



Development of a Teacher Evaluation Model for Private Schools of Punjab Province

Vol. IV, No. II (Spring 2019) | Page: 375 – 385 | DOI: 10.31703/grr.2019(IV-II).40

p-ISSN: 2616-955X | e-ISSN: 2663-7030 | ISSN-L: 2616-955X

Mariam Hussain*

Afifa Khanam†

Uzma Qureshi‡

Abstract

This research discusses the inquiry of measuring teacher effectiveness at private sector schools. Explicitly, it explores how teachers' performance evaluation can both reflect as well as predict teachers' success, hence the study informs about teachers' personnel decisions, their instructional enhancement, and professional development. This includes mentoring, training, and self-guided learning. The current study is premeditated using a mix-method with qual-quan order. It is an exploratory study based on a critical paradigm to evaluate the current IB teacher evaluation process and outputs and develop an indigenous model for corrective measures to improve the existing evaluation system. It explores the objectives, procedures, and consequences of teacher assessment policies and practices. The study has implications, for greater advantage for the quality of collaborative planning and teaching, using a newly developed model in the private sector of Punjab.

Key Words: IB Teachers, Teacher Evaluation, Grow Model, Professional Development.

Introduction

“Evaluation is perhaps the most complex and least-understood of the terms. Inherent in the idea of evaluation is value. When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation.” (Manichander, 2016)

The evaluation has multiple reasons initiating from saving feedback for teaching improvement, for better job avenues, promotions and reappointment of teachers for professional growth. Evaluation is carried out in several ways. Teaching strategies used within or beyond classroom premises cater to estimate teacher-efficacy. Student-ratings had been a common way to assess teachers' instructional approaches being research-consistent, but it is not the sole source now. Teachers are dealt with at two levels for fine evaluation, personal and professional; hence their efficacy relies on this principal basis. “The principal makes it clear that the evaluation or walk-through as part of a continuous improvement cycle, designed to help the teacher. As the school leader, the principal plays an active role in the teacher's professional growth,” (Clarke, & Hollingsworth, 2002).

Teachers have to be questioned for their self-evaluation and improvement plans along with their professional development. The stereotypical image of the school leader as an enforcer of commands should be replaced with the image of a facilitator.

Marx (2007) believes “The most important element of effective evaluation for personal improvement in a social profession like teaching is self-evaluation. Evaluation is imperative for teacher's professional growth because no other person can observe the teacher's performance often enough to document total classroom interactions and because there is no valid and reliable way to measure the totality of student learning.” Quality work comes through eternal expectations and regular evaluations and it includes teachers' planning and feedback, creating value in the experience.

Looney (2011) considers “teachers' self-evaluation is especially vital where teachers ask the students to self-evaluate. Since the skill of self-evaluation is so significant to the teaching profession, the priority of an evaluation

* Subject Leader, English Language and Literature, Lahore Grammar School International, Lahore, Punjab, Pakistan.

† Assistant Professor, Institute of Education, Lahore College for Women University, Lahore, Punjab, Pakistan.

Email: dr.khanam.wattoo@gmail.com

‡ Professor, Institute of Education, Lahore College for Women University, Lahore, Punjab, Pakistan.

should be to help each teacher develop the skills to engage in continual self-evaluation leading to personal and professional growth.”

The International Baccalaureate (IB) undertakes to bring forth learners who are inquirers, motivated intellectuals and responsible knowers. The International Baccalaureate Organization (IBO) deals with institutes, international bodies of government and organizations to make international education inspiring with effective laborious assessments. Thenceforth, students across the globe become compassionate and active learners, with the developed trait of acceptability (Hutchinson, 2004).

International-mindedness ripens through the program philosophy in the IB learners, engaging with other students from different perspectives and alternative viewpoints. The course encourages discussion, nurturing students' capacity to compete and understand contestable claims. IB students are advanced towards global discussions, drawing upon a variety of perspective-traditions, educational concepts and debates to become useful learners (Belal, 2017). “The flexibility of the International Baccalaureate philosophy course means that teachers have the opportunity to select relevant examples themselves to explore with their students, ensuring that the course appropriately meets their students' needs and interests, whatever their location or cultural context” (Hayden, 1997).

