

Construction of Teacher Education Course Evaluation System Based on Teacher Professional Certification

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Abstract: Teacher education is an important part of cultivating excellent teachers, and teacher professional certification, as one of the core standards of teacher education, is crucial to ensure the quality of teacher training and improve teacher quality. In the current increasingly complex and changeable educational environment, teacher education curriculum evaluation occupies an important position in the teacher education system and can test the effect of teacher education, so it is necessary to build a more comprehensive and scientific teacher education curriculum evaluation system. Based on this, this paper discusses the construction strategy of teacher education curriculum evaluation system based on teacher certification standards, in order to improve the adaptability and effectiveness of teacher training and promote the overall improvement of teachers' professional ability by establishing a scientific and reasonable evaluation system.

Keywords: Teacher Professional Certification; Teacher Education Courses; Evaluation System

Introduction

Education is the cornerstone of social progress and development, and the training of excellent teachers is a key element in ensuring the quality of education and improving the level of education. Social development has put forward higher requirements for teachers' professional quality and comprehensive ability. In order to ensure the cultivation of teachers with excellent educational concepts, solid subject knowledge and teaching skills, China has carried out professional certification work for teacher training colleges and universities, and gradually standardized the management and evaluation of teacher professional courses [1]. As a kind of recognition and evaluation of the quality of teacher education, teacher professional certification is of great significance to the construction of teacher training institutions and the growth of teachers. Teacher education curriculum evaluation is a process of comprehensive review and analysis of the teacher training process, which can timely discover the problems and deficiencies in teaching to improve the quality of teacher training. Therefore, the evaluation of teacher education courses based on teacher professional certification is of great significance to cultivate teacher talents.

1. Clarify curriculum evaluation indicators and indicate the direction of evaluation

Clarification of evaluation indicators can provide direction for the construction of evaluation system. Setting evaluation indicators can better measure the effectiveness of teacher education programs and help ensure that teacher education meets the standards of teacher professional certification, making a positive contribution to the development of high-quality teachers. The evaluation indicators can be designed as follows:

1.1 Knowledge and ability

Identify the knowledge and competencies to be imparted in the teacher education curriculum. For example, teachers should have professional subject knowledge, theoretical knowledge of education and teaching, teaching design and implementation ability, etc.

1.2 Teaching philosophy

Determine the pedagogical philosophy and educational values promoted by the teacher education curriculum. For example, emphasize student centering, respect for individual student differences, etc. Cultivate teachers' ability to pay attention to students' learning and development, including respect for students' individual differences, academic guidance and counseling. Teachers should be able to help students develop holistically, solving problems in learning and growth.

1.3 Professional quality

Cultivating teachers' professional ethics and ethical literacy requires teachers to have educational feelings, teacher morality and teaching style, be responsible for students, and respect students' rights and interests.

2. Determine the subject of classroom evaluation to ensure the diversification of the subject of evaluation

Diversified evaluation subjects can provide different perspectives and feedback, making evaluation more comprehensive, objective and effective, and evaluation subjects can be teachers, students and education administrators.

2.1 Teachers

Teachers are important participants in classroom evaluation, and can self-evaluate and reflect on their own teaching, so as to continuously improve teaching methods and teaching effectiveness. Teachers can also invite other teachers to observe and evaluate classroom teaching and obtain professional opinions and suggestions from peers, thereby promoting teaching improvement.

2.2 Students

Students are the audience for classroom instruction, providing valuable input and feedback, including evaluation of course content, teaching methods and teacher performance, both by students and among peers. Moreover, the introduction of student evaluation subjects is in line with the "student-centered" professional certification education concept of teacher training majors.

2.3 Education administrators

The Implementation Measures for Professional Certification of Teachers in Ordinary Colleges and Universities (Provisional) clearly stipulates that education administrators and other stakeholders should actively participate in curriculum teaching evaluation^[2]. Education administrators and their stakeholders can monitor and evaluate classroom teaching to ensure the quality of teaching and the achievement of teaching and learning targets.

3. Select course evaluation methods and comprehensively evaluate educational effects

Only by adopting diversified evaluation methods can we comprehensively evaluate the achievement of curriculum indicators.

3.1 Student questionnaire survey

The student questionnaire survey method can be used to collect students' opinions and feedback on course content, teaching methods, teacher performance, etc. by distributing questionnaires to students, and students' opinions are an important reference for evaluating the quality of courses, which is more in line with the serious educational concept of teacher training.

3.2 Classroom observation

Teachers can evaluate students' performance in the classroom. Students can be observed and evaluated in the teaching process, including teachers' teaching methods, classroom atmosphere, student participation, etc.

3.3 Student achievements

Examinations, project assignments, etc. can be used to assess students' subject knowledge and teaching skills in teacher education courses. Teachers are encouraged to educate students to display teaching achievements, such as teaching design, teaching case sharing, etc., to evaluate teaching effectiveness.

3.4 Students' self-evaluation

Students can also reflect on their own teaching practices, summarize teaching experience and shortcomings, and propose improvement and optimization plans.

4. Design course evaluation procedures to ensure the smooth progress of evaluation work

The design and implementation of the evaluation process can ensure the smooth progress of the evaluation work, obtain accurate and comprehensive evaluation results, and provide effective support and guidance for teaching improvement and optimization. Carry out specific teacher education curriculum evaluation work based on evaluation indicators, evaluation methods, and evaluation subjects.

4.1 Collect data

The course evaluation manager should first request all evaluation entities to carry out evaluations and record the evaluation results. Managers should ensure the impartiality and objectivity of the evaluation work in the process of data collection.

4.2 Sorting out and analysis

Organize and clean the collected data to ensure its accuracy and completeness. Conduct data analysis, count and compare the scores

and performance of different evaluation indicators, find problems and advantages, and draw evaluation conclusions.

4.3 Interpretation and feedback of results

Explain and interpret the evaluation conclusions to ensure the scientificity and rationality of the evaluation conclusions. An evaluation report can be written, in which the results and analysis of the evaluation can be written, and recommendations and improvement measures can be given. Managers should promptly feedback the evaluation results to relevant subjects, including teachers, students, and education administrators. Through seminars, seminars, etc., the evaluation results are timely fed back to relevant subjects, including teachers, students and education administrators, so as to better understand the evaluation results and carry out follow-up improvements.

4.4 Improvement measures and implementation

Teachers and students should formulate corresponding improvement plans and implement improvement measures according to the problems in the evaluation results. Relevant managers should summarize and report on the evaluation work, record the experience and lessons learned in the evaluation process, and provide reference for future course evaluation.

4.5 Re-evaluation and continuous improvement

Courses are evaluated again after a certain time interval to test the effectiveness and effectiveness of improvement measures.

Continuous improvement of the curriculum, continuous optimization of the teaching process and course content in response to changing needs and feedback.

Epilogue

The construction of the evaluation system of teacher education courses based on teacher professional certification is to ensure the continuous improvement of teacher training quality and education and teaching level. The construction of the evaluation system should start from clarifying the evaluation indicators, clarifying the direction of evaluation and the goals to be achieved, and the evaluation methods, evaluation subjects and evaluation procedures are also important links in the construction of the evaluation system to ensure the comprehensiveness and accuracy of evaluation. With the changes in the educational environment and the continuous development of educational needs, the evaluation system needs to be continuously adjusted and optimized to maintain its adaptability and effectiveness. The construction of teacher education course evaluation system based on teacher professional certification is a systematic project, which is related to the improvement of the quality of teacher education and affects the development of future education.

References

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