DEVELOPMENT OF METHODS FOR THE CLASS TEACHER EFFECTIVENESS ASSESSMENT

AUTHORSHIP

Vera Nikolina
Professor, Doctor of Pedagogical Sciences, Professor of the Department of General and Social Pedagogy at the Federal State Budgetary Educational Institution of Higher Vocational Education "Minin Nizhny Novgorod State Pedagogical University" (Minin University), Nizhny Novgorod, Russia.  
ORCID: https://orcid.org/0000-0002-3744-1446  
E-mail: voranikolina@internet.ru

Anna Loshchilova
Candidate of Pedagogical Sciences, Associate Professor of the Department of General and Social Pedagogy at FSBEI HVE "Minin Nizhny Novgorod State Pedagogical University" (Minin University), Nizhny Novgorod, Russia.  
ORCID: https://orcid.org/0000-0002-6294-5516  
E-mail: loshchilova.anna@yandex.ru

Sergey Aksenov
Associate Professor, Candidate of Pedagogical Sciences, Head of the Department of General and Social Pedagogy at FSBEI HVE "Minin Nizhny Novgorod State Pedagogical University" (Minin University), Nizhny Novgorod, Russia.  
ORCID: https://orcid.org/0000-0002-6983-077X  
E-mail: sergeyaksenov@autorambler.ru

Irina Lebedeva
Associate Professor, Candidate of Pedagogical Sciences, Associate Professor of the Department of General and Social Pedagogy at FSBEI HVE "Minin Nizhny Novgorod State Pedagogical University" (Minin University), Nizhny Novgorod, Russia.  
ORCID: https://orcid.org/0000-0002-6819-2382  
E-mail: irinalebedeva.researcher@rambler.ru

Nadezhda Bazarnova
Postgraduate student, senior lecturer of the Department of General and Social Pedagogy at FSBEI HVE "Minin Nizhny Novgorod State Pedagogical University" (Minin University), Nizhny Novgorod, Russia.  
ORCID: https://orcid.org/0000-0003-2696-6009  
E-mail: bazarnova.nad@yandex.ru

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INTRODUCTION

In modern conditions of the transformation of Russian education, there exists a rethinking of its goals, objectives, content, and results of various types of professional activities carried out by teachers. The activity of the class teacher is becoming especially relevant, in view of the fact that at the present stage, the attitude towards education has changed significantly and is becoming especially important. This is due to the social demand from society, reflected in the state normative documents on education and the strategy of socio-economic development of Russia.1-5

The class teacher plays a key role in organizing class activities. The effectiveness of the educational system in the educational establishment, the development and education of each student personality in the class depends on the class teacher professional competence and personal qualities. By managing the resources, conditions, and changes taking place in the classroom, it is the class teacher who provides the opportunity for value-meaningful personal manifestations of students, the enrichment and development of their personal experience, and the creation of conditions for their self-determination. In the context of current challenges of the time, this requires his new approaches and attitudes: organizer of cooperation between school teachers and students, navigator of the educational opportunities in the school, moderator, mentor, family consultant, designer of an individual educational route.

1-5On the development of an education program. Teaching guidelines of the Russian Academy of Education dated 02.06.2020 No. b/n. Moscow. 2020. (Electronic resource). Available at: glavbukh.ru. Access: June, 2. 2021.

2-5Letter of the Ministry of Education of the Russian Federation of May 12, 2020 N B6-1011/08 On Methodological Recommendations. Guidelines to the executive authorities of the constituent entities of the Russian Federation, exercising state administration in the field of education, on the organization of the work of education pedagogical workers exercising class leadership in general educational establishments. (Electronic resource). Available at: garant.ru. Access: June, 14. 2021.

3-5Message of the President of the Russian Federation to the Federal Assembly of the Russian Federation dated January 15, 2020 (Electronic resource). Available at: consultant.ru. Access: June, 10. 2021.

4-5Order of the Ministry of Labor of Russia of 10.01.2017 N 10n On the Approval of the Professional Standard “Specialist in the field of education” Registered in the Ministry of Justice of Russia on 26.01.2017 N 45406). (Electronic resource). Available at: garant.ru. Access: June, 10. 2021.

5-5Model education program. M. Furo, 2020.
At the same time, in pedagogical science and practice, the question of the methodology for assessing the effectiveness of the class teachers’ activity is poorly studied. The reason for this is not only insufficient elaboration, the complexity of the phenomenon itself, “the class teacher performance efficiency”, but also a change in approaches, goals, content of education, the students’ educational activity in the dynamically changing conditions in the country, as well as the students themselves, considering their age, typological, and generational features.

Based on the analysis of studies (BAYBORODA, PALADEV, STEPANOV, 1994; BONDAREVSKAYA, 2011; NECHAEV, 2021; SELIVANOVA, 2016; STEPANOVA, 2014; TITOVA, 1995; SHILOVA, 2000; KAZAKOVA, 2020; SHCHURKOVA, 2002 and others), the essence of the concept of “the class teacher’s educational activity”, its goal, and result has been determined. It is duly noted that the interaction between the class teacher and the student provides for “the ascent of the individual to values, meanings, and his acquisition of previously absent properties, qualities, life attitudes, and his personal image” (BONDAREVSKAYA, 2011, p.21). The most significant in the class teacher activity are its goal, result, and the process of achieving them, which turns up as an outcome of certain intentions and actions carried out by the class teacher (NECHAEV, 2014).

As noted by Avluyeva (2003), the class teacher performance efficiency is considered as a measure of the positive influence of the quality of the teacher’s arrangement of the students’ life on the degree and dynamics of their value-significant personal manifestations. At the same time, the positive dynamics of the obtained effects is an indicator of the existing educational outcomes. According to Antonova (2013), efficiency characterizes the degree of success of the functioning of the pedagogical system in achieving and realizing the goal, which consists of 1) the efforts (labor, time, and material resources) of the subjects of educational relations and 2) the results of pedagogical activity. The authors of the guidelines for the development of an upbringing program highlight the changes in children’s personal development, received by parents or teachers during the upbringing process, as the results of upbringing (ALIEVA, GRIGORIEV et al., 2010). Regulatory documents distinguish the following features as the result of the upbringing: the result is a realized and achieved goal; they are fuzzy, often vague; they do not have a final shape; they are dynamic.

In most of the sources we have analyzed (AVLUEVA, 2003; VINOKUROVA, LOSCHHILOVA, 2020; MEDVEDNIKOVA, 2008; NIKOLINA, 2014, 2021; NIKOLINA, PAPUTKOVA, 2013; SHADRIKOV, 2011; SLEPKO, 2006; TITOVA, 1995; CHEMEKOV, 2013), the ultimate goal of assessing the class teacher performance efficiency is to improve the quality of the educational process, the class teacher’s professional growth and self-development, and his professional status. In the above authors’ opinion, it can be carried out both on an ongoing basis and occasionally. These features cause certain difficulties in recording and assessing the result in the methods for assessing the effectiveness of the class teacher activity.

