Abstract

School teachers are amongst basic pillars in his/ her students’ utmost growth and performance. Evaluation and assessment of a teacher’s performance is therefore becoming an essential component for any educational establishments. Since the turn of the century, teacher assessment and evaluation have been put forward as an important strategy for assuring and developing educational quality in many countries. Out of 28 countries surveyed in the OECD1 Review on Evaluation and Assessment Frameworks for Improving School Outcomes (2013), 22 reported having national- or state-level policy frameworks for teacher evaluation. In the six remaining countries, practices to provide feedback on teachers’ work were designed and implemented locally. Present research work therefore focuses on exploring based on existing researches, possible indicators or metrics that could be helpful in evaluation of primary and secondary school teachers in Asian countries. Thereafter, it also tries to study the interrelationship amongst them using ISM methodology.
References


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