

TEACHER EVALUATION AS AN INTEGRAL PART OF STRATEGIC HUMAN RESOURCE MANAGEMENT

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PREMISES ON TEACHER EVALUATION

- Purpose: summative and formative
 - Basis: criteria of good teaching
 - Central role of school leader
- ⇒ Missing link between reality of classroom and teacher improvement?
- Practice: Often formal, technical procedure, perfunctory, no contribution to improvement
 - Research: Studied as isolated process
 - Less focus on wellbeing?

FEEDBACK AS KEY WORD FOR TEACHER EVALUATION

- Information provided by supervisor to the teacher about some aspect(s) of his/her performance = feedback content
 - Reflective dialogue: active, participation, sharing information
 - Importance of teachers' perception of feedback for feedback use (e.g. feedback utility)
 - Feedback response:
 - Instrumental
 - Conceptual
 - Symbolic
 - Motivational
- } Visscher and Coe (2003)

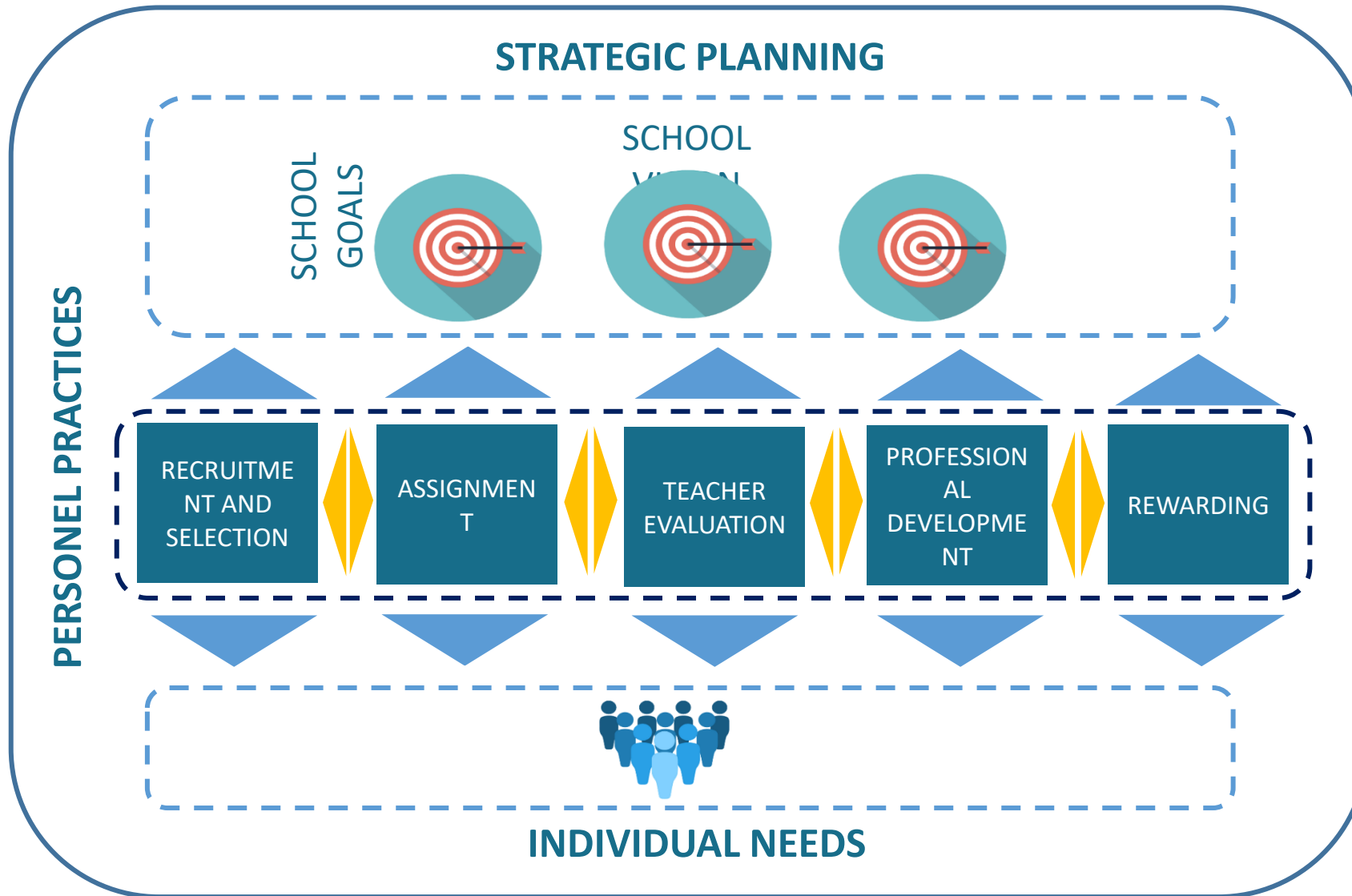
TEACHER EVALUATION EMBEDDED IN SCHOOL CONTEXT

