

NEED OF TEACHER EVALUATION TO IMPROVE STUDENT ACHIEVEMENT

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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 and actually teaching learning achievement of students.

INTRODUCTION

The primary purpose of teacher evaluation is personal and professional growth that leads to improved performance. The principal acts as a facilitator for each teacher, just as the teacher serves as a facilitator for students in the classroom. Teacher evaluation is an important tool to improve teaching learning achievement. If teacher teach lecture method of one subject and the another subject teacher teach to their students other psychological methods as like demonstration, project and problem solving methods. After evaluation we find that those students whose teachers teach them to psychological methods, they have more achievement in comparison to lecture method. More than two decades of research findings are unequivocal about the connection between teacher quality and student learning. Indeed, *What Matters Most: Teaching for America's Future* (1996), the influential report of the National Commission on Teaching and America's Future, made teaching the core of its "three simple premises" in its blueprint for reforming the nation's schools. They are: What teachers know and can do is the most important influence on what students learn.

Recruiting, preparing, and retaining good teachers is the central strategy for improving our schools.

School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well.

Its solution is teacher's evaluation.

REVIEW OF RELATED LITERATURE

Deitz (1995) in his work, summarises examples of assessment strategies put forth by the National Council of Teachers of Mathematics in "Assessment Standards for School Mathematics". Strategies include teacher observation of student behaviour, problem-solving projects that involve one or more students, and having student's right responses to problems in mathematics.

William L. Sanders, S. Paul Wright, Sandra P. Horn (1997) **Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation:** The Tennessee Value-Added Journal of Personnel Evaluation in Education Assessment System (TVAAS) has been designed to use statistical mixed-model methodologies to conduct multivariate, longitudinal analyses of student achievement to make estimates of school, class size, teacher, and other effects. This study examined the relative magnitude of teacher effects on student achievement while simultaneously considering the influences of intraclassroom heterogeneity, student achievement level, and class size on academic growth. The results show that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. Thus, a major conclusion is that teachers make a difference. Implications of the findings for teacher evaluation and future research are discussed.

OBJECTIVES

1. To evaluate the teachers of upper primary school teachers.
2. To difference the student teaching learning achievement between evaluated and without evaluated teachers

HYPOTHESIS

There is no significant difference of student teaching learning achievement between evaluated and without evaluated teachers.

SAMPLE AND SAMPLING TECHNIQUE

There are 25 teachers in upper primary schools and simple random sampling method has been used.

METHOD OF STUDY

Survey method has been used in this study.

TOOL

It is self made tool of 50 questions to evaluate upper primary school teachers to improve teaching learning achievement of students.

STATISTICAL TECHNIQUES USED

Simple mean and t-test has been used.

RESULT

There is significant difference of student achievement between evaluated and without evaluated teachers.

IMPLICATIONS

It is advised to policy makers that they should be evaluate the teachers time to time to improve students teaching learning achievement.

CONCLUSION

Teacher's Evaluation is necessary to improve students teaching learning achievement. This study shows that if evaluation of teachers will be continued then students learning achievement will be improved. Teachers know his mistakes via evaluation and they improve themselves. It is the best way to improve teacher yourself and their teaching learning achievement of students.

REFERENCES

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