Shilova’s (2000) and Shchurkova’s (2020) studies raise the question that odd bits of information about the class teacher’s goals, results, and performance indicators must be embodied in a holistic methodology for assessing his/her performance efficiency. “The methodology is regarded by most authors as the most “voluminous” concept in a number of pedagogical procedures, denoting a system of practical actions to achieve a large-scale pedagogical goal” (SLASTENIN, KOLESNIKOVA, 2005, p.194). All the variety of meanings of the concept of “methodology” should be reduced to two main ones: first, to the normative ordering of actions in any particular activity; secondly, reflection in the form of a description, a prescription, an idea of how it is necessary to act in order to achieve certain results (SLASTENIN, KOLESNIKOVA, 2005).

According to Shchurkova (2020, p.105), a positive assessment in the methodology is received by what corresponds to the regularities in culture and social community. A negative

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2Letter of the Ministry of Education of the Russian Federation of May 12, 2020 N ВЕ-1011/08 On Methodological Recommendations. Guidelines to the executive authorities of the constituent entities of the Russian Federation, exercising state administration in the field of education, on the organization of the work of education pedagogical workers exercising class leadership in general educational establishments. (Electronic resource). Available at: garant.ru. Access: June,14, 2021.
assessment is deduced when violations of generally accepted social and cultural norms are recorded. For our study, the fact that the methodology for assessing the effectiveness of the class teacher activity should be given both a public and an administrative character is decisive, combining the key subjects of educational relations in this activity.

At the same time, the main thing is that the methodology for assessing educational activities should not significantly increase the class teacher’s reporting and amount of work. Shilova’s (2000) statement that, when determining indicators in the methodology, an integral approach is needed, ensuring the selection of the most pivotal criteria, is strategic for this research.

American researchers Ritter, Barnett (2016), studying the system for teacher and student advancement (The System for Teacher and Student Advancement, TAP), emphasize the importance of the need to use an effective and meaningful matrix of criteria for assessing professionalism, continuous feedback for professional development, and a fair and transparent assessment process closely related to professional development in the process of assessing multiple observations of teacher activities. The described assessment system is built on four main elements: a variety of career paths; constant practical professional growth; the teacher’s responsibility; remuneration based on performance indicators. In turn, Tucker and Stronge (2005) analyze a variety of strategies based on considering student performance and indicate the importance of transparency and correctness of measurements. Katz (2016) draws attention to the need for a personal approach to assessing the teacher performance efficiency.

Sanches and Jacinto (2014) highlight the need to use the theory of complexity caused by the intricacy of the assessment process, the importance of taking into account the teachers’ ethical needs, and creating a favorable psychological climate in the assessment process. Ching-Leung-Lung (2013) draws attention to the class teacher as a mentor and consultant, motivating and stimulating the students’ development of activities and personal growth, creating a positive culture in the classroom.

Based on the research by Hallinger, Heck, and Murphy (2014), the significance of the following directions in the analysis of the teacher’s activity is determined: the consistency and stability of the teacher’s influence on student learning, and data on the influence of the teacher’s assessment on the growth of student achievement and level of learning. At the same time Vasilachi and Ruscic (2021) point to the class teacher’s leadership position in the organization and management of the educational process in the classroom.

As our analysis of pedagogical practice shows, the need to develop a methodology for assessing the class teacher performance efficiency is noted by teachers and the administration of the educational establishment. At the same time, they state the complexity of the class teacher’s work (92%), difficulties that arise in interacting with parents (98%), assessing his own educational activities (86%), choosing the most optimal ways to involve students in educational activities (77%), and reduction of the class teacher’s reporting (99%).

As a result of observations, we have recorded a certain gap between scientific knowledge about the methodology for assessing the class teachers’ effectiveness and the practical actions. In this regard, the problem of developing a methodology for assessing the class teacher performance effectiveness and the possibility of its implementation in the conditions of an educational establishment is actualized. The solution to this problem is due to the importance of educating the younger generation and modern education transformation. Mastering the methodology for assessing the class teacher performance efficiency plays an important role in obtaining applied, instrumental practical knowledge about the effectiveness of the class teacher’s educational work.

METHODS

The theoretical basis of the developed methodology was made by studies on the problem of determining the components, criteria, and indicators for assessing the professional activity of teachers in an educational establishment (ANTONOVA, 2013; ALIEVA, GRIGORIEV, 2010; BAIBORODOVA, PALADEV, STEPANOV, 1994; SLEPKO, 2006; SELIVANOVA, 2016; STEPANOV, STEPANOVA, 2014 and others). The methodological basis for the development of a methodology for assessing the class teacher performance efficiency was determined by the following approaches:
the system-activity-based approach focuses on the consideration of assessing the effectiveness of the class teacher as a complex controlled system consisting of interconnected components subordinated to a single goal, where the result is a source of new needs and a stimulus for new aspirations to activity.

the acmeological approach presupposes the orientation of the methodology for assessing the effectiveness of the class teacher performance efficiency towards creating conditions for professional growth and achieving a high level of quality of the class teacher’s pedagogical activity.

the integrated approach provides for a comprehensive assessment of the effectiveness of the class teacher by all subjects of the educational process based on the criteria and performance indicators.

the personal approach to the choice and assessment of class teachers involves studying the level of their key professional competencies, resources, and capabilities; drawing up a “psychological portrait” using psycho-diagnostic methods and expert assessments.

the criterion approach in determining the levels and indicators for assessing the effectiveness of the class teacher.

The formulated approaches in this study are a constructive and organizing beginning in creating a methodology for assessing the effectiveness of a class teacher.

Based on the works (AVALEVA, 2003; NIKOLINA, 2021; SHADRIKOV, 2011; TITOVA, 1995; SHCHURKOVA, MUKHIN, 2020), the key principles were identified, serving as a normative and methodological basis for the constructed methodology:

• the principle of humanism presupposes attention to the class teacher’s personality, the maximum realization of his capabilities, they have the right to their own choice in various life situations.

• the principle of purposefulness provides for focusing on the goal in the selection of methods, means and forms of diagnostics of the effectiveness of the class teacher.

• the principle of openness is associated with the information openness of the content of the methodology, the involvement of key subjects of the educational process in the assessment.

• the principle of periodicity implies the regularity of assessing the class teacher activities.

• the principle of optimality and objectivity focuses on the selection of criteria, quantitative and qualitative indicators, indices, methods and means that provide the most complete and comprehensive study of the class teacher performance efficiency.

• the principle of reliability and validity as the compliance of the methodology with the achievements of modern science and practice.

• the principle of predictability is focused on a thorough analysis and consideration of the assessment results in the class teacher’s future activities, the search for solutions for further correction of activities.

• the principle of consistency is considered as the interconnection of the content of key modules in the methodology for assessing the class teacher’s activities.

• the principle of criterion clarity presupposes a clear definition of the content of the criteria and indicators of assessment and sufficient particularity, accessibility for measurement, and comprehensibility for children and adults.

