

A System of Professional Development as Educational Basis to Improve the Standard of Teacher's Evaluation

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Abstract: New requirements to the teacher have stipulated the fundamentally different model of professional development, which forms the conditions for overcoming of professional obstacles to improve the quality of education with an essential factor such as the system of evaluation. The article reveals the characteristics of the professional development system what ensures the development of the standard of evaluation. The development of the standard of teacher's evaluation is an integral and specially organized process of gradual changes of individual experience, thought, motivation and relationships of the subjects of educational process, providing moral and humanistic orientation and value-oriented semantic interaction in the context of their standard. Specially organized interaction between subjects of future training becomes a professional educational environment and is its essence. The goal-setting is based on coordinated needs of subjects formed by the social demand and individual professional experience. The article considers the process of development as the process of growing abilities of each scholar through the creation of conditions for personal involvement of teachers into various forms of activities (educational, quasiprofessional and professional), ensured by the models of education (semiotics, simulation and professional), which creates the necessary integrative educational environment.

Key words: Standard of teacher • Sevaluation • The system of professional development • Teaching resources.

INTRODUCTION

Transformations occurring in the social-economics, policy and standard of Russian society stipulated the new requirements to the education system in general and the teacher in particular. The requirements make a teacher correspond own activities with the priorities of education policy, plan and implement the self-accomplishing of educational subjects based on evaluation of efficiency of the professional activities as well as the new ideology of evaluation, associated with the creation of the all-Russian and regional systems for evaluating the quality of education by the introduction of federal educational standards and the implementation of the principle information of feasibility. These requirements to the teacher have determined the fundamentally different model of further professional development, which creates conditions for overcoming professional obstacles by teacher to improve the quality of education, which an important factor is the system of evaluation. The article provides the characteristics of the system of professional

training that ensures the development of the standard of evaluation.

Standard of *teacher's evaluation* is an integrative personal-professional feature, reflecting the ability of the teacher to evaluative judgment based on selected criteria of match of the goal and achieved subject, meta-subject and personal results of scholar which manifest in relatively stable form of self-evaluation of teacher and scholar of own professional and academic achievements and contributing to understanding of personal claims by the subjects of the educational process [1]. The development of the standard of teacher's evaluation is a holistic and specially organized process of gradual changes of individual experience, thought, motivation and relationships of the subjects of educational process, ensuring the moral and humanistic orientation and value-oriented of their interaction in the context of standard [2].

The system of professional development is considered by us as a special education system and a set of elements ordering the random effects of different

factors, actualizing the potential of professional education which positively affect the professional development of teacher and ensuring the formation of the standard of evaluating activity as a component of the professional standard [3].

Specific interaction of the subjects of professional development becomes a professional educational environment and is its essence. The basis of goal-setting is coordinated demands of subjects formed by the social demand and individual professional experience. Due to the nature of education transmitted into the educational environment of professional development is hardly the theoretical principle of the evaluation. Essential characteristic of the system of professional development is its moral and humanistic orientation, priority of conditions for changing of the value and meaning orientations of the teacher's evaluation related to the formal methods of evaluation.

Interaction constructed in the system of professional development ensures gradual movement of the teacher in improvement of professional education and multidimensional, organized including self-education, initiated by events within the system of professional development. Therefore, the professional development of the teacher can be qualified both a typical (determined by basic categories of educational programs) and unique (stipulated by variable categories of educational programs and individual characteristics including teacher's experience) result.

Comparative analysis of the theory and practice of professional teacher's education allowed the conclusion that the system of professional development is a factor which forms the standard of teacher's evaluation due to own *educational potential*.

We believe that the educational potential of the professional development system is characterized by social-cultural, systemic, organization, legal conditionality, ensures a productive interaction between subjects of educational environment resulting to qualitative transformations of the teacher's personality.

Developing the ideas of Aristotle's about relationship between potential and the actual, we recognize the concepts (M.V. Koposov and V.G. Ryndak) on "pre-actual" and "post-actual" as interrelated components of the vertical structure of a potential. "Pre-actual" is limited development of elements of the potential mainly due to natural mechanisms; "post-actual" assumes the formed characteristics hidden and nonfunctioning in certain conditions. Individual activity promotes the transformation of potential into actual opportunities. Theoretical analysis of the category

"potential" allowed the identification of opportunities in its structure (required conditions therefore, ensuring the planned result) and resources (available means, used in case of need: pedagogical, organizational and management, information, content, material and technical) [4].