- School as organization is influential factor
- Teacher evaluation as part of Strategic Human Resource Management
- ⇒ Aligning school goals, school context, HRM-practices

AMO-model (Runhaar, 2017)



STRATEGIC HRM



STRATEGIC HRM

- Green = balanced approach
- Big difference between schools in realisation
 - Excellent strategic schools (almost half of sample)
- Easier for certain practices
 - Professional development!

CASES	Recruitment and selection	Assignment	Teacher evaluation	Professional development	Rewards	Frequency of classification
A	1	1	1	1	0.5 (I)	4
B	0.5 (S)	0.5 (I)	1	0.5 (I)	0.5 (I)	1
C	0.5 (S)	0.5 (I)	0	1	0.5 (I)	1
D	1	1	1	1	1	5
E	0.5 (S)	1	1	1	0.5 (I)	3
F	0.5 (S)	1	1	1	0.5 (I)	3
G	1	1	1	1	0.5 (I)	4
H	0	0.5 (I)	0.5 (I)	1	0.5 (I)	1
I	0.5 (S)	0.5 (I)	0	0.5 (I)	0	0
J	0.5 (S)	1	0	1	0.5 (I)	2
K	0	0.5 (I)	0.5 (I)	1	0	1
L	0	0.5 (I)	1	1	0.5 (I)	2
1	0.5 (S)	1	0	0.5 (I)	0.5 (I)	1
2	1	0.5 (S)	0.5 (I)	1	0.5 (I)	2
3	1	1	1	1	1	5
4	1	1	0.5 (I)	0.5 (I)	1	3
5	1	0.5 (I)	0	0.5 (I)	0.5 (I)	1
6	0	1	0	1	0.5 (I)	2
7	0.5 (S)	0.5 (S)	1	1	0.5 (I)	2
8	1	1	1	0.5 (I)	1	4
9	1	1	1	1	1	5
10	0	0.5 (S)	0	1	0	1
11	1	1	0	1	0.5 (I)	3
12	0	0.5 (I)	1	1	0.5 (I)	2

Tuytens, M., Vekeman, E., & Devos, G. (2023). Strategic human resource management in primary and secondary schools. An explorative study in Flanders (Belgium). *Educational Management Administration & Leadership*, 51(3), 711-732.

Tuytens, M., Vekeman, E., & Devos, G. (2023). A Strategic Human Resource Orientation to Teacher Supervision. *Actionable Feedback to PK–12 Teachers*, 49.

IMPORTANCE OF SCHOOL LEADER FOR SHRM

- Providing transformational leadership
- Providing instructional leadership (or installing a professional learning community and participation)

Table 5. Solutions for outcome [1]: excellent strategic school

	PLC	participative decision- making	teacher autonomy	IL	TL	unique consistency	coverage
<i>Solution 1</i>	•	•			•	1.00	0.60
<i>Solution 2</i>	⊗			•	•	1.00	0.40

Note. IL = instructional leadership; TL = transformational leadership, • = presence of a significant condition, ⊗ = absence of a significant condition, no notation = a condition is not important in a solution. Consistency expresses the proportion of the cases with the condition X where we also find the outcome, relative to all cases with X. Coverage applies to the proportion of the sum of the membership scores in an outcome that a particular configuration explains. In other words, it explains how many cases are covered with the sufficiency configuration for outcome Y.

IMPORTANCE OF SCHOOL LEADERSHIP FOR TEACHER EVALUATION

- Main focus: formative feedback
- Majority of teachers functions well
- Link with professional development
- Importance of evaluator!

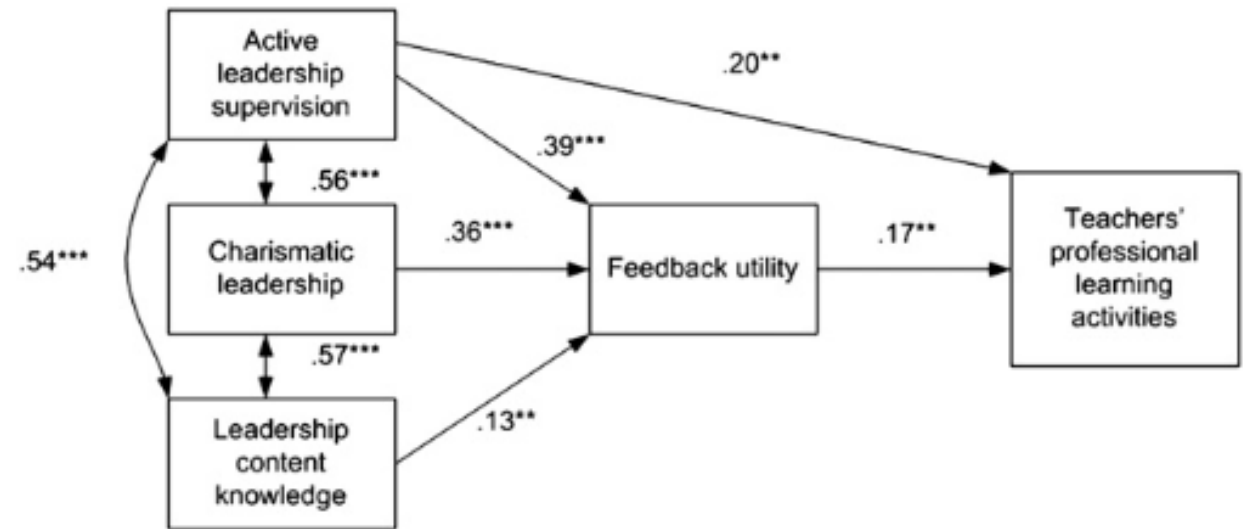
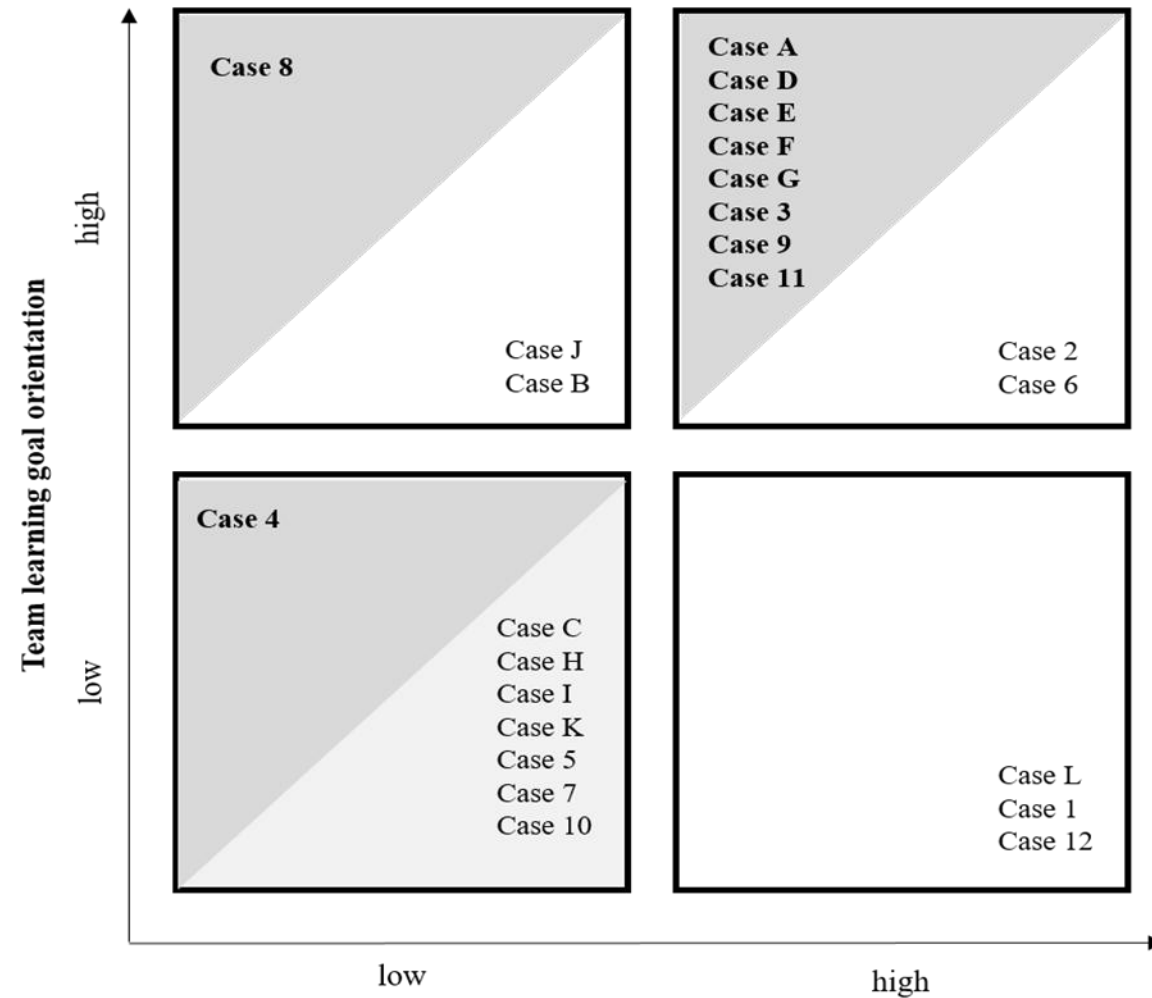