The need to conduct this research remains valid, as International Baccalaureate has claimed to be one of the finest educational philosophies. The IB programs running need to be evaluated against the reliability and acceptance of this course. The researcher aims to critically analyze the evaluation system under set standards, given benchmarks and thence develop a plan to strengthen the IB philosophy in schools.

International Baccalaureate Evaluation

As per Mayer (2010) “evaluation is helpful in given aspects of school teacher's student and society perspective; it is part of the school culture where multiple perspectives - entire school community are observed. Reflection and Process of identifying the school's strengths and building on those for further development of the program are foremost for the plan developed.” Schools' action plans are used to identify academic areas of improvement which aid in their sustenance.

It identifies areas of improvement by reviewing the school's action plan to address these areas sustaining the program. “The aim of the evaluation is for the IB to ensure regularly that the standards and practices of the program are being maintained. The IB is aware that for each school; the implementation of an IB program is a journey, and that the schools will meet these standards and practices to varying degrees along the way. However, it is expected that the school commits meeting all the standards, practices and program requirements,” (Alford, Rollins, Stillisano & Waxman, 2013).

The Rationale of the Study

Teachers hold a significant place in the students' academic existence; various approaches in distinct contexts have estimated that deal directly with students' success. Teachers' quality work, beliefs, and pedagogical practices are a part of the educational reforms, based on theoretical grounds commonly. Research suggests that International Baccalaureate contributes among secondary education, students' academic performance college enrollment, determination, and achievement and student perceptions of the school environment have been noticed. There is an escalating interest in how and why the program works with the growth of the International Baccalaureate programs, and the positive findings surrounding student outcomes. Findings from this study offer an evaluation model designed to contrivance IB teachers' professional development thoroughly as desired and employ for effective teacher evaluation. It will surely promote awareness and understanding among the wider educational community of the IB teacher-professionals, teaching and learning perspectives, beliefs and practices.

The document analysis strengthens the core of IB teaching characteristics, as well as the IB documentation referencing IB teachers as models. It explicitly states the importance of creativity in teaching and learning. Teachers challenge one another to discover ways to improve their work with students; the process is nonlinear and complex than assigning a rating to an educator. It is a complex task and it is only possible in schools and districts where collaborative culture is cultivated. This potential impact is beneficial for students; it is well worth

the time and effort to develop such cultures in Pakistani schools with an effectual evaluative plan to estimate its sustenance, regularly.

Statement of the Problem

International Baccalaureate evaluates the length and breadth of school programs' standards and practices. It is improved by determining the future focal points with reinforcement, support, and commitment from stakeholders. Henceforth, for any successful program, an efficacious evaluative plan is a dire need that impacts and predicts better teaching and learning annually, to ensure equity and quality. The only factor which can be inconsistent is the interval between two evaluations of five years. The researcher intends to conduct a study entitled, "development of a teacher evaluation model for private schools of Punjab province."

Objectives of the study

This study is guided by the following objectives:

1. To analyze the documents regarding collaborative planning, curriculum, teaching & learning, and assessment
2. To explore the effectiveness of existing evaluation tools for measuring pedagogical attributes and perspectives of private school teachers
3. To develop a model for teacher evaluation of private sector schools

Research Questions

The study focuses on the following research questions:

1. Why analyze the documents regarding collaborative planning, curriculum, teaching & learning, and assessment
2. How to explore the effectiveness of existing evaluation tools for measuring pedagogical attributes and perspectives of private school teachers?
3. Why is there a need to develop a model for teacher evaluation at private-sector schools?

Significance of the Problem

The development of the Teacher Evaluation Model is beneficial for teachers in numerous ways in terms of high-quality educational programs and systems. It helps in student-growth as to become learners, researchers and knowers; nurturing teachers' professional development; roping operative educators and collaborative professional learning communities to attain achievable success. "A worldwide network of highly respected International Baccalaureate World Schools is established working together to share best practices and standards. It is stimulating for extensive professional development for staff at International Baccalaureate World Schools" (IBO, 2004).

The developed model is also beneficial for both the public and private sector schools to serve as an operational Teacher Evaluation process, yielding fruitful outcomes and results. The findings could be shared with other private and public sector institutions because teacher evaluation can be made at any level. Access to shipshape professional development encourages perseverance and dedication, ensuring critical thinking and self-reflection on teachers' part. IB has provided inventive education frameworks for teachers' professional development, unit planners and teaching resources to enhance upon.

