

TEACHING EFFECTIVENESS IN CLASSROOM PROCESS: AN ANALYSIS

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Abstract: *Teaching effectiveness is important for classroom process because effective teaching helps students in learning. It has become even more important as the emphasis on quality in education has increased. Teaching effectiveness does not occur by chance. It has more influence on student achievement in classroom process than any other factor. Every teacher wants every student to succeed and learn. The centre for classroom process works with teachers to identify effective instructional practice, so they can directly implement those practices into their teaching. Teaching effectiveness begins with each teacher's ability to apply the different instructional approaches and cover the appropriate material as defined in the scope and sequence of the selected curriculum. Research consistently shows that teaching is the single most important factor in a student's academic growth. To be an effective teacher, a person must: Form positive relations and rapport with the students, Convey knowledge of the Subject effectively, Convey appreciation of the subject, provide a positive environment to work in, and produce satisfactory results. Thus, purpose of this paper makes an attempt to analyse teaching effectiveness in classroom process.*

Key Words: *Teaching effectiveness, Teacher, Student, Classroom process.*

1. INTRODUCTION:

Teaching is meant to be a very enjoyable and rewarding career field. Its effectiveness in classroom process try to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are intended to do poorly. Teaching effectiveness is a set of behaviours that effective teachers incorporate into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development. Evaluating the performance and impact of teachers is an integral part of ensuring the quality and effectiveness of teaching. Any framework or model used to evaluate the qualities of teachers and teaching must prioritise the consequential impact on students. As such, teacher quality and effectiveness have become critical components of educational improvement. As the time changes and the expectations of education shift to meet these changes, the nature of teaching and of its effectiveness must follow suit. These shifts are not a problem, but rather an indication of how education, as a living practice, is alert to issues of what is called for by this initiative at important periods of social, economic and technological change. In the moments when a shift is called for education, it is common ideas to retain suggestions of earlier times. Teaching effectiveness is one such idea. What it means to be an effective teacher still is strongly connected to educational activities and cultural ideas that emerged in the early 21st century. Without an examination of these origins, efforts to create new images risk being fixed in outdated models of teaching effectiveness.

Considering that teaching effectiveness is a latent construct, its measurement requires clearly defined indicators that can be measured directly. While there is general agreement that teaching effectiveness is multidimensional in nature, there is not a consensus model of teaching effectiveness with clearly defined indicators. Therefore, the debate over the proper methods for and uses of these measures of teaching effectiveness will likely continue (Cheung, 2000; Entwistle, Skinner, Entwistle, & Orr, 2000; Marsh & Bailey, 1993; Marsh & Dunkin, 1992; Toland & de Ayala, 2005).

Defining teaching effectiveness can be approached from either an instructional process perspective or from an educational outcomes process perspective (d'Apollonia & Abrami, 1997). The instructional process perspective defines, identifies and measures teaching effectiveness based upon the characteristics incorporated in the teaching methods, pedagogy and course delivery. The educational outcomes perspective seeks to identify and measure the existence of teaching effectiveness based upon the products of the process rather than by the process itself. Clearly, effective teaching is multidimensional in nature and subject to multiple perspectives. As Young and Shaw (1999) state, definitions of effective teaching have been based to a great extent on correlational studies that lead to the

identification of traits that are highly correlated with effective teaching but not an essential trait. According to Fenstermacher & Richardson (2005), quality teaching is teaching that results in learning. They suggested that delivering a lesson was not as important as the method used to teach the lesson. Johnson-Leslie (2007) commented that effective teaching practice were found in constructivist type classrooms, and emphasized pre-service teachers need training in effective teaching strategies. Other researchers indicate effective teachers must be able to do more than deliver content. Berry (2001) stated teachers should be able to make connections with students. Sindelar, Daunic, and Rennells (2004) indicated that teaching is more than being an expert in content but requires the ability to represent lessons in a meaningful way to the student. Fenstermacher and Richardson (2005) stated, "Perhaps we cannot define quality teaching, but we know it when we see it". Visible characteristics of effective teachers include "good prior academic performance, communication skills, creativity, professionalism, pedagogical knowledge, thorough and appropriate student evaluation and assessment, self-development or lifelong learning, personality, talent or content area knowledge, and the ability to model concepts in their content area" (Polk, 2006). Although a definition of effective teaching may be difficult to reach, visible teacher characteristics are generally used when assessing teacher effectiveness. Darling-Hammond (2005b) recommended what teachers need to know and be able to do prior to entering the classroom. The list of these skills and competencies includes the following: (a) interpret the way students view the curriculum and adjust the lesson to accommodate the student, (b) listen to students, (c) motivate students, (d) structure lessons and tasks and provide feedback to encourage effort, (e) obtain resources and be familiar with integrating technology into the curriculum, and (f) analyse and reflect on their teaching to improve their instruction. New teacher training programs recognize that teacher reflection is an important component to improve teaching and learning. Definitions of quality teaching include terms related to teacher actions, knowledge, and creativity (Blanton et al., 2006). A goal of this research will be to develop more understanding of the concepts compassion, collaboration, student evaluation, teacher experience, caring, critical pedagogy, work centered pedagogy, innovative pedagogical approaches and learner centered education as they relate to teacher effectiveness in classroom process while exploring how these themes also support effectiveness.

