

Evaluation of Educational Supervisors of Primary School Teachers in Relation to Effective Teaching Skills

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The study aimed to identify the opinion of educational supervisors in the use of the three teaching skills (planning, implementation and evaluation) in evaluating the performance of primary school teachers in the city of Diwaniyah. It also aimed to know the opinion of the educational supervisor in the arrangement of these skills in terms of importance and to indicate the extent of the views of supervisors in evaluating the performance of teachers by gender and specialty. To achieve the objectives of the research, a tool was made up of 42 items distributed on the three fields of study (planning, implementation and evaluation) applied to a sample of supervisors, who are 74 in number. The researchers have investigated the psychometric properties of the scale from validity and consistency and the data has been statistically processed through using the mean, standard deviation and the second test. The research came out with a set of results, reached a number of conclusions and made a number of recommendations and suggestions.

Key Words: *Educational Supervision, Teachers, Teaching Skills*

Research Problem

Teaching skills are among the basic pillars that the teacher should be familiar with or perfect to perform in a manner that secures the required class interaction within the classroom. It also ensures the presentation of the educational material in a sequential and logical manner in order to achieve the interaction of students and their positive participation.

The process of evaluating the educational supervisor for the performance of the teacher starts in the light of skills and scientific foundations, and perhaps effective teaching skills which are

lesson planning, implementation, evaluation (Dijksterhuis, Schuwirth, Braat, Teunissen, & Scheele, 2013).

Also, the skill to implement the lesson is a basic requirement in effective teaching, as it requires the teacher to be familiar with the level of the mentality of pupils and their age stage, where appropriate methods and strategies are chosen for them that achieve their participation and interaction. As for the skill of evaluation, it constitutes a major component of the teaching, and in fact the three skills (planning, implementation, and evaluation) are key components of the educational process, whether traditional or modern (effective) education (Brookhart, 2011). The researchers deliberately clarified these skills because of a deficiency in the educational supervisor evaluation form for the performance of the elementary school teacher in the light of effective teaching skills.

Therefore, the study problem can be identified in the following questions:

1. What is the arrangement of skills that educational supervisors see as important in evaluating the performance of primary school teachers in the light of effective teaching skills?
2. Are there statistically significant differences in the opinion of educational supervisors in the use of these skills to evaluate the performance of primary school teachers according to the gender variable?
3. Are there statistically significant differences in the opinion of educational supervisors in evaluating the performance of primary school teachers in light of the variable of specialisation?

Research Significance

The teacher is considered the cornerstone of the educational process and he/she has an impact on the success of this process and its empowerment and familiarity with the professional and academic aspects. The evaluation, then, is a diagnostic, preventive and curative process that gives the teacher feedback about his educational performance and teaching effectiveness (Zhang & Burry-Stock, 2003). And since the teacher needs guidance, and evaluation, the role of the educational supervisor appears clear in supervising his/her performance according to a studied plan that is implemented during the academic year and is evaluated through a prepared performance evaluation form. This form must contain between its folds, items related to areas of effective teaching skills represented in lesson planning, implementation, and evaluation (Reznick, 1993). The researchers hope that this form will contribute to the development of the way in which elementary school teachers are evaluated and that this tool used in the evaluation, is drawn from the results of research and studies that contribute to developing the effectiveness of teaching in a way that ensures a comprehensive development of the educational process.

Research Objectives

The research aims to:

1. Identify the opinion of the educational supervisors in the use of these three skills in evaluating the performance of primary school teachers.
2. Learning the opinion of the educational supervisors in arranging these skills in evaluating elementary teachers.
3. Identifying whether there are statistically significant differences among educational supervisors in evaluating the performance of primary school teachers according to the variables of gender and specialisation.

Research Limits

The research includes educational supervisors for the elementary stage in Al-Diwaniyah Governorate for the academic year 2017/2018.

Defining Terms

Educational Supervisor

Good's Definition

"The professional person responsible for mentoring, developing and improving teaching in the educational field" (Isa).

Procedural Definition

In this research, the educational supervisor means the educational officer who undertakes the functions of educational supervision and achieving its goals in the primary stage.

Assessment

Terry's Definition

"The process of obtaining information and issuing judgments that are useful in making decisions".



Neagly et al Definition

"The method by which data collected by means of measurement or other means is used as a basis for making judgments about persons, places, or things that have been tested, measured, or examined"

Procedural Definition

Ruling on provisions on the extent to which primary school teachers perform the educational functions and practices they should perform.

Performance

Good's Definition

"It is the effort that a person actually performs to do something according to his ability and ability".

Definition of Jnlius and William

"It is the behavior that an individual performs to carry out a special act".

Procedural Definition:

"The practices that the teacher undertakes to accomplish his educational functions inside or outside the classroom within the educational process".

Effective Teaching

"It is the teacher's ability to use appropriate teaching methods to achieve educational goals in teaching situations".

Procedural Definition

"The total number of items included in the questionnaire, and educational studies indicated that it is a characteristic of effective teaching".

Theoretical Framework

Educational evaluation is defined as an organised process for gathering and analysing information with a view to determining the degree to which educational goals are achieved and taking decisions regarding them to address weaknesses and provide sound, integrated growth through the reorganisation and enrichment of the educational environment (Stake, 1967).

From the previous definition, the importance of evaluation is evident in the success of the educational process and in achieving its goals, and its significance does not stop at this point, but it includes a holistic meaning that includes all elements of the educational system (goals, students, teachers, curricula, methods, strategies ...)(Guba, 1978).

Educational Supervision

The concept of educational supervision has gone through many and varied developments over time, as it was meant by some educational systems as a kind of supervision and inspection where the educational supervisor's job was concerned with its generality with the supervision of the school and its teachers, and the progress of students in the school. This was then followed by a decision to reward and punish the school workers (Tanner & Tanner, 1987).

The beginnings of the inspection method go back to the beginning of the nineteenth century in the United States of America, where committees of citizens were formed to inspect the school buildings and equipment used, as well as to inspect the teachers and collect the students to include the methods used by the teachers in teaching (Alzamili & Mohammed, 2019; House, 1986).

The concept of inspection prevailed in most Arab countries where the method of inspection was the method of surprise visits, monitoring errors and reporting them, and in light of this, feelings of fear and apprehension prevailed instead of human relations based on friendliness and respect between inspectors and school workers, where inspection was linked to reparation and coercion, and some inspectors forced teachers to carry out their orders, thinking that this approach will advance the educational process (Eisner, 1976).

The concept then developed to become an artistic direction for the teacher and help him/her to fulfill his/her mission to achieve the intended educational goals, where the word inspector was replaced by mentor, because of what the educational mentor does to help teachers; they also direct them to the means and methods that help them in explaining the lessons, as well as guiding them on how to overcome what they object to, from problems and transferring experiences to them and assisting them in scientific and professional growth. With the major

developments that have occurred in the field of educational thought, including the philosophy and educational goals, stages of growth and principles, different learning theories and methods of communication, what has been achieved in the field of educational sciences and for psychology, social and behavioural sciences, all of this imposed a new development of a modern concept called (educational supervision) (Alzamili & Mohammed, 2020). It no longer means inspecting the teacher and monitoring his/her performance, but rather it has become one of the important means and methods used to improve the educational process and its development, and thus educational supervision has become the educational leadership that aims to develop appropriate opportunities for growth for teachers and their professional and educational development (Guba, 1978).

