



Introducing a dynamic model of educational effectiveness with distribution of responsibilities to 6th grade students in primary school in Iran

Ezatallah Kishani Farahani, *Isfahan University of Iran, Iran*, kishani_farahani@yahoo.com

ORCID: 0000-0001- 8390-4790

Hasanali Bakhtiyar Nasrabadi, *Isfahan University of Iran, Iran*, h.nasrabadi@edu.ui.ac.ir

ORCID: 0000-0002- 1859-1844

Mohammad Najafi, *Isfahan University of Iran, Iran*, mdnajafi@yahoo.com

ORCID: 0000-0003-0655-2781

Mohammadreza Sotoudehnia, *Isfahan University of Iran, Iran*, m.sotudeh@ltr.ui.ac.ir

ORCID: 0000-0001- 8343-9868

Abstract: In this article the original aim was introduce a dynamic model in education practically in effective teaching - learning field. We attend to provide a model based on theory that can use of it to the classroom as practice. The role of students and their responsibility are importantly seen in this article. Mixed method of qualitative and quantitative methods was used. The researcher use a number of validated forms by teachers, and this information was converted into numeric data. Then, descriptive statistics were used and the results were interpreted. The research community included 1200 students of Arak city in Iran. 32 students were selected by an available sampling method. Three types of variables categorized in the model include decreasing variable (DV), increasing variable (IV) and learning variable (LV). Results showed that with decreasing of (DV) and increasing of (IV) we can increase the level of learning and improve teaching skills.

Keywords: Education, educational effectiveness, responsibilities, dynamic model

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INTRODUCTION

Learning and teaching in the education field, are very important factors; that acts as bridge between theory and practice. Researchers have a different stance to each problem that happened in it. Many of them, paying attention to promotion of teacher scientific adequacy, some also emphasize on knowledge content. Against; the third group, stressed to the activity of students in classroom. Although the fourth group focusing on a holistic view, the important of students and their activities is very helpful for educational policy makers and teachers. With consideration of philosophical backgrounds and the philosophy of education theories that support these theories and practices, we can have a clear picture of it. There is a relatively long history of the emphasis of philosophers on students' activism. Philosophers such as Jean-Jacques Rousseau (1712), John Dewey (1859) and Jean Piaget (1896) have been among the most important educational philosophers who have emphasized this. Based on the thoughts of these elders, the efforts of educators and teachers to activate and dynamize the classroom is carried out. Responsibility for students is also a moral and social aspect of the theorem. Efforts have also been made in this area, which usually take place within an effective school or classroom. However, many of them studied in several field include: educational development (Darling-Hammond & Mclaughlin, 1995; Cohen & Hill, 2001, Borko et al., 2010; Desimone, 2009, Hallinger, & Heck, 2010, Ball & Forzani, 2011), educational improvement (Borko,2004; Cohen & Hill, 2001, Creemers, & Kyriakides, 2010, Antoniou & Kyriakides,2011, Janosz, Archambault, & Kyriakides, 2011) and educational effectiveness (kyriakides, & muijs & creemers, 2014) that applied these theories and practices in three levels: systems, schools and classrooms.

Educational effectiveness, followed by researchers as importance subject that can be improve the learning- teaching problems. In this way many models are provided from some

researchers. The models are criticized for not paying sufficient attention to higher order knowledge and skills and new way of learning and teaching. Creemers (2006) proposed a dynamic model of educational effectiveness, a combination of different ways of learning and teaching related to the context, input and process. His dynamic model refers to the following eight effectiveness factors which describe teacher's instructional role: orientation, structuring, questioning, teaching modeling, applications, management of time, teacher role in making classroom a learning environment, and teacher evaluation. This action and similar actions provided for improving educational practice. Educational effectiveness can display in three levels; classroom, school and system. The comprehensive model of educational effectiveness (Creemers, 1994) refers to factors at different levels (i.e., student, classroom, system). It is possible that each researcher or teacher focus in some area of this subject. Borko (2010) and Desimon (2009) studied in underlying rationale. That is high quality teacher professional development could facilitate improvement of teaching practices, which in turn translate into higher levels of student achievement. Quality teaching (Creemers & Kyriakides 2010) stressed the important of a whole school approach and the use of data collected through school self-evaluation mechanisms for decision making about improvement of policies and actions.

Another researcher studied about investigating teachers' skills in using various techniques of assessment: Student assessment is defined as the systematic process of gathering information about student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standard for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance (Shepard, 2007, Christoforidou. & Xirafidou, 2011). According to Brookhart (2011), who said: "Recent conceptions of formative assessment are not addressed". A thing that remains as a problem is the role of student as an opportunity to help teacher in performance and assessment.

