

## DEVELOPMENT OF A PERFORMANCE EVALUATION TOOL FOR PHYSICAL EDUCATION TEACHERS

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### ABSTRACT

*This paper was conducted to develop a performance evaluation tool suited to the standards and objectives of physical educators. The respondents were 29 physical education teachers from six (6) SUCs in Region 10. To get the teachers' and chairpersons' ratings on validation of performance evaluation tool the mean and standard deviation were used. The study revealed that the performance evaluation tool designed for physical education teachers was rated very high. Based on the findings of the study, it is inferred that the performance evaluation tool designed for physical education teachers is reliable, valid and acceptable. Therefore, it is recommended that state universities and colleges may organize an association for physical education that would serve as a working committee to scrutinize and examine the tool. This way, other schools can also utilize the tool, the school administration may adopt the performance evaluation tool for physical education teachers so that the teachers will be given a high-quality feedback based on suitable assessments of their instruction as measured against an upright standard for what is known to be effective. Physical Education Teachers may include valuable assessments that are aligned to the standards and objectives of physical education, students may evaluate teachers' performance fairly based on the objectives and policies using the standard tool to achieve learning effectively and further researches may be conducted on the significance and effectiveness of the performance evaluation tool for physical education.*

**Keywords:** *Development, performance evaluation tool, physical education, teachers.*

### 1. INTRODUCTION

Performance evaluation of teachers is quite intricate but an obligatory process. It is complicated because of the varied types of teachers and students, and styles of teaching and learning. Generally, a performance evaluation tool for teachers is developed in accordance to standards, objectives and policies. It also serves as a guide to improve the quality of instruction, to assess teachers equitably and fairly and identify the level of performance (Mohammad, 2017).

Surprisingly, some identified schools in other countries such as American public schools and North American Universities have been doing a poor job of systematically developing and evaluating teachers (Shavelson, 2010) and students' ratings were used in the mid-1920s as basis for promoting teachers (Faleye & Awopeju, 2012). Along the same vein, Jilani (2012) revealed that in Chicago, there were more than 29,000 teachers who walked off the job mainly because of longer school days; however, they have been evaluated only according to their student performance since they don't have a standard tool to evaluate the physical education teachers.

Along this line, Rink (2013) emphasized that one of the major problems with teacher evaluation tools is designed to perceive only the behavior of the teacher. It has also been observed that evaluation criteria lack of defined outcomes and assessment since assessment of outcomes is not part of the teaching-learning process. Lindsay (2014) as well, accentuated that in reality an evaluator may not be a Physical Education teacher or even just have liked Physical Education when in school. With this, Mercier and Doolittle (2013) reported that there was a pressure by a federal department of the United States to include student assessment in teacher evaluation systems.

In the Philippines, Physical Education Teachers have been regularly evaluated every end of the semester by students, chairperson and dean using the Qualitative Contribution Evaluation (QCE) of National Budget Circular (NBC) 461 Instrument for Instruction/Teaching Effectiveness. Indeed, the result of the performance evaluation is one of the basis for obtaining the promotion and performance-based incentives of teachers under the Executive Order No. 80 issued by the President on July 20, 2012.

As observed and experienced over the past years, it has been a problem of physical education teachers in colleges and universities since some of the items in the instrument for instruction are not tailored to the objectives, standards, expectations, policies and procedures of physical educators. Although it covers an important criterion of effective teaching however, it could not be used effectively by evaluators who may not know the difference of an underhand pass in volleyball or in basketball for instance (Lindsay, 2014).

Finally, the researcher is a full time faculty instructor of Physical Education Department in Bukidnon State University, Malaybalay City, Bukidnon handling basic and some major physical education subjects. The researcher has been very delighted and felt honored to be given a chance to obtain and enjoy the scholarship under the Faculty Development Program of the University. Therefore, the researcher has the bearing to conduct the study for the development of the department and school in general, and so the utilization of the tool would have countless contribution to physical education teachers teaching specifically in state universities and colleges and in higher education institutions as well.

The study was anchored on the theory that performance evaluation is a systematic tool, which goals must be set to provide a strong impact on the competence and commitment of the teacher. This theory is supported by the notion of Lindsay (2014) that measuring teachers' competence and student learning in physical education will start with the primary mission and goal of physical education and that is, to develop the knowledge, skills and motivation to be physically active for their lifetime.

In this study, the analysis and development of the performance evaluation tool for physical education teachers was also anchored on the conceptual bases: first, the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 23, Series of 2011 set the following general objectives of physical education: to develop the movement potentials of each individual to an optimum level, to develop a better understanding and appreciation of human movement, to develop and maintain the optimum physical fitness and functionality of the individual, to develop knowledge, skills and attitudes basic to voluntary participation in satisfying, enjoyable physical activity experience and to develop personally rewarding and socially acceptable behaviors through participation in varied movement activities for a lifetime.

