

# Research on Self-evaluation of Middle School English Teachers

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**Abstract:** *The concept of modern education evaluation emphasizes that teachers' main status should be highlighted in the process of teacher's evaluation, and teachers' right to speak should be respected. Therefore, emphasis on teachers' self-evaluation has become the developing trend of teacher's evaluation today. Teachers' self-evaluation is an effective way to promote teachers' professional development, and it is also an internal mechanism for teachers to consciously improve their professional capabilities. However, currently teachers' self-evaluation has not been implemented well. Based on the study of the self-evaluation of English teachers from a junior high school in Zigong, this paper aims to arouse the attention of schools and teachers to teachers' self-evaluation, promote the continuous development and improvement of teachers' self-evaluation work, and finally realize the professional development of teachers.*

**Keywords:** *teachers' self-evaluation; English teachers; the professional development of teachers*

The hope of revitalizing the nation lies in education, and the hope of revitalizing education lies in teachers. This is a long-established social consensus. Teachers' evaluation is both an important tool for teacher management and an effective measure to promote teachers' professional growth. However, the most common method of teacher evaluation in schools today is to judge teachers based on the academic performance of students in the classes they teach. This approach appears to be objective and fair, but upon closer examination, it can be found to be biased. For example, when teachers encounter special children who are developmentally delayed or plagued by certain physical or mental illnesses, etc., they may spend longer and put more

effort into teaching and learning, but often with little success. It would be difficult for teachers to qualify if they were evaluated solely on the basis of student academic achievement. In reality, however, these teachers will have much more to give and face greater challenges.

## I. The Connotation of Teachers' Self-evaluation

**Jindi** believes that educational evaluation refers to making judgment on the value of education based on collecting, organizing, processing and analyzing educational information systematically, scientifically and comprehensively, with the aim of promoting educational reform and improving the quality of education.<sup>[1]</sup> It includes four aspects of the object, essence, means and purpose of educational evaluation. Teachers' evaluation is an important part of educational evaluation. According to **Lu Yongli** and **Shen Jiliang**, teachers' evaluation is the process of judging the value of teachers' quality, work process, and work effect, which is guided by educational evaluation theory, based on teachers' evaluation system, determining the corresponding evaluation criteria, and using some specific methods to collect and process evaluation information.<sup>[2]</sup>

Teachers' self-evaluation is the teacher himself/herself as the subject of evaluation, according to certain evaluation standards, using the theory, methods and techniques of educational evaluation to make value judgments about his/her own quality, work process and effectiveness and other work performance. This type of evaluation encourages teachers to actively participate in the whole evaluation process with the sense of ownership, which helps to improve teachers' teaching ability, teaching reflection ability and promotes teachers' self-reflection, self-motivation and self-development.<sup>[3]</sup> **Harris** and **Hill** state, "Only teachers themselves have the broadest and



deepest understanding of their own teaching practices and through introspection and actual teaching experience can teachers make a valid evaluation of their own performance." Teachers' self-evaluation is the most important component of developmental teachers' evaluation. Developmental teachers' evaluation not only focuses on individual teachers' performance, but also places more emphasis on the future development of teachers and students; it is a present-focused and future-oriented form of evaluation. It helps teachers develop and improve their professionalism, and is an important way to promote the growth and development of research-oriented teachers.

Our country's new round of "Basic Education Curriculum Reform Outline (Trial)" also clearly pointed out: "It is necessary to establish an evaluation system that promotes the continuous improvement of teachers, emphasize the analysis and reflection of teachers on their own teaching behaviors, and establish an evaluation system involving principals, teachers, students, and parents. It enables teachers to obtain information from many aspects and continuously improve their teaching level." The self-evaluation of teachers is emphasized because it can provide sufficient information for the entire teacher evaluation process. The teacher himself is most familiar with his own situation, and the process of self-evaluation is also a process of self-diagnosis and self-rectification, because evaluation is not the purpose, the purpose of evaluation is to better improve the work. Focusing on self-evaluation has changed the original passive evaluation status of teachers and greatly stimulated teachers' subjective consciousness, thereby enhancing teachers' self-consciousness in introspection and promoting their reflection ability.

