

Teachers Performance Appraisal and Development and Instructional Competence

 Truphosa Korir^{1*}
¹Ph.D., Moi University, Kenya

 DOI: [10.36348/jaep.2022.v06i05.001](https://doi.org/10.36348/jaep.2022.v06i05.001)

| Received: 09.03.2022 | Accepted: 14.04.2022 | Published: 09.05.2022

*Corresponding author: Truphosa Korir

Ph.D., Moi University, Kenya

Abstract

The quality of teaching shapes the future of students and prepares them to be a responsible citizen. Therefore, all efforts to improve the quality of education are dependent on the instructional competence of teachers and their capacity to undertake the various important roles and functions. These endorse the need for teachers to embrace concrete mechanisms of enhancing their instructional competences to constantly innovate and adapt to dynamic student needs for their Competency-based mastery. In this regard interrelation of instructional competency with teachers' performance appraisal and development is of interest because of its relevance and vitality in endorsing a pedagogical culture which resonates with education quality despite the teacher's *negative perception*. However, there is a dearth of literature explaining whether the two major approaches to teacher evaluation namely value-added measures and standards-based evaluations affect their instructional competence providing a gap for the current review. From the review value-added measures and standards-based evaluations significantly affect instructional competence despite their various limitations. Value added measures can enhance the instructional competence of the teacher courtesy of the synergy amongst collaborative learning communities can assess the evidence of student learning based on the test scores for effective teaching. The headteachers within the policy frameworks should cooperate with the teachers in determination of standards which should be realistic, viable and reliable in addressing instructional competence. However, performance appraisal, might have catastrophic consequences if it is carried out without clear objectives.

Keywords: Performance Appraisal, Development and Instructional Competence.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

BACKGROUND

Globally competitive teachers are encultured with the ideals, aspirations and traditions of sufficient pedagogical knowledge and skills for quality education. Besides, Learning institutions, like any other organization, must be strategically oriented in order to counteract the pressures that threaten their ability to function through their learning orientation (Chepkosgei, Akuku & Onyango, 2019). Therefore, all efforts to improve the quality of education are dependent on the instructional competence of teachers and their capacity to undertake the various important roles and functions (Napocao, 2016). Thus, a major concern in the educational system that can lead to an improvement in educational quality places a significant amount of responsibility on school teachers and their instructional competencies. However, there are teachers who cannot deliver the lesson utilizing contextualization that it fails the students to find meaning in the application of the

lesson in their daily experiences (Clinchy, 2012). In addition, some teachers deliver bad instruction, resulting in ineffective student learning (Hudson, 2008).

In order to improve their teaching ability, teachers must develop their instructional competences. These endorse the need for teachers embrace concrete mechanisms of enhancing their instructional competences to constantly innovate and adapt to dynamic student needs for their Competency-based mastery. A competent teacher is an instructor who is capable of imparting knowledge to students while engaging their active replies in a well-structured atmosphere. Instructional Competency refers to the teachers' mastery of the subject field, teaching skills, classroom management and evaluation skills (Konig & Kramer, 2016). Teacher's competence, knowledge, interest, devotion, commitment, dedication, professional training, attitude and personality make up matters and largely determine the quality of services provided by

the teacher. Therefore, teachers should demonstrate competencies such as effective classroom management, effective teaching practices, effective assessment and technology skills (Nessipbayeva, 2012). While Lucero (2018) revealed a very extensive level of instructional competence of teachers include very extensive level of curriculum planning and assessment, very extensive level of teaching all students, very extensive level of family and community engagement, and very extensive level of professional culture

The interrelation of instructional competency with teachers' performance appraisal is of interest because of its relevance and vitality in endorsing a pedagogical culture which resonates with education quality. In addition, the advocacy for instructional competency has invoked the adoption of teachers' performance appraisal as one of the important processes in determining the performance of teachers in every country (Tumusiime, Mwalw'a & Okemasisi, 2021). The performance and appraisal system helps in uncovering the strengths and weaknesses of a teacher's pedagogical culture making them more responsible and improving their instructional competence. Therefore, performance appraisal should occupy an important place in enhancing teachers' creativity and innovation instructional management. This is underpinned by the fact that performance appraisal is a method of systematically evaluating employee performance in order to better understand a person's talents for future growth and development.