The Educational Supervisor's Functions

In light of the modern concept of educational supervision, the educational supervisor's job is no longer limited to guiding the teacher and giving him a helping hand. Rather, his jobs have varied and diversified to harmonise with the prevailing spirit of the age. These functions can be summarised in the following points:

1. Administrative functions, including:
 - Conducting leadership responsibilities in the educational field.
 - Cooperation and active contribution with school administrations in everything related to the educational process.
 - Contributing to solving problems that occur to students and teachers.
2. Activating functions, including:
 - Helping teachers and motivating them for scientific and educational production.
 - Contributing to solving problems and overcoming difficulties in the progress of the educational process.
 - Working on developing the skills of teachers in a way that suits their self-preparedness.
 - Keeping abreast of educational and educational matters and facilitating them for teachers to benefit from them.
3. Training functions, including:
 - Commitment to training teachers to raise their competence and develop their capabilities through multiple training methods (such as courses, seminars and lectures).
4. Research functions:
 - Feeling and studying educational problems in all its aspects and setting solutions to them.
5. Evaluation functions, including:

- Understanding the capabilities of teachers and working to support and develop them, and measuring the compatibility of teachers' performance with the desired educational goals (Al-Khattat, Al-Muhja, & Mohammed, 2019).
- 6. Analytical functions, including:
 - Curriculum analysis in light of the nature of these curricula and their suitability for educational goals.
 - Analysing test questions according to specific technical criteria, and laying the foundations for good tests.
- 7. Innovative functions, including:
 - Working to invent new ideas and methods that could contribute to the development of the educational process.
(Stake, 1967)

In light of the foregoing, it can be said that the educational supervisor's job according to the modern concept makes him a leader, friend and motivator for the teacher to help him discover his/her abilities and develop him/herself and his/her skills to advance the educational process and the prevailing familiarity and affection.

Teaching

The concept of teaching crystallises according to the prevailing trend in the school curriculum, so if the direction is traditional, then the concept of teaching does not come out of mere information and gaining students' knowledge, while the view turns to teaching according to the evaluation trend to include "all efforts exerted by the teacher in order to help pupils to integrate each according to his/her circumstances." This also includes his/her preparations and capabilities (Gay, 1985). Since the concept of teaching differs according to the societies and their development and the educational philosophy from which the goals and requirements of society are based, so we find it difficult to develop a specific definition for it, as this concept witnesses a change and an evolution in the change and development of human societies as well. This also includes the development of educational and psychological literature.

Effective Teaching

The modern view of teaching cancels what was prevalent from it in the past. The process of transferring information to the learner's mind is no longer the only task of teaching, but it has become a planned activity that aims to achieve desired educational outcomes for students. The teacher plans and manages this activity, and the teacher and learner have taken on new

roles. According to the modern view of the teaching process, the teacher's role is not limited to giving information to students in order to memorise and recite it, but to understand it and apply it in multiple life situations.

Effective classroom instruction is not a grandiose demonstration aimed at attracting attention. Rather, it must be characterised by arousing emotions associated with actual activity, that is, stirring insight into ideas, realising abstract concepts, and showing how these concepts relate to an individual's life (Ornstein & Lasley, 1990).

Also, the effective teacher is the one who knows how to stimulate the interests of his students, steer clear of indoctrination, develop the student's ability to choose from the vast amount of growing and changing information, the ability to reorganise this information in the form of scientific and logical knowledge, and the ability to use this knowledge to produce new ideas; this requires focus on self-learning strategies and educational films, and making use of modern technologies that facilitate learning (Atkins & Brown, 2002).

Effective teaching requires a teacher with multiple abilities and skills. He/she is unfairly able to specialise in his/her subject. He/she must know about the different branches of psychology and the need to understand the nature of learning and its various conditions, in addition to being familiar with individual differences between students to test what is appropriate for each of their capabilities and needs (Ornstein & Lasley, 1990).

Lesson Planning Skills

The basis for success for any work is good planning for it, and perhaps the lesson plan represents a record for the teacher in the classroom that emphasises his interest, his effort and perseverance; it also represents an element of the lesson and then helps him to present the lesson successfully, as it increases the efficiency of teaching and avoids the teacher's exposure to embarrassing situations. This is because it helps him to continue his profession and related analysis of the curricula, determine its goals, concepts, trends, and conventions, as well as identify the needs of students and strive to satisfy them (Bümen, 2007).