Determining what teachers and administrators perceive to be valuable portions of teacher evaluations and using these results to develop useful evaluations is of utmost importance in the field of education today as educators strive to increase student achievement as well as increase the accountability of teachers and administrators. If the evaluation process is not being used to improve the professional development of teachers and, therefore, to further the academic achievement of students, then this process is doing little to meet the increasing demands of the students and society. While many reports that they are not being used as effectively as possible, the current research has provided effective instruments to further develop teacher effectiveness while increasing student achievement.

Delimitations of the Study

1. The study was limited to IB schools and teachers.
2. The study was restricted to the Punjab province.

Literature Review

According to the NEA Foundation for the Improvement of Education (2000) “Teacher assessment and evaluation strengthens the knowledge, skills, dispositions, and classroom practices of professional educators. This goal serves to promote student growth and learning, inspire great teachers to remain in the classroom,” (p.2). The teachers absorb the desired content, enhance their teaching plans/skills, reflect on their teaching critically and gauge students’ academic performance throughout. They surely implement the changes needed to improve in both areas through comprehensive teacher education and professional growth. It comprehensively provides assistance and support for efficient instruction.

McCaffrey, Koretz, Lockwood, & Hamilton (2004) believe that “A formal evaluation is summative, which comes at the end of the evaluation cycle (school year). The marks are based on multiple sources of information after thorough reviewing. The collected data has the evidence used to determine the performance ratings for the summative evaluation for teachers in their summative evaluation year.” This scale provides teachers’ standing from effective to ineffective completely, yet done continually on regular intervals to marvel the true spirit of effective teaching.

Darling-Hammond (2011), recommends teachers set the targets for their students and impart them the knowledge to carry out by telling, showing, and—most important—engaging them in a performance of understanding an activity that determines the targets, develop comprehension of the concepts making up the target, and produces substantiation of their progress toward the targets set. It consistently exhibits behaviors that impact learners and the school environment for sustaining over some time to interpret high academic performance. The schools’ mission statements and goals are applied to make teachers role models meeting school standards with consistency and reliability.

Further meets the requirements for the job expectations as expressed in the evaluation criteria, consequently teachers also demonstrate behaviors willing to learn and apply new skills by being effective.

Common Problems Associated with Teacher Evaluation

Generally, as per the professional growth and development of teachers, a little aid has been extracted from their formal/informal evaluations. Insufficient time of almost an hour only to observe teachers is inappropriate as compared to the time they spent yearly on students. Superficial feedback by the evaluator is not enough to weigh teachers’ true potential.

“Teachers were rated as Effective, thus maintaining the bureaucratic status quo of teacher evaluation in an attempt to maintain compliance with state evaluation policies,” (Danielson, 2012; Papay, 2012; Sanders & Horn, 1998).

Teachers, as a result, develop fear, insecurity, and anxiety going through such stereotypical processes. This behavior was not completely unsubstantiated and thus proponents of the evaluation system reported that the teachers collaborated well, shared feedback with evaluators thus yielding positive results. On the contrary, opponents of the evaluation system disregarded its employment by calling it a risk to teachers’ self-esteem and failure to distinguish between different school teachers, their organizational demands and needs.

Policymakers and officials have also criticized the running teacher evaluation systems. According to them the summative evaluation of teachers is a question mark on the reliability of validity of multiple evaluative measures (Dillon, 2011).

Key areas of the effective evaluation process are characterized by (Zimmerman and Deckert-Pelton, 2003), incorporating teacher-evaluator interactions, steady evaluative method, commitment to professionalism and thoroughness of pedagogy, content, and evaluation. “Teachers look to principals as building leaders, specifically in the area of instructional evaluation. If a teacher believes that a principal is not adept in teacher evaluation, the teacher is far less likely to trust the principal and the integrity of the evaluation process,” (Zimmerman & Deckert-Pelton, et.al).

A recent change in the roles of principal, manager and a leader has been observed, and strong instructional leadership paves ways for teacher-efficacy and student-achievement. “On the contrary, if an evaluator’s assessment of a teacher is not aligned with the teacher’s beliefs regarding classroom performance, the teacher’s self-efficacy decreases,” (Ham, Duyar, & Gumus, 2015). Thenceforth, evaluation is a strong tool that will result in a proposed prospect if taken naturally as required.



