Evaluation of educational activities ungraded school teachers: development resources to improve the quality of teaching in a rural school

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Abstract
The focus of this article are issues related to the assessment of the teacher, working in small schools. The author analyzes the educational activities ungraded school teacher, as one of the factors increasing the quality of teaching in a rural school. We have tried to consider other resources to successfully solve the problem of increasing the quality of education in rural schools. Teacher in a rural school is a key figure in the training, development and education of children. From his profession, qualification, ability to work with a small but different age student population is entirely dependent and learning outcomes of students. Therefore, the educational activities of teachers of small schools should be analyzed and monitored not only for assessing his work, but with the aim to provide all possible assistance in the specific conditions of ungraded schools.

Keywords: system of evaluation of the educational work of the teacher, ungraded schools (UGS), Uneven Pupils Group (UPG), a collective way of learning (CWL).

1. Introduction
Modern rural educational environment remains inert. The reason for this lies in the inertia of rural society, a lack of awareness of teachers in new technologies, negative attitude towards various transformations. Teachers often perceive the proposed innovations as the next reform steps, from which more than once suffered from a village school. "This has been just called differently,” ”so we've tried,” ”in our conditions it is useless,” ”with us all is well” - such reactions are very common in many rural teachers and some school administrators when they are offered for the development of new educational technologies.

In addition, many ungraded schools teachers believe that modern educational technology designed for schools with a large number of students, which is a high-technical base of training conditions. Such state of affairs affects the quality of education students, low motivation influence children's learning. This situation shows a low percentage of quality, lack of winners in various contests and competitions among urban schools.

Of the total number of primary schools of Kazakhstan 95.4% are located in rural areas, primary and secondary schools, the figure was respectively 93.8% and 70.6%.

Students of small schools are often far from "civilization,” denied access to museums, theaters, zoo, circus, involved in further education. Therefore, the teacher UGS task is to create a new comfortable educational process, to build a system impact on the children's group, on the individual personality of the child, school change, to make it modern. At the heart of such a transformation is always the development of new educational technologies as a mixture of traditional, innovative methods, techniques to improve the quality of training and education.

J. Kolby and M. Witt identified criteria and quality education. (2000):
• the health of students, motivation to learn, and certainly learning outcomes that students demonstrate;  
• Processes (in which competent teachers use active learning techniques);  
• content (adequate curricula and programs);  
• system (good governance and adequate resource allocation and use).

Researchers (Leinhardt and Greeno, 1986, Shavelson et al., 1977 and Vanci Osam and Balbay, 2004) consider teaching as a pedagogical process in which it is the teacher decides "what" and "how" to teach. From the goals of the teacher, from modeling and its teaching style depends decision educational tasks.

What steps need to be taken to the teacher in this direction? First of all, it is:  
o understand their place in the whole school and the educational process;  
o learn how to design their own educational activities within the requirements of the state standard;  
o save the pedagogical value (intellectual security, provide developmental potential and moral values of the individual).

Various methods and forms used by the teacher described in an article by Floris M. van Blankenstein et al. (2011), Zeriunh Z.et al. (2012),. Koh K. H., et al. (2012).

2. Method
For effectively build educational policy of the school, it is important to identify the problems and their causes, determine the strengths of the school, its undiscovered growth opportunities or, as they say, resources development. And most importantly –from the analysis to build the school's development prospects, and therefore develop a program of development and find ways, means to achieve high-quality training.

It was important to find such criteria for evaluating schools that would, first, as far as possible to cover all sides of school life. Second, the rating scale should not be heavily congested indicators, their measurement procedures should not be too
bulky, but rather understandable and accessible to practicing teachers. Third, to assess the quality of the educational activities of the school can not only "Scoring" the criteria for achieving students educational standard requirements. It is important to assess the overall educational opportunities the school, its ability to promote the best of each student, no matter with what basic abilities he came to school. And very importantly, the quality assessment methodology should organically "fit" in the school's activities, provide a mechanism of methodical work, management decisions, increase skill of teachers.

