

Quality Standards of Teacher's Performance According to Integrated Approach from Educational Supervisors' View A Field Study in the 1st Cycle of Basic Education in Damascus

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Abstract

The research aims to present a theoretical study that shows approaches or current models which seek to produce standards through which we can evaluate teacher's performance. Besides, it suggests a system of quality standards of teacher's performance in the 1st cycle of basic education. The research also benefits from the opinions of educational supervisors who supervise teachers in Damascus to enrich quality standards according to the integrated approach.

The research was applied on 41 educational supervisors in Damascus by using a questionnaire, which includes 37 items that cover seven fields as follows:

-having morals of teaching, understanding of learner's nature, mastering learning/teaching material, managing teaching/learning process, practicing thinking, caring to establish a good relation with the community and recognizing that proficiency serves competency

The research outcomes showed that there were no differences of static indication between the answers of supervisors related to quality standards of performance according to integrated approach as well as the average answers of the sample members in the same field. It also showed a

For the paper in Arabic see pages (91-142)

differentiation of arranging the sub-items included in the seven fields between the most and the least important.

The research came out with a set of suggestions. The most important ones are:

-The preparing teachers' establishments in the Arab world should consider the importance of quality standards of teacher's performance, concentrate on the priorities that were considered of great importance by the supervisors, to adopt the philosophy of standards and spread a social educational culture.