UNIT 8 TEACHER EVALUATION

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8.1 INTRODUCTION

Many of us have some idea about the importance of a teacher's role and functions. The traditional role of the teacher has undergone a considerable change and innumerable responsibilities have been entrusted to him/her. It is beyond doubt that you have a more varied role to play than was probably the case earlier. However, we have felt for a long that one of the weakest links in our educational system has been the evaluation of teachers although the importance of teachers for an effective teaching-learning process has been recognized for long. We still do not have an accurate way of knowing whether practising teachers are really adequate for their jobs or not. In the light of the above it is not really surprising that teacher evaluation is currently receiving a lot of attention in India. In this context, it becomes relevant for us to address a few basic questions. What exactly do we mean by teacher evaluation? Who is going to evaluate teachers? What evaluation procedures should be used? How is the information gained going to be finally used?

In this unit, we will provide you with a deeper understanding of the meaning and concept of teacher evaluation, the need for teacher evaluation in present educational context, students and peer group as the different appraising agencies and various appraisal procedures which can be used effectively.

8.2 OBJECTIVES

At the end of the unit, you will be able to:
• define performance appraisal;
• explain the need for teacher evaluation in schools;
• explain the need for student evaluation of teachers;
• identify different tools of teacher evaluation by students;
• describe problems of student evaluation of teachers;
8.3 NEED FOR EVALUATION OF TEACHERS

In order to understand clearly the increasing need of teacher evaluation in schools today, let us first try to understand the significant and varied roles teachers play and the meaning and concept of teacher evaluation.

8.3.1 Teacher's Role

We find that today, as never before, teachers are dangerously overloaded. Their traditional functions of instruction, socialization, evaluation and classroom management are not regarded sufficient to make them effective. Present time possess challenges that were never faced by traditional school teachers. They are facing a flux in the educational scenario which contains innumerable and complex situations.

We very often find an ever-changing composition in today's classrooms. There are unstable home and community conditions for children from all social classes, poverty and hunger and the classroom becomes a mirror of society's varied problems. As teachers you are greatly accountable to parents, administrators and students and due to this there is an increased sense of pressure on teachers. They are facing a flux in the educational scenario which contains innumerable and complex situations.

We often find an ever-changing composition in today's classrooms. There are unstable home and community conditions for children from all social classes, poverty and hunger and the classroom becomes a mirror of society's varied problems. As teachers you are greatly accountable to parents, administrators and students and due to this there is an increased sense of pressure on teachers. A teacher needs to exhibit leadership traits and innumerable managerial functions have been added to his every changing role. He/she manages resources, curriculum, co-curricular activities, examination, innovation and changes, time, conflicts etc. A teacher has to solve various behavioural and social problems in the classroom before he can actually start teaching.

Such changes in situation call for effective teachers. What was traditionally regarded as effective may not be relevant in today's circumstances. Today's teachers are facing situations which their predecessors did not face. Therefore, they have to resort to effective handling of the various competencies in an organizational context which may be different from the one that teacher had to deal with a few decades ago. We will not be wrong to say that the responsibility for change and improvement in schools ultimately rests on the shoulders of teachers. Whatever be the nature, proposals for change and improvement in education, their implementation depends upon how they perceive them to be and how they translate them into effective classroom practices. Evaluation of a teacher's performance, therefore, becomes significant, particularly to identify the strengths and weaknesses of the system.

The need for appraisal of teacher effectiveness becomes also significant in the context of the resources that society allocates to education. Of late, society has become particularly concerned with the failure of the education system to contribute to its economic and social development. Increasing deviant behaviour on the part of the young is often attributed to the failure of teachers to inculcate among the students desirable values and behaviour patterns.

Teacher evaluation and its need are not really new to educational institutions. Teachers are aware that they are being constantly evaluated, be it in an informal or unsystematic manner, by students, parents, colleagues, superiors and the community at large. However, no systematic, formal procedure of evaluation in relation to their key functional areas, appears to have been evolved. The importance of systematic teacher evaluation system in education cannot be underrated at any cost. Let us first try to understand the meaning and concept of performance evaluation or performance appraisal.