According to the abovementioned articles, it can be stated briefly that, many researchers have seen the students in their models as subjects or inactive beings who couldn't participate in teaching-learning program. They have reduced the personality of students, because they have not defined an active role of them to the process of teaching- learning. Usually teachers' use of available facilities and opportunities for achieve desirable goals. In this way the personality of students can be seen as opportunity. Looking at process, instead of outcome of students, (Creemers & Kyriakides, 2010) focus on it.

Perhaps the policy makers made change in system level and administer of schools can change in the educational leadership area, but in classroom level, one who can make change in it, is teacher. He/ she or researchers can change the method of teaching-learning that it necessary to promotion of both, students learning and teacher skills. We focus in teaching as a 3th level of Educational effectiveness that it is possible to the teacher of classroom. The dynamic model of education (DME) is a model which has four characters: making activity, promotion, change and effectiveness in program of teaching and learning that consist of three sections such as: planning, performance and assessment of lessons. In these three sections there are two factors: teacher and student, who have important roles in DME. In this way, we only focused on section of performance and assessment because there is no any activity of students in section of planning. So, our dynamic model of education that has effectiveness and be able to promotion in teaching and learning in classroom level, located in performance and assessment area of teaching program.

In this article, with respect to the rights of the authors of the articles, while respecting the principles of ethics and literacy, parts of their writings have been used.

METHOD

Mixed method of qualitative and quantitative methods was used. First, qualitative information was collected by students. The researcher made a number of tables (96 tables were completed by students, only three examples were shown.) and the tables were validated by 3th Experienced and educated teachers, as a validation technique. Then this information was

converted into numeric data by the class teacher. In other section, descriptive statistics analysis was performed and the results were interpreted. The research community included the number of students in an education area of about 1200 people. Of these, 32 students were selected as an available sampling method. There was no specific criterion for sample selection. Only the sampling was used as available, since it was aimed at giving students the choice and responsibility. Descriptive tables and descriptive statistics were used to analyze the data.

In this article it was decided to improve the problems that were obstacles in teaching and learning and in the period of performance and assessment in our classroom because there were many parameters which they were difficult for the teacher to control them. These parameters located in the performance and assessment section of training. They were: time of teaching, enter and get out students in classroom, unnecessary talks, amiss laugh, dispensable noise, ask for permission, drink plenty of water, move the seats, unnecessary commuting, banging on the table, absence, sleep on the table, fighting, jumping among teachers words, jumping among students words, change their place, bad writing, counting assignments, individual health, clear the board, weekend homework, work folder, experiments, dictation lesson, Farsi studying, math lesson, science, social studies, painting, composition, religious, and Quran.

These parameters are seen as variables and divided them to three sections: control variables, helpful variables and valuable variables. In the section one the role of student is the controlling a variable. In section two, the act of student is helping to teacher of classroom. In the third, each student can write the result of the teacher s assessment and it is helps to save time.

Table 1. *Type, number and subject of variables*

Type of variables	Subject of variables	Number of variables
control variables	Time of teaching, enter and get out, unnecessary talks, amiss laugh, dispensable noise, ask for permission, drink plenty of water, move the seats, unnecessary commuting, banging on the table, absence, sleep on the table, fighting, jumping among teachers words, jumping among students words, change their place	(16)
helpful variables	Counting assignments, individual health, clear the board, weekend homework, work folder, experiments	(9)
valuable variables	Dictation lesson, Farsi studying, math lesson, science, social studies, painting, composition, religious, work whit computer and Quran.	(9)

Whit use of student participation and give them a responsibility, we could to fix the problems that hindered teacher teaching and student learning. These variables were all disturbing to teach and learn which should be controlled. So first we designed the forms like Table 2, 3, 4 which these intrusive variables were controlled. Each form was designed for one student as a responsible of one variable that he should to fill it for all students. Therefore, each student monthly, besides the task of learning of the lesson, should fill out a form for other students.

