

Application of Developmental Teacher Evaluation System in Private Colleges and Universities

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Abstract: In terms of teachers, they are the core competitiveness of colleges and universities. Besides, the teams of young teachers in private colleges and universities are growing with the rapid development of private education. As a result, it has become an important task for private colleges and universities to build a development evaluation system for teachers. Through the analysis of the problems existing in the current teacher evaluation system of private colleges and universities in this paper, it puts forward the strategies of building a developmental teacher evaluation system in private colleges and universities, so as to promote the improvement of teachers' level and their own development, realize the sustainability of teachers' career, as well as further promote the overall quality and level of teachers in private colleges and universities.

1. Research Background

What should be pointed out is that the quality and level of teachers have an impact on the process of education development, which also determine the quality of talents delivered to the society. Since teachers are the core competitiveness of colleges and universities, the exertion of teachers' efficiency has a great impact on the further development of private colleges and universities. Besides, the young teachers of private colleges and universities are also growing with the rapid development of private education. In view of it, the construction of a developmental teacher evaluation system has become an important task of private colleges and universities.

When it comes to the development evaluation system, it began in the UK in the 1990s, which was first formally launched in primary and secondary schools. As for this evaluation method, it is the sublation of reward and punishment evaluation, and the basic framework system of developmental teacher evaluation based on the reasonable part of the original evaluation. In 1998, Professor Wang Binhua of East China Teachers' University wrote a book called Developmental Teacher Evaluation System, who pointed out that "developmental evaluation is a new and future oriented teacher evaluation system"¹. Thus, it has been widely recognized by domestic scholars, and the developmental evaluation system is introduced into the country. At the same time, it is also clearly proposed to establish an evaluation system to promote the continuous improvement of teachers in the Outline of Basic Education Reform (Trial) issued by the Ministry of Education of the People's Republic of China. The introduction of this outline makes more and more people gradually accept the idea of developing teacher evaluation. Although the evaluation of developmental teachers started late in our country, this evaluation system has been fully affirmed with the gradual recognition of different levels of scholars. In addition, it has also been recognized that this evaluation method can better stimulate the intrinsic motivation of teachers, which can help to overcome the disadvantages of the current traditional evaluation system. Since the development evaluation of teachers has been introduced into China for more than ten years, it can be seen that the domestic scholars strongly advocate the development evaluation of teachers. However, most of the discussion is limited to the theoretical research, and there are few researches that can put forward an effective development evaluation system, especially for the research and application of the construction of the development evaluation system of teachers in private colleges and universities.

2. Problems Existing in the Evaluation System of Private Colleges and Universities

Teachers as a typical knowledge-based employee inevitably meet some special characteristics in management, such as the complexity of the work process, the difficulty in measuring the results of work, personalized labor and so on. Thus, it is necessary to think about how to improve the efficiency of teachers and give full play to their ability. And there are still many deficiencies in the management of private colleges and universities, which mainly shows the following disadvantages:

2.1. It pays more attention to rewards and punishments than to development in the aspect of performance evaluation goal setting

For most of the private colleges and universities, they still use the traditional reward and punishment evaluation system, whose understanding of the development evaluation is not deep enough. In terms of rewards and punishments performance evaluation, it focuses on the teaching results or teaching achievements of teachers, which emphasizes the evaluation of teachers' morality, ability, diligence and performance. Besides, the evaluation results are directly related to the promotion, honor and bonus of teachers. It has no positive effect on the future development of teachers and schools though it plays the role of rewarding the excellent and punishing the poor, promoting the enthusiasm of teachers' work. At present, there are few private colleges and universities to improve the ability of teachers for the purpose of performance evaluation.

2.2. It pays more attention to quantity than quality in terms of performance evaluation index design

As for the application of performance evaluation in private colleges and universities, it is not ideal. In the design of indexes, it pays much attention to results instead of process, which is mainly to evaluate teachers' teaching quality by quantifying teachers' performance evaluation results. As far as the nature of teachers' work is concerned, the quality of teaching cannot be judged only by quantitative results.

