ALTERNATIVE EVALUATION TOOL FOR TEACHERS: COULD IT REPLACE IPCRF?

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Teachers shoulder a great responsibility of molding the future citizens of society (Tucker, 2012). Because of this, different countries have their own ways of crafting a highly selective process for teacher education. Raising the quality of teachers is now part of the programs of the Department of Education to uplift the quality of education in the country. Thus, the newly-modified Results-Based Performance Management System (RPMS) was born and is now being implemented. It is now more focused on the proper evaluation of teacher performance.

In a blog by Larry Ferlazzo who teaches English at Luther Burbank High School in Sacramento, California, he cited some other ways to evaluate the teachers. This might not be utilized by the department, but it could still be a source of reference for anybody, or any teacher to evaluate their own self.

What is the best way for teachers to be evaluated? There are some alternative evaluation plans suggested here which are still aligned to the indicators in the RPMS for teachers.

One is, observation by instructional supervisors who know the teacher. Having regularly observed by trained administrators who know the school, the students and the teachers and whose judgment and skills are well-respectable would help to provide assistance to the teacher. School administrators are sincerely concerned about the teachers’ professional development since they basically know and understand that helping the teachers improve their skills is the best thing they can do to help the learners.
administrators conduct purposeful visits in order to provide constructive feedbacks which in turn would help educators in the attainment of successful learning outcomes.

Another thing to consider in evaluating teachers is the students’ achievement, which could be reflected through students’ test scores. This could be vital especially when there is an observable change in the pattern of students’ test scores. This is where the teachers could think of appropriate intervention activities to be employed. School administrators would then look at this part of the teachers’ effort.

Teachers could provide performance-based assessments where students could demonstrate their skills and talents. This could also give information on how well students could love schooling and enjoy learning.

It could also be a strong point for teachers to regularly have evaluation coming from students. This could be done through anonymous assessment of the class and of the teacher’s teaching. The data that could be gathered in this process could be a baseline for the teacher to improve the teaching strategies or continue those that are effective. Our co-teachers could also observe our class. They could learn from us or they could assess our teaching – the weak and strong points in our teaching - and in turn becomes mentors of one another. We could also get feedback from parents. The data they could give will also help in our evaluation.

Teachers could also reflect on their own performance and evaluate themselves. Questions like, “If I am the student, would I like myself as teacher?” is a self-reflective question. Well-known education researcher Robert Marzano emphasizes the importance of self-reflection in any kind of effective teacher assessment. The activity could be done formally or informally with co-teachers and school heads.

Whether or not these suggestions could help in the selective process for teacher quality evaluation, what’s really important is that the administrators and instructional supervisors go hand-in-hand to meet the objectives of the department.
References: