

## TABLE OF CONTENTS

DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
SYNOPSIS .....	vi
SINOPSIS .....	viii
TABLE OF CONTENTS .....	x
LIST OF APPENDICES .....	xviii
LIST OF TABLES .....	xix
LIST OF FIGURES .....	xx
<b>CHAPTER 1: INTRODUCTION</b> .....	<b>1</b>
Background of the Study .....	1
Statement of the Problem .....	8
Purpose of the Study .....	11
Research Questions .....	12
Conceptual Framework of the Study .....	13
Purpose of Evaluation .....	15
Methods of Evaluation .....	16
Evaluation Instruments .....	17
Utilization of Evaluation Findings .....	17
Significance of the Study .....	18
Definition of Terms .....	19
Chapter Summary .....	21
<b>CHAPTER 2: REVIEW OF THE LITERATURE</b> .....	<b>22</b>
Introduction .....	22
Instructional Practice .....	22
Defining Teacher Evaluation .....	24
The Need for Teacher Evaluation .....	25
Formative and Summative Evaluation .....	27
The Rationale for Evaluating Teachers .....	28
How to Evaluate Teacher Performance .....	31
Administrator Evaluation .....	32
Peer Review .....	34
Self Evaluation .....	34

Teacher Competency Test .....	36
Student Ratings .....	36
Student Achievement Tests .....	37
Teacher Portfolios.....	38
Instruments and Criteria Used for Evaluation .....	39
Utilization of Evaluation Findings .....	40
Administrator's Role in Teacher Education .....	41
Challenges in Teacher Evaluation .....	42
Teacher Evaluation Models .....	45
Overview of Teacher Evaluation Practices in Malaysia .....	47
Review of Studies on Teacher Evaluation .....	51
Chapter Summary .....	56
<b>CHAPTER 3: METHODOLOGY .....</b>	<b>58</b>
Introduction .....	58
Research Design .....	58
Qualitative Case Study .....	59
Case Selection .....	61
Selection of Participants .....	64
Selection of Administrators .....	65
Selection of Teachers .....	66
Data Collection Procedures .....	67
Methods of Collecting Data .....	68
Interview .....	69
Observation .....	72
Document Review .....	75
Data Analysis Procedures .....	75
Coding Data .....	78
Forming Themes .....	78
Validity .....	80
Generalizability .....	81
Ethical Issues.....	82
Chapter Summary .....	82

<b>CHAPTER 4: ANALYSIS OF FINDINGS – TWO SCHOOLS IN KUALA LUMPUR</b> .....	84
Introduction .....	84
Case One: Aman Ria Primary School .....	84
The Setting .....	84
Implementation of School-based Teacher Evaluation Practices .....	86
Purpose of Teacher Evaluation .....	87
Improving instructional practice .....	87
Ensuring compliance to school policies .....	88
Evaluating underperformers .....	88
Meeting administrative requirements .....	89
Teachers need reassurance .....	90
Recognition of good performance .....	91
Analytic Summary.....	91
Methods of Evaluation.....	92
Inadequacies of classroom observation .....	92
Apprehension about observation .....	96
Lack of feedback .....	98
Evaluating students' work .....	99
Student achievement as an indicator of teacher performance .....	101
Limitations of informal evaluations .....	101
Lack of transparency in summative evaluation .....	103
Rewards based on seniority and not merit .....	104
Use of personal judgment in evaluation .....	105
Analytic Summary .....	107
Instruments Used for Teacher Evaluation .....	107
Lack of time to evaluate all the criteria .....	108
Inadequacy of evaluation criteria .....	110
Analytic Summary .....	112
Utilization of Evaluation Findings .....	112
Minimal use of evaluation findings .....	112
Analytic Summary .....	113
Contextual Factors Affecting the School-based Teacher Evaluation System .....	114

Conclusion .....	116
Case Two: Impiana Primary School .....	117
The Setting .....	117
Implementation of School-based Teacher Evaluation Practices .....	118
Purpose of Teacher Evaluation .....	118
Quality assurance process to monitor teachers .....	119
Ensuring effective instruction in the classroom .....	119
Evaluation to detect teacher effectiveness .....	120
Ensuring that teachers meet stated targets .....	122
Evaluation is carried out to meet administrative requirement .....	122
Rewards and recognition to motivate teachers .....	123
Analytic Summary .....	124
Methods of Evaluation .....	124
Need for multiple methods of evaluation .....	125
Lack of self reflection among teachers .....	125
Looking beyond what happens in the classroom .....	126
Limitations of classroom observation .....	126
Minimal benefit from pre and post observation conference.....	128
Feedback from experts in content knowledge .....	129
Irregular peer evaluation .....	130
Indirect evaluation indicates actual teacher behaviour .....	131
Evaluation based on work targets .....	133
Control exerted by administrators .....	133
Teacher dissatisfaction .....	135
Teacher indifference .....	138
Recognition based on seniority .....	138
Analytic Summary .....	139
Instruments Used for Teacher Evaluation .....	140
Using school-based instrument .....	140
Limitations of the evaluation instrument .....	142
Analytic Summary .....	144
Utilization of Evaluation Findings .....	144
No remediation plans .....	145

