

Spring 5-6-2013

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Chi, Jeri; Aquilino, Arianna; Davidson, Ali; Everson, Kayla; Harris, Sarah; Janes, Bob; Midgette, Lauren; Pynch, David; Reynolds, Jessica; Theodoss, Callie; Thibodeau, David; Smith, Abbey; Soule, Kelly; Whittemore, Kelsea; and NEAG School of Education, London Program, "Teacher Appraisal in London Schools: A Cross-Cultural Perspective" (2013). *TERC Documents*. 7.
http://digitalcommons.uconn.edu/terc_docs/7

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**Teacher Appraisal in London Schools:
A Cross-Cultural Perspective**

Neag School of Education, London Program, 2013

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Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Curriculum & Instruction
Neag School of Education - University of Connecticut
May 2013

Citation: Neag School of Education, London Program. (2013). *Teacher appraisal in London schools: A cross-cultural perspective*. (Unpublished manuscript). University of Connecticut: Storrs, CT.

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This inquiry project has been examined and approved:

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Abstract

The overarching aim of our study was to develop a portrait of educator perceptions of the appraisal processes in London schools. We collected survey and interview data from educators in four disparate London schools. Data across schools represented a generally positive view of the appraisal processes, yet educators advocated for improvements, including more frequent classroom observations, immediate feedback, the establishment of an ongoing, reflective document and individualized targets for professional growth. The new SEED model of evaluation for teachers in Connecticut closely resembles the 2012 English teacher appraisal policies. We propose that the aforementioned improvements would also positively influence the effectiveness of the SEED procedures and may help prevent Connecticut teachers from experiencing many of the same frustrations as London teachers. If implemented strategically and with a focus on growth and development, the SEED model offers significant potential for the development of a strong and effective Connecticut teaching force.

Literature Review

Overview of Laws, Regulations, and Governing Bodies Applicable to English Schools

Current Teacher Appraisal Regulations. Teacher appraisal is currently a significant policy focus in the field of education. The United Kingdom is working towards an improved system for teacher appraisal. Section 131 of the Education Act of 2002 gives the Secretary of State for Education the ability to enact regulations requiring or permitting teacher appraisal. To that end, the Secretary has recently introduced new legislation designed to update the teacher appraisal process within England (Education (School Teachers' Appraisal) (England) Regulations, 2012). This law revokes and replaces previous legislation that has stood for the previous six years (The Education (School Teacher Performance Management) (England) Regulations, 2006). As a result, teachers and administrators are currently in a time of transition from old regulations to new requirements.

It is important to note that the 2006 and 2012 laws do not set specific procedures for teacher appraisal. Instead, they provide the legal framework for districts to develop their own policies. While both former and current laws contain certain guidelines for teacher appraisal, the exact procedures are left to the individual school districts to determine.

The principal difference between the 2006 and 2012 legislation is the number of guidelines and provisions they contain. The 2012 legislation contains far fewer guidelines and restrictions than the 2006 legislation. The Department for Education created the 2012 legislation to "allow schools more freedom to design arrangements to suit their own individual circumstances" (U.K. Department for Education, 2012d, p. 3). During the transition, administrators may choose to retain the more structured policies of the 2006 legislation, or they may create their own as long as they meet the requirements of the 2012 legislation.

Beyond the new laws for appraisal, there is an additional set of standards that administrators must take into account as they plan for the evaluation of teachers. The majority of teachers must also be appraised against the set of universal standards outlined in *Teachers' standards* (2012a). These additional standards are intended to be applied in the regular appraisal process, especially as a reference point for when a teacher's capabilities have fallen short.

This review of the literature will now detail the specific legislation and publications that administrators must adhere to as they develop their own appraisal policies as well as introduce the relevant authorities within the context of schooling in London.

Local Education Authority. The Local Education Authorities are government authorities that are responsible for schools within their jurisdiction. These authorities serve many functions, including: teacher training, funding, school monitoring, and school intervention. The Local Education Authorities are responsible for the appraisal of *unattached teachers*. A teacher is considered unattached if they are employed as a teacher, but not at a particular school. This literature review will not focus on the Local Education Authorities since they are not responsible for the most common teacher appraisals that occur within a particular school (U.K. Department for Education, 2012b).

School Governors. Each state school in England, Wales, and Northern Ireland has a *governing body* made up of *school governors*. School governors are volunteers from the school community. As volunteers, they are not paid for their service, although they may receive reimbursements for expenses incurred. School governors play a key role in the appraisal of teachers and headteachers by virtue of the position of authority they hold. (U.K. Department for Education, 2012b, p. 1).

There are six different types of governors. *Parent governors* are parents of pupils at the school and are elected by other parents. *Staff governors* are salaried school representatives and are elected by other members of the school staff. At least one staff governor must be a teacher, and if there are three or more staff governors, at least one must be a member of the support staff. *Authority governors* are appointed by the Local Education Authority. *Community governors* are members of the community that represent local interests; they are appointed by the Local Education Authority's governing body. Foundation, partnership, and sponsor governors are nominated members of any sponsoring organization, e.g. churches, private donors, etc. Restrictions on governors including number and term length can be found in *The Governors' Guide to the Law* (2012b, pp. 3-12).

Headteachers. The *headteacher* is appointed by the school governors and is considered a school governor ex officio. According to *Guidance: Roles of Governing Bodies and Headteachers*, this individual serves as the school-level leader and is "responsible for internal organization, management and control of the school" (U.K. Department for Education, 2012f, p. 2). Additionally, the headteacher advises the school governors in the writing and implementation of school policy. The headteacher is required to establish objectives targets for teachers and students and must present an annual progress report to the school governors reflecting on these established goals. Administratively, the headteacher role is similar to the principal role in U.S. public education.

2006 Legislation. The Education (School Teacher Performance Management) (England) Regulations 2006 created a legal framework for teacher appraisal in England. It required every governing body to write and enforce a *performance management policy* for their school. A performance management policy dictates how the performance of teachers at the school is

managed and reviewed. By law, the performance management policy must contain: a system for measuring performance, a statement explaining how teacher appraisal is linked to school improvement, a timeline for appraisal, observation protocols, training for reviewers, arrangements for monitoring the policy, and any supplemental procedures. The governing body must receive input from the teachers and trade unions while crafting their policy. In addition, the policy must be reviewed annually.

Under this legislation, headteachers were required to review each teacher's performance, although they had the option to delegate this responsibility to another reviewer. In any case, the reviewer was required to have a planning meeting with the teacher at the beginning of each review cycle to discuss how he or she would be appraised. Within five days of the meeting, the reviewer must produce a statement outlining the teacher's objectives, observation arrangements, and performance criteria, along with evidence to be used in the review, a timeline for future appraisal, and additional supports and professional development. Within 10 days, a final draft was to be submitted to the teacher under review, the headteacher and the governing body. All parties are allotted 10 days to review the statement and request revisions.

The legislation also placed restrictions on classroom observations. The law stated that observations should not exceed more than three hours per evaluation cycle and that a schedule and outline of each observation must be included in the review statement. If the reviewer would like to schedule additional observations, an addendum must be added. At the end of each cycle, the reviewer was required to schedule a meeting with the teacher to discuss the completed observations.

The 2006 legislation also included numerous other provisions for exceptional cases. There were sections addressing the issue of teachers who left before the end of the review cycle

and for those who entered after the cycle began. Other sections governed how headteachers were appraised. Sections of the legislation focused on the appeals process, how long appraisal records could be kept, and to whom they could be released. As noted, there was an entire section of the legislation dedicated exclusively to teachers who are not employed by a specific school. In general, the 2006 legislation contained extensive provisions and guidelines concerning the appraisal of teachers.

2012 Legislation. The Education (School Teachers' Appraisal) (England) Regulations of 2012 has recently replaced The Education Regulations of 2006. Both laws call for a school-wide evaluation system. In addition, they set guidelines for teacher appraisal; however, the 2012 legislation contains far fewer provisions and restrictions than the 2006 legislation. In a recent publication, the Department for Education notes that the 2012 legislation "allow[s] schools more freedom to design arrangements to suit their own individual circumstances" (U.K. Department for Education, 2012d, p. 3). While both sets of legislation require governing bodies to adopt an appraisal policy, the 2012 legislation does not place temporal restrictions on any part of the appraisal process. Like the 2006 legislation, the 2012 legislation contains additional provisions for headteachers, teachers working for less than a full year, and teachers who are not employed at a specific school. Yet, these provisions are minimal when compared to the 2006 laws.

However, the 2012 legislation has one major addition: the introduction of universal teacher standards. The 2006 legislation allowed governing bodies to determine their own set of standards for teacher appraisal. While the governing bodies may still have their own standards, most teachers are subject to appraisal according to common criterion, *Teachers' standards*. Since teacher standards are the core of teacher appraisal, it is worthwhile to investigate these standards further.

Teacher Standards. The main purpose of the 2012 standards is to introduce significant and meaningful changes to 2006 policies in terms of “structure, content, and application” of the standards. Effective 1 September 2012, *Teachers’ standards* will effectively replace the prior policies for Qualified Teacher Status (QTS). The new standards are designed to be applicable to the “vast majority of teachers regardless of their career stage” (U.K. Department for Education, 2012a, p. 2), including those previously working towards QTS, those completing a statute-mandated induction period, and those covered according to the 2012 legislation. According to the Department for Education, all Newly-Qualified Teachers (NQTs) must complete an induction period, typically lasting one academic year (“The Induction Period,” n.d.). The new standards do not specify any new or additional elements that are expected of an NQT. The expectations remain that NQTs have “effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice” (U.K. Department for Education, 2012a, p. 3).

Few procedural changes are enumerated in the 2012 standards. For example, headteachers or their proxy appraisers must continue to assess qualified teachers against the standards in a manner commensurate with what could be reasonably expected of a teacher in the relevant role at the relevant career stage, such as NQT, mid-career teacher, or more experienced practitioner. Similarly, teachers who have previously earned QTS prior to the enactment of the 2012 standards will still “be able to teach in schools as fully qualified teachers” (U.K. Department for Education, 2012a, p. 2). The expectation remains that the new standards will be applied “as appropriate to the role and context within which a trainee or teacher is practicing” (U.K. Department for Education, 2012a, p. 3). As such, as a teacher’s career progresses, the

teacher is still expected to extend the depth and breadth of knowledge, skill, and understanding that is necessary for the context in which they work.

The 2012 policy includes eight new essential standards, each with a series of bulleted sub-headings that are intended to be used by those who are both conducting the assessment and by the teachers being assessed. The Department for Education continues to maintain that “appropriate self-evaluation, reflection, and professional development activity is critical” to constantly improve teachers’ practices. Furthermore, the standards were specifically designed to exemplify a basic framework “within which all teachers should operate from the point of initial qualification” (U.K. Department for Education, 2012a, p. 4).

The initial portion of the standards enumerates the expectations of teachers inside the confines of the classroom. The primary concern of the teachers must be the education and well-being of their pupils. As such, teachers are to be held to the high standards in their work and conduct. Inherent in this notion outlined by *Teachers’ standards* is the idea that teachers must at all times “work with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interest of their pupils” (U.K. Department for Education, 2012a, p. 7).

Teachers must “set high expectations” that are designed to inspire and challenge students. The goals set by the teacher must appropriately challenge students of all backgrounds and ranging physical and intellectual abilities. In order to successfully establish these goals, it is expected that the teacher will develop a relationship with students that is rooted in mutual respect. Similarly, teachers are expected to establish a classroom environment that is both safe and academically stimulating. Part Two of the *Teachers’ standards* suggest that teachers must be

models for the high expectations they set for their students (U.K. Department for Education, 2012a, p. 10).