• the principle of formative assessment provides a mechanism for managing the quality of the class teacher activities. This principle takes into account that the assessment presupposes a dialogue, constant feedback, in which the class teacher and experts from among the subjects of the educational organization and the administration are interested;
• the principle of combining expert assessment and self-assessment involves the class teacher’s involvement in the assessment of his own activities; helps increase the class teacher’s subjectivity and initiative.

• the principle of collegiality, unification for the assessment of all subjects of the educational process (parents, the teaching staff, students, and administration), which ensures its objectivity. Expert groups are formed of these representatives. When selecting experts from among the teaching staff, their professionalism and qualifications are considered.

• the principle of focusing on the class teacher’s professional development.

• the principle of compliance with ethical standards in interaction with the subjects of the educational process during the assessment.

Based on the selected approaches and principles, the class teacher’s criteria and performance indicators, presented in the methodology, allow us to assess the effectiveness of his activities. In an ideal scenario, they are a tool for introspection and self-assessment by the class teacher in the development of students, the class, interaction with parents and subject teachers. Their selection considered the understanding of upbringing “as a way of being a child, as processes and events of a natural and free life, in which every act of learning, teaching and upbringing is filled with values and goals” (LUZINA, 2008, p. 5).

To solve this goal, the following set of research methods was used: theoretical (analysis of scientific literature on the problem, normative documents regulating the educational process, synthesis, generalization, modeling); empirical (observation, survey, the method of expert assessment of class teachers’ activities, the method of self-assessment). We emphasize that in this study, “soft” (qualitative) methods predominated, which are most consistent with the field of education. These include, first of all, expertise and overt observation. In this article, when testing the developed methodology, the key technique was the method of expert assessments, where class leaders of schools of clinical internship bases of Minin University act as experts. When choosing experts, the class teachers’ competence was taken into account. Expert assessment was carried out according to the following algorithm: definition of goals and objectives, expert group formation and selection, choice of techniques and methods for obtaining and processing information, questioning experts, processing, analyzing, and interpreting the results. The considered method, due to its accessibility and versatility, allows obtaining primary information about the developed methodology for assessing the effectiveness of the class teacher.

RESULTS

In the study, by solving this problem, significant results were obtained in the development of a methodology for assessing the class teachers’ performance efficiency, which sets a certain vector for their professional growth. Its developmental, formative character assumes constant feedback, allowing deepening and expanding the class teacher’s professional capabilities. When creating a holistic methodology, we were guided by:

(1) firstly, a number of regulatory documents;

(2) secondly, understanding the results of the class teacher activities as changes in the students’ personal development;

(3) thirdly, class teachers’ new competencies in modern conditions, associated with pedagogical design, effective communication, orientation of the class teacher activities on the students’ personal development;

(4) fourthly, the creation of variable educational classroom systems in educational organizations;

(5) fifthly, considering the requests of class teachers and administration in assessing the effectiveness of the class teacher;

(6) sixthly, the priority of educational activities in the class teacher work.
The methodology developed by us for assessing the effectiveness of the class teacher is represented by a structural-matrix model, united by the integrity of the following components: 1) the target component; 2) the content-related component; 3) the procedural and organizational component; 4) scoring and evaluative component (Table 1). Let us consider the components presented in Table 1 in more detail.

**The target component** is presented as a goal that focuses on a comprehensive assessment of the effectiveness of the class teacher, considering the opinions of all subjects of the educational organization.

**The content-related component** includes three interconnected modules for assessing the class teacher performance efficiency, containing a number of criteria and indicators: 1) a procedural module; 2) the scoring evaluation module; 3) personality module (Fig. 1.).

These modules are determined in accordance with the above methodological approaches and principles, as well as the psychological structure of the effectiveness of activities (SLEPKO, 2006). Assessment according to these modules allows identifying the problems that the class teacher has in the organization of the educational process to help him identify educational deficiencies. The criteria and indicators selected in these modules are highlighted on the basis of 1) theoretical research by AVALUEVA (2003), ANTONOVA (2013), ZOLOTAREVA (2012), MEDVEDNIKOVA (2008), NECHAEV (2014), SLEPKO (2006), SHADRIKOV (2011); 2) analysis of regulatory documents (21, 22, 23, 24, 25); 3) analysis of class teachers' educational activities.

Table 1. Structural matrix model for assessing the effectiveness of the class teacher

| TARGET COMPONENT | CONTENT-RELATED COMPONENT |
|------------------|--------------------------|
| The goal is a comprehensive assessment of the effectiveness of the class teacher, considering the opinions of all subjects of the educational establishment. | (criteria, indicators, indices for assessing the class teacher’s work) |

| **Procedural module** | **Scoring module** |
|-----------------------|-----------------------|
| CP: 1 - analytical and diagnostic activity in the process of educational and socialization of the student personality in interaction with all subjects of the educational process | CS: 1 - individualization and personification level |
| CP: 2 - planning and design activities in students’ education and socialization in interaction with all subjects of the educational process | CS: 2 - the level of formation of the skills of goal-setting, planning, and design of the educational process, including individual educational trajectories |
| CP: 3 - motivational and stimulating activity in students’ education and socialization in interaction with all subjects of the educational process | CS: 3 - the level of motivation to acquire socially significant knowledge, norms, attitudes and to participate in the organization of various forms of educational activities |
| CP: 4 - organizational and facilitating activities for students’ upbringing and socialization in interaction with all subjects of the educational process | CS: 4 - the level of comradery in the class, the level of development of the child-adult community |
| CP: 5 - communication and coordination activities in students’ education and socialization in interaction with all subjects of the educational process | CS: 5 - the level of the formation of students’ experience; |
| CP: 6 - monitoring and correctional activities for students’ education and socialization in interaction with all subjects of the educational process | CS: 6 - students’ positive attitude to general cultural and national values, value-orientational integrity in the class and among parents and teachers |
| CP: 7 - documentation and methodological activities that ensure students’ education and socialization | CS: 7 - the level of students’ educational and extracurricular achievements, the discipline of the class and every student |

**Personality module**

**CP** - criteria of the procedural module of the effectiveness of the class teacher; **CS** - criteria of the scoring module of the effectiveness of the class teacher; **CP** - criteria of the personality module of the effectiveness of the class teacher.
As a result of experimental approbation, criteria and indicators were selected that are related to the class teacher's successful performance and allow achieving the results determined by the educational goal. In an ideal scenario, they serve as a tool for introspection and self-assessment of the class teacher, children, teachers, and parents.

**Figure 1.** Interrelation of modules for assessing the effectiveness of the class teacher

The established criteria and indicators are versatile, they allow assessing the degree of interaction of the class teacher with all subjects of the educational process: students, parents, teachers, class, and social partners. Interaction is the “core” of integration, uniting all groups of criteria in each of three modules. This approach ensures the objectivity and comprehensiveness of the assessment of the class teacher activities by all of its subjects. Consequently, in each of the modules, according to the selected criteria and indicators, the class teacher performance is assessed in the following invariant areas (levels) in Fig. 1:

- area 1 - educational work with the student personality, including those with special needs (gifted children, children with disabilities, children at risk);
- area 2 - work with the class according to this criterion and indicator;
- area 3 - interaction with the teaching staff;
- area 4 - interaction with parents (legal representatives);
- area 5 - interaction with social partners.

