

A Performance Evaluation Model for School Teachers, in a tech driven world of today

Introduction

Education is derived from the Latin word ‘educare’, which means ‘to bring up’ or ‘to raise’. Education is of value in itself (intrinsic value) and is valued for what it can do (instrumental value). Today, our country engages nearly 55 lakh teachers spread over around 10 lakh schools to educate about 2,025 lakh children, yet 37 per cent people in India lack literacy skills, about 53 per cent children drop out at the elementary stage (NCF 2005) .

With India heading towards being a super power it is realized that ‘Quality Education’ could be a decisive driver for growth to propel the country forward. Physical resources by themselves cannot be regarded as an indicator of quality. Some remarkable changes are happening in the Educational scenario. The most important is the change technology is having on the teacher of today. Far from being techno-phobic a new generation of teachers is emerging who use technology as effortlessly as their students. These teachers are demanding a new kind of technology enabled learning paradigm – one that will work for them and not the other way round. In essence, they demand an environment similar to the open collaborative environments characterized by blogs, wikis and successful systems that work for groups of users. They do not want a straitjacketed process that dictates the pedagogic model they must follow but instead demand an environment where technology is a tool that they use as they feel appropriate. The NCF (National Curriculum framework- 2005) states, ‘No system of education can rise above the quality of its ‘Teachers’, and the quality of teachers greatly depends on the means deployed for selection, procedures used for training, and the strategies adopted for ensuring accountability’.

Teachers are the backbone of an education system. ‘Value drives customer satisfaction’ and the value of educational services is directly proportional to the quality of human resources providing the services, the front line managers, namely the teachers. Teacher quality (i.e. performance competency) enrichment is a function of improvements in instructional practice

focusing on enhancing content knowledge and pedagogical skills. This in turn, is a function of the strategic (planned) professional development, which is achieved through systematic in-service training and development programmes for the teachers. To attain this objective, the means required are an effective and efficient performance evaluation system. Therefore, the thrust in Indian education should increasingly focus on the quality of processes in education and thus also on accountability and professionalism of its providers – The Teacher.

Literature Review

We have observed that, government regulation necessitates teacher performance evaluation in schools. It is also observed that, this has remained a passive exercise in most schools. The need to manage teacher performances and align it with their professional development is acutely felt to enhance student achievement. Very few schools have progressed beyond these practices and have full-fledged performance evaluation systems in place, but the criteria for these evaluations are not exhaustively identified and clearly defined. Further the evaluations are done in a subjective manner.

According to the PROBE (Public Report on Basic Education) report 1999, ‘Generally speaking, teaching activity has been reduced to a minimum in terms of both time and effort. And this pattern is not confined to a minority of irresponsible teachers - it has become a way of life in the profession’ (PROBE Team, 1999, p 63). The report goes on to link teacher absenteeism and shirking to the lack of local accountability of teachers. Other authors too have noted lax teacher attitudes and lack of teacher accountability, e.g., Weiner (1990). The National Commission on teachers notes “some of the principals deposing [before the Commission] lamented that they had no powers over the teachers and were not in a position to enforce order and discipline. Nor did the district inspectors of schools and other officials exercise any authority over them as powerful teacher associations often supported the erring teachers. We were told that there was no assessment of a teacher’s academic and other work and that they were virtually unaccountable to anybody” (National Commission on teachers, 1986, p68). Analyzing the PROBE reports, according to experts, the option is that; the state takes bold initiatives to push for a schooling transition in which quality education is provided to all

children. The money is there; what is needed is political will. Or rather, public pressure.

Therefore it is evident that, a comprehensive performance evaluation system is essential for maintaining and enhancing quality amongst teachers. It provides meaningful, growth oriented and need based professional development for the teachers. Most importantly it ensures accountability.

Purpose of Teacher - Performance Evaluation

In a research study titled ‘The Relationship between Teacher Performance Evaluation Scores and Student Achievement: Evidence from Cincinnati’ (Anthony Milanowski, 2004) the findings state, that scores from a rigorous teacher evaluation system can be substantially related to student achievement and provide criterion-related validity evidence for the use of the performance evaluation scores as the basis for a performance-based pay system or other decisions with consequences for teachers. Hence, it could be summarized that, although the concept of quality teaching remains elusive, teachers and their behavior in the classroom are at times considered convenient indicators of school quality and very frequently are at the center of attempts at quality improvement. Therefore, there is a need to monitor and evaluate their performances.