Teachers must work “to promote good [student] progress and outcomes” by designing instructional units that build on students’ prior knowledge and past experiences. It is also the teachers’ obligation to engage students in a variety of metacognitive activities to encourage students to take responsibility for “their own work and study” as well as “reflect on the progress they have made and their emerging needs” (U.K. Department for Education, 2012a, p. 7).

According to the *Teachers’ standards*, the primary job of the classroom teacher is to “plan and teach effective lessons” by building on the “intellectual curiosity” of students in order to “promote a love of learning” (U.K. Department for Education, 2012a, p. 8). The assumption remains that teachers will continuously reflect on the effectiveness of all lessons delivered in order to improve their instructional strategies.

Additionally, teachers must “have a secure knowledge of the relevant subject(s) and curriculum areas” and demonstrate an understanding of developments in the field. The responsibility to recognize the preconceptions, misconceptions, and misunderstandings of all students is placed on the classroom teacher. It is also the task of all teachers, regardless of subject area or curriculum, to work to promote “high standards of literacy, articulacy, and the correct use of Standard English” and to “promote the value of scholarship” (U.K. Department for Education, 2012a, p. 7).

Furthermore, the fifth standard of *Teachers’ standards*, hereafter referred to as Standard 5, mandates that teachers know how and when to differentiate instruction so as to respond effectively to the strengths and needs of all students, particularly those “with educational needs; those of high ability; those with English as an additional language; those with disabilities” (U.K.

Department for Education, 2012a, p. 8). Inherent in this requirement is the assumption that teachers have strong knowledge of pedagogy and a nuanced understanding of the factors that can inhibit or promote a students' ability to learn. In a later section, researchers will discuss Standard 5 in greater detail specifically in regards to English as an Additional Language (EAL) students.

The 2012 policies specifically outline the standards against which teachers are to be appraised with regard to classroom assessments. Teachers are expected to effectively use assessment tools, formal and informal, summative and formative. Thereafter, teachers must collect and maintain all relevant data in order to “monitor progress, set targets, and plan subsequent lessons” (U.K. Department for Education, 2012a, p. 11).

In addition to standards with respect to classroom instruction, the 2012 policies make specific reference to classroom management strategies. Teachers must demonstrate pedagogically-sound classroom management techniques in an effort to provide a safe learning environment for all students. It is the expectation that teachers will develop and communicate a defined set of rules and routines that students are to be following in the classroom setting, as well as establish appropriate disciplinary procedures and enact them consistently and fairly. At the same time, teachers are asked to “maintain good relationships with pupils” and “exercise appropriate authority” at the appropriate times (U.K. Department for Education, 2012a, p. 9).

The standards also enumerate a number of guidelines with respect to the personal and professional conduct of teachers as well as several professional responsibilities outside of the scope of the classroom. It is the expectation that teachers will develop meaningful and effective professional relationships with colleagues. Teachers are also urged to continuously engage in relevant professional development activities and appropriately respond and adapt to the advice, feedback, and critique of colleagues. Outside of the classroom it is the expectation that teachers

will communicate regularly and adequately with parents “with regard to pupils’ achievements and well-being” (U.K. Department for Education, 2012a, p. 9).

The standards dictating personal and professional conduct outside of an academic setting suggest that all teachers must work to “uphold public trust in the profession and maintain high standards of ethics and behaviors.” The standards advocate that this is best accomplished by the establishment of meaningful teacher-student relationships rooted in mutual respect, dignity, and observation of “proper boundaries appropriate to a teacher’s professional position.” In addition, the standards require that teachers demonstrate respect, tolerance, and open-mindedness with regards to the race, religion, and personal beliefs of their students and colleagues. Teachers must also behave in a manner that does not undermine “fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect” (U.K. Department for Education, 2012a, p. 10).

Surrounding the policies defined in *Teachers’ standards* is the underlying assumption that teachers have a strong and nuanced understanding of the policies and practices of their own school community. Teachers are expected to demonstrate high standards with respect to their own school attendance and punctuality. Teachers must also have a firm understanding of the legal and statutory frameworks enacted to govern their employment.

Commentary on the Effectiveness of Previous and Current Regulations

Teachers and Policymakers Respond to the 2006 Legislation. In the years following the 2006 legislation, many educational policy experts sought to evaluate the effectiveness of the new guidelines in the UK. The National Union of Teachers (NUT) conducted a 2008 study aimed at evaluating the policies put into effect by the 2006 legislation. The results of the study suggested that the effectiveness of the legislation was largely dependent on the way in which

individual schools implemented its policies. Teachers who were evaluated only once a year and who received very little continuing professional development to help them improve in areas of weakness found the system frustrating and little more than a “paper exercise” (Sclafani, 2009, p. 110). However, according to the NUT report, many schools managed to implement the new educational policies in a positive way by evaluating teachers’ performance regularly and encouraging teachers to frequently reflect on their performance and to adjust their teaching methods accordingly (Sclafani, 2009, p. 110).

While many saw the 2006 policies as a largely positive step in the development of a sound teacher evaluation system for UK schools, some scholars expressed concern that the new legislation had the potential to undermine teachers’ genuine desire to help students and stifle their creativity. Gunter (2007) argued that since a positive teacher-student relationship is based on trust, it is perhaps ironic that teachers “are not trusted to do their job” without constant performance-based evaluations. She further stated that “[m]uch of their [teachers’] work cannot be captured through performance tools. It is human, it is artistic, it is flawed, it is real” (2007). Gunter’s objection is not unique. Educational policymakers have struggled for decades to create evaluation systems that can measure and accurately evaluate the non-concrete aspects of teaching that are so much a part of the a teacher’s work in the classroom. The 2008 NUT report revealed similar concerns, as some teachers argued that educators “can only be accountable for what they teach, not what pupils learn,” citing students who demonstrated significant growth in confidence, concentration and attitude throughout a school year, but who did not show measurable improvements in reading and math. For this reason, nearly 80% of teachers and headteachers surveyed in the UK during the NUT study expressed strong concerns about policies linking pay raises to their students’ performance on various standardized assessments (Sclafani, p. 110). This

finding substantiates a prediction made in a 1998 NUT study, which suggested that there is no evidence that performance-pay has any substantial effect on teacher recruitment, retention or motivation (Sclafani, p. 110).

The 2008 NUT study suggests that policymakers must “look elsewhere” for ways to improve teacher performance and teacher motivation (Sclafani, 2009, p. 111). In the years following the enactment of the 2006 legislation, British educational experts recognized that the performance management system was not without its flaws and sought to refine evaluation practices to produce a system that allowed teachers more opportunities for flexibility and differentiation within the classroom. This reflection culminated in a revised set of legislation, which took effect in 2012.

Teachers and Policymakers Respond to the 2012 Legislation. Common standards for teachers in the current legislation indicate a significant departure from the 2006 regulations. As outlined by the new regulations, a teacher appraised as an outstanding teacher must demonstrate high expectations to inspire, motivate, and challenge students. He or she must promote progress and positive student outcomes; show an understanding of subject and curriculum; plan and execute effective lessons; teach responsively to the strengths and needs of all students; employ assessments appropriately; establish a safe learning environment through effective classroom management; and pursue professional development opportunities and responsibilities (Coates, 2011). These eight proposed standards aim to establish a framework on which evaluators can contextualize and derive aspects of the teacher appraisal process (U.K. Department for Education, 2012a).

While the 2012 legislation maintains the fundamental elements of teacher appraisal practices outlined in the previous legislation, the new regulations specifically eliminate the three-

hour limit on classroom observation. In doing so, schools have more freedom to develop their own protocol for classroom observations, thereby tailoring the teacher appraisal process to the school environment in which it occurs. Prior to this change, schools lacked flexibility in determining observation arrangements, a problem remedied by the 2012 teacher appraisal legislation (U.K. Department for Education, 2012a).

The standards also establish professional and community expectations of teacher practice for all active educators. Teachers can reflect on these proposed standards in order to inform their own practice. In a recent survey regarding the standing 2006 standards, “more than a third of teachers did not feel the current standards provided a good definition of teacher competence and 41 percent believed that professional standards did not make any difference to the way they taught.” In order to overcome the perceived inadequacy of previous standards, the 2012 legislation is projected to ensure “excellent teaching, a crackdown on bad behaviour, to improve pupils’ skills in the basics of English and maths, and to provide better support to those pupils falling behind” (U.K. Department of Education, 2011). Thus, positive changes are expected as a result of the 2012 legislation for educators, policymakers, and students.

Proposed Appraisal Policies

Department for Education. The 2012 Appraisal Regulations created a set of minimum standards for school and teacher evaluation. This policy leaves many details open for schools to customize to fit their own specific needs. The Department for Education has released *A Model Policy* for school administrators to use as a guide to develop their own school-specific teacher evaluation policy (U.K. Department for Education, 2012d). The model policy contains two parts: *appraisal* and *capability procedures*. Appraisal refers to evaluation and the development of professional skills, while capability refers to the procedures to remedy or remove incompetent

teachers. As part of the appraisal process every teacher, including the headteacher, establishes personalized goals to achieve over a certain time period.

The evaluation of teachers generally involves three steps: observation; development and support; and feedback. Observations are conducted to identify strengths and areas for development with the exact procedures left up to the individual school. The headteacher is also allowed to conduct drop-in visits as needed. Development and support will be used to aid teachers in meeting their individual goals as well as the goals of the school wide improvement plan. Feedback will include a review of the observation and progression towards targets. If the teacher is not meeting their targets, a supplementary plan will be created that may include revising objectives, additional development opportunities, extra observations, etc.

If a teacher is not showing progress in appraisal evaluations, the capability process begins with a capability meeting. This meeting is held between the Chair of Governors or headteacher and the underperforming teacher (U.K. Department for Education, 2012d, p. 7). During the capability meeting, parties inform the teacher of concerns and possible consequences; identify standards not being met; give guidance and support; and set a progress time chart (U.K. Department for Education, 2012d, p. 7). Then, the teacher is monitored and reviewed before attending a formal review meeting. If the teacher is making progress, the teacher can move from the capability process back to the appraisal process. If the teacher has not made sufficient progress, the governing body can decide to extend the review period or issue a written warning. Beyond this warning, dismissing a teacher is required if it is apparent that no new progress is being made towards achieving the teacher's individual goals as discussed in the final decision meeting (U.K. Department for Education, 2012d, p. 8). Once it is decided that a teacher should no longer be employed by the school system, local authorities are alerted and the teacher has the

option to appeal (U.K. Department for Education, 2012d, p. 9). The specifics of these procedures and the timeframe in which they occur is mainly open for each school to establish.

Teacher Unions. Several British teachers unions, including the National Union of Teachers (NUT), the Association of Teachers and Lecturers (ATL), and the National Association of Headteachers (NAHT), collaborated to create their own model policy to meet the guidelines for teacher evaluation. Much of the language in this document is similar to language in the Department for Education version, yet the teachers unions' model policies offer more significant protections for teachers. One such protection is the observed teacher's ability to object to his or her appraiser. This process allows a teacher the opportunity to request a different appraiser if he or she believes that the appraiser appointed by the headteacher will be unfair or biased.