Fig. 3. Adjusted research model with standardized regression weights (*** $p < .001$; ** $p < .01$).

STRATEGIC HRM: OUTCOMES

- More focus on learning of students
- More team learning goal orientation
- More chances for teacher learning
- Better wellbeing of teachers



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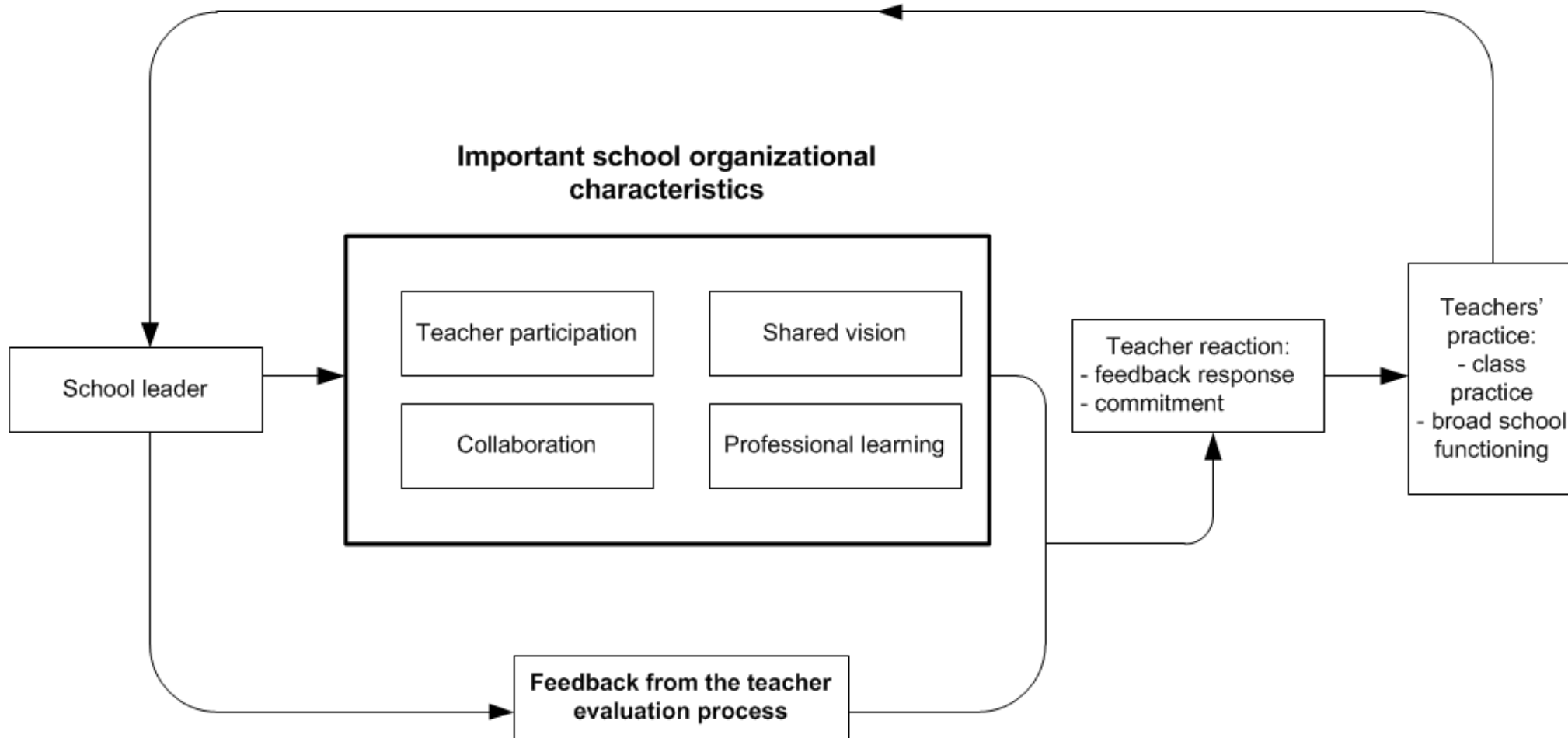
INFLUENTIAL ORGANIZATIONAL CHARACTERISTICS

- Teacher participation
- Collaboration
- Shared vision
- Professional learning

+ Influential role of the school leader

- ⇒ ultimate responsibility to assure teaching quality in the school
- ⇒ integrated leadership

SUMMARIZED



ELABORATED

- Feedback content and use:
 - not only individual class practice, but broad school functioning of (experienced) teacher
 - Instrumental and conceptual use, less symbolic
 - Appreciation is important
- Organizational characteristics:
 - Compensate for limitations of principals
 - Embed teacher evaluation, reach full potential
- Importance of school leader:
 - Instructional leader who creates support and trust
 - ⇒ Integrated approach: leadership for learning

LOOK IN THE FUTURE

- Two fundamental processes through which HRM-policies and practices contribute to organizational, societal, and employee goals:
 - Process of developing/implementing policy
 - Positive impact on AMO and behavior

