

## PERFORMANCE EVALUATION OF A SCHOOL TEACHER

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### ABSTRACT

*The evaluation processes and associated technology give the framework for assessing teacher performance. Mainly in school principal is responsible for evaluation of her schools teacher. The principal may, however, assign the responsibility to an assistant principal, when required. The teacher or administrator may, some time, request the support and assistance of other management personnel as part of the evaluation or instructional supervision process. Performance evaluation for teachers is a continuous phenomenon. It may consist of two formative and summative evaluations. The former helps in the process of gathering performance data, analysing it, and using the results to give feedback for improving teaching. The summative evaluation is the process of using performance data to judge the quality of teaching in the light of the established criteria for teacher performance.*

**Keywords:** Evaluation, performance, school teacher.

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## INTRODUCTION

Teacher evaluation refers to the formal process various schools use to review and rate teachers' output and effectiveness in the classroom. The findings from these evaluations are used to give feedback to teachers and guide their professional development. Before rating and judging teachers there are some factors which cause dip in performance of otherwise good teacher. School teachers are a very important part of the society in any country of the world. It has to be remembered that the school teacher is a human being. Like humans in other professions, school teachers also require motivation for doing what they are supposed to do. The question that arises in this context is that from where that motivation will come. The simple answer to this is that motivation of the school teachers will come from job satisfaction. If the school teachers are satisfied with their jobs, then they will be motivated. Then they will stay inspired. Their performance will be up to the mark.

Every schools needs to work on to understand how the teachers are performing, with this they can actually understand how to increase the performance level of the teachers. Teachers educate young students. So it is the school teachers in whose hand rests the responsibility of making the society. Performance evaluation is expected to help teachers and benefit students.

In this article various criteria and descriptors are provided to help teachers and administrators know the performance expectations for teachers in the system. They are intended to help teachers and administrators develop a common understanding about the expectations and give common language for discussing performance as it pertains to the following criteria:

**Criteria and descriptors that can help understand performance of teachers in the school.**

1. The teacher teaches in planned way: This includes that's teachers follows the syllabus of the board. Grouping of students is done according to their teaching needs.
2. Motivates students and boost their confidence: Which includes showing concern for students, establishes feeling/tone, and encourages success. Understands student benefit and background and gives rewards to boost confidence.
3. Focuses on the lesson plan and implements it: focuses student attention, informs students of objective of the lesson. Relates the lesson to previous and future lessons. Presents new material clearly and logically. Models, demonstrates and provides examples monitors student learning continuously. Provides feedback and re-teaches when necessary. Provides opportunities for students to practice under direct supervision of the teacher. Provides opportunities for students to practice independently. Conducts smooth transition from one activity to the next
4. Proper communication skills for communicating lesson: he has variability in presentation, has enthusiasm, vigour, involvement, and interest in lesson presentation. Speaks clearly, puts ideas across logically.
5. Gives students knowledge of the curriculum followed: teaches accurate and gives up-to-date information. Coordinates learning content with instructional objectives. Uses effective examples and illustrations. Presents learning content in a logical sequential order.
6. Teacher sets high expectations for the student. Achievement in accordance with needs and abilities.

7. Maximizes time on task: schedules learning time according to policy for the subject area. Begins class work promptly. Minimizes management time, minimizes transition time, makes effective use of academic learning time and gives clear and concise directions.
8. Integrates materials and methodology: demonstrates potential ability to conduct lessons using a variety of methods, organizes materials, supplies and equipment prior to the lesson. Integrates materials and resources smoothly into a lesson and identifies available supplemental resources.
9. Plans and uses evaluative activities: makes methods of evaluation clear and purposeful to students, monitors student progress through a variety of appropriate evaluation techniques and prepares assignments which reflect the material which has been taught.
10. Provides specific evaluative feedback: provides feedback on assignments as quickly as possible. Gives written and oral comments, as well as points or scores, makes opportunities for one-to-one conferences to discuss student progress, interprets test results to students and parents.
11. Manages the classroom: manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements, establishes and clearly communicates parameters for student classroom behaviour, promotes self-discipline, manages disruptive behaviour constructively, demonstrates fairness and consistency, arranges the classroom for effective instruction.
12. Interacts with students: gives criticism and praise which are constructive, makes an effort to know each student as an individual, provides opportunities for each student to meet success regularly, promotes positive self-image in students, communicates with students accurately and with understanding, creates a climate in which students display initiative and assume a personal responsibility for learning
13. Interacts with parents and community: encourages community involvement with the school, provides a climate which opens up communication between the teacher and parent, communicates with parents in the best interest of the students, supports parents/teacher activities, and provides information related to support resources.
14. Interacts with administration and other educational personnel: cooperates with other teachers, the administration, and other educational personnel, makes use of support services as required, shares ideas and methods with other teachers, and gives information to administration and/or appropriate personnel of school related items.
15. Is involved in professional growth activities: is involved in professional associations, participates on district/state committees, etc., participates in professional workshops, attends professional meetings, keeps current in subject area, and engages in continuing education.
16. Supports and implements school regulations, policies, procedures and accepted practices: adheres to authorized policies, selects proper ways for solving concerns/problems, participates in the development and review of school policies and regulations, want to stay informed regarding policies and regulations applicable to his/her position, exercises responsibility for student management throughout the building, uses discretion in handling confidential information.

### ANALYSIS & CONCLUSIONS:

The school teacher's job satisfaction is of prime importance. This job satisfaction directly influences the performance of the school teacher. That, in turn, directly influences the performance of the students, their learning process and outcome, the progress and development of the nation. Here, by the term "development" not only educational development is implied, but also development of the society, economic development, legal development and political development. So the influence of job satisfaction on the performance of a school teacher is of gigantic importance and has to be taken seriously by the society and particularly by the entire education and training fraternity.

In order to give a thrust to the graph of performance of school teachers, their job satisfaction has to be constantly measured. It can be measured by experts through interviews and feedbacks. Once the job satisfaction of the school teacher is measured, it has to be analysed carefully. On the basis of the analysis, adequate measures have to be taken to ensure/ stabilize teacher performance. While doing so, it has to be kept in mind that there are external factors also that can influence the performance of school teachers and managing those external factors may be very difficult as they exist outside the area of reach. In such a case, periodical counselling may be beneficial.

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