

A New Approach to Teacher Assessment: Joys and Sorrows of its Introduction. (Case study)

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Abstract

One of the widely discussed issues in the current world is the quality of teacher's professional competences, which is closely related to the possibilities and ways of their evaluation. The identification and evaluation of teacher's key professional competences is of particular interest for the team of researchers at Constantine the Philosopher University in Nitra (Slovakia) within the research project APVV-14-0446 *Assessment of teacher's competences*, the output of which should be a new concept of the assessment of teacher's professional competences and the design of a relevant set of assessment tools. The intention of the research team is to encourage teachers' evaluators to use more reflective approach to this task in order to ensure deeper feedback for teachers on their performance.

The project started in 2015 and is still in progress. So far the team has managed to agree on 10 professional competences of teacher, which they consider to be the key ones for the high quality performance of teachers. Then, a new stratified approach to their assessment was developed, and for each of the competences, a set of assessment instruments: *Assessment Sheets* for evaluators, *Self -Assessment Sheets* for the evaluated teachers and instructions for *Post-Observation Interview* of the evaluator with the teacher, was designed. The instruments are currently being piloted in schools.

The paper deals with partial results of the piloting of the three tools designed to assess the teacher's competence: can develop pupil's personality and their competences. The piloted tools will be introduced in more details and the issues connected with their acceptance and use by school staff and managers will be discussed.

Keywords: teacher, competence, assessment, evaluator, piloting.

Introduction

Teacher competences are understood today as the intersection of theory, practice, and critical reflection of one's own and others' practices, which are mutually intertwined and influenced. The extent and complexity of the competences that are needed in the 21st century is so great that no one is likely to acquire all of them, and even the ones teachers acquire will not be of the same quality (Slavík, 1999; ETUCE, 2008; Schleicher, 2012). It is therefore anticipated that teachers will need to have supported, in particular, the development of their key professional values and mutual relationships: reflective practice, autonomous learning, and engagement in research and innovation, and in collaboration with colleagues and parents engagement in the development of the whole school. We understand the development of competences and their acquisition as lifelong professional education (Blömeke, 2011; Moreno-Murcia et al., 2015). In our research we understand it complexly, not only as the current school practice, but also in the context of undergraduate teacher training and consequently followed by continuous lifelong learning and increasing the professional qualification of the teacher (Jakubovská et al., 2016; Magová et al., 2016; Boboňová et al., 2017; Lomnický et al., 2017; Stranovská et al., 2017, Záhorec et al., 2017). It is necessary to distinguish teaching competences from the competences of the teacher. Teaching competences are focused on the role of the teacher in the classroom; they are directly linked to the "craft" of teaching - with professional knowledge and skills mobilized for classroom action (Hagger & McIntyre, 2006). Teacher competences imply a wider, systematic view of the teacher's professionalism (Pavlov, 2013). In the view of the increasing demands placed on teachers and their work, on the increasing complexity of their tasks, teachers need access to effective personal and professional support throughout their careers - from initial education to induction phase and continuous professional development. It is necessary to support a reflexive approach that would lead teachers to continuous assessment of their work individually and collectively, and to ensure that teachers receive regular feedback on their performance. Based on this, they should update their development and expansion of their competences throughout their careers (Malderez & Bodoczky, 2009; Kleickmann et al., 2013; Kuhn et al., 2016). However, it is necessary to create a suitable environment and atmosphere, in which the teacher will feel that their work is valued and appreciated, and the school managers are interested in teacher's professional advancement, and thus, the quality of teaching will become the matter of course. Improving the working conditions and the work of the teacher itself will have a positive impact not only on the retention of novice teachers in schools but also on students who are trained to become teachers. To achieve this, a properly and efficiently tailored evaluation of the teacher's professional competences is to a large extent must and it should also be taken into account in teacher's career and professional growth.

Materials and methods

The identification, development and evaluation of the teacher's competences is the subject of a current research of the team of scientists at the Constantine the Philosopher University in Nitra (Slovakia), within the research project APVV-14-

0446 *Assessment of the teacher's competences*, resulting in the design of a new concept in the approach to teacher's professional competences assessment. The concept is based on the identification of ten competences, reflecting the three dominant areas of education and learning: pupil, educational process, and teacher. The strategic aim of the research project is to develop such a system of teacher evaluation which will shift traditional view from the evaluator's activity to the activity of the evaluated.

The identified set of ten teacher's professional competences has become the basis for a stratified approach to assessing the teacher's competences based on the tracking of their demonstration during the lesson, as well as their impact on pupils and their learning outcomes. The selection of ten key professional competences of the teacher was done considering the competence profile of a pedagogical employee, which has been developed - in the line with the European trends and published documents, by Kasáčová and Kosová (2006), and has become a supporting structure for the design of professional standards for different categories of teaching staff in Slovakia (Pavlov, 2013).

Among the identified ten key professional competences of a teacher, the following competences were included:

- can identify the developmental and individual characteristics of the pupil,
- can identify the psychological and social factors of pupil learning,
- can develop the personality of the pupil and their competences,
- can create a positive climate in the class,
- has mastered and can control the content and didactics of the subjects taught,
- can plan and design teaching,
- can select and implement organizational forms and teaching methods,
- can use the material resources and aids in the teaching process,
- can evaluate the progress and results of teaching and learning process,
- can plan and carry out their own professional development.

