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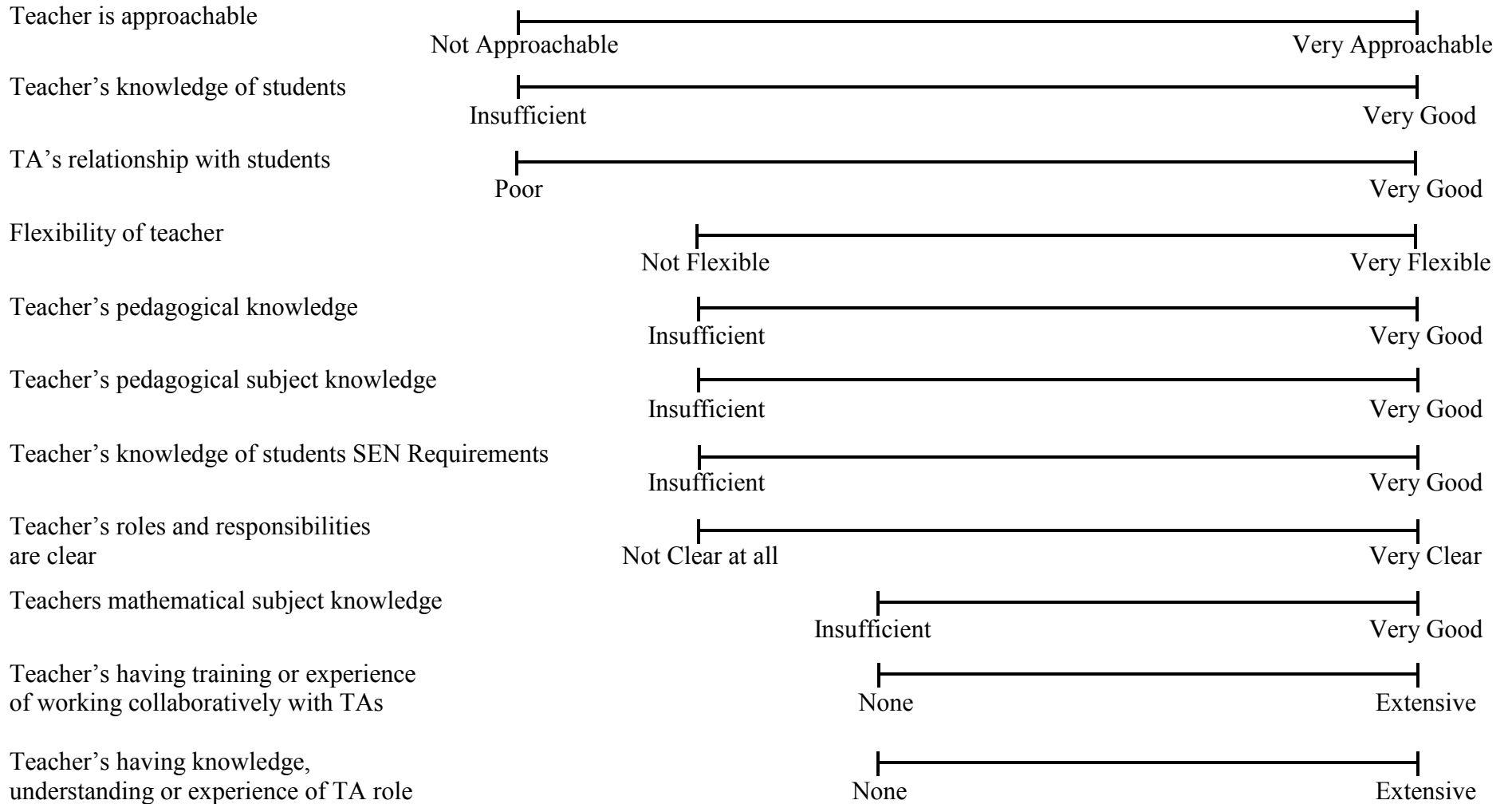
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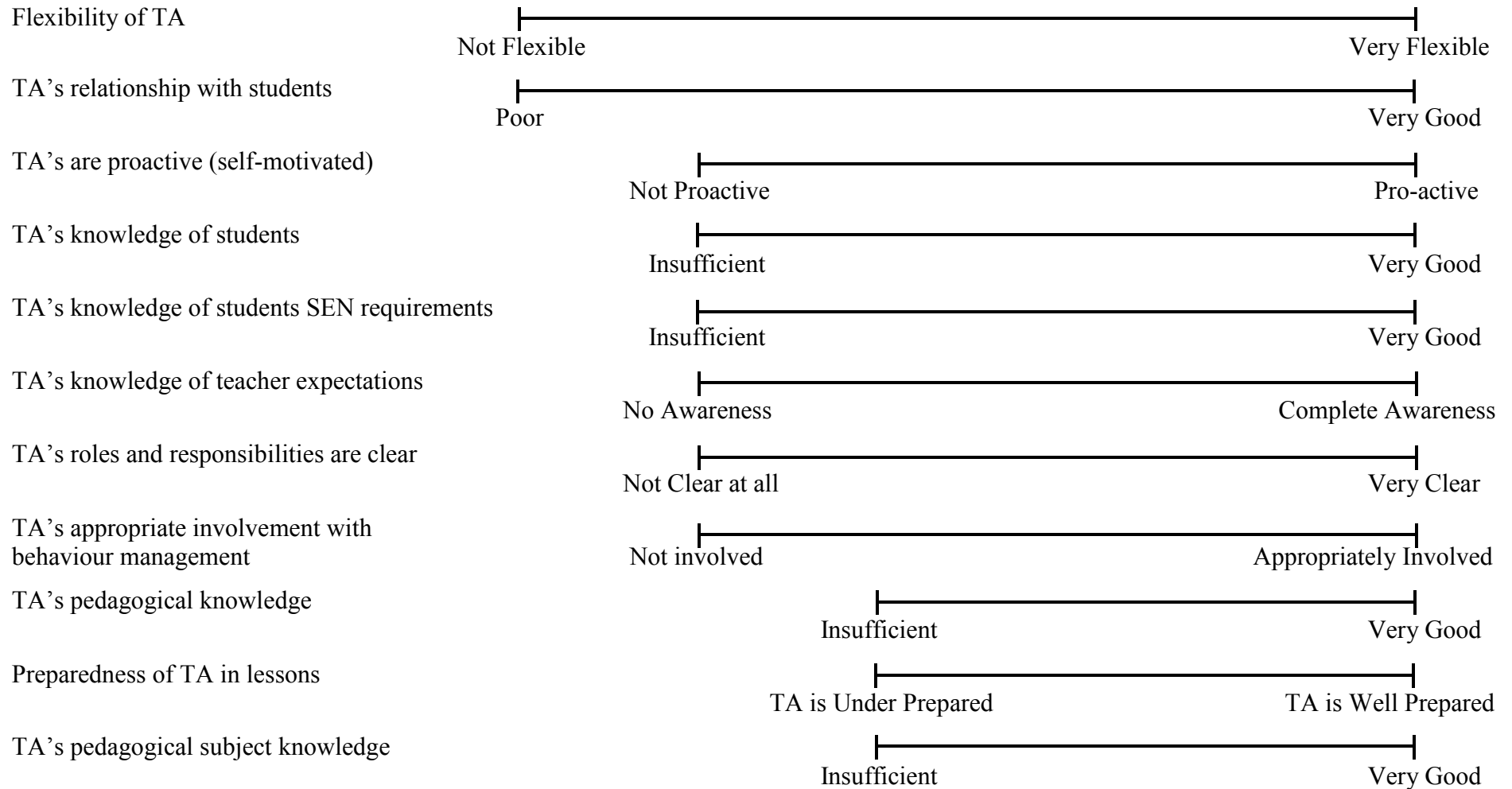
AUTHOR (year of submission) "Full thesis title", University of Southampton, name of the University School or Department, PhD Thesis, pagination

