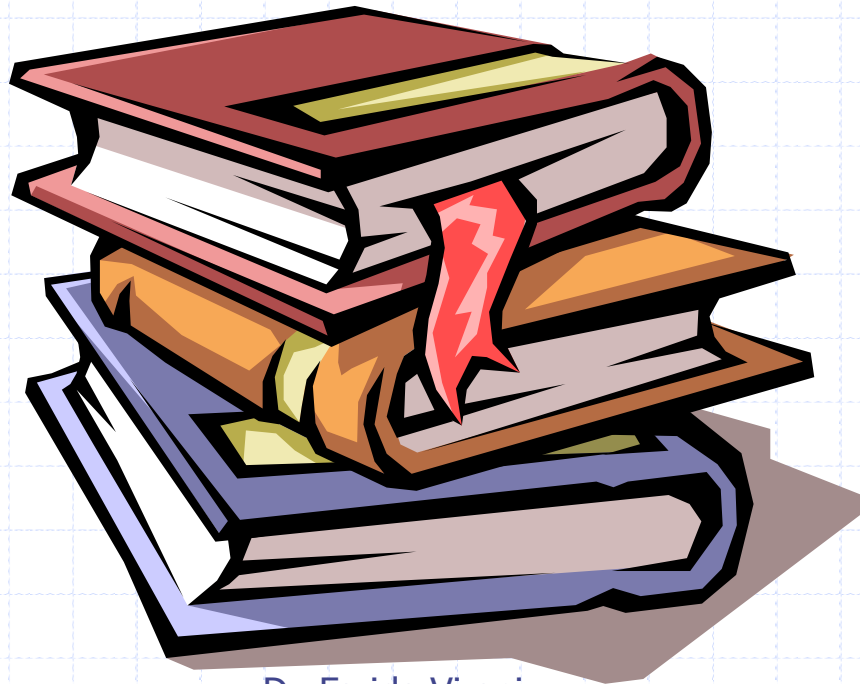


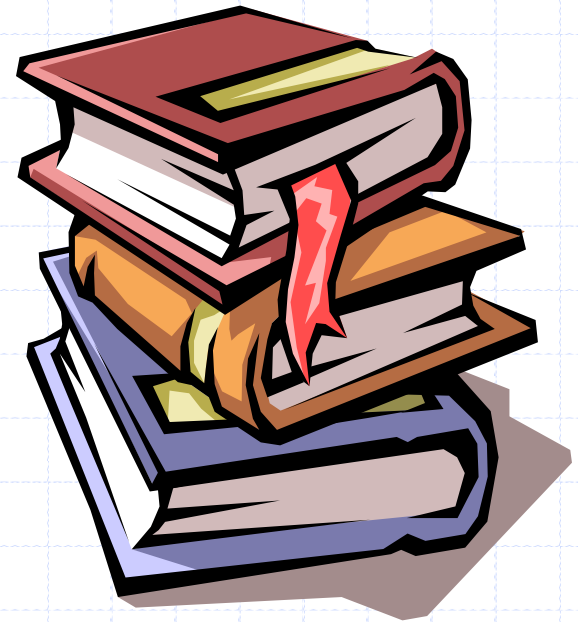
Teacher Performance Evaluation - An Indian Perspective



Dr. Farida Virani

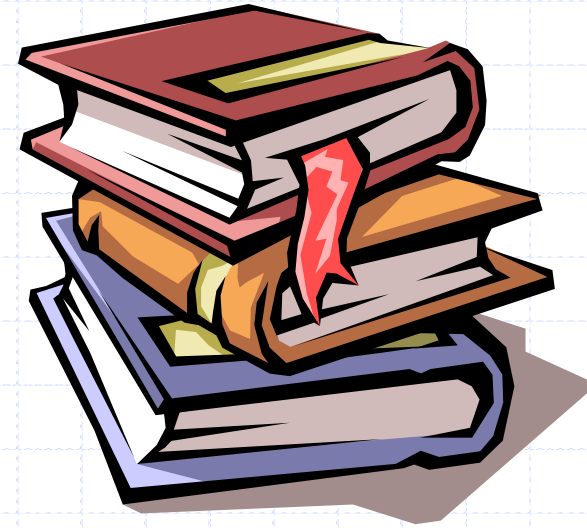
Presentation Flow

- Research Rationale
- Research Objectives
- Research Contribution
- Research Phases
- Research Methodology
- Research Findings
- Conclusions
- Further Research



