

“Teacher’s Evaluation” for Faculty Development - A New Journey in Medical Education in Bangladesh

The term ‘Evaluation’ is the systemic process to determine merit, worth; value or significance.¹ Evaluation is like going to the doctor for a check-up. Just like how the doctor examines one’s body to see if everything is working properly, an evaluation examines a program or project to see if it’s doing what it’s supposed to be doing. Teacher’s evaluation is an integral part of the medical education which has come to be known worldwide as a useful input to improve the teaching quality. In the Western world it has already been established, but not used very effectively in our country. Recently, there has been a growth of interest in this area especially from Government (DGME) & also by institutions themselves.² Over the ages, teachers have always been evaluated. It was actually started in the 5th century B.C.³

The evaluation of courses & programmes is an internal process of quality control for all higher educational institutes including medical colleges. Although there are a large number of possible methods for teacher’s evaluation, the most common source of input for it is feedback from the students or, Students Evaluation of Teaching (SETs). This SETs commonly takes the form of completion of anonymous questionnaires such as 11 explicit issues (how well does the teacher teach core subject) & 5 implicit issues (how well does the teacher model the core values) and this rating is a necessary source of evidence of teaching effectiveness.^{4,2} Teachers evaluation refers to the “formal process an institute uses to review & rate teachers performance and effectiveness in the classroom”.⁵ In practice, teacher’s evaluation involves understanding & agreeing on the inputs (e.g., the practices that define quality teaching), outputs (e.g., student achievement measures) and methods of evaluation (e.g., student assessment data, teacher observation rubrics).⁶ Teacher’s evaluation serves two purposes: improvement & accountability as a summative or, formative evaluation basis.⁷ and is conducted to ensure teacher’s quality & to promote professional learning with the goal of improving future performance.⁸ This program concentrate on the core activity of teaching covering areas such as planning & preparation, classroom environment & instruction of teaching.⁹

Teacher’s evaluation is actually for faculty development, which is not a luxury, rather than an imperative for every health professional institutes. Faculty development must be an integral part of every medical colleges and the outcomes of it should be realistic, measurable (task oriented) & be suitable to meet the needs of individuals & the institutions. There are lots of barriers to faculty development such as unsupportive leadership, lack of faculty motivation, lack of institutional support, misconceptions, etc. Therefore, this development needs to be systematic, involving proper planning, implementation & evaluation. Teacher’s evaluation plays an important role in various ways such as exploring teacher’s

instructional style & abilities, providing suggestions for improvement, assisting in prevention of problems in classroom, improving classroom teaching practices, etc.¹⁰ Teacher’s evaluation by the students feedback is an effective tool for faculty development as it is currently understood as a form of professional development.

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