In order to evaluate each of the stated teacher's competences, for each of them the research team has developed an *Assessment Sheet* for the evaluator (internal school manager or external member of school inspection) and a relevant *Self-Assessment Sheet* for the observed and evaluated teacher together with a set of recommended questions and cues for the *Post-Observation Interview* of the evaluator with the evaluated teacher.

The concept of the quality assessment of Slovak teachers work, designed by the research team of the research project, is thus conceived on three basic elements. The evaluation made by the school head teacher, or their deputy/school representative or external evaluator (using the *Assessment Sheet*) is a natural starting point. However, the research team considers it necessary to look also for such tools (*Self-Assessment Sheet*) that would strengthen the self-reflective aspect of the teacher assessment in the context of their work and impact of their teaching on the pupil. Therefore, the second part of the research team's strategy is the focus on the area of autonomous self-evaluation of the teacher, where the main focus goes with being

aware of own strengths and weaknesses and, in particular, the possibility of subsequent corrections and improvements.

However, the assessment of the teacher by the evaluator as well as the self-assessment of the teacher may, in addition to a great degree of objectivity, include some subjective aspects and opinions of the two actors in the process. To eliminate subjectivity in the assessment, the research team therefore has suggested solving it by developing and using another instrument - the *Post-Observation Interview*. The aim of the last element of the triadic construction of the proposed concept is to objectify the evaluation process and its outputs. The *Post-Observation Interview* is designed as a penetration of the views and attitudes of both actors in the assessment process, focusing on various aspects of the selected key competence demonstration. The expected or envisaged relative inconsistency of the assessment findings and conclusions should be directed towards clarifying the positions, and assessment criteria, should lead to the critical thinking of both subjects, pursuing the common goal of improving the educational process as the means of developing the personality of the pupil.

In the paper we deal with the partial results of piloting of one triple of tools that were developed to assess the teacher's competence *can develop the personality of the pupil and their competences*. We introduce these tools in more detail and, given their current piloting, we also point out how these tools have been accepted by the teaching staff, how useful and helpful they find them and what they see their pros and cons are. On the basis of pilot findings, the revision of the first draft of the instruments will be done.

For piloting the above mentioned evaluation tools assessing the teacher's competence *can develop the personality of the pupil and their competences*, the research objectives were set as follows:

- Finding out how the evaluators assess the educational performance of teachers related to the competence during the lesson.
- Finding out how teachers assess their own educational impact of the competence on pupils during the lesson.
- Finding out in what way and to what extent these two assessments - in this case, with regard to the teacher's competence to develop the personality of the pupil and their competences, match and differ.

The *Assessment Sheet* for the evaluator, as well as the *Self-assessment Sheet* for the teacher, contains 6 items to which the evaluator makes a written record during the lesson observation and the evaluated teacher does the same after the lesson is over. In the end of the *Assessment Sheet*, the evaluator states their conclusions and recommendations and the evaluated teacher expresses their consent or disagreement.

The sheets contain closed and open items. Closed items provide the possibility to mark one answer on the scale from 1 to 4, with 1 = yes, 2 = rather yes, 3 = rather no

and 4 = no, the fifth option N/A is applied in case of impossibility to judge if the phenomenon did not appear on the lesson. There are four closed items in both types of the sheets. In the open items, both the teacher and the evaluator write their notes themselves, recording their remarks, findings, attitudes, and opinions. Since it is not possible to pre-define the answers in this case, these items have the advantage of getting subjective opinions. In both types of the sheets, the respondents involved express their minds about pupils' personality development factors; they should state which personality factors have been developed and how the teacher has developed them during each phase of the lesson, and also what has been their impact on pupils. The evaluated teacher expresses about the issue fixed in the item from their point of view, and the evaluator/observer gives their views on the teacher's performance during the lesson. In the last item of the *Assessment Sheet* (designed to assess teacher's competence to develop pupil's personality and their competences), both respondents participating in the evaluation express their opinion about the overall effort of the teacher aimed at developing pupil's personality and competences during the lesson.

After comparing the two evaluation records, a semi-structured interview of the evaluator with the evaluated one should follow, for which the content frame of the questions was prepared in advance, but the questions can be tailored to what actually happened and took place in the lesson and how the conversation is being unfolded.

Participants

The presented partial results are from piloting carried out at three lower and one upper secondary school with a sample of ten evaluated teachers and their assessors, out of which three were deputy head teachers and two chairs of the subject committee. Evaluated teachers had a different length of their teaching at school, ranging from 3 to 26 years (one was a novice teacher, three of them have been working at school for 6-10 years, four for 16-20 years, and the other two for over 20 years). Among the evaluated teachers, there was one German language teacher, one Chemistry teacher, one Slovak language teacher, and seven English language teachers. Piloting the sheets was conducted from November 2017 to January 2018.

