

# Research on the Evaluation of Educational Practice from the Perspective of Normal Professional Certification

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**Abstract :** The evaluation of educational practice is the summary and feedback of educational practice, which plays a guiding role in the process of educational practice. The normal professional certification launched by the Ministry of Education in 2018 emphasizes standards and evaluation, and puts forward normative requirements for teacher education. From the perspective of certification, there are some problems in the evaluation of educational practice, such as imperfect content, single evaluation subject, simple evaluation method, fuzzy evaluation standard and so on. By incorporating this into the content of teacher quality evaluation, implementing diversified evaluation, phased formative evaluation and establishing operable evaluation standards, we can give better play to the guiding, diagnosis and incentive functions of educational practice evaluation.

**Keywords :** Educational Practice Evaluation; Evaluation Standard; Evaluation Subject; Practical Experience

In order to continuously improve the quality of teacher training and implement the requirements of the national document on teacher education reform. On October 26, 2017, the Ministry of Education issued The Implementation Measures for the Certification of Normal Majors in Colleges and Universities (Provisional). On January 25, 2018, the Ministry of Education held a deployment meeting for the certification of normal majors in colleges and universities to comprehensively start the certification of normal majors. Normal professional certification is a comprehensive inspection of teacher education from the national level. It evaluates teacher education in detail from the source of teacher training, the teaching management process and training results of universities. The certification standard sets clear requirements for the cultivation of normal students in colleges and universities, and provides the reform direction and basis for the cultivation of normal professional talents from eight aspects: training objectives, graduation requirements, curriculum and teaching, cooperation and practice, teaching staff, support conditions, quality assurance and student development. We should gradually establish a long-term monitoring mechanism for teachers' education quality through certification. Educational practice plays an important role in the formation of teachers' professional quality. The evaluation of educational practice is the summary and feedback of educational practice. Normal professional certification emphasizes standards and evaluation. There are some problems in the evaluation of educational practice from the perspective of certification, such as imperfect standards and lack of operability, which need to be further optimized.

## 1. Definition of relevant concepts

Educational practice is the process of practical education for normal students majoring in teacher education. It is a variety of education carried out by normal students at the education site. From the perspective of curriculum, educational practice is a part of university education curriculum. Under the guidance of college practice instructors and cooperative school practice instructors, normal students carry out classroom observation, classroom teaching, teaching and research activities in the real school education scene, participate in various affairs of the school and learn teacher experience. Educational practice integrates the theoretical learning knowledge of the university. By providing the opportunity of direct application in the educational field and correctly understanding the whole educational field, it can sublimate the learned knowledge into more useful theory and deeper knowledge. Educational

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practice cultivates the educational technology needed in the educational field, helps to establish the belief and spirit of educators, and lays the foundation for teachers' responsibility and success in the future.

Educational practice evaluation is to judge and evaluate the educational practice activities and effects of interns according to the educational practice outline under the guidance of educational ideas. It is an effective way to test whether the educational practice activities can achieve the curriculum objectives. (Liu Qiang, 2003) the evaluation of educational practice has the functions of guidance, diagnosis and incentive. Specific and clear evaluation criteria can guide students to think about what to do, how to do and what requirements to achieve in the process of practice. It is conducive to solve the confusion encountered by students in practice, and promote the psychological maturity of students and teachers and the improvement of professional ability. (Yun Li, 2012) The real and comprehensive evaluation content can test the internship effectiveness of interns, and also provide feedback information to universities to test the effectiveness of courses offered before. Scientific and reasonable evaluation methods can help interns reflect on their achievements and shortcomings, and enhance teachers' sense of acquisition, in order to improve teachers' sense of efficacy, and speed up their professional growth.

## **2. Problems in the evaluation of educational practice**

The content of educational practice evaluation is not perfect. Most of them are subject teaching, class management and educational investigation and research, and lack the evaluation of teachers' moral quality and educational feelings. Educational practice is an important opportunity to go deep into the field of education and form a comprehensive understanding of education. The evaluation of educational practice should not only examine the classroom teaching ability of normal students, but also consider their moral quality and educational sentiment. In educational practice, normal students should not only learn the experience of classroom teaching and class management, but also establish a correct educational concept and good professional ethics. At present, the evaluation of educational practice only focuses on the mastery of interns' classroom teaching skills and the improvement of classroom management ability, and lacks the investigation of interns' practice cognition, practice attitude, professional ideal, professional identity and other educational ideas and professional ethics.