Appendix 15

Factors for Teacher Consideration and Change

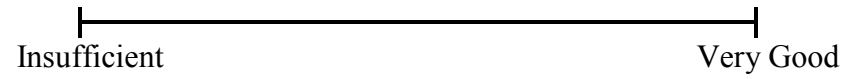


### Factors for TA Consideration and Change

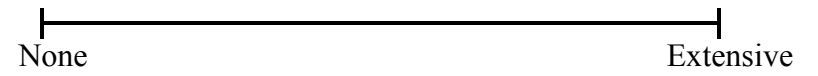


Factors for TA Consideration and Change

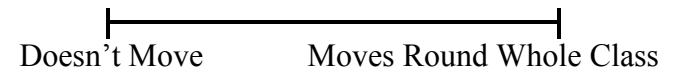
TA's mathematical subject knowledge



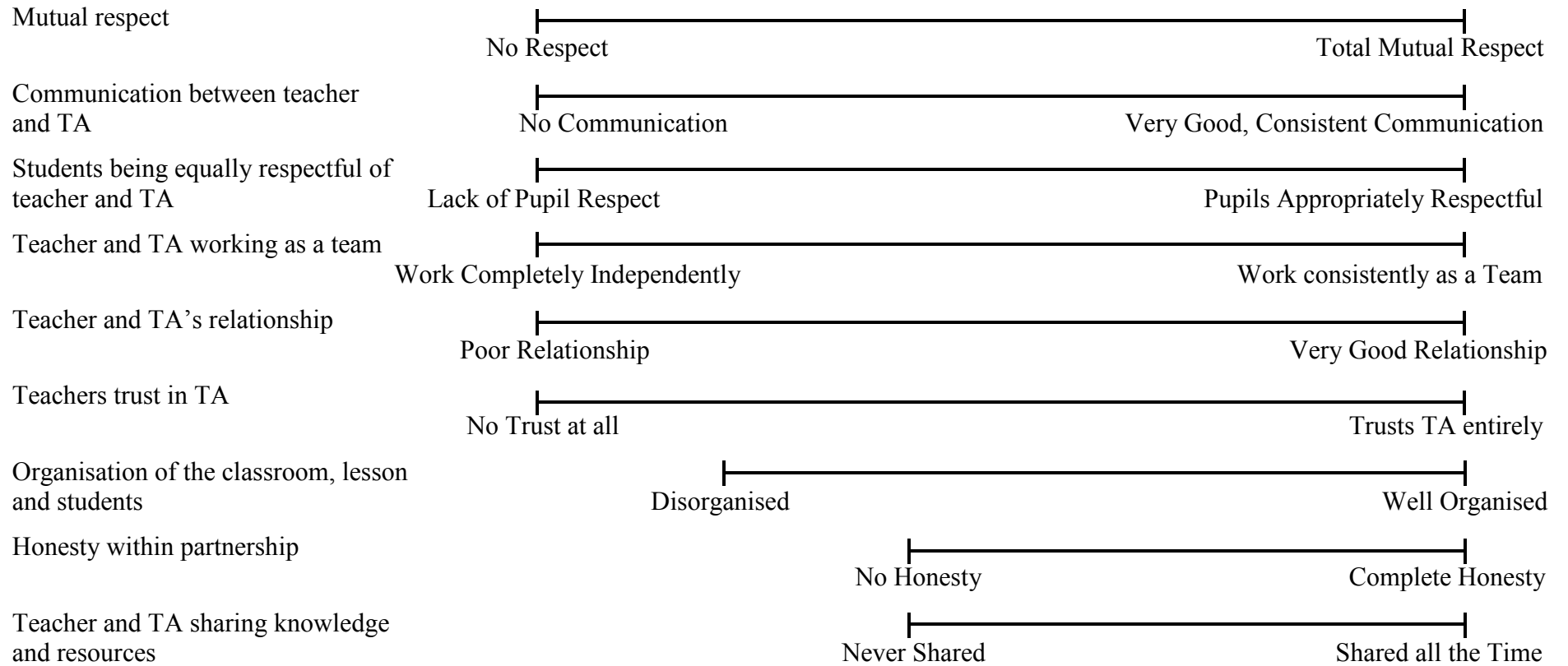
TA's having knowledge, understanding or experience of teacher role



