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Exit Performance: Kaleidoscopic Evaluation

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Abstract

The thing about performance, even if it's only an illusion, is that it is a celebration of the fact that we do contain within ourselves infinite possibilities.

~ Sydney Smith

The teacher education programme aims at developing wisdom, knowledge, skills and attributes of pre-service teachers for preparing them to teach effectively in the school systems. Therefore, the academic programme of the teacher education should be engaged with integral component of school based experiences i.e. practice-teaching which provides student-teachers with supervised experiences and help them to understand the full scope of role of a teacher. These experiences are very powerful in shaping pre-service teachers for their future teaching. After receiving the experiences in practice teaching, before entering into the real world of teaching, the student-teachers have to pass through the exit performance called as annual lessons. In this exit performance their learnt experiences reflect and are supervised and examined too.

As kaleidoscope operates on the principle of multiple reflection, With this context in this research paper the Exit Performance of student- teachers of their practice teaching in annual lessons is evaluated by various criterion with the analogy of mirrors reflected in kaleidoscope. The classroom practice as their external behavior along with their cognitive and affective understanding of pedagogy is evaluated using evaluation rubric developed by the researcher. It analyses what ought to be and what is as their performance. The dimensions of Classroom practice before and in the classroom are supervised and are discussed with expected and performed behavior. The conclusion and discussion challenges to rethink about the student-teachers' understanding and performance at their Exit at pre-service level .

Key Words : Pre-service teaching, Exit Performance, Evaluation, Practice teaching,

1.0 Introduction

Education is considered as the tool for generating progress and development in the changeable world. Practicum and field based experiences are considered as core and central element of Pre-service Teacher Education Program. It provides student-teachers with the opportunity to examine the knowledge they gained during the theoretical journey and put this knowledge into action. This opportunity is a real endeavor for the student-teachers to experience the real environments of teaching process, its complexity, and challenges that may hold up the process of implementing the school curriculum.

Training prospective teachers through practicum i.e. practice teaching is a vital part of the Pre service Teacher Education (Perry 2004; Quick & Sieborger, 2005; Maphosa, Shumba, & Shumba, 2007), because it is the first opportunity that student-teachers have to experience the real teaching practices (Ngidi & Sibaya, 2003). According to Tuli and File (2009) practice teaching allows student-teachers to discover their abilities and creativities that help them in their future teaching processes. In addition, they demonstrated that classroom teaching practice helps student-teachers to understand the real world of teaching and let them know about problems and difficulties of teaching that may face them in the future. Smith and Lev-Ari (2005) pointed out that practice teaching assists student-teachers to understand their students' environment, and accept students' pluralism and difference. In addition, they asserted that practicum develops the positive attitudes of student-teachers towards the profession and towards their students, as well. Furthermore, Practice Teaching: 1) develops student- teachers' behaviors and practices in the teaching processes, 2) provide them with educational primary efficiencies and a clear understanding of the context of the school, 3) enables them to recognizes the reality of students' learning needs, 4) plays a key role in bridging the gap between theory and practice, and 5) develops their professional and personal competencies (Smith & Lev-Ari, 2005).

The above mentioned facts confirm the significance of the practice teaching program, as it is the vital part of Pre Service Teacher Education that provides student-teachers with knowledge, experience, leadership, and resources that effectively prepare them for their future teaching profession successfully.

2.0 Origin Of The Research

Theory without practice is empty; practice without theory is blind.(Morrison & Werf, 2012, p. 1), It is true to say that that practice is a tool that illuminates the teacher's teaching methods that guide students to be involved in meaningful learning events and experiences. According to Lingam (2002) and Williams (1994) the success of teachers does not depend on only theoretical knowledge, but also it depends on meaningful practicum that provides them with necessary skills and behaviors that develop their teaching practices. Hence it is crucial to highlight the student-teachers' performance about their practical experiences.

When student-teachers enter into pre service education they are oriented for quality teaching and are taught the teaching methodologies, classroom interaction, questioning, learning objectives in terms of learning outcome. All the year they get experiences of teaching in various practice teaching phase and are supervised and guided

too for better teaching. After completing their practice teaching they get examined through annual lessons for their exit performance. This final phase had generated many reflections for the researcher to analyze the exit performance of student-teachers according to the evaluation rubric developed and make suggestions and recommendations.

