

On the Current Teacher Evaluation System in China Analysis Based on Compulsory Education Stage

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Abstract. As a kind of value judgment activity, teacher evaluation provides development impetus for teachers' professional development, guides teachers' development direction and expands teachers' professional development path through the functions of encouragement, diagnosis and guidance of evaluation. At this stage, the teacher evaluation system in China's compulsory education stage has evolved into a multifaceted, multi-angled and developmental evaluation system compared with the previous single, performance-oriented, award-and-punishment evaluation method. But at the same time, there are some defects, such as neglecting the stage of teacher development, valuing the quantity and quality, neglecting the delay of education effect, and valuing the form of evaluation and neglecting the feedback of evaluation. This paper analyses the advantages and disadvantages of the teacher evaluation system in the current stage of compulsory education in China, and the corresponding solutions are proposed. The teacher evaluation system in the compulsory education stage has reference value for teachers' self-reflection and development to a certain extent. However, the evaluation system also has the disadvantages of neglecting teachers' self-evaluation, imprecise and unscientific evaluation and inaccurate purpose and positioning, which hinder teachers' ability and development. In order to bring the role of teacher evaluation in promoting teacher development into full play, people should respect the laws of teacher development stages, combine formative evaluation and summative evaluation, evaluate teachers from multiple dimensions, and the government will provide more financial assistance to improve the teacher development environment. Schools should attach importance to the role of teacher evaluation and feedback.

Keywords: Teacher evaluation, Compulsory education, Teacher development.

1. Introduction

In today's world, knowledge has become a decisive factor in improving comprehensive national strength and international competitiveness, and human resources have become strategic resources to promote economic and social development. Countries have taken the development of education and improving the achievements of education as strategic measures for national development. After the 1980s, the United States, Britain and other countries have issued education laws in succession, setting off a new wave of education reform, with a view to significantly improving the quality of education. Subsequently, France, Germany, Russia, Australia and other countries also entered [1]. In China, the quality of education and the development of teachers have received the attention of the government. "If education is prosperous, the country will be prosperous, and if education is strong, the country will be strong." As an indispensable part of the education process, the teachers' evaluation system is worthy of the attention of decision-makers, which will directly affect the enthusiasm of teachers and the environment of teacher development. Teacher evaluation plays an important role in the education evaluation system. It is an activity to make value judgments on the work performance of school members and teaching professionals according to the national education guidelines, policies and school requirements [2]. In October 2020, the CPC Central Committee and the State Council issued the 'Overall Plan for Deepening the Reform of Educational Evaluation in the New Era' (hereinafter referred to as the 'Plan'), which proposed to reform teacher evaluation' and stressed that "the evaluation system to guide teachers to concentrate on educating people is sounder" [3]. In fact, a good teacher evaluation system can make teachers clearly understand their own advantages and disadvantages, and help improve teachers' ability and level, so as to achieve ideal educational results. From the 1960s to the present, China's teacher evaluation system has been undergoing continuous

reform, with a gradual transition from performance evaluation to development evaluation. At present, the forms of teacher evaluation at the stage of basic education in China have become more abundant than in the past, such as qualification evaluation, honor recognition, award evaluation, performance evaluation, etc. However, it is worth paying attention to whether the current teacher evaluation system has defects and can be improved. The research theme of this paper is to analyze and discuss the loopholes in the teacher evaluation system at the stage of compulsory education in China and the corresponding improvement methods. This paper mainly adopts the literature analysis method as the research method of the article. The significance of this research is to find out the defects of the current teacher evaluation system, propose corresponding improvement methods, and give more objective and scientific teacher evaluation to primary and secondary school teachers, so as to promote teachers' personal development and improve the quality of education.

