TEACHER EVALUATION

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INTRODUCTION

Teacher evaluation is considered to be a significant issue in education. However, the quality of educational output depends heavily on the quality of the teacher. Therefore, this paper focuses on several factors such as Evaluation Techniques, Evaluative Team, Teacher Competence and so forth.

The task of the teacher has been conceptualized in many different ways and one of the criteria of good teaching is the ability of a person to attract students. However, the evaluation of teachers in terms of management skills has persisted to modern times in some educational programs. Programs that make extensive use of modular materials call upon the teacher to be a manager. Moreover, the teacher is no longer just a manager, but a person who can influence learning in the classroom and perhaps even influence the overall development of each child.

Models for Teacher Evaluation

Millman (1981) has identified five sets of variables which should be taken into account in teacher evaluation. These lie along a continuum from direct to indirect. The following model exhibits five circles:

Presage
Teacher
characteristics

Product
Student status
and growth

Process
Teacher in
class behavior

Professional
Non-classroom
activities

Personal
Non-
professional
activities

Direct
Measurement

Indirect
Measurement

1. Product

This refers to those variables related to student growth which are normally revealed by well-designed student achievement testing. These are the most direct measures which seem to be easy and natural. Teachers do have responsibility for producing behavior changes in positive directions. In addition, they are being held accountable for student aptitudes as well as for environmental factors and educational factors. However, there are practical arguments against relying solely on measures of student growth to evaluate teacher effectiveness. One of these is that schools do not always have statistical expertise to use these measures well. However, direct measures do have value when used with an awareness of their inherent limitations and deficiencies and when properly interpreted. This is especially true when they are not the only criteria employed for evaluating teacher competence.

2. Process

This can be observed and rated in the classroom, such as instructional design, developing materials, using audio-visual aids, stating objectives, conducting students' interaction, student evaluation procedures and so forth. All these factors are related to the teacher behavior in the classroom which is considered to be a significant issue in teacher evaluation. However, the product and process variables as more proximate indicators (i.e. more direct) of teacher competence, have traditionally played an unquestioned role in teacher evaluation. But the measurement of product and process variables, although most direct, often proves difficult in practical settings.

3. Professional

The next circle is called professional variables. These variables are concerned with non-classroom work that marks the teacher as a member of school staff and of the teaching profession. As a staff member, a teacher might do hall duty, work on curriculum committees, or act as advisor for extra curricular activities, participate in school clubs, such as science club, social club, library activities and so forth. Willingness to undertake and accomplish school related tasks not required for the actual teaching act should be considered, for many of these activities have a positive impact which goes far beyond the confines of the school and reaches out into the community. Examples might be arrangements for exhibition of student work, arrangements for parent visitation, student field trips, communication and interaction with other establishments such as public library, T.V.

and radio station, Ministry of Public Health, members of social club, publishing articles in public newspapers, showing as an active figure in community occasions and so forth. So, the commitment of the teacher as a professional might also include regular and conscientious participation in in-service workshops or continuing education programs and course work. All of these activities relate to the personal set of variables. In other words, we might call them indirect measurement of teacher evaluation. A teacher's personal pursuit of activities tends to enhance his outlook on life and his development as a well-rounded individual. Personal activities which could lie outside of professional responsibility yet still contribute to effectiveness in the classroom might be exemplified by travel, photography, involvement in the arts or the performing arts, leadership of youth groups or other community service as indicated earlier.

In general, this variable allows the value preferences of the individual and local community to operate and to affect the teacher's "style" in the classroom. Whether applying these additional indirect measures of non-teaching activities is appropriate in conducting of teacher evaluations depends, to a very large extent, on how much a given educational system values community participation and individual teacher development.

4. Presage

There are four categories of presage variables: (a) teacher personality attributes; (b) characteristics of teachers in training; (c) teacher knowledge and achievement; and (d) in-service teacher status characteristics. All of these factors are called predicting variables which are concerned with pre-operational because they exist prior to the teacher's entry into a particular classroom. So, the four mentioned presages should be taken into account when evaluating the teacher because these tell us about the quality of the teacher and his qualification to be a teacher or to continue in teaching profession. Presage variables lie midway between professional and personal variables because the presage characteristics overlap slightly with both professional and personal activity. This means that if the teacher is an active member looking for change and development, he is ready to be a good teacher in the future. Presage variables are different for a longer period of time and are not necessarily an "activity" which can be observed. All three types of variables are at the "indirect" end of measurement scale. The use of indirect measurement is very problematic even though widely practiced. In a lengthy review of almost 200 studies on the personality and characteristics of teachers, Getzl and Jackson (1963) come to the conclusion that "Despite the critical importance of the problem and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality, or about the relation

between teacher personality and teaching effectiveness. The regretable fact is that many of these studies so far have not produced significant results" (p. 154). Getzl and Jackson pointed to three persistent obstacles facing researchers in this area: (1) the problem of defining "personality"; (2) the problem of choosing appropriate instruments for measuring; (3) the problem of identifying and measuring the criterion. These obstacles continue to affect research on teacher characteristics and other presage variables. In conclusion, there is a list of criteria to be considered when evaluating the teacher and these are as follows:

i. **Student status and growth**

    A. Student test results
    B. Change in student behavior
    C. Student achievement and performance
    D. 'Change in student attitude
    E. Positive marks and indication of differences between entry level and exit level of students
    F. Remarks and public opinion of students
    G. Students parents commitments
    H. Student activities in other classes
    I. The utilization of teacher guidance and orientation

ii. **Teacher behaviour**

    A. Motivation which relates to the degree to which the learner is appropriately oriented and ready for the intended learning;
    B. Reinforcing concerns with teacher behavior, directed at changing the probability that the behaviour sought in the student actually will be acquited and used by the student;
    C. Organizing, coordinating, planning and managing, all relating to arranging, programing and integrating of information and also to the direction and maintenance of control over the condition of learning;
    D. Presenting, explaining and demonstrating behaviors, and the extent to which the teacher is making available to the learner the information intended to be learned;
    E. Counseling, advising and guiding teacher's behavior;
    F. Evaluating and self-appraisal of behavior

iii. **Academic ability and instructional design**

    A. Quality and quantity of reading that the teacher does in his subject and other areas of interest;

B. Designing of subject syllabus;
C. Stating educational objectives in terms of measuring behavior;
D. Developing test items for every single behavior objective;
E. Developing diagnostic test items for student entry behavior;
F. Choosing and designing the activities and educational materials to achieve the behavioral objectives;
G. Correcting student answers and responses;
H. Changing teaching style and methodology according to the nature of learning climate;
I. Conducting formative evaluation and utilization of the feedback;
J. Conducting summative evaluation and utilization of development and decision-making.

iv. Teacher characteristics

A. Teacher appearance, dress, softness;
B. Teacher attitudes;
C. Teacher beliefs and thoughts;
D. Teacher relationships (peers, students, school administrators, parents);
E. Open-mindedness or close-mindedness;
F. Lovable, pleasurable, smiling;
G. Confidence;
H. Improvement, changes;
I. Leadership;
J. Attractiveness;
K. Values, morality, principles;
L. Passion;
M. Innovator

v. Criteria for non-classroom activities

A. Interaction with school clubs;
B. Organizing student trips;
C. Organizing PTA meetings;
D. Degree of communication to enforce the relationship between school and community.

vi. Criteria for non-professional activities

A. Teacher interests;
B. Membership in social clubs within the community;
C. Interaction with community establishments, such as T.V.,

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A. Teacher interests;
B. Membership in social clubs within the community;
C. Interaction with community establishments, such as T.V.,

radio, newspapers, public libraries, health centres;

D. Showing up as a significant figure in public or state occasions;

E. Participation in community services.

5. Personal or non-professional activities

This variable is considered to be very effective in teacher evaluation because it influences teacher behavior and attitudes, which generally stem from his interaction with the community, such as health services, participation in cultural activities, T.V. and radio programs, writing in newspapers or publishing articles, giving speeches on some occasions, being an active member in social clubs and so forth — all of these activities are considered to be indirect measurements for teacher evaluation.

CONCLUSION

In general, teachers would still be evaluated according to their success in enabling students to learn and progress, but other teacher behavior would be evaluated also. However, what the teacher does in the classroom is measurable if criterion role behaviors have been plainly stated and if a number of raters agree on the quality of the teachers performance of these criterion roles. Teacher characteristics enter into the evaluation provided the desired characteristics such as positive attitude toward students, earned credentials, information-processing capabilities, etc. all have been specified in advance and are well-understood by everyone. Since school activities have in the past received too little attention, the teacher who takes the initiative to arrange exhibits of students work, form subject-matter clubs, or encourage other experimental learning outside the classroom should be rewarded in the evaluation process. Expectations that teachers will engage in such school activities should be established by objectives set in the framework of the whole taxonomy of desired teacher behaviors. Community service, to the extent that this is expected of teachers, should also be encouraged and rewarded as specific measures of performance required instructional activities.

Schools in the State of Qatar use specific rating form to evaluate teachers. This form includes general information regarding teacher personality, teacher performance, and other additional issues. This form should be checked and filled by the school administrators and supervisors, and the teacher be rewarded and evaluated according to the results of this form. The following form indicates the rating scale, as used in Qatar.

The limited scope and generalized nature of these evaluations does not appear to elicit enough information for making adequate judgements

about a teacher's performance. Therefore, if the rating form is analyzed and examined thoroughly, the conclusions will be as follows.

1. Teacher Personality

Teacher personality needs to be adequately defined in the rating form. Therefore the three variables (1) teacher appearance, (2) teacher behavior, and (3) teacher public relationship..., are not enough to encompass teacher personality. Each individual variable is not clear enough to be understood. For example, what kind of behavior should be considered or observed? On the other hand, the fourth variable, "follows directions", does not necessarily affect teacher personality. Thus the personality variable should be defined precisely.