Research Rationale

- Informal discussions with the Principals / Supervisors/ Teacher's revealed a need for a comprehensive model of teacher Performance Evaluation (PE)
- Gaps in the Indian context in terms of the variables included in the Teacher Performance Evaluation(PE)



Danielson's Four Domains

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

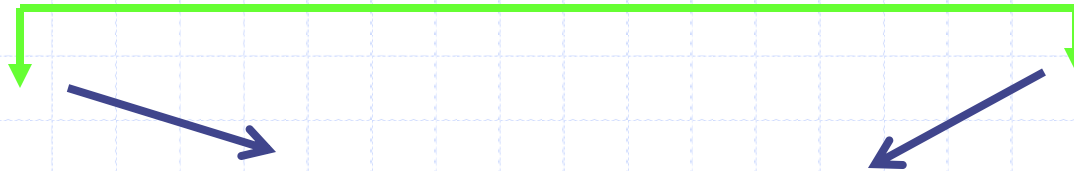
Flow chart for the Model Development

- Analyzing the role of a Teacher in the Indian context
- Understanding the current Performance Evaluation Models
- Studying the Danielson Model
- Developing data collection tools for various stakeholders
- Analyzing insights from all the relevant stakeholders on the inclusion/exclusion of criteria for Teacher Evaluation
- Model development with changes (if any), in the Indian context

Research Phases

Primary data

Secondary data

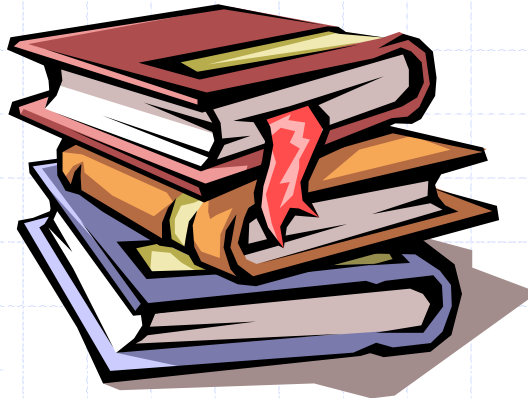


Data Analysis

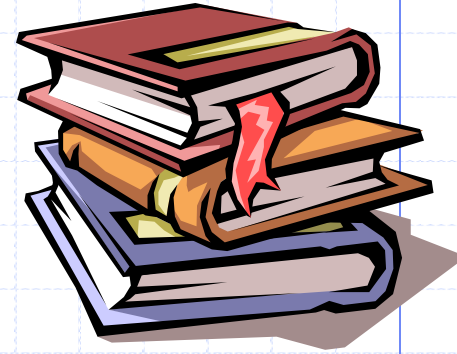
Model Development

Conclusion

Recommendation



Data Collection



Secondary Data

- Internet
- Newspapers
- Magazine, journals
- Published past researches
- Unpublished work through
- Mutual informal communication

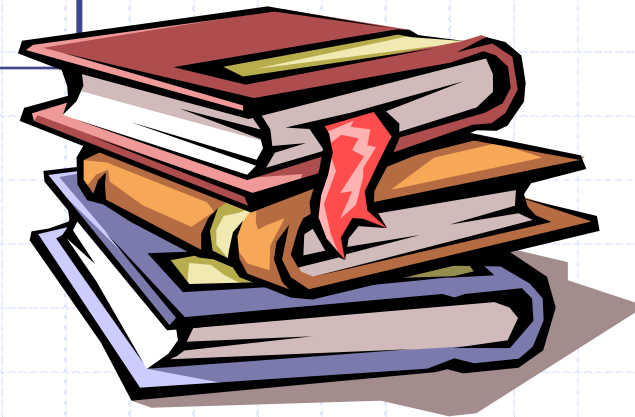
Primary Data

- *Stakeholders*

- Principals
- Supervisors
- Teachers
- Students
- Parents

Variables and Research Tools

| Data Collection | Tools |
|-----------------------------|---|
| Quantitative methods | A Rating scale |
| Qualitative methods | Interviews, informal discussions |



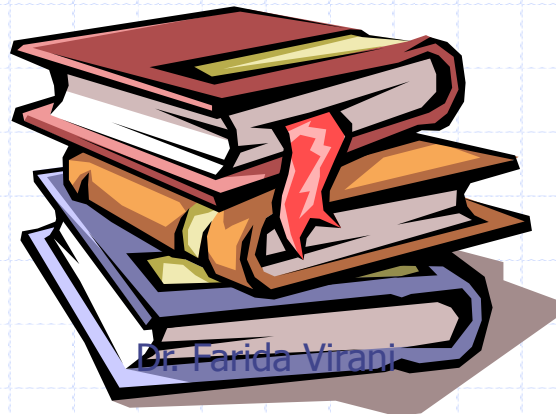
Sampling



| Curricula | Schools (Mumbai Suburb) | | Stakeholders | | | |
|--------------|----------------------------|-----------|--------------|------------|------------|------------------|
| | Population | Sample | Teachers | Parents | Students | Principals / Sup |
| | | | PE | | | |
| SSC | 213 | 36 | 103 | 324 | 445 | 36 |
| ICSE | 25 | 10 | 41 | 68 | 140 | 16 |
| CBSE | 23 | 4 | 11 | 56 | 55 | 6 |
| Total | | 50 | 155 | 448 | 640 | 58 |
| TOTAL | | | 1301 | | | |

PE – Statistical Analysis and Rationale for using

- Statistical tool – Factor Analysis
- Rationale -
 - ✓ Data reduction
 - ✓ Pattern and degree of overlap in the data.

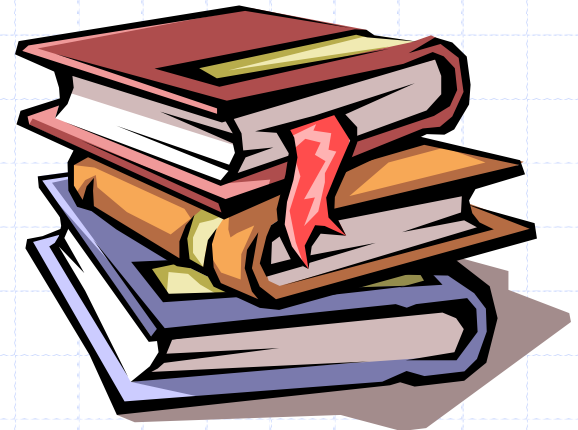


Major Findings

Pre - Evaluation Process

Emerging Criteria

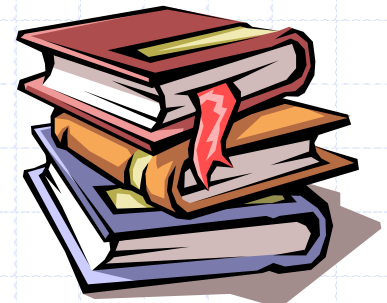
- Communication of purpose, process.
- Creating constructive climate.
- Training Evaluators.
- Differentiation in methodology
- Clinical classroom observation.
- Multiple data sources.



PE- The Emerging Model

Variables emerging from the Indian context –
Additions / Exclusions – Danielson Model

- **Additions - Evaluation Variables**
 - ✓ **Withholding use of corporal punishment**
 - ✓ **Inclusive Education (styles / pace of learning)**
 - ✓ **Completing syllabus**
 - ✓ **Role Model**
 - ✓ **Impartiality in classroom procedures**
- **Exclusions – Evaluation Variables**
 - ✓ **Knowledge of Resources.**
 - ✓ **Clear communication.**
 - ✓ **Reflection on teaching.**

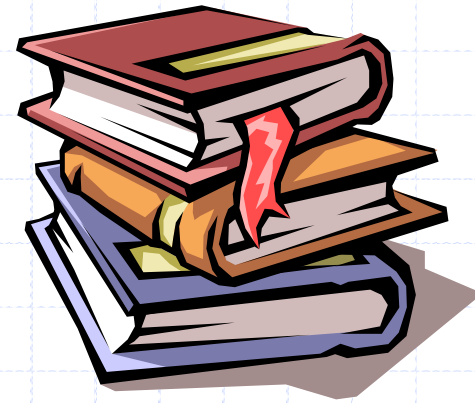


Major Findings

Post - Evaluation Process

Emerging Criteria

- Formative, Summative outcomes.
- Ratings supported by data.
- Confidentiality.
- Continuous dialogue.
- Scope for disagreement / appeal.



