

Assessment as an integral part of learning in the system of in – service training in
Kazakhstan

The teacher is the pivotal figure in the school improvement and student success (Strong, Ward and Grant, 2011). Factors of students' success are: a modern teacher, corresponding high standards and significant professional qualities, creation of conditions for the development of the teacher's professionalism and the number of such teachers in each educational institution (McKinsey, 2007).

Learning efficiency can be achieved by good and successful teaching. However, this requires teachers with a willingness to learn throughout their lives, and seek to continuously develop and implement positive changes in their activities.

One of the most important changes in the teacher development is connected with radical reforms of the system of in – service training of teachers in Kazakhstan. The country has created fundamentally new basic blocks of the system: the National Centre of Excellence integrated in the regions and the NIS Center of Excellence. The project is designed to provide secondary teacher training at a special training Program conforming to the best international practices. In this context, the partners are experts from the University of Cambridge.

Currently AEO "Nazarbayev Intellectual Schools" in conjunction with Cambridge University is implementing a Program based on a qualitatively new approach to the secondary school teacher training. Confirmation procedure of teachers' qualifications or assessment is an integral part of the radical reforms of the system of in – service training of teachers. The assessment procedure includes assessment activities for both teachers and trainers, teaching learners new teaching techniques to achieve the most efficient development of education in Kazakhstani secondary schools. Assessment is understood as the process of defining and maintaining personal values of a teacher, a trainer, an expert, to identify current levels of belief and professional qualities, as well as their development and stimulation to the zone of proximal development.

Assessment is used to denote activities aimed at systematic summarizing of learning outcomes in order to make decisions about further education. Assessment is an essential part of learning. Assessment is carried out by various methods, but there is a hierarchy of types of observation, interpretation and conclusion. Observation provides evidence. The evidence is interpreted, and in turn, a conclusion is formulated based on the interpretation.

The purpose of assessment is the correction function to the quality of education, which is reflected in the identification of problems in training, feedback on the results, motivation, prediction and selection, monitoring and enforcement of standards, the control of curriculum and teaching style.

Assessment stages include formative assessment as a judgment of the progress and summative assessment as a judgment of the achievement (Ashcroft and Foreman - Peck, 1994). Formative assessment is aimed at finding and interpreting the data used by teachers and trainers to determine the stage at which the learners are, and in which way to develop and establish the required level (Assessment group reform, 2002). Summative assessment is carried out for a decision on certification or registration of the achievements.

Fair assessment is provided by validity, reliability, sufficiency and authenticity. The valid assessment assumes the achievement of great and real results. Reliable assessment

suggests stability and accuracy. Authentic assessment characterizes the author's own work, the actual practice.

Thus, assessment is realized through the process of collecting and analyzing data from various sources for a deeper understanding of what learners know and understand as a result of learning and how they can apply this knowledge and understanding. (T.A.Andzhelo, K.P.Kross. Assessment techniques in the classroom: a guide for college teachers. 2nd edition, Jossey - Bass, 1993)

As practice shows, the assessment happens or is possible with active learning and reflective practice. Only then the current knowledge is updated, and new knowledge is attached to the old. While formative assessment, formative feedback makes bridges between the old and the new, between what is and what should be, only then the development of thinking happens - which is learning. This is significant in the training and assessment of teachers and trainers who have rich professional background and experience. All members of the assessment process are joined together on understanding, application and reflection.

The assessment process for all involved teachers, trainers and experts expressed in the following aspects as clearly defined professional standards; the main evaluation criteria; formative assessment through mentoring; summative assessment of evidence provided by teachers, trainers and experts drawn from samples of their professional thinking and practices. The evaluation process is very important for learners, therefore aims to achieve proportionality of their activities.

The program aims to promote the sustainable development activities of teachers and trainers. Teachers and trainers assessment is focused on two issues: whether teachers are interested with the ideas of the Program and whether they have improved their experience, applying new approaches to teaching and learning. This gives the opportunity to see that improvements in understanding and experience of teachers and trainers are continuous, and serve as a criterion of success for the Program.

Assessing correlates with the three key criteria: knowledge and understanding of the key ideas presented in the Program, the application of these ideas in their own practice and reflection on the introduction of new techniques and considering their implications for further development.

Standards are expressed in terms of skills; knowledge and understanding required for effective performance and backed up by a set of professional values. Standards differ in each level of the Program.

Assessment procedures of teachers, trainers and experts differ. Summative assessment of teachers takes place in three stages: teacher portfolio assessment by a group trainer and independent trainer; assessment of presentations of portfolio sections by an independent trainer and the written Qualifying exam (test). The trainer's role in assessment is to assess teacher training on the basis of agreed procedures and provide constructive feedback to raise standards of achievement, and evaluate the training program, the learning process of teachers and their own practice, to develop and improve future professional practice.

Teaching and practice is assessed by an expert using key assessment criteria that apply to teachers and is based on portfolio evidence. The expert assessment procedure is as follows: observing trainer practice for formative assessment; judgment of trainers teaching and practice by examining his portfolio; providing constructive feedback and support trainers during the decision-making phase; to guide trainers to improve their teaching and practice, so that it meets all standards; moderating the assessment process and teacher portfolio presentations by trainers.

Experts' professional development and practice is assessed by team leader and evaluated by external CIE experts according the Cambridge established standards. Assessment system, focusing on trainers' and experts' learning evidences is accredited by

Cambridge on an ongoing basis. Such quality assurance measures used to assist in coming to Cambridge evaluation system standards. Accreditation involves performing audit procedures and reporting, evaluation of samples of the portfolio and interviewing experts conducting assessment. Accreditation is focused on validation of the assessment system in terms of established principles, procedures and results, as well as in connection with international practice in relation to teachers', trainers' and experts' assessment. After confirmation, accredited experts and trainers are given certificates with NIS and Cambridge logos.

In the context of a young market economy assessment system has a great potential to improve the skills of working people. A special team of experts in assessment is prepared to improve the reliability of the results, to reduce the subjectivity of assessment, to minimize and avoid mistakes of the assessment process. Safety of the assessment system is provided by professional code of practice for experts on standardization, quality evaluation, privacy, security and integrity. Assessment researches show that to ensure the quality of the assessment system it is necessary to develop a team of experts in the direction of a clear understanding and definition of the categories of knowledge or quality, which is assessed; careful design of procedures and the composition of tasks that meet the specified understanding of evaluation, compilation and validation matrix of the assessment criteria which is needed to be flexible.

Literature:

1. Strong, Ward and Grant, 2011 What makes good teachers good?
2. McKinsey, 2007
3. Principles of Teacher assessment (www.cpi.nis.edu.kz) 78 pages
4. Trainer Assessment Model (www.cpi.nis.edu.kz) 130 pages
5. Assessment Handbook (www.cpi.nis.edu.kz) 179 pages
6. Code of Practice (www.cpi.nis.edu.kz) 77 pages