The above-mentioned objectives must be reconciled with the objectives, policies and standards of the performance evaluation tool for physical education teachers. This concept is also supported by the Teachers Performance Assessment Guide for Physical Education of Ministry of Education Ethiopia (2006) that Physical Education teachers will be evaluated by measuring the knowledge, skills and ability including demonstrating ability to appropriately instruct students in the student academic content standards and objectives.

Physical Education teachers should reflect a balanced approach in teaching physical education, including opportunities for students to develop skills, conceptual understanding, social and emotional development, as well as to communicate precisely. Likewise, this is supported by the National Association for Sports and Physical Education (NASPE, 2007) of which also developed a Physical Education Teacher Evaluation Tool to identify the knowledge, skills, and behaviors needed to provide sound instruction in the K-12 physical education classroom.

Likewise, the Mississippi Department of Education (2006) also developed a physical education teacher evaluation instrument which promotes a high quality physical education program that would address the physical development and skills (psychomotor), mental (cognitive), and social/emotional development (affective) of every child and incorporate fitness education and assessment to help children understand, improve, and/or maintain their physical well-being. Meanwhile, the Georgia Department of Education (2012) adopted the five domains and performance standards (planning, instructional delivery, assessment, learning environment and professionalism) in their teacher keys effectiveness system.

Finally, the Qualitative Contribution Evaluation (QCE) of the National Budget Circular (NBC) No. 461 of 1998 issued to establish and prescribe rules and regulations that teaching effectiveness of instructors and assistant professors of state universities and colleges is evaluated using the following assessment areas such as commitment, knowledge of subject, teaching for independent learning and management of learning. Consequently, the assessment areas and performance standards and goals of the performance evaluation tool for physical education teachers developed in this study were the (1) planning, (2) instruction which includes teaching and engaging students in learning, demonstrating knowledge of preparing, organizing and utilizing resources that are safe and accessible, classroom management and motivation, and (3) assessment which includes assessing student and giving feedback.

Substantially, to evaluate the teacher's performance and explicitly link to student achievement connotes an important strike to the quality of the teacher. Determining the effectiveness of physical education teachers is a difficult process, (Lindsay, 2014) and complicated essentially because it follows the national standards and assessment movement designed to hold states, districts, schools and teachers accountable for student performance on designated outcomes, and teachers become effective when students learn (Rink, 2013).

Moreover, effectiveness mostly refers to the level of which a teacher achieves his or her purpose. It is basically, a comprehensive teaching process to achieve the goals and objectives of the teacher at the end of teaching. Likewise, the study of Taylor and Tyler, (2009) showed that subjective evaluation could improve teacher performance. Thus, a well-designed teacher evaluation program could have a quality and lasting positive effect on individual teacher performance.

In the Philippines, teacher's performance evaluation has been widely employed in colleges and universities across the nation. Several studies related to teacher's evaluation have been utilized and documented just like the study of Magno (2009) on Metaevaluation of a teacher performance system used in Performance Assessment Services Unit of De La Salle, Manila which revealed that the conduct of teacher performance assessment on the standard of accuracy is poor. As stated by the New Teacher Project (2011), observations play a major role in any comprehensive teacher evaluation system. Although the implementation of observation criteria and tools absolutely matters more than their design, a better-quality design makes it more likely that they will attain the desired results.

According to Kane (2014), teaching and learning will not improve if teachers are not given high-quality feedback based on suitable assessments of their instruction as measured against an upright standard for what is known to be effective. Along this line, Lindsay (2014) accentuated that, in reality, an evaluator may not be a Physical Education teacher or even just have liked Physical Education when in school. To be a useful gauge of Physical Education

teacher effectiveness, the measurement tool should be developed specifically for Physical Education, and should be administered by a person who has been trained in and previously taught Physical Education and should be conducted during an unannounced observation.

In line with this, the National Association for Sports and Physical Education (NASPE, 2007) developed Physical Education Teacher Evaluation Tool identifies the knowledge, skills, and behaviors needed to provide sound instruction in the K-12 physical education classroom. Its purpose is to assist principals, school district curriculum specialists, and others who evaluate physical education teachers as well as to guide physical education teachers in reflection and self-assessment, and serve as an instructional tool in college/university physical education teacher education programs.

It is further explained by Kirk (2005) how physical education differ from other subject area of which physical education teachers' daily life experience in the class is loaded with routines such as dressing of proper attire, forming teams and groups, doing warm-ups, practicing skills and playing games.