According to Danielson (1996), the evaluation system requires three critical components, including “a coherent definition of the domain of teaching (the ‘What’), including decisions concerning the standard for acceptable performance; techniques and procedures for assessing all aspects of teaching (the ‘How’); and trained evaluators who can make consistent judgments about performance, based on evidence of the teaching as manifested in the procedures”. Hypothetically, the teacher evaluation process fulfills several criteria. Foremost, teacher evaluation helps quantify, and thus determine, the overall value and worth of any given teacher’s instruction. As Peterson (2000) contended, teacher evaluation is especially critical because, for the most part, students are legal minors and ‘non- voluntary’ (p. 36).

As synthesized by Rick Sawa (1995) in his literature review, these emerge as six main purposes of Teacher Evaluation:

1. The general purpose of teacher evaluation is to safeguard and improve the quality of instruction received by students (Kremer, 1988).
2. It should strive to improve instruction by fostering self- development (Rebore, 1991) and peer assistance.
3. Staff development activities can be rated and identified (Stanley dk Popham, 1988).
4. The selection process can be validated (McGreal, 1983).
5. A well designed, properly functioning teacher evaluation process provides a major communication link between the school system and teachers (Walsh, 1987).
6. Personnel decisions such as retention, transfer, tenure, promotion, demotion, and dismissal can be enhanced through an effective evaluation process (Kremer, 1988).

Teacher Performance Evaluation – The Indian Perspective

‘There is an urgent need to establish effective performance evaluation system. There is no established linkage between the appraisal process and the identification of the professional development needs of teachers. There are no on-going professional development programmes, which truly address needs of the teachers. The professional development programmes need to be diversified and linked to the outcome of the evaluation process. Self-appraisal and reflections in which the teacher uses a variety of techniques, such as, diaries, journals and portfolios are not being utilized. There is no significant research data available in the area of Performance Evaluation of school teacher’, these were the sentiments opined by various school stakeholders during informal discussions.

In the Indian context, it is understood that, the State Boards (Maharashtra) have a mandatory Confidential Report (CR), which is generally an exercise of filling up a form done by the principals or supervisors, with no inputs from the teacher and no knowledge of the outcomes, or the purpose of the evaluation processes to any stakeholders. It is observed that the other Boards too, do not have any stringent, formalized well documented appraisals or a comprehensive model of evaluation for their teachers. Some progressive private schools have taken a step forward and have attempted to develop their own tools for appraisals, but lot could be said about the purpose, criteria and climate of evaluation.

Our schools and our teachers are being constantly asked to be more accountable for student outcomes. Society today is asking our schools to justify their value by demonstrating their effectiveness at producing capable and successful citizens. It is very important hence that, when we justify the quality of our outcomes we must also demonstrate the quality of our 'processes'. If the positive student outcomes are our product, then surely due focus should be placed on the teachers and the systems; as they are a crucial part of the process.

Different Approaches to Teacher Evaluation

Different methods of evaluation have received much attention in recent literature as the teaching profession considers evaluation an integral part of staff development and the administration looks to evaluation data as evidence in accountability debates. The rationale for teacher evaluations ought to be; clarity of procedures, fair and rigorous process, professional learning, quality assurances, and informed tenure decisions.

Weiss, E Mary and Gary (1998) argued in their article, 'New Directions in Teacher Evaluation' published in the ERIC Digest, '.....but if it's true that (Sclan 1994) "Teachers are judged by society today on how well they prepare students to learn how to learn, to perform creatively, and to adapt to a variety of situations in a post- industrial economy" then why would teacher evaluation models continue to "evaluate teachers according to a narrow prescriptive set of behaviors that reinforce a formulaic rather than a creative and analytic way of teaching". Hence, if teachers and schools are to continually improve the quality of the instructional program then and evaluation system designed to encourage individual growth is not a luxury but a necessity.