There is a considerable consensus that teachers performance appraisal system provides teachers with meaningful appraisals that encourage professional learning and growth significantly affecting their instructional competence (Papay, 2012). *When effectively carried out performance appraisal promote and enhance teachers' job satisfaction that entail productivity, accountability and efficiency at work, thus improve performance of students and the school in general* (Jepngetich, Ochieng, Gakobo, & Onyango, 2011). Thus, performance appraisal remains key in improving student outcomes and reducing gaps in student achievement. Papay (2012) adds that teacher evaluation tools should be assessed not only on their ability to measure teacher performance accurately, but also on how well they inform and support ongoing teacher development. Parents, practitioners, and policymakers agree that the key to improving public education in America is placing highly skilled and effective teachers in all class-rooms. Yet the nation still lacks a practical set of standards and assessments that can guarantee that teachers, particularly new teachers, are well prepared and ready to teach (Darling-Hammond, 2010). Performance appraisal process represents one element of Ontario's vision of achieving high levels of student performance (www.edu.gov.on.ca., 2022). Jonyo and Jonyo, (2017) teachers Performance appraisal and Development tool

to institutionalized in Kenya monitor the conduct and performance of a teacher as provided in the performance management section (II) (f) of teacher's service commission Act and code of regulation section 52. In spite of the underpinning objective of the strategy in improving teachers' performance, the implementation of TPAD has faced considerable resistance from teachers and their umbrella body, Kenya National Union of Teachers (Tumusiime, Mwalw'a & Okemasisi, 2021).

Performance management has become a more effective strategic tool in the human resource management repertoire (Jonyo & Jonyo, 2017). However, Abraham (2013) laments poor feedback management, where appraisal results are not used for staff promotion, professional development or determining remunerations. Poor feedback has also bred into negative results like demotion, abuse and reduced salary. Jepngetich, Ochieng, Gakobo and Onyango (2021) notes that *despite the clear benefits of performance appraisal, recent studies have established that teachers have negative perception about performance appraisal which has caused truancy, indiscipline, resistance and significant staff turnover from the teaching profession*. KNUT (2018) also critiques the TPAD programme in schools as only subjecting teachers to clerical activities more than allowing them to carry out their core duty of teaching compromising on their performance. The tools have been incriminated for merely ensuring adherence to rules and regulations, and loyalty to principals, biasness and lack of utmost objectivity in the appraisal process (Kagama & Irungu, 2018; Osman, Chepkemoi & Kirui, 2013). Teacher's appraisal is more of fault finding than advisory (Kandenyi, 2014). However, raising teacher performance is the policy direction most likely to lead to substantial gains in student learning. Teacher performance appraisal triggers an increase in teacher competence from time to time (Putra, Warsim, & Titirloby, 2021; Kagama & Irungu, 2018). A teacher from Finland asserted that increased teacher inspections might kill the teachers' passion for their work (UNESCO., 2014). Thus, the issue of whether teacher performance appraisal processes lead to better performance across the profession continues to be questioned (Forrester, 2011). Besides there is a dearth of literature explaining whether the two major approaches to teacher evaluation namely value-added measures and standards-based evaluations affect their instructional competence providing a gap for the current review.

OBJECTIVES

- To find out the effect of value-added measures on instructional competence
- To examine the effect of standards-based evaluations on instructional competence

LITERATURE REVIEW

Teacher appraisal system and Instructional competence

The primary goals of the teacher evaluation system are to provide opportunities for teachers to develop their performance competencies and to assess a teacher's work performance as fully and objectively as feasible (TSC, 2005). Career development, professional learning, and feedback are examples of formative parts of appraisal that focus on improving performance. Summative elements, on the other hand, assess performance for the sake of professional advancement, prospective promotion or demotion, and termination. Turk and Roolah (2005) highlighted that academic staff appraisal aids in the achievement of an institution's target and goals, provides an overview of teaching quality, allows teachers to better grasp what is expected of them, increases motivation and discipline, and promotes training and growth. Performance evaluations can be a useful technique for assisting in the improvement of teaching and learning. Teachers' performance appraisal ratings provide a helpful link between teachers' contributions to student learning outcomes as long as the appraisal process includes defining performance standards.