Results and Discussion

Since the *Assessment Sheet* as well as the *Self-assessment Sheet* includes both closed and open items, the analysis of the collected data from closed items was done using graphs and subsequent interpretation of the results, the statements from the open items were transformed into the key domains and recorded in tables, followed by their comparison and drawing the conclusions. Similarly were elaborated the recordings of the *Post-observation interviews*.

In the first item of the *Assessment Sheet* and *Self-Assessment Sheet*, there are two types of questions, one closed and the other open. The first one was a yes/no question,

where both the respondents had to indicate whether during the lesson the teacher developed the personality of the pupil and their competences. The answers are shown graphically in Figure 1, where the response of the evaluated teacher in the *Self-Assessment Sheet* with the response of the evaluator who was observing the teacher during their lesson and recording their findings in the *Assessment Sheet* are compared. The Figure 1 shows the data recorded for all the ten teachers (T1-T10) involved in piloting as recorded in *Assessment* (brownish column in the figure) and *Self-Assessment* (bluish column in the figure) *Sheets*. The overall finding is that the ratings of teachers and evaluators who were observing the teachers were, in general, positive, since both respondents used only two numbers from the evaluation scale - 1 (yes) and 2 (rather yes), and they do not differ significantly in their evaluation, even though it can be seen that teachers are in their self-assessments more self-critical - only two teachers expressed categorical yes in their *Self-Assessment Sheets* compared to 6 evaluators, out of which 4 evaluated the teacher better than the teachers themselves. Conformity in evaluation was recorded with six pairs of evaluators.

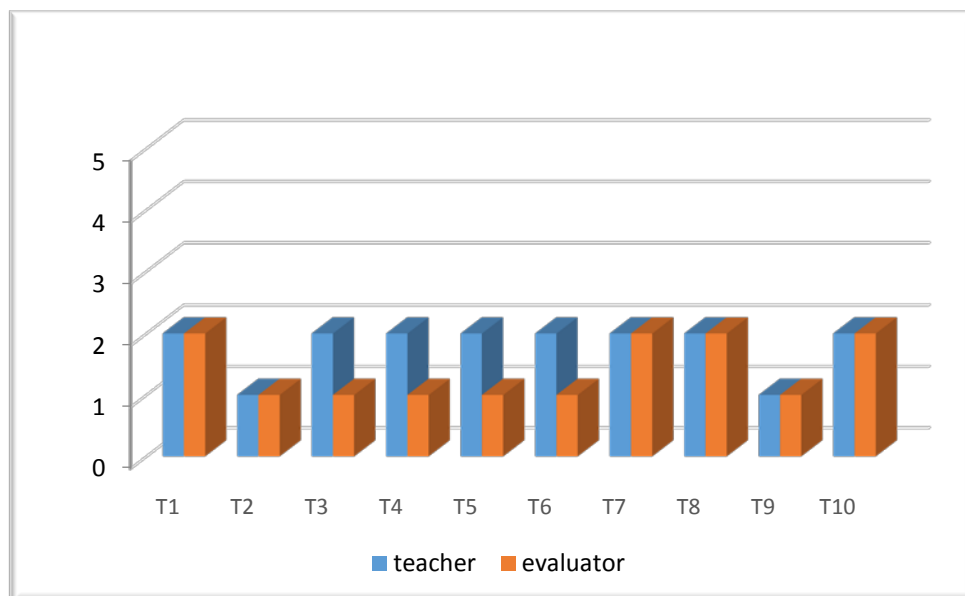


Figure 1 - Recorded opinions about developing pupil's personality and their competences

The answers to the second question of the first item are presented in Table 1, in which we compare teachers' answers with the answers of the evaluators observing their lessons. The question was how the teacher realized the development of the pupil's personality and their competences in the observed lesson. If we compare the key words from the *Self-Assessment Sheet* of the evaluated teacher with those recorded in the *Assessment Sheet* of the evaluator, we will find that they are identical in a number of cases. Teachers, however, stated more ways of this competence demonstration than observing evaluators did, but some keywords appeared several times in both sheets. The detailed breakdown of responses is given in Table 1.

Table 1 - Evidence of pupil's personality and competences development in the observed lesson

Number of the teacher and their evaluator	Teacher	Evaluator
T1	individual work communication	pupil's assessment
T2	self-assessment	self-assessment
T3	perception/attention imagination fantasy creativity	imagination fantasy creativity
T4	own opinion self confidence	own opinion
T5	individual approach	own opinion and attitude
T6	team work own opinion	showing interest own opinion activity co-operation
T7	team work co-operation communication own will	group-work
T8	—————	reading literacy
T9	expressing emotions, attitudes, opinions co-operation memory, thinking creativity	own opinions and attitudes co-operation
T10	work with a text critical thinking fantasy	—————

It is clear from the table that the evaluated teachers attach greater importance in the development of a pupil's personality and competences to the fact, whether pupils are able to express their own attitudes and opinions, and how they communicate and think, whether they are creative and have imagination and fantasy, which can be very well demonstrated both in their teamwork and individual work. In the assessments of evaluators, this view is narrower - focusing more on demonstrated pupils' cooperation and expressing their own opinions and views. For both types of respondents (the evaluated teachers and their evaluators), however, it can be seen that their ability to capture the ways and demonstrations of the pupil's personality

and competence development is rather limited, they often either cannot see or cannot name them.