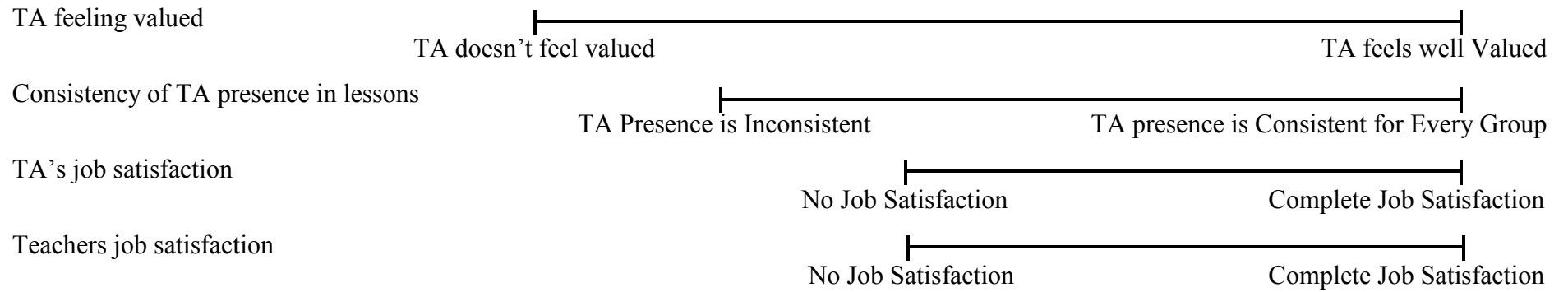
TA moving round the classroom



Factors for Teacher and TA Consideration and Change



Factors for Teacher and TA consideration and school change





## **Self-Evaluation Tool**

Development of effective teacher-TA partnerships  
in the secondary school mathematics classrooms

Developed by Paul Spencer, University of Southampton

Research jointly sponsored by the national centre for the excellence in teaching mathematics (NCETM) and the economic and social research council (ESRC)



## Teacher and TA Self-Evaluation Tool

### Introduction

The impact of TA support on pupil progress and learning is a highly debated topic and has provided the focus for a number of research studies in recent years. The most prominent of these studies was the deployment and impact of support staff project (Blatchford et al., 2009) which concluded that TAs have a negative impact on pupil progress in mathematics. Further research into this negative correlation highlighted that the effectiveness of the partnership may influence the impact of TA support. The resulting recommendation from the DISS project was that further research into the work of TAs and an increased focus on the training and professional development of both teachers and TAs was needed. This teacher and TA self-evaluation tool was the result of research which addressed the recommendations of Blatchford et al. (2009)

The purpose of this tool is to aid teacher's and TA's self-evaluation and identify a focus for teacher's and TA's future professional development which will encourage the cultivation of an effective partnership. Teachers and TAs are required to assess their current practice against the factors that have been identified as contributory to the development of effective partnerships in order to identify this focus.

### Design of the self-evaluation tool

The factors which combine to create the self-evaluation forms were developed from the results of three embedded case studies which focused on three effective teacher-TA partnerships. To provide the most accurate guidance for teachers and TAs, the contribution of each factor towards the development of effective partnerships was assessed using aspects of multi-attribute utility theory and the views of the embedded case study participants. The importance of each factor has then been used to appropriately vary the length of each factors assessment scale, in order to prioritise those factors which are seen as more important.

This self-evaluation tool consists of three different self-assessment forms, one to be completed by the teacher, one to be completed by the TA and one to be completed by both the teacher and TA, independently.

#### Use of self-evaluation tool

The self-evaluation tool is intended for use by individual teacher-TA partnerships on a regular basis. Through a cyclic process of self-evaluation and focused professional development, teachers and TAs will begin to develop more effective partnerships.

### Guidance for teacher and TAs

Teachers and TAs should complete the relevant self-evaluation forms and return them to the SEN co-ordinator or the head of the mathematics department so that the results of the evaluations can be compared and contrasted. The self-evaluations do not need to be completed simultaneously, but do need to be completed independently to highlight any significant discrepancies in responses and opinions