According to Surbhi (2015) teachers' performance appraisal ratings provide a helpful link between teachers' contributions to student learning outcomes as long as the appraisal process includes defining performance standards. Through the definition of performance standards courtesy of performance appraisal system the teachers output in terms of instructional competence is guaranteed. This is explained by the fact that performance appraisal system is likely to uncover the gaps in teachers' knowledge and application, requisite professional development and other performance standards which cumulatively contribute to competence. Chirchir and Letangule (2021) affirms that teachers' constant professional development, knowledge, and application, as well as teachers' continual time management have a significant impact on their instructional competence and performance, hence boosting students' academic success. The traditional use of performance appraisal has for instance been criticised for the reward of win-lose results as opposed to win-win results in which the system promotes supportive and cooperative behaviour (Rowland & Hall, 2012). Performance appraisal can have major repercussions in terms of employee unhappiness and, as a result, a drop in productivity and organizational commitment when it is conducted in the absence of clear goals.

Modern methods of performance appraisal include 360-degree feedback, management by objectives (MBO), psychological appraisals, and the behaviourally anchored rating scale (BARS) (Kimberly, 2022). Performance appraisal research falls into three main groups: the first group examines the variations in

student learning from teachers within the appraisal process, the second evaluates teacher perceptions of the impact of the process on their practice and levels of motivation and the third evaluates effective performance appraisal conditions (Isore, 2009). Isore, (2009) adds that Value Added Measures (VAM), which compare current test scores to test scores from the same kids in prior years, as well as scores from other students in the same grade level, aim to quantify instructors' contributions to student outcomes. In standard based evaluation teachers must be given information about the performance expectations and feedback through the evaluation system.

Even if the evaluation will not be linked to pay, feedback from evaluators and the desire for a favorable evaluation provide incentives for improvement (Heneman, Milanowski, Kimball & Odden, 2006). Standards are used in many performance appraisal schemes to evaluate and guide teacher development (Kennedy, 2005). Teaching standards outline what a teacher should know and be able to do (Celik, 2011). The teaching standards convey the expectations of a person entrusted with assisting children and young people in primary and secondary schools in their learning in accordance with the established education curriculum (TPAD, 2016). Most teacher assessment and appraisal systems, according to many practitioners, scholars, and policymakers, offer nothing to assist teachers improve (Darling-Hammond, Amrein-Beardsley, Haertel & Rothstein, 2013). In fine raising teaching performance is certainly the most likely policy direction to result in significant improvements in student learning. It's critical to understand teachers' strengths as well as the elements of their profession that could be improved.

Danielson's framework has been adopted by a number of counties in the United States, focusing on parameters such as professional responsibility, planning and preparation, classroom management, and instructional method (Danielson, 2013). In Kenya Pursuant to section 11 (f) and 35(i) of TSC Act 2012 the Commission is mandated to monitor the conduct and performance of teachers in the teaching service (Jonyo & Jonyo, 2019). In this context, the Commission has established an open Performance Appraisal System for teachers in order to improve oversight and track their progress in curriculum implementation at the institutional level. In this regard the Quality of education in Kenya has been tagged to Teacher Performance Appraisal Development (TPAD). Philip (2020), Teacher assessment system in Kenya is questioned due to factors such as uneven teacher development, evaluator trustworthiness, discrepancy between TPAD rating and learner grades, incompetency in ICT integration, and lack of effective monitoring and evaluation of TPAD implementation. Maliehe (2011) study established a relationship between frequency of teacher appraisal and school performance, with schools

where teachers are appraised regularly recording better performance. Okumbe, (1999) Appraisal is viewed as a management strategy aimed at motivating teachers to improve their pedagogical effectiveness and productivity. Educational researchers regard teacher appraisal as an important vehicle for promoting educational quality Zhang and Ng (2015); Hallinger, Heck and Murphy (2014) which is believed to have the potential to facilitate teachers' professional development and to stimulate instructional improvement. However, critics of teacher appraisal regard it as a mechanical and meaningless exercise. However, the execution of such systems is not always easy and the appraisals frequently do not achieve their goals, with the result that both the employees and their supervisors are often dissatisfied with the system (Kagama & Irungu, 2018). The review focused on the effect of value-added measures, standards-based evaluations and instructional competence