Traditional summative evaluation models are not necessarily structured to support dynamic, regenerative school environments. Consistent with the goals of education for students to become life-long learners and thoughtful decision-makers in our democratic society, "constructivist" perspectives view schools as diverse learning communities where teachers must possess a broad repertoire of skills and knowledge consistent with the holistic needs of students (Dewey, 1900 and 1902/1990). Administrators and teachers need access to comprehensive evaluation models

that capture the complexities of teaching. Congruent with an expanding knowledge base of teaching and learning, performance standards are being developed that lead to reconfigured assessment designs requiring an array of reflective, analytic skills.

The Danielson (1996) Model for Teacher Performance Evaluation includes variables associated with the role of a teacher and has a strong formative purpose. Therefore, this model was identified as a reference, for tool development along with the other variables emerging from the discussion of the role of a teacher with various stakeholders.

The Danielson Model is presented below in

Table 1
Teacher Performance Evaluations – Danielson Model (1996)

Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities
Demonstrating Knowledge of content and pedagogy.	Creating an environment of respect and rapport.	Communicating clear and accurate	Reflecting on teaching.
Demonstrating knowledge of Students.	Establishing a culture of learning.	Using questionnaire, discussion and various other techniques.	Maintaining accurate records
Selection of instructional goals.	Managing classroom procedures	Engaging Students in learning	Communicating with families
Demonstrating knowledge of resources.	Managing student behavior.	Providing Students with a timely feedback	Contribution to the school and community.
Designing coherent instructions.	Organizing physical space	Demonstrating flexibility and responsiveness	Growing professionally.
Assessing Students learning.			Showing professionalism

Research Objectives

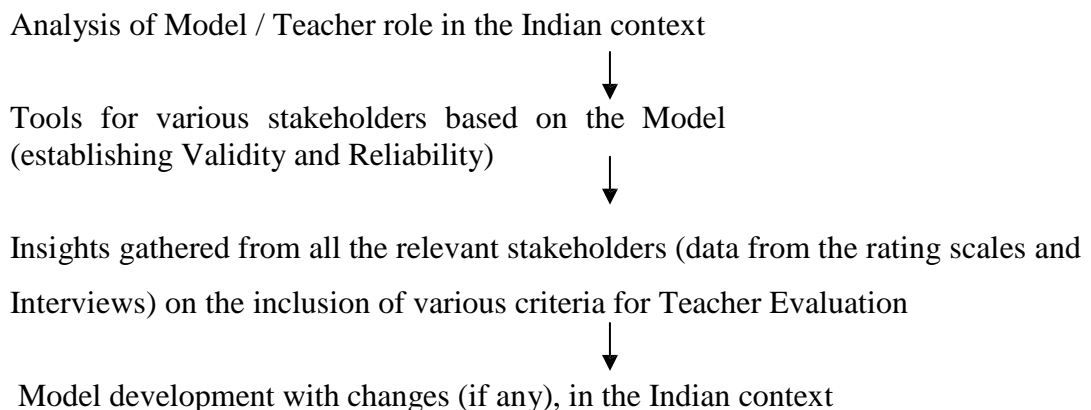
To develop a comprehensive Performance Evaluation (PE) model for school teachers

Design/methodology/approach

The proposed research has followed a mixed method of research. The researcher has followed both qualitative and quantitative approach for the development of the Performance Evaluation Model for school teachers. Separate tools were designed and addressed to the various stakeholders who are impacted by teacher performance (students, parents, teachers and principals/supervisors).

The tools were developed with reference to the Danielson Model (1996) and studying the role of a teacher from the Indian perspective. The tools were developed on the Likert rating scale, measuring the strength of agreement with a clear statement. The items were to be rated on the scale from, 1-5 where 1- least important and 5- the most important response. Factor analysis was used as the technique for quantitative data analysis. Interviews and discussions were conducted. The interview structure was close to the items on the rating scales, for the ease of data triangulation.

The flow chart for the model development can be summarized in the following steps:



The sampling technique used for the proposed research was stratified random sampling. Fifty schools representing various curricula were selected samples from the English medium schools in Mumbai suburbs wherein 1300 stakeholders (students, parents, teachers and

principals/supervisors) responded to the tool. Table No 2. gives information about the respondents from various curricula.

