

# Analysis of how teacher evaluation reform in the new era promotes professional development of primary and secondary school teachers

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**Abstract:** This article explores how teacher evaluation in the new era can promote the professional development of primary and secondary school teachers. Through the analysis of existing literature and practical experiences, a comprehensive evaluation system is proposed to facilitate teachers' professional growth. Key points of the article include the establishment of multidimensional evaluation criteria, the provision of professional development opportunities, and the reinforcement of feedback and support. The research findings indicate that effective teacher evaluation can stimulate teachers' educational enthusiasm, enhance educational quality, and contribute to teachers' personal and career growth.

**Key words:** new era; primary and secondary school teachers; evaluation; professional development; educational quality

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## 1 Introduction

Education has always been considered a fundamental pillar of national and societal development, with primary and secondary school teachers as crucial actors within the educational system. However, ensuring the educational quality and the continuous improvement of the educational system requires a highly qualified teaching workforce and ongoing enhancements to teachers' professional competencies. In the context of the new era, teacher evaluation, as an important educational management tool, poses a critical question of how it should promote the professional development of primary and secondary school teachers.

## 2 Establishment of multidimensional evaluation criteria

### 2.1 Shortcomings of traditional evaluation methods

Traditional teacher evaluation methods have historically relied primarily on students' exam scores and superficial teaching effectiveness as their basis, presenting several shortcomings. Firstly, such methods are excessively one-dimensional, failing to comprehensively reflect a teacher's overall qualities. Education encompasses numerous factors, including diverse educational objectives, flexible teaching methods, and individual student differences. Traditional methods typically focus on only a subset of these factors while overlooking these vital aspects. Secondly, this method is prone to subjectivity and unfairness in evaluation results. Because evaluations often depend on the subjective judgments of educational administrators or colleagues, these judgments can be influenced by personal emotions and stances, potentially resulting in unfair evaluations.

Traditional methods of teacher evaluation often use student performance as the sole criterion. This single indicator

fails to comprehensively capture the multidimensional nature of education [1]. Furthermore, this method leans towards an outcomes-oriented approach, neglecting crucial factors in the educational process, such as teaching methods, student engagement, and a teacher's educational philosophy. Therefore, we need to seek more comprehensive evaluation methods to gain a more accurate understanding of a teacher's comprehensive performance and educational quality.

## 2.2 The necessity of establishing multidimensional evaluation criteria

In the context of the new era, the establishment of multidimensional evaluation criteria is imperative. This approach not only provides a more comprehensive reflection of a teacher's performance but also promotes their professional development. Multidimensional evaluation can encompass various assessment methods, including student evaluations, peer evaluations, self-assessments, and evaluations by educational administrators, among others, to gain a more comprehensive understanding of a teacher's educational quality, teaching methods, and professional competence. This helps reduce subjectivity and unfairness in evaluation results because data from multiple dimensions can be mutually validated, thereby enhancing the accuracy and objectivity of the evaluations.

Furthermore, multidimensional evaluation can help teachers better understand their educational practices, identify areas for improvement, and enhance their professional competence. Through multidimensional feedback and data, teachers can gain a clearer understanding of their strengths and weaknesses in the educational process, allowing them to make targeted improvements to their teaching methods and strategies. This contributes to the continuous improvement of educational quality, catering to diverse student needs and nurturing more well-rounded individuals [2].

## 2.3 Determining the content and weighting of multidimensional evaluation criteria

The determination of the content and weighting of multidimensional evaluation criteria is a crucial step in establishing an effective evaluation system. When establishing evaluation criteria, it is essential to consider the diversity of educational objectives. Educational goals encompass not only knowledge dissemination but also the cultivation of critical thinking skills, the shaping of values, and the holistic development of students. Therefore, evaluation criteria should include various aspects such as student academic performance, student engagement, the innovation of teaching methods, and curriculum design to provide a comprehensive reflection of a teacher's educational quality and teaching effectiveness.

Moreover, the allocation of weightings requires careful consideration. Different evaluation criteria may have varying levels of importance, necessitating a balance and adjustment based on the specific circumstances. For instance, academic performance is one of the significant indicators in education, but it should not be the sole criterion. Other aspects, such as the innovation of teaching methods and curriculum design, also play crucial roles in educational quality. Therefore, in determining weightings, it is necessary to strike a balance based on educational objectives, subject characteristics, and student needs to ensure the fairness and accuracy of the evaluation system [3].