Value-added measures and instructional competence

Eric Hanushek of Stanford University was the first to mention VAMs, arguing that using micro-data to analyze gains in student accomplishment might help understand teacher performance (Outhred, 2017). Value-added measurement (VAM) is a method of teacher evaluation that compares current test scores of children to test scores of those same students in prior school years, as well as to test scores of other students in the same grade, to determine the teacher's contribution in a given year (Guarino, Reckase, Stacy & Wooldridge, 2015). A high value-added score is given to a teacher whose students perform better than predicted based on their prior scores and other characteristics; a low value-added score is given to a teacher whose students perform worse than expected. VAMs are thought to be fairer than comparing student accomplishment or gain scores without taking into account potentially confusing context variables such as previous performance or income. This method can also be used to estimate the value added by the school principal or the entire school.

Some states require that data from student test scores account for up to 50% of a teacher's evaluation. The assessment methods are being used by states and school districts to make crucial personnel decisions such as teacher and principal retention, dismissal, and compensation (www.nassp.org., 2019). Value addition evaluation system designed to improve teacher effectiveness in some states in USA has failed to boost learners' grade beyond the other states without the system (Strauses, 2018). VAMs can be used as professional development tools, helping teachers target areas for growth. Monitoring learners' value-addition from primary to secondary was witnessed in KNEC released results of five candidates with exemplary value addition (Philip, 2020). Students who attend schools that are more organized and have a better learning climate have higher value added and observation scores.

The value-added scores reflect student development in test scores while controlling for factors such as poverty and prior achievement.

Measures of teacher quality based on value-added models of student achievement (VAMs) are gaining increasing acceptance among policymakers as a possible improvement over conventional indicators, such as classroom observations or measures of educational attainment or experience. Value-added models (VAMs) try to determine a teacher's causal effect based on test score data. However, the causal impacts of teachers can only be recognized if pupils are as good as those randomly assigned to teachers (Rothstein, 2016). High-value-added teachers have a significant impact on the long-term outcomes of their students, including educational attainment. VAMs are appealing because they track individual students' learning growth from year to year and break it down into components that are thought to represent the unique contributions made by teachers and schools, as well as person-specific factors. Teachers can work with colleagues to form collaborative learning communities that collectively unpack evidence of student learning, including test scores, and can plan for effective teaching (Stroupe, 2015). Besides teachers and administrators can work together to figure out how student test scores fit into the larger picture of evidence for student learning. VAMs, rather than the 'quality' of the school's student intake, are said to lead to equity-based assessment in schools and provide more valuable data regarding school quality. According to Pallas (2016) VAM doesn't drive teachers to teaching at all Because teachers felt they didn't have control over their VAM scores, they didn't know what they could do differently to improve them. A low VAM rating has resulted in a number of teachers being shaken up and facing harsh consequences.

As a teacher evaluation tool, VAM-based measures are sometimes viewed as less subjective than judgments based on observations by principals or portfolios of accomplishments (Cassandra, Mark, & Jeffrey, 2015). Principals are concerned that the new evaluation systems are eroding trust and hindering the development of a culture of collaboration and continuous improvement that is required to boost student performance to college- and career-ready levels (www.nassp.org., 2019). Rothstein noted that the possibility that value-added measures can become less reliable when used for consequential purposes (Rothstein & Mathis, 2013) Despite VAMs' presence in the news and in many schools, their complexity and proposed uses have caused controversy and confusion (Stroupe, 2015). VAMs cannot account for the fact that some teachers may be more effective at some forms of instruction and less effective in others (Darling-Hammond, 2010). Besides A teacher's VAM measurements are "unstable," which means that the "value" of a teacher varies greatly from class to class