Table No -2

Stakeholders	Total
Parents	448
Students	640
Principal/Sup	58
Teachers	155
Total	1301

Data Analysis and Findings

As explained by Rummel (1970) in his article, Factor analysis is a means by which the regularity and order in phenomena can be discerned. Factor analysis help to discern,

- what patterns exist in the data and how they overlap,
- what characteristics are involved in what pattern and to what degree, and
- what characteristics are involved in more than one pattern

The rationale of using factor analysis for this research project:

The objective of this research was to develop a comprehensive Performance Evaluation (PE) model for Teachers; therefore the minor objectives under this major objective were to;

- Identify the representative variables from the larger set of variables (included in the data collection tool) used in Model development. This would give an insight to the significant variables from the perspective of the prevailing respondents.
- To compare the responses [with respect to identified factors in (1)] of different stakeholders (principals/ parents/students and teachers) across different curricula.

Findings and Analysis

The Model emerging from obtained from quantitative data subjected to Factor analysis is depicted in the Table 3 below on page 9.

Table – 3

The emerging FV- Model for Teacher Performance Evaluation

Pre-Evaluation		Performance Areas				Post Evaluation
Creating a conducive climate for evaluation	Preparation for the process of evaluation	Planning and preparation	Classroom Environment	Instruction	Professional responsibility	
Constructive climate through communication, collaboration and commitment	Evaluation methodology differentiates positions, experience and tenure	Knowledge of content	Creating an environment of respect and rapport	Use of different technique and aids	Completing syllabus	Helps in formative decisions
Communication of purpose, and process, agreement on set criteria	Using multiple data sources for evaluation.	Knowledge of pedagogy	Establishing a culture of learning	Engaging student in learning.	Maintaining accurate records	Helps in summative decisions
	At least one class observation before evaluation.	Knowledge of Students	Classroom management (Impartiality, Corporal Punishment)	Providing timely feedback to Students	Communicating with families about student progress, maintaining confidentiality	Rating supported by data (explanations, examples)
	Train evaluators for evaluations including training for ‘cognitive coaching’ and ‘clinical class room observation’	Selection of instructional goals	Managing physical environment	Inclusive education	Contributing to school and community and own personal & professional development	Confidentiality in storing information (appraisals)

Interviews and Discussions

The data collected from the interviews and discussions was triangulated with the findings from the rating scale. Data triangulation helps strengthen confidence in preliminary findings. Triangulation simply means using different methods, data sources, researchers, or perspectives to explore a single program, problem, or issue (Bryman & Bell, 2008). Triangulation is the application and combination of several research methodologies in the study of the same phenomenon. It can be employed in both quantitative (validation) and qualitative (inquiry) studies. It is a method-appropriate strategy of founding the credibility of qualitative analyses. It becomes an alternative to “traditional criteria like reliability and validity”.

Key Results - Interviews and Discussions

Apart from the FV – Model of Teacher Performance Evaluation developed the other emerging trends through interviews and discussions with various stakeholders are:

Teacher expertise in content and pedagogy differentiates an effective teacher. Perhaps these variables once taken care of during the recruitment stages by the Principals is not revisited again in terms of maintaining teacher effectively and efficiency by providing planning and preparation time to the teachers. The teachers on the other hand feel that planning and preparation time should be slotted in the teacher time table, because then it would be mandatory for all the teachers to sharpen their content and pedagogical skills and they would be accountable for the time spend and would require to show results in terms of student performances.

Indian scenario, one - style - fits - all, is assumed for student learning. Therefore, how a teacher uses the knowledge of students and can make a difference to the teaching – learning processes and the achievement of students is not something that is frequently discussed in the classrooms. There is no reference or stress on the learning styles and its impact on their learning in the schools because the principals and the teachers do not see the scope of implementing any of those concepts due to the lack of time and the huge student – teacher ratios in our classrooms. Perhaps, if the parents, students and the teachers all are made aware of the differences in how students ‘learn’ they would to help them learn better.