## **II.Theoretical Basis for Teachers' Self-evaluation**

### **A. Humanistic Ideology**

Today's education emphasizes the education of the subject, and the subject education view emphasizes that the human is the subject, and education needs to respect and enhance the human subjectivity. Cultivating a person with a subjectivity is the direct purpose and intrinsic value of education. If you want to cultivate a person with subjectivity, teachers must first become a person with subjectivity. Teachers' self-evaluation is one of the

effective ways to cultivate teacher's subjectivity, which also embodies humanistic ideas. Maslow, a representative of humanistic psychology, believes that "everyone has the desire for self-fulfillment and completion, so that their potential can be realized, maintained, and enhanced." The need for self-realization is the internal drive for personality formation, development, and maturity. The need for self-realization is the highest level of need. To meet this need is to complete work commensurate with one's abilities, make the most of one's potential abilities, and become the desired person. After continuous self-motivation, self-diagnosis and self-adjustment, teachers finally realize self-improvement. This week of activity is the process of teachers' self-development and self-realization. The success of this activity greatly enhances teachers' self-confidence and self-esteem.<sup>[3]</sup> In this process, teachers will continue to improve and upgrade their own teaching, which can help achieve better teaching effects and also help teachers' professional development. As teachers become more confident, they will also spend more time studying and realizing their own value, thus satisfying the need for self-realization. Teacher evaluation guided by "humanistic thinking" emphasizes the humanization of teacher ratings, people-oriented, development and process, and strives to promote teachers' professional development and teaching level at the same time, thereby ultimately improving students' academic achievement.

### **B. Human Subjective Initiative**

The factors that affect human development include external factors and internal factors. The factors that affect the results of the teacher evaluation process are also divided into internal factors and external factors. External factors include the evaluation of peers, students and school leaders, and internal factors refer to teachers Your own evaluation of yourself. Whether it is leadership evaluation or teacher peer evaluation, they must have an effect on teachers' behavior. Finally, they need to go through teacher self-evaluation, and through teacher identification and internalization, will they ultimately promote the improvement of teacher quality. If teachers themselves do not recognize external evaluations or are unwilling to adopt other people's suggestions, the improvement of

teachers' professional quality will remain on the surface. Only when the teacher subject has the will and has accepted or approved the opinions of others, will the subject be driven to make changes in actions. The difference between teacher self-evaluation and other teacher evaluation methods lies in the word "self". Teacher self-evaluation emphasizes not only the main status of teachers in teacher evaluation, but also the self-development of teachers. As *Harris (BMHarris)* and *Hill (J.Hill)* said: "Only teachers themselves have the broadest and deepest understanding of their own teaching practices, and through introspection and practical teaching experience, teachers can Perform an effective evaluation of behavior and form."<sup>[5]</sup>

### III. The Significance of Implementing Teachers'

#### Self-evaluation

##### *A. It Can Enhance Teachers' Self-reflection and Promote Their Professional Development*

The time for teachers to receive training is relatively limited, but teachers' evaluation will always accompany the teacher's career. Secondly, the updating of teachers' teaching concepts and the improvement of teaching ability are to a large extent continuously improved in the teaching practice under the daily management of the school. Therefore, the professional development of teachers is inseparable from the evaluation of teachers in schools, and the self-evaluation of teachers is of great significance to the professional development of teachers. Teacher development is a process of lifelong learning. It is not only the accumulation and improvement of teachers' knowledge and teaching ability, but also the growth from a novice to a reflective teacher and finally an expert teacher.<sup>[6]</sup> And we know that without the active development of teachers, it is difficult to have the active development of students; without the educational creation of teachers, it is difficult to have the creative spirit of students. Teachers are not only promoters of student development, but also implementers of self-development and self-improvement.