Office for Standards in Education, Children's Services and Skills

The Office for Standards in Education, Children's Services and Skills (Ofsted) is the official governing body that inspects and regulates services that care for children and young people. Established on April 1, 2007 by the Education and Inspections Act of 2006, Ofsted's mission is to promote improvement, ensure student's interests are paramount, and regulate all education services so that they are efficient and effective in their goals (The Office for Standards in Education, 2012). The organization inspects and regulates education programs throughout the United Kingdom. More importantly, Ofsted reports their findings to interested persons such as caregivers, teachers, administrators, policymakers, and the general public (The Office for Standards in Education, 2012).

Ofsted is reportedly an independent, impartial organization that reports their findings directly to Parliament (The Office for Standards in Education, 2012). They work conjointly with smaller organizations to evaluate all child and adult education services in the United Kingdom,

including daycares, family centers, adoption and foster agencies, The Children and Family Court Advisory and Support Service (Cafcass), children's homes and services, maintained schools, independent schools, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons (Ofsted, 2007, p 14). Ofsted acts as regulators of early years and children's social care by distributing licenses to operate. If an educational program does not meet regulations, Ofsted is required to revoke the license, disqualify services, or take legal action.

Ofsted and its leaders have been working to improve the methods of school evaluation and developed new policies enacted in September 2012. There are four categories in which schools are placed once inspections are complete: grade 1 (outstanding), grade 2 (good), grade 3 (requires improvement), and grade 4 (inadequate). Previously, grade 3 assumed "satisfactory", but Ofsted determined that schools judged below grade 2 should be monitored more closely. The 2012 legislation stipulates schools identified as "requires improvement" or "inadequate" are placed under additional monitoring procedures. Schools can also be labeled as having "serious weaknesses" or "[requiring] special measures" with details explained in inspections and addressed with further monitoring (The Office for Standards in Education, 2012).

Michael Gove, the Secretary for Education, recently established a policy that would enable the Chair of Governors and headteachers to remove a poorly performing teacher within one term, i.e. four months. He also pushed to limit Ofsted's ability to use data collected in school and teacher evaluations. Ofsted is only allowed to report on the conditions they find; the governing body is responsible for acting upon Ofsted's results (Kershaw, 2012)

In previous years, Parliament required headteachers to fill out Self Evaluation Forms (SEFs) through Ofsted evaluations: "The SEF asks teachers and head[teacher]s to collect and

verify facts and figures about their school in preparation for their Ofsted inspection” (U.K. Department for Education, 2012c). This can be quite costly and time consuming, and teachers, along with Michael Gove, welcomed the cut: “The Coalition government trusts teachers to get on with their job. That’s why we are taking steps to reduce the bureaucracy they face and giving them the powers they need to do a good job. We believe that teachers – not bureaucrats and politicians – should run schools” (U.K. Department of Education, 2012c).

Unlike the Secretary of Education, the current head inspector of Ofsted, Sir Michael Wilshaw, was elected in January 2012 and has begun his position amidst some political controversy. Wilshaw was previously a headteacher and executive principal, yet his views on the teaching profession are quite troubling according to the public. In a recent press release, he “accused weak head[teacher]s of failing to get a grip on substandard teaching and simply ‘trotting out excuses’ such as poverty and deprivation for low exam grades” (Paton, 2012). Such comments have negatively affected his term in office.

The Necessity for EAL Teachers in London

Up until this point, the focus of this literature review has been to explore the appraisal process in the London state school system. To that end, we have discussed many relevant laws, regulations, and studies. However, these sources give us a broad view of teacher appraisal. In order to gain further insight, this review will explore how the appraisal process affects a smaller subset of London’s teachers. This subset will contain teachers who instruct and support non-native English speaking students.

The term used to describe instruction intended to support non-native English speaking is *English as an additional language* (EAL). Students who fall under this term are called EAL students, and the teachers who instruct and support them are called EAL teachers. The following

sections will start by describing the need for EAL teachers within the London school system. The latter sections will explore the specific standards and policies regarding the evaluation of EAL teachers.

Student Demographics in London. In recent decades, the city of London's population has become extremely diverse, supporting a multitude of different ages, races, and cultures. Presently, non-white ethnicities account for 35% of London's population, and it is estimated that over 300 languages are spoken within the city (British Council, 2012). Given these statistics, it can only be expected that London's school systems are at least as diverse and that students represent many different cultures, ethnicities and primary languages.

In 1997 The National Association for Language and Development in the Curriculum (NALDIC) reported that 7.8% of primary school students did not speak English as their first language. Today, that statistic has more than doubled to 17.5%. There is a similar demographic shift in secondary schools. The percentage of EAL students increased from 7.3% to 12.9% between 1997 and 2012 (National Association for Language and Development in the Curriculum, 2012). The proportion of multilingual students increases even more dramatically when considering urban schools. The National Literacy Trust reports that 54.1% of pupils in the inner schools of London are learning English as a second language (2012). Thus, there is a significant population of students within London who will need English language support.

The high number of EAL students has created challenges for teachers in the London school system. All regular education teachers must be fully equipped to teach an increasingly diverse student body, regardless of their content area. In addition, the influx of EAL students has created the need for teachers who specialize in EAL instruction. These specialists can be teaching assistants, classroom teachers, school coordinators, or outside consultants. In any case,

all teachers must ensure their instruction can accommodate the changing student population and promote academic achievement. To that end, laws and standards have been created to ensure that teacher instruction is meeting the needs of all students, and EAL students in particular.

Equality Act of 2010. While there have been previous laws that ensure the fair treatment of all people in England, the Equality Act of 2010 is the most recent and comprehensive law to date. Although this act is not specific to education, it does contain statutes that guarantee equitable instruction for EAL students.

The provisions in Section 6 of the Equality Act of 2010 defend students from discrimination due to protected characteristics, such as race and religion (pp. 5-6, 54). The section begins by stating that it is the duty of the school and local educational authority to ensure that all responsible bodies give their students equal treatment, regardless of these characteristics (p. 55). Responsible bodies include the teachers and administrators within a public school. The law then asserts that the “responsible body of such a school must not discriminate against a pupil in the way it provides education for the pupil [and] in the way it affords the pupil access to a benefit, facility or service” (p. 55). There are also provisions that ensure equal admission arrangements for all students. Most importantly, the law states that schools have a duty to make reasonable adjustments for their students. Although it is not explicitly stated, the hiring of EAL teachers is a reasonable adjustment that a school may employ to ensure equal treatment and success for all students. Thus, the Equality Act of 2010 may support the ongoing need for EAL teachers within the English state school system.

Previous EAL Teacher Standards

It is important to discuss the history of EAL teacher standards in order to gain a more complete perspective of current regulations. Before 2012, there were very few laws that applied

specifically to EAL teachers. The Education Acts of 2002 and 2006 included clauses about the treatment of EAL students and Teacher Appraisal, but they did not include specific standards for the appraisal of EAL teachers. Similarly, the Department for Education did not publish any documents that specified appraisal of EAL teachers until 2012.

The First and Second Independent Review of Teacher Standards. The English Parliament passed The Education Regulations of 2012 in January of that year. In the following months, the Department for Education began formulating new teacher standards that would be implemented later that year. As the new standards were being discussed, the Department for Education released two documents: The First Independent Review of *Teachers' standards* and The Second Independent Review of *Teachers' standards*. The intent of these reviews was to inform the creation of the 2012 *Teachers' standards*.

The first review lacked any emphasis on engaging pupils, specifically EAL students. It was proposed that these standards be covered by individual schools or based on employment terms instead of in the national standards. However, the second review emphasized the need for student engagement and increased EAL support. The review stated that all teachers should "maximize the curricular progress of EAL learners," as well as "tackle the effects of social disadvantage through appropriate teaching and learning strategies" (Coates, 2011, p.45). Although these passages highlight the need for standards for EAL instruction, they do not state or recommend any specific standards. Fortunately, specific standards do appear in Section 5 of The 2012 *Teachers' standards*, which will be discussed in the next section.

Current EAL Teacher Standards

All teachers are currently evaluated according to the regulations set by The Education Act of 2002, The Education Regulations of 2012, The 2012 *Teacher's standards*, the standards

set by the local governing bodies, and the standards set by Ofsted. While there are a large number of general teacher standards, there are very few that target EAL teachers specifically. However, there are two notable exceptions that merit discussion: standard five of the 2012 *Teachers' standards* and those set by Ofsted.

Standard Five. The 2012 *Teachers' standards* included expectations for EAL instruction that were absent from previous publications. While all of the standards found within this document apply to EAL teachers, standard five is particularly important. This standard requires teachers to “adapt teaching to respond to the strengths and needs of all pupils.” Furthermore, it states that teachers must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them” (U.K. Department for Education, 2012a, p. 8). Thus, all teachers will be expected to effectively work with EAL students as part of the appraisal process.

It is important to note that the 2012 *Teachers' standards* do not go into further detail about standards for EAL instruction. As was explained earlier, the new 2012 legislation and 2012 standards are intentionally nonspecific to allow the governing bodies of each school to create their own appraisal policies. As a result, schools may choose to emphasize or deemphasize Standard Five as they see fit.

Standards set by Ofsted. Schools are held accountable by inspections from The Office for Standards in Education (Ofsted). In the inspections of schools and their efficacy, Ofsted criteria states “it is important to test the school’s response to individual needs by observing how well it helps all pupils to make progress and fulfill their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching

and/or additional support” (Not As We Know It Limited, 2012). The new legislation puts more emphasis on ensuring academic achievement and a state of well-being for bilingual and EAL students in the school systems: “Under the new arrangements for school inspection, inspection teams are to look hard at EAL and bilingual learners, the progress they make and the quality of the teaching they receive” (National Association for Language Development in the Curriculum, 2011, p.7). The standards specifically direct inspectors to make sure those students who require additional supports and/or expert teachers are achieving their full potential (National Association for Language Development in the Curriculum, 2011, pg. 7).

One such group that needs expert teaching and/or additional support is EAL learners. This shows that inspectors are to focus on how EAL learners are performing and receiving services in schools and how effective they are. Ofsted also provides a separate document for inspectors that list what “good practice” would be considered in terms of teaching and supporting EAL learners. This list of practices was published in April, 2012 and asks inspectors to look for these examples while evaluating teachers and schools. It emphasizes the importance of not only differentiating instruction for EAL students, but also differentiating within EAL populations. Teachers are encouraged to take into account the unique backgrounds and abilities of all EAL students as individuals:

Learners will be at different stages of English language acquisition (from complete beginner to advanced bilingual), but even those at the same stage of English language acquisition will have different backgrounds and needs. For example, they will have had different experiences of schooling overseas. Some will be literate in other languages and might already have developed concepts in other subjects, such as science and mathematics, through another language. Others will have had little or no formal

education and might not be literate in any language. Some will be gifted or talented; others will have learning difficulties and/or disabilities. (Office for Standards in Education, 2012)

In addition, Ofsted also lists collaboration between classroom teachers/assistants and EAL specialists as good practice; they call for teachers and EAL specialists to actively work together when planning lessons and assessments (Office for Standards in Education, 2012). This encourages classroom teachers to actively think of ways to integrate EAL supports into the curriculum.

As mentioned by The National Association for Language and Development Curriculum [NALDIC], Ofsted has revised their evaluation framework in accordance with the Equality Act of 2010 “to look hard at EAL and bilingual learners, the progress they make and the quality of teaching they receive.” Ofsted’s belief is that “[i]nspection is primarily about how individual pupils benefit from their school” (National Association for Language Development in the Curriculum, 2011). With the increase of EAL students in the London school systems, it is expected that current legislation would reflect and support not only the diverse student body, but also the teachers who are working to increase the academic achievement of all students.