8.3.2 Meaning and Concept of Performance Appraisal

Theorists, and practitioners have defined performance appraisal or evaluation in a variety of
ways. Let us examine some of the definitions and try to understand what performance appraisal actually means.

Performance appraisal is defined as a systematic, periodic evaluation of the worth of an individual to an organization, usually, made by a superior or some one in a position to observe his performance.

Still another dimension to this definition is that performance appraisal is a systematic evaluation of an individual with respect to his performance on the job and his potential for development. In other words, we can say that performance evaluation reveals the developmental need of an individual. We agree that an appraisal of employee on a continuous basis i.e. a teacher in the school context, is highly desirable. Appraisal of individuals as a formal process is, therefore, of vital importance of any school. Hence we can say that performance appraisal involves a systematic, periodic and as far as humanly possible, an impartial rating of an employee's excellence in matters pertaining to his present job and to his potentialities for further development.

Stoner and Freeman (1992) have stated that two major purposes of a formal systematic appraisal are:

- To get the individuals know formally how their current performance is being rated. For example, current rating of a teacher's performance in school becomes very significant keeping his multifarious functions in mind.
- To locate individual who need additional training. For example, teachers as essential components of classrooms need to develop on a continuous basis. By a system of appraisal, their strengths and weaknesses can be identified.

By now, it must be clear to you that appraisal is not just a series of periodic events but a continuous and systematic process intended to help individual teachers with their professional development and career-planning. Evaluation can reassure teachers that they are doing good and valued jobs, give security and status to well functioning teachers, spread innovative educational ideas, and reassure that teachers are successfully contributing to society. It also helps to ensure that inservice training and development of teachers matches the needs of individual teacher and schools. It also relates to access to inservice training, career management, guidance, counselling and training for teachers experiencing performance difficulty. Let us try to understand the need for teacher evaluation in depth.

### 8.3.3 Need for Teacher Evaluation

The quality of educational services depends ultimately on the quality of the people who provide them. Teachers comprise a major force in the school system. The quality of teachers has, therefore, a direct bearing on the quality of education imparted in our schools. It is not at all unreasonable that increasingly educated public should expect teachers to be accountable for performance of school and students. Therefore, teacher evaluation or appraisal is high on education agenda and is of considerable concern to teachers. The reason for a management’s intention to introduce formal appraisal procedures seems to arise from the growth of concern for public accountability. Public interest in education all-around us is strong and definitely legitimate. It has to be satisfied under all circumstances. One has only to read newspapers to become aware that all professions be it medicine, law etc., are being opened to public scrutiny on the demand of a better-educated and interested public. We have reason to believe that public today resents the exclusiveness of the teacher’s position and are demanding the right to say the way that schools are run. Teacher evaluation has the purpose of letting interested groups know how well, and in what ways, teachers contribute to their students and to society.

However, most teachers remain quite tense and apprehensive when it comes to their evaluation. It is something they would rather avoid. But evaluation being an inescapable feature of the human resources development, plan has to be viewed in the right perspective. Today a teacher can turn evaluation process to his advantage with regard to evaluation and accountability. He must realize that evaluation process offers opportunities for:

- improvement of teaching performance
identification of inservice training needs
promotion of improved communications.

As teachers you will be leading a busy teaching life and it will be very difficult for you to know what is actually happening. In fact, it will be even harder for you to know what you are doing in the classroom merely from your own consideration of pupil feedback and the feel of the lesson. We have some evidence from observational research which tells us that there are often gaps between what teachers think and say they are doing, what they appear to be doing and what they actually are doing. Teacher evaluation schemes lead us to agree that successful schemes do have results which are often remarkably beneficial for individuals and the whole school.

Many feel that, compared to other professions, evaluation of teachers is of greater significance. The main reason is that the clients with which teacher’s deal are young. Society entrusts them to a teachers’ care. Thus, monitoring the activities of teachers becomes essential if we want to protect our young ones. For example, the quality of a dentist may be affirmed by the number of patients who come back to him or her. On the other hand, teachers are always entrusted with a group of students irrespective of their past performance. Students have virtually no choice which they can exercise. Therefore, teacher evaluation assumes a seriousness which cannot be neglected at any cost.