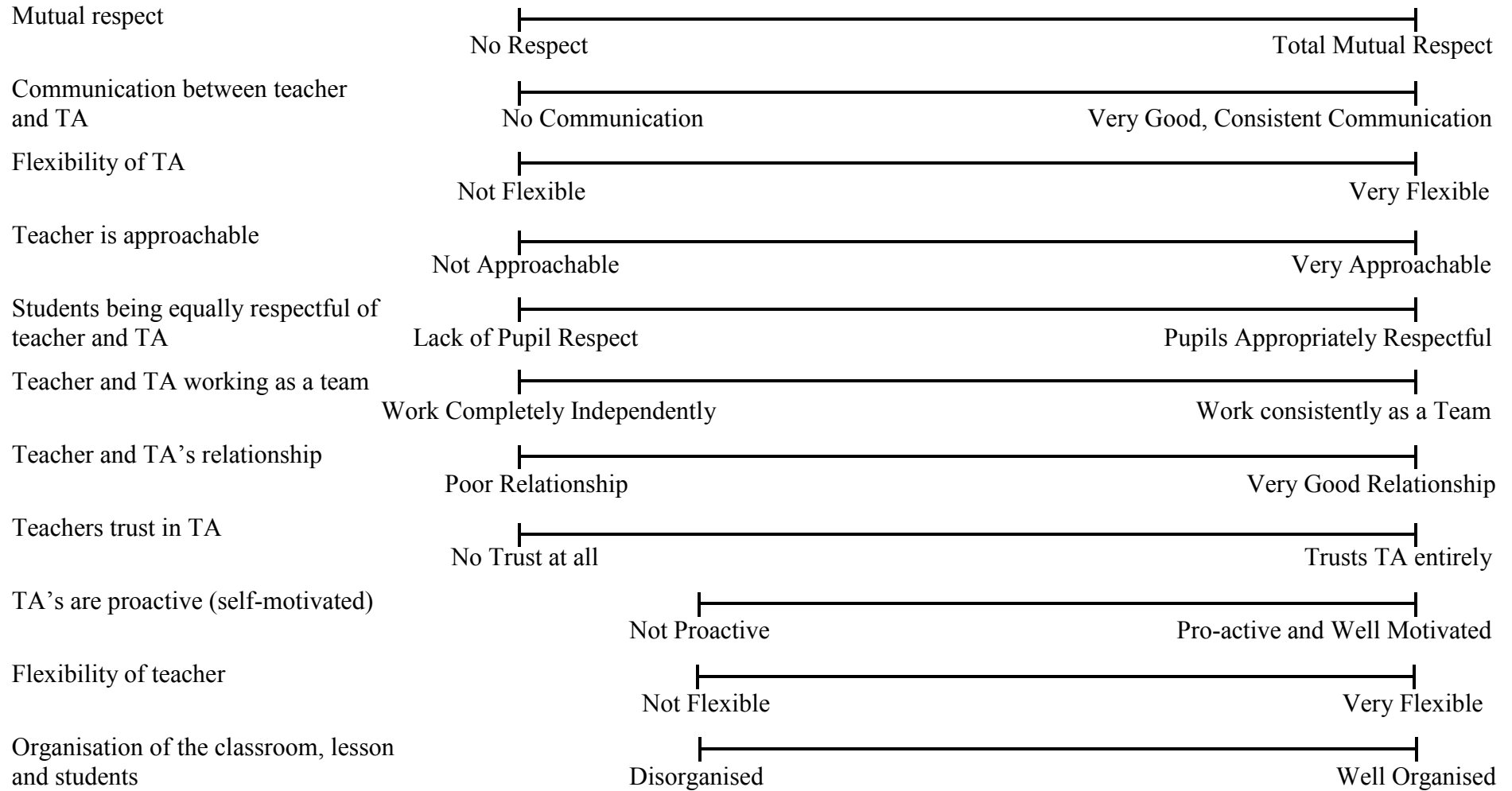
Each of the self-evaluations are accompanied by an acetate sheet and it is on these sheets that teachers and TAs should mark where they feel they with reference to each of the factors. The SEN co-ordinator or the head of mathematics is then responsible for discussing the results and the focus for future professional development with the teacher and TA.

### Guidance for SEN co-ordinator or head of mathematics

The role of the SEN co-ordinator or the head of mathematics is to act as an intermediary between the teacher and TA to encourage them to be open and honest in their assessments of their own practice.

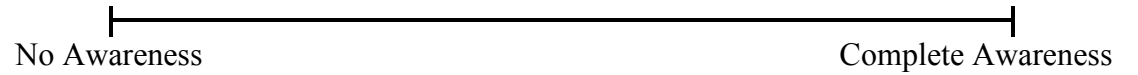
The results of the completed self-evaluation forms can be quickly and easily compared due to the use of the acetate sheets. To identify the focus for teachers and TAs future professional development the SEN co-ordinator or the head of mathematics should overlay all of the acetate sheets and identify the factors which relate to the marks which are furthest left.

### Factors for Teacher and TA Evaluation

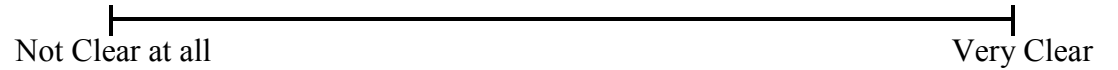


Factors for Teacher and TA Evaluation

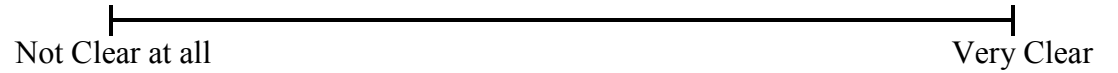
TA's knowledge of teacher expectations



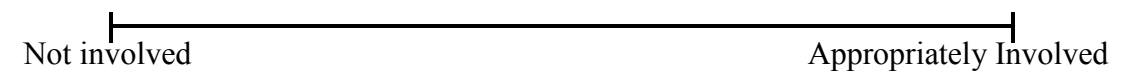
Teacher's roles and responsibilities are clear



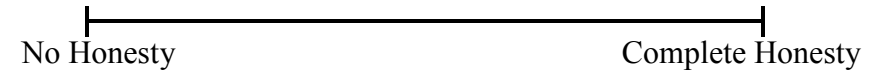
TA's roles and responsibilities are clear



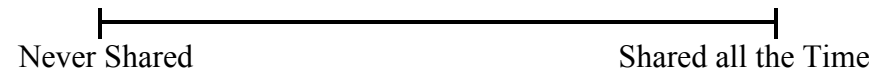
TA's appropriate involvement with behaviour management



