

Teacher Performance Appraisal at School: A Critical Analysis

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Abstract

Everyone wants a feedback to improve so why to leave the person who is doing the most important job in the world, they are the teachers who have the most important responsibility of making the future of our country. They have the potential to bring a qualitative change in the whole education system if provided a right kind of support through a constructive feedback. It has been observed that India faces a major challenge in qualitative change in education; study after study shows that children are failing to meet grade-level learning outcomes (ASER, 2015). Somewhere it can be a result of faulty or lack of practice Teacher Performance Appraisal (TPA) as Teacher performance has a strong link with student outcomes. In the school effectiveness of teaching learning and its continuous improvement is assured by the effective monitoring and evaluating. It is the key aspect to bring qualitative change in education system by enhancing the teaching quality. The same has also been recognized by OECD 2013b "teacher appraisal can be a key lever for increasing the focus on teaching quality." TPA generally consider as the formal process which a school uses to assess the teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations or appraisal are used to provide feedback to teachers and guide their professional development. Even the developed countries like USA, England, Canada, Singapore, Australia etc. have adopted TPA as one of the most important part of their education system. These countries have a separate framework for this particular purpose. In our country also NCFTE (2009) is there but in that also the emphasis has been on the evaluation of pre service teacher trainees while the guideline for evaluation of in service teachers has been neglected. Although in the schools whether it government, private or semi-government different type of evaluation system has been used to give feedback to the teachers either directly or indirectly. Some of the prevailing practices like APAR (Annual Performance Assessment Report), ADEPTS (Advancement of Educational Performance through Teacher Support), PINDICS have been analysed in the present paper and the strengths and weaknesses of those practices have been discussed briefly. Besides this some suggestions also have also been discussed to improve the TPA system to bring the required qualitative change in the education system.

Key words: *Teacher performance appraisal (TPA), Current Practices, Critical analysis, APAR, ADEPTS, PINDICS.*

Introduction – Our teachers also want feedback like other professionals so that they can improve after all they are the person who is doing the most important job in the world of taking the most important responsibility of making the future of our country. They have the potential to bring a qualitative change in the whole education system if provide a right guideline and support. It has been observed that India faces a major challenge in qualitative change in education; study after study shows that children are failing to meet grade-level learning outcomes (ASER, 2015). In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. Borg (2018) has defined Teacher appraisal is sometimes used interchangeably with teacher evaluation, but it more specifically refers to 'formal performance reviews, usually conducted by a school level supervisor, to judge individual teacher performance'. In this sense, teacher appraisal is one aspect of the broader process of teacher evaluation, which may also include informal assessments. Teacher performance evaluation is the key aspect to bring qualitative change in education system by enhancing the teaching quality. The same has also been recognized by OECD 2013b "*teacher appraisal can be a key lever for increasing the focus on teaching quality.*" Measuring quality in the classroom is a challenging but crucial factor in the development of any education system. It has been observed in the various researches that teacher performance evaluation improve the quality of teaching learning process result in high achievement of students achievement. By recognizing importance of TPA in education few of its current practices have been analysed in the current paper.

Importance of appraisal system – Appraisal system has various advantages pertaining to teachers if done in a constructive way it can bring a magical improvement in teacher's performance and can fuel their motivation to bring innovation in their teaching learning and self-development. TALIS results reveal that the great majority of teachers report that the appraisal and feedback they receive is beneficial, fair and helpful for their development as teachers (OECD, 2009b). The various other importance of the Teacher appraisal systems are as follows:-

- ✓ Appraisal is a supportive process which will be used to inform continuing professional development.
- ✓ It helps to develop pedagogical skill and content mastery of the teachers.
- ✓ It helps to boost the confidence in the newly appointed teachers.
- ✓ It develop positive attitude towards the ongoing teaching process.
- ✓ It helps to promote teacher development;
- ✓ It encourages professional learning and growth;
- ✓ Identify opportunities for additional support where required.
- ✓ It can be used for accountability and improvement purpose.
- ✓ The TPA system helps strengthen schools as learning communities where teachers have the chance to engage in professional exchanges and collaborative inquiries that foster continuous growth and development.

- ✓ The appraisal process can also promote the collaboration and relationship building essential to create and sustain an effective learning community.