It also helps the teacher to choose the methods, strategies and activities appropriate to the levels of the pupils. It also helps the teacher to choose the educational methods that motivate the pupils and stimulate their motivation to learn. The plan also includes the correlation between the elements of the plan, including the goals and methods, and is appropriate to that of the learners' goals and needs (Schmidt, 2005).

Lesson Implementation Skill

In order for the teacher to start implementing the lessons that he had previously planned, he uses a specific teaching strategy that includes one or more teaching methods.

There are sub-skills on which the skill of implementing the lesson depends, including:

- Preparation skill and presentation of the lesson, and preparation is all that is said by the teacher from words and deeds in order to make students ready to receive the new lesson using various strategies and methods that should raise their motivation and yearning for the lesson (Schmidt, 2005).
- Class management skill: this skill is one of the basic pillars of effective teaching process for its important roles, such as attracting the attention of students and maintaining communication between the teacher and students in addition to building healthy human relations between the teacher and learners (Carless, 2003).

Classroom management can be defined as all the work that a teacher performs in the classroom, which works to bring about changes in the behaviour of students and learners, to give them new knowledge and concepts, to bring about changes in their skills and competence, to stay on positive terms with them, to develop their inclinations and desires, and to refine their talents.

- Skill in drafting and asking classroom oral questions:
 1. The exchange of questions and answers between the teacher and students increases the positive interaction within the classroom, and the use of questions is an important activity emphasised by teaching and learning strategies, and this sub-skill is divided into three sub-skills:
 2. The skill of formulating questions: There are several principles that the teacher must take into account from the formulation of these questions, including the clarity of the question and its formulation in the fewest number of words. The questions are included from easy to difficult and from simple to complex, avoiding ambiguity of questions and that their formulation is appropriate to the level of knowledge to be measured.
 3. The skill of asking questions: The success of the questions depends on the way in which all students are involved in answering the questions and not asking the questions according to their seating arrangement, and that you take into account the individual differences during the questioning, so that he/she directs the easy questions to students with low achievement so that they can answer, and this raises their spirits and they become excited about the lesson.
 4. The skill of the teacher receiving the answers of the students:
 5. One of the principles that helps the teacher receive the students' answers with understanding and knowing, is listening carefully to what the student is saying and not

boycotting or reprimanding him/her for his/her mistake and promoting the correct answers by praising them and reformulating them clearly and briefly (Brush et al., 2003).

Assessment skill

The evaluation skill is one of the most important skills that the teacher must possess, but it demonstrates his/her ability to plan tests and formulate oral and written questions in a sound language free from errors and to include all the goals to be measured (cognitive, emotional, and motor movement).

The teacher's possession of various methods in the evaluation is a matter of importance, especially since the data of the modern era impose modern strategies and methods in the evaluation away from the traditional evaluation that was prevalent in schools and positioned mainly on tests and measuring the student compared to his peers. This evaluation is no longer limited to measuring academic achievement. The student has even transcended him/her to measure the elements of personality in all its aspects, thus expanding his/her fields and varying his/her methods (Cornford, 1991).

Literature Review

Al-Falah 1999 Study

Evaluation of specialised educational supervision is done in the light of its recent trends and from the point of view of supervisors, specialists, teachers and school administrators. The study aimed to identify the reality of educational supervision in the secondary stage of the city of Benghazi (Libya) through the point of view of supervisors, teachers and school administrators and to know if there are statistically significant differences between the sample responses according to variables of (qualification gender, years of experience). The study population consisted of all 113 educational supervisors, 588 teachers, and 40 school male and female principals.

The study reached the following results:

1. The ratio of practice to supervision areas was moderate.
2. There are no statistically significant differences between the response of the members of the study sample on the fields of educational supervision due to the variables (gender, educational qualification, years of experience).