Table 2. Form of responsibility in November

Month: November (m1)		Variable name: unnecessary talks responsible										name: HOSEYN SABERI	
Student number	Name of student	Variable repeat count										N	
(1)	AMIR MAHDI EBRAHIMI	1	1	1	1	1	1	1	1	1	0	0	(8)
(2)	HAMIDREZA EHSANI	1	1	1	1	0	0	0	0	0	0	(4)	
(3)	ARIAN AMIRABADI	1	1	1	1	1	1	1	0	0	0	(7)	
(4)	SAJAD EYBAKABADI	1	1	1	1	1	1	0	0	0	0	(6)	
(5)	AMIRALI BODAGHI	1	1	1	1	1	1	1	1	1	1	(10)	
(6)	SHAHIN JALALVANDI	1	1	1	1	1	1	1	1	1	0	(9)	
(7)	MOHAMAD JAMSHIDI	0	1	1	1	1	1	1	1	1	0	(9)	
(8)	REZA JIRIAYI	1	1	1	1	1	1	1	1	0	0	(8)	
(9)	AMIRHOSEYN HAJIAN	1	1	1	1	1	1	1	1	0	0	(8)	
(10)	ALI HEYDARI	1	1	1	1	1	1	1	0	0	0	(7)	
(11)	REZA DAVOODABADI	1	1	1	1	1	1	1	0	0	0	(7)	
(12)	MOHAMAD MAHDI DASTJANI	1	1	1	1	1	1	1	1	1	0	(9)	
(13)	SAJJAD DOLATABADI	1	1	1	1	1	1	1	1	0	0	(8)	
(14)	ALI RASOOLI	1	1	1	1	1	1	1	1	1	0	(9)	
(15)	ALIREZA ZOHREVAND	1	1	1	1	1	1	1	1	1	0	(9)	
(16)	AMIRMAHDI SAEIDI MANESH	1	1	1	1	1	1	1	1	1	1	(10)	
(17)	MOHAMAD JAVAD SHAMSI	1	1	1	1	1	1	1	1	1	1	(10)	
(18)	HOSEYN SABERY POOR	1	1	1	1	1	1	1	0	0	0	(7)	
(19)	MOHAMAD MAHDI SALEHI	1	1	1	1	1	1	1	1	0	0	(8)	
(20)	YASER ZAFARI	1	1	1	1	1	1	0	0	0	0	(6)	
(21)	AMIR MAHDI GHOLAMI	1	1	1	1	1	1	1	0	0	0	(7)	
(22)	ADEL FARAHANI	1	1	1	1	1	1	1	0	0	0	(7)	
(23)	MAHDI FARAHANI	1	1	1	1	1	1	1	1	0	0	(8)	
(24)	SAJAD FAZLI	1	1	1	1	1	1	0	0	0	0	(6)	
(25)	HAMIDREZA GHASEMI	1	1	1	1	1	1	0	0	0	0	(6)	
(26)	MOHAMADHOSEYN GHAE	1	1	1	1	1	0	0	0	0	0	(5)	
(27)	ABOLFAZL KAVE	1	1	1	1	1	0	0	0	0	0	(5)	
(28)	MAHDI MOAYEDI FAR	1	1	1	1	1	1	1	1	0	0	(8)	
(29)	MOHAMAD MAYELI	1	1	1	1	1	0	0	0	0	0	(5)	
(30)	HAMIDREZA MASN aBADI	1	1	1	1	0	0	0	0	0	0	(4)	
(31)	MOHAMAD MASOOMI NEJAD	1	1	1	1	1	1	1	0	0	0	(7)	
(32)	ALI VANAKI	1	1	1	1	1	1	1	1	0	0	(8)	
N=32	Average	7.34										sum	235