Fig 1: Teacher-Evaluation-Professional-Development (Shwetha. D, 2017)

Purpose of Teacher Assessment and Evaluation

According to Brookhart (2009), “Current policy discourse about teacher evaluation is mired in a rewards-and-punishment framework that too often aims to measure the effectiveness of teachers, categorizing and ranking them, reward and firing.” A basic approach overlooks the grave need for evaluation and teaching complexities.

State Specific Evaluation

Evaluation in Pakistan has been a concerning subject for educationists and evaluators freshly, and all the set standards and criteria for effective evaluation have been suggested for examination. The concept of evaluation is unfortunately limited to the private sector educational domain only. Since the methods of teacher evaluation have their specific strengths and weaknesses, therefore a comprehensive evaluation plan is an urgent need. Teachers are estimated on different levels differently since educational evaluation is one of the major concerns in Pakistan and is newly entrenched through the higher education commission of Pakistan. A clear focus with correct academic evaluation and expected outcomes define the precision of the process. Three areas of educational evaluation need to be addressed on a priority basis in Pakistani institutions namely: course, faculty and program evaluation (Usmani & Khatoun, 2013).

Methodology/Materials

The current study was designed in a mixed-method with qual-quan order. It is an exploratory study based on a critical paradigm to evaluate the current IB teacher evaluation process and outputs and develop an indigenous model for corrective measures to improve the existing evaluation system.

Design

The researcher has employed this exploratory design to strengthen the investigation based on the three-phase study. Using the exploratory strategy in the first phase by collecting qualitative data followed by sound analysis, secondly, quantitative data collection was conducted to serve the purpose. Finally, an evaluation model was developed for assessing private school performance in the province.

The population of the Study

The population of the study included six IB schools and all the IB teachers, of the Punjab province.

Different Subject Teachers were Purposively Selected from the two Targeted schools Mentioned Below:

Group 1	Studies in Language and Literature	14 teachers
Group 2	Language Acquisition (Urdu/German/French)	10 teachers
Group 3	Individuals and Societies (History/Geography/Global Perspectives/Business Management)	16 teachers
Group 4	Experimental Sciences (Biology/Chemistry/Physics/ESS)	10 teachers
Group 5	Mathematics	16 teachers
Group 6	The Arts/Community-Action-Service/Extended Essay	14 teachers

Sampling Technique

The sample was selected purposively. The International Baccalaureate Diploma Programme (IBDP) teachers were the participants in this research. The participants were the IBDP coordinators and teachers based in Punjab. Approximately 80 International Baccalaureate Diploma Programme subject specialists/teachers from two different IB schools were selected as participants (both males & females) respectively.

The procedure of the Study

The mixed-method investigation represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study.



The research was carried out Conducting:

- **Document Analysis** was conducted to gather information about the desired research phenomena. The researcher used a checklist of document analysis to give value and meaning to the investigation. The researcher interpreted and analyzed the standards and practices of the International Baccalaureate program to authenticate the need of an Evaluation Model.
- **Observation Rubric:** The objective of the observation was to collect data in a “natural setting.” The researcher was the participant-observer and observed on the already developed criteria by the institution.

Phase I: Checklist for Document Analysis

The International Baccalaureate Standards and Practices documents were scrutinized to gauge whether the stated clauses were met completely or not. The Standards A, B1, and B2 were analyzed through a checklist, that has been already in use by IB every five years.

“It is part of a set of documents that is essential for all prospective and authorized IB World Schools providing critical information for the planning, implementation, development, and evaluation of all International Baccalaureate (IB) programs,” (IBO, 2018).

The successful implementation of the relevant IB program relies on the common standards and practices, and the program-specific requirements. Implementing IB practices and standards is a time-taking task which is mandatory for all the registered IB schools to meet. The set standards and practices are a foundation document for all the IB schools to ensure the fidelity of its programs.