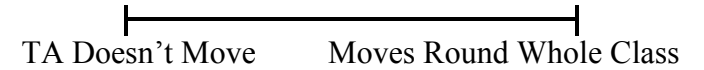
Honesty within partnership



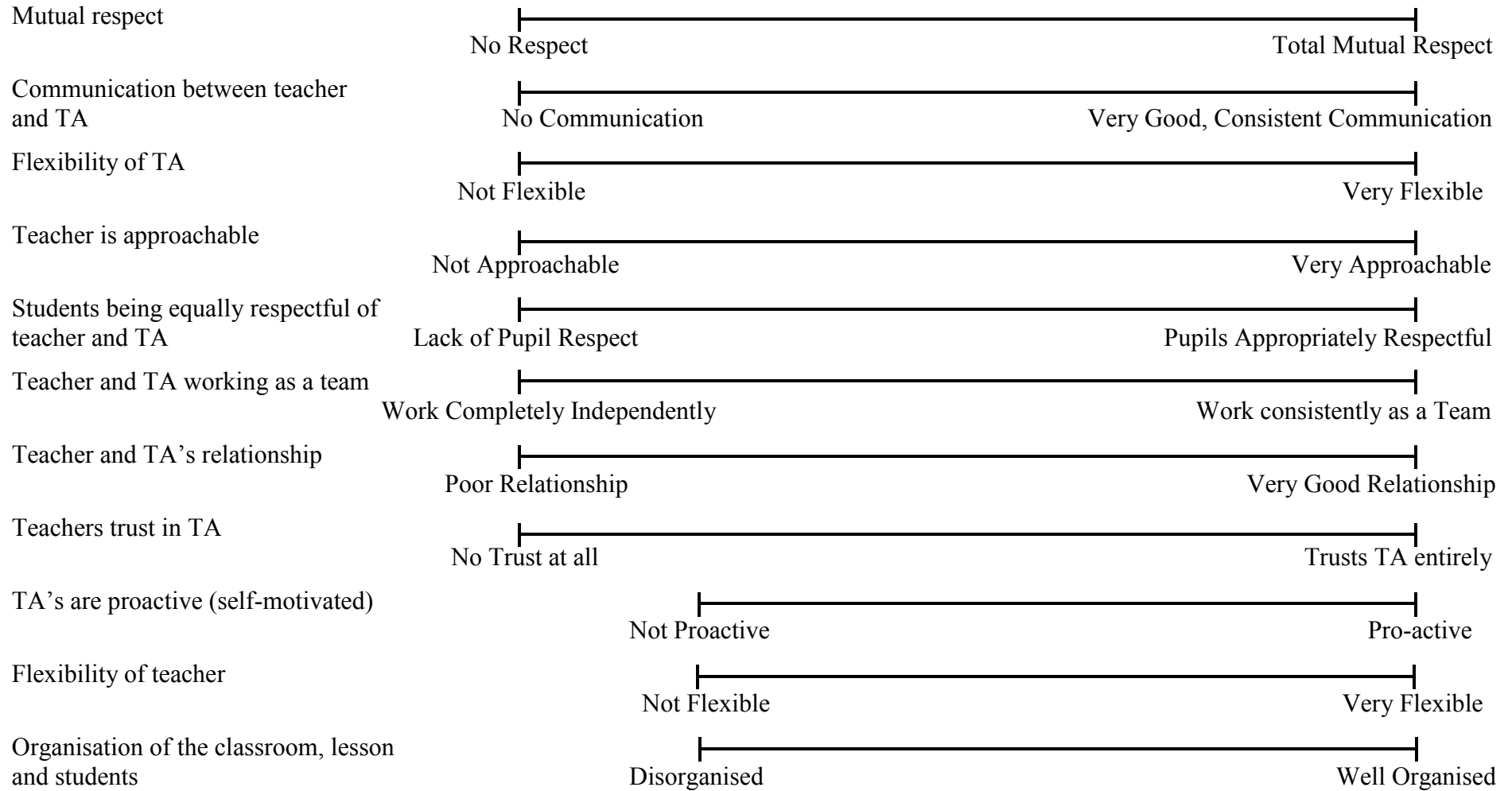
Teacher and TA sharing knowledge and resources



TA moving round the classroom

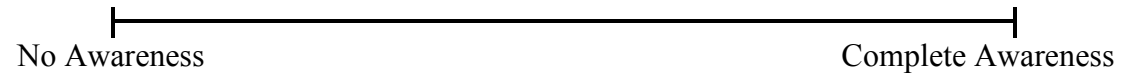


### Factors for Teacher and TA Evaluation

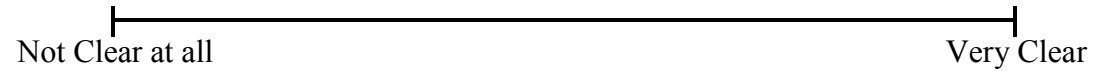


## Factors for Teacher and TA Evaluation

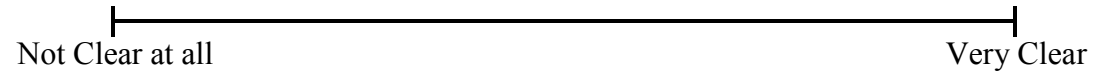
TA's knowledge of teacher expectations



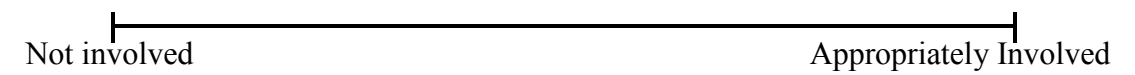
Teacher's roles and responsibilities are clear



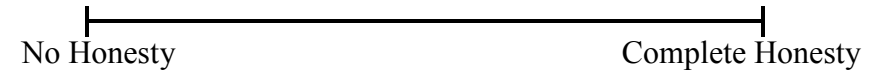
TA's roles and responsibilities are clear



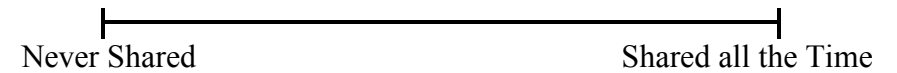
TA's appropriate involvement with behaviour management