Additionally, the New Teacher Project (2010) reported the findings of a research about problems concerning the evaluation system in which most teacher evaluation systems suffer from these following slew of design flaws: 1) Infrequent – experienced teachers aren't evaluated every year, 2) Unfocused - teachers are often evaluated based on superficial judgments about behaviors and practices that may not have any impact on student learning, 3) Undifferentiated – teachers evaluated only with “satisfactory” or “unsatisfactory.” This pass or fail system makes impossible to distinguish great teaching from good, good from fair, and fair from poor, 4) Unhelpful – many teachers overwhelmingly reported that evaluations do not give them useful feedback on their performance and 5) Inconsequential - The results of evaluations are rarely used to make important decisions about development, compensation, tenure or promotion.

Moreover, the teacher performance assessment of the Ministry of Education of Ethiopia (2006) is designed to engage teachers in demonstrating their understanding of teaching and student learning in accurate and practical ways. Teacher performance assessment demonstrates the abilities, knowledge, and skills of a physical education teacher (NASPE, 2007). This includes the following 3 components of teachers' performance evaluation: planning, instruction and assessment.

Butler (2007) stressed that planned and meaningful learning experiences will make strong links and show that both teachers and students have a deep level understanding of this learning. Helion's (2009) study shown that planning a lesson is very vital for teachers, particularly new teacher. A teacher needs to know what the students wanted to achieve, how would it be achieved and how would the materials be presented to attain this? Along this line, the findings of Caballero (2014) and Luarez's (2003) study on level of performance found out that, the physical education teachers were very satisfactory on lesson planning and delivery.

In Georgia Department of Education (2012), the teacher keys effectiveness demonstrates an understanding of the curriculum, subject content, pedagogical content knowledge (You, 2011), and the needs of students by providing relevant learning experiences. The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students (Barge, 2012).

In Mississippi Department of Education (2006), physical education teachers evaluated in planning with these following criteria: provides documentation of planning for term, unit, and lesson; instruction is planned and implemented in a logical and progressive sequence; planned instruction includes a warm-up activity and stretching; planned instruction is developmentally appropriate for age of students; planned instruction is linked to other subject area content (cross-curricular); planned instruction is based on state physical education standards; planned instruction includes a cool-down period with stretching and lesson closure.

Relatively, Ethiopia Ministry of Education (2006), has been utilizing evaluation tool for physical education teachers using the following criteria: objectives, learning tasks and materials are consistently aligned with the content; learning objectives clearly define measurable outcomes for student learning in the psychomotor, affective, and cognitive domains; lesson plans for instruction build on each other to lead students to make clear and meaningful connections among identified psychomotor, cognitive, and affective competencies and knowledge.

Teaching physical education is a complex, multi-faceted activity. It must be an interaction between what is being taught (the content), why and how it is being taught (the process) (Susan, 2004). According to Baumert as cited by Santiago and Disch (2012), the teacher education literature suggests that a strong knowledge of the subject matter taught is a prerequisite to be a competent and effective teacher.

Similarly, the findings of the study of Bett (2014) entitled “Factors that students in Strathmore University consider in evaluating teaching effectiveness” revealed that one of the most important factors to consider in evaluating teacher effectiveness would be the extent of learning the students’ achieved. Hence, the teaching-learning process should build on each other that lead students to make clear and meaningful connections among identified psychomotor, cognitive and affective competencies and knowledge (Ministry of Education Ethiopia, 2006). Students should be attentive while teacher directs discussions, tasks, or activities and students should participate in activities which focused not only on psychomotor competencies and knowledge but in developing competencies and skills in the cognitive and affective domains. Likewise, physical education teachers are competent in instructional skills as revealed in the study of Navarro (2013) on “Teachers Development Needs Motivation and Competence”.

On the other hand, although physical education is usually taught in a gymnasium or outdoors, it is also important for a teacher to prepare and infuse technology in support to the pedagogical strategies applied in the settings. Conversely, Pyle and Esslinger (2014) claimed that technology and physical education are often considered at opposite ends of the educational spectrum; technology is sedentary while physical education requires movement.

However, Mississippi Department of Education (2006), embedded in the teacher’s evaluation the use of technology (ex., pedometers, music, videos) to enhance instruction. Furthermore, physical education teachers must be aware as to how computers and technological devices (Mears, 2010) can support the data collection for the analysis of sport skills, assessment of student learning and the evaluation of health-related physical fitness. This includes accelerometers, heart rate monitors, pedometers, interactive dance machines, among others (Juniu, 2011). In fact, the study of Ishee (2004) on influence of body composition and cardiorespiratory fitness on physical activity in physical education class used heart-rate monitors and accelerometers to examine the physical activity level. Accelerometers are small instruments that measure muscular force during physical activity.