Evaluation can bring about renewal of motivation, more effective classroom teaching, improved relationships with pupils and colleagues, more sharing of ideas and problems, and a general improvement in the atmosphere of a school.

You will agree that a well conducted teacher evaluation gives an opportunity to teachers to get their contributions appreciated. Let’s take the example of a teacher who has adopted an innovative approach, and teaches social studies by making use of different stamps. An evaluation system gives him a chance to get his efforts appreciated and known to others. The fact that self-esteem is thus boosted is considered by many teachers to be as important as financial rewards.

There exists a strong feeling among teachers that appraisal process offers them the opportunity to discuss and reflect, on a one-to-one basis, their individual concerns. This may not be possible in a school where schedules keep every one busy and pre-occupied. The introduction of an appraisal system gives teachers an opportunity to talk about their own performance and the constraints upon it.

Appraisal process can increase the sense of belonging to a school, specially if the process is two-way. A teacher can feel that he has a contribution to make towards the policy-making of the school.

If we consider the need of teacher evaluation or appraisal from the school management’s point of view, we find that the process can greatly enhance the level of institutional awareness. Information about staff-feelings, achievements, strengths and difficulties, constraints and problems can mean increased sensitivity to working atmosphere and improvement in decision-making and communication. Training needs of the staff become more clearly apparent and this has implications for provision of resources and inservice initiatives.

Teacher training programmes could benefit from well-documented evaluation reports of successful teachers. ‘Knowledge base’ can be developed which is not distant from activities in classroom.

If we conduct a survey of schools, we can easily conclude that many teachers are under-utilized and they shape their career towards lower limits of what could possibly be done. Hence, they become incompetent and ineffective through years of unproductive and alienating experiences. Any appraisal scheme, therefore, should be decidedly focused on growth and development. It is felt that a performance appraisal system helps each teacher to understand more about his role and become clear about his functions. The confusion and uncertainties a teacher faces about his job when faced alone, can reduce a teacher’s sense of confidence.
Evaluation can decrease a teacher’s sense of powerlessness and can increase his sense of efficacy. Such systems can be powerful instruments in creating a positive and healthy climate in school, motivating them to give their best. The major benefits which result from teacher-evaluation are given below to provide you more clarity:

I. For a competent and good teacher
   - to enhance job satisfaction;
   - to enhance motivation;
   - to share ideas and expertise;
   - to support new initiatives and staff development; and
   - to raise or restore self-esteem.

II. For teachers in difficulty
   - to offer support;
   - to offer counselling;
   - to help improve performance;

III. For the school
   - to help pupils through supporting their teachers;
   - to build a whole school approach; and
   - to identify inservice and staff development needs and plan programmes.

IV. For teacher training institutions
   - To develop a sound ‘knowledge base’ from evaluation reports.

We have no doubt that to bring about quality learning in our classroom, teacher evaluation or performance appraisal of teacher goes a long way.

Check Your Progress

Notes: a) Write your answers in the space given below.
   b) Compare your answers with those given at the end of the unit.

1. Which of the following statements are true?
   a) The present posses innumerable challenges to school teachers.
   b) Teachers today need not be involved in managerial functions.
   c) Performance appraisal of teachers does not identify their training needs.
   d) Educational institutions are accountable to the community around them as never before.
   e) Teacher evaluation does not lead to a general improvement in the school climate.

2. Define performance appraisal.

3. What are the main objectives of teacher evaluation?
Let us now see the role of students in the process of teacher evaluation.

8.4 STUDENT EVALUATION OF TEACHERS

The time has come when positive efforts have to be made to involve students directly in the process of teacher evaluation. Pupils' perspectives on teachers go a long way in making teacher-evaluation more objective and worthwhile. Apart from indicating this extent of effectiveness or otherwise of teacher, student evaluation of teachers provides feedback on how teachers can be effective.

But now you must have understood the pressing need for teacher evaluation in today's educational scenario. Let's try to understand the need of student rating of teachers, different tools which can be used for evaluation and the fears and anxieties which teachers harbour about students' ratings.