2.3. It emphasizes results instead of feedback in the implementation of performance evaluation

At present, it is found that many private colleges and universities mainly use teaching inspection and year-end evaluation during teaching. In the process of teaching inspection, it scores and evaluates teaching, which does not give evaluation feedback to the examinee, so is the year-end evaluation, which often becomes the final link of evaluation by publicizing evaluation results, instead of carrying out evaluation feedback.

2.4. It attaches importance to material incentives rather than motivation mechanisms in terms of the application of performance evaluation results

Moreover, it can be seen that many private colleges and universities pay more attention to material incentive than motivation mechanism in performance evaluation results. In addition, the performance evaluation results of teachers are more applied to salary, so teachers' salaries, bonuses and other incentives are increased or punitively reduced according to the evaluation results. At the same time, few private colleges and universities apply the results of teachers' performance evaluation to training, and find gaps through the results to carry out targeted training for the purpose of improving teachers' ability.

3. The Effective Strategy for the Construction of the Developmental Evaluation System of Private Colleges and Universities

3.1. Strengthen the cognition of developmental evaluation and set the target of teacher performance evaluation correctly

In terms of developmental teacher performance evaluation, it is a kind of formative teacher evaluation, which aims to promote the individual development of teachers, takes the goal as the

basis, pays attention to the process, makes feedback in time, finds out the gap, and helps teachers improve their ability. Furthermore, it takes evaluation as a means to help teachers develop and grow, mobilize teachers' enthusiasm and creativity, and promote the overall improvement the quality of teachers' team, so as to achieve the school development goals. Therefore, it should first combine the development goals of private colleges and universities with the development goals of teachers' personal work to work out reasonable and scientific indexes to evaluate teachers' work. Through the use of the modern information management technology, it can help each teacher to establish their own career planning and goals, record their daily scientific research and teaching, and evaluate their development according to the goals.

3.2. Establish a multi-dimensional, multi-level and diversified performance evaluation system

First of all, the construction of the performance index system should not only conform to the basic, scientific and smart principles in the construction of the development evaluation system, but also reflect the development of the indexes, such as the dynamic, difference, multi-angle and so on. At the same time, it should construct multi-dimensional evaluation indexes such as teaching, scientific research and so on according to the characteristics of teachers' work. Besides, it should carry out multi-dimensional evaluation. Performance is a multidimensional construction, in which different perspectives of observation and measurement can lead to different results. Thus, the evaluation should be conducted from the results performance, behavior performance and relationship performance to evaluate the teachers of private colleges and universities more objectively and accurately and present the developmental evaluation better. Secondly, it should also pay attention to the role of the subject of teacher evaluation on the subject of evaluation. Only when teachers participate in the performance evaluation for mutual evaluation and self-evaluation, can it promote the recognition of evaluation for teachers. Finally, it should pay attention to the feedback of the evaluation results in the evaluation process, so as to achieve the purpose of finding the teaching gap and improving the ability in a targeted way.

3.3. Make scientific and reasonable application of performance evaluation results

Non-material incentives should also be set up in private colleges and universities in addition to material rewards such as salary, bonus and subsidy, such as job promotion, advanced individuals and developmental teacher evaluation awards such as training and further study. Besides, different levels of evaluation and reward should be given according to the completion degree of teachers' personal development needs. For teachers who do more they can be provided with more training opportunities and given the publicity of media.

In conclusion, only the development of teachers can achieve the goal of delivering talents to the society, as well as promote the development of education, teaching, and society. To make scientific and reasonable evaluation on teachers, we should give full play to the guiding, supervising, encouraging and improving functions of evaluation, promote the improvement of teachers' level and their own development, so as to realize the sustainability of teachers' career, as well as further promote the overall quality and level of teachers in private colleges and universities.

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