In physical education classes, student and teacher safety is very important in creating effective learning environment. Moore (2013) pointed out that weather and condition of the playing surface are two elements to consider when planning outdoor physical activity. In fact, Ministry of Education of Ethiopia (2006), embedded to their evaluation tool for physical education teachers that teacher should demonstrate knowledge of preparing, organizing and utilizing resources that are safe and accessible (Mississippi Department of Education, 2006); the teacher demonstrates knowledge and familiarity on the preparation of resources to provide for students in order to enhance learning; the teacher prepares teaching equipment/ resources and supplies from locally available materials which are appropriate for the levels of the learners. The teacher must involve students in preparation of resources and structures the physical environment (Butler, 2007) to allow meaningful and safe participation in physical activities, with rules and efficient transitions to enhance time on task and safety and teacher

encourages students' interaction, as needed, to follow rules and routines, including transitions that maximize time on task and ensure a safe environment (NASPE, 2007).

The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The teacher challenges and supports students' learning by providing appropriate content and developing skills which address individual learning differences (Barge, 2012). Furthermore, Coronel (2010) noted that, no matter how efficient and effective the teacher is, if the classroom situation is somehow chaotic, learning may not be optimal. Classroom management is therefore an essential part of teaching and the teacher must acquire techniques of dealing with students. Greenwood as cited by Namoc (2015) asserted that classroom environment has a powerful influence on learning and student's perception of that environment influenced their behavior. It further promotes positive learning and addresses all learning styles. Certainly, the study of Luarez (2003) revealed that the teachers, in terms of classroom management like maintaining the physical conditions of the classroom, classroom courtesies and discipline, directing and controlling were all very satisfactory.

The article of Anderson (2002) it explored on the significance of engagement as a stance towards teaching and learning and how engagement can affect the way teachers and students interact in physical education settings and their surrounding environments. Motivation also plays an important component in the teacher performance evaluation since it has a relative impact on students' affective responses such as enjoyment and boredom experienced in physical education classes.

In the same perspective, Pelana (2014) emphasized that physical education teachers should encourage students to think about what they can do to increase their knowledge of game play, skill development and techniques and strategies of games and sports. For example, emotion, goals, and a sense of one's own abilities are important parts of skill development rather than field-testing other people's ideas. Both students and teachers engage in field research that develops their own theories about learning and how to enhance performance. Guzman as cited by Magtrayo (2014) reinforced the idea that physical education should incorporate activities to meet the individual's innate desires, needs and interest.

In fact, Cox et al. (2009) asserted that enjoyment has been shown in the study to be an essential outcome of self-determined motivation and it has a significant relationship between motivation in physical education and general physical activity levels. In relation to this, the study of Barkoukis (2012) affirmed that physical education teachers should promote a mastery-oriented motivational climate to foster students' positive affective responses. Along the same vein, Chan as cited by Coronel (2010) opined that when students get motivated, they give their best in performing and participating in the activities. To motivate the students in learning, Namoc (2015) and Butalid (2011) recommended that teachers should point out to students that everyone has the ability to improve in an activity and teachers must introduce new methods in classroom practice appropriate to the type of learning and discipline.

Additionally, teachers should encourage students to learn beyond what is required, inspire students to perform better, encourage students to contribute knowledge and experience towards a better understanding of the subject matter (QCE of NBC 461, 1998); teacher should promote independent learning through resources outside of class (ex. activity logs, bulletin boards and journals); cooperative behavior and good social skills must be reinforced; and students should be encouraged to participate in extracurricular activities that promote lifelong fitness and make healthy lifestyle choices (Mississippi Department of Education, 2006).

A meaningful and valuable assessment comes from worthy and persistent physical education teacher conversation on teaching and learning. In order to make assessment instruments meaningful and effective, teachers must engage in conversations about the qualities, skills and attributes the students want (McCarthy, 2012). South Carolina State

Department of Education (2006) defined assessment as any formal or informal measurement tool, activity, assignment, or procedure used by a classroom teacher to evaluate student performance. Assessments may be commercially produced or developed by the teacher, but all should be valid, reliable, and maximally free from bias. Likewise, Azhar (2010) uttered that authentic assessment refers to assessment process that is based on reflections in teaching, learning, achievement, motivation, and attitude of both teachers and students during teaching-learning process. It is commonly used to determine the degree to which the students have learned the lesson (Pill, 2008).