Through the research on the self-evaluation of middle school teachers, teachers will realize the importance and necessity of self-evaluation, which can enhance the self-reflection ability of middle school teachers and improve the subject consciousness of middle school teachers. Through self-evaluation, teachers can discover

their own strengths and deficiencies in time, thereby discovering the problems in their teaching, and after reflection and summary, help them form advanced and scientific education and teaching concepts that meet the requirements of the new curriculum concept. Only in this way can middle school teachers maintain the vitality of their work and continue to realize their value in life. In this process, the professional development of middle school teachers is continuously promoted.

##### *B. It Can Help Teachers' Evaluation Work More Smoothly*

Teachers' self-evaluation is an important part of teachers' evaluation. It not only allows teachers to recognize their own shortcomings, but also provides teachers with a direction to further improve their self-development. Therefore, teachers should participate more in teacher evaluation activities. Give full play to its subjectivity and become the center of evaluation activities. Teachers have busy tasks and have no time to consider self-evaluation, nor do they know how to conduct self-evaluation scientifically. Through the discussion of the countermeasures for the self-evaluation of middle school teachers, it can directly provide reference for the current self-evaluation of middle school teachers. Let the majority of middle school teachers realize the importance of self-evaluation for their professional development, master the scientific method of self-evaluation, and consciously combine self-evaluation with their own education and teaching work. In this way, the deficiencies in the evaluation of middle school teachers can be further improved, and the self-evaluation of middle school teachers can be promoted smoothly. At the same time, teachers' self-evaluation is the core of teacher evaluation. Teachers' self-evaluation is emphasized. Evaluation objects will gradually form a relationship of mutual communication, mutual cooperation, and mutual promotion, which will help promote the smooth progress of other teachers' evaluations.

##### *C. It Can Help Teachers Establish A Sense of Ownership in the Evaluation Process*

Teachers' self-evaluation belongs to developmental evaluation. The purpose of implementing developmental

teacher evaluation is to allow teachers to fully understand the schools' expectations of them, to cultivate their sense of ownership, and to determine their personal development goals based on their work performance. To provide them with opportunities for training and self-development to improve their work competence. Teachers' self-evaluation belongs to the "self-evaluation" in teacher evaluation. It is an internal mechanism that promotes the improvement of teachers' quality through self-recognition and analysis of themselves.<sup>[7]</sup> Teachers, as professional workers, are those who have received a higher level of education. Teachers have the ability to reflect, research and improve their own education. People with higher education are mainly self-motivated. Internal motivation has a greater incentive effect than external pressure. External pressure can make them reach the minimum standard, but it is difficult to reach a good level. Secondly, establishing a sense of ownership in the process of teacher evaluation is conducive to a closer relationship between teachers and the school, providing teachers with a more harmonious and stable working environment and atmosphere, and also more conducive to promoting the development of the entire school.

#### ***D. It Can Alleviate the Problem of the Disconnection between Teachers' Training before Career and Teaching Practice***

Teachers' training before career mainly refers to the cultivation of students by normal colleges. Teacher education courses in normal schools have not fully tested the actual situation of primary and secondary education, especially the requirements for English teachers.<sup>[8]</sup> Secondly, most of them just blindly teach pedagogical knowledge, which makes the knowledge relatively abstract, which is not conducive to the absorption of students and the application of specific teaching practices in the future. In the process of teachers' self-evaluation, teachers will reflect on their own teaching, and will connect theoretical knowledge with teaching practice in the process of reflection, to find and solve problems. Through such a cyclical process, it helps to alleviate the problem of disconnection between teachers' training before career and actual teaching. For new teachers, lack of corresponding practical experience will

also trouble how to apply the theoretical knowledge they have learned to teaching. Facing such a situation, teachers' self-evaluation can effectively help new teachers recognize their own shortcomings and improve themselves. Providing a direction can also improve teachers' self-confidence to some extent.

### **IV. The Current Situation and Problems of Implementing Teachers' Self-evaluation among Middle School English Teachers**

Through an interview with several English teachers in a middle school in Yantan District, Zigong City, Sichuan, I learned that the implementation of teachers' self-evaluation in the teacher evaluation process is not so smooth, and there are some problems that deserve our in-depth exploration.