The evaluation subject is single. It is mainly the evaluation of internship instructors on interns, lacking the self-evaluation of interns and the evaluation of students taught by interns. The evaluation of practice instructors is mostly subjective. The participation of internship instructors in colleges and universities is limited, and they can not fully understand the internship performance of interns, so the evaluation is one-sided. In addition to the practice guidance work, the practice guidance teachers in cooperative colleges also have their own work. Therefore, when evaluating interns, they lack personalized evaluation of interns. Their opinions are general, and the evaluation lacks objectivity and impartiality.

The evaluation method is simple. Most of them are summative evaluations, which pay attention to the grade identification of the final practice results, ignore the evaluation of the practice process, and do not give play to the feedback and promotion role that the evaluation method should play in the practice process. The evaluation method is mainly qualitative evaluation, lack of quantitative evaluation, and lack of evaluation of the changes of interns before and after practice.

The evaluation lacks the standard of relative operability. Normal professional certification attaches importance to output orientation and has high normative requirements for evaluation. At present, most colleges and universities use the hierarchical system to evaluate interns. The evaluation criteria between different grades are fuzzy, lack of detailed index system and poor operability. As a result, evaluators can only evaluate based on experience. The evaluation results lack discrimination.

## **3. Optimization path of educational practice evaluation**

The evaluation content should add the evaluation of teachers' ethics and literacy. The accomplishment of teachers' ethics is of great significance to teachers. "Teacher's ethics" is the first standard for assessing and evaluating teachers, and China's teacher's ethics assessment implements the "one vote veto" system. In the stage of pre service education, we should pay attention to the cultivation of teachers' ethics of normal students. Educational practice is an important way for normal students to cultivate their awareness of teachers' morality. The evaluation and investigation of teachers' moral quality highlights the value of educational practice. The evaluation of educational practice should not only evaluate the interns' teaching knowledge, teaching skills and class management level, but also evaluate their teachers' ethics level. The cultivation of interns' teachers' ethics should be evaluated from two aspects: educational concept and reflective consciousness. We should evaluate whether interns are willing to care about students, whether they are willing and able to establish a good relationship between teachers and students, whether they can "be an example of others", abide by teachers' professional norms, whether they have a sense of reflection, and whether they can correctly guide students' world outlook, outlook on life and values.

We should implement diversified evaluation and embody the concept of student-centered. The personal evaluation of interns, the evaluation of the students taught by interns and the evaluation of the group of interns will be incorporated into the educational practice evaluation system, and a diversified evaluation system will be formed in combination with the evaluation of instructors in colleges and universities and cooperative schools. Interns' personal evaluation is helpful for interns to improve their awareness of self reflection. Group evaluation is helpful to enhance interns' awareness of group cooperation. The student evaluation taught by interns can strengthen the professional role orientation of interns and contribute to the cultivation of teachers' ethics. Diversified evaluation can help interns quickly change their roles, establish equal and cooperative relations with their peers, and experience the value of teachers' profession.

We should pay attention to phased formative evaluation. The evaluation of educational practice should pay attention to the progress of interns in each stage during their practice, and dynamically investigate the development and changes of interns' ability. We should not only investigate the educational concept and teaching level of interns before internship, but also investigate the performance of interns in different periods of internship stage and the change and development after internship. We should conduct both qualitative evaluation and quantitative evaluation, bring the daily performance and teaching reflection of interns during the internship into the scope of investigation to form an objective and comprehensive evaluation of interns. On this basis, specific improvement suggestions are given for the development, changes and existing problems of interns, so as to realize the feedback, regulation and promotion of evaluation, improve interns' teaching ability and class management ability, and make the evaluation of educational practice more scientific and comprehensive.

We should establish evaluation criteria for operability. Based on the index points of normal professional certification and the internship contents of interns, we should establish operable and differentiated evaluation standards, and highlight the supporting role of educational internship activities on training objectives. We can establish clear evaluation standards in the dimensions of teachers' moral quality, subject teaching, class management and educational investigation and research. The evaluation indicators of each dimension should be detailed, cover the content of practice and be operable. Setting the weight of specific evaluation indicators. At the same time, it can clearly distinguish different grades, set up scientific evaluation scales for different evaluation subjects, and use a variety of evaluation tools to carry out educational practice evaluation.

To sum up, normal professional certification is an inquiry and evaluation, which emphasizes that teaching activities should be student-centered, output oriented and adhere to continuous improvement. Colleges and universities should pay attention to the guidance, diagnosis and incentive role of educational practice evaluation in the process of educational practice, establish a scientific and perfect evaluation system and evaluation standards, and lay the foundation for the successful completion of normal professional certification.

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