Table 3. Form of responsibility in December

Month: december (m2)		Variable name: unnecessary talks										
responsible name: HOSEYN SABERI												
Student number	Name of student	Variable repeat count										N
(1)	AMIR MAHDI EBRAHIMI	1	1	1	1	1	0	0	0	0	0	(5)
(2)	HAMIDREZA EHSANI	1	1	1	0	0	0	0	0	0	(3)	
(3)	ARIAN AMIRABADI	1	1	1	1	1	0	0	0	0	(5)	
(4)	SAJAD EYBAKABADI	1	1	1	1	0	0	0	0	0	(4)	
(5)	AMIRALI BODAGHI	1	1	1	0	0	0	0	0	0	(3)	
(6)	SHAHIN JALALVANDI	1	1	1	0	0	0	0	0	0	(3)	
(7)	MOHAMAD JAMSHIDI	1	1	1	1	0	0	0	0	0	(4)	
(8)	REZA JIRIAYI	1	1	1	1	0	0	0	0	0	(4)	
(9)	AMIRHOSEYN HAJIAN	1	1	1	1	1	0	0	0	0	(5)	
(10)	ALI HEYDARI	1	1	1	1	0	0	0	0	0	(4)	
(11)	REZA DAVOODABADI	1	1	1	0	0	0	0	0	0	(3)	
(12)	MOHAMAD MAHDI DASTJANI	1	1	1	1	0	0	0	0	0	(4)	
(13)	SAJJAD DOLATABADI	1	1	1	1	0	0	0	0	0	(4)	
(14)	ALI RASOOLI	1	1	1	1	1	0	0	0	0	(5)	
(15)	ALIREZA ZOHREVAND	1	1	1	1	0	0	0	0	0	(4)	
(16)	AMIRMAHDI SAEIDI MANESH	1	1	1	0	0	0	0	0	0	(3)	
(17)	MOHAMAD JAVAD SHAMSI	1	1	1	1	0	0	0	0	0	(4)	
(18)	HOSEYN SABERY POOR	1	1	1	0	0	0	0	0	0	(3)	
(19)	MOHAMAD MAHDI SALEHI	1	1	1	0	0	0	0	0	0	(3)	
(20)	YASER ZAFARI	1	1	1	1	0	0	0	0	0	(4)	
(21)	AMIR MAHDI GHOLAMI	1	1	1	1	1	0	0	0	0	(5)	
(22)	ADEL FARAHANI	1	1	1	1	1	0	0	0	0	(5)	
(23)	MAHDI FARAHANI	1	1	0	0	0	0	0	0	0	(2)	
(24)	SAJAD FAZLI	1	1	1	1	0	0	0	0	0	(4)	
(25)	HAMIDREZA GHASEMI	1	1	1	0	0	0	0	0	0	(3)	
(26)	MOHAMADHOSEYN GHAE	1	1	1	1	0	0	0	0	0	(4)	
(27)	ABOLFAZL KAVE	1	1	1	1	0	0	0	0	0	(4)	
(28)	MAHDI MOAYEDI FAR	1	1	1	1	1	0	0	0	0	(5)	
(29)	MOHAMAD MAYELI	1	1	1	0	0	0	0	0	0	(3)	
(30)	HAMIDREZA MASN aBADI	1	1	1	1	0	0	0	0	0	(4)	
(31)	MOHAMAD MASOOMI NEJAD	1	1	1	1	1	0	0	0	0	(5)	
(32)	ALI VANAKI	1	1	1	0	0	0	0	0	0	(3)	
N=32	Average	3.87									sum	124

Table 4. Form of responsibility in January

Month: january (m3)		Variable name: unnecessary talks										
responsible name: HOSEYN SABERI												
Student number	Name of student	Variable repeat count										N
(1)	AMIR MAHDI EBRAHIMI	1	1	0	0	0	0	0	0	0	0	(2)
(2)	HAMIDREZA EHSANI	1	1	0	0	0	0	0	0	0	0	(2)
(3)	ARIAN AMIRABADI	1	1	1	0	0	0	0	0	0	0	(3)
(4)	SAJAD EYBAKABADI	1	1	0	0	0	0	0	0	0	0	(2)
(5)	AMIRALI BODAGHI	1	1	0	0	0	0	0	0	0	0	(2)
(6)	SHAHIN JALALVANDI	1	0	0	0	0	0	0	0	0	0	(1)
(7)	MOHAMAD JAMSHIDI	1	0	0	0	0	0	0	0	0	0	(1)
(8)	REZA JIRIAYI	0	0	0	0	0	0	0	0	0	0	(0)
(9)	AMIRHOSEYN HAJIAN	1	0	0	0	0	0	0	0	0	0	(1)
(10)	ALI HEYDARI	0	0	0	0	0	0	0	0	0	0	(0)
(11)	REZA DAVOODABADI	1	1	0	0	0	0	0	0	0	0	(2)
(12)	MOHAMAD MAHDI DASTJANI	1	0	0	0	0	0	0	0	0	0	(1)
(13)	SAJJAD DOLATABADI	0	0	0	0	0	0	0	0	0	0	(0)
(14)	ALI RASOOLI	0	0	0	0	0	0	0	0	0	0	(0)
(15)	ALIREZA ZOHREVAND	1	0	0	0	0	0	0	0	0	0	(1)
(16)	AMIRMAHDI SAEIDI MANESH	1	0	0	0	0	0	0	0	0	0	(1)
(17)	MOHAMAD JAVAD SHAMSI	1	1	0	0	0	0	0	0	0	0	(2)
(18)	HOSEYN SABERY POOR	1	0	0	0	0	0	0	0	0	0	(1)
(19)	MOHAMAD MAHDI SALEHI	0	0	0	0	0	0	0	0	0	0	(0)
(20)	YASER ZAFARI	0	0	0	0	0	0	0	0	0	0	(0)
(21)	AMIR MAHDI GHOLAMI	0	0	0	0	0	0	0	0	0	0	(0)
(22)	ADEL FARAHANI	1	0	0	0	0	0	0	0	0	0	(1)
(23)	MAHDI FARAHANI	1	0	0	0	0	0	0	0	0	0	(1)
(24)	SAJAD FAZLI	1	0	0	0	0	0	0	0	0	0	(1)
(25)	HAMIDREZA GHASEMI	0	0	0	0	0	0	0	0	0	0	(0)
(26)	MOHAMADHOSEYN GHAE	0	0	0	0	0	0	0	0	0	0	(0)
(27)	ABOLFAZL KAVE	1	0	0	0	0	0	0	0	0	0	(1)
(28)	MAHDI MOAYEDI FAR	1	0	0	0	0	0	0	0	0	0	(1)
(29)	MOHAMAD MAYELI	1	1	0	0	0	0	0	0	0	0	(2)
(30)	HAMIDREZA MASN aBADI	0	0	0	0	0	0	0	0	0	0	(0)
(31)	MOHAMAD MASOOMI NEJAD	1	0	0	0	0	0	0	0	0	0	(1)
(32)	ALI VANAKI	0	0	0	0	0	0	0	0	0	0	(0)
N=32	Average	.93										sum 30