On the contrary, the study of Young (2011) argued that there has been a debate and a lack of consensus on the relevancy of various factors used in determining student grades such as attendance, being dressed in a physical education uniform and participation. The National Association for Sport and Physical Education (NASPE), the National Council for Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Centers for Disease Control and Prevention's (CDC) and the Physical Education Curriculum Assessment Tool (PECAT) as cited by Mercier and Doolittle (2013) appealed for regular assessment to guide instruction and to align programs with mandated standards. Further, assessment is the third leg of conventional physical education pedagogy (curriculum, instruction, assessment).

In the development of performance evaluation for physical education teachers, the researcher includes assessment and feedback in the criteria such as the set of assessments are aligned to the standards and objectives of physical education. The set of assessments provide multiple forms of evidence for monitoring students' progress toward developing competencies and skills related to movement patterns, performance concepts, and health-enhancing fitness throughout the learning segment. Feedback is related to the learning objectives. It is clear, specific, and accurate, helps the student understand what he/she did well, provides guidance for improvement (Ministry of Education of Ethiopia, 2006), gives examination and assignments based on objectives and contents in the syllabus, keeps accurate records of student performance (QCE of NBC 461, 1998), provides evidence of conducting fitness testing twice during the school year (Mississippi Department of Education, 2006), and provides a self- assessment and peer-assessment as students engage in activities (Otero & Gonzalez, 2015). Peer assessment occurs when a student or group of students evaluate the performance of another student. In order for students to effectively assess one another, the physical education teacher should first teach them how to do so correctly. Teachers must communicate performance expectations and outcome standards to their students (Butler & Hodge, 2001).

Feedback must receive a considerable extent of attention. Variety of feedback characteristics must be examined, such as the absolute and relative frequency of feedback, the timing of feedback and the content of feedback. Results showed differences between observed and perceived feedback intended as praise, to correct skills and to correct behavior. Another consideration in giving feedback to students in physical education is involving gender. Many research are found to have a gender bias towards interactions with students such as male students received more attention and more feedback than female (Nicaise, et. al, 2007) and (Davis, 2003).

The article of Perlman and Pearson (2012) entitled "Identifying Diverse Means for Assessing Physical Activity" discussed how physical activity can be assessed through (1) teacher observation, (2) self-monitoring, (3) self-reporting - a process by which students list and/or document their perceptions or actions related to a specific topic and (4) activity monitors - devices worn by students to record physiological responses and body movements that are converted into steps taken, heart rate, distance travelled and time spent in different intensities of activity. In fact, the study of Coronel (2010) showed that physical education teachers were very good in monitoring records of individual student work, giving feedback

to students, diagnosing group management problems and encouraging students to improve. Therefore, Namoc (2015) suggested that it is very important for physical education teachers to encourage further those students who have attempts to believe there is still a room for improvement with constant practice.

## 2. METHODS AND MATERIALS

To finally address the problem on the dearth of performance evaluation tool to be utilized by physical education teachers, the researcher was urged to design a tool specifically for physical education teachers in accordance to standards, objectives and policies of physical educators. The researcher was inspired by the statement of Kane (2014) that teaching and learning will not improve if we fail to give teachers high-quality feedback based on suitable assessments of their instruction as measured against an upright standard for what is known to be effective. To be a useful gauge of physical education teacher effectiveness, the measurement tool should be developed and should be administered by a person who has been trained in and previously taught physical education and should be conducted in an unannounced observation every end of the semester.

The evaluation tool must be aligned with the general objectives of physical education set by the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 23, series of 2011. These are: to develop the movement potentials of each individual to an optimum level; to develop a basic understanding and appreciation of human movement; to develop and maintain the optimal physical fitness and functionality of the individual; to develop skills, knowledge and attitude basic to voluntary participation in satisfying, enjoyable physical activity experience; and to develop personally rewarding and socially acceptable behaviors through participation in varied movement activities for a lifetime.

### I. The Development of Performance Evaluation Tool

**Table 1: Performance evaluation tool for physical education teacher**

Name of Faculty \_\_\_\_\_ Subject Observed \_\_\_\_\_

Time \_\_\_\_\_ Date \_\_\_\_\_ SY & Semester \_\_\_\_\_ Evaluator \_\_\_\_\_ Chair; \_\_\_\_\_ Self; \_\_\_\_\_ Student

Instruction: Please evaluate the faculty using the scale below by encircling the number that corresponds to the given descriptive.

Numerical Rating	Descriptive Rating	Qualitative Description
5	Outstanding	Exhibits the behavior described at all times when the occasion occurs.
4	Very satisfactory	Exhibits the behavior described most of the time when the occasion occurs.
3	Satisfactory	Exhibits the behavior described sometimes when the occasion occurs.
2	Fair	Exhibits the behavior described rarely when the occasion occurs.
1	Poor	The behavior described has not been exhibited when the occasion occurs.

I. Planning	Outstanding	Very satisfactory	Satisfactory	Fair	Poor
1. Integrates and discusses the mission, vision and quality policy of the institution.	5	4	3	2	1

2. Formulates objectives, learning tasks and materials that are consistently aligned with each other and with the content for the learning.	5	4	3	2	1
3. Provides learning objectives clearly define with measurable outcomes for student learning in the psychomotor, affective, and cognitive domains.	5	4	3	2	1
4. Implements planned instruction that includes the 3 exercises program such as warm-up workout and cool-down period.	5	4	3	2	1
<b>II. Instruction</b>					
<b>A. Teaching and Engaging Students in Learning</b>					
1. Builds teaching-learning that lead students to make clear and meaningful connections among identified psychomotor, cognitive and affective competencies and knowledge.	5	4	3	2	1
2. Directs discussions, tasks, or activities to make students more attentive.	5	4	3	2	1
3. Allows student to participate activities which focused not only on psychomotor competencies and knowledge but in developing competencies and skills in the cognitive and affective domains.	5	4	3	2	1
4. Encourages students' interaction to follow rules and routines, including transitions that maximize time on task and ensure a safe environment.	5	4	3	2	1
5. Prompts students to make links between new content and their previous learning and experience in ways that deepen understandings of relevant competencies and knowledge.	5	4	3	2	1
6. Applies the levels of psychomotor domain in introducing physical-skill.	5	4	3	2	1
7. Gives student the opportunity to engage in relevant, meaningful and various activities	5	4	3	2	1
8. Adjusts instruction & expectations based on individual differences and needs; modifications, and alternative instructional strategies are used to assist students who are not mastering the skill or concept	5	4	3	2	1
9. Allows sufficient time for all students to practice skills.	5	4	3	2	1
10. Uses technology (ex., pedometers, music, videos) to enhance instruction	5	4	3	2	1
<b>B. Demonstrate knowledge of preparing, organizing and utilizing resources that is safe and accessible</b>					
1. Demonstrates knowledge and familiarity on the preparation of resources to provide for students in order to enhance learning.	5	4	3	2	1
2. Prepares teaching equipment/ resources and supplies from locally available materials which is appropriate for the levels of the learners. He/she involves students in preparation of resources.	5	4	3	2	1
3. Structures the physical environment to allow meaningful and safe participation in physical activities, with rules and efficient transitions to enhance time on task and safety.	5	4	3	2	1
4. Utilizes adequate and developmentally appropriate teaching equipment/resources and supplies.	5	4	3	2	1
<b>C. Classroom Management</b>					
1. Orients the class on teacher and student roles at the start of the semester.	5	4	3	2	1
2. Provides consultation hours students as needed	5	4	3	2	1
3. Controls the class discipline, reinforces positive behavior and establish standards of conduct.	5	4	3	2	1

4. Provides a well-managed, challenging, safe, and orderly environment that is conducive to learning and encourages respect for all.	5	4	3	2	1
5. Uses the allocated time effectively and efficiently, allowing students to remain focused on the lesson and task expectations.	5	4	3	2	1
<b>D. Motivation</b>					
1. Encourages student to learn beyond what is required	5	4	3	2	1
2. Inspires students to perform better	5	4	3	2	1
3. Encourages students to contribute knowledge/experience towards a better understanding of the subject matter	5	4	3	2	1
4. Promotes independent learning through resources outside of class (ex. activity logs, bulletin boards and journals)	5	4	3	2	1
5. Reinforces cooperative behavior and good social skills	5	4	3	2	1
6. Encourages student to participate in extracurricular activities that promote lifelong fitness and make healthy lifestyle choices.	5	4	3	2	1
<b>III. Assessment</b>					
<b>A. Assessing Student</b>					
1. Aligns the set of assessments to the standards and objectives of physical education.	5	4	3	2	1
2. Provides multiple forms of evidence for monitoring students' progress toward developing competencies and skills.	5	4	3	2	1
3. Gives examination and assignments based on objectives and contents in the syllabus	5	4	3	2	1
4. Provides evidence of conducting fitness testing twice during the school year.	5	4	3	2	1
5. Provides a self-assessment and peer-assessment as students involves in activities	5	4	3	2	1
6. Keeps accurate records of student performance	5	4	3	2	1
<b>B. Giving Feedback</b>					
1. Relates feedback to the learning objectives.	5	4	3	2	1
2. Gives a clear, specific, and accurate feedback that helps the student understand what he/she did well and provides guidance for improvement.	5	4	3	2	1

TOTAL SCORE \_\_\_\_\_

COMMENTS AND SUGGESTIONS:

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Assessed by:

\_\_\_\_\_  
Name and signature

The developed performance evaluation tool for physical education teachers is presented in Table 1. The tool was adopted from and based on the combined concepts of the physical education teacher evaluation instruments of these several schools and organizations namely: Ministry of Education of Ethiopia (2006), National Association for Sports and Physical Education (NASPE, 2007), Mississippi Department of Education (2006), Georgia Department of Education (2012) and Qualitative Contribution Evaluation (QCE) of the National Budget Circular (NBC) No. 461 of 1998 Instrument for Instruction/Teaching Effectiveness adopted by State, Universities and Colleges in the Philippines.

