A STUDY OF PERFORMANCE APPRAISAL OF TEACHER EDUCATOR'S DEVELOPMENT

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ABSTRACT–

A number of elements supporting the establishment of an efficient performance and development system have been mentioned in the literature. This article covers some of the important studies linked to teacher performance evaluation, covering features and results and points to how they are related to greater concepts. This article highlights the significance of improved knowledge of performance evaluation as a discursive approach to teaching quality development and outlines aspects which require additional investigation if the implications of performance evaluation are to be grasped. Academics are generally considered to be what is being taught. The improvement of student results requires excellent instruction. Evaluation or assessment of teachers is thus of the highest importance in education. The fundamental aim of this study is to evaluate the current teacher assessment system objectively. A significant link between the kind of school and the choice for an integrated teacher assessment system is found.

KEYWORDS: Performance appraisal, Teacher appraisal system, Teacher evaluation, School based management, Quality of education.

INTRODUCTION

Child education ultimately creates better educated adults, with many economists suggesting that this kind of investment will increase earnings more than in other developing nations. The Nobel Prize-winning study is supporting this view. Human capital investment in East Asia has brought about economic development. One year's education involves an improvement in earnings and productivity in India of 3 to 14 percent. In a context of importance given to education, it is not the spirit of management that invests merely in the system and allows it to grow and achieve results in its own manner. In order to ensure the quality and efficiency of the system to determine the expected objectives of the country and society, various regulatory mechanisms need to be included into the system. The growing need for education accountability is a global phenomena, which can only happen when instructors feel responsible for school performance and its pupils. Evaluation

or assessment of teachers is thus of the highest importance in education. The school inspector frequently visited schools and instructors years ago, whose work included enforcing pupils and punishing inefficiency, testing prospective promotional kids, and providing teacher guidance for improving their teachings. In fact, the concept of inspection was replaced, more so, as a punitive practise, with a teacher evaluation that is based on the premise that "anybody else" is able to comment in a professional and detailed manner on the work of a teacher and, in all cases, should contain educational and developmental implications. According to the Sanders and River (1996) study, in an average period of three years, two children will be divided by over 50 percentile points with an average of 50 percentile points, depending on the instructor assigned to them. Education Commission of India 1970-84 says that teachers are the main contributors to their quality, competency and character. A measure of how efficient and child-friendly classroom procedures are is one of the finest measures of education quality from the Dakar point of view. Although many of the strategies and instruments used for evaluating the teacher's performance and resolving problems are available and many of them are not suitable in today's classrooms, Guruprasad (2009) believes that they are not suited enough for reasons including large pupil-teacher ratios and lack of skilled teachers with specific control and monitoring skills. Connecting the school development plan to the teacher evaluation process provides a system in which everyone focuses on the objectives of the school and every person knows his role in attaining those goals.

Each school is designed to create a teacher evaluation procedure as per current school management standards across the globe. In poor nations, teachers are frequently confronted with minimal administrative pressure to offer high-quality training. The link between the salary of teachers and student achievement has been proposed as a tool to improve the accountability and educational results of educational service providers in local communities but theoretical predictions about how effective the payment is are unclear. The research aims to investigate the mechanism for teacher assessment in sample schools in terms of the current system, standards, comparisons and results communication.

THE EFFECTIVENESS OF PERFORMANCE

Assessment Performance evaluation research covers three major groups: the first group analyses differences in the learning of students by instructors in the assessment process. The second group assesses teachers' opinions of the influence of the process on their practise and motivation levels (Isore, 2009).

Variations

The first study group compares results for children whose instructors participated with those who did not. A sub-set analyses student results against teacher evaluation findings to evaluate whether the method succeeded in determining the quality of the instructor. The purpose of this study is typically to evaluate the contributions of the instructor to the student results by comparing existing test scores to test scores from the

same kids in the past years and scores from other students at the same levels (Isore, 2009). Although VAM has been popular in the last decade as instruments for evaluating the efficacy of teachers (Berliner, 2013; Konstantopoulos, 2012), it is doubtful that they will provide a solution that would help develop teacher capacity (Valli & Finkelstein, 2013). If the various factors that make up the quality of instructors and student results are not recognised (OECD, 2005) – including the role schools, peers, previous professors, pre-service programmes and experiences – VAM is an issue (Berliner, 2013). It is controversial to use student test scores as the only way to assess teacher quality (McArdle, 2010). "When performances are solely assessed as outcomes, workers and organisations discover methods to 'game the system'" warns Masters (2011). Masters (2011). The research on Effective Teaching Measures(MET) (Gates Foundation, 2010) shows that although VAM may be difficult to directly link to the instructor, substantial advances are being made in the application of VAM. VAM is used with other data sources and may provide a "more precise and nuanced picture of the connection between the credentials, qualities, practises and student performance development of a teacher and instructor" (Goe, 2013). A performance assessment system is established in the USA by the National Board for Professional Teaching Standards (NBPTS), which both creates and recognises excellent teaching (via certification). Although it is clear that teachers with NPPTS certification do better in the standardised field than non-certified teacher students, there is little difference between the two researchers (McColskey & Stronge, 2005; Sanders, Ashton & Wright, 2005): balanced by the NBPTS process. The NBPTS meta-analysis (2012 Compensation Technical Working Group) finds that the number of students taught by a certified professor is higher than those taught by an uncertified professor. While it is clear that a relationship between student assessment and student results is supported, study results directly related to instructor assessment differ Research findings (Isore, 2009). Exploring different findings may be explained by incoherences between school and school in teachers' evaluations, or the failing to connect student achievements to teacher alone (Darling-Hammond, Amrein-Beardsley, Haertelz & Rothstein, 2013).

