



A study, last 10 year research paper and find out numbers of criteria used and suggested new criteria to identify teachers performance evaluation

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Abstract

One crucial element of education is teacher evaluation. Educationists can determine what has been accomplished, what has to be developed, and what needs to be improved through evaluation.

Educational evaluation can be applied to several criteria, such as students, parents, teachers and schools/colleges in general.

The purpose of this study will be to focus on last 10-year research paper criteria and suggested to new criteria to identified teachers performance evaluation.

Keywords: Teacher, performance, study, criteria, evaluation

Introduction

There is increased consent that highly qualified and effective teachers are necessary to improve performance of students. Change in teacher evaluations is a recent educational phenomenon in education.

There are numerous rules of teacher assessment for development of educator. As School systems develop and enhance, society is progressively worried about the nature of Educator. Establishments might carry out assessment systems to recognize and advance great educating rehearses. So here researcher search last 10 year of research paper and indentify that what are the criteria is used for teacher performance evaluation.

1. Budi Sulistiyo Nugroho, Hedy Tannady (2023). "Role of Work Experience, Work Motivation and Educational Background on Teacher Performance at Vocational School", International, Peer-reviewed, Open access and indexed journal, p-ISSN: 2302-0008 e-ISSN: 2623-1964 has interpreted that "teachers greatly determine school development, because they can influence the intellectual and social environment of school life". Teachers are obliged to develop most of the school's mission, starting from face-to-face activities such as teaching and learning, to other tasks, such as student guidance services and institutional development ^[1].
2. Lorensius, Nikolaus Anggal, & Stepanus Lugan (2022). "Academic Supervision in the Improvement of Teachers' Professional Competencies" International, Peer-reviewed, Open access and Scopus indexed journal, ISSN: 2775-6173, Vol. 2 No. 2 has interpreted that Teacher professionalism is an important determinant in the pursuit of educational excellence (Wardoyo *et al.*, 2017; Wolf *et al.*, 2019). This study aims to identify and analyze the implementation of academic supervision in improving the professional

competence of teachers. The method used is a qualitative approach with a case study design. Collecting data using observation and interview techniques, then interview data were analyzed using manifest analysis ^[2].

3. Syahrizal Dwi Putra, Rohmat Indra Borman, Gina Hapsari Arifin (2022). "Assessment of Teacher Performance in SMK Informatika Bina Generasi using Electronic-Based Rating Scale and Weighted Product Methods to Determine the Best Teacher Performance" International, Peer-reviewed, Open access, Indexed and IEEE journal, E-ISSN: 2809-8471, P-ISSN: 2809-9281, Volume 1, Issue 1, page 55-62 has interpreted that Teacher performance assessment is an assessment carried out on the main task activities as a teacher. The research method used is a qualitative research method by conducting literature studies, reviewing documents and interviews in determining teacher performance assessment instruments ^[3].
4. Ahmad Syukkur, Fauzan (2021). "Improving the Quality of Education Through the Principal's Strategy to Develop Teacher Competence" International, Peer-reviewed, Open access, Scopus Indexed journal, E-ISSN: 2614-8013, Vol. 4 Issue 3 pp. 563-574 has interpreted that Quality education requires strategic management of school principals and human resources. To improve teacher performance, Principals must have the right strategy to empower educators to improve their competencies, and involve all educators in various activities that support school programs ^[4].
5. Audrey Amrein-Beardsley (2020). "Policies and Practices of Promise in Teacher Evaluation", International, Peer-reviewed, Open access journal, ISSN 1068-2341 Volume 28 Number 55 has interpreted