Next, we will consider these modules in more detail.

1) The *procedural module for assessing the effectiveness (current efficiency)* provides for an assessment of the implementation by the class teacher of his main professional functions related to the management of the educational process, the organization of students’ life (Table 2). In fact, this component allows establishing the dynamics of the educational process.

- **CPr-1** - analytical and diagnostic activity in the process of education and socialization of the student personality in interaction with all subjects of educational process;
- **CPr-2** - planning and design activities in students’ education and socialization in interaction with all subjects of the educational process;
- **CPr-3** - motivational and stimulating activity in students’ education and socialization in interaction with all subjects of educational process;
- **CPr-4** - organizational and facilitating activities for students’ upbringing and socialization in interaction with all subjects of the educational process;
- **CPr-5** - communication and coordination activities for students’ upbringing and socialization in interaction with all subjects of the educational process;
CPr-6 - monitoring and correctional activities for students’ education and socialization in interaction with all subjects of the educational process

CPr-7 - documentation and methodological activities that ensure students’ education and socialization.

Table 2. Procedural module criteria and indicators

| Criterion | Indicator | Assessment levels (by areas) |
|-----------|-----------|-----------------------------|
|           |           | SP C P T S                   |
|           |           | From 1 (min) up to 3 (max)   |
| Criterion 1 (CPr-1) | Indicator 7 - the degree of awareness of the needs, requests, interests, characteristics of personal development and the relationship between the subjects of the educational process (the student personality, class, teaching staff, parents, and social partners). Indicator 2 - the degree of regularity of the diagnostics. Indicator 3 - the degree of correlation of the data obtained in the process of diagnostics with the results of interviews with parents, subject teachers, and social partners. | |
| Criterion 2 (CPr-2) | Indicator 7 - the degree of participation of students, class, parents and subject teachers in goal-setting and planning of educational activities. Indicator 2 - the degree of participation of students, class, parents and subject teachers in the design of individual educational trajectories and a favorable and comfortable educational environment. Indicator 3 - compliance of the purpose, content, methods and forms with modern education priorities, documents that determine the content of education, and requests and needs of participants in the educational process. | |
| Criterion 3 (CPr-3) | Indicator 1 - the degree of use of motivational and stimulating tools and the educational establishment capabilities. Indicator 2 - the degree of consideration of the interests and needs of the subjects of the educational process. Indicator 3 - the degree of stimulation of students to acquire new socially significant knowledge, attitudes, and actions (7). | |
| Criterion 4 (CPr-4) | Indicator 1 - the level of involvement of subjects of the educational process in the organization of multidirectional event and socially significant activities using the opportunities of the volunteer movement, children’s public associations, social design, as well as involvement in the system of further education and extracurricular activities, participation in contests and competitions at various levels. Indicator 2 - comprehensive support and assistance to: 1) children, including those in difficult life situations, children with disabilities, gifted children, 2) other subjects of the educational process (class, subject teachers, parents, and social partners). Indicator 3 - the degree of support for a healthy lifestyle, prevention of offenses, addictions, deviant and asocial behavior, traumatism (at the level of the student personality, class, family, and social partners). Indicator 4 - the degree of involvement of the subjects of the educational process in self-governance. Indicator 5 - the level of career guidance. Indicator 6 - the degree of satisfaction of the subjects of the educational process with the organization of educational activities. | |
| Criterion 5 (CPr-5) | Indicator 1 - regularity of informing all subjects of the educational process on various issues, including information security. Indicator 2 - the degree of prevention of forms of manifestation of cruelty, bullying, and violence in the children’s group, when working with an individual, family, teaching staff, and social partners. Indicator 3 - the level of involvement of the subjects of the educational process in cooperation, the level of communication efficiency between them. Indicator 4 - the level of humanization of interpersonal relations of the subjects of the educational process. Indicator 5 - the use of ICT in organizing cooperation between all subjects of the educational process. Indicator 6 - the degree of using the capabilities and resources of the class, parents, teaching staff, social partners to create a favorable psychological climate (emotional comfort, mutual understanding and support, the absence of conflict situations, manifestations of cruelty and violence). | |
| Criterion 6 (CPr-6) | Indicator 1 - the degree of promoting discipline and attendance monitoring. Indicator 2 - the degree to which it improves academic achievement and performance. Indicator 3 - the level of integrity of the requirements of all subjects of the educational process. Indicator 4 - the level of control over the observance of healthy lifestyle and safety measures. Indicator 5 - the level of monitoring and correction of offenses of students of the risk group. Indicator 6 - correction of students’ behavior and development of the class as a whole. Indicator 7 - the degree of cooperation of the teacher with the class, parents, teaching staff, social partners in the creation of conditions for children’s personal development, creation of a comfortable and favorable educational environment. | |
| Criterion 7 (CPr-7) | Indicator 1 - the degree of fulfillment of the educational work plan. Indicator 2 - methodical development of the system of educational work in the class. Indicator 3 - the degree of fulfillment of the educational work plan. *Note: SP-area – work with the student personality; C – work with the class, P – work with parents; T – work with subject teachers, S – work with social partners. The maximum number of points is 90, the minimum number of points equals to 30. | |
Assessment of the class teacher activities according to the criteria and indicators presented in Table 2 is carried out by experts on the following scale:

1 point - a low-grade indicator;
2 points - an average-grade indicator;
3 points - a highly-grade indicator.

Thus, the minimum allowable level is 1 point, the maximum allowable performance level is 3 points.

2) Scoring module in efficiency assessment (targeted efficiency) involves an assessment of the degree of achievement of the planned result according to the set goal. The results are understood as those positive changes that have occurred with the participants in the pedagogical process and in the relations between them: the level of development of the student personality (his knowledge of the value system, the individual’s positive attitude to these values, and the experience), the level of development of the child-adult community, and the class.

This module includes the following assessment:

CS-1 - individualization and personification level;
CS-2 - the level of formation of the skills of goal-setting, planning, and design of the educational process, including individual educational trajectories;
CS-3 - the level of motivation to acquire socially significant knowledge, norms, attitudes and to participate in the organization of various forms of educational activities;
CS-4 - the level of comradery in the class, the level of development of the child-adult community;
CS-5 - the level of the formation of students’ experience;
CS-6 - students’ positive attitude to general cultural and national values, value-orientational integrity in the class and among parents and teachers
CS-7 - the level of students’ educational and extracurricular achievements, the discipline of the class and every student.

3) Personality module in efficiency assessment provides a comprehensive assessment of the class teacher performance. It complements the procedural and scoring modules, presenting an assessment of the professional competencies necessary for the effective implementation of activities.

