Evaluating Teachers’ Performance
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In the Philippines’ Basic Education System, a public school teacher’s performance is evaluated using the tool, Competency-Based Performance Appraisal System for Teachers, (CB-PAST). This tool is used at the end of the school year and the sole performance evaluation measure for teachers. This has been the practice for the past three years.

The result of the performance evaluation using the CB-PAST serves as the basis for Teachers’ productivity Incentive Bonus (PIB). Similarly, as a measure of teacher performance, it shows how the teacher performed his duties and responsibilities or functions. From this tool, we will determine the quality of teachers we have.

Early June 2014, a new system of evaluating teachers’ performance was introduced and rolled out in the Division of Bataan. The new system is known as the Results-based Performance Management System. In this system, the teacher should focus to five (5) Key Result Areas (KRA’s) and formulate three (3) objectives each that the teacher wants to focus and improve; and later on be evaluated for the performance for the school year. There will be a consultation with the school head for the KRA’s and objectives the teacher targeted using the performance indicators suited for the objectives set. Once both teacher and school agreed on the RPMS the teacher made, both signs.

But the question is, should this be the sole measure to evaluate teachers’ performance? Can the student feedback be used in teacher’s over-all evaluation?

Student Feedback is used as teacher’s overall evaluation for their performance mostly in colleges and in private schools both in and out of the country.

In a blog series’ teachers and students from Washington USA offer their perspectives on the use of student feedback in teacher’s overall evaluation. According to this blog, there are a variety of reasons why student feedbacks are used on their performance evaluation. Others feel that the result of student feedback surveys are untrustworthy, biased and unreliable.

According to Kate Sipe, listening to the students is powerful and that it must be kept so.

Similarly, from Todd Hausman’s point of view, he said that in reality, students spend far more time observing classroom teachers than any other group like the administrators, principals, peers and coaches. He even added that although students may not be recording their observation on official-looking forms, they perceive far more than the majority of educators probably realize.
Dr. Ronald Ferguson, Director of the Achievement Gap Initiative at Harvard University dispelled the myth that student perception surveys are biased and unreliable in his Measures of Effective Teaching (MET) Project. The project revealed students perception do predict learning outcomes and should be taken seriously by policy makers and educators. They are consistent and reliable. They are also a better predictor of student achievement than either classroom observations or test scores.

The MET project also showed that quality student surveys provide detailed insight about teaching and learning and that includes attributes not measured by standardized test or principals according to Dr. Ferguson.

Teacher evaluations should be based on multiples measures. To measure the performance of teachers, it should not only be focused on classroom supervisions and / or observations, evidences presented by teachers during evaluations and test scores. Valuable feedbacks about teaching and learning can be squeezed out among students if done properly and objectively. We may consider student feedback as part of teacher’s overall evaluation. What do you think?

Reference/s…http://www.teachersunitedwa.org/should_student_feedback_be_used…….