At the end of each month the teacher give 32 forms from students and evaluate them. Teacher expectation is that in the next mount weaknesses will be reduced and strengths will be added. Originally the role of teacher with these forms is observation and controlling of them to assess the progress of classroom. In this study we were applied this action in our classroom due the 3 months and we observed changes by comparing the forms of each month with its next month.

3-RESULTS

3-1- Control variables

Control variables are variables that researchers or teachers can whit changing of them improve the learning and teaching. They are divided in two types decreasing variables, and increasing variables which must be define in this study.

3-1-1- Decreasing variables

In the performance or in the assessment level of teaching, these variables must be decreased by teacher for example unnecessary talks, amiss laugh, dispensable noise and etc. in this study with participation of students, decreasing variables, evaluate in each month. They evaluate another student in one parameter or variable.

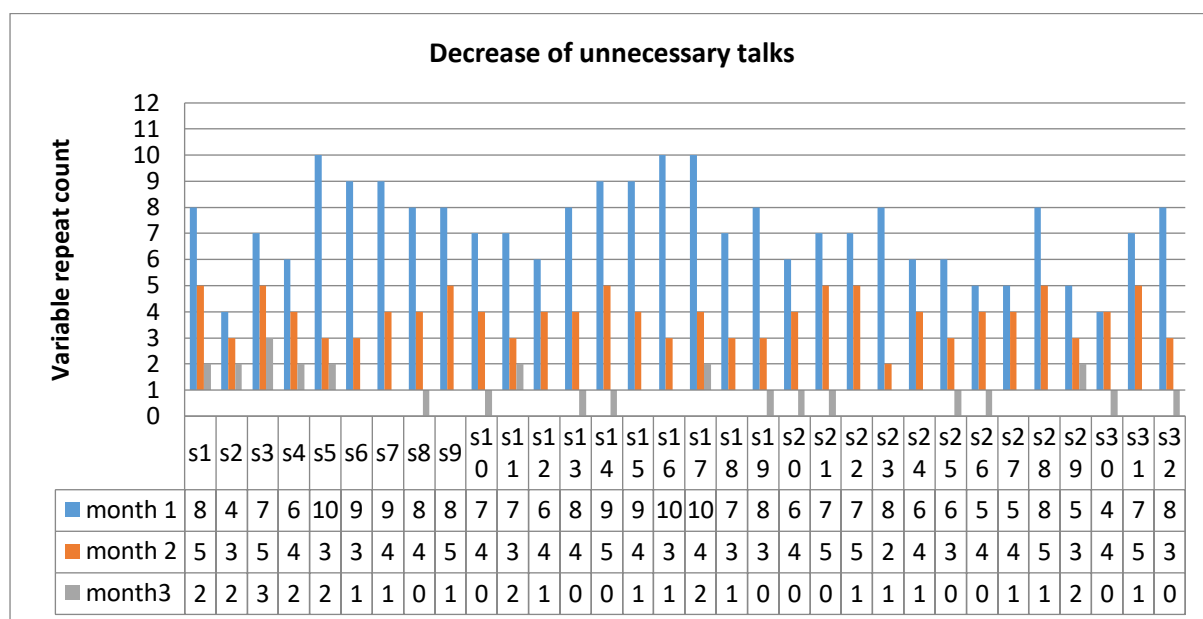


Chart 1. Variable repeat in month

After giving forms from students, the variables have controlled and we count the average of each variable to know the distinction of them in three months.