3.0 Reviewed Literature

From a theoretical framework that was drawn from the works of Dewey (1910, 1933) and Schon (1983), the use of reflective practice encourages pre-service teachers to think critically about their practice (Pedro, 2005). Specifically, practice teaching helps them to develop their ability to examine their own concepts, theories and beliefs about teaching and subject matter (Posner, 2005). As Dewey (1933) argued, learning from experience is enriched by the reflecting on experience. Schon (1983) further developed reflection by defining two distinct ways that professionals practice reflection. Schon distinguished reflection-in-action as occurring in the experience when we connect our feelings to theories to inform our actions in the situation as it happens.

(Jusoh, 2011). McNamara (1992) noted that 80% of the practicum experience took place in the school environment. This gives students the chance to act and make the right decision at the right time. Consequently, practicum has a positive effect on student-teachers' attitudes towards teaching profession. This cannot be achieved without a support and cooperation from cooperating teachers in the field (Ngho & Tan, 2000). Farrell (2008) declared that the most important factors that affect student-teachers' practicum experience is the cooperative teachers and peers who spend most of the time with the student-teacher. In this regard, Ong, Ros, Azlian, & Shranti (2004) reported that when student-teachers have high level of pressure during practicum experience they do not engage positively in the teaching process. In addition to practicum stress, supervision and administrative workload are examples of practicum defect issues.

The findings of these studies support the notion that pre-service teachers have the ability to develop a better understanding of the skills and knowledge and self awareness through reflection. They point the way to how reflective practice can and should be encouraged in different pedagogical contexts.

4.0 Significance of the Research

The significance of this study emerges from the importance of practice teaching itself, its role in teacher preparation programs which aims to develop the educational competencies of student-teachers, and its ability to diagnose the challenges faced by student-teachers during practice teaching. In addition, this study is vital because it considers the Exit Performance of student-teachers who are directly affected by their experienced practicum quality and the nature of guidance and orientation given to them.. Furthermore, the results of this study may draw attention to difficulties and challenges faced by the student-teachers. So, this study attempts to share these issues that may help the educational practitioners to rethink the practicum scenario, its impacts and to facilitate the practice teaching process to achieve the goals of practicum experience for prospective student - teachers in order to qualitative teacher education issues.

5.0 Research Questions

For this study following research questions are considered in focus.

1. Do the student-teachers meet the expected performance level at their final/exit performance?
2. How would be the form of evaluation rubric? What are the criteria for developing Evaluation rubric?
3. What is lacking behind in student-teachers' Exit performance?
4. How should be the ideal form of student-teachers 'performance'?
5. What recommendations are suggested for betterment of practice teaching in teacher education?

6.0 Objectives of the Research

1. To Develop Evaluation Rubric for analyzing student-teachers' performance.
2. To analyze the student-teachers' Exit Performance in terms of Evaluation Rubric.
3. To derive suggestions for better execution of practice teaching.

7.0 Population And Sample

The student-teachers per suing their B.Ed. at Sardar Patel University in the year 2014-15 made the population for this research. The student-teachers studying at M. B. Patel College of Education who were the student-teachers of Science-Mathematics methodology comprised of 40 student-teachers with purposive sampling made the sample of this research.

8.0 Methodology Of Research

In this research the researcher had evaluated the learning designs/lesson plans of her student- teachers before and during their exit performance in the context of the developed rubric. And distributed them in categories of good, average and low. Also their exit performance was observed by the researcher and her colleagues and their cognitive processes were judged with reference to evaluation rubric.

9.0 Context of the Present Research

The changing world wide scenario of effective teaching has caused teacher education to re-examine the basic principles and methodologies of teacher preparation. Research also suggests that the act of teaching is becoming increasingly complex and that highly competent teachers apply a range of practices for varying purposes, incorporate and integrate different kinds of knowledge, build up a sophisticated pedagogical repertoire, and adapt to learner diversity and shifting contextual forces. It is, therefore, imperative that teaching professionals responsible for teacher preparation must continually find ways to respond to these challenges.

It is since long time the researcher was critically thinking from the observations of the teaching practices carried out by her student-teachers at pre service level to go in search of the of weak practices .When student-teachers enter into teaching profession course they are oriented about teaching practices in details with learning by doing exposures using various modalities of teaching learning along with pedagogical inputs. Yet, it is found that something is lacking behind, missing in fusion of effective teaching practice.

Hence, here the researcher has developed the Assumed Rubric for Evaluation of Practice Teaching by student-teachers.

