



## **Relation of evaluation to administration & personal program**

### **INTRODUCTION**

Although employees may learn how well they are performing through informal means, such as co-workers telling them what a great job they are doing or their superior giving them an occasional pat-on-the-back, performance appraisal is discussed here as a formal organizational structure. It can be defined as measuring, evaluating and influencing an employee's job-related attributes, behaviours and outcomes, and level of absenteeism to discover of what level the employee is presently performing on the job. This involves determining how productive the employee is and if the employee can perform as or more effectively in the future so that the employee, the organization, and society all benefit. Administrators and supervisors need to establish methods to measure staff effectiveness in order to make sound decisions for retention, salary adjustments, and promotion, as well as to self-improvement. The administration should encourage a program of evaluation and the staff needs to help to improve their own effectiveness. Records should be kept to determine progress.

#### **Physical education administrators**

Physical education administrators are obligated to assess the teaching effectiveness of their staff members. Their supervisory responsibilities require that they know the strengths and weaknesses of each and every teachers. Such knowledge is needed in order to scheduled their personnel most advantageously and give them help and guidance where necessary.

#### **Criteria of an Effective Staff**

Some of the most common criteria noticed of an effective staff are:

1. Quite a number of staff members are available to cover all assignments without being overloaded or without classes being too large.
2. Staff members meet the recognized standards of professional preparation.
3. Specialists are available for all positions requiring specialized preparation.
4. Each staff member has a mastery of the subject matter for which he or she is responsible.
5. Staff morale is high. Staff members are all loyal to each other and the department.
6. The staff is enthusiastic, neat, punctual, and dedicated to the welfare of the students.
7. The staff members are progressive, they keep abreast of the literature and research and regularly attend professional meetings.
8. Staff members use appropriate evaluative procedures.
9. The staff members are respected by other staffs and, they command admiration and respect in the community.
10. Student interest and participation should be enthusiastic. Absences, excuses, and disciplinary problems are at a minimum.

### **Guidelines for Evaluating Staff Members.**

1. Appraisal should involve the staff themselves. Evaluation is a cooperative venture, and staff members should be involved in developing the criteria for evaluation, because they need to understand the process.
2. Evaluation should be centered on performance. The job that is to be accomplished should be the point of focus with extraneous factors omitted.
3. Evaluation should be concerned with helping the staff member grow on the job. The purpose of evaluation is to help the person evaluate himself or herself and maintain strength and reduce weaknesses.
4. Evaluation of staff should be well organized and administered. The step by step approach should be clearly outlined.

### **Methods of Evaluating Teachers.**

In order to be effective, rating scales must be based on such criteria as objectivity, reliability, sensitivity, validity, and utility.

1. *Observation of teachers in the classroom or in the field/gymnasium.* When teachers were informed in advanced that supervisors will be observing his or her class at a particular day and time to be followed by discussion and evaluation. Most of the teacher tested reported that the observation was helpful to them.
2. *Student progress.* With this method standardized tests are used to determine what progress the student has made as a result of exposure to the teacher.
3. *Ratings.* This vary and may consist of an overall estimate of teacher effectiveness or consist of separate evaluations of specific teacher behaviour and traits. Self-rating may be used. Rating may be conducted by teacher's peers, by students or may include judgements based on observation of student progress.

### **Innovations in Teacher Evaluation.**

Today, with schools plagued by austerity budgets, an excess of teachers, community relations problems etc. the community wants to know what the teachers are doing and how well they are doing it. Besides, administrators, students, and parents are demanding standards of teacher performance.

#### **1. Accountability:**

Accountability may be simply defined as a means of holding the teacher (and other staffs) responsible for what the students learn. The emphasis behind accountability must be learning on the part of the students rather than teaching on the part of the teachers. It is true that, when the subject matter or teaching methods has become useless, relevant learning cannot take place. In order for accountability to be valid, curriculum revision must takes place to allow for student progress. Only when an atmosphere of enjoyment is created, learning comes more naturally.

How can accountability be assessed? In order to have valid accountability program, educators must be convinced that it met student objectives. And once the objectives have been developed, both the teacher know what is expected of them. Accountability can be based on how well the students satisfy the stated performance objectives for each unit.