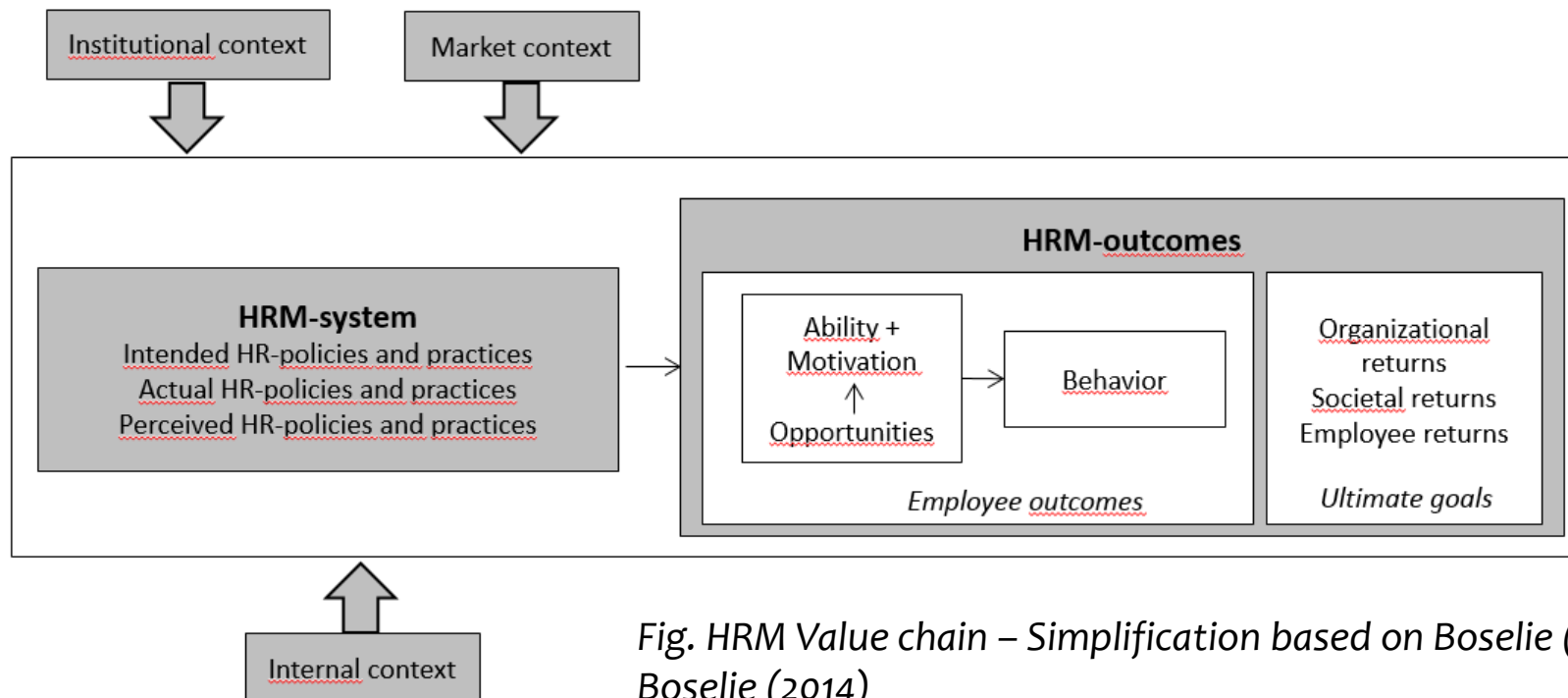