The prime objective of education in the current school system is examination success, and perhaps only examination marks are equated with assessment. Some schools have an ongoing assessment of students on various parameters other than just examinations. The parents felt the need to define assessment without the boundaries set only by marks and grades, as a need was felt that assessments should be able to give indications of the students assimilation of knowledge at all levels, cognitive as well as affective and his/her readiness for higher levels of learning and understanding.

There is an agreement of thoughts that, the benefits of creating a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement are enormous; a school having such characteristics would be a place that students would enjoy coming to everyday, an institution for which parents will be grateful and work to support, and a source of pride for the community in general. The concerns the principals have are perhaps, how would this criteria, if included in the model for teacher evaluation be operationalized and measured? The students and parents, want in-depth knowledge of subjects rather than just touch and go models in use today, they want the practical application aspects of subjects to be highlighted and also experience how their knowledge would help them build their further learning, perhaps therefore the need to be a part of a learning culture is so strongly felt through the student groups supported by their Parents.

Being impartial and no use of corporal punishments in schools is a norm .In spite of that, there is a strong perception both among the student group and the parent group regarding the presence of such kind of behavior from the teacher which needs to be addressed, through PTA meetings and open house sessions at each school level. Moreover when this perception is shared among parents and students from all the curricula, there is a need to closely examine school systems to ascertain what is the root cause of such behavior among the teachers and what changes could be done to assure the parents and students of equality of treatment (impartiality) in schools. Most teachers and principals consider themselves above favoritism, or they do think that this criterion is taken care of adequately in the school / classroom management. The other interpretation could be, both these stakeholders know of the strong presence of this kind of behavior in schools, due to the fact that the students most favored by a particular teacher would

be perhaps taking private tuitions from him/her. Directly or indirectly therefore, most of the teachers and the principals are responsible for the perpetuation of such kinds of behavior; therefore they did not wish to include it as a variable in their performance evaluation.

It is very encouraging to note that, certain educated parents ask about the importance the schools give for the Professional Development (PD) of their teachers when they seek schools for admissions of their wards. The student group too has expressed the need ensure, the teacher's continuous development, which indirectly acknowledges the fact that they too perceive the benefits of PD through enhanced Teacher quality .The Professional Development of all the teachers should have a mandatory component of inclusive education and also the teacher education degrees would lay greater emphasis on this area in their curriculum. An encouraging shift towards inclusive education would help mainstream all our citizens through their student and professional lives.

Respect and rapport in class and creation of learning environment in classrooms are a function of the time spent in managing behavior positively and having the freedom to experimentation with various teaching styles, providing them with time to reflect on their teaching, and acknowledging that they need to work toward constructing a model of teaching which works with their students. This could need major shifts in the school processes.

After the parents, the teacher is typically the adult with greatest impact on the social world of the child. Therefore there is a strong need from the parents to ensure that their children inculcate the habits, values that are conducive to being a good human being and also to 'learn to be lifelong learners' through role modeling from their teachers. The teachers too have to stress on opportunities for continuous professional development to keep themselves abreast of the latest developments in their own subjects.

Summarizing the discussions, if we expect teachers to deliver as professionals, we also need to give them specifics on role clarity, job descriptions and specifications so they are clear of what are their responsibilities and role before they are being evaluated. 'Teaching as a Profession' no longer attracts quality human resources, due to it being perceived as being underpaid and over worked. If we feel the need to develop the young minds of our coming

generations to be world leaders, should we not give the contributors (Teachers) their due respect and place in the society. They are to be provided with enticement, conducive arrangements and alternatives, and time for to participate in highly effective staff development (such as study groups and action research) to help them integrate technology into their teaching and learning.

Conclusions and Recommendations

There was an agreement to by all the stakeholders to the inclusion of almost all the variables from all the domains of Danielson (1996) Model. Interestingly, there have also been some factors, which have emerged from our school setups (highlighted in yellow), which have been included in the Model. The **pre and the post evaluation** processes are also included as there has emerged a strong need to have a comprehensive process of evaluation. The Model is depicted in Table 4 on page 13.