Al-Samadi and Al-Tahar 2001 Study

The level of mastery of special education teachers in the United Arab Emirates for effective teaching skills: The study aimed to master effective teaching skills (planning, implementation, evaluation) by teachers of private classes in schools in the United Arab Emirates.

The population of the study consists of all teachers of special education, and there are 234 male and female teachers. As for the sample, it was 96 teachers who were randomly selected. The study reached the following results:

1. The best mastered skill by male and female teachers is the teaching skill.
2. Female teachers are more proficient in teaching skills than male teachers in all dimensions of planning, education and evaluation.
3. Years of experience had no effect on planning and evaluation skills.

The Study Procedures

This chapter describes the approach taken in this study.

First / Research Methodology

The descriptive approach was used in this study, which is based on an explanation of the current situation of a phenomenon or problem by determining its circumstances and its dimensions.

Second / Research Population

The study population consists of male and female supervisors of primary education in the centre of Diwaniyah city and its districts. The total number of the study populations was 134.

Research Sample

The research sample reached 74 educational male and female supervisors for primary education, and the following table shows that:

Table 1: Research Sample

Gender	Specialisation	Years of Experience			Total
		1-9	10-19	20 and above	
Males	Scientific	12	2	4	18
	Literary	15	8	-	23
Overall	Males	27	10	4	41

	Scientific	13	2	-	15
Females	Literary	13	4	1	18
Overall	(Females)	26	6	1	33
Overall	(Males and Females)	53	16	5	74

Research Tool

The researchers refer to the literature and related research. I designed a tool that includes the characteristics of effective teaching (Al-Khattat, Habeeb, & Mohammed, 2019). The tool included 42 items distributed in the following fields:

1. The first field (planning skill), which includes 10 items arranged from 1-10 and measures the plan that the teacher sets that would constitute a prelude to the lesson.
2. The second area (implementation skill), which includes 19 items arranged from 11-29, which measures everything the teacher does in implementing the lesson.
3. The third field (evaluation skill), which includes 13 items arranged from 30-42 and measures everything the teacher does to evaluate the educational process.

The Likert five-point scale was used to correct the answers, and the grades were distributed as follows:

Always 5, often 4, sometimes 3, rarely 2, I do not care 1 The high score on the three areas reflects a positive trend for the educational supervisor's opinion of the teacher's performance evaluation and the low score reflects a negative trend from the educational supervisor's opinion of the teacher's performance in the light of effective teaching skills and the range of grades was between 42- 210. After building the research tool, the researchers presented it to a group of 10 experts to ensure its suitability to achieve the research goals, and adjustments were made based on the arbitrators' observations.

To verify the validity of the items, the two researchers applied the tool to an exploratory sample that was chosen in a simple random manner, and the sample was from 25 educational supervisors who were not within the basic research sample. Planning, implementation, and evaluation were statistically significant at 5051, which indicates the presence of internal consistency for each field in what it measures. All correlation coefficients between the total score for each field and the overall score of the instrument were high, positive, and statistically significant, indicating consistency between the three domains and the total score regarding measuring it is an indication of validity.

Consistency

Cronbach's alpha has been utilised, which gives the minimum estimated value of the coefficient of constant test scores, i.e. that the value of the coefficient of stability in general is not less than the value of the coefficient of Cronbach if calculated by other methods (Mohammed, 2017) and table 2 shows the consistency:

Table 2: Consistency

Field	Items no.	Cronbach
<i>First</i>	10	0.80
<i>Second</i>	19	0.94
<i>Third</i>	13	0.85
<i>Tool</i>	42	0.96

It is noted from the table that all Cronbach coefficients for the three domains (planning, implementation, evaluation) and the overall degree of the tool are high, which gives indications of the stability of the tool and the stability of its degrees in line with the objectives of the current study.