9.1 Evaluation Rubric for Exit Performance of Student-teachers

Lesson Planning / Learning Design	Integrated Components of Developed Learning Design
Content Analysis	Concept Map, Development of Concept, Terminology, Facts, Explanations, Generalizations, Cause and Effect Relationship, analytical Tabulation
Learning Objectives	Selection Of Objective, Appropriateness Of Objective, Understanding of Bloom Taxonomy, Construction Of Objective, Thinking about mental Process, Connection between learning tactic and classroom Interaction
Content To Be delivered	Identification Of Content, Understanding Of Content, Depth of content, Exploration into Content, Logical and sequential Development Of Content, Choice of tactic for delivery of content, Assumed time for content
Classroom Interaction	Initiation, Thinking Of Learning activities, Questioning (From LOTS to HOTS), Instruction to be given in the classroom, Relating Content With learning tactic, Blending Of Content-Objectives-learning tactic, Participation of learners in the classroom, Pair work, Group work, Teacher's creativity in the classroom
Teaching/ Learning Aids	Enhancing Idea Technology, Learning activity chosen for all class, Appropriateness Of Teaching-learning Aids, Use of ICT, multimedia in classroom,
Time Management	Managing time for learning to happen in the classroom, Time for Explanation, Questioning, discussion, instruction, demonstration,
Black Board Work	Comprehensive, Integrated, Meaningful, Clarity and Comprehension of written points, Developed with classroom interaction, Developing Analytical table, Diagrams, Figure, Selection of Text,data,
Evaluation	Inclusion of taught Content, Minimum of two Question set, Variety in questions through LOTS to HOTS, creative, thinking generating,

The researcher according to her experience and knowledge has tried to develop above evaluation rubric which is based on the scaffolding of lesson plan carried out at her college by her student-teachers. In this evaluation rubric the first columns indicate the phases of classroom practice and second column indicates the detailed points to be covered technically in performance.

The student-teachers' practice must be inclusive of all above dimensions along with necessary aspects included at the time of preparing the lesson plan and during the performance too.

In the next table Rubric 9.2 the researcher integrated and incorporated the reflective cognitive processes that must be ideally carried out by her student-teachers. Which are at sometimes inherent and at some phase they are observable too.

9.2 Evaluation Rubric for cognitive Processes Of Student-teachers during Performance

Cognitive Process	Integrated Criterion for Observation in the classroom
Thinking Process	LOTS to HOTS in questioning, Why and what of content, Process for teaching – learning activities in context of learning outcome, Instruction to be given in the classroom, logical sequence in questioning, learning activity, instruction, explanation, group work, pair work
Communication Process	Friendly behavior with students, statements spoken for creating affective environment in the classroom, personal dialogue with student to learning make possible, command on language, sense of humor, selection of words-statements for explanation, Answering students ‘questioning, language used as facilitator, Pronunciation, regional effect in communication, intonations, quality of voice , Rapport with students, Intimacy created with students
Basic Insight	Decision making in the classroom for each process, Handling On the spot emerging situations, managing classroom activities, thinking for how to create maximum learning,
Status of Teaching learning activity	Selection of teaching-learning activity for related content, Effectiveness of teaching aid-learning activity, Production of learning using teaching aid-learning activity, Time management for learning activity, student-teachers’ knowledge about used material, Instruction given before, between and after execution of activity,
Reflection of student-teacher in the classroom	What to do next in the classroom, handling changing scenes in classroom, intimacy and affective responses in the classroom, concern for students during teaching-learning
Missing Gaps Observed in the classroom	Whether student-teacher come to know what is missed during performance, when he/she lack behind, reasons for missing gaps, effects generated in learning in the classroom due to missing gaps in content delivery, appropriateness in method, instruction, communication

The above table indicates student-teachers’ behavior during their performance. Ideally above processes must be observed in harmony during their performance. Their thinking processes, communication process, basic insight, status of teaching-learning activity, reflections in the classroom and missing gaps are along with its particular gestures and dimensions are include in the above table.

Classroom practice is the scene where there are infinite possibilities of uncertainty. As a learner and practitioner the student-teacher has to come across number of such possibilities where he has to do reflective and meta cognitive thinking for his/her performance. Above elaborated table measures his/her processes of performance at exit behavior when they already have passed through sufficient teaching-learning pedagogy and practice.