Table No 4

The emerging FV- Model for Teacher Performance Evaluation

Pre-Evaluation		Performance Areas				Post Evaluation
Creating a conducive climate for evaluation	Preparation for the process of evaluation	Planning and preparation	Classroom Environment	Instruction	Professional responsibility	
Constructive climate through communication, collaboration and commitment	Evaluation methodology differentiates positions, experience and tenure	Knowledge of content	Creating an environment of respect and rapport	Use of different technique and aids	Completing syllabus	Helps in formative decisions
Communication of purpose, and process, agreement on set criteria	Using multiple data sources for evaluation.	Knowledge of pedagogy	Establishing a culture of learning	Engaging student in learning.	Maintaining accurate records	Helps in summative decisions

	At least one class observation before evaluation.	Knowledge of Students	Classroom management (Impartiality, Corporal Punishment)	Providing timely feedback to Students	Communicating with families about student progress, maintaining confidentiality	Rating supported by data (explanations, examples)
	Train evaluators for evaluations including training for 'cognitive coaching' and 'clinical class room observation'	Selection of instructional goals	Managing physical environment	Inclusive education	Contributing to school and community and own personal & professional development	Confidentiality in storing information (appraisals)

The recommended FV Model of Performance Evaluation would help determine competence, assess strengths, provide support and mentoring, and assure continued growth through differential experiences. The Performance Evaluation Model if implemented in a planned manner would also help improve delivery of services to the students and would be a part of a continuous, constructive cooperative whole school improvement process. The Model has ample scope to be applied across schools that have embraced technology as a means to achieve educational objectives

Some other recommendations, which emerge from the study, are:

1. Every student learns differently. The closer the match between students' learning styles and their Teachers' teaching styles, the higher the student achievement. Teacher should have the knowledge of her students so that she can alter her teaching styles to the needs of the learners. Due to the huge student teacher ratio, if both the students as well as parents share this responsibility it would make good sense. Therefore schools should spend more time developing students' awareness about their learning styles; this would improve their self-esteem and self-efficacy. Schools should also make efforts to educate the parents, to

understand how different student learn differently. Parents must understand the distinctiveness of their child to help him/her become a better student.

2. Despite understanding the value of teacher preparation time, it is becoming difficult for teachers to find time during the school hours to prepare lesson plans and perform other duties important to effective teaching Making teacher preparation time a scheduled activity in the teacher time- table, will give them an opportunity to be a part of the decision-making, regarding strategies to boost student achievement and enrich the learning experiences.
3. Student assessment should reflect information from multiple sources in order to provide an enriched view of student learning. Assessment should not be limited to cognitive domains, but also include skills and affective domains.
4. There should be a 'zero tolerance' towards corporal punishments in all the schools.
5. The professional development of all the teachers should have a mandatory component of inclusive education and the teacher education degrees should lay greater emphasis on this area in their curriculum and use of relevant technology.
6. The core competency of a teacher is to 'teach'. He/she is entrusted with the responsibilities of learning outcomes, which in turn shapes the students lifetime perceptions related to education. If the teacher has to enrich student learning experiences then he /she should be allowed to concentrate on this core responsibility. The other peripheral tasks (supervision, class attendance, election duties etc), which do not require the teachers to actively contribute as a professional, should be outsourced.
7. Provide incentives, structures, and time for teachers to participate in highly effective staff development (such as study groups and action research) to help them integrate technology into their teaching and learning.
8. Expectations are high from teachers to deliver as professionals. To help them deliver effectively, they should also to be provided specifics on their role clarity, job descriptions and specifications that would give them a clear picture of their responsibilities and role before they are being evaluated.

Contribution of Research to the Domain of Education Management

Education as a service is creating tremendous pressure and demanding quality in education. The research has contributed by developing a comprehensive Model of Performance Evaluation for

school teachers. The proposed FV Model of Performance Evaluation, if implemented would serve both the Formative as well as Summative purposes of the organizations (schools). The Model could be applied across all curricula, in both urban and rural settings. With some customization it could also be scaled to institutions of higher education.