This step requires the collaborative involvement of educational administrators, teachers, and experts to develop a reasonable evaluation criterion system based on the school's characteristics and educational goals, ensuring the fairness and accuracy of the evaluation system. In summary, traditional teacher evaluation methods have many shortcomings, and the establishment of multidimensional evaluation criteria is an important reform measure. This approach provides a more comprehensive understanding of a teacher's educational quality and teaching methods, reduces subjectivity and unfairness, and helps improve teachers' professional competence and educational quality. When establishing multidimensional evaluation criteria, it is necessary to consider the diversity of education, and determine appropriate evaluation criteria and weightings to meet diverse student needs and educational objectives. This is a significant step in promoting the professional development of primary and secondary school teachers and enhancing the overall quality of the education system [4].

### **3 Providing opportunities for professional development**

#### **3.1 The importance of training and learning opportunities**

Education is a continuously evolving field, and primary and secondary school teachers need to continuously update their knowledge and teaching methods to meet the educational demands of the new era. In this context, providing training and learning opportunities is crucial for the professional development of teachers. These opportunities can help teachers enhance their education standards continually and adapt to the new changes and challenges in the educational sector.

Firstly, training and learning opportunities can assist teachers in keeping their educational knowledge up-to-date. The field of education continually advances, with new educational theories and methods emerging constantly. By participating in training and learning activities, teachers can stay informed about the latest educational research findings and the most effective teaching methods, thereby enhancing their education quality. Training can also help teachers better understand education policies and regulations, ensuring that their educational practices comply with legal requirements.

Secondly, training and learning opportunities can provide teachers with chances to develop their professional skills. Education involves not only knowledge dissemination but also skills in areas such as teaching methods, curriculum design, and classroom management. Through training, teachers can learn how to effectively use modern educational technologies, like online educational tools and educational software, to improve teaching effectiveness. Additionally, training can help teachers enhance their communication and interpersonal skills, which are crucial for building positive relationships with students, parents, and colleagues.

Most importantly, training and learning opportunities can ignite teachers' enthusiasm for learning and foster their professional growth. Education is an ongoing learning process, and through continuous learning and growth, teachers can better meet students' needs and improve education quality. Training and learning opportunities can provide a positive learning environment, encouraging teachers to continually refine their teaching methods and practices, thereby enhancing education quality.

#### **3.2 Development of professional development plans**

To better provide opportunities for professional development, schools and educational management departments should establish targeted and well-planned professional development plans to meet the diverse needs and developmental directions of teachers. The following discusses how to formulate these plans in detail.

Firstly, the development of professional development plans should be based on the needs and interests of teachers. Different teachers have different interests and needs regarding professional development directions. Therefore, schools and educational management departments should thoroughly understand the professional development requirements of each teacher to ensure that the plans are personalized. This can be achieved through regular teacher assessments and feedback to understand the strengths and areas for improvement of teachers.

Secondly, professional development plans should include a variety of training and learning opportunities. This diversity allows teachers to choose the methods that best suit their needs for improving their professional competence. The plans can encompass the following aspects:

**Course training:** Schools can offer various courses covering different aspects of the education field. These courses may include educational psychology, teaching methods, curriculum design, and other related content to meet the diverse professional needs of teachers.

**Workshops:** Regularly organizing workshops provides teachers with the opportunity to share best practices, learn about new educational trends, and discuss educational issues with colleagues. This exchange can stimulate new educational ideas and methods.

Research projects: Encouraging teachers to participate in research projects can help them conduct in-depth research in specific educational areas and enhance their professional knowledge. These projects can also drive developments in the field of education.

Exchange of practical experience: Teachers can visit each other's classrooms, observe and learn from each other's teaching methods. Such experiential exchanges promote collaboration and learning among teachers.

Professional development plans should also clearly outline objectives and schedules. Teachers need to be aware of the specific goals and timetables for their professional development plans to have a clear direction and time frame for planning their professional growth. This aids teachers in a more organized approach to their professional development and enhances efficiency [5].