8.4.1 Need for Student Evaluation of Teachers

You all would agree that students happen to be a very good source of information about teacher quality as they are the group of people with whom teachers work directly and spend most of their time. Important, useful and reliable data can be obtained through student reports about teacher performance.

It is sad but true that whenever we think of teacher evaluation we tend to underrate students as a source of teacher development. If we collect evidence more thoroughly from students, we could get better clues about what and how to improve; students are good sources of information about their teachers because they know their own situation well, have observed a number of teachers, they know how they think, feel and behave and they directly benefit from good teaching. Student ratings are an important source of information regarding the development of motivation in the classroom, opportunity for learning, degree of rapport and communication developed between teacher and student and classroom equity. The availability of a large number of students as reporters provides high reliability for evaluating many types of teacher performances. Students' report data, often obtained through questionnaires are relatively expensive in terms of time and personnel. Finally, student evaluation of teachers can be justified on the grounds of students as consumers and stakeholders of good teaching. Let's see the different types of tools which can be used effectively for this purpose.

8.4.2 Tools for Teacher Evaluation by Students

A) Survey form

Students can rate their teacher using these forms. The general format of survey forms is to have a number of items or statements about the teacher and class or pupil presented with a scale to indicate the student rating. Some forms have space for open-ended questions but they are difficult to interpret. Surveys with a few items are better than long surveys which try to ask too much. As educators, we may be curious about many things that students may think. For example, statements can be constructed on various topics like materials, classroom structure, learning, teacher behaviour, transfer of learning outside school etc. We have to keep in mind that different data sources provide some valuable information to the teacher, not all information. Therefore, long rating forms should be avoided as students get distracted and there are chances of halo effect. Halo effect means that if students find a few characteristics of teacher favourable, they have a tendency to rate them favourably in all. Proper instructions have to be given to students regarding anonymity and to write their own opinion, not what other people think.

The survey forms should be distributed to students by a neutral person if possible. The purpose of evaluation should be explained in an honest, positive and productive climate.
B) Interviews

Interviews with students can be semi-structured in the form of question-and-answer sessions. They can be conducted by a person who is not the teacher, administrator, principal or a fellow teacher at the school. Student responses can be recorded by the interviewer and a summary report prepared.

Interviews can either be group-interviews or individual interviews. We find that group interviews give more perspective, details and spontaneity. Interviews should involve a large sample of a class rather than the entire group. The following questions can be asked in a group interview setting: What are the different activities which should be often repeated in the class? What is one way in which test, or grading could be improved? Group interviews are found to be as valid and reliable as surveys and also cost effective.

Individual interviews permit discussion of more sensitive issues that students in groups might be reluctant to discuss. However, individual interviews turn out to be more expensive in terms of interviewers' time, analysis and presentation of results.

8.4.3 Problems of Student Evaluation of Teachers

You, as teachers will soon realize that although students are in a good position to report useful information, they also have definite limitations so far as judging the quality of teachers is concerned.

Students at school level are still not mature enough, thus their judgement may differ from those of the adults. Students are not subject matter experts, therefore, they might not be able to judge quality and delivery of content taught in the class.

If there exists any kind of friction in the teacher-student relationship, then it may cause problems in assessment. For example, if a teacher behaves with a student in a stern manner, then there is a possibility that the report of these students may not give an accurate picture of teacher performance. Another problem with student evaluation is that there could be a tendency of some teachers to get high ratings. The possibility arises when one aspect of a teacher's behaviour tends to influence student ratings in other aspects. There are chances that the long term interests of students may get neglected in the process. One common fear that teachers have is that students are too easily influenced by extraneous factors.

We have just seen that although student reports or evaluation have certain constraints, their benefits cannot be underrated at any cost. Any school which makes a systematic use of student reports of teachers gives its students practice with the procedures and as years pass the ratings tend to become more objective and worthwhile.

Now let's try to understand self-evaluation, peer group evaluation and their respective advantages and disadvantages.

Check Your Progress

Notes: a) Write your answers in the space given below.
        b) Compare your answers with those given at the end of the unit.