Table 5. Control variables of classroom

Title: control variables of classroom		Month: november, december, january										
variable number	Name of variable	Variable repeat average										average
		M1	M2	M3								
1	unnecessary talks	7.34	3.87	.93	-	-	-	-	-	-	-	-
2	amiss laugh	9	5	3	-	-	-	-	-	-	-	-
3	dispensable noise	10	6	2	-	-	-	-	-	-	-	-

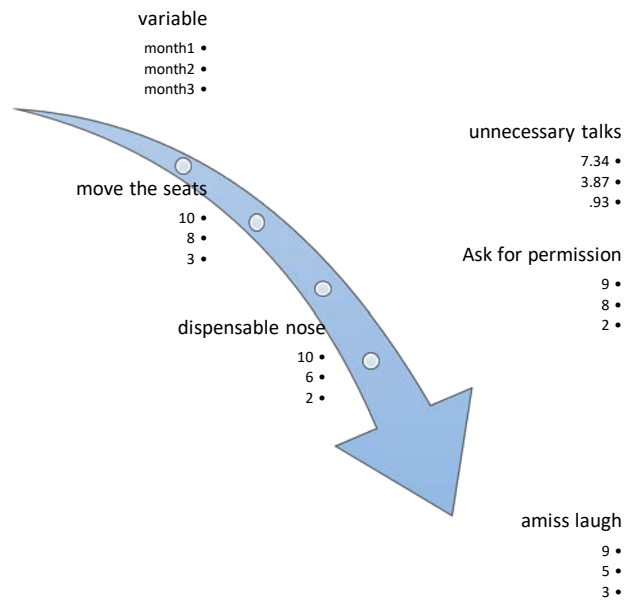


Chart 2. *Decreasing variables*

3-1-2- Increasing variables

These variables will increase when we decreasing the first variables, for example; Concentrate, understanding, attention, Consciousness and etc.

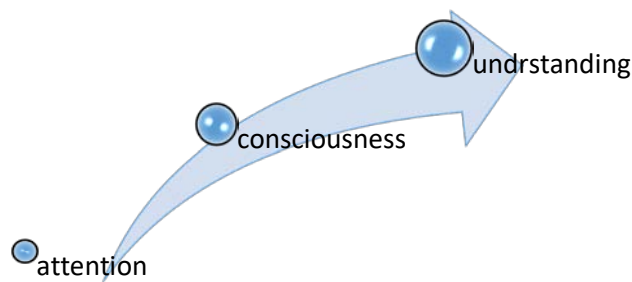


Chart 3. *Increasing variables*

3-2- Valuable variables

Originally, valuable variables were lessons subject, because they have capability to be measured, but we measured them in different way. In another words we classified the student in(4) levels: A, B, C and, D that means; very good, good, medium and weak. Then we count the number of students who are located in each group. Then we recognize that in which month the number of each group decreased or increased. In valuable variables, decreasing of weak student is good and increasing the number of very good and good student is very favorable change. It is also important to change poor students to strong students. This happens when the teaching process is done correctly.

Table 6. Increasing the value of class in months: November, December, January

Increasing the value of class in months: November, December, January

valuable variables	A= very good			B= good			C= medium			D= weak			Result
	Frequency			Frequency			Frequency			Frequency			
	M1	m2	m3	M1	m2	m3	M1	m2	m3	M1	m2	m3	
Dictation	4	7	11	12	13	11	9	7	6	7	5	4	good
Farsi studying	8	9	10	10	11	12	9	8	7	5	4	3	medium
math lesson,	5	6	6	6	7	9	12	12	11	9	7	6	medium
Science	6	7	8	8	10	11	10	9	7	8	6	6	good
social studies	9	10	10	11	11	12	9	8	8	3	3	2	weak
Painting	20	22	23	10	10	9	2	0	0	0	0	0	good
Composition	5	7	8	6	9	10	9	7	6	12	9	8	good
Religious	7	8	10	9	11	12	10	8	6	6	5	4	good
work whit	5	7	8	7	10	12	9	7	7	11	8	5	Very good
computer													
Quran	6	7	7	9	11	13	10	8	8	7	6	4	good

N=32

Progressive of students of class in dictation (comparison in 3 month)