In summary, the formulation of professional development plans is a vital step in promoting the professional growth of primary and secondary school teachers. By developing these plans based on teachers' needs and interests, providing diverse training and learning opportunities, and establishing clear objectives and schedules, it ensures the effectiveness and personalization of the plans. These measures assist teachers in elevating their education standards, meeting students' needs, and advancing the development of the education sector. Such professional development plans contribute to teachers better addressing the educational challenges of the new era and providing higher-quality education.

### 3.3 Encouraging teachers to engage in research and innovation

The field of education is continually evolving, and research and innovation are key drivers for enhancing education quality. Therefore, schools and educational management departments should encourage teachers to actively participate in educational research and innovative activities.

Firstly, schools can establish research funds and innovation projects to encourage teacher participation in research projects. These projects can encompass various aspects of the education field, such as research into teaching methods, curriculum design, and the application of educational technology [6]. Through participation in research projects, teachers can not only accumulate research experience but also contribute to the development of the education sector.

Secondly, schools can encourage teachers to engage in educational innovation. Educational innovation may include new teaching methods, curriculum design, and curricular reforms. Encouraging teachers to innovate helps improve education quality and meet the diverse needs of students. Schools can provide resources and support to facilitate teachers' innovative activities.

Additionally, schools can establish research and innovation teams, bringing teachers together to engage in collective research and innovative activities. Through teamwork, teachers can learn from each other and share experiences, promoting the development of the education field.

In conclusion, providing opportunities for professional development is critical to fostering the professional growth of teachers. Training and learning opportunities help teachers improve their education standards to meet the demands of the new era. Developing personalized professional development plans helps meet teachers' diverse needs and developmental directions. Encouraging teachers to participate in research and innovation activities enhances education quality and advances the development of the education field. These measures help raise the professional competence of primary and secondary school teachers, improve education quality, and address the educational needs of the new era more effectively.

## **4 Strengthening feedback and support**

### 4.1 The importance of effective feedback

Effective feedback plays a crucial role in the teacher evaluation system. It is not only a vital means of understanding teachers' educational performance but also the cornerstone for promoting teachers' professional growth and enhancing the

quality of education.

Firstly, effective feedback provides teachers with clear insights into their educational practices. It informs teachers about the areas where they excel and the areas that require improvement in their teaching, using specific data and information. This clear understanding helps teachers better plan their professional development, focusing their efforts on improving their teaching methods and strategies.

Secondly, effective feedback inspires teachers' enthusiasm for education. When teachers receive positive and constructive feedback, they are more motivated to enhance their educational practices. Positive feedback encourages teachers to continue their good work, while constructive feedback helps them identify areas for improvement to enhance the quality of education.

Thirdly, effective feedback serves as a mechanism for self-adjustment. Through feedback, teachers gain a better understanding of their educational practices, identify issues, and take appropriate actions. This can include modifying the curriculum, improving teaching methods, or providing more support to students. Feedback is a dynamic process that enables teachers to continually enhance their educational practices to better meet students' needs.

Finally, effective feedback also provides data for schools and educational management departments to evaluate educational quality and make policy decisions. By analyzing feedback data, issues and trends within the educational system can be identified, leading to the formulation of appropriate improvement measures to enhance educational quality.

In summary, effective feedback holds a significant position in teacher evaluation and professional development. It not only helps teachers understand their educational performance and ignites their passion for education but also aids schools and educational management departments in evaluating educational quality and shaping policies. Effective feedback is a critical tool for advancing the primary and secondary education system and meeting the educational demands of the new era.

#### 4.2 Providing personalized support

Providing personalized support is crucial for the professional development of primary and secondary school teachers. Each teacher is unique, possessing their own teaching style, strengths, and weaknesses. Therefore, support programs must cater to the personalized needs of teachers to help them achieve optimal professional growth. Here are several methods for implementing personalized support:

**Educational counseling and guidance:** To offer effective support, schools can employ professional educational counselors and mentor teachers who can engage in regular personalized counseling and guidance with teachers. This support not only provides professional advice but also offers guidance in addressing specific issues and developing personalized professional development plans within their educational practices.

**Personalized development plans:** Each teacher can develop their personalized development plan to align with their professional goals and needs. This plan can include specific objectives, schedules, training requirements, and more. Personalized development plans assist teachers in organizing their professional growth effectively.