4. Explain the following in about eight lines:
   a) Advantages of student evaluation of teacher
      ............................................................................................................................
      ............................................................................................................................
      ............................................................................................................................
8.5 SELF AND PEER EVALUATION

You have just read the crucial role students play in teacher evaluation. Their role in the appraisal process assumes special significance as all teacher activity in the classroom and outside, is directed towards them.

However, mere student evaluation of teachers is not enough if we want to improve the teaching-learning process and realize the educational goals. Multiple data sources have to be used.

We have to constantly keep in mind that as teachers we are not only accountable to our employers and our students but also to our peer group and finally to ourselves. Let us try to understand the nature and form of self-evaluation and peer evaluation as appraisal procedures.

8.5.1 Self-evaluation

We should be aware of the fact that working alone has its own value and importance though it is often underrated. The capacity to be alone is often linked with introspection, self-discovery and self-realization. It goes without saying that the development of a teacher is very closely linked with his/her development as a total person. We as teachers have to strive hard to bring about changes in society. Analyzing ourselves for personal development and individual creativity are extremely critical for us. We want teachers to question their own ideas and practices and be open to new ideas and potentially better ways of doing things. When we say that as teachers we are accountable to ourselves – our own professionalism, then some questions come to our mind:

- For whom, and for what do I have the responsibility?
- What exactly can I do on my own authority?
- For what do I have to seek the authority of others?
- What are my regular and routine duties for which I am responsible?

Advantages of self-evaluation

Self-evaluation is the first essential step in any evaluation process. It is a good example of a Bottom-up Model.

Self-assessment is an expected part of teacher’s professional performance and can provide information useful for planning and teacher improvement. Research tells us that teachers do
monitor their own behaviour in relation to goals, expectations and outcomes. They are also more likely to act on self-gained data than on information from other sources. Teachers can write a descriptive account, evaluating various aspects of their performance indicating their strengths and weaknesses. If we further want to widen the scope of evaluation and bring some structure and objectivity to the whole process, a checklist or rating scale can be used. The checklist or the rating scale can concentrate on the main tasks and responsibilities of the teacher. The different part of the job, which has given the teacher the most and least satisfaction, can be focused on. The teacher gets an opportunity to think, reflect and write down the problems and constraints, which come in the way of his/her effective functioning. The different remedial measures which could be taken and the changes which can be brought about in school organization for improving on-the-job performance of teachers can be emphasized. Teachers get a chance to predict their main targets for the coming year and think about their career advancement.

A checklist or a rating scale is also structured so as to consider past performance, to set future targets and consider career development and training needs. The teacher’s performance is evaluated in the classroom, in the community and as a manager. In this process an extensive, detailed set of questions are prepared evaluating all aspects of a teacher’s contribution, together with suggesting maximizing potential in the areas of training, further experience and additional responsibilities. This process also offers much needed opportunities for recognition of valuable contributions and how to help the teacher develop.

Disadvantages of Self-evaluation

There is a general tendency for weak teachers to over assess their capabilities while teachers tend to be more conservative while estimating their potential and capacity. Results seem to vary depending on the personality of a teacher. It is seen that confident teachers do not wish to appear over confident and boastful, while the over confident ones have no such reservations. Empirical studies have generally demonstrated that there is a tendency among teachers to give themselves better ratings than ratings given by students, colleagues and administrators. Most teachers overstate the quality of their own performance relative to others.

8.5.2 Peer Evaluation

Peer evaluation is a process in which teachers use their own direct knowledge and experience to examine and judge the merit and value of another teacher’s practice. The term ‘peer’ means that teachers in both roles are equivalent in assignment, training, experience, perspective and information about the setting for the practice under evaluation. Teachers who evaluate peers should not teach at the same school and should not be connected with each other socially or professionally. Peer evaluation means, for example, that a class tenth teacher is evaluated by another tenth class teacher of similar experience and training, who knows students and school conditions of the teacher being assessed. It definitely does not mean using any teacher of any level, having vastly different experience and training or teaching in a different socio-economically school.

