

Literature Review on Developmental Teacher Evaluation

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Abstract: Developmental teacher evaluation is a new type of future-oriented teacher evaluation system. The evaluation of each teacher should be a complete and comprehensive evaluation of the teacher's current level of development and characteristics, his or her emotional attitude towards work, current working conditions and future development. This paper reviews the relevant research findings on developmental teacher evaluation. Firstly, the development history of teacher evaluation at home and abroad, relevant domestic research and research gaps are discussed in depth. The main conclusions are as follows: firstly, the research on teacher evaluation modes is too concentrated, mainly focusing on two modes of reward and punishment evaluation and developmental evaluation, while the research on other evaluation modes is relatively less; secondly, the research on the content of teacher evaluation is uneven, focusing more on the quality of classroom teaching and scientific research evaluation, while the research on the complete teacher evaluation system is relatively less; lastly, the number of researches on the problems of the teacher evaluation system and countermeasures is higher, but the number of researches on the construction of teacher evaluation system is higher. Finally, the number of studies on the problems and countermeasures of teacher evaluation system is high, but the research on building a systematic and complete teacher evaluation system is insufficient.

Keywords: Developmental Teacher Evaluation; Literature research; Reward And Punishment Evaluation

1. Introduction

Developmental teacher evaluation is an evaluation method centered on the professional

development of teachers, emphasizing the play of teachers' subjectivity, in the hope that the evaluation will promote teachers' self-reflection, to achieve the purpose of improving their own professionalism and the quality of teaching in schools [1]. It is a new type of teacher evaluation system for the future. The evaluation of each teacher should be a complete and comprehensive evaluation of the teacher's existing level of development and characteristics, emotional attitude towards work, current working conditions, and future development. A complete teacher evaluation system includes the purpose of the evaluation, the rules and standards used in the evaluation, the target group of the evaluation, the scope of the evaluation, the steps and methods of the evaluation, the means of the evaluation, the personnel involved in the evaluation and the feedback information provided by the evaluation [2]. This paper reviews the literature on developmental teacher evaluation in the last decade from the aspects of research object and research content.

2. Methodology

In this paper, China National Knowledge Infrastructure (CNKI) was used as the search platform, and developmental teacher evaluation was used as the keyword. A comprehensive search yielded a total of 1,240 articles from CNKI in the last 10 years. The top three ranked topics were: Teacher Evaluation, Developmental teacher Evaluation and Teacher Professional Development.

Then, a total of 724 articles related to developmental teacher evaluation published in high-level journals were screened according to the level of the journals, 58% of all articles.

2.1 Relevant Studies in Foreign Countries

The concept of "teacher evaluation" first appeared in the late 19th and early 20th centuries, which is a milestone event in the history of teacher evaluation, which changed

the spontaneous state of teacher evaluation for a long time, marking the formation of a formal teacher evaluation system. Teacher evaluation abroad has gone through the following three important stages.

(1) Exploratory stage

At the beginning of the 20th century, teacher evaluation was in the exploratory stage, and a complete theory of teacher evaluation had not yet been formed. Teacher evaluation in this period focused on whether teachers had the ability and quality to engage in educational activities, and the basis of evaluation mainly came from the subjective impression of the administrators, so the results of the evaluation were subjective and ambiguous. In the 1950s, the teacher evaluation system was formally formed [3].

(2) Reward and punishment-based evaluation stage

From the 1950s to the end of the 1970s, reward and punishment evaluation, represented by the United States, was mainly implemented. The system is a kind of evaluation, which evaluates the results of teachers' work and then makes decisions such as dismissal, promotion, and salary increase, mainly for the purpose of strengthening teachers' performance management and providing a basis for managers' decision-making. Due to limited funding and promotion positions, there is no guarantee that all outstanding teachers will be rewarded or that all unqualified teachers will be punished. Due to the limited rewards and punishments, the expected results have not been achieved. In addition, the evaluation of rewards and punishments is directly linked to the personal interests of teachers, and if the evaluation results are not used effectively, it is very easy to discourage teachers from working [4].