2. Teacher Performance

This component of the rating form has seven variables. The first, "subject matter innovation", seems to be vague because it does not clarify what kind of innovation performance is to be considered: Is it that belonging to the knowledge of instructional design, or other kinds? The second variable is "teaching methods" which lacks an explanation of the kind of method to be considered for evaluation. However, the fourth variable, "verbal and practical performance", could be applied to all variables because each variable is either a practical or verbal performance. The next variable is "changes effected in student performance..."; but what kind of change is to be taken into account? This variable also seems unclear because the sixth variable, "school activities", also means teacher performance in the school activities. Therefore, these activities should be analyzed adequately.

3. Additional Recommendations

This statement could be replaced by a clearer statement such as, "evaluator comments" or "notes".

In conclusion, it is suggested that the following two rating forms could be applied in the schools of Qatar for teacher evaluation. The first rating form could be used by supervisors and administrators, and the second one could be completed by students.

REFERENCES

1. Millman, Jason. *Handbook of Teacher Evaluation,* Sage Publications, London, 1981, p. 167-179.

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D. Showing up as a significant figure in public or state occasions;

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5. Rating Scale and Report for Observation of Teachers by Supervisors and School Principals. Ministry of Education, Doha, Qatar, 1980.

APPENDIX A

The teacher rating form used by supervisors includes the following information

STATE OF QATAR
MINISTRY OF EDUCATION

Confidential Report
Supervisor's Rating Form Regarding
Teacher Performance
Academic School Year 198..... — 198.....

Evaluator Name: .... **Subject Matter:** ....

School Name: .... **Teacher Name:** ....

Teacher Certificate: .... **Date of Employment:** ....

Employee No.: .... **Employment Rank:** ....

	Score out of 5	Total Sc
1. Teacher Personality:		
a. Teacher appearance	5	
b. Teacher behavior	5	
c. Teacher public relationship with colleagues and administrators	5	
d. Follows directions	5	
2. Teacher Performance:		
a. Subject matter innovation	5	
b. Teaching methods	5	

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c. The preparation of class and plan   5
d. Verbal and practical performance   5
e. Changes effected in student performance
      and school programs   5
    School activities   5
    Utilization of audio visual aids   5
3. Additional Recommendations:

Rating Scale

Excellent	Very Good	Good	Satisfactory
100-91	90-81	80-65	64-50

Supervisor's Signature: ....

Director of Technical Affair's Signature: ....

Under-Secretary's Signature: ....

Proposed Rating Form to be Conducted in the School of Qatar

APPENDIX B

1. SUPERVISORS' AND ADMINISTRATORS' RATING FORM

Evaluation Criteria	Scale					
	a	b	c	d	e	f
1. Student Growth and Achievement:						
(a) developing student aptitudes						
(b) student test results						
(c) student behavior changes in positive directions						
2. Teaching Processes:						
(a) stating behavioral objectives						
(b) designing instruction and activities						
(c) developing materials						
(d) using audio-visual aids						
(e) writing criterion-reference test for each item						
(f) conducting diagnostic evaluation						

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a. Subject matter innovation	5	
b. Teaching methods	5	

c. The preparation of class and plan	5
d. Verbal and practical performance	5
e. Changes effected in student performance and school programs	5
School activities	5
Utilization of audio visual aids	5

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(e) writing criterion-reference test for each item						
(f) conducting diagnostic evaluation						

(g) conducting student interaction ....

(h) conducting formative evaluation ....

(i) conducting summative evaluation ....

(j) rewarding the student for reinforcement ....

3. **Teacher's Non-Classroom Activities:**

(a) active member of school clubs ....

(b) conducts some school activities such as
PTA, exhibitions ....

(c) works on curriculum committees ....

(d) advisor for extra curricular activities ....

4. **Teacher Characteristics or Personality:**

(a) teacher attitude ....

(b) teacher beliefs and thoughts ....

(c) teacher relationships with —

peers ....

students ....

school administrators ....

parents ....

(d) open-mindedness ....

(e) keeps up to date ....

(f) lovable, pleasurable ....

(g) concidence ....

(h) improvement ....

(i) leadership ....

(j) attractiveness ....

(k) respect for values and principles ....

(l) passion ....

(m) innovator ....

5. **Non-Professional Activities:**

(a) teacher interests ....

(b) membership in community social clubs ....

(c) interaction with community establishments ....

(d) attendance at public occasions ....

APPENDIX C

2. STUDENT RATING FORM FOR TEACHER EVALUATION

Evaluation Criteria	Scale					
	1	2	3	4	5	6
1. Teacher's language is well understood						
2. Clear voice						
3. Rewards students (reinforcement)						
4. Advises students						
5. Passion						
6. Lovable						
7. Subject matter is well presented						
8. Encourages students						
9. Pleasurable and smiling						
10. Respects students' opinions						
11. Careless of the students						
12. Solves students' problems						

(g) conducting student interaction ....
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