Teachers' Perceptions

The second set of research assessing the efficacy of the performance assessment focuses on instructor views of the impact on motivation and practise of the assessment procedure. The assessment of NBPTS conducted by Lustick and Sykes (2006) showed that instructors participating in the certification process used what they had learned in the classroom and had a passion for education and learning. In a TALIS, which included 90,000 secondary teachers and leaders across 24 countries, the more the focus put on a particular element of the education provided in the feedback process, the larger the effect teachers thought it had on their teaching (OECD, 2009a). This gives valuable insight into the formative elements of assessment and how the process contributes to the development of teacher practise.

Conditions

The third group analyses the prerequisites for the successful operation of the performance evaluation (Isore, 2009). According to the OECD, the creation of an effective performance evaluation system is characterised by four essential aspects (Isore 2009):

1. Process participants are teachers. Evidence indicates that approach fosters more involvement and facilitates teacher reflection and evaluation (Kleinhenz & Ingvarson, 2001).

2. Stakeholders are aware of the process and establish a shared quality language.

3. Teachers have the opportunity throughout the process to share their ideas and concerns. Kennedy (2005) believes that instructors frequently refuse to reforms, not because they do not want to alter or better them but because many reform efforts do not represent the reality of daily education and do not take into account what is occurring in classrooms.

4. Teachers trust the assessment. The involvement of many assessors and evidence sources is important for the legitimacy of an evaluation system (Stronge & Tucker, 2003).

Effects on teaching and student learning are complicated in performance evaluation. There is no doubt that a variety of assessments are needed to properly evaluate the efficacy and credibility of the performance evaluation as a method for teacher development.

TYPES OF THE PERFORMANCE APPRAISAL

The performance evaluation was formerly only utilised as a process through which workers' wages were determined and justified. It then started using a technology to calculate the incentives (increase in salaries) for instructors' previous performances. It is not entertained solely with a past-oriented attitude and growth. But the performance assessment process is more formal and organised in a contemporary approach. The Leistungsprüfung is now used as a technique to detect other people's superior performance, their training requirements, career trajectories and their promotions. In addition, the performance assessment was categorised in three main categories: formational, summative and developmental by Sharma (2005).

Format: Providing feedback on their performance to specific instructors including statistics, assessments and improvements. It offers people the opportunity to grow and therefore to build the company.

Summative: teacher graduation based on their performance and identification of instructors with extremely high performance. It encourages others to enhance their performance in order to attain greatness in the next task.

Development: Identification and development of expertise possibilities for individual teachers. It detects instructors' growth needs. Their strengths and shortcomings may be recognised via an assessment method. It is a forward-looking and evolving strategy.

While evaluation methods had tended to highlight employee characteristics, shortcomings and skills over a generation ago, contemporary assessment philosophy concentrates on current and future performance. This method was designed to assess the performance of the teaching teachers and to offer advice and motivation for excellence in the weaker portion of the teaching system. Therefore, collectively they were formative, summative and developmental. From a different viewpoint, Teachers' teaching has been assessed for an overview of their performance. Various viewpoints such students, self, peers and headers were the different assessors' responses. The performance assessment kinds have provided information for many companies, certain methods and the measurement of employee performance. And the higher education system in India is no different, it partly goes beyond UGC's prediction to evaluate teachers' effectiveness by utilising the academic performance indicator via the Performance Based Assessment System (PBAS) (API). The next section offers an overview of the same thing.

KEY FEATURES OF EFFECTIVE PERFORMANCE APPRAISAL

In addition to the formative and summative component of assessment AITSL's National Performance and Development Framework. The framework aims at a coherent approach to teacher performance and development in order to develop, retain and advance teachers in conjunction with registration, accreditation and certification procedures. AITSL offers three main stages of evaluation: reflecting and establishing goals, professional practise and learning, and feedback and assessment.