(3) Developmental evaluation-based stage

Since the 1980s, developmental evaluation, led by the UK, has been widely welcomed. As a formative evaluation, it is not intended to make decisions on rewards and punishments, but to promote the professional development of teachers, and to achieve a win-win situation for both individual teachers and school development [5]. In the UK, the report *Quality in Schools: Evaluation and Assessment* was published in 1985, in which a new system of teacher evaluation, the Developmental Teacher Appraisal System (DTAS), was proposed, and

Curry's view was that this system of teacher appraisal was characterized by a separation of rewards and sanctions, and that it was based on the needs of the teachers, helping them to improve their behavior and promote their professional development. The conclusion proves that the developmental teacher evaluation system has made substantial progress in the reform of the teacher evaluation system and improved the professional level of teachers [6]. In the late 1980s, the United Kingdom gradually abandoned the traditional teacher evaluation system and promoted the use of developmental teacher evaluation. In the 1990s, many states and school districts, led by California, broke the unified evaluation standard, valued teachers' personality development and independent participation, and improved teachers' self-participation and self-evaluation ability to truly promote teacher development. In the 1990s, many states and school districts, led by the state of California, broke away from the uniform evaluation standards, emphasized teachers' personality development and sense of independent participation, and improved teachers' self-participation and self-evaluation ability [7][8]. Developmental teacher evaluation systems not only provide teachers with new knowledge, but they also provide them with a blueprint for instruction".

2.2 Relevant Research in China

Research on Chinese academics has found that developmental teacher evaluation in China is characterized by the following three main features.

(1) Studies on teacher evaluation theories

This category of research is the most numerous and controversial. For example, Yang and Wang's *On the Substance of Developmental Teacher Evaluation in China* argues that developmental teacher evaluation in China is different from other forms of evaluation in that it is no longer a means of teacher management, but essentially a form of professional guidance for teachers, which mobilizes their developmental motivation and promotes their professional development through teacher evaluation. Zhu's *"Integration Study of Reward and Punishment Teacher Evaluation and Developmental Teacher Evaluation"* argues that it is inappropriate to stick to either reward and punishment evaluation or developmental

evaluation, and exclude the other, and that optimizing and integrating the two types of teacher evaluation and constructing a more comprehensive and scientific teacher evaluation is the best way [9].

(2) Studies on the content of teacher evaluation
This type of research is more practical and deserves special attention. The article "A Review of Domestic Research on Developmental Evaluation" by Ye and Yan adopts the content analysis method to review the literature on developmental evaluation published in domestic journals and outstanding master's theses by quantitatively and statistically analyzing the literature in terms of the number of the literature, the source of the literature, and the type of the literature's research. Their research provides readers with greater implications. Bi and Wang's Problems and Countermeasures in Teachers' Assessment and Evaluation starts from the three shortcomings of the current teacher evaluation, namely, "one-size-fits-all", weighting of weights rather than quality, and lack of feedback and application of teachers' evaluation results and puts forward targeted suggestions and improvement measures [10]. This type of research has strong practical significance.

(3) Studies on teacher evaluation methods
Wang Ping's article "Research on Teacher Performance Management and Teacher Evaluation Methods--Review of International Comparative Study on Teacher Evaluation Indicator System" analyses the literature on teacher evaluation indicator system at home and abroad qualitatively and quantitatively, and also introduces in detail the indicators of China's Taiwan and Hong Kong teacher evaluation system, and for the first time, it translates and introduces the indicators of teacher evaluation of colleges and universities in the United States, Finland, and other countries[10]. It is of great reference significance for the improvement and refinement of teacher evaluation methods in China.

2.3 Research Gap

In recent years, there are a lot of research results on developmental teacher evaluation system, which has laid a solid theoretical foundation and inspired research proposals for this study. Through the literature study, it is

found that the current research mainly has the following problems,

Firstly, the research on teacher evaluation modes tends to be concentrated. The research on teacher evaluation mode is mainly centered on the two modes of reward and punishment evaluation and developmental evaluation, or individual studies, or comparisons between the two, and academics have mixed feelings and opinions about these two evaluation modes, each holding its own term;

Secondly, Research on the content of teacher evaluation is uneven. There are a large number of studies on teacher teaching evaluation, especially the quality of classroom teaching and scientific research evaluation, followed by studies on teacher evaluation methods and indicators, while there are relatively few studies on a complete teacher evaluation system and the least number of studies on scientific research evaluation.

3. Conclusion

This paper provides an in-depth discussion of teacher evaluation from three aspects: the development history of teacher evaluation at home and abroad, relevant domestic studies and research gaps. In foreign countries, teacher evaluation has gradually shifted from early reward and punishment evaluation to process evaluation focusing on teachers' professional development, of which the teacher evaluation systems in Britain and the United States are representative. In terms of domestic research, scholars have extensively explored the theory, content, and methods of teacher evaluation, but at the same time, there are some problems, Firstly, the research on teacher evaluation modes is too concentrated, mainly focusing on the two modes of reward and punishment evaluation and developmental evaluation, while the research on other evaluation modes is relatively less; Secondly, the research on the content of teacher evaluation is uneven, focusing more on the quality of classroom teaching and scientific research evaluation, while there is relatively little research on the complete teacher evaluation system.

In conclusion, the construction of a scientific, reasonable and perfect teacher evaluation system is an important task in China's education reform, providing a strong guarantee for the construction of China's teaching force

and promoting the healthy development of education.

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