Item 2 focuses on 4 groups of personality development factors - cognitive, affective, social, and conative. The task of the respondents was to evaluate how the teacher was developing each of these factors in the different phases of the lesson (what methods, forms and strategies they used to do that) and what its impact on pupil(s) was.

The first group of the factors (cognitive ones) is related to the development of memory, perception, thinking, imagination, fantasy and pupils' creativity. Though they were listed in the evaluation sheets, the evaluators had obviously significant problems how to grasp and characterize these factors in pupils. As it can be seen from Table 2, teachers, in the same way as their evaluators, focused more on the forms of teacher's work (individual, group, frontal) with the pupils than on the methods and strategies used in the teacher's work with the pupils, not to mention the identification of the lesson phase when they were used. Even more powerful helplessness is visible in recordings of the impact of methods, forms and strategies on the pupil. Due to the fact that the vast majority of the evaluations were conducted for language lessons, the work with text is very frequent, which is acceptable but less acceptable is what teachers and they evaluators said about the impact this work has on pupils (responsiveness, ability to listen, reading comprehension, answering questions, vocabulary repetition), with the exception of T10, who could see this impact influenced the development of creativity, fantasy and critical thinking of pupils. In the case of the evaluators, unfortunately, most of the statements missed the target.

Table 2 - Cognitive factors of personality development (CFPD)

Number of the teacher and their evaluator	CFPD - methods, forms and strategies used in different phases of the lesson		Impact on pupil(s)	
	teacher	evaluator	teacher	evaluator
T1	individual work	individual work thinking imagination	expressing opinion expression of creativity	expressing opinion, ideas
T2	motivational discussion	motivational discussion	_____	_____
T3	individual work group work	individual form individual work	_____	development of imagination, creativity
T4	expressing the idea	asking questions	development of imagination	_____

T5	frontal reviewing work with text creating dialogues	frontal reviewing text creation	creativity in creating dialogues responsiveness	joy of evaluation they were proud of themselves
T6	asking questions	asking questions	logical explanation	pupils' answers
T7	role playing	role playing	—————	role in role playing
T8	work with text	work with text	ability to listen reading comprehension answering questions	listening reading comprehension
T9	listening reading description	reading writing	pupils were listening vocabulary repetition	asking questions pupils' answers
T10	work with text	work with text work with ppt presentation	development of creativity, fantasy, and critical thinking	listening sentence completion

Likewise, teachers and their evaluators were expected to evaluate the affective factors (emotions, attitudes and beliefs) of pupils' personality development. As can be seen from Table 3, both groups of respondents had a lot of problems with this task, perhaps even greater than with the group of cognitive factors. The methods and strategies used in the various phases of the lesson at teacher's work with pupils that relate to the affective factors evaluated by teachers and their evaluators were difficult for them to identify, and if identified, then not always relevant and appropriate. Similarly, the impact on the pupils was described, with the exception of T7 and T10. In some cases (T1), the impact is judged to be controversial when the evaluated teacher stated a positive impact on the pupil in terms of emotions, attitudes and beliefs, and, on the contrary, the evaluator stated a negative perception, according to which not every pupil worked in the lesson, what can be connected with negative feelings, even with disinterest on the part of the pupils.

Table 3 - Affective factors of personality development (AFPD)

Number of the teacher and their evaluator	AFPD - methods, forms and strategies used in different phases of the lesson		Impact on pupil(s)	
	teacher	evaluator	teacher	evaluator
T1	reading descriptions	picture descriptions	expressing emotions, attitudes and beliefs	not every pupil worked
T2	dialogue individual form	dialogic methods individual form	_____	_____
T3	expressing opinion	group work	_____	expressing opinion
T4	brainstorming	group work	expressing a sense of work	expression of opinion in the group
T5	role playing	dialogue	personage empathy	personage empathy
T6	activation of less active pupils	eliciting interest	written expression of opinion oral activation	pupils became active
T7	motivational video drama activity, solving the problem group work	group work motivational video	empathy development expression of interest	empathy development
T8	work with video work with text	work with video work with text	looking for answers ordering phrases	answering questions
T9	emotions, attitudes	_____	expressing emotions and attitudes	expressing own attitudes
T10	work with text listening	work with text listening	expressing own opinions and attitudes	development of critical thinking, expressing own attitudes

The third group of factors was the social factors of pupils' personality development (co-operation, empathy, acceptance, communication, coherence - pupils' cohesion, work with tensions in the classroom), to which the respondents should also have stated the methods, forms and strategies used during the lesson and their impact on pupil(s). The teachers and their evaluators succeeded the best with this group of factors - in most cases, they managed to grasp what they were expected to record. Although in self-assessment records the teachers, as well as the evaluators in their

evaluations of teachers, focused more on the forms of work (pair, group and team work) than on the methods and strategies used in the teacher's work with pupils, in identifying the impact of the methods, forms and strategies used during the lesson, they were much more successful. Both groups of respondents were able to identify relevant aspects of personality development (such as strengthening tolerance and self-criticism, expressing own opinions, cooperating with classmates, assertive responses, accepting refusals, etc.). However, even with social factors controversial statements were recorded as well - T1 or T5.