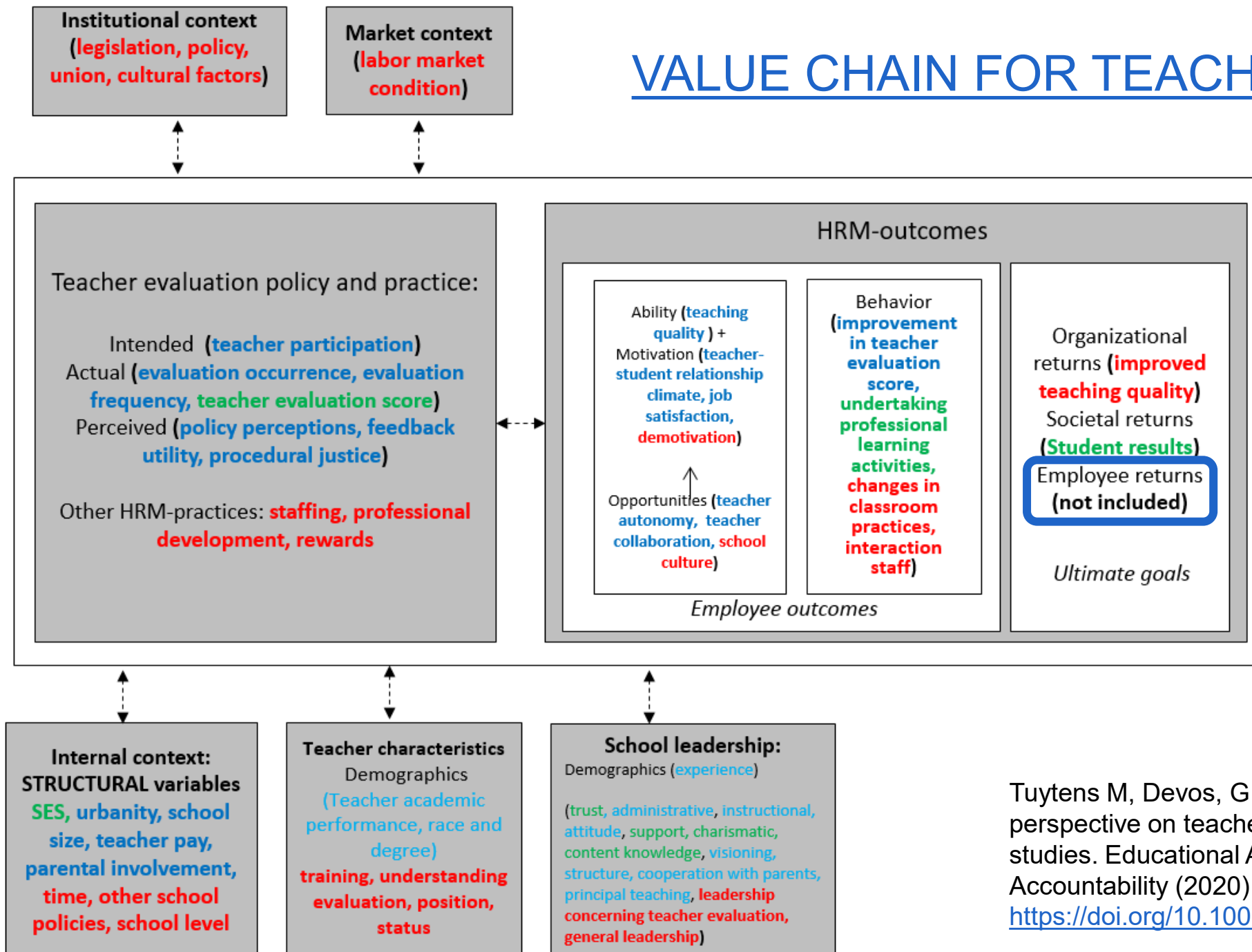