Suggestions for Further Research

The proposed FV Model for Teacher Performance Evaluation could serve as fundamental work and some variables from this model could be studied in relation to its impact on Student Achievement. e.g.:

1. To study the impact of Teacher pedagogical content knowledge on the cognitive achievement of students.
2. To study the impact of corporal punishment on the affective domain of school students.
3. The applicability / scalability of the proposed FV Model of Teacher Evaluation to higher education (Academics / Professional courses)
4. Longitudinal studies relating linkages between Teacher Performance Evaluations and Student Achievement in the Indian context.
5. Study the impact of changing technology in performances measurements of school teachers.

Bibliography

Anthony Milanowski (2004) . ‘*The Relationship Between Teacher Performance Evaluation Scores and Student Achievement: Evidence From Cincinnati*’ Peabody Journal of Education, Volume 79, Issue 4 October 2004 , pages 33 - 53

Atkins, A. (1996). *Teachers’ opinions of the teacher evaluation process*. (ERIC Document Reproduction Service No. Ed. 398 628)

Beeren, D. (2000). *Evaluating Teachers for Professional Growth: Creating a Culture of Motivation and Learning*. SAGE Publications Ltd.

Brandt, R. (1996). On a new direction for teacher evaluation: A conversation with Tom McGreal. *Educational Leadership*

Bryman, A & Bell, E. (2008). *Business research methods*, New York: Oxford University Press

Danielson (1996), “Enhancing Professional Practice: A Framework for Teaching,” Association for Supervision and Curriculum Development

Danielson, C. & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Danielson, C. (1996). *Enhancing professional practice a framework for teaching*. Alexandria, VA: Association for the Supervision and Curriculum Development.

Darling-Hammond, L., Wise, A., & Pease, S. (1983). Teacher evaluation in the organizational context: A review of the literature. *Review of Educational Research*, 53.

Darling-Hammond, Linda and Sykes, Gary, (Eds) (1999). *Teaching as the Learning Profession*.

Handbook of Policy and Practice, San Francisco: Jossey-Bass Publishers.

Public Report on Basic Education in India By The Probe Team Oxford University Press, 1999,

Dewey, J. (1900 and 1902/1990). *The School and Society and the Child and the Curriculum*. Chicago: University of Chicago Press.

Peterson, Kenneth D. 2000. *Teacher Evaluation: A Comprehensive Guide to New Directions and New Practices*, 2nd edition. Thousand Oaks, CA: Corwin Press

Report of the National Commission on Teachers (1986)

National Curriculum Framework (2005). India

<http://www.ncert.nic.in/sites/publication/schoolcurriculum/NCFR%202005/contents2.htm>.

Rowe, K.R. (2003). *The Importance of Teacher Quality as a Key Determinant of students' Experiences and Outcomes of Schooling*. Paper presented to the Research Conference 2003, Building Teacher Quality: What does the research tell us, Australian Council for Educational Research, Melbourne, October 19–

Rummel, R.J. (1970). *Applied Factor Analysis*. Evanston: Northwestern University Press

Sawa, Rick (1995). *Teacher Evaluation Policies and Practices*. Thesis:

<http://www.ssta.sk.ca/research/instruction/95-04.htm>.

Sclan, E. M. (1994). *Performance Evaluation For Experienced Teachers: An Overview Of State Policies*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. ED 373 054

Shulman, L. (1988). A union of insufficiencies: Strategies for teacher assessment in a period of educational reform. *Educational Leadership*, 46(3).

Stronge, J. H., & Tucker, P. D. (2003). *Handbook on Teacher Evaluation: Assessing and*

Improving Performance. Larchmont, NY: Eye on Education. Smith, M. E. (2002). Working beyond the stamp of approval: The reality of teacher performance appraisals.

Sullivan, C. (2001). *Rewarding excellence: Teacher evaluation and compensation*. Alexandria, VA: National School Boards Association

Weiss, E Mary and Gary (1998) in their article, 'New Directions in Teacher Evaluation. ERIC Digest, <http://www.ericdigests.org/1999-4/new.htm>

Weiss, T., & Hartle, F. (1997). *Reengineering performance management*. Boca Raton, FL: St. Lucie Press.

Wenglinsky, H. (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives*, 10(12). Iran-Nejad and P.D. Pearson (Eds.). *Review of Research in Education*, Vol. 24). Washington, DC: American Educational Research Association