- that how to evaluate teachers with or without using or accounting for teachers' purportedly causal effects on students' standardized test scores over time, author said that states can now decide how and to what extent states might (or might not) value or explicitly weight students' test according to the author they select teacher evaluation criteria like use of student growth models (SGMs), more generally, and value-added models (VAMs), more specifically ^[5].
6. Institute of Education science (2020). "Teacher Performance Evaluations" in US Public school A Publication of the National Center for Education Statistics at IES U.S. Department of Education has interpreted that data point compares the sources of information in evaluating teacher performance and how the information is used by traditional public school and public charter school principals in the United States. Teacher and Principal Survey (NTPS), a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. according to the author they use criteria like classroom observation, self evaluation, mentor teacher, teacher professional certificates ^[6].
 7. Desi Eri Kusumaningrum & Raden Bambang Sumarsono & Imam Gunawan (2019). "Professional Ethics and Teacher Teaching Performance" International, Double blind, Peer-reviewed, Indexed journal Volume 5, Issue 4 State University of Malang, Indonesia has interpreted that Teachers' teaching performance is the teachers' achievements in planning, implementing, and evaluating learning activities. Author said that Based on the frequency distribution of professional ethics variables (X) included in the medium category, while the teaching performance variable (Y) included in the good category ^[7].
 8. Zerrin Önen & Mehmet Sincar (2019). "An Analysis of Teacher's Performance Evaluation at Private Schools" International, Peer-reviewed, Open access journal, Kahramanmaraş and Gaziantep sample. Kuram ve Uygulamada Eğitim Yönetimi, 25(1), 169-190. doi: 10.14527/kuey.2019.005. researcher has interpreted this study aims to determine teacher's performance and to make some recommendations for an effective and sufficient teacher evaluation accordingly. According to author they use criteria like documenting the quality of teacher performance, analysis of interviews, classroom observations. Author said that teacher's performance should be evaluated both at individual and organizational level ^[8].
 9. Josphat Kagema & Cecilia Irungu (2018). "An Analysis of Teacher Performance Appraisals and Their Influence on Teacher Performance in Secondary Schools in Kenya" International, Peer-reviewed, Open access, indexed journal Vol. 11 No. 1 Universitas Pendidikan Indonesia has interpreted that Every organization has an objective towards optimum performance and the employees are the key drivers in achieving that. According to author they use criteria like ability to make learning and teaching aids, observance and effective use of time in class, attendance of lessons, staff meetings ^[9].
 10. Matthew Finster & Anthony Milanowski (2018). "Teacher Perceptions of a New Performance Evaluation System and Their Influence on Practice". International, Peer-reviewed, Open access journal, ISSN 1068-2341, Volume 26 Number 41 Westat, United States has interpreted that Teacher performance evaluation systems (PESs) are central to policy efforts to increase teacher effectiveness and student learning. According to author they use criteria like teaching practices, students achievements, feedback from professional ^[10].
 11. Simon Cadez, Vlado Dimovski & Maja Zaman Groff (2017). "Research teaching and performance evaluation in academia the salience of quality" International, Peer-reviewed, Open access, Indexed journal, ISSN: 0307-5079 (Print) 1470-174X (Online) Journal homepage: <https://www.tandfonline.com/loi/cshe20> has interpreted This study explicitly considers the role of a performance evaluation system. Author said that these findings may imply that the current productivity-oriented performance evaluation system, in fact, these study measures of teaching quality, proposed in the recent literature; include student learning outcomes or their career advancement after completing the program ^[11].
 12. Asude Balaban Dagal, Rengin Zembat (2017). "A Developmental Study on Evaluating the Performance of Preschool Education Institution Teachers with 360 Degree Feedback" International, Peer-reviewed, Open access, Indexed journal, ISSN 2324-805X E-ISSN 2324-8068, Vol. 5, No. 6; Asude Balaban Dagal, Marmara University Ataturk Education Faculty, Turkey has interpreted that the study is aimed to be a research to provide to take a step to form a performance management system. According to author they use criteria self- evaluation, student survey, parent survey, principal evaluation ^[12].
 13. Matthew P. Steinberg (2016). "Classroom Composition and Measured Teacher Performance" What Do Teacher Observation Scores Really Measure Educational Evaluation and Policy Analysis, International, Peer-reviewed, Open access journal Vol. 38, No. 2, pp. 293–317 DOI: 10.3102/0162373715616249 University of Pennsylvania. As states and districts implement more rigorous teacher evaluation systems, measures of teacher performance are increasingly being used to support instruction and inform retention decisions. Classroom observations take a central role in these systems, accounting for the majority of teacher ratings upon which accountability decisions are based ^[13].
 14. Dr. Sabri Al-Tarawneh1 & Dr. Hussein Al-Oshaibat & Dr. Hairul Al- Nizam Ismail (2016). "Effectiveness of the Teacher Performance Evaluation Methods Practiced