We have highlighted the following tasks of development of *pedagogical recourses*. First, the ensuring conditions for improving professional competence of teachers in the system of professional development that provides the possibility for a permanent renew of theoretical and methodological knowledge, improve professional skills (post-graduate and doctoral schools, professional development) and the exchange of advanced pedagogical and methodological experience (internships and participation in scientific conferences). The second task of the pedagogical resource is related to appropriate selection and implementation of technologies and organizational forms of productive pedagogical interaction that entirely corresponds to the process of formation of the standard of teacher's evaluation and enhancement of cognitive motivation of professional course attendees including optimization of evaluation system.

Administrative-organizational resource management training of the professional development system is focused on innovations related to the search and opportunities to each administrator of the professional development system and participant of joint activities "produce" the goals, meanings, forms and norms of activity influencing the content and results of joint activities. Administration attention is oriented to both providing the opportunities to each attendee of course to express themselves, form the meanings of joint activities and ensure the importance of every meaning-making. Substantiation of the strategy of administrative activity and stimulation of the development of staff competencies in the aspect of the educational process organization are important. The organizational side of resource is directly related to the marketing component of administration, which result is the formation of the social demand of consumers in educational services of the professional development system.

Information resource of teacher's professional development system stipulates the optimal formation of the evaluation standard, as it is proved that informational-computer technology competence of the teacher is required for effective evaluation process. In addition, the renovated system of professional development of teachers corresponds to the requirements of the information society.

The substantial *resource* of professional development system of teachers is focused on development of study-practical complexes of educational modules; author's study manuals; methodological recommendations, packages of tasks and distance materials; fund of assessment tools allowing the investigation of development level of the standard of teacher's evaluation.

Material and technical resources include external parameters of the educational environment: the material and technical base (the number of training areas per one attendee; equipping of classrooms by furniture, technical and didactic equipment; computer classrooms and their availability for attendees; creation of conditions for independent work of attendees in library, reading room, etc.); the organization and realization of internship for scholars. Obviously, the technical equipment provides additional opportunities for qualitative learning of material therefore rises the interest of attendees, promotes the integration of the different informational channels (video and audio), involves the active participation of teachers in the learning process and formation of standard of evaluation process.

The educational potential of professional development for a standard of teacher's evaluation process includes *the education process focused on the correction of the teacher's professional obstacles*, satisfaction of their diverse professional demands and interests, which are result of marketing activity of administration and teachers of the professional development system and during the course preparation. This requires a development of tasks used in the input, intermediate and final diagnosis.

The *cooperation between teachers and educational specialists* is an important component of the educational potential of the professional development system. Thus, this interaction characterizes by reflective, transformative and integrative nature of the result stipulated by the fact that the system of professional development belongs to open educational environments, i.e. resources constantly interacting and exchanging with energy. Feasibility actualizes the task of preparing a teacher which able to responsible changes both at the individual level and at the level of the educational institution, municipality, or city.

Theoretical analysis and pedagogical experiment suggest that the educational potential of the professional development system is constantly developing; ensures a standard of teacher's evaluation at the free choice of organizational forms, methods, methods of teaching and content; free choice of individual and personal educational methodology.

For example, attendees of professional courses can be offered a wide variety of personal, instrumental and methodological methods promoting the understanding and reconsideration of their professional predestination to help answer the questions such as "What is a purpose to assess the learning results?", "How evaluate the knowledge?", "What has to be changed in the evaluation process?" to reduce the inconsistency of value-semantic core of the teacher's personality with the value-semantic content of the professional society and the rational organization of evaluation process. This ensures the formation of crises situations using the "material" of real evaluation activity by a teacher; appearance and coordinated acceptance of sense of crisis situation by attendees of professional courses, orientation to the revealed sense during its transformation into the educational situation; aspiration for reciprocal conformity to value-semantic core of the teacher's personality which appears in understanding of the problem and crisis situation and its solution (E.I. Artamonova, M.Ya. Vilenskiy, V.A. Slastenin and B.E. Fishman).