Presentation and Explanation of Results

The chapter deals with data analysis and interpretation of results according to the research questions:

The First Question

Arranging the skills that the educational supervisor considers important in evaluating the performance of primary school teachers in the light of effective teaching skills:

To verify the first objective, the mean, standard deviation and percentage were extracted as shown in table 3:

Table 3: The mean, standard deviation and percentage

Field	Mean	standard deviation	%	Sorting
<i>First (Planning)</i>	41.7703	5.8134	24.23	3
<i>Second (Implementation)</i>	77.8919	12.1763	45.18	1
<i>Third (evaluation)</i>	52.7432	8.3863	30.59	2

It can be noted from the previous table that the first order was the second field (implementation) and the percentage of the field (33.24) came the third field (calendar) in the second order and the percentage of the field (18.45) while the first field (planning) the third in terms of arrangement and its percentage (24.23).

It is noticed here that most skills receive the attention of educational supervisors in order of priority, and because it is a skill that depends on many sub-skills such as introduction, class management, formulating questions, raising motivation among students and the use of educational aids.

The Second Question

Are there statistically significant differences in the evaluation of the performance of teachers in the primary stage in the city of Diwaniyah in the three areas and the overall degree with different sex? To answer this question the researchers used the T test for two independent samples to find the differences by type for the three areas (planning, implementation, evaluation) and the overall degree of the tool as shown in table 4.

Table 4: The differences between the study sample and the study on the educational supervisor evaluation tool in the three fields (planning, implementation, evaluation) and the total score according to gender implementation

Fields	Gender	Mean	Standard Deviation	Freedom Degree	T	P-Value
Planning	Males (41)	40.00	5.933	72	3.086	0.003
	Females (33)	43.97	4.908			
Implementation	Males (41)	75.293	12.489	72	2.092	0.04
	Females (33)	81.1212	11.129			
Evaluation	50.73	50.371	8.146	72	2.372	0.02
	Females (33)	55.242	6.652			
Total Score	Males (41)	166.024	25.87	72	2.575	0.012
	Females (33)	180.33	20.82			

It is noted in the previous table that there are statistically significant differences between the study sample in the first field (planning) when statistically significant (30.01) according to gender, and that there were statistically significant differences at 0.05 in the second and third fields, and the total score of the tool in the research sample according to the gender variable. Referring to the arithmetic means, it is noted that the differences were in favour of female educational supervisors, and this is an indication of the educational supervisors' interest in effective teaching skills more than male educational supervisors, given that the teaching and supervision profession is best suited to women, especially in our Arab societies.

The Third Question

Are there statistically significant differences in the opinion of the educational supervisors in evaluating the performance of primary school teachers in the city of Diwaniyah in the three areas and the total degree according to the different specialisation?

To answer the question, the researchers used a test for two independent samples to find the differences according to the variable of specialisation in the three fields and the overall score of the tool and Table No. (5) illustrates this.

Table 5: illustrates this

Fields	Gender	Mean	Standard Deviation	Freedom Degree	T	P-Value
Planning	Males (41) Literary	42.58	4.496	72	1.112	0.288
	Females (33) Scientific	41.122	6.619			
Implementation	Males (41) Literary	78.64	11.49	72	0.469	0.64
	Females (33) Scientific	77.293	12.81			
Evaluation	Males (41) Literary	52.27	8.186	72	0.431	0.668
	Females (33) Scientific	53.122	8.83			
Total Score	Males (41) Literary	173.98	22.29	72	0.336	0.738
	Females(33) Scientific	171.54	26.66			

It is noted from the previous table that there are no statistically significant differences between the degrees of the study sample on the educational supervisor evaluation form for the performance of the elementary school teacher in the city of Diwaniyah according to the variable of specialisation. The result of the current study is consistent with the result of the study of the Mohammed (2019), which indicated that there were no differences of statistical significance among the study sample scores in educational supervision practices in light of its recent trends according to the variable of specialisation.