Research Questions

The focus of this study was to explore the scope and effectiveness of the educator appraisal systems in London, with special attention given to how EAL teachers are appraised. Therefore, the following research questions guided this study:

1. What are the tenets of the current policies governing evaluation of educators in British state schools?

2. What are perceptions of the effectiveness of the 2006 and 2012 British educator evaluation models, from the standpoint of teachers, administrators, and selected stakeholders?
3. In what ways might the appraisal process impact EAL teacher instruction? Will EAL teachers shift their instruction in response to the 2012 evaluation system?
4. How do British state schools implement, or plan to implement, educator evaluation models? Who are the key personnel? Who writes the education (evaluation) policies? Who implements the policies?
5. What are the implications of this system for shaping educator evaluation systems in the State of Connecticut?

Methodology

Demographics

General School Statistics. Researchers collected survey and interview data from teachers and administrators in four schools in the Greater London area for the purpose of completing this study. Secondary A, B, and Clinic are secondary schools and serve students from years seven to thirteen. Secondary A is a community comprehensive school serving approximately 1,300 pupils; Secondary B is an academy serving approximately 1,000 students; and Secondary Clinic is a tier-4 mental health pupil referral unit serving less than fifteen students. Primary is a community primary school serving approximately 400 students from nursery to year six. All schools are mixed gender.

All schools in this study have received an Ofsted score of outstanding or good. Approximately half of the student body in Secondary A and Primary are classified as English as an Additional Language [EAL] students, while two-thirds of the students in Secondary B are classified as such. Approximately 25% of the students in Secondary B and Primary and 40% of the students in Secondary A are eligible for free school meals [FSM]. Secondary Clinic has a transient population and, as such, the number of students classified as EAL and FSM is inconsistent for reporting purposes.

Teachers and Administrators. It can be difficult to make the distinction between support staff, teacher, and administrator in London schools. It is typical for a teacher to hold various administrative responsibilities. In contrast, headteachers, assistant headteachers, and department heads can also serve as practicing teachers. In fact, more than half of all participating assistant headteachers responded that they also have substantial teaching responsibilities. To further complicate matters, teaching assistants and trainee teachers may have many of the

responsibilities of a teacher but are not subject to the regular appraisal procedures. For purposes of clarity in this study, we make the following distinctions:

An *administrator* is an educator who is subject to the regular appraisal procedures and has management responsibilities towards other teachers. Examples include headteachers, assistant headteachers, and department heads.

A *teacher* is an educator who is subject to the regular appraisal procedures but does not have management responsibilities towards other teachers. Examples include classroom teachers, heads of year, and key stage coordinators.

A *support staff member* is an educator who is unqualified as a classroom teacher or is not subject to the regular appraisal procedures. Examples include teaching assistants, learning support staff, and trainee teachers.

Figure 1 illustrates the number of teachers and administrators in each of the four schools that participated in our study. The ratio of administrators to teachers may seem unusually high in schools Secondary A, B, and Clinic. It is important to remember that most administrators also have teaching responsibilities and would colloquially be counted as teachers. In addition, Secondary Clinic is a mental health unit with a total faculty of less than 10. As a result, most of the teachers at Secondary Clinic have an administrative role.

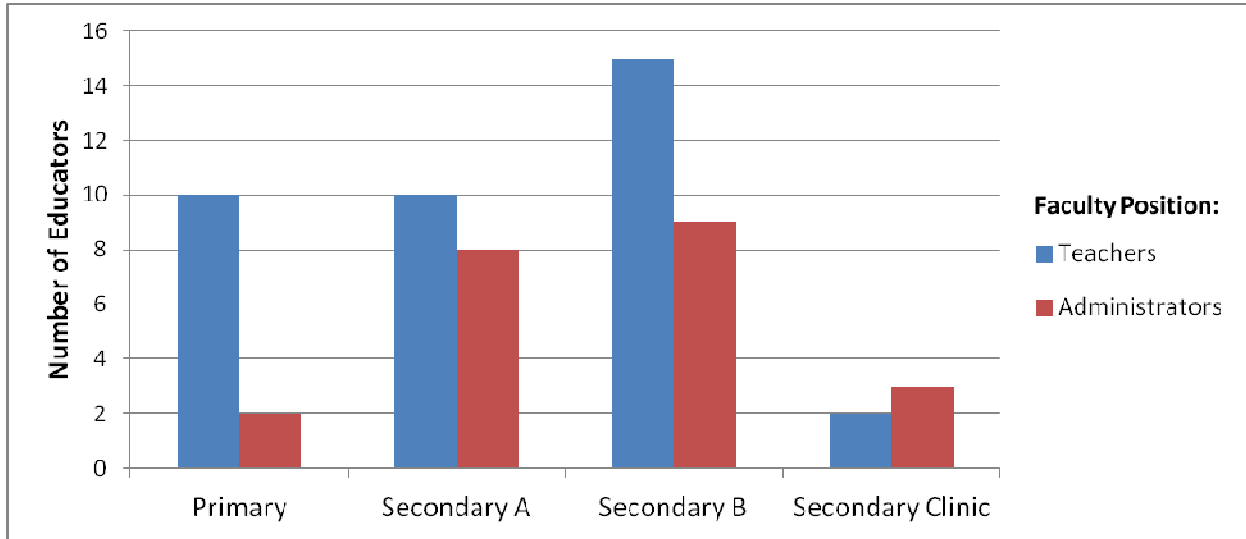


Figure 1. Number of Participants by School. This bar graph shows the number of teachers and administrators that participated in the survey in each of the four participating schools. Note: support staff members are not included in this figure.

Educational Experience. Figure 2 reveals the distribution of educational experience in each school. Secondary A and B have very similar distributions. Although they appear bimodal, they are not atypical of London schools (D. Patterson, personal communication, September 18, 2012). Primary seems to have fewer experienced teachers than the other schools. The effect that this has on appraisal will be discussed later. Secondary Clinic has a very experienced professional staff, likely because it is a mental health unit that requires very experienced educators to meet the needs of the pupils.

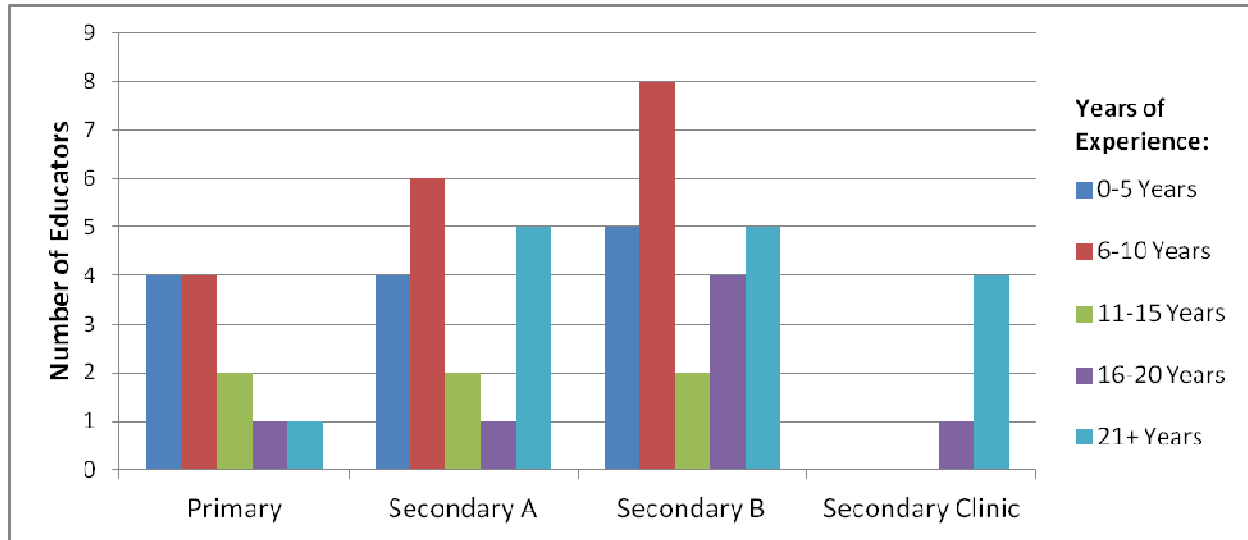


Figure 2. Years of Experience by School. This bar graph illustrates the years of educational experience that participating teachers and administrators have in each of the four schools. Note: support staff members are not included in this figure.

Appraisal Policies at Participating Schools

Policies at Secondary A School. The appraisal process at Secondary A is based on peer observation and assessment. Those undergoing appraisal include all educators (classroom teachers, teaching assistants, and welfare/support staff), administration, and site and technical staff. The overarching aim of this procedure is the development of SMART (specific, measurable, achievable, relevant, and time-bound) targets negotiated between the appraiser and the individual being appraised. The appraisal process begins with appraisers observing their colleagues with an eye towards the following school-wide goal: the school's aims, priorities and targets; the team priorities linked to the school improvement plan; and how their performance supports the aforementioned areas.

Following the observation, the teacher under appraisal must submit a self-audit document to aid in reflection and assessment. The self-audit document is heavily based upon *Teachers' standards* of September 2012, listing each educational and professional standard individually. The appraisee is also asked to submit evidence or notes for each criterion. The appraiser and appraisee then schedule a meeting to discuss the observation. The colleagues discuss the overall performance, as well as areas of improvement and areas of strength. Secondary A specifies that the areas of strengths and weaknesses “must be rooted in the impact on student progress,” as well as classroom practice; leadership and management; professional development; and pay scale progression.

Three SMART targets are then negotiated, remembering “that these targets form the basis of holding team members accountable and in the case of teaching staff are linked to pay.” Upon finalizing the targets, the appraisee is asked to list any type of support that is necessary for goal attainment, using *Teachers' standards* as a guide. The final product of the appraisal process is a one page “Summary of Review,” listing previous observation targets, current year targets, and any further comments.

Policies at Secondary Clinic School. Secondary Clinic School’s appraisal system operates as a process of continual evaluation. In October of each school year, each member of the teaching staff meets individually with the headteacher to create a set of three targets for the coming year. Target One is written by the teacher himself and is intended to promote self-reflection. Target Two is written by the headteacher to support the specific needs of the individual staff member. Target Three is a school-wide developmental objective written collaboratively by all members of the teaching staff. Throughout the year, each staff member is required to perform several “peer evaluations,” during which he or she completes a written

observation of a colleague's lesson. The appraisal system at Secondary Clinic focuses on "catching teachers doing something right," and rather than identifying negative aspects of their teaching, encourages self-reflection and focused growth and development.

Policies at Secondary B School. Teachers are formally observed a cumulative three hours per academic year typically by three different senior teachers and Heads of Departments. The observation hours are divided into an hour of observation from a senior teacher; an hour from a head of department; and an hour of formal performance management, which is conducted by another head of department. These formal observation procedures are documented per union and government guidelines. Fundamentally, the procedures following observation include the setting of goals for future improvement to encourage continuing professional development. For example, after the mandated performance management observation, teachers are expected to complete an Individual Performance Development Sheet. Teachers respond to individual focus questions and statements regarding performance with either evidence of their success or with plans to improve current practices. The form ends with explicit goal-setting, followed by an outline of the additional support required to attain said goals.

