

AN APPROACH TO INTRODUCE A NEW CLASSROOM TEACHER EVALUATION PROCESS FOR SCIENCE AND MATHEMATICS IN SECONDARY EDUCATION

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National Institute of Education (NIE) and Ministry of Education (MOE) of Sri Lanka have introduced a teacher evaluation process for secondary grades in government schools with educational reforms in 2007. Supervision of classroom teaching of science and mathematics teachers is conducted, based on the said general evaluation format. The criteria and indicators of it have been prepared over expectation on teachers conducting lessons based on the E5 method of teaching. However, it is accepted that teaching science and mathematics (S&M) is significant. It is observed that there is an uncertainty whether a reasonable teacher evaluation in Science Education (SE) can be satisfactory done by utilizing the current teacher evaluation format. Therefore, this research was conducted to seek answers to the above problem and to find out a suitable teacher evaluation process in SE according to various instructional approaches of science/mathematics teaching.

The researcher collected facts on two aspects; namely, present teaching-learning process in SE and the science/mathematics teacher evaluation process in secondary grades. For that effect, as the sample of the research, several group of S&M teachers, external evaluators on school education and principals were selected from two districts of Ampara and Gampaha were used. In addition, higher level educators (HLE) were selected for taking further information. Two types of questionnaires were given to teachers and evaluators while the principals and HLE were interviewed by using pre-prepared interview schedule in data collecting process. On the other hand, classroom observations were conducted by the researcher. This whole study was conducted as a descriptive research.

According to the obtained results, the need of a specific teacher evaluation process for SE was observed. Moreover, it is accepted that the current teacher evaluation format is valid for supervising a lesson, following E5 method of teaching. For a new format on teacher evaluation process in SE, five criteria, 'planning the lesson', 'developing the lesson', 'improving the lesson related knowledge', 'developing the concepts and understandings', and 'culture of the classroom' are emphasized, and several indicators were grouped under these criteria. These indicators are flexible to change, alter or ignore by the situation and the nature of the lesson. With the result of this research, some important but additional facts to be considered in teacher evaluation process were exposed. It is better to pay attention on these exposed aspects in teacher evaluation process in the future.