

APPENDIX A**INTERVIEW PROTOCOL
TEACHER**

1. What are your roles and responsibilities as a teacher? Can you please elaborate?
 - Academic
 - Non-academic
2. When you started your career as a teacher were you given clearly defined job responsibilities by the school authorities or any other agencies?
3. How were you given feedback about your performance in school?
 - Supervision
 - Evaluation
4. How can school administrators ensure that teachers are carrying out their academic and non-academic responsibilities?
5. Do administrators in your school evaluate teacher performance?
 - Academic duties
 - Non academic duties
6. What forms of evaluation are carried out in your school?
 - Formative
 - Summative
7. Can you explain the evaluation practices in your school?
 - Purpose
 - Method
 - Instrument
 - Criteria
 - Pre and post activities
 - Feedback after evaluation
 - Utilization of results
 - Follow-up activities
8. What are the various sources of data used by school administrators to evaluate teacher performance?
 - Classroom observation findings
 - Student achievement
 - Teacher portfolio
 - Peer review reports
9. In your opinion, should teachers be evaluated? Please give the reasons for your response.
10. How can we evaluate instructional practice?

11. Are you evaluated in your non-academic duties? How?
12. How does teacher evaluation affect teacher performance?
 - Academic
 - Non-academic
13. Do you think teacher evaluation can help improve instructional practice? Please give reasons for your response.
14. Do they have a collegial system of teacher evaluation in your school?
15. What do you think about the collegial system of teacher evaluation?
16. Do you get a chance to reflect on your teaching in the classroom or any other duties you perform in school?
17. What do think of teacher self –evaluation as a form of evaluating teacher performance?
18. How would you want your performance to be evaluated?
 - Academic
 - Non-academic
19. What criteria can we use to evaluate teacher performance?
 - Academic
 - Non-academic

APPENDIX B**INTERVIEW PROTOCOL****ADMINISTRATOR**

1. What are the professional responsibilities of an administrator? Can you please elaborate?
2. How do you ensure that teachers in your school are aware of their job description and responsibilities?
3. What is your expectation of a teacher's performance in school?
 - Academic
 - Non-academic
4. What mechanisms are there to detect if teachers are performing their duties?
 - Academic
 - Non-academic
5. How can we provide teachers feedback on their performance?
 - Supervision
 - Evaluation
6. How is supervision carried out in your school?
7. In your opinion should teacher performance be evaluated? Please give reasons for your response.
 - Academic
 - Non-academic
8. What forms of evaluation are carried out in your school?
 - Formative evaluation
 - Summative evaluation
9. How often do you carry out teacher evaluation in your school?
10. How long has the school-based teacher evaluation practices been carried out in your school?
 - Who started it?
 - How were the evaluation guidelines established?
11. Can you describe the teacher evaluation practices in your school?
 - Purpose
 - Method
 - Instrument
 - Criteria
 - Pre and post activities
 - Feedback after evaluation
 - Utilization of results

- Follow-up activities
12. What are the various sources of data you use to evaluate your teachers?
 - Classroom observation findings
 - Student achievement
 - Teacher portfolio
 - Peer review reports
 13. Can you explain how you determine the validity of the instruments used to evaluate teachers in your school?
 14. How did you acquire the skills to evaluate teacher performance?
 15. What are the challenges you face in carrying out teacher evaluation practices in your school?
 16. What kind of support do you get in performing your duties as an evaluator in your school?
 17. Can you describe teachers' reactions to evaluation practices in your school?
 18. Do you have a collegial system of teacher evaluation in your school? What do you think about the collegial system of teacher evaluation?
 19. What do you think of teacher self-evaluation as a means of evaluating teacher performance?
 - Academic
 - Non-academic
 20. If given an opportunity to change the current school-based teacher evaluation practices, what would you do?

APPENDIX C

OBSERVATION PROTOCOL

The teacher evaluation process will be observed whenever possible in the selected cases.