In addition to the three hours of formally conducted observation, the community of professionals at Secondary B encourage the coaching and mentoring of struggling teachers by what they call "critical friends." Critical friends are typically members of senior staff who informally identify a struggling teacher by anecdotal evidence or via a "learning walk," which is an unannounced visit to a classroom without a formal evaluation procedure. When it becomes clear that an individual teacher requires mentorship from senior staff, they are either assigned a mentor or are approached by a volunteer mentor. Such mentorships are comprised of collaboration on lesson plans, modeling effective teaching practices, and demonstrations on

effective classroom management. Teachers at Secondary B desire feedback given the highly supportive professional community of their workplace. For these educators, informal professional mentorship is a welcomed opportunity for those who are struggling. After enough time has passed to prove that the mentorship has made a positive impact on a teacher's practice, the presence of the mentor is faded out alongside the informal tracking of said teacher's progress.

If the informal mentorship does not improve the skills of a struggling teacher, then Secondary B implements formal capability procedures. Teachers subjected to the capability procedures are to demonstrate long-term, charted growth over the course of the evaluative procedures, or they will be encouraged to exit the school community. Such encouragement to depart is a professional way of ending an association between teacher and school deemed ineffective by the sequence of appraisal procedures put in place. Historically, teachers at Secondary B have been terminated only in situations of gross professional misconduct, as there are many supports in place for teachers to improve their professional practices, such as constructive feedback from both formal and informal observations. In terms of supplementing the appraisal procedures already in place, there is discussion at Secondary B of changing performance management into a more collective, uniform endeavor. This means that the school would identify a common thread for school-wide improvement and integrate this thread into the evaluative structures already in place. Additionally, although Secondary B catalogues the GCSE scores of students with individual teachers, the school aims to circumvent the linking of teacher pay with the GCSE scores of students, as they do not feel such scores are the ultimate representation of a teacher's effectiveness.

Policies at Primary School. Primary School's policy applies to the headteacher and all qualified teachers employed at Primary and runs for twelve months, normally from September to

September. The headteacher is appraised by the governing body who appoints a skilled and experienced external advisor to perform the appraising. The headteacher chooses a "suitably trained" qualified teacher with current or recent teaching experience to appraise other teachers. Both headteacher and teachers set objectives after the start of each appraisal period. Objectives are "specific, measurable, achievable, realistic and time-bound and will be appropriate to the appraisee's role and level of experience." No teacher is given more than three objectives, as more can lead to teachers experiencing unreasonable workload and pressure.

Teachers are assessed against *Teachers' standards* published in 2012. The appraisal process requires lesson observations to be confidential; evaluators to give at least five days' notice of date and time; and verbal feedback provided by the end of the next school day. Written feedback is provided within five working days unless circumstances make this impossible. Feedback about lesson observations is developmental, "not simply a judgment using Ofsted grades." The number and duration of appraisal observations must be in accordance with the school's observation protocol, and headteachers can conduct "drop in" visits or perform other observations.

Each teacher's performance is formally and annually assessed in respect to each appraisal period. The teacher receives a written appraisal report that many include: details of the teacher's objectives; assessment of teachers' performance of their roles; assessment of teacher's training and development needs; a recommendation on pay when relevant; and a space for teacher comments. The assessment of performance, training, and development needs informs the planning process for the following appraisal period. Appraisee's have the right to appeal any of the entries in the written appraisal report. The headteacher provides the governing body with a written report on the school's appraisal and capabilities policies annually. The report includes an

assessment of the impact of these policies on: race, sex, disability, religion, age as well as others. The school plans to review this policy in 2015 unless changes from government are proposed in the interim.

Survey Instrument

Research Questions and Survey Constructs. Researchers created a survey instrument to explore four distinct constructs related to appraisal policies and systems. The constructs were designed to align with two of the four research questions: question 2, “what are perceptions of the effectiveness of the 2012 British educator evaluation models from the standpoint of teachers and administrators?” and question 4, “how do British state schools implement educator evaluation models? Who are the key personnel?” The constructs are as follows:

1. Teacher awareness of appraisal policies
2. Teacher perceptions of effectiveness of the appraisal procedures
3. Impact of the implementation of the appraisal process on teacher instruction
4. Impact of the appraisal process on long-term teacher instruction

Instrument. Surveys were administered in the four participating schools. There were 67 total participants including teachers and school management; however, five surveys were removed due to unqualified teacher status and three were removed due to lack of response on eight or more questions. Thus, 59 surveys were deemed valid and used for final analysis. These participants represented a wide range of educational backgrounds and levels of experience (see Figure 1). The researchers developed a Likert-scale survey which was used for the quantitative component of the research of the four constructs listed above. The last question on the survey seeks to gather how often teachers are evaluated, which aims to investigate research question 4. Teachers were reminded that for the purposes of this survey, appraisal refers to: (a) time spent

preparing for lesson observation, (b) the actual lessons being observed, (c) all meetings with appraisers, and (d) time spent completing the required paperwork.

Distribution of Instruments. The researchers distributed the surveys to participants in person via staff meetings as well as individually. The participants had a three-week span to complete and return the survey. Participants were notified that their survey responses would be anonymous. A reminder of the deadline was given to participants at staff meetings, through e-mail reminders, and individually. Once all surveys were collected, the data was entered into a spreadsheet for analysis. The researchers analyzed 18 surveys from Secondary A, five from Secondary Clinic, 24 from Secondary B, and 12 from Primary.

Validity. An expert panel at the University of Connecticut reviewed the survey to ensure construct validity. The researchers also anticipated that the language might result in cultural misunderstandings; therefore, a pilot survey was conducted with a small subset of participants from London. The pilot surveys were not included in the results of this research.

Reliability. Within each construct, multiple questions were written to target the same outcome to ensure research reliability. For example, statements 1 and 23 are direct negations of each other: (1) “I am aware of the current teacher appraisal policies” and (23) “I am not aware of the current teacher appraisal policies.” (See Appendix A)

Interview Methods

Question Protocols. The researchers used an interview protocol to further address the following research questions: (2) “What are perceptions of the effectiveness of the 2012 British educator evaluation models from the standpoint of teachers and administrators?” and (3) “How does evaluation impact EAL instruction?” The researchers created four questions that directly

relate to the constructs and research questions previously mentioned. Each question included subsections used to clarify the participants' initial answers.

The interview questions (a) further explored teachers' awareness of appraisal procedures in UK schools, (b) examined how the appraisal procedures affect teacher instruction and student learning and (c) investigated how current appraisal procedures influence teachers' abilities to support the unique needs of EAL students. In addition, the researchers wrote four introductory and two conclusion questions. The initial questions were used to gain information about participants' backgrounds and build rapport. The conclusion questions were used to cover any topics that were overlooked and to sum up the interview.

To minimize cultural bias, a selected panel of British experts reviewed the questions and provided feedback. Changes were made before the survey was distributed. (See Appendix B)

Implementation. The researchers selected a subset of participants based upon their varied positions in the school system including headteachers, heads of year, union representatives, and teachers. This subset was selected from educators who signed a separate form requesting their voluntary participation in a private interview.

Semi-structured interviews were conducted with 14 school leaders and teachers at all four participating schools. Each interview lasted between ten and thirty minutes. Participants were assured their interviews would not be related to their survey answers nor would their name be linked to either the survey or interview. Interviewees were not given an incentive to participate in the interview process.

Interviews were recorded and transcribed by the researchers and assigned codes relating to the participant's school, order of completion, and date of completion. Then the interview transcripts were analyzed for emerging themes within and across individual responses. The

researchers used open, axial, and selective coding to develop understanding of the interview data. After analyzing the transcripts and selecting relevant quotes, the researchers sorted the excerpts into four grounded themes: (a) the perceptions of what is ideal versus the reality of appraisal, (b) the argument for the ongoing practice of appraisal, (c) the argument for setting specific targets, and (d) the influence of school climate and leadership. Analysis of these themes will be presented in the interview section.

Results

Survey Results

Internal Consistency. The survey was completed by 59 teachers and administrators with 0.057% nonresponse. In addition, each of the four constructs had either a good or acceptable level of internal consistency as measured by Cronbach's Alpha (see Table 1). The low level of nonresponse and moderately high level of internal consistency indicate that the results of the survey are reliable. As a result, we can begin to discuss the results of the survey.

Table 1

Internal Consistency by Construct

Construct	Number of Statements	Cronbach's Alpha
Awareness of the appraisal policies	10	0.76
Perceptions of effectiveness	8	0.87
Immediate impact of the appraisal policies	8	0.78
Lasting impact of the appraisal policies	4	0.85

Rate of Observation. Table 1.2 contains responses to statement 32: “How often are you observed in a typical school year as part of the appraisal procedures?” Most teachers are observed either “one or more times per term” or “one or more times per year.” However, teachers in Primary are observed more frequently than teachers in other schools. Note, the number of times teachers are observed in Secondary Clinic is unevenly distributed; that is to say that some teachers are observed monthly while others are observed yearly.

Table 2

Responses to Item 32 Across Schools

I am observed...	Secondary A	Secondary Clinic	Secondary B	Primary	Total
One or more times per month	0	2	1	1	4
One or more times per term	6	1	3	11	21
One or more times per year	12	2	19	0	33
I am typically not observed	0	0	1	0	1

Note. Item 32 asks participants to answer the question, “How often are you observed in a typical school year as part of the appraisal procedures?”

A Disconnect Between Teachers and Administrators. Teachers and administrators responded differently to several statements on the survey instrument. Further analysis of these responses suggests a disconnect between how teachers and administrators view the current appraisal policies and process.

Similar Knowledge of Appraisal Policies. In general, teachers and administrators agreed with statement 1: “I am aware of the current teacher appraisal procedures in my school.” However, administrators’ responses were higher than teachers’, indicating that administrators felt slightly more knowledgeable of the processes (see Table 3). Statements 2, 9, and 23 addressed the same construct and produced similar results. Thus, administrators tended to feel slightly more knowledgeable about the appraisal process in their respective schools.

Table 3

Responses to Item 1 Across School Positions

School Position	<i>n</i>	Mean	Standard Deviation
Administrators	37	4.50	0.61
Teachers	22	4.28	0.79
Teachers and Administrators	59	4.36	0.74

Note. Item 1 asked participants to respond to the statement, “I am aware of the current teacher appraisal procedures in my school.”

Differences in Perceived Effectiveness. Administrators and teachers responded differently when it came to the effectiveness of the appraisal process. There was a statistically significant difference between teachers and administrators when responding to statement 20: “The appraisal process accurately identifies competent teachers,” $t(57) = 2.19, p = 0.034$. When asked to respond to this statement, administrators ($M = 3.55, SD = 0.825$) responded more positively than teachers ($M = 2.95, SD = 1.07$). On the other hand, there was no significant difference between the two groups on statement 15: “The appraisal process accurately identifies ineffective teachers.” Both groups were found to disagree with this statement ($M = 2.59, SD = 0.97$). While administrators believe that the appraisal process identifies competent teachers, neither group believes that the appraisal process identifies ineffective teachers.

Teachers’ confidence in the appraisal process in identifying competent and incompetent teachers was found to vary between the four schools surveyed. The most noticeable differences were seen when comparing Primary with the rest of the participants. As shown in Table 4

below, teachers at Primary felt that the appraisal process was more effective at distinguishing competent from incompetent teachers.

Teachers at Primary reported more agreement with statement 15 ($t(57) = -2.39, p = 0.02$) and statement 20 ($t(57) = -2.69, p = 0.01$) than teachers at the other three schools surveyed.

Further statistics are available in Table 4 below.