and year to year (Stroupe, 2015). In other words, according to VAM scores, teachers who are effective one year may be much less effective the following. Critics claim that if a teacher is highly effective one year, it's difficult to see how they may be significantly less effective the following year. found out that no one method accurately captures true teacher effects in all scenarios, and the potential for misclassifying teachers as high- or low-performing can be substantial (Cassandra, Mark, & Jeffrey, 2015). Teachers account for about 1% to 14% of the variability in test scores, according to most VAM studies, and the majority of opportunities for quality improvement are found at the system level. Teacher evaluations based on VAM scores can have unintended consequences that lower quality (Darling-Hammond, 2010). Harris, Ingle, and Rutledge (2014) notes that teacher value-added measures not only affect which specific teachers are rewarded in the short term, but shape the qualities of teacher and teaching students experience in the long term. Owing to these inconsistencies' questions remain as to whether value-added measures are a valid and appropriate tool for enhancing teacher instructional competence.

Standards-based evaluations and instructional competence

To assess whether instructors are performing to the highest standards set by management or the government, it is necessary to measure their performance first (EG., 2021). Effective remedial steps to close the gap can be taken such as counseling, motivation, training etc based on this. In standard based evaluation teachers must be given information about the performance expectations and feedback through the evaluation system. Even if the evaluation will not be linked to pay, feedback from evaluators and the desire for a favorable evaluation provide incentives for improvement (Heneman, Milanowski, Kimball & Odden, 2006). However, if the system is difficult, prone to implementation problems, and unaligned with other human resource management programs that affect instructional capacity, it is unlikely to have a long-term impact on teacher skill development. According to MacIntosh-Frering, (2006) as a result of the identification of teacher performance competency as a strategic issue, a standards-based evaluation system and a Knowledge and Skill-based Pay (KSBP) Design Process should logically follow as crucial tools to be employed in the push for performance improvement. According to EG., (2021) The standard performance indicators are; Knowledge of Educational Policies, Curriculum, Syllabus & Content, Awareness of Pedagogical Innovations, Relationship with Students, Colleagues, Superiors and Community, Classroom Conduct & Delivery, Mentoring, Guidance & Counselling, Evaluation & Record keeping, Co & Extracurricular Activities, Administrative & Managing Capabilities, Self Enhancement, Use of Technology and Personality Traits.

Standards-based assessment informs students about the criteria that will be used to evaluate their work, as well as the standards that will be applied to each of these criteria (Muñoz & Guskey, 2015). It informs pupils about the expected level of performance and allows the teacher to compare students based on their achievement of the criteria. The teacher uses all relevant observations and quantitative data to summarize learning with relation to a certain standard. This information can be used by a teacher to develop a list of steps or actions that students can follow in order to learn a subject (Martínez, Borko & Stecher, 2012). The public and teachers are understandably deeply troubled that standardized tests are all too often being used inappropriately, are usurping too much instructional time, and are crowding out recognition of other important subject areas. External test results, as well as classroom evaluations, are valuable professional tools for teachers, allowing them to better understand their students' and personal strengths and weaknesses and, as a result, establish suitable instructional and professional development approaches.

The Effect of teacher ratings on teacher performance was investigated by Nolan., (2010) and the findings revealed that low-rated teachers witnessed gains in their pupils' English and Math test scores. High-rated teachers saw little to no improvement in their student exams after the ratings were released. These differences in reactions from low to high rated teachers suggest probable test score gains based on the revelation of teacher ratings. Student test scores were unaffected by school ratings. There was no evidence that the posting of ratings had an impact on teacher turnover or classroom composition, according to the study. Hadi,(2006) investigated the link between teacher performance ratings and student achievement through the Zanjan Education Organization. Teachers' performance appraisal ratings are linked to their pupils' accomplishment levels. Student achievement was inversely linked with performance appraisal scores. This suggests that there is no link between a teacher's supervisory performance ratings and the success of their students. According to Shakir and Adeeb (2014) in their study on Performance Appraisal: An Evaluation of Teachers' Competencies Based on National Professional Standards in Pakistan found that selection of appropriate methods during teaching has been identified as a weak competency among secondary school teachers in Pakistan, and they should be trained in such a way that they can understand each teaching method and its proper application in a given situation in order to achieve instructional competency. Malunda, Onen, Musaaazi and Oonyu (2016) observed that teaching is partly determined by how well and frequently teachers are appraised and recommended that the Ministry Of Education Science and Technology (MOESTs) need to develop standard formative evaluation tools for continuous teacher evaluation. Werunga (2010) suggested that the Teachers' Service