Advantages of Peer Evaluation

We find that peer evaluation has some distinct advantages. Teacher colleagues are familiar with school goals, values and problems. They know the subject matter, curriculum, instruction materials. At the same time, they are aware of actual demands, limitations and opportunities that the classroom practitioners face. Therefore, in the profession of teaching you will very soon discover that you have built up a language common to teachers.

Teachers in the same subject area can give highly specific feedback. For example, at the higher secondary level, a science teacher is able to recognize different techniques and strategies for balancing student learning of facts, concepts and scientific processes. It requires a practicing science teacher to identify the dangers to be avoided and the exciting moments which could be created by another teacher. Peers are good judges of subject-matter expertise.
Peer evaluation removes teacher-teacher isolation. Teachers learn from each other effectively. We have access to each other's ideas, information and techniques. In the absence of this kind of evaluation, teachers are unable to learn from colleagues and therefore are not in a strong position to experiment and improve. New ideas become inaccessible to them and they indulge in 'safe' and non risk-taking forms of teaching. A sense of professionalism is strengthened with the idea of shared knowledge. It has been found that one of the main causes of uncertainty among teachers is the absence of positive feedback. Most teachers become isolated in their workplace because they neglect each other. They do not often compliment, support and acknowledge each other's positive efforts.

Peer evaluation offers an opportunity to teachers to plan, design, research, evaluate and prepare teaching materials together. By joint work on materials, teachers share to a considerable extent, the burden of development required for long-term improvement, thus raising the quality of their work and those attained by their students.

**Disadvantages of Peer Evaluation**

There are considerable difficulties which exist in peer evaluation of teachers. It is not as easy as it sounds. Reliable procedures have to be devised, they should have credibility to the outside audience and we will have to create a positive culture for peer evaluation. Teachers' organizations should support peer evaluation of any kind. When we think of peer evaluation, we immediately think of peer visits to classrooms. We may not realize but their visits could be unreliable due to the few number of observations, judgements, based on political considerations or friendship, and over-reliance on style preferences that have little to do with the objectives of teaching.

There could be a possibility that the present group of teachers may not be interested to participate in peer evaluation as they may prefer to avoid the responsibility and prefer to leave the task to others. Teachers may also have doubts about their own training and abilities for peer evaluation.

Despite the doubts and reservations which might exist about peer evaluation, most teachers, even the most experienced of us believe that teachers never stop learning. We all recognize the fact that at times we all need help. Giving and receiving help does not, therefore, imply incompetence. It is a part of the common quest for continuous improvement. It is assumed that improvement in teaching is a collective rather than an individual enterprise and that evaluation and experimentation in concert with colleagues are conditions under which teachers improve. As a result, teachers are more likely to trust, value and legitimize sharing expertise, seeking advice and giving help both inside and outside school, enabling them to become better teachers on the job.

**Criteria of Good Peer Evaluation**

- positive approach
- bottom up growth
- voluntary participation
- in-depth study
- professional cooperation
- respect

We have to make sure that if there are peer visits to classrooms in the case of peer evaluation then classroom observations have to be made as systematic as possible. They simply cannot be conducted in a haphazard manner according to the whims and fancies of the appraiser.

The following criteria provide the minimal requirements for a fair and systematic observation in teacher evaluation:

- The observer should be a neutral outsider to the school system, trained in observation techniques, having established reliability.
- Observations are taken from a reliable number and timing of visits. Number of visits is based on the regularity of teacher performance; often this means an adequate number of unannounced visits to the classroom.
- Focus of observation is limited to a few major categories of events, and not to a wide-raging collection of attractive but collusive themes.
- Recording systems like checklist, narratives etc. should be systematic and reliable.

Check Your Progress

Notes:  
1) Write your answers in the space given below.
2) Compare your answer with those given at the end of the unit.

6. Explain the following briefly.
   a) Self-evaluation
   b) Peer Evaluation

7. The merits and demerits of self-evaluation have been summed up. Write 'M' against Merit and 'D' against Demerit.
   a) Teachers can evaluate themselves and identify their strengths and weaknesses.
   b) There is a general tendency among many teachers to over-assess their capabilities.
   c) There is a possibility that confident and capable teacher might under-assess themselves.
   d) A self-rating scale can be used to set future targets.
   e) The teacher gets an opportunity to reflect on and write down the constraints which come in the way of his effective functioning.

8. Which of the following statements are true or false.
   a) The peer group is unaware of actual demands, limitations and opportunities the classroom teachers face.
   b) Teachers in the same subject area can give highly specific feedback.
   c) In peer evaluation ideas and information can be shared.
   d) Peers visits to classrooms are always reliable.
   e) Personal friendships and political consideration among peers could lead to biased judgements.

9. What criteria would you keep in mind before evaluating your peers?
8.6 LET US SUM UP

The present unit has attempted to provide the basic meaning and concept of teacher evaluation, and the vital need for teacher evaluation as it has been increasingly felt in the 20th century. The role of different appraising agencies like students, peer group and self have been focused upon. We have seen in detail that the different evaluation procedures like self-evaluation, peer group evaluation of teacher have certain advantages and constraints too. These evaluation procedures go a long way in making teacher evaluation more relevant and meaningful in school setting. The present unit, hence, provides the necessary perspective for other units in this course.

8.7 UNIT-END ACTIVITY

1. Make a visit to a school of your choice. Have a discussion with a few teachers on the different appraising procedures and appraising agencies they would prefer for their evaluation and also their preferred frequency of teacher evaluation in one academic year. Discuss the reasons for their preferences.

8.8 POINTS FOR DISCUSSION

1. Do you think that in the present Indian context, student evaluation of teachers should be practised?

2. Suggest different ways to overcome the problems which would come in the way of students rating of teachers.

8.9 ANSWERS TO CHECK YOUR PROGRESS

1. a) True  
b) False  
c) False  
d) True  
e) False  

2. Performance appraisal is defined as a systematic, periodic evaluation of the worth of an individual to an organization, usually made by a superior or some one in a position to observe his performance; it reveals the developmental need of an individual.

3. Performance appraisal of teachers in schools have various objectives. It enhances intermotivation levels, job satisfaction on and self-esteem. It offers support and counselling and helps to improve the performance of teachers. The appraisal procedures helps to identify inservice and staff development needs and plan programmes.

4. a) The need for student evaluation of teacher exists. The students are the group with whom teachers work directly and therefore they can contribute reliable and useful data. Student ratings are an important source of information regarding the development of motivation in classroom, opportunity for learning, degree of rapport, teachers, communication skills and classroom equity.

b) A survey form is a common tool used for teacher rating by students. The general format of a survey form is to have a number of items or statements about the teacher and class. The students may not be in a position to rate the teacher on all dimensions. However, student-rating can be given on instructional material, classroom structure, learning, teacher behaviour, transfer of learning outside school etc. The number of items should be restricted as it leads to the possibility of halo effect.
c) Interviews with students can be conducted by a person who is not a teacher, administrator, principal or a fellow-teacher for the purpose of objectivity. Interviews can be conducted either with groups or individuals. Group interviews are found to be effective if general, routine questions have to be asked. Individual interviews permit discussion of sensitive issues which students in groups might be reluctant to discuss.

5. Teacher harbour genuine anxieties as student rating of teachers is concerned. They feel that students are still not mature enough at the school level and their judgement may not be accurate. It is often said that students are not subject-matter experts and may not be able to judge the quality and delivery of the content adequately. The student-teacher conflicts frequently affect teacher ratings. Many teachers may resort to populist measures for favourable student ratings.

6. a) Self-evaluation is monitoring our own behaviour and performance in relation to goals, expectations and outcomes.

b) Peer evaluation is a process in which teachers use their own direct knowledge and experience to examine and judge the merit and value of another teacher’s practice.

7. a) M
   b) D
   c) D
   d) M
   e) M

8. a) False
   b) True
   c) True
   d) False
   e) True

9. An objective and fair peer evaluation requires the following criteria to be kept in mind. The observer should be a neutral outsider to the school system, trained in observation technique. Observations should be taken from a reliable number of classes. The focus of observation should be limited to a few major categories of events, and the tools used should be systematic and reliable.

8.10 SUGGESTED READINGS


