

Assessment of students, teachers and schools

Work file 8: Self-assessment of teachers

For daily school practice, self-assessment of teaching is the most pragmatic and easiest method of assessment. Usually, these kinds of assessment take place automatically among teachers, though not systematically. In most cases, teachers reflect on their teaching whenever they feel it is necessary or according to their own intuition, mostly in cases where they were not satisfied with the outcomes. In order to facilitate these self-reflective processes checklists like the following one could be of some help:

- How have I stimulated the learning process?
- How could I keep up the content interest of the students?
- Were the students led to central problems or tasks?
- Is a focus visible in the taught lesson?
- How many questions did I ask?
- What kind of questions did I ask?
- What kind of questions did the students ask?
- Were the questions related to the problems or the tasks?
- Which contributions triggered which questions?
- Did I listen to the students?
- Were the agreed rules of communication in the class kept?
- How did I react to the students' contributions?
- Did I repeat students' contributions word for word?
- Did I use stereotypical forms of reinforcement?
- Was interaction between students stimulated?
- What was the approximate percentage of my contributions?
- What was the approximate percentage of the students' contributions?
- Were there any students with an extremely high percentage of contributions?
- What was the participation of girls in comparison to boys like?
- What kind of contributions did so-called "difficult" students deliver?
- Did I concentrate on certain students?
- How did situations of conflict arise?
- What was the course of conflicts?
- How were the conflicts dealt with?
- Were the given tasks understood by the students?
- How were the tasks integrated into the process?
- What kind of means of support did I provide?
- How were the results presented?
- How was knowledge, how were insights or findings recorded?
- Other questions?

When using checklists like this, it has to be noted that its use only makes sense if it takes place on the basis of a solid, scientifically founded and empirically secured knowledge about teaching and its effects. In all other cases the mere answering of the questions will lead to an obligatory act and nothing else. Secondly, most of the used checklists are something like a medley of different aspects, but do not represent a full collection of all aspects that could arise in the given lesson. Therefore, when using checklists it is of high importance always to leave them incomplete or to reserve some space for aspects that cannot be foreseen.³⁶

36. Becker G. E. (1998), *Unterricht auswerten und beurteilen*, Beltz, Weinheim.