Table 1. Document Analysis: IB Standards and Practices

Standard A	IB philosophy of Educational beliefs and values	The school community does not demonstrate an understanding of the program wholly but to an average scale. The schools do not copiously promote responsible action within and beyond the school community. Language learning is emphasized rather than the mother tongue. Other languages like German and French are taught under ab-initio (beginner’s level)
Standard B1	Leadership and administrative structures of the IB program (s)	The governing bodies were not informed regularly about the implementation and development of the IB programs, due to the underdeveloped in-house systems. Although the schools have structured leadership and governance to implement the IB program, themselves. Pedagogical leadership is aligned with the philosophy of the program. It is done by the head of the school/school principal and program coordinator. The school carries out documentation and evaluation involving all stakeholder’s assets in five years.
Standard B2	School’s resources and support structures of the IB program (s)	As per the evidence from the targeted schools, funds by the governing bodies are allocated for the implementation and development of the IB program. The library/multimedia/resources are a major part of the implementation of the programme to ensure proper teaching and learning. The schools utilize the resources and skill of the community to enhance learning.

Phase II: Quantitative: Observation Rubric

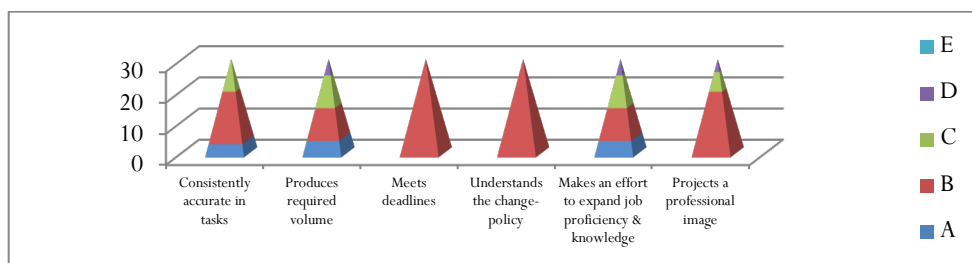


Figure 1. Graphical Data Representation, Statements 1-6

The graphical representation shows that the IB teachers are consistent in their work and surely meet their subject requirements along with the deadlines. The change policy of IB takes place every three years ideally and teachers adapt to the demands of the program as desired. The effort and investment in terms of expanding job adeptness and knowledge gain yet need a professional attitude.

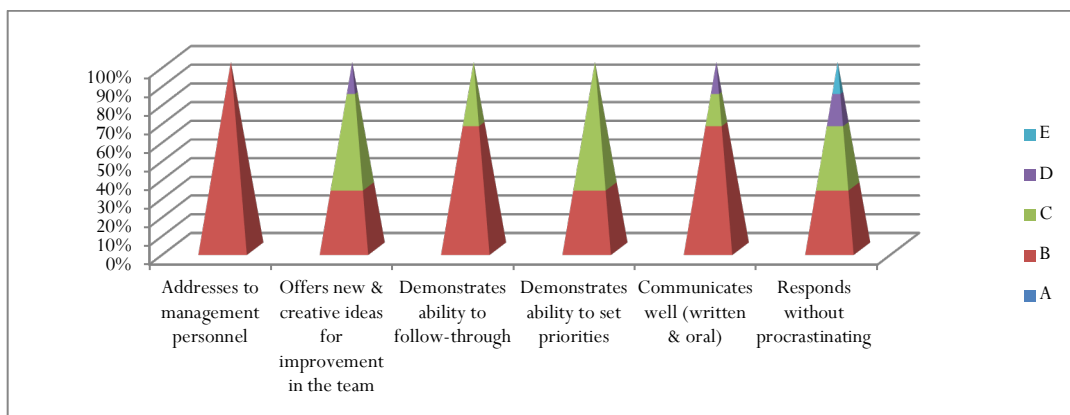


Figure 2. Graphical Data Representation, Statements 7-12

Teachers have been observed to meet each standard based on student-behaviors and evidence of their learning. Most of the teachers met the creative demands of the prescribed program, yet others were working well in line. They were partially inclined to follow-through yet had flexible set priorities. The graph shows how teachers react and respond to the management and students without much delay, although a ratio has to be ethical in their work.