Reflection and Goal Setting

In the context of AITSL, reflection and establishing goals are important drivers for development. In this phase, instructors were encouraged to consider their teaching practise based on evidence and feedback and to establish their performance and development-related quantifiable objectives. Bandura (1997) recognises that the motivation is an essential factor in achieve objectives and self-efficacy, influencing efficiency and capacity to persevere in activities. Their objective is to achieve objectives. Finding goals and thinking have a strong effect on actions (Locke & Latham, 2002). Objectives are important to developing self-regulated learning capabilities and help instructors to understand what they need to do in order to enhance their training (Timperley, 2011).

Professional Learning and Practice

The next step of the framework has been recognised as an important performance improvement technique. It requires access to professional development to help instructors achieve their objectives. Professional

education is moving from the "perceptions and supposed bagage" of poorly designed, fragmentationed, one-stroke or decontextualized service workshops" (Mayer and Lloyd, 2011, p.3) to a process of continuous learning, mostly in schools and directly connected to teacher job (Hawley & Valli, 1999). Professional training impacts students performance in three stages, as shown in Figure 1, according to Yoon, Duncan, Lee, Scarloss and shapley (2007).

Figure 1: Professional Learning - Effect on Student Achievement

Professional development improves the knowledge and abilities of professors, increases student performance and leads to better education. The task is to measure student performance as a direct result of professional learning while these causal impacts have been established. Effect sizes techniques - used to compare outcomes across students over and between groups - help to measure the influence of professional learning on students' success in different studies (Hattie, 2009; Timperley, Wilson, Barrar & Fung, 2007; Yoon et al., 2007). For example, Yoon et al. (2007) analysed nine research which assessed student performance improvements via occupational learning and found an impact of 0.53 to 2.39 with an average of 0.54. Similarly, in Phillips, McNaughton, and MacDonald's (2001) research, Timperley etal. (2007) identified an impact size from 0.48 to English and Bareta (2006), describing a written professional education experience with effects of up to2.1 - to the students who were of the lowest level. Professional learning among the 97 studies reviewed by Timperley et al. (2007) led to substantial increases in the student's performance:

1. Larning focused on student results and demonstrates a connection between learning and its influence on student performance.

2. Content worthwhile including challenging and deliberate speech has been introduced.

3. The integration of information and skills was part of learning.

4. To find out what instructors needed to know, what kids needed to know, what they needed to do.

5. Time to learn, to practise and to incorporate change was adequate. Yoon et al. (2007) showed that the effect of programmes between 30 and 100 professional hours and spanning six to 12 months was higher on the success of students. Darling-Hammond et al. (2009) stated that in the area to enhance their knowledge and therefore its effect on student performance, instructors had almost 50 hours of vocational learning.

6. The approaches to learning processes were responsive. In order to create congruence between the new knowledge and practise, it was essential for instructors to participate and challenge their current beliefs and preconceptions.

7. Teachers have been given opportunities to work together on new learning.

8. External expertise has been sought and frequently needed to question current beliefs.

9. Leaders have established expectations and encouraged opportunities for professional learning.

10. New information, investigative work and support for instructors has been maintained.

VIEWS ON APPRAISAL OF TEACHER EDUCATOR

Social needs and aspirations are always evolving, as is the system of education. Teachers with all their skills and efforts are insignificant and insufficient in this amazing development of the educational system since they have a direct impact on educational quality and therefore,

- National Education Policy (NPE, 1986) said: "...Professional development and career improvement should be constantly addressed based on the teacher performance assessment. Only the best teacher can learn in better ways by means of the feedback system. If a teacher does better, the learning process is impacted immediately and thus enhances the assessment of the whole teaching process." And had suggested the instructors of educational institutions for their 'annual performance assessment.'

- A notice of 'Accountability in higher education' has also been issued for all universities by the University Grant Commission (UGC, 1988) which requires that teachers' self-evaluation performance be made obligatory as part of the career advancement system (CAS) to award new pay scales and implemented within a year.

- Lastly, the Justice-Verma Commission (JVC, 2013) also recommended the development of a system for teacher performance evaluation based on the principles proposed in the report, in collaboration with government and other stakeholders.

In front of all this, it is obvious that an evaluation of the performance of teacher educators is required on a regular basis so that work is accountable. Academic performance indicator (API) and PBAS have been introduced in this respect (UGC, 2010). In general, however, and for all higher education instructors, only broad regions are drawn out. In this case, each institution involved has to create its own teacher performance assessment instrument based on API PBAS. Each institution must thus design its performance assessment tool by taking into consideration the contextual circumstances of institutions and by giving feedback via teachers' performance assessments, which will also improve its education system.

ROLE OF TEACHER EDUCATOR IN TEACHER EDUCATION INSTITUTIONS

Teaching, Research and Extension are the three Major roles of the educators at higher education level (UGC, 2010). But considering the Teacher Education in particular the following roles emerge out explicitly (Mangla (2001), NCFTE (2009) & Sharma (2005)).