It also allows determining the class teacher’s performance efficiency in professional activities, the ratio of his efforts and time for their implementation.

Personality module includes criteria and indicators reflecting a set of priority basic professional competencies, determined on the basis of the requirements of regulatory documents and ensuring the quality and success of professional functions. According to SHADRIKOV, “The success of solving the corresponding functional tasks is determined by the teacher’s competence; it is the teacher’s competence that is the most important element of assessment (self-assessment) in the certification process” (2011, p. 143).

Thus, this module allows assessing the degree of use of personal resources in achieving goals and objectives, and building the trajectory of the teacher’s further professional development on this basis. It provides the following criteria and indicators (Table 3):

CP-1 - diagnostic competence;
CP-2 - competence in the field of goal setting, planning and design of educational activities;
CP-3 - competence in motivating all subjects of the educational process to carry out educational activities and self-education;
CP-4 - competence in the organizational and pedagogical support of the educational process;  
CP-5 - competence in ensuring communication, including ICT in educational activities;  
CP-6 - competence in monitoring and evaluating the effectiveness of the educational process;  
CP-7 - competence in methodological and documentary support of the educational process.

**Table 3.** The personality component criteria and indicators

| Criterion | Indicator | Assessment levels (by area) |
|-----------|-----------|----------------------------|
|           |           | SP | C | P | T | S |
| CP-1      | Indicator 1 - possession of methods for diagnosing students’ individual characteristics, interests, educational needs, preferences. Indicator 2 - ability to understand and analyze the students’ individual psychological characteristics and to interact with all subjects of the educational process during diagnostics. Indicator 3 - awareness of the goals and objectives of diagnostics for the individual’s education. Willingness to use diagnostic results when designing individual educational routes. | From 1 (min) up to 3 (max) |
| CP-2      | Indicator 1 - ability to involve all subjects of the educational process in the goal-setting and design of individual educational routes, educational work plans, a favorable educational environment, etc. Indicator 2 - ability to formulate a clear and diagnostic education goal, corresponding age characteristics, the students’ specific needs, the regulatory documents requirements. Indicator 3 - ability to carry out goal-setting, planning and design according to regulatory documents and requests of participants in the educational process in the problem field of education. | |
| CP-3      | Indicator 1 - possession of methods and tools to stimulate the subjects of the educational process to participate in eventful and socially significant activities, the development of a responsible and interested family attitude towards raising children. Indicator 2 - motivation, interest of the class teacher in the implementation of educational activities and the achievement of high educational results. Indicator 3 - ability to stimulate the subjects of the educational process to self-education, acquiring new knowledge, relationships, and experience. | |
| CP-4      | Indicator 1 - involvement in updating the content of educational work and the use of modern technologies. Indicator 2 - ability to provide social and educational support, including tutor support, and students of various categories in the process of education and socialization. Indicator 3 - the use of modern methods and technologies for the organization of educational events in the child-adult community, the design of individual educational routes. Indicator 4 - application of the methods of individualization of the educational process, the readiness to consider the students’ individual and age characteristics. Indicator 5 - activity, initiative, responsibility, productivity in organization of educational activities. Indicator 6 - the class teacher’s participation in innovative and experimental activities and professional achievements related to educational activities. | |
| CP-5      | Indicator 1 - ability to establish subject-subject relations, a democratic style of communication, understanding his place and role in the process of interaction with various subjects of the educational process. Indicator 2 - willingness to use ICT, digital tools, when organizing various forms of educational activities, remote interaction with students’ families, aimed to provide advice and increase the parents’ pedagogical competence including matters of children’s information security on the Internet. Indicator 3 - ability to manage the class activity and comply with professional ethics in the course of communication. The class teacher’s authority. Indicator 4 - ability to work in a team and transfer practical results of professional activity. Indicator 5 - ability to understand experiences and empathize in interpersonal relationships, find a compromise, have emotional stability, empathy, and keep humanitarian position. Indicator 6 - willingness to form students’ values, attitudes, in the process of interaction with them. | |
| CP-6      | Indicator 1 - ability to select the most effective methods and forms for monitoring and correction. Indicator 2 - possession of ways to improve the performance and discipline of the class and particular students. Indicator 3 - ability to ensure the integrity of requirements for students on the part of all subjects of the educational process. Indicator 4 - ability to monitor the observance of safety and healthy lifestyle by students. Indicator 5 - ability to correct the students’ behavior in the course of educational activities. Indicator 6 - ability for reflection and introspection, self-assessment of the quality of interaction during educational activities, reflection. | |
| CP-7      | Indicator 1 - ability to develop a program, educational work plan for a class, an individual educational route. Indicator 2 - skills in social and educational design. Indicator 3 - the ability to build an educational system in the class and develop the necessary resource package. Indicator 4 - ability to provide mentoring and build a professional development trajectory. Indicator 5 - ability to competently and on time carry out the registration of the necessary documentation. | |

*Note: SP-area – work with the student personality; C-work with the class, P – work with parents; T – work with subject teachers, S – work with social partners. The maximum number of points is 90, the minimum number of points equals to 30.

Source: Developed by the authors

This module also suggests consideration in the assessment process, for each criterion, of the degree of use of educational resources of the organization, providing conditions for the
Implementation of the educational process by the class teacher (material and technical conditions, regulatory, organizational, etc.) and the degree of their use by the class teacher.

Procedural and organizational component in the methods for assessment class teacher performance efficiency

The methodology for assessing the effectiveness of the class teacher’s educational activities provides for four interrelated stages of implementation: 1) preparatory search stage; 2) expert and diagnostic stage; 3) analytical stage and 4) the prognostic stage. Each stage includes goals, evaluative activity, and reflection, its beginning is considered as a logical consequence of the previous stage. Let us briefly consider these stages.

1) Preparatory search stage involves the creation of the necessary regulatory documentation, assessment and measurement materials, informing class teachers about the upcoming assessment procedure, the features of the methodology, its criteria and indicators. It also includes formation of 5 expert groups and their leaders. Group 1 includes representatives of the administration of the public organization; group 2 involves parents; group 3 - a psychologist, subject teachers, class teachers, mentors with high indicators of professional activity, having authority and trust among colleagues; group 4 - representatives from among the pupils of the class teacher; component 5 is the class teacher (who carries out self-assessment. Experience has demonstrated that the number of experts in the group should not exceed 10. One of the important aspects of the assessment is attending a cycle of educational events organized by the class teacher.

2) The expert and diagnostic stage is associated with the organization of the assessment of class teachers’ performance efficiency. Evaluation is of a formative nature, which involves the constant feedback, discussion of certain points and situations that arose in the course of observing his activities with the class teacher. To track the process dynamics, it is important to organize such meetings several times a year.