Commission (TSC) in Kenya ought to cooperate with the teachers in determination of their own targets and that the head teacher need to develop performance assessment policy for all teaching staff jointly with them. However, to effectively enhance instructional competence there is need for the standards to be regularly reviewed and should be comparable across the board. The standards for appraisal should be realistic, viable and reliable in addressing instructional competence.

CONCLUSION AND RECOMMENDATIONS

Teacher performance appraisal and development remain key in enhancing instructional competence though with blemish on certain parameters. Performance appraisal, might have catastrophic consequences if it is carried out without clear objectives. Principals and teachers should set clear performance targets and recognition strategies of the efforts of their teachers as such behaviour may trigger innovation and application of behaviour that leads to instructional competence. Performance evaluations can be a useful technique for assisting in the improvement of teaching and learning. Teachers' performance appraisal ratings provide a helpful link between teachers' contributions to student learning outcomes as long as the appraisal process includes defining performance standards. Students who attend schools that are more organized and have a better learning climate have higher value added and observation scores. The value-added scores were created to reflect student development in test scores while controlling for factors such as poverty and prior achievement. Value added measures can enhance the instructional competence of the teacher courtesy of the synergy amongst collaborative learning communities can assess the evidence of student learning based on the test scores for effective teaching. Through these the teachers' perspectives will hopefully be heard in key discussions about instructional and learning goals as a result of these dialogues. To enhance the instruction competence through teachers' performance appraisal and development the children and teachers should be provided with the resources they require in order for them to meet the set standards. However, the notion that there is no information in the data worth taking seriously or that can support a change in teaching practice is the biggest obstacle to teachers adopting value-added data to improve their profession. A teacher setting a big but attainable goal makes the public to believe that schools are incapable of improvement because of unattainable standards. Similarly, if standards aren't high enough, the public will lose faith in public schools. The headteachers within the policy frameworks should cooperate with the teachers in determination of their own targets. However, to effectively enhance instructional competence there is need for the standards to be regularly reviewed and should be comparable across the board. The standards for appraisal should be realistic, viable and reliable in

addressing instructional competence. Teachers should be conversant with the types of data that various assessment choices provide, as well as their strengths and weaknesses. In the context of instructional plans, they should be aware of the criteria for assessing and selecting evaluation methods.

REFERENCES

- Cassandra, M. G., Mark, D. R., & Jeffrey, M. W. (2015). Can Value-Added Measures of Teacher Performance Be Trusted? *Education Finance and Policy*, 10 (1): 117–156.
- Celik, S. (2011). Characteristics and Competencies for Teacher Educators: Addressing the needs for Improved Professional Standards in Turkey. *Australian Journal of Teacher Education*, 36(4), 73-87.
- Chepkosgei, N., Akuku, C., & Onyango, R. (2019). Effect of Strategic Orientation on Performance of Private Technical Training Institutions in Uasin Gishu County, Kenya. *International journal of academic research in business and social sciences*, 9(3), 1115–1122.
- Chirchir, K. M., & Letangule, S. (2021). The Influence of Teacher Performance Appraisal and Development Implementation on the Secondary Students' Examination Scores in Public Schools in Kenya. *European Journal of Education and Pedagogy*, 2(6), 34-44.
- Clinchy, E. (2012). Developing an Educational Performance Indicator for New Millennium Students. *Journal of Research on Technology in Education*, 43(2), 157-170.
- Danielson, C. (2013). The framework for teaching evaluation instrument. NJ:.
- Darling-Hammond, L. (2010). Evaluating teacher effectiveness: How teacher performance assessments can measure and improve teaching. *Center for American Progress*.
- Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2013). Evaluating Teacher Evaluation. *Colleagues*. 10(2), Article 8.
- EG. (2021). *Performance appraisal of teachers*. Retrieved from <https://www.educationalguruji.com> on the 26/03/2022
- Forrester, G. (2011). Performance management in Education: Milestone or Millstone? *Management in Education*, 25(1), 5-9. .
- Guarino, C., Reckase, M., Stacy, B., & Wooldridge, J. (2015). A comparison of student growth percentile and value-added models of teacher performance. *Statistics and Public Policy*, 2(1), 1-11.
- Hadi, A. (2006). The Relationship between Teachers' Performance Ratings and the Achievement of their Students Education Organization of Zanjan. *Applied H.R.M. Research, Volume*, 11, (1): 75-78.