2. AN EFFECTIVE TEACHER:

An effective teacher is one who is able to teach the students what they need to know in order move on in their education. He achieves learning from the students through multiple approaches that utilize the resources available and focus on the needs of the students. An effective teacher will not stop at anything to make sure a student learns. The effective teacher will install a great amount of information to the students in a variety of ways. The students are able to approach the teacher if they are having trouble or questions and the teacher can answer their questions or help them in any way possible to attain the answers. Being an effective teacher means to be able to create a positive atmosphere for students to grow both intellectually and socially. To be an effective teacher, one must be able to communicate positively with his/her students in a manner that the student will understand concepts for efficiently. Teachers must be prepared and enthusiastic, and they must have a good knowledge of the subject. An effective teacher is one who is able to spark the students' interest in learning. They create students who want to learn, who are able to develop and express their own opinions, and who are able to succeed in his/her society. An effective teacher cares and respects every students and becomes a positive role model for help.

Effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others such as ministries of education, legislators and other government officials, school / college administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. He can make an impact on every type of student and has excellent classroom management skills. To be an effective teacher, a person must have a love for their job, he must want to do their best and accept nothing less, and also he must find ways to modify their instruction to reach all of the students. An effective teacher is someone who can make students become better people through a combination of academics, arts, and community-building. They must be able to organize hands-on learning tasks that engage students in their own learning and activates and stretches their critical thinking skills.

3. STUDENT EVALUATION INFLUENCE ON TEACHING EFFECTIVENESS:

Student evaluations of teaching effectiveness have been used in education as a measure of teaching effectiveness. The validity of these measures have been challenged from several perspectives. These include the potential for bias from teacher characteristics, course characteristics and student characteristics. Previous research has demonstrated that many of these challenges to the validity of these measures are unsubstantiated by research. There is evidence that student interest in content has been correlated with student responses on evaluations of teaching effectiveness. Considering this, these measures of teaching effectiveness may be affected by a factor outside of the control of the instructor.

Student evaluation of teaching effectiveness have been used in education as a method for establishing accountability for quality in education (Marsh, 1987; Stalnaker & Remmers, 1928). The assumption that effective

teaching leads directly to student learning has served as the basis for measuring and monitoring teaching effectiveness in establishing accountability for quality learning in academia (Abrami, Perry, & Leventhal, 1982; Cohen, 1981; Ding & Sherman, 2006; Marsh & Roche, 2000). This link between effective teaching and student learning outcomes suggests that measures of student learning could be used as indicators of effective teaching. However, using student learning as an indicator of teaching effectiveness conspicuously neglects the role that the student might have in the teaching-learning relationship. Student evaluations of teaching effectiveness are intended to measure the degree to which a given teacher expresses various teaching traits that are accepted as effective teaching practices.

3. THE EFFECT OF TEACHER EXPERIENCE CHARACTERISTICS ON TEACHING EFFECTIVENESS:

The benefits of teaching experience will be best realized when teachers are carefully selected and well prepared at the point of entry into the teaching workforce, as well as intensively mentored and rigorously evaluated prior to receiving tenure. These efforts will ensure that those who enter the professional tier of teaching have met a competency standard from which they can continue to expand their expertise throughout their careers. Teaching experience is positively associated with the student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and often third, decades of their careers. Murnane and Phillips (1981) identified that learning by doing, that is, by gaining experience through classroom teaching, expertise grows, suggesting that experience should have a positive effect on student academic performance. As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance. Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district. More-experienced teachers support greater student learning for their colleagues and the school as a whole, as well as for their own students.

4. ROLE OF VALUE-ADDED ASSESSMENT TO PREDICT TEACHING EFFECTIVENESS:

Value-added assessments of teaching effectiveness provide an assessment of teachers contributions to student learning that are open-minded than simply looking at students achievement as outcomes. While passing rates on standardized testing provide evidence of whether students have the knowledge and skills expected of their grades and subject areas, passing rates provide little information of other factors which also influence students' performance, namely, student and school characteristics. Value-added outcomes, on the other hand, control for many of the student factors, including prior test performance and demographics; the residual derived from the predicted score and the actual student score designates the teacher's "unique contribution" to the student's achievement (Osborne, 2011). "Value-added assessment system" does not refer to one particular test format. Rather, value-added refers to any one of several models that are used to interpret test scores in a way that evaluates the growth or progress in a student's academic achievement over time, usually over several academic years (Rubin, Stuart, and Zanutto, 2004). The evaluation of teachers based on the contribution they make to the learning of their students, value-added assessment, is an increasingly popular education reform policy. The latest generation of teacher evaluation system seeks to incorporate information on the value-added assessment by individual teachers to the achievement of their students. Thus, we can say value-added assessment plays an important role to predict teaching effectiveness.

