Five Star Case

[Name of the Writer]

[Name of the Institution]

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1. ***What do you see as the major strengths and flaws in the feedback control system used in the schools in this scenario? What changes do you recommend to overcome the flaws?***

It can be found a fact and reality all the time that strengths can be witnessed everywhere, but one cannot ignore that the areas for improvement also exist almost everywhere which sometimes called gaps. Hence, the same is the case with the feedback control system used in the school in the scenario analyzed above. In short, there are some strengths and flaws in the feedback control system in the case at hand.

**Strengths of the System**

There are a number of strengths that can be found in the system but the few that are highly credible than the rest are;

1. The system ensures better results when the accountability score is given based on the personal observation of principal and ranking as per his or her personal observation. This can bring better outcomes because most of the time, the principals personally knows the teachers and have a full idea about their competencies.
2. Another strength of the system is that teachers are evaluated and ranked as per their competencies observed by the principals instead of analyzing students for ranking teachers.
3. The system can be effective because the master teacher outside the district analyzes the educational standards of the district and teachers’ competencies and outcomes and then compares them to develop rankings (Abdulwahed, & Balid, 2013).

**Flaws**

After an in-depth analysis of the case and systems in it, the major flaw(s) that has been found regarding the system is;

The 30 percent evaluation is made based on students' score gains which are very high. Students include both mentally strong and sharp and poor. So ranking teachers based on these varying scores that are actually based on mentality and sharpness in studies cannot find a fair system (Visscher, & Coe, 2003). Additionally and as a recommendation, it is recommended that the system should give a lower percent (up to 10 percent) instead of 30 percent.

1. ***Is a 1–5 grading system by principals and master teachers a valuable part of a feedback control system for teachers? Why?***

Yes! The 1 – 5 grading system by the master teachers and principal can be found a valuable part of the feedback control system for teachers. This can be found so because of different reasons but the one that can be found highly credible than any other is as follows.

No matter the grading system does not provide 100 percent fine and accurate results but it cannot be ignored that the grading system ranks the teachers finely up to an extent. It does so because it gives ranking to teachers from *“1 being the lowest and 5 representing near perfection”* which can be used for further evaluation and decision making for a feedback control system (TALIS, 2019).

1. ***How might the state control the accuracy of principals who are conducting teacher evaluations? Explain.***

Several steps can be taken by the state for the purpose of controlling the accuracy of principles that conduct the evaluation of teachers. But mainly, the state can do so by principal evaluation. It would enable the principal to be effective and to improve students' and teachers' outcomes (Visscher, & Coe, 2003). But here, this can be done by the state when they understand the importance of the development of teachers while considering the same to the principle by the state mainly in the case we have analyzed.

**References**

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