- by Managers” of Public School Journal of Education and Practice, International, Peer-reviewed, Open access, Indexed journal, ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.2, Faculty of Educational Studies, 11800 USM Pulau Pinang Malaysia has interpreted that This study identifies the efficiency of the teacher performance evaluation methods used by government school principals in South Ghor or the hollows educational department from the perspective of teachers. According to author they use criteria like student survey, administrative feedback, teacher self evaluation, teacher portfolio ^[14].
15. Fazilet Tasdemira (2015). “Evaluation of School Experience Lesson Performances of Teacher Candidates” ELSEVIER, International, Peer-reviewed, Open access, Indexed journal, 1383 – 1387 Recep Tayyip Erdogan University, Rize, 53200, Turkey has interpreted that the aim of the lesson is to inform teacher candidates about the profession for which they are candidate. At the end of school experience lesson, teacher candidates submit their application school files to application lecturers. According to author they use criteria like teacher effectiveness, student survey. Administrative survey ^[15].
 16. Kathe Callahan & Leila Sadeghi (2015). “Teacher Perceptions of the Value of Teacher Evaluations” New Jersey’s ACHIEVE NJ International, Peer-reviewed, Open access, Indexed journal, 2155-9635, Vol. 10, No. 21 Kean University has interpreted that The Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act was adopted by the New Jersey legislature in August 2012 with the intent to raise student achievement by improving the overall quality of instruction. As a result of this act, new teacher evaluation systems, known as ACHIEVE NJ, have been introduced in school districts across the state in an effort to more accurately assess teacher performance and to customize professional development opportunities for teachers based on observed areas of need. According to author they use criteria like observations of classroom, student growth, Author said that the key is providing professional development that is timely, relevant and effectively delivered. They also noted the value of the observation was diminished. Open-ended comments reflected numerous concerns about the formulaic nature of classroom observations ^[16].
 17. Anchalee Suknaisitha & Suwimon Wongwanichb & Chayut Piromsombatc (2014). “Development of teacher performance in educational measurements and evaluation through self-monitoring strategies” International, Peer-reviewed, Open access, Indexed, ELSEVIER journal, 1683 – 1688 Srinakharinwirot University, Chulalongkorn University, Thailand. Has interpreted that This research was to develop teacher performance in educational measurements and evaluations through self-monitoring strategies. The research was conducted in five steps for improving self-monitoring. The results of this research found that the self-monitoring strategies showed that teachers learnt best from the concrete example in the report on test preparation for the Basic Education National test. According to user they use criteria like self monitoring (observation, investigation, value evaluation, interview, focus group). Author said that the results from using the self-monitoring strategy for adjusting behavior toward performance in learning measurements and evaluations the adjustment of behavior in the performance in learning measurements and evaluations began with the teachers seeing example of the test results of preparation for basic educational testing which comprised various information beneficial to student development; therefore, the teachers realized and acknowledged the importance of measurements and evaluations more ^[17].
 18. Grant B. Morgan & Kari J. Hodge (2014). “The Stability of Teacher Performance and Effectiveness implications for Policies Concerning Teacher Evaluation” International, Peer-reviewed, Open access, Indexed ELSEVIER journal, ISSN 1068-2341, Volume 22 Number 95 Baylor University, United States. Has interpreted that Data on teacher performance and teacher effectiveness are being used increasingly as the basis for decisions about continued employment, tenure and promotion, and financial bonuses. The purpose of this study is to explore the stability of both teacher performance and effectiveness by determining the extent to which performances and effectiveness of individual teachers fluctuate over time. According to author they use criteria like Classroom observations, teacher survey, students survey, teacher portfolio ^[18].
 19. Sandy Taut & Yulan Sun (2014). “The Development and Implementation of a National Standards-based Multi-method Teacher Performance Assessment System in Chile” International, Peer-reviewed, Open access, Indexed ELSEVIER journal, ISSN 1068-2341, Volume 22 Number 71 Pontificia Universidad Católica de Chile. Has interpreted that Teacher evaluation is a controversial and central issue in current educational policy in many countries. Aside from its political complexities, designing and implementing teacher evaluation systems involves conceptual and methodological issues that have no single answer within literature and empirical research. According to author they use criteria like structured portfolio, a peer interview, supervisor questionnaires, and a self-assessment ^[19].
 20. Thomas Dee & James Wyckoff (2013). “Incentives, Selection, And Teacher Performance Evidence from Impact” International, Peer-reviewed, Open access journal, <http://www.nber.org/papers/w19529> National Bureau of Economic Research. Has interpreted that in recent years, a research consensus has coalesced around the notion that teacher quality is a critically important determinant of student development and achievement as well as later life outcomes.

According to author they use criteria like incentive of teacher, teacher classroom observations, peer evaluation of teacher, administrator evaluation of teacher^[20].

Conclusion

Different criteria of teacher's evaluation are probably the most important factor in improving teacher skill, methodology, identifying strength and weakness of the teacher, like and dislike of teacher regarding institution. It is also identified that how teacher help their students, colleague and institutions. We can also easily indentified students and parents like or dislike about teacher and their performances.

Studied paper indentified that maximum 4 to 5 criteria are used for teacher performance evaluation. So, researcher suggest following seven criteria to identified teacher performance evaluation.

1. Students Evaluation
2. Self Evaluation
3. Peer Evaluation
4. Third Party Evaluation
5. Teacher's Portfolio
6. Students Survey
7. Parents Survey

Previous research uses unidirectional criteria for teacher performance evaluation and I propose bidirectional evaluation from students to teacher.

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19. Sandy Taut, Yulan Sun. The Development and Implementation of a National Standards- based Multi-

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