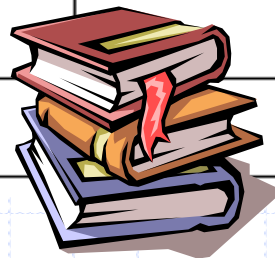
Conclusion - Emerging Performance Evaluation Model – Indian Context

| Pre-Evaluation | | Performance Areas | | | | Post Evaluation |
|--|--|----------------------------------|--|---------------------------------------|---|---|
| Creating a conducive climate for evaluation | Preparation for the process of evaluation | Planning and preparation | Classroom Environment | Instruction | Professional responsibility | |
| Constructive climate through communication, collaboration and commitment | Evaluation methodology differentiates positions, experience and tenure | Knowledge of content | Creating an environment of respect and rapport | Use of different technique and aids | Completing syllabus | Helps in formative decisions |
| Communication of purpose, and process, agreement on set criteria | Using multiple data sources for evaluation. | Knowledge of pedagogy | Establishing a culture of learning | Engaging student in learning. | Maintaining accurate records | Helps in summative decisions |
| | At least one class observation before evaluation. | Knowledge of Students | Classroom management (Impartiality, Corporal Punishment) | Providing timely feedback to Students | Communicating with families about student progress, maintaining confidentiality | Rating supported by data (explanations, examples) |
| | Train evaluators for evaluations including training for 'cognitive coaching' and 'clinical class room observation' | Selection of instructional goals | Managing physical environment | Inclusive education | Contributing to school and community | Confidentiality in storing information (appraisals) |



Conclusions – PE Emerging Model

| | | | | | | |
|--|---|-------------------------------------|--|--|---|--|
| | Self – evaluation and Peer – evaluation an integral part of the process | Assessing for coherent instructions | | | Professional Development initiatives | Stress on continuous dialogue feedback |
| | | Assessing for student learning | | | Punctuality and leave records | Scope for disagreement and appeal |
| | | | | | High standards of dress, discipline and decorum | |
| | | | | | Role model | |

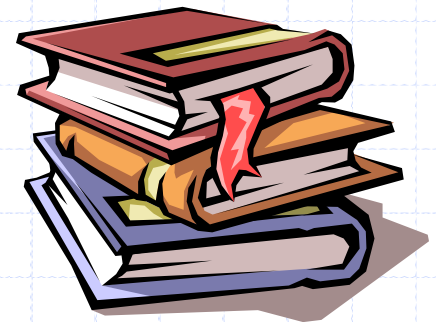


Recommendation

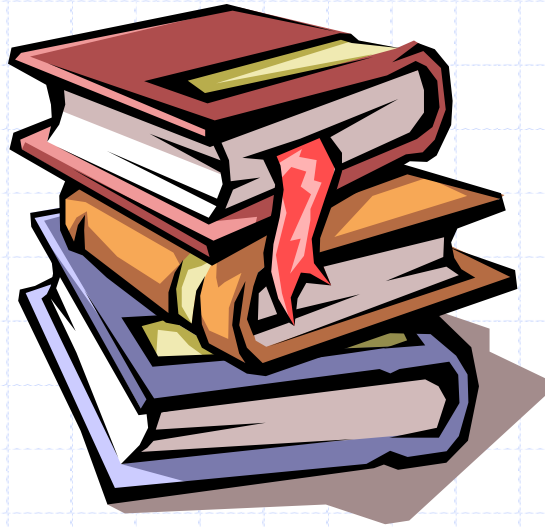
Strategic implementation of the Teacher Performance Evaluation Model for at least three years would help understand its impact on teacher performance, motivation levels and its formative and summative outcomes.

Further Research

- Developing rubrics for the PE Model
- The applicability / scalability of the proposed Teacher Performance Evaluation Model to higher education institutions.
- Longitudinal studies relating linkages between Teacher Performance Evaluation , Teacher Professional Development and Student Achievement .



Questions ???



Thank you !!!