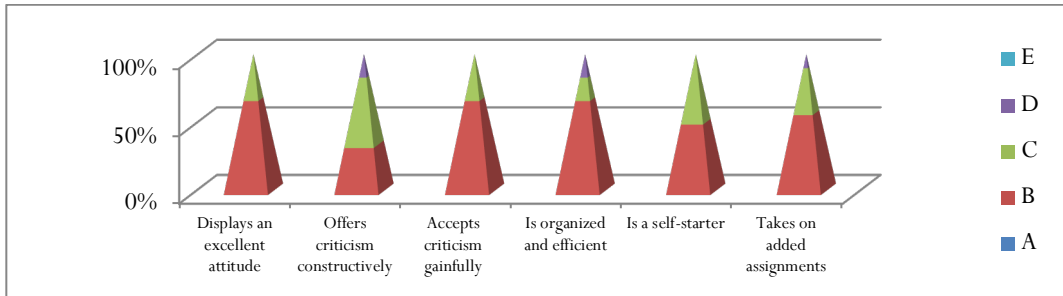


Figure 3. Graphical Data Representation, Statements 13-18

The observed teachers displayed acceptable behaviors during classes; they criticized for the sake of learning and teaching both, from the management and students. Most of the teachers were systematized and effectual in their dealings, academically, others needed enhancement.

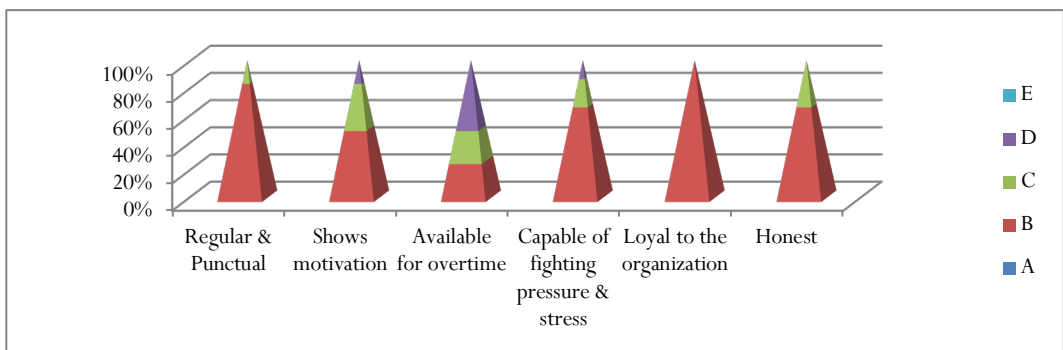


Figure 4. Graphical Data Representation, Statements 19-26

The graph above indicates that the teachers were regular and punctual with their arrival to classes, their work essentials, motivated responsibly to an extent as well as working under pressure. Their loyalty is expectedly good with their workplace, yet honesty with the organization needs their hundred percent.

Findings

The investigation led to the following significant findings:

- Need for regular classroom observation help inform International Baccalaureate teachers' final performance evaluation ratings
- Need for feasible evaluation plan with a timeline
- Principal Engagement for teacher and teaching evaluation methods
- The need of most effective approach for introducing the new system to principals and teachers through regular core planning to establish the IB practices accurately

Phase III: Developing a Model Plan

The Model Plan namely “the Grow Model” is inspired to sustain the philosophy of International Baccalaureate education as a part of Pakistan’s private sector educational system. The Grow Model encourages the methodical evaluation of teachers’ professional experience and behaviors, teachers’ social environments along with the history and development of social/cultural learner body institutions. It will ensure to develop the capacity to classify, critically analyze, and evaluation of theories and concepts. It may enable the students to collect, describe and analyze data used in studies of the core, through their teachers’ professional development.

Key Objectives of the Grow Model:

- a) Attaining standards programs through regular observations
- b) Reduces the time and complexity burden heads/teachers
- c) Straightforward evaluation plan
- d) Integrates stronger feedback for teachers
- e) Alignment to the instructional shifts for standards and practices.

The Grow Model: Overview

The Grow Model aims to:

1. Cultivate inquiring and intellectual thinking
2. Formulate arguments in a sound and purposeful way
3. Examine critically teachers’ experiences and their ideological and cultural perspectives
4. Appreciate the diversity of approaches within philosophical thinking
5. Apply their philosophical knowledge and skills to the world around them.