Current practices of teacher performance appraisal at school –Variety of different evaluation tools and processes are being followed across the India but there is lack of consistency around the quality of their implementation. There is no fix universal TPA framework available which can be used by all type of schools even NCFTE (2009) has also given emphasis on the evaluation of pre service teacher trainees while the guideline for evaluation of in service teachers has been neglected in it. Although in the different type of schools like government, private or semi government different type of evaluation system has been used to give feedback to the teachers either directly or indirectly. Some of the prevailing practices have been discussed below:-

- **APAR (Annual Performance Assessment Report)** – APAR is followed by government institutions like KVs (Kendriya Vidyalaya) and NVs (Navodaya vidyalaya) to assess the teachers performance. It is a kind of summative report which is divided into five parts.
 - First part is about personal data to be filled by the administrative section of the office
 - The second part is self-assessment of teacher which has four questions which they have to fill in the box given below each question which are related with the brief description of duties, target and achievement of the current session, description of shortfall in achieving target, their role in getting significant higher achievements and the last one is about annually returning the immovable property by the teacher.
 - Third is numerical grading by the supervisor which is again divided into four part

Part	Weightage	Area
Part 1	40%	Work output
Part 2	30%	Personal attributes
Part 3	30%	Functional competency

This is the only part in which NVs and KVs APAR differ in NVs these parts and its weightage is little different.

Part	Weightage	Area
Part 2	60%	Academic output with monitorable and verifiable targets and achievements
Part 3	20%	Personal attributes and personal competency
Part 4	20%	Assessment of contribution towards residential components

- Fourth part is the general remark of the reporting officers which include public, training, state of health, integrity and the description of overall qualities of the teacher to be assessed in 100 words.
- The last part five is the remark of the reviewing officer in which agreement of the reporting officer's grading is given. And if the reviewing officer is in disagreement at some point he/she can modify the report as wanted

This APAR is a summative type of appraisal report which is held at the end and summarize in just one word satisfactory or unsatisfactory. The one thing that is different from other appraisal, about this appraisal is the consistency and uniformity as it is a mandatory for all the KVS and NVs to do it with the same given format.

- **ADEPTS (Advancement of Educational Performance through Teacher Support)**—it is an initiative taken by MHRD (Ministry of Human Resource Development) and UNICEF. It was implemented under SSA and launched in 2007 but taken back slowly although it is still used by some of the states but most of the states have dropped it. Its origination lies in the strongly felt need for the fruits of in-service teacher training to be visible in the classroom processes and in children's learning. It provides standards to measure teacher's performances. An ADEPT addresses the key questions of:
 - ✓ How to improve teachers' performance – based on what they actually *do* in class?
 - ✓ How to enable CRCs-BRCs-DIETs to enable improved teacher performance?

The standards given by ADEPTS are more in the form of *generic* statements, with the details/indicators and background considerations divided into four dimensions they are cognitive, social, physical and organizational. It is very good tool for the TPA of the elementary teachers as it covers all the main aspects to be assessed but it can bring change only if the implementation and consistency can be assured all over India.

- **PINDICS**—It was launched in 2013 by the National Council of Educational Research and Training (NCERT). It has given guidelines for the performance indicators for elementary teachers. It builds on the work done under the MHRD–UNICEF initiative described above (ADEPTS). It can be used by teachers themselves for assessing their own performance and to make continuous efforts to reach the highest level or by the supervisory staff/mentor to assess and to provide constructive feedback for the improvement of teacher performance.

In this, following seven performance standards have been identified.

1. Designing Learning Experiences for Children
2. Knowledge and Understanding of Subject Matter
3. Strategies for Facilitating Learning
4. Interpersonal Relationship
5. Professional Development

6. School Development

7. Teacher Attendance

Each performance indicator is rated on four point scale ranging from 1 to 4 indicating the levels of performance.

The rating points are:

1. Not meeting the expected standard

2. Approaching the expected standard

3. Approached the expected standard

4. Beyond the expected standard

Strengths:

- Clear guidelines have been given in all the TPA for filling the form in an expected way as they want.
- Self-appraisal has been given due weightage in all.
- Interpersonal relationship has given importance in all the TPAs.
- Used as a professional development, increment and promotion purposes.
- Description of improvement in the unsatisfactory performance.
- Measure of achievements and in-service educational program attended has been importance.
- Standards have been defined clearly.
- Provision to measure of all the activities of classroom teaching, creating environment etc.
- Proper implementation is ensured.