- Teaches compulsory paper consisting foundation courses
- Teaches special area consist of topics related to school education of student's interest
- Teaches method paper consist content cum pedagogy
- Takes remedial classes
- Demonstrates and teaches practical work containing skills, practice teaching lessons, preparation of teaching aid, blue-print, assignments
- Observes the student teacher on practicing lessons at micro teaching, simulation, stray lessons, block teaching etc.
- Gives feedback to the student teacher on practicing lessons at micro teaching, simulation, stray-lessons, block teaching etc.
- Evaluates student on their practical as well as theoretical work and Prepare results
- Assesses student's assignment and projects
- Manages daily classroom time table
- Prepares school timetable for practicing school
- Takes part in admission and recruitment process
- Manages relation with other staff members
- Perform duty as invigilator or examiner
- Solves student's problem and guide them
- Handles classroom situations affectionately
- Makes action research on problems
- Organizes field trips and educational tour
- Plans, executes and organizes co-curricular activities such as celebration of national days, days related to educationist and freedom fighters, other cultural events.

PERFORMANCE APPRAISAL OF TEACHER EDUCATOR

In summing up the literature about the performance evaluation together with the teacher training system in Indian, Teacher Educator's performance evaluation is defined as '...the record of the result of certain curriculum activities such as teaching, lesson observation, skilful assessments, practical work, tasks, projects, feedback on lesson plans and lessons etc; Thus it is obvious from the foregoing that the teacher educators' performance in terms of their task performance towards their assigned responsibilities should be evaluated. Instead of a PBAS-API 'fit-to-all' approach, a 'Taylor-made' context relevant PBAS is required

that can evaluate the teachers' performances on a regular basis. The performance of the teacher educators helps teacher education institutions function successfully and enables teachers to overcome their shortcomings and improve their skills in advancing individuals and institutions. The emphasis of the performance assessment was on the measurement and improvement of teacher educators' present performance and also on teacher educators' future potential. All these are futuristic, maybe the system thought that performance assessment was necessary and that the teaching educators' performance assessment is presented in this way.

NEEDS OF PERFORMANCE APPRAISAL OF TEACHER EDUCATOR

As shown in Teacher Educator responsibilities, many duties and advances in the education sector, technological developments in the global globe and the world surrounding knowledge have to be carried out. It is also necessary to be able to meet professional demands and familiarise your stakeholders' needs in order to be in the profession. Teacher educators need to evaluate their performance to assist them and to provide an understanding of their performance. These few requirements of the teacher education assessment (Wilson, 1998) are as low as ever.

- To encourage continual professional growth
- To give feedback on performance of Teacher Educators
- To identify educators training needs
- To identify in-service and staff development needs and plan programs
- To help pupils through supporting their teachers
- To develop a sound 'knowledge base' from appraisal reports To facilitate communication between educators and administrator
- To help Teacher Educators in understanding their roles and responsibilities
- To identify among teachers, those areas where good quality needs to be maintained or where improvement is desirable
- To identify both strengths and challenges among teachers
- To help Teacher Educator in giving career advancement and other rewards
- To provide the opportunity diagnosis and remedies and further development
- To provide remedies for deficient performance that fail to contribute to productive professional and educational environment
- Performance Appraisal takes into account the past performance of the Teacher Educator and focuses on the improvement of the future performance

Performance Assessment of teachers at various levels, such as Competent and high-quality instructors may increase their abilities and knowledge in the area, satisfy their work requirements and provide motivation in sharing ideas and expertise with others on their experience.

CONCLUSION

This research is an attempt to enhance the performance-based assessment system, especially for teacher education institutes and other teachers' institutions in general via the development of the teacher education system. In this research, a single performance assessment instrument was not adequate for all higher education fields. The current study has been carried out with the development of a system of teacher education performance assessment. Researchers would also emphasise at the same time that the nature of the teacher's performance is different in the kind of institution in which one works. Own performance standards are established by public, private or semi-government organisations. It is important to remember that in infrastructure, human resources, ancillary services, research climate, application of the Service regulations and opportunities to develop not all institutions have equal potential. Einstein remarked, "All is a Genius, correctly. But, when you evaluate a fish because of his ability to climb a tree, he'll spend his life as a dumb person." Thus, the discussions on the particular and institutional performance evaluation system should be conducted.

Feedback throughout the assessment process is crucial to educate all stakeholders of what should be done to chart the path forward. Then the function of various evaluators will become critical, for example student professors, self, peers, and head. This will enhance teaching and learning efficiency and, eventually, educational quality. Appraisal of the quality of education and performance efficiency are used as a method to impact and empower teachers' conduct. With the feedback mechanism, the performance assessment system makes teacher assessment more important and meaningful for improving and monitoring its own performance.

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