Fig. HRM Value chain – Simplification based on Boselie (2014) and Leisink and Boselie (2014)

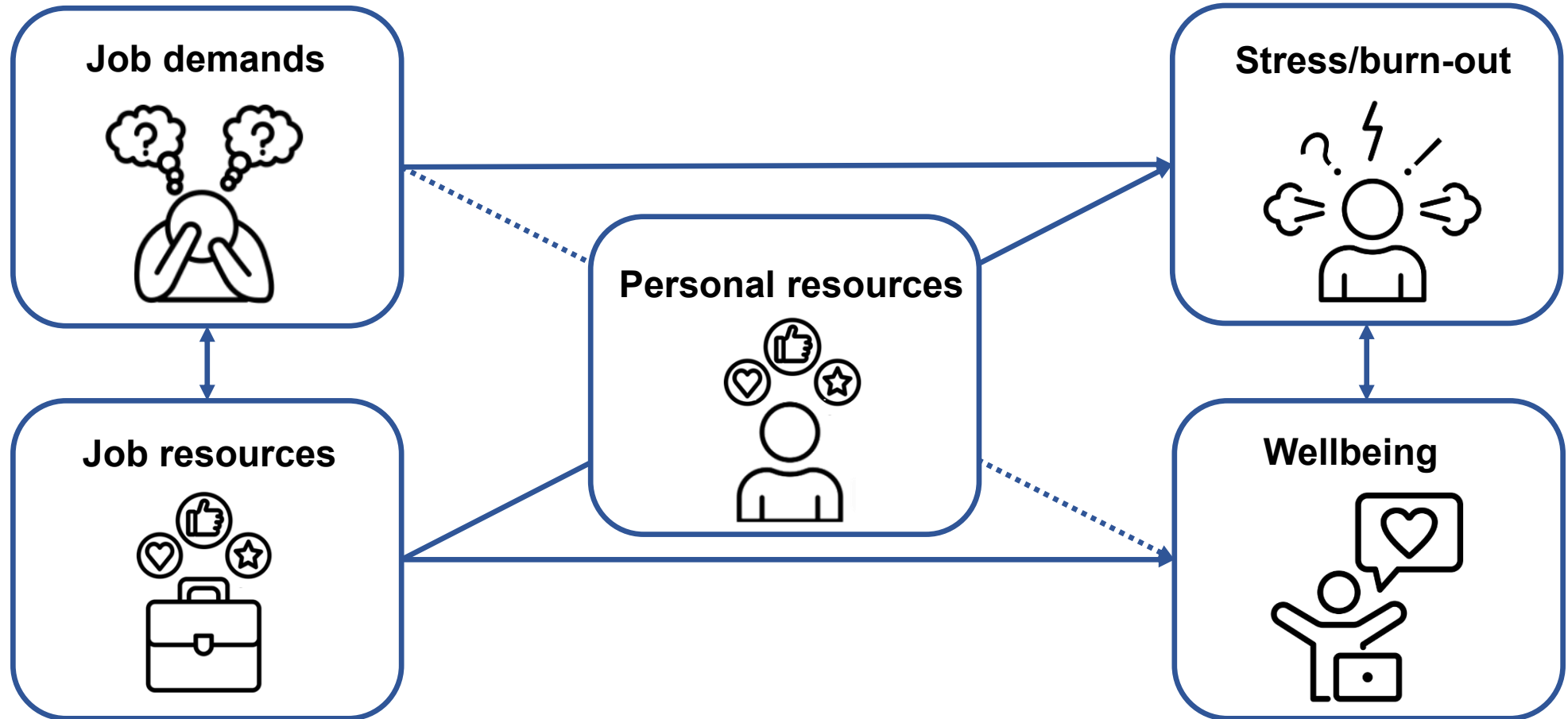
VALUE CHAIN FOR TEACHER EVALUATION



Tuytens M, Devos, G and Vanblaere B. (2020) An integral perspective on teacher evaluation: a review of empirical studies. Educational Assessment, Evaluation and Accountability (2020) 32:153–183
<https://doi.org/10.1007/s11092-020-09321-z>

JOB DEMANDS-RESOURCES MODEL

(Demerouti, Nachreiner, Bakker, & Schaufeli, 2001)



JOB CHARACTERISTICS IN FIVE CATEGORIES

1. Work organisation: systematic arrangement and coordination of work within an organisation (e.g., division of tasks, management style).
2. Work design: the nature and level of work, the way in which tasks are performed (e.g., complexity, variation, clarity).
3. Working conditions: the agreements between leaders and employees about the conditions under which work is performed (e.g., in-service training opportunities, evaluation).
4. Physical working conditions: the physical and climatic conditions in which work is carried out (e.g., classroom design, ergonomics).
5. Labour relations: the way in which leaders and employees interact with each other (e.g., with leaders and colleagues).



JOB CHARACTERISTICS IN FIVE CATEGORIES