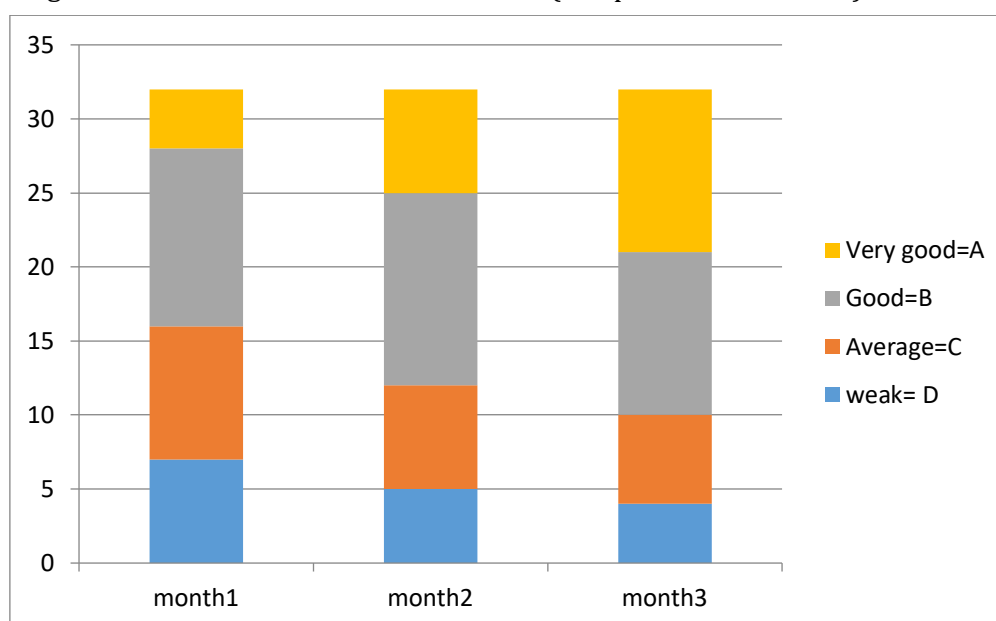
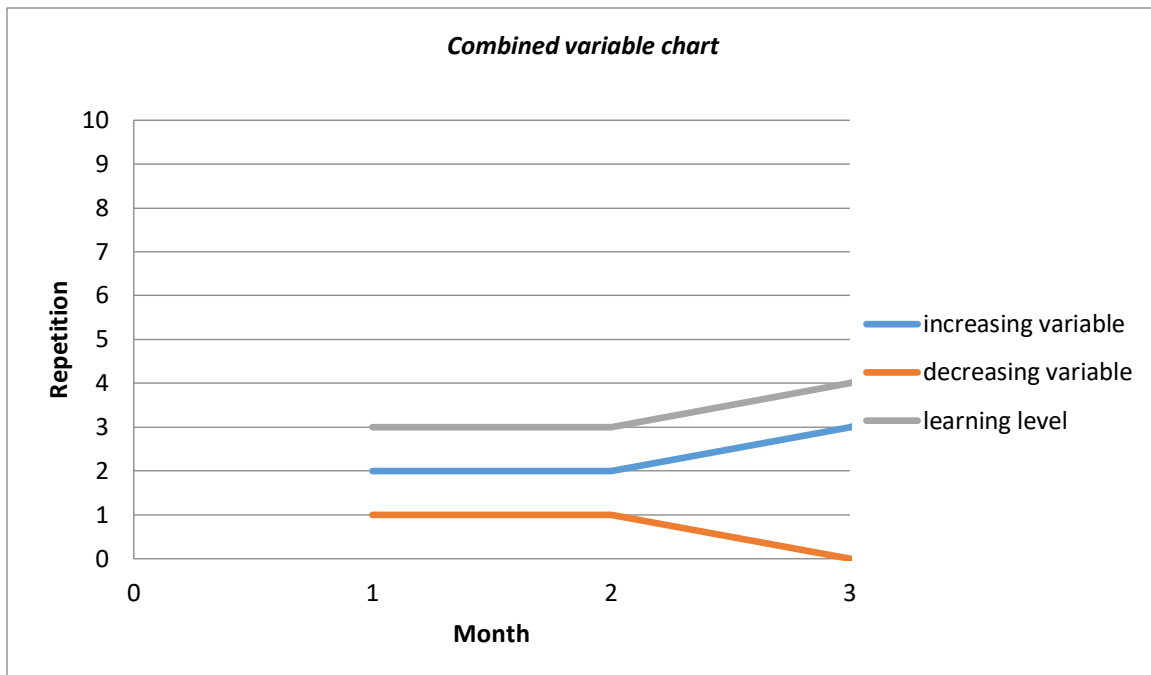


Chart 4. Dictation change

The point is to know, that Increasing parameters, decreasing parameters, and helping parameters are three sections which can make effect to teaching and learning then they can increase the valuable parameters (learning of lessons). So, we can reach this goal by setting up a program and method of teaching and implementing it.