Table 4

Responses to Statement 15 and 20 Across Schools

School	<i>n</i>	Statement 15		Statement 20	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Secondary A	18	2.50	0.99	2.83	1.04
Secondary Clinic	5	2.00	0.71	3.00	1.58
Secondary B	24	2.50	0.93	3.08	1.02
Primary	12	3.17	0.94	3.83	0.39

Note. Item 15 asked participants to respond to the statement, “The appraisal process accurately identifies competent teachers.”

Item 20 asked participants to respond to the statement, “The appraisal process accurately identifies ineffective teachers.”

Differences in Perceived Short Term Effects. Administrators and teachers were found to think differently about how disruptive the appraisal process is to classroom teaching. When asked to respond to the statement, “The appraisal procedures are disruptive to my teaching,” it was found that there was a statistically significant difference between administrators and teachers, $t(57) = 2.58, p = 0.01$. The responses of administrators indicated disagreement ($M = 2.00, SD = 0.97$), while the responses of teachers showed that they were neutral on the issue ($M = 2.69, SD = 0.98$). A one-way ANOVA was used and revealed that there was a significant

difference between responses to this statement from Secondary Clinic and the other three schools surveyed, $F(3,55)=2.70$, $p=0.05$. While respondents from Secondary Clinic indicated strong disagreement ($M = 1.40$, $SD = 0.89$), respondents from Secondary A, B, and Primary indicated more moderate disagreement ($M = 2.56$, $SD = 0.98$). The data indicate that teachers from Secondary Clinic view the overall appraisal procedure as less disruptive to their teaching in comparison to the other teachers surveyed.

Responses to the statement, “The time it takes to meet with my evaluators detracts from my lessons,” also indicated a statistically significant difference in opinion between teachers and administrators, $t(57) = 1.96$, $p = 0.055$. Again, administrators were found to disagree with the statement ($M = 2.00$, $SD = 0.79$), while teachers were neutral ($M = 2.61$, $SD = 1.02$). A one-way ANOVA test was used and indicated that there was a significant difference between responses to this statement from Secondary Clinic and the three other schools surveyed, $F(3,55) = 2.18$, $p = 0.01$. While Secondary Clinic indicated strong disagreement ($M = 1.40$, $SD = 0.55$), Secondary A, B, and Primary indicated more moderate disagreement ($M = 2.425$, $SD = 0.96$).

Actor-Observer Bias in Teacher Appraisal. Teachers tend to believe that the appraisal procedures are more effective at diagnosing personal strengths and weaknesses than assessing the competence or incompetence of teachers as a whole. Respondents tended to agree with statement 13, “The appraisal procedure helps me identify my strengths” ($M = 3.56$, $SD = 0.97$) and statement 17, “The appraisal procedure helps me identify my weaknesses” ($M = 3.49$, $SD = 1.02$). However, they did not agree with statement 15, “The appraisal procedure accurately identifies effective teachers” ($M = 3.15$, $SD = 1.03$) and statement 20, “The appraisal procedure accurately identifies ineffective teachers” ($M = 2.59$, $SD = 0.97$).

The difference between these responses reveals a disconnect between how teachers view the effects of the appraisal process. The data suggest that teachers see their own evaluations as effective, but they view the evaluations of others as ineffective. This phenomenon is commonly known as the actor-observer bias.

The Effect of Experience on Lesson Modification during Appraisal. There is a difference between more experienced teachers and less experienced teachers with regard to lesson modification during appraisal. In general, less experienced teachers tend to change their lessons while being appraised more often than experienced teachers.

Statement 21 specifically addresses whether teachers agree or disagree with the following statement: “I pay more attention to students’ individual needs while I am being appraised.” Teachers with less experience tend to agree, while teachers with more experience tend to disagree ($F(4, 54) = 2.38, p = 0.06$), meaning they change their instruction less during observations. In addition, teachers with 21 years experience or less agree with statement 22: “I differentiate my lessons more while I am being appraised,” ($F(4,54) = 1.67, p = 0.17$) while teachers with 21 years or more experience tend to disagree and differentiate less during observations (see Table 5).

Table 5

Responses to Statement 21 and 22 Across Years of Experience

Years of Experience	<i>N</i>	Statement 21		Statement 22	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
0-5	13	3.15	1.28	3.54	1.20
6-10	18	2.5	1.1	2.83	1.15
11-15	6	3.33	1.51	3.50	1.64
16-20	7	3.00	1.00	3.00	1.15
21+	15	2.06	0.96	2.47	1.19

Note. Item 21 asked participants to respond to the statement, “I pay more attention to student’s individual needs while I am being appraised.”

Item 22 asked participants to respond to the statement, “I differentiate my lessons more while I am being appraised.”

Positive Effects on Teacher Pedagogy. Teachers and administrators reported that the appraisal procedures had a small but statistically significant effect on their overall teaching pedagogy. Most teachers responded that the appraisal policies had either ‘no effect’ or ‘slightly helped’ their pedagogy in statements 27, 28, 29, and 30. Multiple t-tests were used to confirm that the means of the aforementioned statements were greater than 3, the neutral value. See Table 6 for detailed results.

Table 6

t-Test of Mean Responses to Statements 27, 28, 29, 30 versus 3

How has the teacher appraisal process affected...	<i>n</i>	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Statement 27 your ability to promote academic achievement?	59	3.627	0.717	0.093	6.72	0.000*
Statement 28 your ability to engage students?	59	3.475	0.626	0.082	5.83	0.000*
Statement 29 your behavior management skills	59	3.305	0.565	0.074	4.15	0.000*
Statement 20 your ability to support EAL students?	59	3.424	0.700	0.091	4.65	0.000*

Note. t-Test of $M = 3$ (versus $\neq 3$); $DF = 58$; $*p < .001$

Note that more teachers reported that the ‘ability to promote academic achievement’ was helped by the appraisal process, and fewer teachers reported that their ‘behavior management skills’ were helped by the appraisal process.

Differences in Secondary Clinic. Teachers at Secondary Clinic responded differently than teachers at Secondary A, B, and Primary on multiple items. The majority of the discrepancies occurred within construct three, although there were some significant differences in responses within constructs one and two. Recall that construct three is related to the short-term effects of the appraisal process, including lesson modification during appraisal. A t-test was used to compare participants’ results from Secondary Clinic to those from Secondary A, B, and Primary combined. The results can be found in Table 7 below. Fewer teachers from Secondary Clinic reported that they modify their lessons in preparation for appraisals when compared to teachers at the other three schools. Teachers from Secondary Clinic also reported less disruption

to their teaching and planning than teachers at the other three schools. Lastly, there was a significant difference between responses to statement 10: "I do not teach differently when I am being observed." It seems that teachers at Secondary Clinic reported less change overall in their teaching while being observed than teachers at the other three schools.

Table 7

t-Tests of Responses to Various Statements between Participants from Clinic School and Participants from Schools 1, 3, and 4

Subgroup	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>T</i>	<i>P</i>
Statement 4						
Secondary Clinic	5	1.40	0.89			
Secondary A, B, and Primary	54	2.56	0.98	0.46	2.52	0.01**
Statement 5						
Secondary Clinic	5	1.40	0.55			
Secondary A, B, and Primary	54	2.43	0.96	0.44	2.33	0.02**
Statement 10						
Secondary Clinic	5	3.50	1.24	0.17		
Secondary A, B, and Primary	54	2.20	1.30	0.58	2.44	0.099*
Statement 12						
Secondary Clinic	5	1.40	0.55			
Secondary A, B, and Primary	53	2.51	1.05	0.48	2.20	0.03**
Statement 21						
Secondary Clinic	5	1.60	0.55			
Secondary A, B, and Primary	54	2.78	1.19	0.54	2.17	0.03**
Statement 22						
Secondary Clinic	5	1.80	0.84			
Secondary A, B, and Primary	54	3.09	1.23	0.57	2.28	0.03**

Note. t-Test of Difference = 0 (versus \neq 0); Difference = (Secondary Clinic) - (Secondary A, B, and Primary)

DF = 57 for statements 4, 5, 21, 22; DF = 56 for statement 12.

* $p < .01$; ** $p < .05$

Interview Data Results

Ideal versus Reality. Interview data from a majority of the respondents suggest that, while teachers and administrators recognize the value of the appraisal process as it is formally written, there is a significant disconnect between these ideal practices and the reality of appraisal procedures. This expresses a theme that emerged regularly across interview participants, indiscriminate of school and other teacher demographics. Participant 1 (Secondary B) addressed the value and necessity of appraisal procedures: “Every school should have [evaluations]. It’s part of the process. This is the most important part; how to measure success and what support you want from the school.” Participant 3 (Secondary B), however, indicated that the current appraisal process fails to adequately evaluate teachers and made the following suggestion: “There needs to be more consistent observations... I don’t think the current system really judges it [teaching] very well.” Participant 2 (Secondary B) further addressed this idea, and commented, “The present system, I feel it’s overstretched, and I feel that it’s well-intentioned, but there isn’t the follow through, there isn’t the professional development.”

Ongoing Practice. Participants across all four schools argued that, in order for the appraisal process to be effective, it must be an ongoing process rather than a once-a-year event. Participant 1 (Secondary B) highlighted this idea:

I would like this document to be looked at more often. It should be checked on at least twice a year, even if it’s only a ten-minute checkup. It would give teachers a chance to find out if they’re going to get the support they asked for and remind the administration that support was requested. That will help teachers improve. If it’s looked at as yearly paperwork then it’s rubbish, and I should throw it in the trash.

Participant 2 (Secondary B) also addressed this concern, describing the ideal appraisal process as the creation of a “live document” that can be amended to reflect teachers’ specific needs and development: “I’d like to make it a more live kind of process. I’ve done mine now, and this is terrible really, but I think it’s common -- I put it away. And I won’t look at it again until next year. That’s not a live document.”

Setting Targets. Interview data from all four participating schools indicate that EAL instruction is not specifically evaluated as a part of the appraisal process unless a teacher has individually identified this area as a personal target. Participant 2 (Primary) discussed how her specific targets influenced her appraisal process.

One of mine [targets] last year was to ensure that all the EAL children in my class reached a level 2C in writing. And because that was my target, I had to implement it into all my...lesson observations, which made me a better teacher. But, it was only me that had an EAL target, no one else did. It’s just – for some reason, that’s the tangent we went on. So it helped me but it wasn’t specifically part of lesson observation but because it was one of my targets, I had to do it. And it helped, it massively helped.

Participant 2 (Secondary A) also suggested that, while EAL instruction is not necessarily a “generic school need” and thus is not universally evaluated during teacher appraisals, it can be identified as a specific need for individual teachers. Participant 4 (Secondary Clinic) further addressed this issue, arguing that EAL-specific training would be useful for teachers across all disciplines:

I think we could all do with training regarding how to work with EAL students, because it's quite a specific need. I think we’ve all had training here about kids

who have Asperger's Syndrome or students with special learning difficulties, but it doesn't cater specially to students for whom English is not a first language.

School Climate and Leadership. Interview data suggest that teachers' perceptions of the appraisal system in general are significantly influenced by the school climate and, more specifically, the school leadership. Participant 2 (Secondary B) discussed the influence of school leadership on his perceptions of the appraisal process. He explained:

So what happens here [at Secondary B] is, in my view, a paperwork exercise. We're required to do this, legally. We fill in the form and as part of that we may or may not be observed... Any sort of talk like that in teaching, generally, is seen as very threatening... It shouldn't be; it should be about us all trying to be the best we can be. That's why I feel like it's...a hoop we go through because we have to, rather than something we want to or because we find value from it.