TABLE 4 Most common job demands and job resources classified according to 5 categories.

Work organisation	Work design	Working conditions	Physical working environment	Labour relations
<ul style="list-style-type: none"> • Workload (109) • School climate (70, JD 11 & JR 59) • Collaboration (68) • Time pressure (33) • Government stress (23)/ Support government (6) 	<ul style="list-style-type: none"> • Autonomy (52, JD 12 & JR 40) • Administrative tasks (25) • Competence-related challenges (23) • Teacher's role expectations (21) • Emotional labour (19) 	<ul style="list-style-type: none"> • Professional development (70, JD 11 & JR 59) • Employment conditions (40 = JD 17 & JR 23) • Wellbeing support programmes (34) • Rewards (24) • Teacher evaluation (17, JD 7 & JR 10) 	<ul style="list-style-type: none"> • Equipment (38, JD 24 & JR 14) • Physical environment (25) • Innovation (14, JD 4 & JR 10) 	<ul style="list-style-type: none"> • Studentrelated challenges (90)/ student - teacher relation (76) • Collegial relation (119, JD 24 & JR 95) • Schoolleaders relation (119, JD 33 & JR 86) • Teacher-parent relation (20, JD 7 & JR 13)

TEACHER EVALUATION: A BARREL OF OPPORTUNITIES





QUESTIONS? REMARKS?

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