Following above evaluation rubrics for pre service- teacher performance the researcher carried out the kaleidoscopic evaluation of her student-teachers' performance. The phases of their lesson plans/ learning design are evaluated before and during their performance i.e. at their annual lessons. They were distributed in Good, medium and average and the percentage were calculated and are analyzed and tabulated in following table.

9.3 Evaluation Of Student-teachers' Performance

Student-teachers 'Evaluation	Good	Average	Low
Content Analysis	15 %	20%	65%
Learning Objectives	17.5%	30%	52.5 %
Content To Be delivered	25%	30%	45%
Classroom Interaction	20%	25%	55%
Teaching/ Learning Aids	32.5%	30%	37.5%
Time Management	25%	25%	50%
Black Board Work	20%	20%	60%
Evaluation	20%	20%	60%

The data analysis was carried out in terms of percentage with reference to the criterion of evaluation rubric the findings and interpretation derived from the analysis are discussed as under.

10.0 Findings and Interpretations

The researcher has observed the student-teachers' performance in practice teaching phase as well as in their exit phase. She had guided them for developing their lesson plans using the taught pedagogical and cognitive processes. Their lesson plans in exit phase and their performance in exit phase was observed and analyzed in above table. From data analysis following findings are derived.

1. In the content analysis , the beginning step of lesson planning 15% of student-teachers were good, 20% are average and 65% were found low. It shows that very less number of student-teachers out of 40 student-teachers could have carried out critical content analysis and had developed appropriate understating of content analysis. The features of content analysis are at mediocre level in 20 % of student-teachers. 65 % of student-teachers were found average in their content analysis. It means they don't have the depth of content analysis in terms of its components.

2. Learning objectives is the core of any learning design or lesson plans. It shows the student-teachers' thinking process for learning to happen in the classroom. It is found that only 17.5% student-teachers had written specifically worth learning objectives including Higher Order Thinking. 30% student-teachers are at medium range in writing their objectives. It could be said that these student-teachers still need to correlate their classroom interactions in association with learning outcomes. 52.5% of student-teachers are at average level in understanding of objectives. They need to have comprehensive understanding of writing objectives with pedagogical understanding.

3. Content is the core of teaching for each classroom, In delivery of content student-teachers were found less of learner centered. The technique selected for reaching the content in the classroom has less effectiveness in making it successful. Direct delivery of content without any method and less, insufficient, incorrect knowledge of content was observed in the classroom. The exploration of content was missing in the classroom.

4. Classroom interaction was found almost mechanical in planning and was of more mechanical in the classroom during their final exit performance. Student-teachers hadn't shown creativity, sense of humor in classroom. Only few student-teachers had written their teaching-learning activities using their pedagogical insight. The questions of HOTS were observed only in very less percentages of student-teachers. The incorporation of classroom interaction along with correct order of activities, theorizing was missing.

5. Most of the student-teachers were found it difficult to manage their mentioned time management as prescribed. The reasons were observed as not to follow proper sequence in classroom interaction, in questioning, learning activities, managing students activities etc. Mostly they couldn't complete their lesson with evaluation.

6. In few student-teachers the black board work developed was according to their pre plan with comprehensive meaning. Mostly they found to forget to do b.b. summary at proper time. It was not integrated, also with major errors in Gujarati spellings and less attractive for learners to pay attention.

7. Evaluation is the task to measure students' performance at the end of classroom teaching. At the time of exit performance 20% of student-teachers carried out evaluation according to planning. The quality of evaluation in reference to higher order thinking was observed in very less number of student-teachers. Otherwise great number of student-teachers could not complete in time given and some them had not even started the evaluation.

The above findings indicates the degrading quality of practice teaching at pre-service level for which it is the high time to discuss solutions and to develop action plan for improvement and betterment of practice teaching program.

11.0 Suggestions

The researcher at finally has made certain suggestions for healthy and qualitative practice teaching program at pre-service level both for student-teachers and teacher-educators.