Using formative evaluation findings for summative evaluation .....	145
Analytic Summary .....	146
Contextual Factors Affecting the School-based Teacher Evaluation System .....	146
Conclusion .....	149
Chapter Summary .....	150
<b>CHAPTER 5: ANALYSIS OF FINDINGS –TWO SCHOOLS IN SELANGOR</b> .....	151
Introduction .....	151
Case Three: Sri Damai Primary School .....	151
The Setting .....	151
Implementation of School-based Teacher Evaluation Practices .....	152
Purpose of Teacher Evaluation .....	153
Provide feedback to improve performance.....	153
Keep teachers on their toes.....	155
Assist beginning teachers .....	156
Encourage teachers to perform better.....	157
Analytic Summary .....	158
Methods of Evaluation .....	159
Infrequent classroom observations .....	159
Preference for unannounced visits .....	160
Feedback for improvement.....	163
Unhappy with classroom observation .....	164
Need for knowledgeable evaluators .....	166
Peer evaluation is not effective .....	167
Frequent use of informal evaluation .....	168
Using management books .....	170
Grooming excellent teachers .....	171
Discontent with summative evaluation .....	173
Analytic Summary .....	175
Instruments Used for Teacher Evaluation.....	176

Need to improve instrument .....	176
Inadequate instrument .....	180
Analytic Summary .....	182
Utilization of Evaluation Findings .....	183
Limited use of findings.....	183
Analytic Summary .....	184
Contextual Factors Affecting the School-based Teacher Evaluation System .....	184
Conclusion .....	187
Case Four: Kiarra Primary School .....	188
The Setting .....	188
Implementation of School-based Teacher Evaluation Practices .....	189
Purpose of Teacher Evaluation .....	191
Measuring excellence in school .....	191
Presenting evidence of teacher quality .....	192
Improving performance of novice teachers .....	193
Providing feedback on teacher performance .....	194
Evaluation for career advancement .....	196
Analytic Summary .....	197
Methods of Evaluation .....	198
Limited classroom observation .....	199
Preference for peer evaluation .....	200
Insufficient information on formative evaluation .....	201
Evaluating teachers based on students' work .....	203
Evaluation is mostly informal .....	204
Teacher's contribution outside school was not recognized .....	207
Lack of openness in teacher evaluation .....	208
Dissatisfaction with summative evaluation .....	209
Analytic Summary .....	211
Instruments Used for Teacher Evaluation .....	211
Using inadequate instrument .....	213
Ratings based on achievement of targets .....	215
Inappropriate criteria in summative instrument .....	216
Analytic Summary .....	219
Utilization of Evaluation Findings .....	220

Indirect use of formative evaluation findings .....	220
Ignorant about the utilization of findings .....	221
Analytic Summary .....	222
Contextual Factors Affecting the School-based Teacher Evaluation System .....	223
Conclusion .....	224
Chapter Summary .....	225
<b>CHAPTER 6: CROSS-CASE ANALYSIS OF FINDINGS IN THE FOUR SCHOOLS</b> .....	226
Introduction .....	226
A Common Teacher Evaluation Framework .....	227
Policy Direction .....	229
Inconsistencies in Evaluation Practices .....	230
Dissonance between Stated and Actual Purpose .....	232
Common Purpose for Summative Evaluation .....	234
Unclear Boundaries between Supervision and Formative Evaluation .....	236
Evaluation Based on Limited Data Sources .....	238
The Absence of Credible Evaluation Instruments .....	240
Limited Use of Evaluation Findings in School .....	242
Supporting Factors .....	244
Administrator Experience .....	244
Cooperation from Teachers .....	245
Administrator's Personality .....	245
Monitoring System in School .....	246
Impediments in Teacher Evaluation Practices.....	246
Administrative Duties .....	247
Lack of Time .....	247
Limited Subject Content Knowledge ... ..	248
Inadequate Support from the State Education Authorities .....	248
Chapter Summary .....	249
<b>CHAPTER 7: DISCUSSIONS, IMPLICATIONS AND RECOMMENDATIONS</b> .....	250
Introduction .....	250
Summary of Findings .....	251
Discussion of Findings .....	255
Policy on School-based Teacher Evaluation System .....	256

Ambiguous Purpose .....	258
Multiple Teacher Evaluation Methods .....	261
Underutilization of Evaluation Findings .....	263
Power in the Hands of the Administrators .....	264
Unheard Voices .....	266
In Search of a Malaysian Teacher Evaluation Model .....	269
Conclusion .....	270
Implications .....	273
Limitations of the Study .....	275
Recommendations for Further Research .....	276
Summary .....	277
<b>REFERENCES</b> .....	279



**LIST OF APPENDICES**

APPENDIX A	Interview Protocol (Teacher)	288
APPENDIX B	Interview Protocol (Administrator)	290
APPENDIX C	Observation Protocol	292
APPENDIX D	Document Checklist	294
APPENDIX E	Participant Consent Form	295
APPENDIX F	Interview Transcript	296
APPENDIX G	Letters of Approval	301

**LIST OF TABLES**

Table 3.1	Case Selection Criteria	63
Table 3.2	Participant Selection Criteria	65
Table 3.3	Summary of Data Collection Process	69
Table 4.1	Comparison of Criteria in the Classroom Observation Instruments	109
Table 4.2	Summary of Criteria in the Performance Evaluation Report PSD4/2002	111
Table 4.3	Main Criteria of Classroom Observation Instrument	143
Table 5.1	Comparison of Main Aspects in the Classroom Observation Instruments	177
Table 5.2	Comparison of Criteria in the Classroom Observation Instruments	212

**LIST OF FIGURES**

Figure 1.1.	Conceptual Framework of the Study	15
Figure 6.1.	Common Teacher Evaluation Framework	227