Table 4 - Social factors of personality development (SFPD)

Number of the teacher and their evaluator	SFPD - methods, forms and strategies used in different phases of the lesson		Impact on pupil(s)	
	teacher	evaluator	teacher	evaluator
T1	communication mutual acceptance	erratic communication	fear to perform for the class	fear to perform for the class
T2	verbal methods - discussion	dialogic methods	strengthening tolerance and self-criticism	strengthening tolerance and self-criticism
T3	pair work defense of opinion	defense of opinion communication	_____	development of empathy, communication and acceptance
T4	group work	acceptance	expressing own opinion peer co-operation	expressing own opinion
T5	creation of dialogues co-operation	creation of dialogues co-operation	pupils liked to work in pairs	fear to some pupils to perform for the class
T6	communication team work	expressing own opinion	pupils co-operated	pupils communicated, collaborated, expressed ideas
T7	pair work creation of dialogues acceptance and rejection of the proposal	creation of dialogues group work	pupils communicated assertively responded accepted rejection	communication co-operation
T8	pair work role-playing	pair work role-playing	they were actively listening they felt themselves in the roles	actively collaborated and communicated

			they practiced empathy	
T9	co-operation acceptance communication pair work	communication co-operation discussion	pupils collaborated in creating interviews, accepted opinions and attitudes	tolerated opinions
T10	group work	group work	pupils collaborated and communicated	pupils presented their views, actively listened, felt in the roles, expressed opinions, discussed their views in groups they practiced empathy

The last part of the second item in the *Assessment and Self-Assessment Sheets* was devoted to the conative factors (motivation and values), to which a similar entry was required as in the previous three groups of factors. Since the respondents could see also here that motivation and values are particularly relevant to conative factors, both terms were abundant in the evaluation records. Unfortunately, their narrower specification was lacking, it occurred only as an exception - T1 and T6 (motivation of pupils by means of grades and assessment). In the case of T10 (motivational interview, motivational video), however, the specification is not connected that much with the personality of the pupil, but it is the stimulation of the pupil's specific work. Also with this group of factors, both groups of respondents were much more successful in identifying the impacts of the used methods, forms and strategies on the pupil, especially in terms of values (such as T8 - pupils have acquired values such as friendship, loyalty, honor, or T6 - pupils have respected the rules of joint work), but also motivation (such as T1 - "they showed an effort to cooperate" - the teacher, "some pupils were satisfied and motivated, others were disappointed" - the evaluator). However, as seen from the latter example, the teacher, when assessing conative factors, focused more on individual work of pupils and their performances for the class, the impact of which was evaluated as a manifestation of the cooperation efforts. But the question is the cooperation with whom they had in mind - cooperation of pupils with each other or with the teacher. On the other hand, the evaluator focused on an adequate and fair assessment of pupils that had mostly positive, but in rare cases also negative, impact on pupils. In case of T1, we can see how the statements in this item can reasonably correlate (evaluator's opinions - the strategies used and their impact on the pupil), but at the same time partly contradict (self-evaluation of the teacher - used work forms compared to their impact on the

pupil(s)) and not even match the content in the records (individual work - the teacher, assessment of pupils - the evaluator).

Table 5 - Conative factors of personality development (CFPD)

Number of the teacher and their evaluator	CFPD - methods, forms and strategies used in different phases of the lesson		Impact on pupil(s)	
	teacher	evaluator	teacher	evaluator
T1	individual work performing for the class	adequate assessment of pupils	pupils have shown an effort to co-operate	some pupils were satisfied and motivated, others were disappointed
T2	dialogue method of interview	dialogue method of interview	_____	_____
T3	_____	pupils motivated each other	_____	Pupils rated their classmates, they felt important
T4	motivation	motivation	pupils felt important	pupil felt important
T5	work with text vocabulary repetition	individual work	pupils were competitive, purposeful	expressing love to family members
T6	team work individual work work with text	praise motivation by means of grades	pupils respected the rules for joint work, they were solving tasks	pupils were involved in self-assessment
T7	group work problem solving situational game	situational game problem solving	_____	pupils were involved in self-assessment
T8	_____	motivation role playing	learners acquired values such as friendship, loyalty, honor, responsibility for work	learners acquired responsibility, loyalty, honor

T9	motivation sentence creation	pair work	learners created sentences	learners created interviews
T10	motivation	motivational interview motivational video	learners expressed their own opinions	learners expressed their opinions about the dialogue they had seen or listened to

Item 3 in the sheets again contains a rating based on the numerical scale. In this item, respondents were asked to comment on whether the teacher took into account the differences of cultures in the multicultural environment and their impact on the personality of the pupil(s) (Figure 2). While in item 1, the evaluators were inclined to evaluate the teachers better than the teachers did in self-assessment; in item 3 we can see the opposite case. Evaluators see this aspect in a less favorable light than teachers - most of them (7) reported rating 2 (5-times) and 3 (twice) and only three of them stated rating 1, with just one better rating from the evaluator than the self-assessment of the teacher was, and 3 teachers received a worse evaluation. In the other six cases the evaluators concurred with the teacher's self-assessment.