As an original method we have chosen the following criteria for evaluating educational activities ungraded school teacher:

1. Education, professional experience and work experience.
2. Teaching Quality and competence of teachers (and the use of innovative technologies).
3. Results and student achievement.
4. Psychological comfort of learning.
5. Personality development of students.

Thus, these parameters evaluation of educational activities ungraded school teachers were the main objects of pedagogical analysis of its activities.

Table 1. Conformity assessment areas and specific methods

| n/n | Topics, measures / focus quality assessment | Methods                                      |
|-----|------------------------------------------|----------------------------------------------|
| 1   | Ability to develop curriculum on the subject of training and program for parents | Tracking system of results                    |
| 2   | Has idea about the school system management and is able to implement it | Report, analytical materials                  |
| 3   | Defines the criteria for success and strive to achieve them | Performance assessment (portfolio, presentations) |
| 4   | Conducts self-examination and analyzes the quality of self-grade | Test, questionnaire, Interview, conversation, observation |
| 5   | Monitors its own activities               | Diagnostic and analytical materials           |

Tools, we have chosen, too, was quite varied: observations, questionnaires, tests, microexperiments, sociometric methods. We organized evaluation activities - is a kind of research: the plans were made, formulated objectives, hypotheses, methods chosen.

This method of estimating the quality of teacher education activities enabled a holistic pedagogical analysis, which reflected the educational and developmental potential of the school. The main focus of our sales methodology refers to the use of criteria assessing teacher performance, not only training, but also personally developing function.

3. Overview

As part of ungraded schools is actual the notion of uneven pupils groups (UPG). Due to, the small number of student contingent in small schools are uneven classes kits. Uneven-training - this is a departure from the traditional class-lesson system. When organizing such training becomes possible to, promote student at their own pace. When uneven-learning requires a special curriculum that would allow new members to, fit various age groups in the work. After studying this course, it becomes possible to more efficient organization of the educational process in the different age groups, taking into account ongoing activities of students according naturally thinking logic of individual development of the student. In this case, gives the freedom to choose the educational path for children. Considered the quality management system has been selected universal model of TQM (Total Quality Management). We have identified three key points of this model (Fig. 1):

![Fig.1 Control model](image-url)
Ungraded schools focused on the consumer. Despite the specific conditions of the educational process, UGS performs all general requirements specified society and state educational standards.

UGS develops leadership culture of the organization: defines the strategy, methods of its implementation, constantly monitors the consistency of all the activities, unity of purpose workers and controls their attainment goals. All teaching staff, all the staff - from the cleaners to the director of the school - each in its place is involved in quality improvement. To improve the quality to be effective, every employee realizes the goal of the school must be adequately qualified to perform the duties, all school processes should be clearly structured information about them should be made available to the maximum number of employees and consumers, and goals of individual employees - the most consistent with the objectives the whole school. School staff should act as a team, work on continuous quality improvement should be carried out in groups (a synergistic effect is achieved: the result of the group is much greater than the sum of the results of individual performers).

3.1 Participants

Participants in the work that were teacher ungraded schools of South Kazakhstan region and students in elementary, middle and high school. Age limits teachers from 28 to 63 years. Since the school is ungraded, enrollment represents classes, which educate children of different ages, as well as classes with a small number of students. In classes with small occupancy there from 8 to 14 students.

3.2 Materials

In their study, we considered the stuff of schools and features contingent of students. Personnel structure provides a level of professionalism, as teachers have to work in specific conditions, when the lesson is held 2-3 classes simultaneously. Stuff has 17 teachers, 47% have the highest category and 47% - the first, 8 teachers marked state and industry awards, 7 signs.”

In today's ungraded school teacher needs a universal training, it should be a teacher and organizer, teacher, psychologist, teacher and researcher. These qualities can be developed only in a creative work, problem and technologically organized educational process at school. Moreover, provided the teacher is actively engaged in a methodical, search, innovative work. Therefore, the main goal now facing small schools of the Republic of Kazakhstan - the growth of professional of the teacher, providing conditions for his personal development and implementation.