#### **A. Teachers**

The interviews revealed that most teachers did not have a comprehensive understanding of teachers' self-evaluation, and some did not even know what teachers' self-evaluation was. Some teachers only do self-evaluation about teaching in the process of implementing self-evaluation, which is not comprehensive enough. Teachers have a busy schedule, and they need a lot of time to prepare lessons and correct assignments, so they pay less attention to self-evaluation. Secondly, some teachers interpret teachers' self-evaluation as a one-sided reflection on teaching, ignoring the evaluation of their own comprehensive quality. Because of the school environment, teachers naturally pay more attention to students' academic performance as the school pursues the improvement of students' academic performance, so some teachers only reflect on themselves when students' performance declines, which is a bad phenomenon.

In addition, most teachers are not aware of the importance of teachers' self-evaluation. On the one hand, the lack of attention from their schools indirectly influences their own attitudes, and on the other hand, teachers themselves lack knowledge about teacher evaluation. Especially for teachers with longer teaching experience, they lacked the appropriate input of evaluation knowledge, and they believed that leadership evaluation was more authoritative. For teachers with shorter teaching

experience, their teachers' training before career does not include teacher evaluation; moreover, new teachers are in a survival stage at the beginning of their careers and pay more attention to external evaluations such as students, peers, and leaders.

### **B. School**

Schools do not have a complete and systematic self-evaluation system for teachers, which means that they do not know what aspects of themselves should be evaluated objectively and correctly, and schools do not know how to judge whether teachers' self-evaluation is objective and reasonable. Most schools are heavily influenced by teaching to the test, and schools mainly pursue the improvement of students' academic performance, believing that this is the only way to meet parents' and society's expectations, and therefore the evaluation of teachers is not comprehensive and diversified.

The interviews revealed that the schools attached great importance to the evaluation of teachers, but preferred the results of teachers' external evaluations, which were considered more objective and more instructive for the results of teachers' assessments. Moreover, teachers' self-evaluation is not directly listed as a column in the teachers' evaluation form, but only replaced by teaching reflection, which shows that most schools attach more importance to teaching and students' academic performance, and directly link students' academic performance to the evaluation of teachers, thus ignoring the development of teachers' subjects and the improvement of their overall quality. As a result, teachers' self-evaluation is a formality, and many of them do it with a coping attitude, lacking impartiality and objectivity. Second, we know that during the epidemic many schools and teachers ignored the importance of teacher evaluation in order to catch up on missed classes, making teacher evaluation a mere formality. Moreover, since students were not in school, teachers could not effectively monitor students' learning, which indirectly led to schools using students' academic performance as the basis for teacher evaluation, which violated the principle of developmental teacher evaluation.

## **V. Strategies for Conducting Teachers' Self-evaluation**

### **A. Doing A Good Job of Teachers' Self-evaluation Training**

Most teachers lack scientific understanding of teachers' self-evaluation and do not know how to implement self-evaluation. Moreover, teaching itself is a complex process and teachers' self-evaluation is a professional activity, so only those who have received training in evaluation can effectively self-evaluate, therefore, it is necessary to conduct teachers' self-evaluation training. Evaluating teaching activities requires professional knowledge and skills, so it is necessary to hire experts to train and know teachers' evaluation standards, evaluation methods, and the use of evaluation results. In the context of education reform in the new era, the requirements for teachers are different from those in the past. Teachers need to have educational concepts and teaching knowledge in line with the development of the times, and they should also give full play to the role of theory in guiding practice.

The content of teachers' self-evaluation training should include, first, an analysis of the key issues in the process of educational development. Teacher training should enable teachers to understand the themes of educational development of the times, the problems faced by school education, the demands society makes on schools and education more often, and the challenges faced by teachers. Second, theoretical knowledge of teachers' professional development. Teachers should understand the intrinsic regularity of teachers' professional development, the theory of the stages of teachers' professional development, and the role of teachers. Third, the understanding and methods of teachers' self-evaluation itself. The training process enables teachers to understand the purpose of evaluation, the scope of evaluation, the methods of evaluation, the process of evaluation, and the matters that need to be paid attention to in evaluation, and to acquire the corresponding evaluation knowledge and skills in order to achieve the desired evaluation effect. At the same time, during the training process, teachers should be helped to establish a correct view of self-evaluation. Teachers' self-evaluation can be subjective, so it is difficult to make an objective evaluation of themselves.