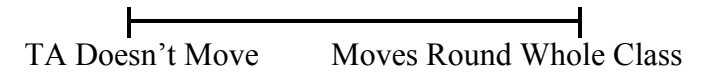
Honesty within partnership



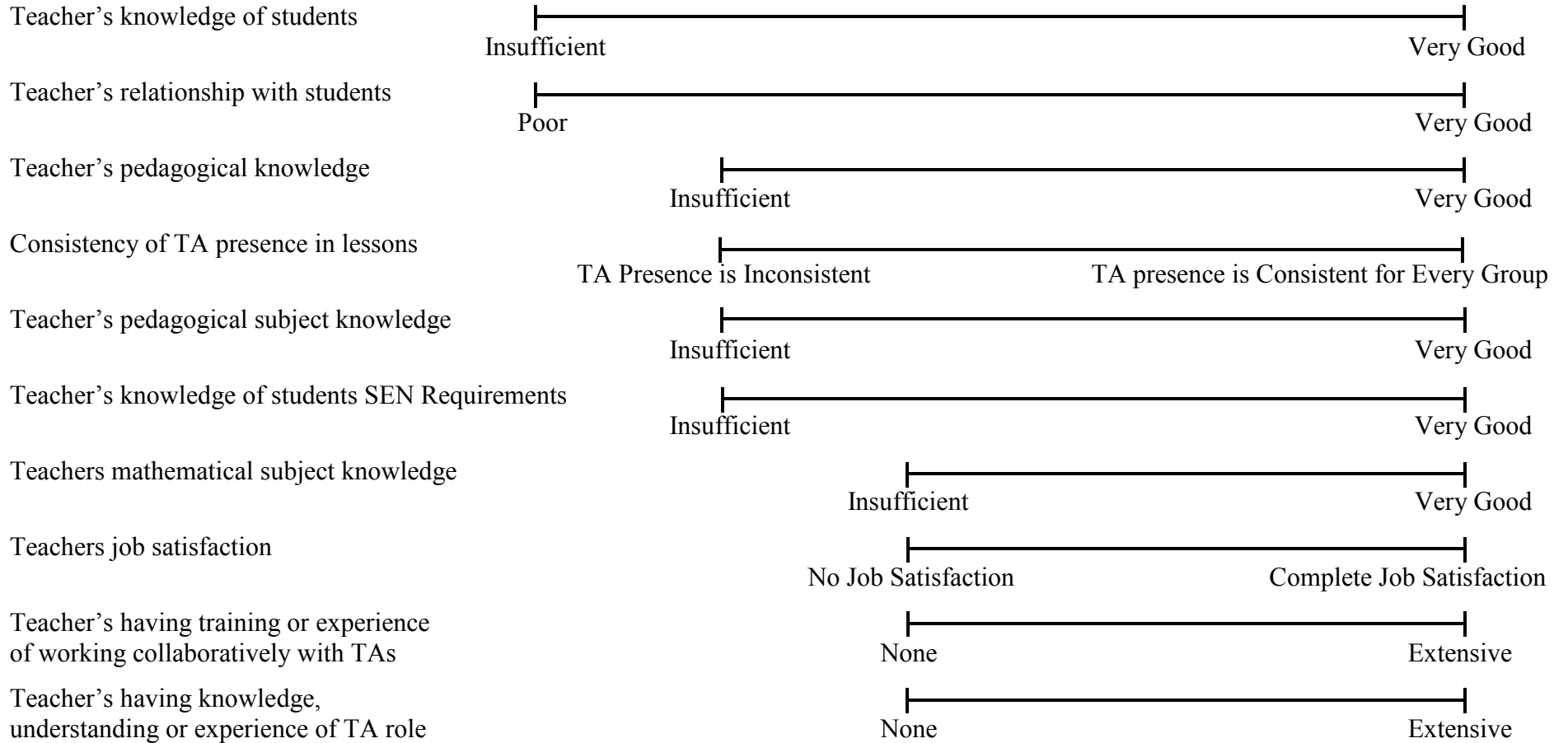
Teacher and TA sharing knowledge and resources