If $\sum f(d) < \sum f(i)$ = desirable If $\sum f(d) > \sum f(i)$ = undesirable

Chart 5. Combined variable chart

With decreasing of DV (decreasing variables) or decrease the frequency of them, and increasing of IV (increasing variables) we can increase the level of learning and improve teaching skills (L&T V). DV named as K_1 (first kind of variable), IV as K_2 (second kind of variable) and L&T V as K_3 (third kind of variable). K_1 are countable variables but K_2 aren't countable, and for this reason first, with making change in k_1 or in other word with decreasing of them attend to increasing k_2 and it is means that, k_3 will increase or the level of learning and teaching will increase and improve. And it makes a dynamic model of educational effectiveness that is usable and helpful for education.

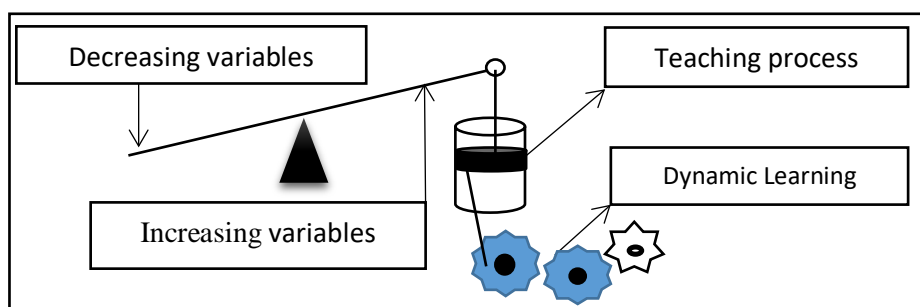


Figure 1. Dynamic model of educational effectiveness

$K_1 \downarrow = k_2 \uparrow = k_3 \uparrow$ result = desirable $K_1 \uparrow = k_2 \downarrow = k_3 \downarrow$ result = undesirable

DISCUSSION and CONCLUSION

Teaching and learning in educational environments need to pay attention and control of students behavior is very important to the teacher of class. In the primary school and some schools which established for young children, it is more important, because of unknowing about low of school and class, and self-centering behavior of students. So, the control of school, class and student's behavior are important. In this article our assumption is that, if the teacher controls some variables with decreasing or increasing some of them, he/she can promotes disabilities and improve the teaching- learning levels in his/her class. Due this assumption, we

decided to apply this inquiry in our class and we observe the change of class learning. We know decreasing of disabilities and increasing of learning in our students. It is very desirable and helpful, because of its effectiveness in our students and its dynamic progressive that occurred in our teaching program.

In the case of effective education, although Creemers (1994) emphasized on three parts of the system, school, and classroom, which is a classroom consists of students, of which there are students, respectively, class and school is formed. Therefore, the presence of students in class, school, and system is very important. So far, effective education has been done on one or more of the student-related activities in education and research. For example, Borko (2010) and Desimon (2009) emphasized rational superiority. If a student has different existential dimensions, attention to its various dimensions is necessary. The normative and ethical dimension of students is one of these dimensions. One of the moral areas is giving them the responsibility to grow their intellectual autonomy. The phrase repeatedly taught by philosophers such as Piaget, John Dewey and others is "Student Activity in Teaching". So, to achieve this, he must be given a real responsibility to become self-conscious. Based on this, students can be taught in three levels of planning, performance and assessment. The systematic flow of evaluation is carried out by collecting information, organizing and analyzing them, as Shepard (2007), Christoforidou. & Xirafidou (2011), but it should be said that the student should not be considered as a passive being. In this research, a dynamic educational model has been introduced, in which students can be used in the performance and assessment process. Another point is that, if previous researchers have emphasized more on educational ideas in this field, the present research has emphasized both theoretical and practical aspects. In this research, what has been very important is how to make students more active? And how to use their abilities to promote teaching and learning. As a result, the need for a practical model has been based on these educational ideas. This goal is achieved by providing forms for collecting information and distributing them between students and giving responsibility to each of them. The results showed that by reducing the disturbing variables such as unnecessary talks, amiss laugh, dispensable noise and other disturbing variables, the teaching process could be improved and the level of student learning in the course could be improved.

Whit high impact of this model, we know that its dynamics is high, so we decided to publish research findings. Therefore, contribution of our article is, contribute to the development of knowledge in effective teaching-learning in education. The role of students in the learning process is important. The activities of students have an impact on their learning. Therefore, attention to the role of students in their activity in the learning process is recommended. Student participation in the performance and assessment phase will also assist the class teacher in teaching improvement. This improvement will increase students' learning, due to the responsibility of the classroom students. In addition, the precise division of responsibilities between students is important. Responsibilities should be as much as they can. The author suggests to researchers to research whether students can be used in the design of teaching? Another suggestion to the teachers is to use this model to their classrooms.

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