Participant 1 (Secondary A) expressed similar concerns, commenting:

"I think the consequence...is that many people experience it as a box-ticking exercise, you know? It's just, 'Let's get rid of the paper, let's show we are satisfied, we've got other things to move on to.' It's people having too much... on their plates."

Key Findings

The key findings obtained from the data are summarized below. Both teachers and administrators claimed to have a similar knowledge of the appraisal procedures. Teachers and administrators also expressed the opinion that the appraisal procedures in practice lack the intended focus of improving teaching. The procedures are viewed as a yearly exercise in paperwork, whereas teachers desire them to become a more ongoing process rooted in regular feedback. Interview data suggested that teachers desire more personalized targets to guide them

through the appraisal procedures. Teachers with more years of experience tended to adjust their lessons less when preparing for an appraisal than did teachers with fewer years of experience.

Teachers also felt that the appraisal procedures are well suited to identify their own strengths and weaknesses, but that the procedures are not as effective when appraising others. Administrators felt that the appraisal procedure was less disruptive to regular classroom instruction than did teachers. Similarly, administrators contrasted with teachers in viewing the appraisal procedures as more effective in identifying competent and incompetent teachers. The discussion section of this study will interpret the key findings of the research.

Discussion

This study explored educators' perceptions of the teacher appraisal system in UK schools. Participants represented a diverse array of personal and professional backgrounds. The schools involved in the study are different in size and demographics. Despite this diversity, we noticed fairly consistent trends in respondents' perceptions regarding the setting of individualized targets for teacher performance, the continuation of the appraisal process throughout the year, and the effects of school leadership on the appraisal process.

Educators report that the most important and useful aspect of the appraisal process is the setting of personalized and specific targets. Evidence suggests that targets must be manageable in number and scope, responsive to specific teachers' needs, and geared toward individuals' desired areas of improvement in order to positively influence teachers' professional development. While specific school-wide targets support teacher development, personalized targets provide a more strategic approach to fostering professional development because they offer a more individually responsive means of evaluation. Thus, our research suggests that teachers are more likely to modify their lessons to reflect areas in which individual improvement is needed. As indicated by a peer-reviewed article pertaining to educational leadership, "[a]n individualized learning plan assists new educators in determining and listing teaching strengths, areas for growth, district goals, and personal growth" (Lucas, 1999). Establishing personalized targets for professional development supports teacher growth. This being consistent with our findings UK schools' professional development practices, a commonly identified target for improvement is differentiation: the modern practice of providing every student with an individualized learning plan. As a result of recent trends in teacher training programs, NQTs frequently enter schools with a significant background in differentiated instruction. Akin to differentiation, EAL

instruction has recently gained importance in this increasingly global society, and our research indicated that teachers felt they improved in their abilities to work effectively with EALs when they set EAL-specific targets for themselves.

Our research also indicated that teachers have a varied response to the appraisal process, and this response is significantly affected by teachers' perceptions of school leadership. The attitudes and practices of school leadership and ways in which these individuals interact with the school community directly influence school climate, student achievement, and professional growth. Consequently, teachers' reactions to the appraisal system are related with these overarching issues. Our data suggested that teachers with a positive view of school leadership and climate were significantly more likely to express a positive view of the appraisal process than teachers. The opposite was also found to be true for those teachers with negative feelings towards the school. In many schools, members of senior leadership are responsible for conducting observations and appraisals for teaching staff. As a result, teachers' feelings towards senior leadership can shape their reactions towards the appraisals because of the level of comfort they have with the observer. Additionally, as discussed by a 2010 doctoral study,

If principals lack proficiencies to develop and implement effective instructional practice, teachers find it difficult to differentiate between what should be a positive, formative facet of instructional supervision focused on teacher development and learning and summative judgment of performance based on limited information (Wahnee, 2010).

Senior leadership are often responsible for performing appraisals, and our research revealed a similarly strong disconnect between teachers' perceptions of the appraisal process and the perceptions of school leadership. School leadership tended to express more positive views of

the process while teachers often reported more negative feelings towards the appraisal experience.

Our research indicates that teacher appraisal is often an isolated annual event. Results from appraisals are often brushed aside and not discussed with teachers until the following year's appraisal. Teachers do not believe that this "one off" approach to appraisal has any significant long-term effects on their practices. The procedures falsely encourage development by requiring teachers to create targets for growth. The targets, however, are rarely revisited and therefore teachers are not consistently held accountable for their professional growth. While emphasis is placed on tracking students' progress in the classroom, tracking of educators' progress is often neglected. We suggest that a teacher's appraisal should be a "living document," meaning that there should be ongoing tracking and reflection on professional practices, as informed by the appraisal. Lucas's article reports similar practices, suggesting that "[t]hrough reflective conferences after classroom observations, support providers help the novices [teachers] identify areas of strength and needed improvement" (1999). By maintaining opportunities for reflection throughout the appraisal process, teachers are more likely to grow professionally, and consequently more likely to meet student needs. Accordingly, the appraisal should be regularly revised to reflect educators' ongoing progress towards targets. Our data suggest that many teachers are observed one time per year or less, and this is not conducive to ensuring that teacher appraisal is an active process. Teachers should be observed informally on a regular basis by their peers and by members of school leadership to collect accurate and up-to-date information about progress towards target attainment.

Data suggests that educators' opinions of the appraisal process exist on a continuum. While some teachers shared positive opinions and experiences regarding the process, others

expressed dissatisfaction with and skepticism about appraisal. This reveals that the UK appraisal process, as it exists now, is not commonly effective for all teachers and all schools. Adjustments to the appraisal process must be made in order for it to be more widely successful in supporting teachers' growth and development. We suggest that, while a national appraisal process must exist to provide structure to teacher appraisal, school leadership must be allowed the flexibility to mold the process around the specific needs of their schools. Our research indicates that school leadership is the most important factor in creating teacher appraisal procedures that provide educators with constructive support and opportunities for development and change. We recognize that making adjustments to the appraisal process will take time and effort, but, in the end, these changes will undoubtedly have positive implications for the nation's teachers, students and communities.

Conclusion

Limitations

This study explored the teacher appraisal system in the UK, specifically in London schools. The most profound limitation of the survey results was the limited sample size. As a result, our ability to make generalizations was limited. Word choice present in the survey may have led to different cultural interpretations. By using a semi-structured interview protocol, we aimed to proactively address many of these potential misunderstandings. However, the interviews would have been more consistent if they had been conducted by a single interviewer.

Although the instruments were anonymous, the sensitive nature of teacher appraisal may have discouraged some teachers from participating in the study. Participants may have been cautious about how much they were willing to share. Due to the nature of and subjects addressed by the interview questions, the interview offered the potential for the respondents to offer positive responses to questions, particularly those addressing personal perceptions of the teacher appraisal in relation to their administrators. Participants may have been more guarded with their responses since the interviews were conducted at their school.

It is important to note that Secondary Clinic is not a mainstream state school. As mentioned previously, Secondary Clinic is a pupil referral unit. All of the data from Secondary Clinic was included in our results; this may have led to slightly different results than if participants were only from mainstream state schools.

Future research will be needed to further study more specific aspects of the appraisal system. This study did not specifically address the targets teachers set as part of their appraisal. The new appraisal guidelines in *Teachers' standards* went into effect at the beginning of the

2012-13 school year, and thus at the outset of the study. Teacher's perceptions may change over time as the new guidelines are used.

Implications for Further Research

First, we suggest that a similar research study be conducted within the state of Connecticut for comparative purposes. In this study, we examined the London evaluation system and deduced implications for Connecticut evaluation systems. However, we are unsure if these implications are applicable within the context of Connecticut. If a corresponding study was conducted in Connecticut, we could compare and contrast the results in order to develop more sound implications.

In addition, we suggest that further research be done that looks into the role of teacher self efficacy. In our discussion, we noted the importance of individualized targets, perceptions of the appraisal process, and perceptions of teacher leadership. All of these elements have a basis in teacher self-efficacy, or the measure of a teacher's own ability to complete tasks and reach goals. A study that purposefully examined self-efficacy in relation to the evaluation process could bring many of these elements together.

Lastly, we suggest that all further research in teacher appraisal be grounded in student achievement. While it is important to study the effects of teacher appraisal on teachers, it is more meaningful to study the effects of teacher appraisal on students. Future studies should attempt to link many of the elements from this study (e.g. the use of individualized targets, perceptions of the appraisal process, and perceptions of teacher leadership) to student achievement. Note that when we mention student achievement, we are focused not just on test scores, but emotional maturity, college and career readiness, self efficacy, and more. We believe that the link between teacher appraisal policies and student achievement can and should be explored in more depth.

Implications for Connecticut

The results of our study have implications for the revision of teacher appraisal policies in the state of Connecticut. As state policymakers and educational experts debate how to best “evaluate” teachers’ effectiveness in the classroom and begin implementation of the new Connecticut System for Educator Evaluation and Development (SEED), we suggest that the U.K. teacher appraisal system offers a useful case study for exploring teacher evaluation practices. Based on our research findings, we offer specific recommendations that we believe will support the professional growth of teachers in Connecticut as the SEED system takes shape over the next few years.

In both primary and secondary schools in the U.K., peer evaluations are an integral part of the teacher appraisal system. These evaluations offer valuable opportunities for teachers to observe their colleagues’ teaching practices and foster a strong system of collaboration among faculty members. All teachers are working towards the common goal of developing and maintaining effective classroom practices, and thus, feedback from colleagues can offer constructive opportunities for reflection and professional development. While the new SEED model includes the use of peer observations, schools may choose to eschew this unfamiliar practice and instead seek feedback from parents on teachers’ performance. While parent feedback can certainly offer a useful perspective, we argue that peer evaluations offer opportunities for teachers to develop as both constructive observers and more effective practitioners with the ability to reflect more critically on their own classroom practices. While this idea of observing and providing feedback to colleagues might seem rather foreign – and perhaps somewhat intimidating – to Connecticut teachers, we argue that the regular implementation of peer observation procedures and the integration of open discussion reflecting

on teaching practices into Professional Learning Communities can only serve to strengthen the quality of teaching in our schools.

Too often, school administrators only seek to support teachers after they have been identified as ineffective. In order for teacher evaluation to play a constructive role – rather than a punitive one – evaluation must be an ongoing, proactive process. The system should be established and maintained with the intention of supporting and encouraging growth in exceptional teachers, as well as those in need of improvement. Evaluation should include “living documents,” in which teachers work with colleagues and administrators to set measurable, realistic targets and consistently evaluate progress towards these goals. We argue that the new teacher evaluation procedures in Connecticut seem to place undue significant emphasis on assigning “ratings” to teachers based on a number of factors. We question the focus of this procedure, arguing that we are not hoping for a normal distribution of grades when it comes to teacher evaluation. Rather, we should focus on teacher growth – the main idea driving this entire process – and establish procedures that support the development of effective teaching practices and encourage collaboration and open dialogues between teachers and administrators.

School leadership plays a critical role in establishing a school environment in which teachers feel a sense efficacy, and administrators significantly influence teachers’ perceptions of their school’s evaluation procedures. Thus, we suggest that administrators must be aware of their effect on school climate and should make substantial efforts to create positive and supportive environments that reflect the positive purpose of the evaluation procedures. In preparation for statewide implementation of SEED in fall 2013, principals across the state are required to complete a web-based training program introducing them to the new procedures and ensuring that they are able to objectively rate teachers’ performance in the classroom. Despite this

preparation, it appears that administrators will receive little or no in-person training about the new system, and it is quite troubling that any training that teachers themselves receive will be at the discretion of individual districts. We argue that, in order for this new evaluation system to work effectively, the process, at all levels, must be absolutely transparent, and teachers must feel that they have a clear understanding of exactly how they will be evaluated and how the results will be used to support their professional growth. All schools must establish and maintain open and direct lines of communication between teachers and administrators in order to create a system of trust in which school faculty can reflect and develop together in order to better serve our young people.