### ***B. Determine Appropriate Goals and Evaluation Criteria for Teachers' Self-evaluation***

Most teachers do not know how to conduct self-evaluation partly because of the lack of an evaluation system, so it is necessary to develop an operational teachers' self-evaluation system. This will provide some reference and basis for teachers' self-evaluation and facilitate the implementation of self-evaluation to a better effect. Establishing a teacher evaluation system is both the foundation of teacher evaluation work, a prerequisite for the proper implementation of teacher evaluation activities, and the core of teacher evaluation work.<sup>[7]</sup> *Hou Caiying* argued that the content of teachers' self-evaluation includes not only recognizing their teaching knowledge, teaching skills, and teaching styles, but also recognizing the teaching assumptions implicit in their teaching process.(2003)<sup>[3]</sup> The teaching assumptions here mainly refer to the fact that teachers tend to think in their own perspective that they are considering the interests of students, in fact, they often make students feel pressured, which is rather ineffective. Therefore, testing one's teaching assumptions and reflecting on one's words, thoughts, values, etc. is an important aspect of teachers' self-evaluation. Through the preliminary training, an ideal reference teacher image can be roughly established out, which provides the appropriate evaluation guidelines for teachers' self-evaluation.

### ***C. Creating A Relaxed Evaluation Environment***

By creating an open and harmonious evaluation environment that does not arouse suspicion and fear among teachers, there is less of a disconnect between teachers and between teachers and leaders. Teachers will become open and confident, conducting self-evaluation and accepting evaluation from others in a more peaceful manner. It should be clear that the purpose of teacher evaluation is not to reward or punish, or to judge teachers' strengths and weaknesses, but to promote teachers' professional development. Teachers themselves should have an open mind, and to ensure the objectivity and accuracy of self-evaluation, teachers should dare to self-analyze and face their own problems and shortcomings courageously. It is also important to focus on the results of teachers' self-evaluation. After teachers have

evaluated themselves and have a full understanding of their own orientation and development direction, especially when they find problems in their work, school leaders should help teachers solve problems in a timely manner in order to make teacher self-evaluation really play a role in promoting the improvement of teacher quality.

### ***D. Promoting the Integration of Teachers' self-evaluation with Other Evaluations***

Today, developmental teacher evaluation is advocated as a dynamic and more comprehensive evaluation; teachers' self-evaluation alone is thin and requires the full use of students, parents, colleagues, and leaders to collect information in many ways. Combining these external evaluations with teachers' self-evaluation not only provides comprehensive information for the entire teacher evaluation, but also avoids the subjectivity of teachers' self-evaluation results. Use the results of external evaluations by peers, students, and leaders as a reference basis, look at and accept external evaluations dialectically, do not blindly reject them, and do not blindly accept them, and absorb the reasonable factors in other evaluations.

### ***E. Using Multiple Self-evaluation Methods***

When implementing self-evaluation teachers should use a variety of methods and should also focus on the results of teacher self-evaluation. Different evaluation methods have different characteristics, and we should use a combination of them. We can use teachers' self-evaluation forms to help teachers quickly find their own strengths and weaknesses; we can watch videos or recordings of our own teaching to help us obtain more realistic and objective information; and we can keep a teacher's journal to record the specifics of our teaching content and organization to continuously improve our teaching. In order to ensure the safety of our students and to meet the schedule of the course, we adopted a very different teaching method from the traditional teaching-online teaching. The epidemic has not only changed the way we teach, but also the way we evaluate teachers. School administrators, parents, students, and teachers can see students' academic performance and assignment completion online, and teachers can receive evaluations of themselves from multiple sources on the web, while also being able to complete their own

self-evaluations online. We cannot deny that these new approaches still have some limitations and areas for improvement, but we also cannot deny that the new ways of teaching and learning that have emerged during the epidemic, as well as the new ways of evaluating teachers, are to some extent contributing to the progress of education as a whole!

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