

ADMIRATION OF INTERNAL AND EXTERNAL FACTORS AFFECTING TEACHERS IMPLEMENTATION OF SEMINAL EVALUATION TO SUPPORT LEARNING

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Abstract— The Assessment for learning (AFL) has been touted as one of the most promising pedagogical approaches for enhancing student learning. Research suggests that engaging students in AFL helps to improve their achievement, develop met cognition and support motivated learning and positive self-perceptions. Students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. Three categories of diversity that have been shown to have important implications for teaching and learning are differences in students' learning styles (characteristic ways of taking in and processing information), approaches to learning (surface, deep, and strategic), and intellectual development levels. In this paper we propose what would it take to make AFL integration possible and practical within the current context of education? In response to this question, we assert the benefits of using contemporary approaches to teacher professional learning that collect internal and external factors explicitly address gaps, graph and challenges in AFL implementation. Further, we provide grounding for a programmed of research in developing teachers' assessment capacity by first summarizing challenges to the integration of AFL and then exploring potential directions for professional learning in this area.

Keywords- Data Mining, Educational DM, Prediction, Classification, Clustering

I. INTRODUCTION

The declining interest in school among high school students in recent years has led to steep enrollment decreases in many school programs. Although the problem has been exacerbated by high student dropout rates that have characterized school curricula for decades, many school faculty members continue to view the attrition positively, believing the dropouts are mainly weak students who are unqualified to become school. This belief is wrong. In their classic study Talking about Leaving, Seymour and Hewitt showed that grade distributions of students who leave technical curricula are essentially the same as the distributions of those who stay in. While many of those who drop out do so because of academic difficulties, many others are good students who leave because of dissatisfaction with their instruction, a fact made graphically clear in comments quoted by Seymour and Hewitt. The

problem is that no two students are alike. They have different backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying. Teaching methods also vary.

Internal and External Factors:

This is not to say that instructors should determine their students' individual learning attributes and teach each student exclusively in the manner best suited to those attributes. It is not possible to discover everything that affects what a student learns in a class, and even if instructors could, they would not be able to figure out the optimum teaching style for that student—the task would be far too complex. Moreover, even if a teacher knew the optimum teaching styles for all students in a class, it would be impossible to implement them simultaneously in a class of more than two students.

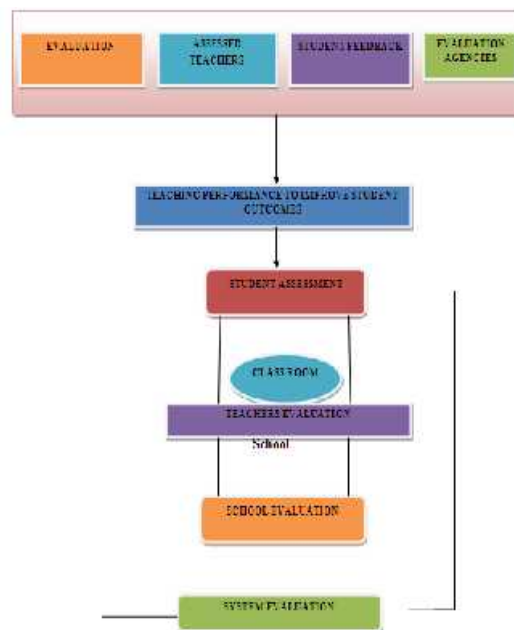


Fig 1: The Workflow Diagram

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3.4 Table design

[illegible]

3.5 Related Work

Contextual knowers take responsibility for constructing knowledge for themselves, relying on both objective analysis and intuition and taking into account (but not accepting without question) the ideas of others whose expertise they acknowledge. The students who adopted a deep approach also generally expressed greater satisfaction with their instruction. The authors speculated that 0.5–0.6 might be an upper bound to the correlation coefficient between ratings obtained using interviews and objectively-scored instruments.

1V.CONCLUSION

Promoting teacher evaluation is clearly in the national interest as well as serving students and their families and communities. Teachers need feedback on their performance to help them identify how to better shape and improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. At the same time, teachers should be accountable for their performance and progress in their careers on the basis of demonstrated effective teaching practice. Developing a comprehensive approach may be costly but is critical to conciliate the demands for educational quality, the enhancement of teaching practices through professional development, and the recognition of teacher knowledge, skills and competencies. The expectation is that teachers engaging in reflective practice, studying their own methods of instruction and assessment, and sharing their experience with their peers in schools, becomes regular a routine part of professional life.

Column Name	Data type	Allow Nulls
name	nvarchar(50)	☐
gender	nvarchar(50)	☐
class	nvarchar(50)	☐
school	nvarchar(50)	☐
family_staff	nvarchar(50)	☐
english_staff	nvarchar(50)	☐
maths_staff	nvarchar(50)	☐
science_staff	nvarchar(50)	☐
social_staff	nvarchar(50)	☐
result	nvarchar(50)	☐
assessment	nvarchar(50)	☐
internal_factors	nvarchar(50)	☐
external_factors	nvarchar(50)	☐

V. FUTURE WORK

The work can be further we will continue to explore initial teacher education experiences that provide the grounding for teachers' continued professional learning throughout their careers. Most importantly, we are interested in finding ways to support the development of learning cultures involving students, teachers and administrators that value assessment as a central component of the teaching and learning process.

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