- Hallinger, P., Heck, R. H., & Murphy, J. (2014). Teacher evaluation and school improvement: an analysis of the evidence. *Educational Assessment, Evaluation and Accountability*, 26(1), 5–28.
- Harris, D. N., Ingle, W. K., & Rutledge, S. A. (2014). How teacher evaluation methods matter for accountability: A comparative analysis of teacher effectiveness ratings by principals and teacher value-added measures. *American Educational Research Journal*, 51(1), 73-112.
- Heneman, H. G., Milanowski, A., Kimball, S., & Odden, A. (2006). Standards-based teacher evaluation as a foundation for knowledge-and skill-based pay. *CPRE Policy Briefs*.
- Hudson, E. (2008). Reconstructing educational psychology: Situated cognition and Deweyian pragmatism. *Educational Psychologist*, 29(1), 23-35.
- Isore, M. (2009). *Teacher evaluation: Current practices in OECD countries and a literature review. OECD education working papers, No. 23: Paris: Organisation for Economic Cooperation and Development*. Retrieved from <http://dx.doi.org> on 26/03/2022
- Jepnetich, M., Ochieng, I., Gakobo, T., & Onyango, R. (2021). Effects of Performance Appraisal on Job Satisfaction Among Public Secondary School Teachers in Kapsaret Sub County, Uasin-Gishu County Kenya. *The Strategic Journal of Business & Change Management*, 8 (4), 911 – 933.
- Jonyo, D. O., & Jonyo, B. O. (2019). Curriculum Supervision and Implementation in Kenya: The Role of Secondary School Heads. *European Journal of Educational Sciences*, 6(2), 46-56.
- Jonyo, D., & Jonyo, B. (2017). Teacher management: emerging issues in Kenya.
- Kagema, J., & Irungu, C. (2018). An analysis of teacher performance appraisals and their influence on teacher performance in secondary schools in Kenya. *International Journal of Education*, 11(1), 93-98.
- Kennedy, M. (2005). *Inside Teaching: How Classroom life Undermines Reform*. Cambridge, MA: Harvard University Press. .
- Kimberly, H. (2022). *5 modern methods of performance appraisal*. Retrieved from <https://www.jotform.com> on 26/03/2022
- KNUT. (2018). The 2018 Report of the National Executive Council (NEC) . *to the 61ST Annual Delegates Conference (ADC) of the Kenya National Union of Teachers (KNUT) Held From 12th to15th December, 2018 at the Bomas of Kenya*. . Nairobi: KNUT.
- König, J., & Kramer, C. (2016). Teacher professional knowledge and classroom management: On the relation of general pedagogical knowledge (GPK) and classroom management expertise (CME). *ZDM*, 48(1), 139-151.
- Lucero, J. (2018). Instructional competence of teachers: basis for learning action cell sessions. *International Journal of Novel Research in Education and Learning*, 5(4), 5-8.
- MacIntosh-Frering, K. (2006). A meeting of the minds: Exploring teacher compensation issues in search of common ground. *Doctoral dissertation, State University of New York Empire State College*.
- Maliehe, T. (2011). *Investigation into the Management of Educators' Performance*;. MBA Thesis University of Limpopo.
- Malunda, P., Onen, D., Musaaazi, J., & Oonyu, J. (2016). Teacher Evaluation and Quality of Pedagogical Practices. . *International Journal of Learning, Teaching and Educational Research* , 15(9),118-133.
- Martínez, J. F., Borko, H., & Stecher, B. M. (2012). Measuring instructional practice in science using classroom artifacts: Lessons learned from two validation studies. *Journal of Research in Science Teaching*, 49(1), 38-67.
- Muñoz, M. A., & Guskey, T. R. (2015). Standards-based grading and reporting will improve education. *Phi Delta Kappan*, 96(7), 64-68.
- Napocao, A. (2016). *Instructional competence of pre-service teachers in relationship with their academic performance*. Retrieved from <https://www.researchgate.net> on 23/03/2022
- Nessipbayeva, O. (2012). The Competencies of the Modern Teacher. . *Bulgarian Comparative Education Society*.
- Nolan. (2010). *The Effect of Teacher Ratings on Teacher Performance*. Retrieved from http://Home.Uchicago.Edu/~Npope/La_Ny_Paper.Pdf on the 25/03/2022
- Okumbe, J. A. (1999). *Educational Management: Theory and Practice*. Nairobi: Nairobi University Press.
- Outhred, R. (2017). *How much value do Value Added Models provide for the quality of schools?* Retrieved from <https://www.itad.com> on the 22/03/2022
- Pallas, A. M. (2016). *How Does Value-Added Data Affect Teachers?* Retrieved from <https://www.ascd.org> on 24/03/2022
- Papay, J. (2012). Refocusing the debate: Assessing the purposes and tools of teacher evaluation. . *Harvard Educational Review*, 82(1), 123-141.
- Philip, R. M. (2020). Assessing the Impact of the Implementation of Teacher Performance Appraisal Development Tool on the Quality of Teaching in Kenya. A Case Study of Narok County Secondary Schools. The Cradle of Knowledge:. *African Journal of Educational and Social Science Research*, 7(1), 16-28.