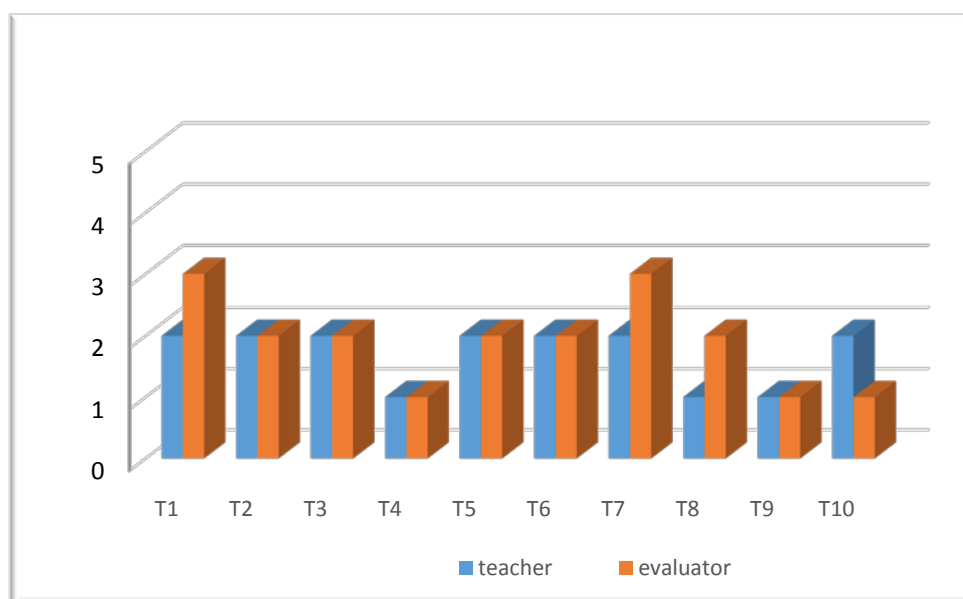


Figure 2 - Taking into account the impact of culture differences

In item 4, the respondents were asked about the teacher's ability to identify pupils from a socially disadvantaged environment (Figure 3). The answer to this question is conditioned by the prior knowledge of pupils and can be quite subjective if the evaluator is not aware about the pupils' background, as demonstrated in case of T3 (the teacher stated that in that lesson there was not such a pupil, while the evaluator

used the rating 2) and T5 (which was the opposite case - the teacher marked in their *Self-Assessment Sheet* rating 2 and the evaluator thought that there was no such a pupil in the observed lesson). Disagreement, but only one degree worth occurred in the three more pairs of the respondents when the evaluator rated the teacher by a worse rating - from 2 to 3 (T1) and from 1 to 2 (T6), and only once with a better rating - from 2 to 1 (T10). In the other five cases there was an agreement in the ratings: 3 times rating 1 (T4, T8, T9), 1 rating 2 (T2) and 1 rating 3 (T7).

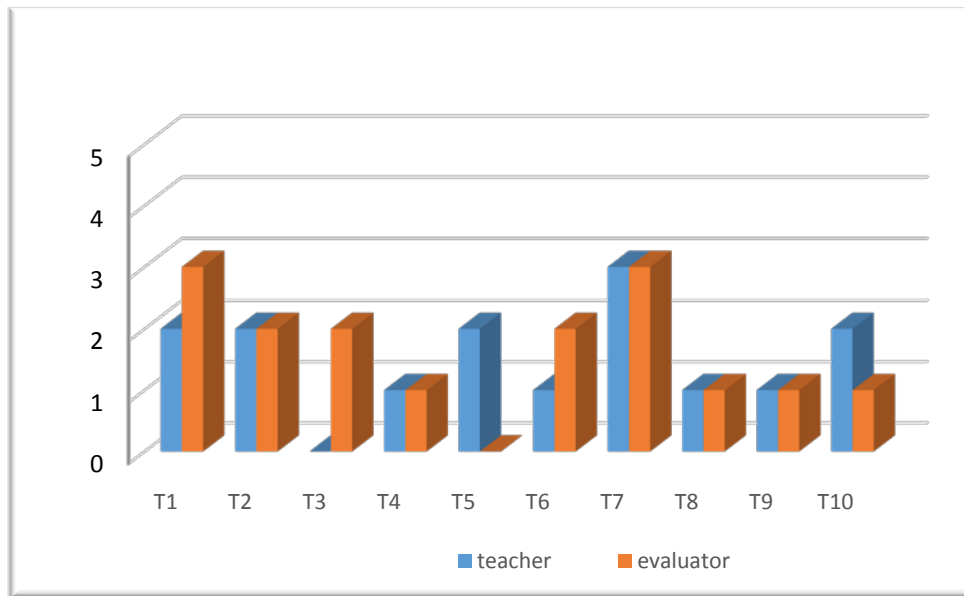


Figure 3 - Taking into account socially disadvantaged environment

In the last closed item (5) with the numerical scale, the respondents expressed their opinions on whether the teacher is able to identify and accept pupils' differences without prejudices and stereotypes (see Figure 4). This question was not enough properly stylized, since the respondents had to express their findings related to two things - the first one was, whether the teacher is able to identify pupils' differences; and the second one - whether they can also accept the differences. The self-assessment of teachers in this item is therefore very high - most teachers (6 out of 10) think they can do it (rating 1) and the remaining four think they usually can do that (rating 2). A remarkable difference is only with T7 - the teacher believes he definitely is able to do that (rating 1) and the evaluator thinks the teacher was unable to identify the differences of the pupils and accept them (rating 3). For other respondents, the differences in responses practically do not exist (responses are identical; in five cases - rating 1 and in two cases - rating 2).