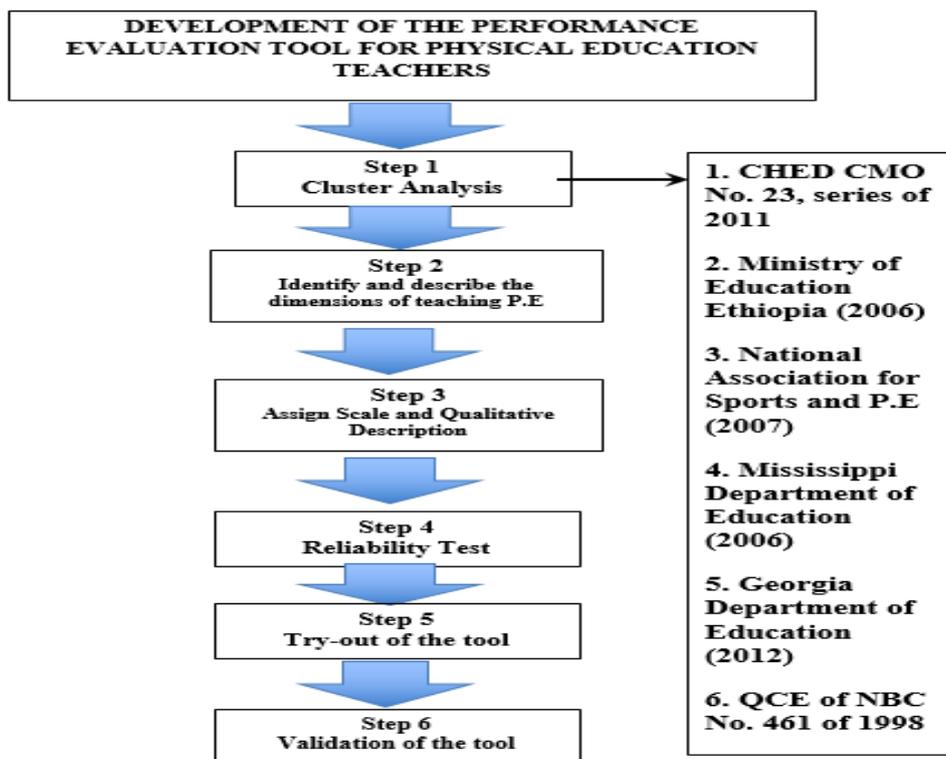


Figure 1. The Operational Framework of the Tool

**The construction of the tool involves the following steps:**

**Step 1** was cluster analysis. The tools were collected from different schools and the items were examined. After which, the items were compared, grouped and classified. The items were thoroughly analyzed and modified suited to the standards and general objectives of physical education set by the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 23, series of 2011.

**Step 2** was identifying and describing the dimensions of teaching Physical Education. The tool consists of three dimensions of teaching, these are: 1) Planning with four items, 2) Instruction with four indicators such as teaching and engaging students in learning (nine items), demonstrate knowledge of preparing, organizing and utilizing resources that is safe and accessible (four items), classroom management (five items) and motivation (six items) and 3) Assessment with two indicators such as assessing student (six items) and giving of feedback (two items).

**Step 3** was assigning scale and qualitative description. The numerical rating, descriptive rating and qualitative description were adapted from Qualitative Contribution Evaluation (QCE) Instrument for Instruction/Teaching Effectiveness. The rating of 5 was outstanding which means the teacher exhibited the behavior described at all times when the occasion occurred; 4 was very satisfactory when the teacher exhibited the behavior most of the time when the occasion occurred; 3 was satisfactory when the teacher exhibited the behavior described sometimes when the occasion occurred; 2 was fair when the teacher exhibited the behavior described rarely when the occasion occurred; and 1 was Poor when the behavior of the teacher described was not exhibited when the occasion occurred.

**Step 4** was the Reliability Test. After the completion of the tool, the reliability test was made. As shown in table 2.1, the result shows that the test agrees with itself. It is concerned with the consistency of responses from moment to moment. Even if a person takes the same test twice, the test yields the same results.

