

Methods For Improving The Effectiveness Of Assessing The Pedagogical Skills Of School English Teachers

Tursinova Zoxida Sharabidinovna,

Basic doctoral student,
National Institute of pedagogical skills named after A. Avloniy

Abstract

The professional growth of school English teachers is directly linked to the quality of pedagogical assessment methods. Effective assessment not only measures current competencies but also guides future professional development. This paper explores theoretical and practical methods for improving the effectiveness of assessing the pedagogical skills of school English teachers. The study draws on contemporary approaches in educational measurement, language pedagogy, and teacher evaluation frameworks. Recommendations are proposed for integrating formative, peer-based, and digital assessment tools to ensure comprehensive evaluation and sustainable teacher growth.

Keywords

Pedagogical skills; Teacher assessment; English teachers; Evaluation methods; Professional development.

Introduction

The effectiveness of English language teaching in schools depends largely on the professional skills of teachers. Assessing pedagogical skills serves two main purposes: accountability and professional development. Traditional evaluation methods, however, often fail to capture the complex, multifaceted nature of teaching [1]. In the context of globalization and increasing educational standards, the demand for more reliable and formative assessment methods is growing [2]. Therefore, developing effective approaches to teacher assessment has become a priority for educational policymakers and practitioners.

This article aims to analyze existing challenges in assessing pedagogical skills and to present methods that enhance the validity, reliability, and developmental impact of teacher evaluation systems.

Theoretical Part

1. The Role of Pedagogical Assessment

Pedagogical skills include classroom management, subject-matter expertise, communication competence, ability to use ICT, and capacity for inclusive teaching. The assessment of these skills should not only determine teacher proficiency but also serve as a catalyst for ongoing development [3]. Research suggests that effective assessment is multidimensional, combining observations, student outcomes, and self-reflection [4].

2. Limitations of Traditional Methods

Conventional approaches, such as periodic inspections and standardized student test results, tend to provide a narrow perspective [5]. These methods often ignore contextual factors, teacher creativity, and the emotional climate of the classroom. Moreover, summative evaluation without feedback risks demotivating teachers rather than supporting their growth.

3. Innovative Methods for Enhancing Effectiveness

a. Formative Assessment of Teachers

Ongoing formative evaluation provides teachers with constructive feedback and opportunities for reflection. Techniques such as classroom observation protocols, microteaching, and video analysis have been proven effective in enhancing teaching practices [6].

b. Peer and Collaborative Evaluation

Peer review fosters professional dialogue and collegial learning. Studies demonstrate that when teachers evaluate one another, professional communities of practice are strengthened [7].

c. Student Feedback Mechanisms

Systematic collection of student feedback, particularly regarding clarity, engagement, and support, provides valuable insights into pedagogical effectiveness [8].

d. Digital and Data-Driven Tools

Learning analytics, online teaching portfolios, and AI-based observation tools expand the possibilities of teacher assessment. Digital tools ensure more objective and comprehensive evaluation, especially in hybrid or online learning contexts [9].

e. Competency-Based Frameworks

Adopting frameworks such as the TESOL/CAEP Standards for English teachers aligns assessment criteria with international benchmarks, ensuring comparability and fostering teacher mobility [10].

4. Principles of Effective Assessment

Effective assessment should meet the following principles:

- Validity: capturing the actual skills and competencies relevant to teaching.
- Reliability: ensuring consistency across different evaluators and contexts.
- Transparency: making assessment criteria clear and accessible.
- Formative orientation: linking evaluation results to professional growth plans.

Conclusion and Recommendations

Assessment of pedagogical skills should go beyond summative judgment. For school English teachers, effective evaluation requires integrating multiple methods—formative assessments, peer evaluations, student feedback, and digital tools.

Recommendations:

1. Introduce blended models of assessment combining qualitative and quantitative data.
2. Implement peer review systems within schools to foster professional collaboration.
3. Use digital portfolios and classroom analytics to document teacher progress.
4. Ensure that assessment results are systematically connected to professional development programs.
5. Align national teacher evaluation standards with international competency-based frameworks.

These steps will contribute to a more effective, fair, and developmental teacher assessment system, ultimately enhancing the quality of English language teaching in schools.

References

1. Darling-Hammond, Linda, and Peter Youngs. "Defining 'Highly Qualified Teachers': What Does 'Scientifically-Based Research' Actually Tell Us?" *Educational Researcher*, vol. 31, no. 9, 2002, pp. 13–25.
2. OECD. *A Teacher's Guide to TALIS 2018*. OECD Publishing, 2019.
3. Shulman, Lee S. "Knowledge and Teaching: Foundations of the New Reform." *Harvard Educational Review*, vol. 57, no. 1, 1987, pp. 1–22.
4. Danielson, Charlotte. *The Framework for Teaching Evaluation Instrument*. Danielson Group, 2013.
5. Stronge, James H. *Teacher Evaluation: Assessing and Improving Performance*. Routledge, 2018.
6. Hattie, John, and Helen Timperley. "The Power of Feedback." *Review of Educational Research*, vol. 77, no. 1, 2007, pp. 81–112.
7. Vescio, Vicki, Dorene Ross, and Alyson Adams. "A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning." *Teaching and Teacher Education*, vol. 24, no. 1, 2008, pp. 80–91.
8. Fry, Heather, Steve Ketteridge, and Stephanie Marshall. *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. Routledge, 2015.
9. OECD. *Teachers and Leaders in Schools: Digital Tools and Professional Development*. OECD Publishing, 2020.
10. TESOL International Association. *TESOL/CAEP Standards for P–12 Teacher Education Programs*. TESOL Press, 2019.