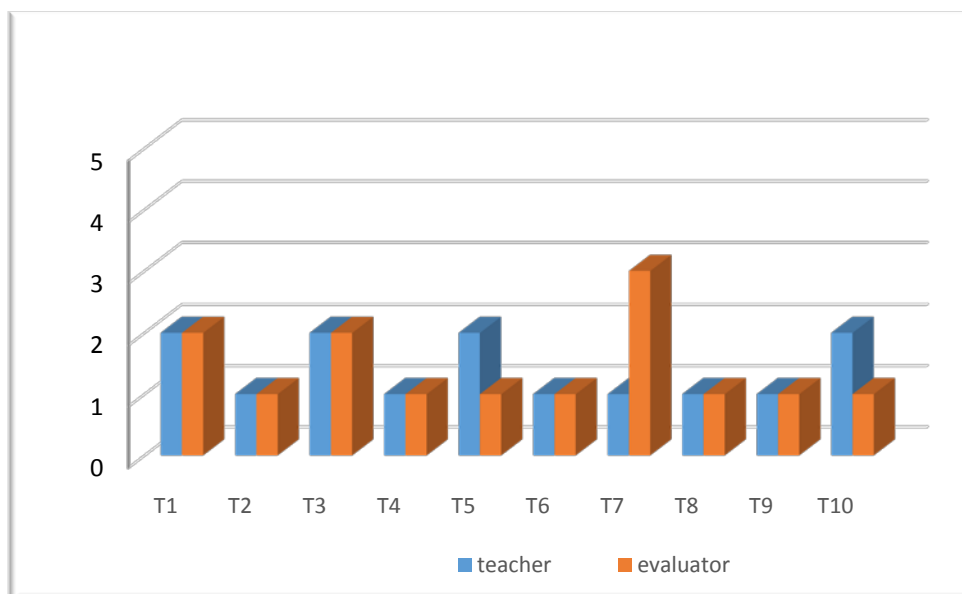


Figure 4 - Identification and acceptance of differences without prejudices and stereotypes

A part of item 5 is also an open sub-question asking how the teacher identified and accepted pupils' differences. The respondents' answers are just partial in many cases. Many times, there is missing either the way or the result that can be traced with a pupil. The counter answers are recorded at T5, where the teacher stated that in the class he was not aware about the differences between the pupils and the evaluator said that the teacher was unable to differentiate pupils. In Figure 4 we can see that the same teacher stated that he usually was able to identify and accept pupils' differences (rating 2). However, the evaluator assigned to that teacher even higher rating (1), i.e. saying that the teacher identified and accepted pupils' differences, what is in contradiction to the statement in this item sub-question that the teacher did not differentiate the pupils. The answers are also suspicious in the case of T2, where both the teacher and the evaluator expressed identical views. Counterproductive are also opinions expressed by T7, where the teacher chose to answer the closed question in previous item using the rating 1 (that he was able to identify and accept differences of pupils), and in this item he stated that there were no pupils from socially disadvantaged environment in the class. The responses of the evaluator correspond in these two issue - the evaluator assigned grading 3 to the teacher in the previous item, i.e. that the teacher had difficulties with the identification of pupils' differences and then, in item 5, he also wrote that the teacher did not apply individual approach to pupils. Individual answers are given in Table 6 below.

Table 6 - Ways and results of identifying and accepting pupils' differences

Number of the teacher and their evaluator	Teacher	Evaluator
T1	individual work bright pupils worked, the lower achievers did not want to perform for the class	(s)he had no comments on the methods of the teacher's work, it was harder to work with socially disadvantaged pupils
T2	by means of the used methods during the lesson teacher did not comment on the achievements of their work	by means of the used methods during the lesson (s)he had no comments on the achievements of teacher's work
T3	supplementary materials – pictures – cultural differences acceptance of all pupils' opinions	(s)he had no comments on the methods of the teacher's work, acceptance of pupils' opinions
T4	the task was repeated several times, and the pupil was guided by the teacher accepting his speech errors	(s)he stated that for good cooperation it is necessary to accept pupils' differences (s)he had no comments on the methods and achievements of the teacher's work,
T5	teacher is not aware about the differences among pupils in the class	teacher did not differentiate pupils
T6	in the class, there are not big differences in social area	the teacher behaved without prejudices and stereotypes (s)he had no comments on the achievements of teacher's work
T7	in the class, there are no pupils from socially disadvantaged environment	teacher did not differentiate pupils
T8	role playing positive motivation for work	role playing and communication motivation of pupils for work
T9	interview pupil from socially disadvantaged environment positively changed their opinion about studies at upper secondary school	(s)he did not comment on the teacher's methods of work, teacher created a friendly environment, pupils could express their opinions
T10	method of work are not stated expressing own opinions	group work all pupils were enough motivated