2. *Student Evaluation:*

The student is the one of the most exposed person to the teacher and his or her methodology. Therefore, the student should have some say about whether the teacher is doing a satisfactory job of teaching. Harristhal's study (1962), devoted exclusively to women physical educators at college levels, was designed to obtain information concerning the desirable characteristics of teacher in a given subject area. The following factors were found to be related to teacher effectiveness based on student responses:-

- a) Subject familiarity
- b) Interest in individuals
- c) Fairness
- d) Patience
- e) Leadership that was amicable but firm
- f) Enthusiasm
- g) Skill in activities

3. *Self-evaluation:*

An area of evaluation often overlooked is self-evaluation, in other word, it can also be term as introspection meaning to look within oneself, which is often the key to self-improvement. One should be able to ask himself or herself some of the following questions:

- a) Have I been innovative?
- b) Do I alter my teaching to meet the different ability levels I encounter?
- c) Are my classes planned well in advance to be sure of teaching space, equipment, and facility use?
- d) Do I involve all my students in activities?
- e) Do I stress cognitive, social, and behavioural objectives?
- f) Do I change my activities from year to year and try new concepts such as contact grading, performance objectives, self-directed learning, and resources centers?
- g) Do I continually evaluate my activity program?
- h) Do I try to improve myself by continuing my education?

These types of questions if seriously given a serious thought, can help the teacher evaluate himself or herself. Self-evaluation is not an easy, but can be valuable in improving one's teaching.

4. *Independent Evaluators :*

In recent years there has been a trend toward using independent evaluators, because they may be more objective in assessing a teacher's abilities. For this, the independent evaluators hired should be thoroughly trained and familiar with the subject area they are evaluating and should have teaching and administrative background. Often the evaluators are drawn from education consultant firms, education specialists, or university or college professors.

5. *Evaluating the Prospective Teacher:*

The competence of the prospective teacher is an important part of the total educational evaluation system. Traditionally, every graduate with a degree from a

recognized university are eligible to work as a teacher, though some state government insisted on clearing a qualifying examination. Obviously, such techniques are not sufficient to produce quality teachers. New criteria of assessment must be established to include such factors as:

- 1) Comprehensive testing to ascertain mastery of both general and specific knowledge as well as teacher education objectives.
- 2) Performance testing based on teaching task analysis, and
- 3) An internship to develop teaching skills.

The teacher training course should ensure that, the prospective teacher should have expertise in grading papers, keeping records, individual tutoring, and actual classroom teaching. This way, the teacher who has graduated from such a program and has satisfied the assessment criteria will be a better teacher and will have an easier and more enjoyable adjustment in teaching. Today, the new trend is toward performance based teacher education under which, the prospective teacher is evaluated, not in terms of course taken, but in regard to certain competencies (skills, knowledge, abilities) that have been determined essential to satisfactory teaching. The prospective teacher is evaluated by scientific assessment techniques, and the stress is on his or her performance.

#### **Fawcett C.W School Personnel Administration (1964)**

Fawcett suggests the following outline, which includes some of the broad areas in which a teaching might be evaluated as a means of initiating an evaluation program.

- 1) Interpersonal relations
  - Teacher-teacher
  - Teacher-students
  - Teacher-parents
  - Teacher-community
  - Teacher-administrators
- 2) Classroom management
  - Setting of classroom goals and individual learning goals for each student.
  - Assignment and acceptance of individual responsibility by each student in the class.
  - Confirmation of desired behaviour of students and redirection of undesirable behaviour.
  - Exercise of authority to secure necessary decisions in the classroom.
  - Coordination of the instruction in the classroom not only with other instructional activities of the school but with out of school learning experiences of the students.
  - Inclusion of each student in the learning activities of the class.
  - Judgement in the allocation of time and resources to different activities in the classroom.

### 3) Teacher learning

- Analysis of students.
  - a) Skills
  - b) Attitudes
  - c) Knowledge
- Presentation of subject matter through.
  - a) Lectures
  - b) Group discussion
  - c) Student research
  - d) Programmed learning
- Utilization of instructional material and resources.
  - a) Libraries
  - b) Books
  - c) Internet resources
  - d) Audio-visual aids
- Creation of an efficient learning environment through organization of the physical surroundings in the classroom.

### CONCLUSION

Much has been discussed about the evaluation process of physical education teachers, and, it also has to be accepted, the same is true for the evaluation of teachers in the non-school settings. Teachers are held accountable for the effective performance of their assigned duties. This accountability is determined by observing physical educators on the job, by taking opinions from persons who have been served by them, and by their productivity. One form of productivity in a commercial establishment is on how many are attracted to the organization and the bottom line profit or loss figure for the business. The increased emphasis on accountability has made it even more important for the administrators to assess accurately the performance of staff members. Performance criteria must be clearly designated to permit the administrator to precisely evaluate staff members on the basis of their ability as teachers. Competency based criteria should form the basis for the staff evaluation. The criteria should be established for each school/college so that staff members are aware of their performance standards that will be used to evaluate their teaching ability.