- Putra, H. E., Warsim, W., & Titirloloby, P. (2021). the effect of teacher competency on performance appraisal. *Akademika: Jurnal Teknologi Pendidikan*, 10(01), 235-247.
- Rothstein, J. (2016). Can value-added models identify teachers' impacts? . *Institute for Research on Labor and Employment*.
- Rothstein, J., & Mathis, W. J. (2013). Review of Have We Identified Effective Teachers? and A Composite Estimator of Effective Teaching: . *National Education Policy Center, Boulder, CO*.
- Shakir, M., & Adeeb, A. M. (2014). Performance appraisal: An evaluation of teachers' competencies based on national professional standards in Pakistan. *International Review of Social Science*, 2(12), 532-539.
- Strauses, V. (2018). Bill Gates Spent hundreds of millions of dollars to improve teaching. News Report says it was a bust.
- Stroupe, D. (2015). *Value-Added Measures (VAMs) and Instructor Effectiveness: Unpacking the Debate*. Retrieved from Retrieved from <https://www.edutopia.org/blog> on 24/04/2022
- Surbhi, S. (2015). *Difference between performance appraisal and performance management*. Retrieved from Retrieved from <http://keydifferences.com> on 26/03/2022
- Tumusiime, P., Mwalw'a, S., & Okemasisi, K. (2021). Principals' implementation of teacher performance appraisal and development (tpad) tool and teachers' performance in public secondary schools in kikuyu constituency. *African Journal of Emerging Issues*, 3(4),1-22.
- UNESCO. (2014). EFA global monitoring report 2005: Education for All, the quality.
- Werunga, K. (2010). *Teachers' Perceptions on Performance Appraisal Feedback in Secondary Schools Within Bungoma East Sub County Kenya*. Retrieved from retrieved from .ir-library.ku.ac.ke on the 26/03/2022
- www.edu.gov.on.ca. (2022). *Teacher Performance Appraisal System*. Retrieved from Retrieved from <http://www.edu.gov.on.ca> on the 24/03/2022
- www.nassp.org. (2019). *To determine the efficacy of the use of data from student test scores, particularly in the form of Value-Added Measures (VAMs), to evaluate and make key personnel decisions about classroom teachers*. Retrieved from Retrieved from <https://www.nassp.org> on the 24/03/2022
- Zhang, X., & Ng, H. (2015). An effective model of teacher appraisal: Evidence from secondary schools in Shanghai, China, . *Educational Management Administration and Leadership*, 45(2), 196–218.