Pre-observation activities

1. Discuss with the school administrators the schedule for teacher evaluation practices in the school.
2. Seek permission to observe the evaluation process.
3. Explain the focus of the observation to the school administrators.
4. What is the stated purpose of the evaluation process?

During observation check the following

5. How does the administrator prepare to carry out evaluation?
6. What method is used to evaluate the teacher?
7. How is the appropriate method chosen?
8. What sources are used to gather data on teacher performance?
9. What instrument is used for evaluating teachers?
10. Is the instrument used in the evaluation process suitable for the purpose of evaluation?
11. What are the criteria used to evaluate teacher performance?
12. How are teachers informed about the impending evaluation?
13. How do teachers prepare for the evaluation?

Classroom observation

- i. How is the pre-observation conference carried out with the teacher?
- ii. What does the evaluator do during classroom observation?
 - Participant observer/non-participant observer
 - Comments made during observation
 - Sitting position in the classroom
 - Time taken to do classroom observation
 - Recording of proceedings

- iii. How does the teacher react in the classroom?
 - Presentation of lesson
 - Body language
 - Teacher interaction with students
 - Communication between teacher and evaluator
- iv. What instrument is used to measure teacher performance in the classroom?
- v. How does the evaluator carry out post-observation conference with the teacher?
- vi. What feedback is provided to the teacher after the evaluation session?

Post-observation activities

1. Seek clarification about the evaluation process that has been observed.
2. Check the feedback provided by the evaluator after the evaluation process.
3. Examine the evaluation report (if it is not confidential).
4. Enquire about follow-up activities planned after the evaluation.
5. Talk to the teachers who have been evaluated to seek further clarification about the evaluation process and discuss their feelings about being evaluated.

APPENDIX D**DOCUMENT CHECKLIST**

1. Policy circulars on school-based teacher evaluation
2. Guidelines on evaluating teachers
3. Evaluation forms used by evaluators
4. Instrument for teacher evaluation
5. Criteria/standards used for teacher evaluation
6. Evaluation reports by evaluators
7. Student achievement reports
8. Student or parent survey report
9. Teacher portfolio
10. Teacher self-evaluation report
11. Peer review of teaching materials
12. Minutes of meetings
13. Memos on teacher evaluation
14. Evidence of instructional improvement in the classroom
15. Evidence of student learning outcomes
16. Teacher evaluation reports by other agencies

APPENDIX E**PARTICIPANT CONSENT FORM**

Dear teachers,

I am a doctoral student at University of Malaya and I am carrying out a research on the teacher evaluation practices in national primary schools. I am investigating how teacher performance is evaluated in schools and how evaluation practices can help teachers improve their instructional practices. I will be conducting interviews and observations to collect my data.

I have obtained permission from the Ministry of Education to conduct this research in your school. You have been chosen as a participant in this research and I would like to obtain your permission to interview and observe you. Your opinions and suggestions will help to enhance the quality of my thesis. All information provided will remain confidential and used only for this research. I will use pseudonyms and your identity will not be revealed to anyone. Your participation is voluntary and you can stop being a participant anytime you wish to do so. Your refusal to participate in this research will be respected.

I thank you for your cooperation and willingness to share your views.

Sincerely,

Vasundhara Vasudevan

I have read this consent form and agree/disagree to be a participant in this research project. I am doing it voluntarily and I will provide the relevant data for this research.

.....
Participant's signature

APPENDIX F**INTERVIEW TRANSCRIPT****C1T3****INTERVIEW - 2****DATE – 24/9/07****TIME – 11.50 AM – 12.30 PM****R****Good morning.****T**

Good morning.

R

I'm going to ask you questions based on the first interview. Let's look at page 10 line 434. You said they say it doesn't mean that when they say observation they are going to sit down they, walk around. My question is what are your views on walking around and observing teachers as a method of evaluating performance?

T

I think by walking around they just can only see about the discipline of the class, you know how the teacher control the class. Not much on the perisian you know, the content of the teaching.

R

I was going to ask you whether it was a formal or informal way of evaluating?

T

Informal, I'm no sure whether there is part of a ... (Laughs)

R

Some people do it. It is not just your school.