The last part of the *Assessment Sheet* is devoted to the evaluator's conclusions and recommendations, and teacher's opinion about them. Specific evaluator recommendations for the evaluated teacher are listed only for T1 and T4, where the evaluator recommends the teacher, in the first case, to put more emphasis on the lower achieving pupils and, in the second case, to apply individual approach to pupils. Other evaluations sound positive, but they are rather general, little specific, and one can see quite a formal, impersonal approach to the evaluation. Teachers' opinions and ideas on their assessment stated by the evaluator were in all cases consistent. Basically, they could not be other, because the evaluator did not tell them anything negative, did not recommend anything, neither highlighted any distinct positive aspects of the teacher's work in terms of the assessed competence. He stated only general statements of the type "suitably chosen method and form" - T1, T2; "methods, forms and topics in compliance with the School Education Program" - T10; "positive atmosphere at the lesson" - T3, T8 and others. The respondents' answers are given in Table 7.

Table 7 - Final evaluation of the teacher and their opinion about the evaluation

Number of the teacher and their evaluator	Conclusions and recommendations of the evaluator	Evaluator's opinion	Teacher's opinion
T1	well-chosen methods and forms more attention should be paid to lower achievers	apply individual approach to pupils	consent to the evaluation
T2	well-chosen methods and forms	well-chosen methods and forms	consent to the evaluation
T3	skilled teacher a positive atmosphere on a lesson	_____	consent to the evaluation
T4	teaching activities of the teacher contributed to the development of pupils' personalities continue to approach the pupils individually	consent to the self-evaluation of the teacher	consent to the evaluation
T5	satisfaction with the teacher's teaching	_____	consent to the evaluation
T6	teacher appropriately developed pupils' personalities and their competences,	teacher appropriately developed pupils' personalities and their competences,	consent to the evaluation

	gives room for self-discovery of pupils	gives room for self-discovery of pupils	
T7	teacher did not differentiate pupils, the same approach was applied to all pupils	teacher did not differentiate pupils , the same approach was applied to all pupils	consent to the evaluation
T8	using the method of role playing teacher created positive atmosphere in the class	the course of the lesson was in line with the plan positive impact of the teacher on pupils motivation of pupils to work	consent to the evaluation
T9	positive impact of the teacher on pupils the lesson was in line with the plan	positive impact of the teacher on pupils the lesson was in line with the plan	consent to the evaluation
T10	positive and motivational impact of the teacher on pupils methods, forms and topics in line with the school educational program	the lesson was in line with the plan	consent to the evaluation

All these findings were subject to discussion in the *Post-Observation Interview* of the evaluator with the evaluated teacher. The most discussed issues were affective (empathy, emotions, attitudes, assertiveness, self-reflection, self-confidence, tolerance, discipline, acceptance) and social (communication, cooperation, responsibility, cohesion) factors of pupils' personality development, but also cognitive and conative (creativity) factors of their competences development and reasoning why it is important to develop them. Positive reasoning was concerned with finding pupils way in life and career choice, social communication, needs for critical thinking. Negative reasoning mentioned such things as loss of values, mentally ill kids, incomplete families, lack of adaptability, aggressiveness of pupils, intolerant behaviour. The assessed teachers focused mainly on social and affective aspects of pupils' personality development - mainly aimed at assertiveness and tolerance. The least attention they paid to conative aspects and critical thinking. As to socio-cultural context of pupils' development and ways of its identification the teachers stated that they applied differentiated approach to pupils, interest in pupils interests, discussion with individual pupil, co-operation with parents, motivation, empathy, and tactfulness. Moreover, they paid special attention to special needs pupils showing patient approach to them through personal talk or discussion, eliciting cooperation through special stimuli and more simple tasks, special

upbringing measures - such as expression of trust and understanding, interest in pupils' opinions, motivation, influencing their attitudes.

Conclusion

The evaluation of education, schools and their staff based on so called classical complex observation of teachers' and pupils' performance in lessons has its merits but due to many changes in present society it needs to be upgraded and adapted to the current demands of society and legislation. The evaluation process is a very complex activity, which has impact on both its actors - the evaluator and the evaluated one. Through assessment, teachers gain insight into the perception of their superiors on the job they do, and based on this they should be given constructive incentives for their future work. However, teachers must also be allowed to present their needs and wishes related to their professional development. The assessment of teacher's competences should therefore create a transparent and objective framework made up of the different aspects of the teacher's work. The research team did not stay in the theoretical plane of this process. In the search for assessment options during the educational process, the teacher is drawn into evaluative and self-reflective activities and attitudes as understanding the importance of evaluation enables teachers to develop their skills and competences in a meaningful and valuable way. Current time brings new demands, which are also passed on to teachers. On the one hand, it is challenging to meet all these requirements, but on the other hand, every pupil deserves a teacher who is able to cope with all these demands and prepare them for the best possible life by means of appropriate educational activities and competent mediation of knowledge and skills.

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