Here is an example of a table of the expert assessment sheet of the class teacher activity (Table 4).

| No | Criterion | Index | Index value | Indicator | Score in points | Assessment tools and methods |
|----|-----------|-------|-------------|----------|-----------------|-----------------------------|

Source: Developed by the authors

3) The analytical and prognostic stage provides for the processing of the results obtained, summing up the results, and preparing the documentation. Since an important component of the proposed methodology is formative assessment, at this stage informal meetings of experts with the class teacher are arranged. During conversations, on the basis of anonymity, they are provided with information about the results of the assessment of their activities by all subjects of educational relations, which allows them to further minimize the contradictions between assessment and self-assessment. There is a discussion of professional deficits, emerging problems, ways of correcting actions, as well as a discussion of the trajectory of further self-improvement and ways of support from the administration and the teaching staff. This approach allows for continuous feedback.

The methodology scoring and evaluative component

Based on the provision that the quality of the teachers’ professional activity is the degree of satisfaction of the needs and demands of all participants in the educational process and the educational services provided, the assessment in this methodology is complex and systematic. It is aimed to comprehensively study and analyze the class teachers’ activities to make effective management decisions that ensure the quality of their professional activities, considering the educational process peculiarities. In this regard, the methodology provides for five types of
assessment: student, parental, pedagogical, administrative, and self-assessment. Each of them is characterized by the following features:

- students evaluate the class teacher in terms of their own educational interests and needs, which demonstrates their personal attitude towards the class teacher;
- parents assess the class teacher performance from the standpoint of the correspondence of the class teacher activities to their own educational needs and requirements;
- the administration assesses his work regarding the quality of the educational process, quantitative indicators of requirements and norms determined by regulatory documents, and deadlines.
- teachers - regarding the quality of performing his/her professional activities;
- self-assessment allows the class teacher to analyze and compare his daily professional activities with the requirements reflected in the methodology criteria and indicators, “measure” the level of his competence, its sufficiency for solving certain problems and situations that arise in the educational process.

The degree of involvement of the subjects of the educational process in assessing the effectiveness of the class teacher in each of the modules of the methodology is presented in Table 5.

**Table 5.** Involvement of the subjects of the educational process in assessing the class teacher performance efficiency

| Modules          | Educators, psychologist | Administration | Parents | Students | Self-assessment |
|------------------|--------------------------|----------------|---------|----------|-----------------|
| Procedural module| +                        | +              | +       | +        | +               |
| Scoring module   | +                        | +              |         | +        |                 |
| Personality module| +                       |               |         | +        |                 |

**Source:** Developed by the authors

Note that in the procedural module, all of the above subjects are involved in assessing the effectiveness of activities. In the scoring and personality modules, the assessment is carried out by experts from among the teaching staff and the administration of the educational organization, as well as by the class teacher himself. Psychological and pedagogical diagnostic techniques, the class teacher’s portfolio, and observations of the administration and the teaching staff are used as assessment tools in these modules.

Based on different quality assessment characteristics, a comprehensive assessment is formed, which is the basis for further analysis of the class teacher activities and is not subject to disclosure. Despite the confidentiality, class teachers can gain access to depersonalized data evaluating their colleagues’ performance. This allows them to correlate their level of performance with that of their peers and to learn in which modules they most often have problems and in interaction with which subjects of the educational process (students, parents, subject teachers, etc.) they most often experience difficulties.

The calculation of the performance assessment is carried out in a certain sequence of steps, the end result is the performance levels:

**The 1st step (calculation of the total activity ratio for each module).** Based on the criteria and indicators, the mean value is calculated for each module.

Consider an example of calculating the total coefficient of activity for a procedural module:

1. Based on the criteria and indicators for each area of activity, the points given by the groups of experts to a certain class teacher are summed up. Scoring is done sequentially. First, the scores of one expert group are summed up, then of another group, and so on.

Note: The maximum number of points in the procedural aspect in one area and from one expert group equals to 90.

1. The sum of points received in each area is divided by their maximum possible number, and then multiplied by 100%. Table 6 presents an example.
Table 6. An example of calculating a total indicator for one area of class teacher activity

| 1st area - educational work with the personality of the student, including those with special needs (gifted children, children with disabilities, and children at risk) | The maximum possible number of points in one area from 5 groups of experts is 450. The real amount of points from 5 expert groups is 253. Therefore, the value in this area is 253/450=0.56×100%=56% |

Source: Developed by the authors

1.3. Calculation of the total value in all module areas. The points obtained for each area are summed up and divided by 5 (5 is the total number of areas).

For example, 56% + 72% + 35% + 47% + 38% / 5 = 49.6% (total value for the procedural module)

1.4. Interpretation of values (used both for evaluating work in one area, and for evaluating the total value in all areas):

- 55-70% - low level
- 71-85% - average level
- more than 86% - high level.

The minimum allowable value in this case is 55%, the maximum is 100%. If the assessment is less than 55%, then formally in this module the class teacher performance is considered ineffective. And further, in the second step of the methodology, when determining the integral assessment of the performance efficiency, its result is equated to a low level of efficiency.

The values of the scoring and personality modules are calculated in the same way.

Note that in the scoring module, the calculation of the amount of points in clause 1.1. is carried out based on Table 7 below.

Table 7. The scoring module. Distribution of criteria by areas of activity

| The 1st area is the student personality | CS1, CS 2, CS 3, CS 5, CS 6, CS 7 |
| Class | CS 4, CS 7 |
| Parents, educators and social partners | CS 4 |

Source: Developed by the authors

The 2nd step - “General integral assessment” involves determining the effectiveness of the class teacher based on the data obtained in the previous step. For this, the integral assessment matrix presented below is used (Table 8). Since all the technique modules are in equilibrium, the matrix of the integral assessment provides for various variations in the values of the procedural, scoring, and personal modules. On their ground, the level of efficiency of the class teacher is identified. This approach to assessment provides an opportunity for the class teacher’s personal and professional growth and the identification of pain points, problems and deficits that arise during his work.

Interpretation of the level of performance, presented in the matrix of the integral assessment:

1) High level of performance efficiency.

High performance efficiency at level A is identified, if high values are in all modules.

High performance efficiency at level B is identified, if high values prevail in two modules, and medium ones in the third module.

High performance efficiency at level C is identified, if high values prevail in two modules, and low values in the third one.

2) Average level of performance efficiency.

Average performance efficiency at level A is identified, if average values prevail in two of the three modules, and high values prevail in one module.

Average performance efficiency at level B is identified, if there are average values in all modules, as well as a combination of values: “high, low, and medium”.

Average performance efficiency at level C is identified, if average values prevail in two of the three modules, and low values prevail in one module.
3) **Low level of performance efficiency.**

**Low level of performance efficiency at level A** is identified, if low values prevail in two of the three modules, and high values prevail in one module.

**Low level of performance efficiency at level B** is identified, if low values prevail in two of the three modules, and average value – in one module.