TA moving round the classroom

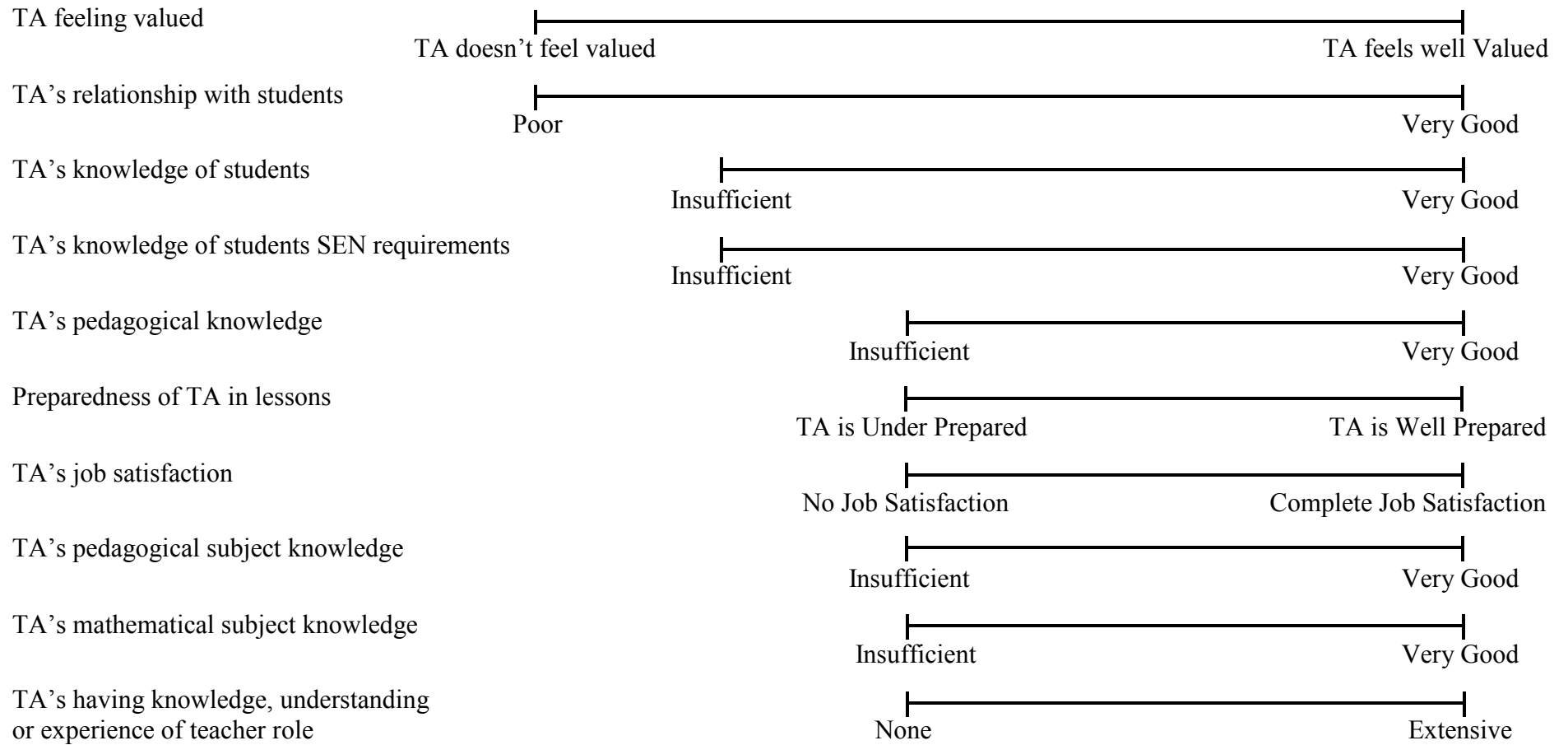


### Factors for Teacher Evaluation



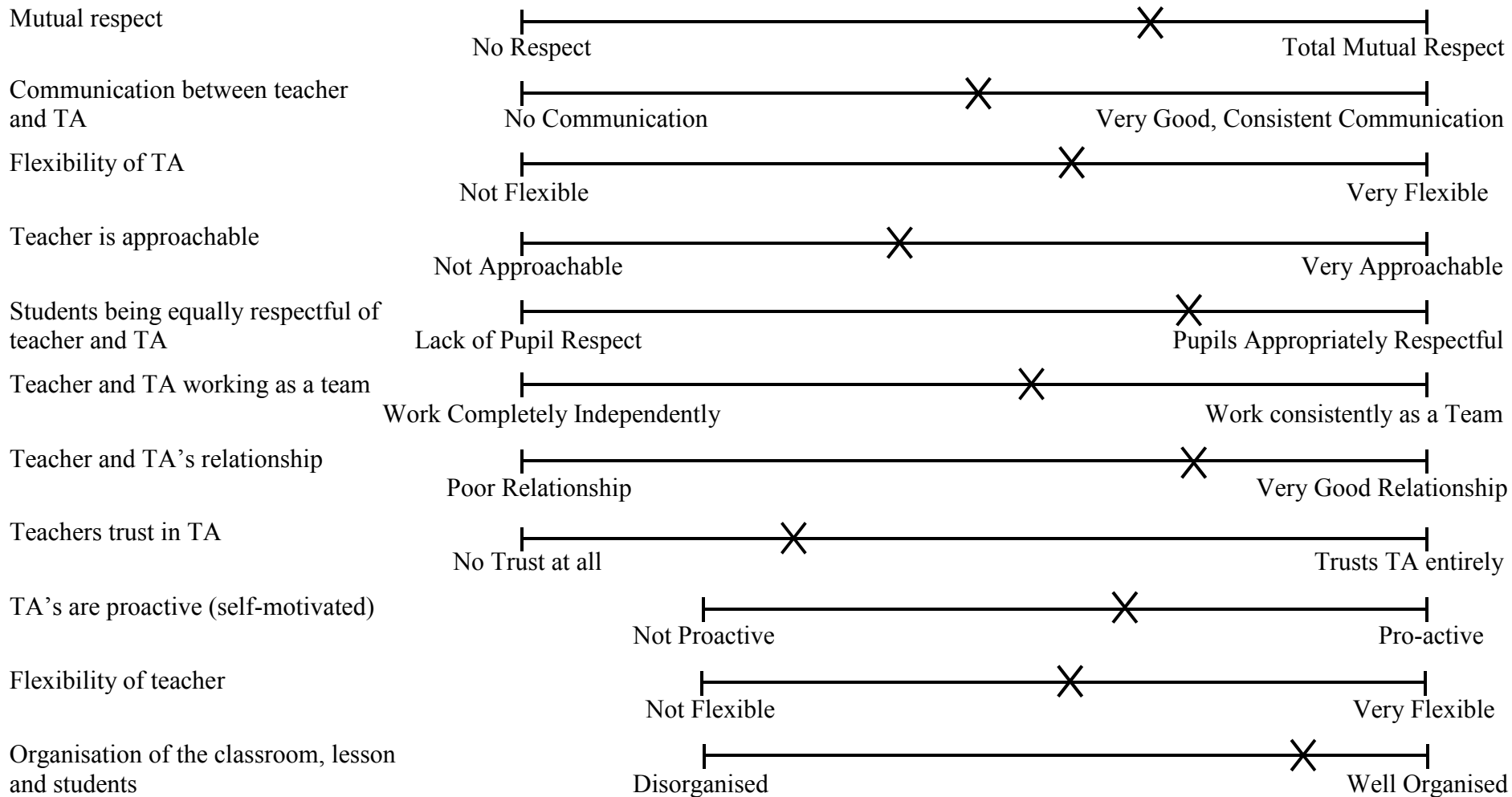


## Factors for TA Evaluation



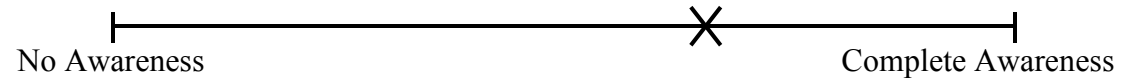
Appendix 17 – Example of Teacher Evaluation

Factors for Teacher and TA Evaluation

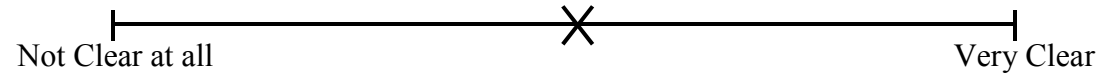


## Factors for Teacher and TA Evaluation

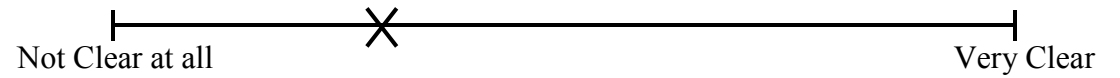
TA's knowledge of teacher expectations



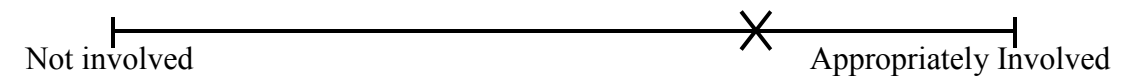
Teacher's roles and responsibilities are clear



