the same and that the primary purpose of evaluation is to identify and removes a tiny number of teachers who are judged grossly incompetent.

A teacher who believes his or her student cannot meet ambitious expectations is not the right fit for that classroom. Great Teacher s across the country prove every day that students can consistently succeed in spit of enormous challenges outside the classroom. Furthermore, it is possible to set reasonable targets for the amount of academic progress.

A teacher's primary professional responsibility is tonsure that students learn.

Measure of student Learning should play predominant role in Teacher evaluation. This does not mean that teacher evaluations should be based solely on the results of standardized tests , based on the results of any single assessment.

Teachers Contribute to student learning in ways that can largely be observed and measured.

Through focus rigorous observation of classroom practices, Examination of student work ,and analysis of students ‘ performance on high-quality assessments, it is possible to accurately distinguish effective teaching from ineffective Teaching. Great teachers vary widely in their instructional style and approach, but they all share a powerful ability to nurture student academic growth Evaluations should play a major role in important employment decisions.

If we want good Teaching in every classroom, good Teaching must be valued. District leaders should factor Teachers' effectiveness-as measured by evaluations – into decisions about hiring, pay increases, promotions, tonsure and retention.

The professional standards embedded in the Guidelines on performance Management systems and the primary and secondary Teachers who have been Teaching for between three and five years are required to;

1. Be Competent in relevant curricula.
2. Demonstrate a sound knowledge of current learning and assessment theory;
3. Demonstrate a sound knowledge of current issues and initiatives in education, including More education ;
4. Make use of Appropriate technologies and resources;
5. Evaluate and reflect on Teaching techniques and strategies with a view to improvement.
6. Manage student behavior effectively and establish constructive relationships with students;
7. Communicate effectively with families and caregivers;
8. Maintain effective working relationships with colleagues;and
9. Support and provide assistance to colleagues in improving Teaching and Learning.

Sources: Santiago et al.(2011),Nusche et al.(2012).es and assessment, and demonstrate.

### Summary And Conclusion:

This above discussion provides quantitative, policy-relevant information on the Teaching and

learning environment in schools and has a focus on education school effectiveness consistently shows that the qu3 of the Learning environment is the most important policy-malleable factor for positive student learning and student outcomes. In any external evaluation of Teaching, faculty should be involved in choosing the focus, developing criteria, choosing indicators,and reinterpreting the results. Student outcome are rooted in these meanings and must be analyzed within them or collectively, faculty might conduct an assessment of student outcomes to Address a particular teaching, strategy they have shared. Learning outcomes are influenced by a complex interplay of factors particular to an institution, Teaching context, and student dispositions because Learning is a dynamic, highly idiosyncratic Process rooted in social interactions and practice, measurement of theses outcomes must employ a variety of method ,both short and long term. In addition, the judgment of Teaching should be Conducted within a Process of overall program evaluation that examines many dimensions affecting student learning outcomes.

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