Weaknesses: After analyzing the above practices some of the weaknesses have been identified by the researcher in the current practices of teacher performance appraisal which are listed below:-

- Lack of awareness for the existing evaluation – instead of the initiative taken by government to bring TPA it's still a question whether all the educational institutions like government, private and aided school are aware of these TPA or not.
- Lack of training to take TPA – there is lack of training to take these assessments although TPA is an important task which if not done properly quality cannot be assured thus there should be proper training to the supervisors and authorized person.
- Lack of formative assessment – generally all type of assessment took place at the end of terms means summative type of assessment is given more weight age than formative, while teaching is an ongoing process and it should be assess in a continuation rather than at the end.
- Same format for all type of teachers - In other developed countries there is a different format of evaluation for new and experienced teachers while we have the same type of proforma for all type of teachers as well as the same is implemented for the principal and other non-teaching staff as well.

- Lack of tools for secondary and tertiary teachers – although government has taken initiative to bring TPA for the elementary teachers but there is no tools introduced from the government side to assess the teacher's performance at secondary and tertiary level.
- No place for other kind of feedback – In the above practices only emphasis is given to the appraisal from self and the authoritative person while the other stakeholders, parents and students have not given place while they are also important person whose suggestion should give due advantage.
- Lack of descriptive feedback – there should be some description for the teachers how they can improve the current practice so that they can improve and grow while in the above TPAs feedback is give in one phrase or sentence.
- Lack of measuring innovative practices and research – there should be proper measure of innovative practices with the more weightage in the TPA so that they can get motivated to practice it as well as motivation to take action research should also give due weightage by measuring it.

Suggestions:

1. It should be based on formative assessment for the continuous feedback and support to the teachers more than the summative that took place at the end of the session.
2. Instead of so many different practices of TPA there should be one which can be implemented in all type of institutions and it should also be taken online in the portals so that all the teachers' performance can be ranked.
3. The feedback should be in descriptive way with the proper explanation where not only weaknesses are explained but the strengths should also be placed to fuel the needed motivation for the very practice.
4. Proper training to the teachers for the self and peer appraisal should be given so that it can be more objective, accurate to support the teacher's growth.
5. It should be linked with the professional development opportunities.
6. There are various methods available for the appraisal which is normally done by principal, peers, self or the selected supervisors but what about other stakeholder, parents and community. A perfect performance appraisal must collect data or appraisal from all the members who are directly or indirectly attached with the education system.
7. There should be provision for proper feedback into the teacher development as where corrective and constructivist feedback can bring improvement; the rigid critical feedback can bring conflict and disturbance.
8. There should be a clear framework of TPA at school like other countries.
9. Separate provision of evaluation for different type of teachers like new and experienced, primary, secondary and PGT teachers.
10. Clarity about the performance expectation from the teachers so that they can bring about the expected change in their teaching.

11. Proper motivation for taking appraisal system should be given to the teachers by recognizing their effort through non monetary ways.
12. Standards should be explicit statements that are appropriate in all schools and measurable/observable. It should be conducted in fair and objective way.
13. Proper implementation of teacher performance appraisal at all levels should be there.
14. Opportunity to observe most effective teachers should be there as we need all teachers to be as good as the best one.

Conclusion:

In this way we can conclude that teacher performance appraisal system does not only assure the teaching learning but it also develops the positive attitude toward the ongoing learning. Performance standards can be used to guide teacher recruitment and retention, initial teacher training courses, induction and certification programs, ongoing professional development, performance pay and career progression. It can act as a magical tool for the quality improvement in the whole education system but only when it comes with the quality and ensures its successful implementation. As it has been seen that various assessment tools have been introduced in the past years like discussed in the present paper as well but they come and vanish away after some time. So the thing needed in the present time is rather than introduction of new assessment tools, a persistent implementation of these tools into practice. It should be objective and uniform for all types of school teachers so that the consistency and quality can be assured.

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