Suggestions to Student-teachers :

1. First of all Student-teachers should read the content between the lines means at the teaching point of view. They should analyze the content in its components using pedagogical comprehension. They must refer the related references for detailed understanding .
2. They should think of classroom interaction in its sequential phases. They could think of alternative pedagogy for effective teaching learning. For making their classroom interactive they should develop learning activities and from its theorizing the content should be done. Learning activities provides situations for learning.
3. They must learn application of objectives of Bloom Taxonomy related to their content. Staring with Lower Order Thinking they could enhance their learners thinking ability applying Higher Order Thinking related to their questions and activities. They could raise the quality of their questions in the context of higher order thinking.
4. Student-teachers must have knowledge of teaching methods, approaches, techniques and tactics to implement in the classroom. The selection of teaching method or approach indicates their understanding about theory.
5. The appropriate selection and application of teaching learning aids add up effectiveness in the classroom. There must be contextual and logical use of teaching learning aid. The questioning should have proper order from illustration to theory.
6. Student-teacher have to develop black board summery related to their content taught in the classroom. There should be harmony in teaching learning and black board summery. The b b summery should be in analytical way and creative by developing concept map, tabulation, graph and in flowchart form. Finally it must look in integrated form.
7. All the interaction in the classroom must follow perfect time factor. As the student-teachers are at pre-service level, they must select less content matter. At the end they have to do evaluation and they must to do it in given time duration. The evaluation must be comprehensive of all learnt content and it must be creative including higher order thinking for making students thinking higher order. Assignment given could follow the approach of learning by doing.
8. Following above suggestions when student-teachers enter at classroom, their performance speaks of their gestalt and integrated understanding. The communication carried out in the classroom must precise, and correct meaning generated. The instruction given to students must lead the learning at best. The classroom environment must be friendly, affective and alive with joyful learning.
9. Student-teachers must realize that the effectiveness of their performance depends on perfect preparations with responsibility. Their affective and cognitive concern for learners could lead them to successful teaching learning.

Suggestions to Teacher-educators:

1. Teacher-educators should recognize and identify student-teachers' learning and receiving ability by establishing rapport with them.
2. There should be common comprehensive understanding among all teacher-educators working at one institute about practice teaching's pedagogical insight . They must share and reflect their practice teaching experiences for observing and understanding qualitative performance of student-teachers.
3. Teacher-educators should frequently organize workshops in each method of teaching before going in practice teaching phase. The planning must be taught with illustrations for all types of content. The student-teachers must be given practice for writing the planning with initial developed insight.
4. The thinking process for all types of content differs according to the type of content. The questioning is core of classroom interactions. Teacher-educators must teach their learners higher order thinking questions to be asked in classroom.
5. Teacher-educators must teach their student-teachers to think some given input as situation, context or activity to make learning possible in the classroom. Because learning must happen in the classroom as the result of teaching.
6. Teacher-educators should check their learners' lesson plans critically and not just as rituals. The perfect planning with logical context could be effective in the classroom.
7. The teacher-educators must show their student-teachers that how the content could be explored. How logical should be the relevance of the content. The selection of teaching method, approach, technique and tactic must be logical with content . They must be shown the alternatives too, for exploring their thinking process.
8. Classroom communication is the essence of qualitative teaching. The practice teaching of student-teachers must be observed by teacher-educators critically for complete time duration. Their performance must be discussed critically with all dimensions minutely. The suggestions and feedback must be like that which could improve their performance.
9. The student-teacher demonstrates a series of practice lessons under the guidance of one teacher-educator. It is teacher-educators responsibility that there must be improvement in their performance according their ability.
10. The teacher-educators could give effective demonstration lessons for the better future performance of student-teachers. They should teach their student-teachers how to observe the lesson in each context. The post lesson discussion compulsorily be conduct after practice teaching to guide their learners.
11. The teacher-educators should have effective and qualitative criterion for measuring their learners practice in cognitive, affective and psychomotor domain. The concern of teacher-educators for their learners, their

perfect guidance, critical observation and objective evaluation could definitely bring qualitative change in practice teaching.

12. Conclusion

There is crucial importance of practice teaching experience in developing the educational competencies of student-teachers, this study attempted to highlight student-teachers' performance of practice teaching and their missing gaps. The result can help to plan thoroughly for the practice experience since it can upgrade prospective teachers' teaching skills. This result is promising because it highlights that practice experience is as crucial as theoretical experience. By implementing such suggestions the concern of student-teachers and professionalism of teacher-educators will increase and in turn will enhance the quality of student-teachers performance. Reviewing this study's findings and suggestions can help the educational stakeholders to rethink the practice teaching scenario for coming major changes in teacher education. If such types of studies are carried out, the impact on quality will improve future practices of in-service and pre-service teachers and they could shine up with true essence of teacher hood.

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