4. The evaluation and analysis of empirical data of educational activities ungraded school teacher

In our research, we relied on the extended version of the two-level approach (Sanders and Horn 1994; Sanders and Rivers 1996), in which the current figures are school student - teacher. However, we also examined the three-tiered approach pupil school-teacher-student higher education. Two-tiered approach is more suitable for primary school level, because one teacher is teaching and learning outcomes are directly dependent on a single teacher. In the senior school student has several teachers, and his success depends not learning from one teacher. In assessing the success of students in a given year of training, only the current teacher actually contributes to the success of training (McCaffrey.,2003). Effects of previous teachers should not be considered constant. Consequently, the effects attributed to the particular teacher may vary significantly depending on the class. (Darling-Hammond et al. 2012).

For identify the problems, the difficulties faced by teachers in rural schools we conducted a seminar in the form of a round table with the participation of teachers and administration rural schools of South Kazakhstan region. Using WEB-chat portal Virtual learning teachers had the opportunity in online to talk about their schools, to demonstrate the achievements and share the problems that hinder the work of rural schools.

We, for its part offered teachers staff questionnaire. This checklist has been proposed in the electronic version and had the following questions:

1. What is the level of student achievement (performance and quality of education> 50% <50%)?
2. How effective teaching and assessment (use of modern learning technologies)?
3. To what extent the learning process meets the needs, interests of students and the local community (professional orientation, accounting features regional studies)?
4. Well do care about the students? Do they have the necessary assistance and support (whether secured bringing the kids to school, security Gorchev catering)?
5. How well established general management and strategic management?
6. How effective leaders and managers perform tasks to assess and improve quality?
7. Opened a school for meetings (for example, other organizations), the organization forms of supplementary education for parents and residents, etc.? After analyzing the responses of 24 teachers four small schools, we got the results shown in Table 2.
Table 2. Results of the questionnaire staff of ungraded schools

| № question | High level | Mean level | Low level |
|------------|------------|------------|-----------|
| 1.         | 6 (25%)    | 14 (58%)   | 4 (17%)   |
| 2.         | 6 (25%)    | 12 (50%)   | 6 (25%)   |
| 3.         | 6 (25%)    | 14 (58%)   | 4 (17%)   |
| 4.         | 8 (33%)    | 12 (50%)   | 4 (17%)   |
| 5.         | 6 (25%)    | 10 (42%)   | 8 (33%)   |
| 6.         | 6 (25%)    | 14 (58%)   | 4 (17%)   |
| 7.         | 10 (42%)   | 12 (50%)   | 2 (8%)    |

Some difficulty in processing the results caused the answers to questions 5-7 on the activities of the school management. For example, teachers of the same school were given a different job evaluation while other issues were unanimous. In our view, there is the case of subjective evaluation, because certain parameters on the questions posed were not given and teachers relied on their experience and empirical observation. During the debate, the teacher identified that the range of problems that affect the quality of educational process, and directly on the quality of training of a teacher. We have identified two schools that had low academic performance, quality of education and tried to analyze the reasons for this situation. All these judgments were classified by us and displayed in Table 3.

Table 3. Causes of low quality training assessment teachers in ungraded schools

| Causes and character | Educational methods | Organizational | Technical Equipment | Others |
|----------------------|---------------------|----------------|---------------------|--------|
| School 1             | Ensured methodical literature, workers, training plans, methodological developments, etc. | Weak organization the educational process view of outdated school buildings, lack of necessary premises, laboratory classes, etc. | Ensured a computer lab, Internet. | Poor living conditions of teachers, and as a consequence a large "turnover" teachers. |
| School 2             | Weak ensured, outdated library. | Organization of the educational process at the appropriate level. | Ensured a computer lab, Internet. However, no professionals working with hardware. | Low level of qualification of the teaching staff. Remoteness from other educational centers and institutions. |