Reliability means the extent to which a “test is dependable, self-consistent and stable.” (Merriam, 1975).

A reliable test may not always be valid. That is why it was assured that the developed evaluation tool yielded the same result on repeated trials. In addition to its important role in research, reliability is critical in many aspects of life, including sports. The idea behind reliability is that any significant results must be more than a one-off finding and be inherently repeatable. Reliability is such an important concept that it has been defined in terms of its application to a wide range of activities. Cronbach alpha is not a statistical tool but a measure of internal consistency, and the value 0.952 indicated that the developed tool has a very high internal consistency.

**Step 5** was a tryout of the tool. There were 50 selected physical education students who tried out the tool. The group consisted of first year and second year college students from various courses. The students were randomly chosen from the 9 physical education classes of the Performing Arts Department, College of Education, Bukidnon State University. In this study, the tool was also used to measure the level of performance of the physical education teachers. Using the triangulation method, the teachers were rated by themselves and by the six chairpersons from the SUCs and the selected student respondents as well.

**Step 6** was the validation of the tool. Validity means the degree to which an evaluation tool measures what it intends to measure. The validity of a measuring tool has to do with its soundness, what the test or tool measures reflects its effectiveness. The performance evaluation tool was scrutinized and validated by 29 physical education teachers and chairpersons as they are experts in this field. Only few comments and suggestions were and editing was done right away.

**Table 2: Criteria for validation of performance evaluation tool**

Criteria	Mean	SD	Interpretation
<b>A. Content Accuracy</b>			
1. The items are relevant to the standards of physical education.	3.83	0.38	Very High
2. Relates to the defined outcomes and assessment being measured.	3.66	0.48	Very High
3. The tools addressed the dimension of competency.	3.69	0.47	Very High
<b>Mean</b>	<b>3.72</b>	<b>0.35</b>	<b>Very High</b>
<b>B. Clarity</b>			
1. The vocabulary level, language, structure and conceptual level of items are clear.	3.83	0.38	Very High
2. The items are presented and organized in logical manner.	3.83	0.38	Very High
3. Provides clear basis for assigning score for each scale point.	3.76	0.44	Very High
4. The items are easy to understand.	3.69	0.47	Very High
<b>Mean</b>	<b>3.78</b>	<b>0.30</b>	<b>Very High</b>
<b>C. Appropriateness</b>			
1. The tool fulfills the objectives for which it was constructed.	3.76	0.44	Very High
2. The tool assess teachers equitably, fairly and free of bias.	3.69	0.47	Very High
3. The items are designed to relate the real work place and situation.	3.76	0.44	Very High
4. The items are designed to determine the knowledge, skills and attitudes that are supposed to be measured.	3.83	0.38	Very High
5. Helps teacher give a useful feedback on their performance.	3.93	0.26	Very High
<b>Mean</b>	<b>3.79</b>	<b>0.31</b>	<b>Very High</b>
<b>Grand Mean</b>	<b>3.77</b>	<b>0.27</b>	<b>Very High</b>

Table 2.2 showed the validation result of the performance evaluation tool. The criteria were patterned from the study of Morales (2007) on the development of rubrics; however, some of the items were modified according to its purpose. There were only three criteria such as content accuracy, with three items; clarity with four items; and appropriateness with 5 items. It had only 4 rating scale, 4 - strongly agree, 3 – agree, 2 – disagree and 1 – strongly disagree.

The overall mean 3.77 of the criteria in the validation sheet is described as very high. This implies that the physical education teachers and chairpersons from the six SUCs were amenable to the performance evaluation tool designed for physical education teachers. Specifically, among the three criteria, appropriateness got the highest mean of 3.79, followed by clarity 3.78 and content accuracy with a mean of 3.72, all described as very high.

During the conduct of informal interview, most of the teacher and chairperson respondents were glad knowing that a performance evaluation was specifically designed for Physical Education teachers.

### 3. CONCLUSION

Based on the findings of the study, the following conclusions are drawn: The performance evaluation tool is reliable, valid and acceptable. Therefore, the tool can be used for assessing the physical education teachers' performance.

### 4. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

1. SUC's may organize an association of P.E. teachers that will serve as a working committee to scrutinize and examine the tool, other schools can also utilize the tool.
2. School administration may adopt the performance evaluation tool for physical education teachers so that the teachers will be given a high-quality feedback based on suitable assessments of their instruction as measured against an upright standard for what is known to be effective.
3. Physical Education Teachers may include valuable assessments that are aligned to the standards and objectives of physical education.
4. Students may evaluate teachers' performance fairly based on the objectives and policies using the standard tool to achieve learning effectively.

Further researches may be conducted on the significance and effectiveness of the performance evaluation tool for physical education.

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