

Special Issue

Teacher Evaluation and Teacher Effectiveness

Message from the Guest Editors

Teacher evaluation has evolved over time from focusing on the moral values of a teacher in the early 1900s to standards-based evaluation models of today. In contemporary terms, teacher evaluation systems often seek to serve two needs: accountability and improvement. Over the past two decades, multiple reform efforts across the world have focused on these dual purposes of teacher evaluation – professional growth and accountability. During this time, the focus shifted from the inputs of teaching (teacher quality) to the outcomes of teaching (teacher effectiveness) and, more recently, to a balance of inputs and outcomes. This Special Issue explores new directions related to the intersection of teacher evaluation and teacher effectiveness. Themes include:

- New directions in teacher evaluation
- Teacher effectiveness in terms of both teaching processes and teaching results
- Relationships between teacher evaluation and teacher effectiveness
- International perspectives on teacher evaluation and teacher effectiveness

By exploring these issues, we seek to uncover future directions of conceptions of teacher effectiveness, teacher evaluation, and the nexus between them.

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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