The data obtained lead us to revisit the model TQM (Total Quality Management) and pay attention to the basic principles of improving the quality of educational activities and school management. As we can see from the data, we need to assess the three parameters of the model and their representation in the activities of schools analyzed. The evaluations we analyzed schools completely absent customer orientation. Leadership and succession goals can only be realized when there is a strategic plan for the development of the school. Unfortunately, as it turned out, such direction in these schools is not available. Directors of these schools are more concerned with problems of preserving both the school under threat of closure due to the small number of students and retention of a small number of teachers working in it. Can you talk about quality teaching in schools with this situation, on professional development of teachers, their involvement in research activities. Oddly enough, but it is this set of measures, together with other data to help revive ungraded schools and bring them to a qualitatively new level.

5 Development Resources ungraded schools: improving the quality of educational activities

The results of the analysis and evaluation of educational activities have identified the most significant reasons that hinder the work of small schools, as well as ways and permissions:
1. In targeted training for ungraded schools. The fact that many teachers do not know or did not encounter in their activities with the specific work conditions ungraded school.
2. Having modern computer equipment necessary technical equipment ungraded schools and untrained teachers to use it.
3. "Closed" because of her work UGS distance from other population centers and settlements, lack of integration with other educational, scientific and public organizations.
In today's world, all these problems and contradictions can be resolved with the help of information and communication and networking technologies. One of the resources to improve the quality of educational activities UGS we see in the introduction of e-learning systems. The targeted e-learning benchmark for ungraded schools (UGS) was the creation of conditions to us:

- improve the quality of education through the effective use of modern information and communication technologies;
- improve the quality of education by providing access to remote rural schools and educational resources;
- Creation of e-learning materials, methodical software.

To e-learning system has been successfully implemented in the UGS, need inner willingness and ability to accept the achievements of scientific and technical progress and effectively use these advances to address the main educational and pedagogical challenges faced by the school.

Establishment and implementation of e-learning system model (e-Learning) in a holistic educational process ungraded primary school should improve competitiveness and contribute to its development.

The problem of "remote access" ungraded schools can be solved by the use of information and communication technology, network resources, with the aim of distance learning, online resources. Virtual education at the moment is a collection of full-time, distance education and self-education, which is caused by the rapid development of telecommunication systems, multimedia, mobility network (on-line) communication, etc. Here is an example we created portal "Virtual learning" on the basis of the Eurasian National University named after Gumilov (Astan).

We have created digital educational resources adapted electronic books, electronic workbooks, test systems, virtual labs, etc. Portal presents sections that may be useful for teachers and high school students in preparation for entry to higher education:

- Chat
- Tasks
- Lectures
- Library
- On-line test
- Conference

This portal provides assistance in training teachers to use UGS computer technology in learning and education (Kerimbayev N., 2013).

Currently in the republic backbones data provides high speed large flows of information. The possibilities of such information and communication environment used in the Kazakh National Pedagogical University named after Abai, which implements the project "Virtual School Academy." (Akramova, 2010) Video conferencing with small schools RK prerequisite is the availability of the communication channel bandwidth and the corresponding bands. E-learning in small schools of the Republic of Kazakhstan is carried out within the project. With students in small schools we conducted lessons on-line, Internet, conferences and round tables. (Kerimbayev et al., 2014)

Using the module Conference Moderator thereby perform videoconference sessions via Web-interface with small schools. It should be borne in mind that distance learning provides courses and independent use recorded on DVDs, CDs, etc., ie out of telecommunication networks. This is, perhaps, at the present stage the most affordable method for rural schools. However, all programs / courses recorded on DVDs, CD, videotape, have one thing in common - they are self-contained and designed for with a self-education.