Recommendations and Suggestions

In light of the results of the research, the researchers make the following recommendations:

1. There is an urgent need to translate the tasks of educational supervisors into practical practices in a way that helps the educational supervisor understand his supervisory role in using effective teaching skills in evaluating the performance of primary school teachers.
2. Raising the efficiency of the educational supervisors through their participation in the training programs represented in the training courses, seminars and other educational activities.
3. Informing educational supervisors of the latest research and studies on effective teaching skills to benefit from them in evaluating the performance of teachers.
4. Reconsidering the current form to evaluate the performance of primary school teachers, as the form refers to parts of the three effective teaching skills (planning, implementation, evaluation).

Suggestions

1. Conducting a study on the educational supervisor's evaluation of the primary school teacher's performance in the light of other variables such as years of service in educational supervision.
2. Conducting a study to evaluate primary school principals for the performance of their teachers in the light of effective teaching skills.

Appendix 1

Questionnaire items	Always	Often	Somet imes	Rarely	Not interested
First Field : Planning					
1. The teacher developed a complete vision about teaching the basic course					
2. Prepare the teacher for a mental study before entering the class.					
3. The teacher wrote the lesson title on the board.					
4. The teacher writes the goals on the board before explaining the lesson.					
5. Ensure that the teacher formulates goals for behavioural formulation.					
6. The teacher prepared the ways and means to explain the lesson.					
7. Teacher planning and observance of the logical sequence in preparing the elements for the lesson.					
8. The teacher plan to distribute time to					

the lesson elements.					
9. The interest of the teacher in using the preparation pamphlet.					
10. Ensuring that the teacher is concerned with his/her personal appearance.					
Second Field : Implementation					
11. The good connecting of the teachers to the new lesson with the previous one.					
12. The teacher's accuracy in explaining and conveying the information.					
13. The teacher uses the means of explanation that help him clarify the ideas of the lesson.					
14. The teacher uses the various methods and strategies that help him explain the lesson.					
15. The contribution of the teacher's performance to attract students' attention and motivate them to learn.					
16. The methods used by the teacher to achieve the interaction and participation of students in the educational process.					
17. The teacher's ability to formulate and direct oral questions.					
18. The teacher's method of controlling the system in the classroom.					
19. The teacher's interest in the class environment (physical and psychological).					
20. The interest of the teacher and the methods he/she uses to engage students and their work in preparing educational aids.					
21. The teacher monitors students' behaviour in the classroom and deals with it effectively.					
22. The teacher's interest in asking					



motivating questions for students' higher levels of thinking (analysis-synthesis-evaluation).					
23. The teacher is keen on responding appropriately to the questions and answers of his/her students.					
24. The teacher uses individual and group learning methods in teaching taking into account the individual differences of students.					
25. The teacher's consideration of the relation of the branches of the subject he/she is teaching with other subjects he/she teaches to students.					
26. The teacher's attention to summaries, especially at the end of the lesson.					
27. The language safety the teacher is using and its suitability for student levels.					
28. Teacher's familiarity and mastery to the subject s/he teaches.					
29. The teacher uses verbal and non-verbal reinforcement methods to arouse student motivation.					
Third Field: Evaluation					
30. Teacher's interest in the questions he/she prepares in diagnosing students' weaknesses and strengths.					
31. The teacher's use of various methods in evaluating students to go beyond oral questions to research and assignments, for example.					
32. The teacher uses the initial evaluation that shows the level of students.					
33. The teacher uses the phased calendar that shows the feedback for both the teacher and students.					
34. The teacher's interest in the					



comprehensive assessment of students cognitively, emotionally, and behaviourally.					
35. The teacher's interest is that the questions be clear, sound, linguistically and grammatically.					
36. Involving the teacher to a sufficient number of students in answering the questions.					
37. Overlooking at the written exams prepared by the teacher.					
38. Considering for teacher objective and fairness in the correction and distribution of grades to test questions.					
39. Ensuring of the teacher's interest in the objective tests.					
40. The teacher's interest in proportioning to the exam questions.					
41. Ensure that the teacher benefits from the evaluation results in diagnosing students' learning difficulties.					
42. The teacher takes into account the relevance of the evaluation to the objectives of the lesson.					

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