5. ROLE OF ICT IN TEACHING EFFECTIVENESS:

The role of ICT in the classroom teaching learning process is very important. It provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice. This multipurpose instrument has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems to enhance their cognitive skills. ICT plays a pivotal role in transforming the conventional work environment in schools. Teachers are beginning to avail themselves of opportunities in networked professional learning communities to share resources and expertise, discuss pedagogical approaches, reflect on practice and provide support for their colleagues as part of the community experience. Using networked communities of inquiry as an integral component, teachers can work in a collaborative, mutual space to question and investigate ideas and engage in pedagogical conversation around their own work and practice. Within networked classrooms, where teachers and students alike have access to computers and the Internet, the classroom is no longer an isolated workplace (Clifford et al., 2004). The innovations that ICT has brought in teaching learning process include: E-learning, e-communication, M-learning, quick access to information, online assessment, online student registration, online advertisement, reduced burden of keeping hardcopy, networking with resourceful persons, etc. However, the presence of all these factors increased teaching effectiveness in classroom process.

6. TEACHERS ARE DESIGNERS OF LEARNING:

Teacher designs learning experiences that engage the students in doing work that require different ways of thinking about and acting in the world that particular disciplines express i.e. students think, act and engage with ideas and core concepts in the same ways as historians, chemists, biologists, botanists, writers, journalists, photographers, architects, etc. to make meaningful connections and build deep understanding. Teachers, be empowered to become learning designers for all students. Teachers must purposefully think about the big picture. The objectives of the instructional unit are set and teachers must guide students to those objectives with creative, research-based strategies. Good teachers constantly reflect on their practice and use formative assessment to update instruction. Through this, they use their creative skills and their instructional tool to try and innovate in the classroom, all with the focus of engagement and student achievement. Teachers use their knowledge of best practices and of their students to create instructional environments and assessments that meet their needs. Great teachers are allowing for voice and choice in performance assessments and projects, as well as games and technology. Teachers view the classroom, whether virtual or physical, as a place for possibilities to engage all students.

7. TEACHING EFFECTIVENESS AND STUDENT ACHIEVEMENT:

Teaching effectiveness is a major influence on students' academic achievement. It is correlated with students' academic as well as overall achievements. Teaching effectiveness is central to school efforts to improve the students' outcome. A strong belief among policy makers and public as well as private funding agencies is that test scores are directly related to the quality of teaching effectiveness (Kupermintz, 2002). This relationship implies that there could be a direct causality among teacher preparation, teacher quality, and student achievement. The terms "teaching effectiveness" and "teacher effect" are often used interchangeably in these conversations. Many studies and articles have claimed that there is a relationship between teacher effectiveness and students' achievement. Generally, teacher effectiveness or effective teaching has been characterized in terms of specific teaching practices (e.g., Kemp & Hall, 1992; Taylor, Pearson, Clark, & Walpole, 1999). For example, an effective teacher would employ systematic teaching procedures (Kemp & Hall, 1992) and spend more time working with small groups throughout the day (Taylor et al., 1999). Porter (2002) found that pupils make more academic gains when instruction is effectively connected to assessment. Clearly, teacher effectiveness or effective teaching can be operationalized in different ways but they are much less straightforward than the measures of "teacher effects." Teacher effectiveness is conditioned on the student characteristics. So, students achievement is largely depend upon teaching effectiveness.

8. CONCLUSION:

As the world changes and the expectations of education shift to meet these changes, the nature of teaching and its effectiveness must follow suit. Being an effective teacher means to reach every student that comes into your classroom. An effective teacher has the student's best interest in mind at all times. They know the content that they are teaching as well as a variety of ways in which they may teach it. They know their students well and can judge which method of teaching is most effective for each student. An effective teacher also is flexible and able to adapt to changes. It is a person that relates personally with the students and is respected and behaves professionally. Today's teachers are called upon to work with colleagues to design learning environments that promote deeper engagement in learning as a reciprocal process. Learning can no longer be understood as a one-way exchange where we teach, they learn. It is a process that requires teachers to help students learn with understanding, and not simply acquire disconnected sets of facts and skills. Effective teaching practices also recognize how important strong relationships are in educating students, building social cohesion, and producing minds that thirst for knowledge for a lifetime. They, along with administrators and other important adults, make school a socially, academically, and intellectually exciting and worthwhile place to be. Teaching effectiveness is more than just the successful transmission of knowledge and skill or application around a particular topic. It ensures that this superficial approach to learning is replaced by deeper, student focussed approaches to learning that analyse, develop, create and demonstrate understanding. Students need to initiate learning and maintain engagement during learning in their development as independent lifelong learners. So, teaching effectiveness is very significant for educational process.

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