There are various options for distance learning - is a combination of interactive television and computer global telecommunications in various configurations. Of course, these options are fraught with great opportunities because they allow in certain moments at the discretion of the teacher to "collect" the audience of students in conventional and join with them in eye contact, showing something or giving the necessary explanations, leading the control of knowledge of trainees, etc. Such a system has been developed in several universities in the U.S., in particular, the keiretsu model Keiretsu (Eidgahy S. Y., Shearman J. P 1994.). Thus, the only innovation will improve the quality of educational activities as the individual teacher and the school as a whole. This is evidenced by increasing the level of training of graduates of primary and secondary education, reducing crime among students in the school, the number of students involved in circles, sections, social work, creative activities. 3 summarized the experience of teachers in urban conferences, 1 attended the Republican contest of scientific projects.

| Table 4. Comparative characteristics of professional development of teachers of small schools |
|-----------------------------------------------|
| Ungraded village school Taskuduk South Kazakhstan region | Total teachers | Attended the training courses | Participated in seminars, competitions | Summarized experience |
| 2010 – 2011 | 11 | 3 | 1 | 0 |
| 2012 – 2013 | 12 | 5 | 4 | 3 |
We have also decided to strengthen the first direction model TQM (Total Quality Management) - customer orientation. Prospects of development determines the direction of the school for specialized education, professional orientation of students. Analysis of features of contingent trained ungraded schools demonstrates the need practice-based learning and skills necessary for the countryside. It is therefore necessary to develop those abilities that will form the basis of professional activity of each student.

The introduction of educational tools of information and communication technologies (ICT) and their performance in the organization pre profile and profile training in UGS will be critical to raise the quality of education students. Information and communication technologies can be used in various embodiments of the organization of school education in rural schools:

- training on the individual program based on an individual plan;
- training on the individual program to create specialized school groups (within the class), and specialized classes;
- the implementation of interscholastic differentiation (opening precast specialized classes of students).

Note that, for small rural schools, remote from the cultural and educational centers, with limited human resources, the most viable option is to organize specialized education based interscholastic differentiation, which can be done through correspondence forms of school education using information - communication technologies. However, not all modern technologies are effective in the lesson. If the class is combined application of interactive whiteboard to explain the topic in a class will distract students from the independent work of another class. Also, the desired result will not be from the use of group work, and certain types of gaming technology that are applicable for a large class. As teachers work with UGS uneven pupils groups (UPG), they have chosen such a technology training as CWL - a collective way of learning. Experience has shown that CWL is the most appropriate in small schools.

When collective mode of learning the structure of communication is dialogic and couples as follows:

- collective training
- group training
- pair training
- Individual training

![Fig.2 Structure of learning](image)

When using CWL learning process in UPG characterized completeness, or focus on the higher end results; Continuity and urgency transfer acquired knowledge to each other; cooperation and mutual assistance between the pupils; variety of topics and tasks (division of labor); Split Level (uneven-aged) participants pedagogical process; training on individual abilities.

In small schools, where the technology is being implemented CWL, teachers make sure that the collective way of learning contributes to the quality of students' knowledge.

There is no doubt that such an organization of academic work gives good results, provides mental development, and, most importantly, the development of independence, self-reliance, hard work, he can not give no existing training system.

**6. Conclusion**

As a result of our quest for the evaluation of educational activities ungraded school teachers we stayed on the structure of TQM (Total Quality Management) and analyzed several schools of South Kazakhstan region. Introduced in UGS village Taskudyk innovative learning technologies, we got quite a high positive result in teaching children of different age groups. The school administration, armed with the strategic development plan is being implemented consistently “reanimation” of rural educational institutions. Thus, the main bet was placed on a cadre of ungraded schools. It is through the introduction of innovative technologies, including ICT and improved the quality of the educational process at school. Teachers felt a keen interest and support the school administration, have been active in the study of new learning technologies, computer technology. Teachers, even older, expressed a desire to improve their skills, passing courses in the local central bodies of training.

It should be noted that each of these components of the educational work of the teacher deserves a separate study and analysis. We have summarized the little experience with small schools and tried to describe the resources that affect the development and improvement of education quality and the small rural school.

For our part we will continue to monitor the further development of the educational process and professional growth of teachers. Our partnership with UGS will still continue in the format providing methodological assistance, technical support and development of the necessary materials specific to the educational process ungraded school.
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