The development process is a process of growing of abilities of each scholar through the creation of conditions for personal inclusion of teachers into various forms of activities (teaching, quasiprofessional and professional) stipulated by a model of education (semiotics, simulation and professional), what creates the necessary integrative educational environment.

We consider the integration as a part of the development related to association in the whole previously heterogeneous parts and elements, characterized by the growth of the volume and intensity of the relationships and interactions between the elements, their ordering and self-organization into complete education with the new properties. Integrity characterizes by interblock, intrablock, interpersonal and intrapersonal integration.

Interblock integration is based on the theory of M.M. Bakhtin on relationship of the different areas of standard, which borders are not absolute and interabsorption of different disciplines to jointly solution of complex problems of teaching, education and development, each of whose is studied by special scientific discipline only in single aspect [5]. Interblock integration suggests the orientation of each block to the formation of the standard of teacher's evaluation.

Intrablock integration supposes the establishment of semantic, structural and technological relations between the single modules filling the invariant blocks and between the themes of the modules, what contributes to the formation of system-forming relationships. The instructional module transforms into developing the

educational system at certain didactic conditions through its feasibility regards to other educational systems and modules [6]. Implementation of intrablock integration is possible in the formation of the standard of teacher's evaluation of the general principles.

Interpersonal integration is considered by us as a required aspect of cooperation between teachers and education specialists through the feasibility of dialogic interaction environment, when the dialogue is the strategy of the integrative approach, use of interactive learning technologies and experience of attendees. The ideas of hermeneutics play the transforming function in co-operation and co-creation of teachers and attendees: cooperating, a teacher builds own knowledge system according to own system of values, possibilities and demands.

Intrapersonal integration is based on the principle of integrity of personal and professional. Human consciousness is both a subjective reflection of objective reality and its inner world. According to B.G. Anan'ev, the complex of values ??determined by the organization of images and concepts, aspirations and self-estimation are formed in the inner world of the individual [7]. A new integrated result (moral and professional personal meanings and new forms) appears during the formation of the standard of teacher's evaluation due to own efforts of the teacher and the external effect of the educational process. The readiness of the teacher to self-development and self-assessment is based on the development of reflection, when the teacher evaluates its achievements and challenges himself. The result of intrapersonal integration is the internal ordering of knowledge, emotions, acquired experience expressed in a reflexive relation and behavior.

The performance criterion of the integration is the formation of the standard of teacher's evaluation on integrative basis. The integration at formation of standard of teacher's evaluation process is carried out along all directions as the theoretical and methodological strategy of the organization of the educational process at the methodological, theoretical, organizational, communicative and reflective levels of activity of the teachers and education specialists [8].

The teacher's revising of the role of their evaluation process and renew of its humanitarian principles, planning of changes in pedagogical reality are the consequences of the integration of axiologically-developing, didactic and reflective technologies which effectively implemented for the formation of the standard of teacher's evaluation if all process participants are the subjects of a joint educational activities at all stages (from the goal-setting until process and result analyzing). As a result, the subjective world of

every teacher including his rationally meaningful professional experience becomes a common resource. The interaction of participants of the educational process nonlinearly increases individual input to the overall potential of development and reorganization of the personality; provides didactically ordered learning of professional and personal significant new experience acquired during valuable joint activity [9].

Empirical study of the essence of the educational potential of the professional development system is related to the study of its *role* in formation of the standard of the teacher's evaluation: *educational* (ensures the professional development of the teacher); training (aimed to the development of humanistic attitude to the scholar within the context of the standard of teacher's evaluation); *organizational* (consist in combination of different resources for the organization of courses of basic professional development and problem courses); normative and regulatory; *communication* (expressed in professional interaction based on information resource, the distribution of information to transmit the educational experience of evaluation, formation evaluation skills which necessary for effective evaluation of the educational subjects, the development of diagnostic for assessment of the formation level of the standard of teacher's evaluation); *material and technical* (consists in material and technical supply of professional development). These functions of educational environment of professional development system reflect the formation of the standard of teacher's evaluation as a component of professional consciousness and professional standard [10].

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