**Low level of performance efficiency at level C** is identified, if low values prevail in all modules.

**Table 8. Matrix for the integral assessment of the class teacher performance efficiency**

| Efficiency levels | Variants of distribution of values over 3 assessment modules (procedural, personality, and scoring modules) |
|-------------------|----------------------------------------------------------------------------------------------------------|
| High efficiency at level A | B B B |
| High efficiency at level B | B C B |
| High efficiency at level C | H B B |
| Average efficiency at level A | B C C |
| Average efficiency at level B | C C C |
| Average efficiency at level C | H C B |
| Low efficiency at level A | H C B |
| Low efficiency at level B | C C C |
| Low efficiency at level C | H H H |

Source: Developed by the authors

The advantage of the developed matrix is that it can be used to carry out not only a general integral assessment, but also an efficiency assessment by areas of activity (based on the results of three modules). Let us give an example of calculating the overall integral efficiency of activities in one of the areas of the class teacher work (Table 9).

**Table 9. Calculating the overall integral efficiency of activities in one of the areas of the class teacher work**

| "Work with the class" area | B | C | H | Low values of the overall coefficient |
|-----------------------------|---|---|---|-------------------------------------|
| A low indicator in the personality module |  |
| A medium indicator in the procedural module |  |
| An average indicator in the scoring module |  |
| Outcome: the class teacher performance efficiency in "Work with the class" area corresponds to the level “Average efficiency at level C” |  |

Source: Developed by the authors

In case of ineffectiveness of activity in one of the modules (total value less than 55%), the class teacher activity is assessed as “low efficiency at level B”. If, according to two methodology modules, the class teacher activity is recognized as ineffective, then it is assessed as “low efficiency at level C”. If in three modules the values are below the minimum allowable, then his activities are considered completely ineffective.

Further, according to the above algorithm, all other class teachers’ activities are assessed. To determine the arithmetic mean for the educational organization, the scores of the “overall integrated assessment” for all class teachers are summed up, and then the resulting sum is divided by the number of class teachers in the school.

The assessment matrix presented above allows organizing mentoring activities, “horizontal training”, refresher courses for class teachers who have not reached the optimal level of efficiency in the personality, procedural and scoring modules, as well as the particular work areas presented in them.

**Experimental part**

The implementation of the methodology for the class teacher performance efficiency was carried out based on the educational establishments in Nizhny Novgorod (No. 186, 187, 24,
49), which are the clinical internship bases for training future teachers and class teachers at Minin University (Nizhny Novgorod). The main idea of clinical internship bases is the idea of advanced education, which helps future teachers solve the problems of education and upbringing, and the problems of diagnostics and evaluation of the effectiveness of educational activities. The peculiarity of clinical internship bases is the students’ direct immersion in a professional environment based on the project organization of their activities, where the boundaries between educational and professional activities are blurred. Teachers and class teachers in clinical internship bases carry out their activities as tutors and mentors. The effectiveness of the developed methodology for assessing the class teachers’ educational performance efficiency was evaluated based on the educators’ expertise (class teachers) at schools for basic clinical practices to train future teachers of Minin University.

Four educational establishments, 121 class teachers with experience from 3 to 25 years took part in the expert evaluation. In this study, class teachers, as a teaching team, in clinical bases acted as experts in assessing the methods of educational activity. The selection of experts was carried out on the basis of mutual recommendation and self-assessment methods. The indicators of the experts’ competence were personal qualities, professional achievements, term of service and experience as a class teacher, credibility among the teaching staff, interest and desire to participate in the methodology examination.

The expert assessment of the methodology was carried out in several stages. At the initial stage of the examination, its goals and objectives were clarified, the expert were explained their respective powers, and the timing of the expert evaluation was determined. Then, at the analytical stage, the experts were asked to check out the methodology for assessing the class teacher’s performance efficiency and answer the questions on the proposed expert list. The final stage of the expert evaluation was the discussion of the results for the final expert opinion on the possibility of using this technique in educational practice.

The assessment of the consistency of expert opinions is based on the concept of compactness. If the experts’ assessments are in the field of unambiguous answers to questions, then we can assert a high degree of consistency of expert opinions. The examination was carried out by filling out an expert sheet with scoring. The expert evaluation results are shown in Table 10.

**Table 10.** The expert evaluation results on the methodology for assessing the class teacher’s educational performance efficiency (%).

| Questions for experts                                                                 | Yes  | No  | Partially |
|--------------------------------------------------------------------------------------|------|-----|-----------|
| 1. Do you know the methods for assessing the effectiveness of the class teacher?     | 26%  | 12% | 62%       |
| 2. Express your attitude to this methodology (positive - "yes", negative - "no";      | 53%  | 5%  | 42%       |
| neutral - "partially")                                                             |
| 3. Did you have any interest in the developed method?                                | 92%  | -   | 8%        |
| 4. The developed methodology meets the criterion of novelty.                         | 87%  | 4%  | 9%        |
| 5. The developed methodology provides the possibility of its use in educational      | 95%  | 1%  | 4%        |
| practice.                                                                            |
| 6. The developed methodology reflects modern requirements for educational activities | 96%  | -   | 4%        |
| 7. The developed methodology confirms the level of efficiency of class teachers’     | 90%  | 5%  | 5%        |
| educational activities.                                                             |
| 8. The developed technique meets the criterion of simplicity and transparency in use.| 79%  | -   | 21%       |
| 9. The developed methodology allows assessing the involvement of subjects of         | 86%  | -   | 14%       |
| educational relations in assessing the effectiveness of the class teacher.           |
| 10. Would you recommend this methodology to your fellow class teachers and the school| 95%  | -   | 5%        |
| administration?                                                                     |
| 11. Do you agree with the statement that the developed methodology for assessing the  | 97%  | -   | 3%        |
| class teachers’ performance will be useful for assessing one’s own performance?      |

**Source:** Developed by the authors

As the analysis of this table shows, 53.4% of the experts were in favor of the developed methodology for assessing the efficiency of the class teachers’ educational activities, at the same time, their interest in the methodology equaled to 92%.

97% of the participants in the expert evaluation agree with the statement that the developed methodology for assessing the effectiveness of the class teacher will be useful for assessing their own opinion.
95% of the experts would recommend it to their fellow class teachers and to the school administration.

79% of the participants noted that the developed methodology meets the criterion of simplicity and transparency in use. 87% of the experts agree that the methodology meets the criterion of novelty. It allows evaluating the involvement of the subjects of educational relations in assessing the efficiency of the class teacher activity (this was mentioned by 86% of the respondents). 69% of the participants noted that the methodology reflects modern requirements for educational activities.

In the group discussion of this methodology, various views were expressed, at the same time, 91% of the experts recommended this technique for use in educational practice, once again emphasizing its versatility and simplicity. Also, 57% noted that they would definitely use it in educational practice, 39% indicated that they would rather use it, and only 4% thought that they would not use this method.

**DISCUSSION**

The development of a methodology for assessing the effectiveness of a class teacher is one of the most significant and complex problems in pedagogical theory and practice. Its complexity is due, first of all, to the fact that the state, results, and efficiency of the class teacher work are influenced not only by the conditions in the school, but also by the level of competence of the class teacher and other subjects of the educational process (parents, teachers, social partners and a number of others factors).