2. The Importance and Current Situation of Teacher Evaluation System

Teacher evaluation plays an important role in education evaluation, which is closely related to teacher development and basic education reform. Good teacher evaluation is conducive to the continuous improvement of teachers at the stage of compulsory education in actual education and teaching, and promotes the formation of students' good qualities [4]. As far as the current situation is concerned, although the teacher evaluation system is improving on the whole, there are still some defects such as the impact of education evaluation. Especially the evaluation vane, the current stage of teacher evaluation shows the characteristics of utilitarian orientation, the evaluation content is simple, the evaluation focuses on indicators, and the evaluation method focuses on quantity and ignores quality. There is also the defect of paying attention to the form of evaluation and ignoring the feedback of evaluation. Also, the evaluation of school teachers at this stage has not fully played its educational diagnosis, guidance and incentive functions, and it is difficult to really effectively promote the professional growth of teachers [2]. With the promotion of educational evaluation reform, the evaluation of teachers at the stage of compulsory education has gradually shifted from the initial performance evaluation to the development evaluation focusing on teachers' professional development. Although China's primary and secondary school teacher evaluation system is increasingly scientific, there are still some problems in the implementation of teacher evaluation.

2.1. Single Indicator, Ignoring the Stage of Teacher Development

American scholars Fowler and Brown put forward the three-stage theory of teacher development. The development of teachers has its stages, which generally follow the stage of paying attention to survival, the stage of paying attention to situations and the stage of paying attention to students. At different stages, teachers have different main concerns and emphases. However, the current teacher evaluation system does not attach importance to the teaching age and teaching experience of teachers, and overemphasizes the promotion rate and score as the criteria for teacher evaluation. For new teachers, they are in the 'survival stage'. Teachers at this stage focus on their position in the minds of students, colleagues and school leaders, so they tend to spend a lot of time and energy on dealing with interpersonal relationships or managing students. However, the heavy teaching tasks, complex and changeable classroom teaching and new interpersonal relationships, these factors will affect new teachers' teaching work. After a period of employment, teachers have basically mastered how to get along with students and colleagues, and they have begun to focus more on aspects related to the teaching situation, that is, they have entered the 'situation stage'. How to better and more fully prepare lessons, what teaching methods to use in class, how to improve students' performance, and how to better build classes and create a good learning environment have become the main issues for teachers at this stage. In the last stage, that is, the 'paying attention to students' stage', teachers focus on the personal development of their students, adopt corresponding education methods according to students with different development levels and talents, and pay attention to students' individual needs. It can be seen that the main focus of teachers at each stage is different. However, it is unreasonable for the

current teacher evaluation system to measure teachers with consistent standards. In addition, the overall characteristics of students in different classes are also different. In some classes, students have strong learning ability, and have achieved good results in the exam. In some classes, students have poor learning ability, and the exam results are not ideal. It cannot be proved that the teachers in the class with good test results are better than the teachers with poor test results. The students in the poor class have a poor foundation. Teachers need to consider the teaching speed before teaching. If it is slow, it will fall behind the teaching plan. If it is fast, it will lead to many problems that students can't understand. Whether the teaching method is easy to understand and whether students can remember well. These problems need to be considered by teachers in classes with weak learning ability. They may need to spend more time and energy thinking about making up for students' deficiencies rather than improving.

2.2. Emphasizing Quantity over Quality, Ignoring Delay

In order to facilitate the management, the school regularly uses standardized forms and quantitative scores to implement the evaluation. For example, the principal of the school, the teacher's colleagues and students participate in the teacher evaluation by filling in the teacher evaluation form, and teachers participate in the teacher evaluation by filling in the teacher self-assessment form. This quantitative method helps the school to collect a large amount of information in a short time, which has the advantage of convenience and efficiency. However, this evaluation method is too one-sided to comprehensively measure the work level of teachers. The quality and quantity of teachers' work are more important in China, which is reflected in the improvement of students' grades in various subjects and the workload of teachers, job work and moral education. On the whole, they pay more attention to the results of teachers' work and pay less attention to the evaluation of teachers' behavior [2]. In foreign countries, teacher evaluation in the United States emphasizes comprehensive orientation, and teacher evaluation in the United Kingdom emphasizes competence orientation. Both of them attach importance to the relationship between teachers' teaching ability and students' learning.

2.3. Pay Attention to the Form of Evaluation and Despise the Feedback of Evaluation

In China, the evaluation results of teachers play a more important role as the basis for teachers' evaluation, job promotion and performance rewards and punishment than in the development of teachers' personal abilities [5]. However, teacher evaluation feedback has always played a major role in international teacher evaluation.