**Resources and training:** Schools can provide diverse resources and training to meet the varied professional development needs of teachers. This may comprise various training courses, workshops, research projects, and other resources. Different teachers can select the training and resources that most fit their individual needs to enhance their educational competence.

**Collaboration with colleagues:** Collaborating with colleagues is another essential aspect of personalized support. Teachers can work together on research and innovative projects to address educational issues and improve the quality of education. This collaboration fosters mutual learning and innovation, contributing to the quality of educational practices.

Regular follow-ups and assessments: Personalized support requires regular follow-ups and assessments. Through periodic checks, it ensures that the support plan remains aligned with the teachers' needs and allows for adjustments as needed. These regular feedback mechanisms help maintain the effectiveness of personalized support.

The implementation of personalized support necessitates close collaboration among schools, educational management departments, and teachers to ensure timely responses to teachers' needs. Personalized support inspires teachers' professional enthusiasm, enhances their educational competence, and better equips them to meet the educational demands of the new era. This support enables teachers to maximize their potential not only in the classroom but throughout their entire teaching careers. Through personalized support, teachers can continually improve their educational practices, thus elevating the quality of education.

#### 4.3 Establishing an interactive assessment mechanism

Establishing an interactive assessment mechanism is a key step in promoting the professional growth of primary and secondary school teachers and enhancing educational quality. This mechanism includes not only regular assessments and feedback but also encourages two-way communication and interaction. Here are several methods to achieve this goal:

Regular assessment meetings: Regular assessment meetings are an effective interactive assessment mechanism. In these meetings, teachers and assessors can collaboratively discuss teachers' educational performance and professional development plans. This interactive assessment meeting helps teachers better understand the assessment results, raise questions, provide suggestions, and jointly formulate improvement plans. Assessors can offer professional insights, while teachers can share their experiences and feedback.

Educational observation: Educational observation is a way to encourage teachers to learn from each other and share experiences. Teachers can visit each other's classrooms, observe, and learn from each other's teaching methods. This interaction helps teachers establish closer connections, share successful practices, and improve the quality of education.

Collaboration with colleagues: Collaborating with colleagues is another interactive assessment mechanism. Teachers can jointly research and carry out innovative projects to address educational issues and enhance educational quality. This collaboration fosters mutual learning and innovation, contributing to the quality of educational practices.

Interactive feedback tools: Schools can leverage technology to establish interactive feedback tools that facilitate communication between teachers and assessors. These tools may include online platforms, applications, and more, allowing teachers and assessors to interact conveniently. Through this method, assessment and feedback can become more real-time and flexible, catering to teachers' needs.

Student involvement: Students are crucial participants in the educational process, and their feedback is essential. When establishing an interactive assessment mechanism, consideration can be given to students' opinions and suggestions. Students can provide feedback on teaching methods, course content, and teacher performance, helping teachers better understand their educational effectiveness.

By creating an interactive assessment mechanism, effective communication and collaboration between teachers and assessors are promoted. This mechanism contributes to a more comprehensive evaluation of educational quality and encourages teachers and assessors to jointly drive the development of the education sector. Interactive assessment allows teachers to participate in the assessment process, and provide opinions and suggestions, making assessments fairer and more effective. This mechanism not only aids in assessing teachers' educational performance but also fosters teachers' professional growth and enhances educational quality. Through interactive assessment, teachers can better understand their educational practices, learn to continually improve, and meet the educational demands of the new era.

## 5 Conclusion

Teacher evaluation in primary and secondary schools in the new era plays a crucial role in promoting teachers' professional development. Establishing multidimensional evaluation criteria can provide a more comprehensive reflection of a teacher's overall performance, thus facilitating their personal growth. Providing professional development opportunities can inspire teachers' enthusiasm for learning and enable them to continually enhance their educational competence. Strengthening feedback and support help teachers receive more effective guidance and assistance during the evaluation process, ultimately improving the quality of education. By considering these factors comprehensively, a more dynamic and innovative education system can be established, better aligned with the needs of the new era. This requires cooperation among the government, schools, and educational management departments, working together to continuously enhance the teacher evaluation system, thus achieving the professional development of primary and secondary school teachers and the overall improvement of the education system.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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