



Teacher Appraisal Observed

G. Haynes, E. C. Wragg, Prof E C Wragg, Felicity Wikely

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Systems for the appraisal of teachers have been in place since 1992, bringing with them considerable controversy. How effective are they? What does this mean for the classroom teacher?

This major new study, led by Ted Wragg, uses as its basis information gathered from all 109 Local Education authorities, 658 primary and secondary teachers and 479 appraisers.

Teacher appraisal is examined from the perspectives of all those concerned and at all levels. The main focus of the study is on teacher competence in the classroom, which lies at the heart of school effectiveness and improving pupils' achievement. Through the use of a variety of methods including intensive case studies, the book provides a unique insight into the quality of classroom practice and teacher appraisal today, what it means for those involved and how to use this knowledge to move on from this point.

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