The feedback of teacher evaluation is to help teachers better understand their own improvement in the teaching process, personal ability development and other aspects. Focusing on teacher evaluation results will make teachers focus more on personal honor, status and income, thus becoming short-sighted, ignoring that teacher development is a long process of continuous improvement. In fact, the feedback given by teachers after receiving the evaluation also encourages teachers to reflect on themselves and improve their autonomy. Autonomy is the key condition to improving teachers' awareness of the usefulness of their teaching practice [6].

3. Analysis of the Teacher Evaluation System in the Compulsory Education Stage

3.1. Promoting Teachers' Ability and Teaching Evaluation

At the present stage, the teacher evaluation system still pays great attention to the performance output of teachers to a certain extent, and links the rewards and punishment of teachers with the performance of students. Although it cannot comprehensively and objectively evaluate the excellence of teachers, it can provide some references to promote the improvement of teachers' abilities. The performance-oriented teacher evaluation usually needs to distinguish between high and low levels.

The evaluation results are directly related to the image, honor and interests of teachers, etc. The evaluation can often stimulate the achievement motivation of the evaluated people, encourage teachers to investigate the good evaluation results, encourage them to do a good job in all related work, better put into work, and give teachers motivation to improve their personal development from the outside. Teacher evaluation feeds back evaluation information to teachers from multiple directions and angles. This will help teachers to meet the requirements of regulating various problems, let teachers recognize the characteristics and shortcomings of their professional knowledge structure, and constantly modify and improve it. At the same time, teacher evaluation can let teachers see their shortcomings and correct them, encouraging teachers to self-reflect and self-correct, which has certain reference significance for teachers' development.

3.2. Obstructive Effect on Teacher Evaluation and Teacher Development

3.2.1 Ignoring teachers' self-evaluation and accuracy is doubtful and unscientific.

The main body of teacher evaluation in primary and secondary schools has always been characterized by attaching importance to others' evaluation and belittling self-evaluation, which tends to lead to differences between evaluation subjects, leading to differences in evaluation aspects and evaluation results. The evaluation of teachers mainly refers to the evaluation of teachers' performance by the school principal, the school academic affairs office, teachers' colleagues and students. Teachers themselves have little opportunity to conduct self-evaluation. Even if teachers have the opportunity to conduct self-evaluation, the influence of teacher self-evaluation in the whole teacher evaluation process is very small. It is worth affirming that multiple evaluation sources can verify each other, reduce bias, and improve the effectiveness and accuracy of evaluation results. But in this process, teachers' self-evaluation is often ignored. At the same time, the investigation found that if the same teacher is evaluated by different people, he will often get different results. For example, the average value of students' evaluation is often higher than the average value of directors and teachers themselves/their evaluation is more based on teachers' personalities than educational practice. In this case, strict teachers get lower scores while students think considerate teachers get higher scores [7]. Evaluators such as administrators take the school principal as an example. They have not received special evaluation training, and do not necessarily have the professional knowledge and skills of this discipline. Most peer teachers tend to take students' academic achievements as the criterion to judge teachers' level and ability. When students are faced with the evaluation of teachers, students often have subjective feelings towards teachers.

3.2.2 Inaccurate purpose and position of teacher evaluation

In 2021, some scholars made data statistics on the progress of the reform of teacher evaluation of basic education in many places in China. They surveyed primary and secondary school teachers and school administrators in 24 provinces, including Shandong, Henan, Chongqing, Yunnan, Sichuan, Guangdong, Shaanxi, Hubei, Hainan, Guizhou, and Tibet, by random sampling. A total of 8347 valid questionnaires were collected. The research focuses on the impact of different segments and geographical locations on teacher evaluation. Samples from different segments and geographical locations are covered. 85.8% of teachers think that the purpose of teacher evaluation should be to promote teacher development, and 71.6% of teachers think that it is to promote teacher management and assessment. However, in practice, strengthening the management and assessment of teachers is the first evaluation purpose, and there are contradictions, which can reflect the inaccurate positioning of the evaluation purpose of teachers at the present stage. After investigating the actual use of the teacher evaluation results, it was found that the teacher evaluation results were mainly used for teacher evaluation (84.7%), performance salary distribution (60.7%) and professional title (post) evaluation (58.9%), while the proportion used for teacher training and development only accounted for 20.4% [8]. It can be seen from this that although the teacher evaluation system is constantly developing and progressing, some teachers can know that the purpose of teacher evaluation is to promote teachers' self-development, in fact, teacher evaluation is still mainly used as a management tool to play a

rewarding and punishing function, and the developmental function of teacher evaluation has not been fully reflected.