T

But do they really hear it, what I mean like what you just said the content of the teaching.

R

What the teacher is teaching because when you are assessing someone's performance if you just walk around and observe and you say, okay I am going ...

T

I think by walking around they can look at the discipline side of it and then how you control the class. More towards that and then your voice and the activities you know going on, whether there is group work or not. That one can be seen but the content I don't think so.

R

That's why I was wondering whether it is a fair form of assessment of teaching.

T

Actually can be, I think can be.

R

One method lah probably. The next one is page 16 line 717. You said not much. That means not much evaluation is done, okay. Why do you say that not much evaluation is carried out in school?

T

Because I hardly see any the GPK or Guru Besar but lately yes like Guru Besar she has been going in and observing the teachers. I think more towards the end of the year. Sorry (Interruption—she receives a call on her mobile).

R

So you were saying lately the GB is going around and observing.

T

Yes. I think last week everyday. I saw this morning also.

R

So she just walks in. Does she inform the teachers?

T

I think yes. Yah I think she so far as I perceive she has informed the teachers.

R

If I knew she was going to observe I would have just come and follow because I have been asking to follow.

T

(Laughs) What did she say?

R

Last time when I said she said okay, okay but I don't know when it is happening unless they inform me. Like the other day when I went to another school the GPK took me along. She went for two observations. I just want to see the reactions

of the teachers, how the GPK does it, the whole process lah basically. I am learning about the process. I am not an evaluator.

T

Yes. But maybe you cannot get the materials, what they are looking at?

R

They gave me the form. Okay, page 17 line 769. I'm talking about feedback at that time. Even in line 637 you said there is no feedback. My question is if administrators don't give you feedback, that means you and the teachers, others whether in the classroom or about your other duties you know, how can you improve your performance?

T

I said no feedback at all?

R

Let's look at the lines there okay. I asked you questions on your feedback you know whether it's through supervision or evaluation, in your years here so far maybe evaluation, you know you have classroom observation personally do administrators call you and give you feedback?

T

Personally, you mean personally, hardly but normally she will talk during the meeting okay, overall. As overall she will mention lately she went into this class and that class, a particular class and then only she will tell, you know. Normally it should be all the positive right, we are human beings I think she should give the all the positives. But their positive is hardly being mentioned. (Laughs)

R

You notice that lah. But when they conduct the classroom observation how about the feedback? Are they giving the teachers the feedback?

T

I think yes, they give feedback. So far this year I haven't had it yet.

R

And then you also play the role of evaluator when you are Ketua Panitia. So you provide the feedback of what is happening in the class?

T

Yes, overall normally we just tell them. There's nothing much actually, we look at the content you know, we look at the control of the class. That's about all.

R

They also say classroom observation has its limitations as well. You can't see everything. Okay how do you know that you are a good teacher, personally?

T

For me personally by looking at the students' grades, whether they are improving or not. Like this year I'm teaching the lower classes, two classes you know. So it's a big achievement if the students can you know get better grades.

R

So you base on that. So personally you have your benchmark.

T

Yes. But in this school I can never say that there are you know yang tak pandai. It's just that problem is their attitude. Normally they don't do their homework. But actually they are smart students. It is just attitude, attitude problem. That is what I am facing now.

R

Your challenge in the class is their attitude.

T

Yes. Like this year is very challenging for me. You can see a few of them did improve. So for me I have to change their attitude first. I always tell the parents we have to change the attitude, then the As will come along you know. It's not that we, we the attitude should change first.

R

Do you see any signs of changes in these classes you are going to?

T

Yah, yes attitude but not all. But I have about three or four that really show improvement, you know. I notice that I always give them motivation, just praise them, you know praise them a lot and then they really change. I think that is what they need because they are not stupid. They are smart, intelligent children. They come from good family, good background; their parents are all educated people. So it's just their attitude.

R

In that sense that's an achievement for you, right. Don't talk about grades.

T

Yes. So I'm, very happy. I always tell the parents because when the parents come they always complain about grades.