Analysis of Russian (AVALUEVA, 2003; ALIEVA, GRIGORIEV et al., 2010; BAYBORODOVA, PALADEV, STEPANOV, 1994; BODONYI, 2020; VOROBIEVA, 2017; ZOLOTAREVA, 2012; ILALTDINOVA, KISOVA, SEMENOV, 2021; NECHAEV, 2014 and others) and foreign (CHEN et al., 2012; DARLING-HAMMOND, 2010; 2012; HALLINGER, HECK, MURPHY, 2014; SANCHES, JACINTO, 2014 and others) scientific sources on this issue allowed establishing the inconsistency of theoretical and empirical data presented by different authors, which indicates the difficulty of the research problem and the need for its further theoretical understanding and practical study.

Thus, in the works by Zolotareva (2012), Nechaev (2014), Stepanov, Stepanova (2014), guidelines for organizing the class teacher activity in educational institutions the effectiveness of the class teacher is assessed by two groups of criteria:

1. the criterion of effectiveness, which allows determining the degree of achievement of the educational goal (development of knowledge, value relationships, and experience of students' activity);

2. the criterion of the process of activity, distinguished based on the class teacher functions. It allows determining how the teacher's pedagogical activity, his communication and organization of activities with pupils, the implementation of his personal qualities and competencies, are carried out.

Another approach is defined by Mikhailova (2014). She offers objective and subjective criteria to identify the effectiveness of the class teacher work. In her opinion, objective criteria, are “predetermined” to the subject, i.e. the subject does not develop them independently, but only applies them for the effectiveness of professional activity. Subjective criteria are developed by the subject himself (teacher, class teacher, etc.).

The methodology developed by us improves and deepens the ideas in the research by Nechaev (2014), Slepko (2006), Su, Feng, Hsu (2017). Adhering to the point of view that effectiveness characterizes the efficiency, progress, the degree of success in achieving the goal, we believe that, along with the modules of scoring and procedural criteria, it is important to highlight the criteria of personal effectiveness. The methodology developed by us implies a comprehensive assessment of procedural, personal, and scoring modules. In every module, in accordance with the criteria and indicators presented in it, it is possible to assess the class teacher performance in key invariant areas: work with the student personality, work with the class, interaction with subject teachers, parents, and social partners. The undoubtedly
advantage of the technique is its developmental nature, orientation towards deepening the professional capabilities of the class teacher, and orientation towards his self-improvement.

Thus, the scientific novelty of the research comprises: 1) the development of a methodology for assessing the effectiveness of class teachers; 2) highlighting and substantiating the structural elements of the methodology for assessing the effectiveness of class teachers’ educational activities; 3) definition and specification of assessment levels (high, medium, low); development of an integral matrix of their assessment; 3) the developmental (formative) assessment system used in the methodology.

The theoretical significance of the study lies in the fact that the criteria, indicators and levels of assessment of the class teacher activity are developed and characterized, improving scientific ideas about the possibilities of the effectiveness of the class teacher performance. The practical significance of the study is determined by the fact that the methodology for assessing the effectiveness of the class teacher can be used in the practice of educational establishments, self-assessment, training future teachers, and in improving the class teachers’ qualifications.

CONCLUSION
The relevance of the development of a methodology for assessing the class teacher performance efficiency is established, due to the increased role of upbringing in the educational process, and as a result, the greater attention from the state and society to the class teacher personality. As a result of the study, a methodology for assessing the effectiveness of the class teacher work was created, based on modern approaches and the principles corresponding to them, scientific theoretical principles in psychology and pedagogy. The assessment methodology includes the unity of the target-based, value-based, procedural and organizational, technological, and scoring and evaluative components. The levels of the class teacher performance efficiency developed in the methodology allow us to see the challenges and areas of his development.

The proposed methodology has been evaluated positively during practical testing in schools included in the clinical internship base of Minin University (Nizhny Novgorod), which required the class teachers’ professionalism in the context of developing their foundations of professional culture to determine the criteria and parameters of the class teacher performance efficiency. The factor of sustainability of the developed methodology is that it is distinguished by its complexity, integrity, structuredness, including quantitative and qualitative results. It combines both narrowly focused and developmental assessments that create the prerequisites for professional growth.

In conclusion, we note that the study has expanded scientific knowledge about the features of the methodology for assessing the class teacher performance efficiency. It can be viewed as a step towards a scientifically based, comprehensive assessment of class teachers’ performance efficiency, giving impetus to further theoretical and practical study of this issue (in particular, the criteria and indicators of assessment). Simultaneously, the methodology can become the basis for the development of a system for evaluating the encouragement of the class teacher activities, supervising his professional growth, developing individual trajectories of professional development, analytical conclusions, and expertise. Further research will be associated with the development of a system of guidelines for assessing the class teachers’ performance efficiency, as well as the development of an electronic assessment program that automatically calculates the results.

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Development of methods for the class teacher effectiveness assessment

Resumo
O problema de desenvolver uma metodologia para avaliar a efetividade da atividade educacional do professor de classe e a possibilidade de sua implantação no contexto de um estabelecimento educacional vem ganhando mais consistência. A metodologia desenvolvida para avaliar a eficiência de desempenho dos professores da classe foi testada com base em quatro estabelecimentos de ensino em Nizhny Novgorod, que são as bases de estágio clínico para formar futuros professores e professores de classe na Minin University (Nizhny Novgorod), que foram especialistas que realizaram o exame da metodologia para avaliação da eficiência de desempenho de acordo com os indicadores propostos. A metodologia desenvolvida para avaliar a eficiência de desempenho do professor de classe pode ser utilizada na prática de organizações educacionais para desenvolver um sistema de avaliação do incentivo ao desempenho do professor de classe, supervisionando seu crescimento profissional, desenvolvendo trajetórias individuais de aperfeiçoamento profissional, conclusões analíticas e expertise.

Keywords: Class teacher. Class methodology. Effectiveness. Assessment.

Palavras-chave: Aula do professor. Metodologia da aula. Efetividade. Avaliação.

Abstract
The problem of developing a methodology for assessing the effectiveness of the class teacher’s educational activity and the possibility of its implementation in the context of an educational establishment has been getting more vital. The developed methodology for assessing the class teacher performance efficiency was tested on the basis of four educational establishments in Nizhny Novgorod, which are the clinical internship bases to train future teachers and class teachers at Minin University (Nizhny Novgorod), who were experts carrying out the examination of the methodology for assessing the performance efficiency according to the proposed indicators. The developed methodology for assessing the class teacher performance efficiency can be used in the practice of educational organizations to develop a system for assessing the encouragement of the class teacher performance, supervising his professional growth, developing individual trajectories of professional improvement, analytical conclusions, and expertise.

Keywords: Class teacher. Class methodology. Effectiveness. Assessment.

Palabras-clave: Clase del profesor. Metodología de clase. Efectividad. Evaluación.