4. Improvement Measures

4.1. Multi-dimensional Evaluation of Teachers, Combining Formative and Summative Evaluation

Compared with the single evaluation index that measures the quality of teachers by the improvement of students' academic performance and the rate of enrollment, teachers' evaluation should pay attention to the development and promotion of teachers' abilities. It is suggested to develop a relatively scientific evaluation system for teachers in different stages and disciplines. This can prevent new teachers from being scored much lower than the actual level because of their lack of experience and different subjects. At the same time, teachers' professional ethics, teaching attitude, scientific research level, and ability to cooperate and communicate with others can be taken into consideration. The evaluation system of British and American countries and Japan is a good reference object for multi-dimensional evaluation. The evaluation reference and reform of the teacher evaluation system 'IMPACT', which has been implemented in public schools in Columbia, the United States since 2012, takes into account that the different grades and subjects taught by teachers cannot determine the increase in test scores, so 75% of the scores are based on the teacher's classroom observation indicators, namely the teaching framework. The teaching framework score will also be obtained by the internal and external evaluators through five evaluations in the school year [9]. The teacher evaluation system 'T-TESS' in Texas is also worth learning. It combines evaluation and supervision through the use of professional practice and student performance [10]. Finally, the evaluation of teachers in schools should not only focus on the results of mid-term and final examinations, but should also be given a process evaluation of the teaching process. At the same time, teaching reflection, recording growth portfolios, and classroom observation can help teachers pay attention to their own growth and development [5].

4.2. The Government Gives More Financial Support to Schools

The development of education needs financial support. The continuous professional development of teachers has become an important part of the educational policy to improve the quality of school education and learning. At the same time, it also represents the needs of teachers' self-development and improvement [11]. More financial support can better help schools improve school facilities, organize more teacher development and training courses, and school management accept professional training of teacher evaluation, provide better development space and environment for teachers' growth and development, and let teachers obtain more objective and scientific evaluation results [12]. What's more, the government can improve the social status and salary of teachers, which will directly stimulate the enthusiasm of teachers' work and development. Higher social status and generous salary will promote more teachers' active teaching and self-development, and also promote more talents to enter the education industry and promote the positive development of teaching.

4.3. The School Attaches Importance to Teachers' Evaluation and Feedback

The purpose of teacher evaluation and feedback is to provide teachers with valuable information and help them better understand and improve the professional practice of education and teaching. Paying attention to the role of teachers' evaluation and feedback will help teachers to understand themselves more objectively and comprehensively and help teachers to develop their individual professional skills and improve teaching quality [5]. Teachers' feedback after evaluation can take many forms, including written reflection after the evaluation results, talking with leaders or colleagues, and clarifying aspects that can be improved in the future.

5. Conclusion

In a word, the teacher evaluation system in China's compulsory education stage needs to be constantly improved. The improvement and promotion of the teacher evaluation system require not only the efforts of individual teachers or schools, but also the joint efforts of each part of the teacher evaluation system. These include teachers, principals, students, parents, evaluation experts and other individuals, as well as teachers' evaluation environment, such as government policies and regulations, investment in education funds, school evaluation system, evaluation culture, etc. People should not only see the shortcomings of the single evaluation system that emphasizes performance and rewards and punishment, but also see that it plays a certain role in motivating teachers' profession. At the same time, at this stage, the excellent education systems and evaluation methods of the United States, Britain, Canada and other countries can provide some reference and help for China's education evaluation reform. The teacher evaluation system is worthy of the attention of scholars and people in the field of education. There is still a long way to go in the future. People not only study the effective methods of measuring students' growth and performance improvement under standardized tests, but also how teachers perceive and respond to various teacher evaluation systems.

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