Given our previous recommendations and our research findings, we propose that the Connecticut teacher evaluation process should be referred to as a “Teacher Growth Model,” a title that emphasizes its focus on developing effective teachers, rather than on an evaluation system designed to “grade” and “punish” teachers with areas in which they could stand to improve. We recognize the need for a teacher evaluation system in our state and suggest that, if implemented carefully and with a focus on growth and development, the SEED model offers incredible potential for the development of a strong and effective Connecticut teaching force.

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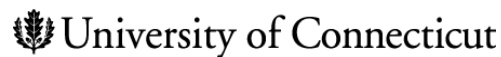
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Appendix A**Educator Perceptions of Teacher Appraisal Procedures in English Schools****Survey for Educators**

We are teaching interns completing a Masters degree at the University of Connecticut in the United States. We are conducting research on the current appraisal polices in England, which could help inform the new teacher appraisal policies in Connecticut. Your participation in this study would be greatly appreciated.

Attached is a survey about the current teacher appraisal system in your school. Your participation in this survey will be anonymous. You may also volunteer for a confidential interview on the last page of this survey. When you are finished, please return it to the survey bin located in room _____.

Again, we thank you for participation. If you have any questions, please feel free to talk to a UConn intern. You can also email us at UCLondon12@gmail.com

Thank you for participating in our survey!

*Abbey Smith
Ali Davidson
Arianna Aquilino
Bob Janes
Callie Theodoss*

*David Pynch
David Thibodeau
Jeri Chi
Jessica Reynolds
Kayla Everson*

*Kelly Soule
Kelsea Whittemore
Lauren Midgette
Sarah Harris*

Section I: Demographic Information

1. Please circle all the positions you hold in your school:

Headteacher	Head of Year	Head of Department	Teacher	Support Staff	Other Personnel
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2. If applicable, please list any other official positions you hold: _____

3. Please circle all year groups you teach or work with:

Key Stage 1 (Years 1-3)	Key Stage 2 (Years 4-6)	Key Stage 3 (Years 7-9)	Key Stage 4 (Years 10- 11)	Sixth Form (Years 12- 13)	I do not work with students
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4. Please circle all subjects you teach or work with:

English	Music
Mathematics Technology	Information and Communication
Science	Physical Education or Health Education
Geography, History, or Citizenship	Religious Studies
Art, Design or Technology	Foreign Language
Additional Subjects: _____	

5. Please indicate your range of professional experience in the field of education, including the current year.

0-5 years	6-10 years	11-15 years	16-20 years	21+ years
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6. Are you able to converse with students at a *basic* level in a language other than English?

If so, please list the languages:

7. Are you able to converse with students at a *fluent* level in a language other than English?

If so, please list the languages:

8. Please circle your qualification status as a teacher:

Unqualified Teacher Status (UQT)	Newly Qualified Teacher (NQT)	Qualified Teacher Status (QTS)	Qualified Teacher of Learning and Skills (QTLS)
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Section II: Opinion Statements

Below is a list of statements concerning the current teacher appraisal policies at your school. Please read each statement and circle the one response that best expresses your reaction to each statement.

Please keep in mind that teacher appraisal refers to:

- Time spent preparing for lesson observation
- The actual lessons being observed
- All meetings with appraisers
- Time spent completing the required paperwork.

1. I am aware of the current teacher appraisal procedures in my school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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2. I understand how the teacher appraisal procedures affect me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-------------------	-------	---------	----------	----------------------

3. I believe the appraisal procedure is a valid measure of teacher effectiveness.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-------------------	-------	---------	----------	----------------------

4. The appraisal procedures is disruptive to my teaching.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-------------------	-------	---------	----------	----------------------

5. The time it takes to meet with my evaluator(s) detracts from my lessons.

Strongly	Agree		Disagree	Strongly
----------	-------	--	----------	----------

Agree

Neutral

Disagree

6. I could explain my school's current teacher appraisal procedures to a colleague.

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

7. I have received professional development or teacher training designed to help me understand the 2012 teacher appraisal procedures.

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

8. The Capability Procedure provides struggling teachers with effective support.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-------------------	-------	---------	----------	----------------------

9. I do not understand how the teacher appraisal procedures affect me.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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10. I do not teach differently when I am being observed.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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11. I am not aware of any media reports about the current teacher appraisal procedures. **

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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12. The time I spend on preparing for my evaluations detracts from my lessons.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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13. The appraisal procedure helps me identify my strengths as a teacher.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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14. My colleagues and I often talk about the new teacher appraisal procedures.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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15. The appraisal process accurately identifies ineffective teachers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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16. The appraisal procedure provides already effective teachers with opportunities for further growth.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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17. The appraisal process helps me to identify my areas for improvement as a teacher.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

18. I am appraised often enough to give a fair representation of my teaching. **

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

19. I change my lesson plans when I know I am going to be observed.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

20. The appraisal process accurately identifies competent teachers.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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21. I pay more attention to student's individual needs while I am being appraised.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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22. I differentiate my lessons more while I am being appraised.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

23. I am not aware of the current teacher appraisal procedures.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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24. I follow current media coverage of the new teacher appraisal procedures.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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25. I have learned about the teacher appraisal procedures from my administration.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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26. I consider how I will be appraised when I am planning my lessons.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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Section III: Effects of the Appraisal Process

Please answer the questions below by answering the following questions.

How has the teacher appraisal process affected...

27. Your ability to promote academic achievement?

Helped	Somewhat Helped	No Effect	Somewhat Hindered	Hindered
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28. Your ability to engage students?

Helped	Somewhat Helped	No Effect	Somewhat Hindered	Hindered
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29. Your behavior management skills?

Helped	Somewhat Helped	No Effect	Somewhat Hindered	Hindered
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30. Your ability to support EAL students?

Helped	Somewhat Helped	No Effect	Somewhat Hindered	Hindered
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Section IV: Additional Questions

31. Do you know who to talk to in your school/district if you have concerns or questions about teacher evaluation procedures?

Yes

No

32. How often are you observed in a typical school year as part of the appraisal procedures?

One or more
times per
month

One or two
times per
term

One or two
times per
year

I am typically
not observed

Section IV: Optional Interview

We would like to hear your views on teacher evaluation. If you are interested in chatting about this topic for about 15 minutes, please check "Yes" below and provide your name and email address. Then, detach this page from the rest of the survey before returning it to the researchers. If selected, we will contact you to set up an interview at your convenience. Note that your name will not be linked to this survey in any way.

If you would prefer not to participate in an interview, please check "No" below.

Yes I would be prepared to give an individual interview exploring this topic further.

Name: _____

Email address: _____

No I would prefer not to participate in an interview.

Please remove this page from the remainder of the survey, so that your survey remains anonymous. Then, return it to the survey bin located in room _____.

Thank you for participating in our research!

*Abbey Smith
Ali Davidson
Arianna Aquilino
Bob Janes
Callie Theodoss*

*David Pynch
David Thibodeau
Jeri Chi
Jessica Reynolds
Kayla Everson*

*Kelly Soule
Kelsea Whittemore
Lauren Midgette
Sarah Harris*

Appendix B

Semi-structured Interview Protocol for Educator Perceptions of Teacher Appraisal Practices in British Schools

Procedure:

- Begin by asking introductory questions (major question 0) to build rapport. You may select any or all of the first three sub-questions, but the last sub-question must be addressed.
- Move to any of the next four major questions (major questions 1-4). When necessary, use the sub-questions as follow-up questions.
- All four major questions should be addressed to some extent in the interview, although not every sub-question needs to be asked or answered.
- End the interview by asking both of the conclusion questions (major question 5).

0. Introductory questions:

- How long have you been teaching?
- Did you always want to be a teacher?
- Have you taught anywhere other than here in London?
- What has been your experience with teacher appraisal?

1. What is the current protocol for teacher appraisal in UK schools?

- Are you aware of specific protocol for appraisal of teachers working with EALs?
What are these protocols?
- What professional development support or pre-service training have you had focused on teacher appraisal?

2a. Do you think your ability to work effectively with EALs is adequately measured by the current appraisal system?

2b. How would you change the current system to more effectively respond to the needs of teachers working with EALs?

- Is there anything more that you think is missing or problematic in the current appraisal system for teachers of EALs? Is there anything that you think the system does well or gets right

3. Do you think that the appraisal process has an effect on your teaching?

- What effect has it had, and has it been positive or negative?
- What kind of influence has the appraisal process had on your instruction of EAL students?

4. Do you think that the appraisal process has an effect on your students' learning or achievement?

- What effect has it had, and has it been positive or negative?
- What kind of influence has the appraisal process had on your EAL students specifically?

5. Concluding Questions:

- You have a lot of experience with teacher appraisal and EAL students. Is there anything you would have asked that I may have missed?
- If you could use one word to describe the appraisal process, what would it be? Explain.

Appendix C

Important Terms and Definitions

Term	Definition
Administrator	An educator who is subject to the regular appraisal procedures and has management responsibilities towards other teachers. Examples include headteachers, assistant headteachers, and department heads
Appraisal	The United Kingdom equivalent to teacher evaluation.
Capability Procedure	The United Kingdom's procedures to remedy or remove incompetent teachers. Capable teachers are those who are competent in their profession.
Governing Body	The United Kingdom equivalent to the board of education. The body is established to provide strategic management for schools, supporting the work of the headteacher and other staff. The governing body is made up of authority, community, parent, school and staff governors.
Authority Governors	Appointed by the Local Education Authorities. Key responsibilities include supporting the aims and goals of the school.
Community Governors	Members of the community that represent local interests are appointed by the Local Education Authority to represent community interests. Community governors can be people who live or work in the community served by the school, or people who do not work or live close to the school but are committed to the good governance and success of the school.
Parent Governors	Parents and/ carers of pupils at the school who are elected by other parents. They act as liaisons to the parents of the school.
School Governors	Volunteers from the school community who play a key role in the appraisal of teachers and headteachers.
Staff Governors	Members of the school staff that are salaried school representatives and are elected by other members of the school staff. Both teaching and support staff paid to work at the school are eligible for staff governorship.
Headteacher	The senior teacher and administrator. Headteachers are responsible for all principalship duties and may also perform teaching duties.
Local Education Authorities (LEA)	A local authority that has responsibility for education within its jurisdiction.

Newly Qualified Teacher (NQT)	The United Kingdom certification of teachers who have been qualified for less than twelve months.
Office for Standards in Education (Ofsted)	The independent agency appointed by the government, primarily responsible for school and teacher appraisal.
Performance Management Policy	Written appraisal policy for teaching staff which highlights the process for assessing the overall performance of a teacher or headteacher.
Teacher	An educator who is subject to the regular appraisal procedures but does not have management responsibilities towards other teachers. Examples include classroom teachers, heads of year, and key stage coordinators.
Support staff	An educator who is unqualified as a classroom teacher or is not subject to the regular appraisal procedures. Examples include teaching assistants, learning support staff, and trainee teachers.
Qualified Teacher Status (QTS)	The United Kingdom certification required to continue teaching after the NQT certification has expired.