Figure 5: Elements of ‘Grow Model’

Discussion and Conclusion

The newly designed “Grow Model” warrants that International Baccalaureate schools and other private programs can completely utilize the prescribed evaluation model. It pertains to the most current frameworks, validated by research meetings both private and public policy initiatives. Classroom instruction and teachers’ professional growth are its evaluative focus. It continues to study the model in the field and partner with both public and private schools to make certain that it remains the most transparent and usable evaluation model in the private sector education-system. Since this model gauges both teaching and learning enabling teachers and students to become proficient and effective, it emphasizes evaluating differentiated teaching and learning simultaneously.

Previously the schools' evaluative framework was policy-flexible, which could alter the strength of the evaluative framework and its focus. Therefore, the objectives of school education should be based on the criteria set to maintain the reliability of the evaluative plan. These objectives fall on students' performance, teachers' professional development, definite instructional practices, maintenance of specific standards and procedures. Teachers' beliefs of evaluation reported that they experience a greater change in appraisal and feedback if their specific professional work areas are gauged and evaluated timely and separately. On the contrary, some believe aspects of school evaluation can result from a greater focus on appraisal and feedback.

The popular debate on outcomes of private versus public schools is unending, thence in the Pakistani context; policy-making for conducting evaluation is not a single-player game. To combat the problems, government and other related educationists need to be on the same page for yielding effective teaching and learning, throughout at all levels.

The quality of education should not be compensated for the number of schools. The employment of resources should be equally distributed in the existing schools by the governing bodies. Increasing access to education for a specific group of students should not be the case. To maintain educational uniformity, uniform education and evaluation are a must for the sustenance of education systems. This will improve and increase the benchmark for private schools as well for better education and their better implemented evaluative plans.

IB educationists and learners gain and have gained the necessary understanding to make progress toward a more peaceful learning world. They have learned to be humble, appreciative of others' beliefs and cultures, collaborating with other disciplines to ensure lifelong learning. Therefore, a need to cater to it professionally a better regulative plan is needed at least annually to predict its wherewithal in the Pakistani educational systems. The IB programs require the students to study in, more than one language since it is believed that communicating in more than one language provides excellent opportunities for intercultural respect and understanding. It requires sufficient evaluation for its sustainability and prosperity as a successful program, coming over conventional evaluation procedures.

References

- Alford, B. L., Rollins, K. B., Stillisano, J. R., & Waxman, H. C. (2013). Observing classroom instruction in schools implementing the International Baccalaureate Programme. *Current Issues in Education*, 16(2).
- Belal, S. (2017). Participating in the International Baccalaureate Diploma Programme: Developing international mindedness and engagement with local communities. *Journal of Research in International Education*, 16(1), 18-35.
- Brookhart, S. M. (2009). *Accountability policies and measures: What we know and what we need*: National Education Association.
- Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and teacher education*, 18(8), 947-967.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*: Ascd
- Darling-Hammond, L. (2010). Recognizing and Developing Effective Teachers: What Policy Brief: Policy Makers Should Know and Do. *Washington, DC: National Association of Education and American Association of Colleges for Teacher Evaluation*.
- Hayden, M. C., & Wong, C. S. (1997). The International Baccalaureate: International education and cultural preservation. *Educational Studies*, 23(3), 349-361.
- Hutchinson, L. P. (2004). Recommended practices for effective teaching in the International Baccalaureate Program: An examination of instructional skills, assessment practices, and teacher-efficacy beliefs of IB teachers.
- Looney, J. (2011). Developing high-quality teachers: Teacher evaluation for improvement. *European Journal of Education*, 46(4), 440-455.
- Marx, G. (2007). Research Brief—Teacher Evaluation. Retrieved August 8, 2009.
- Mayer, A. P. (2010). Factors influencing the implementation of an international baccalaureate diploma program in a diverse urban high school. *Journal of Advanced Academics*, 22(1), 78-105.
- McCaffrey, D. F., Koretz, D., Lockwood, J., & Hamilton, L. S. (2004). The promise and peril of using value-added modelling to measure teacher effectiveness.
- Shwetha, D. (2011). Teacher-evaluation-professional-development
- Usmani, M. A. W., Khatoon, M. S., Shammot, M. M., & Zamil, A. M. (2012). Meta evaluation of a teachers' evaluation programme using CIPP model. *Archives Des Sciences*, 65(7), 230-252.