

General Perspective of Teacher Evaluation

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Abstract- Achievement of national goals of education is dependent on many factors including constant evaluation. A number of evaluations can be carried out in an educational process; these include instructional evaluation; course evaluation; evaluation of assessment; teacher evaluation, amongst others. Teachers play a critical role in an educational process and in the development of learners as a whole. As a result constant teacher evaluation is necessary in curriculum implementation. It seeks to establish the efficiency and effectiveness of teachers in service delivery.

Index terms- *Evaluation, Teacher evaluation, Evaluation techniques, Reliability, Validity*

Evaluation: Refers to the systematic determination of a subject's merit, worth and significance basing on a criteria of set standards. It can also be defined as an act of ascertaining the value/worth of something.

Teacher evaluation: Refers to the formal processes a school uses to review and rate teachers' classroom performance.

Evaluation techniques: Are methods of obtaining feedback/information during evaluation

Reliability: Refers to consistency of measuring tools.

Validity: Refers to ability of measuring tools to measure effectively what it is intended to measure.

1:0 INTRODUCTION

Gikunda (2014), points out education as extremely crucial for both the success of an individual and the development of the nation. Traditionally education has been known to develop knowledge, skills and character of the students with focus on making an individual learn how to live within a society by developing intellect, equipping one's self to deal with the reality of life among other reasons. It is then a teacher's role to facilitate its realization. Therefore, teachers are required to be equipped with characteristics such as mastery of subject matter, professional train-

ing, sound physical & mental health and devotion to be successful. Thus, teacher evaluation is of essence. UNESCO (2007) in Sister Mary Theodorah Mabeya and Annplosa Njeri Kinuthia (2016) observes that teacher quality remains a major challenge with issues concerning the competence of teacher trainers, curriculum relevance, inadequate training resources and summative assessment mode. Eshiwani (1993) in Sister Mary Theodorah Mabeya and Annplosa Njeri Kinuthia (2016) states that, in the Kenyan context, the quality of education is heavily dependent on the quality of staff, their motivation and the leadership they experience. The notion that supervising and evaluating teachers might lead to their professional development has traditionally made sense; certainly, the emphasis on teacher evaluation

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suggests so. Therefore, for teachers to change themselves or their teaching practices, they must believe in the process because educational change depends on what teachers do and think. Wanzare (2002) further observes that in a third world country such as Kenya, the need to provide quality education has been emphasized by several writers. A major factor associated with education quality relates to teacher quality. The quality of teachers is important in three main ways: it is key to the development of the principal attitudes towards learning and self-image of the learners; it determines the foundation on which subsequent learning will be built; and it is central to the improvement of the quality of schooling.

1:1 PURPOSE OF TEACHER EVALUATION

Evaluations should provide all teachers with regular feedback that helps them grow as professionals, no matter how long they have been in the classroom. Evaluations should give schools the information they need to build the strongest possible instructional teams. Most importantly, they should focus on everyone in a school system, from teachers to the superintendent, on what matters most in keeping every student on track to graduate from high school ready for success in college or a career, (TNTP 2010).

The following are some of the reasons that necessitate teacher evaluation.

- a) To give teachers valuable information about their teaching, as such help them in their professional development.
- b) To improve teacher satisfaction
- c) To determine appropriate rewards relative to performance.

- d) To determine the effectiveness of instruction, thus encourage improvement where necessary.

1:2 TYPES OF TEACHER EVALUATION

Teacher evaluation is categorized into:

- i. Formative evaluation
- ii. Summative evaluation

Formative evaluation

This evaluation is meant to provide feedback to the teacher concerning his/her teaching. It is majorly done through analysis of peer and student perceptions about the teacher. It can also be achieved through; assessment of learners through tests or oral questions. Formative evaluation serves the purpose of self improvement to teachers.

Summative evaluation

Barett (1986), explains summative evaluation as serving the purpose of making final decisions on factors such as; salary, tenure, transfers or dismissals. Summative evaluation is done through.

- i. evaluating student data
- ii. peer reviews
- iii. interviews

1:3 TEACHER EVALUATION TECHNIQUES AND TOOLS

Various tools can be used to evaluate the teacher, depending on what aspect is to be evaluated. It includes; the use of Lesson plan, Student work sample reviews, Student achievement reviews, Self-assessment, and Portfolio assessment as explained below:

Lesson plan review; lesson plans provide an insight into teacher preparedness to instruction. Thus reflecting how a teacher disseminates instructional duties.

Classroom observation; this can be formal (planned) or informal (unplanned), they are meant to provide a representative sample of a teacher's classroom performance during instruction.

Student work sample review; this technique involves going through learners work done over a period of time. It is intended to give more information about student learning.

Analysis of student achievement data; involves analysis of learner achievements and trends in standardized test scores.

Self-assessment; it involves self-analysis and evaluation of their own classroom work by teachers.

Portfolio assessment; this technique comprises of several instructional documents put together. It eases evaluator's tasks during analysis.

Other evaluation tools are Interview schedules and Questionnaires

Teacher evaluation tools & techniques should possess the following attributes.

- 1) Reliability
- 2) Validity
- 3) Effectiveness & Efficiency: Implies that evaluational tools should provide useful results.

1:4 CONCERNS IN TEACHER EVALUATION

Teachers concerning teacher evaluation have raised a number of concerns. It includes:

- a) Teachers do not have any input in the evaluation criteria.
- b) Some evaluators are not well trained
- c) Results of evaluation maybe misused/abused

(TNTP 2010), notes that evaluations should do all

of these things, but in most cases, they don't even come close. Instead, they are typically perfunctory compliance exercises that rate all teachers "good" or "great" and yield little useful information.

1:5 CONCLUSION

This article has explored a number of aspects in teacher evaluation. Decades of experience and research show that teachers matter more to student achievement than any other aspect of schooling. Therefore, relevant authorities have an important role to play in making sure teachers have the support they need to excel in their increasingly complex roles. A strong teacher support and evaluation systems helps in building, developing, and retaining an educator workforce that can deliver effectively and efficiently.

Generally, teacher evaluation should give useful feedback and opportunities aimed at improving teacher's performance.

1:6 RECOMMENDATIONS FOR IMPROVING TEACHER EVALUATION

Minnich (2016), gives the following recommendations aimed at improving teacher evaluation.

- Prioritize evaluator training and certification with a focus on professional growth
- Differentiate evaluation and support based on teachers' experience and past performance
- Allow teachers and observers to collaborate on areas of focus
- Allow for local discretion in accounting for student learning
- Respect the limitations of value-added data

- Support locally developed measures while pursuing improvements in their creation and use
- Make sure all important aspects of teaching performance are valued in evaluations
- Engage teachers in improving teacher evaluation systems
- Develop measures for testing the integrity of evaluation system design and implementation
- Tell stories that go beyond performance ratings.

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