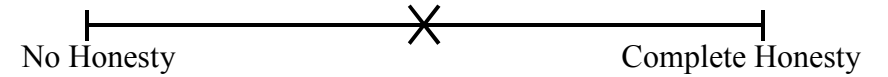
TA's roles and responsibilities are clear



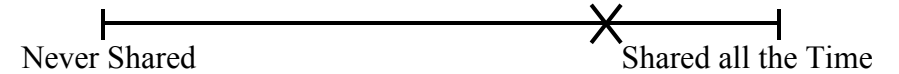
TA's appropriate involvement with behaviour management



Honesty within partnership



Teacher and TA sharing knowledge and resources

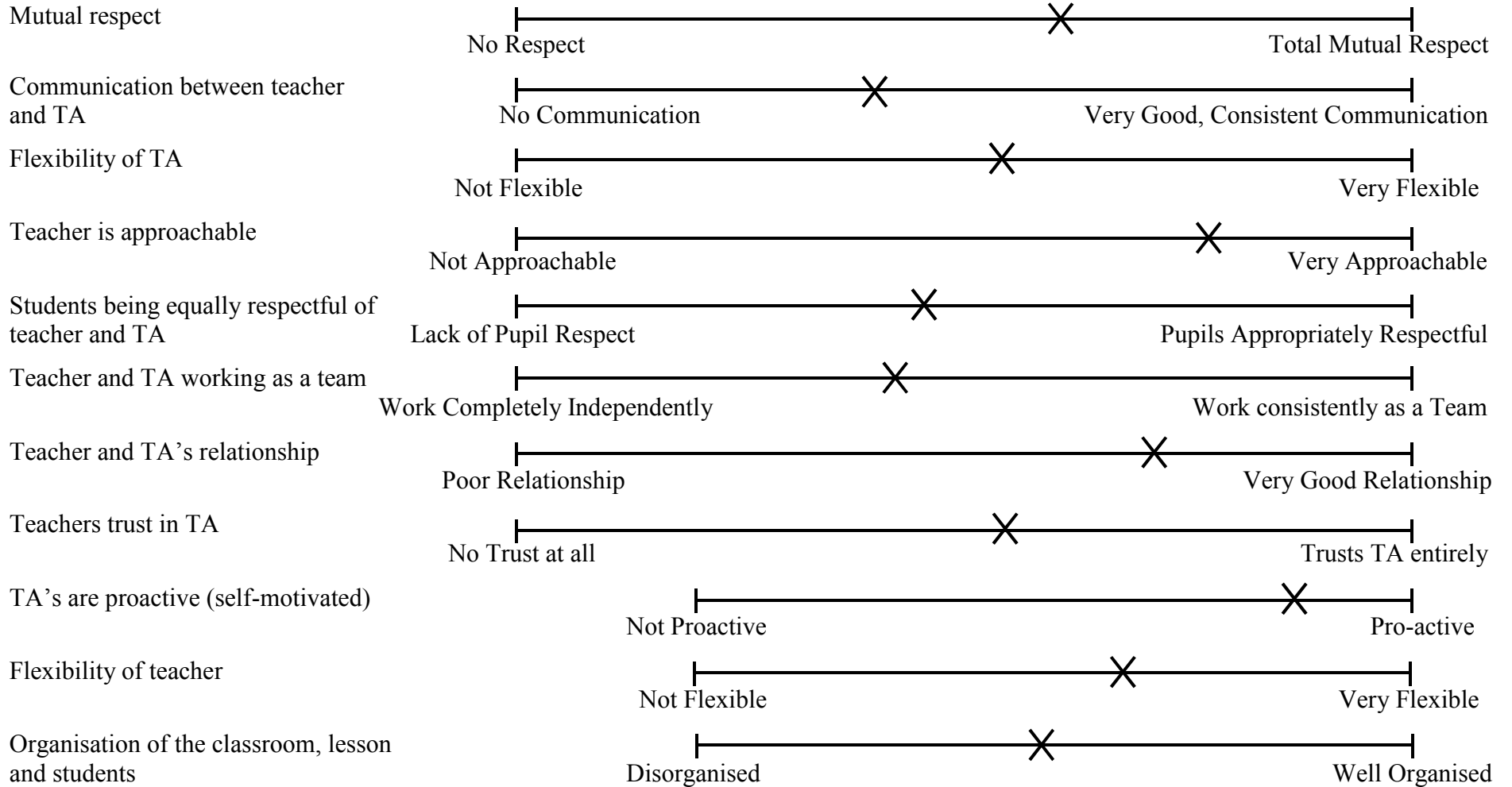


TA moving round the classroom



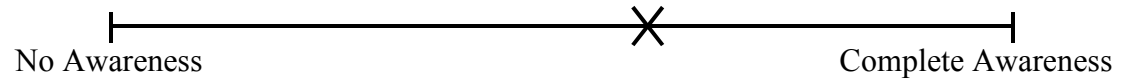
Appendix 17 - Example of TA Evaluation

Factors for Teacher and TA Evaluation

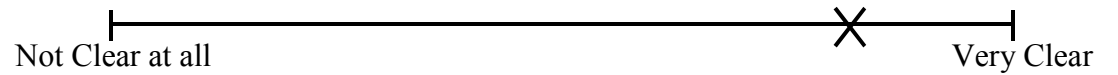


## Factors for Teacher and TA Evaluation

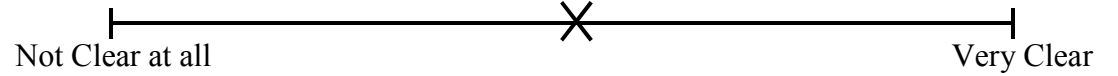
TA's knowledge of teacher expectations



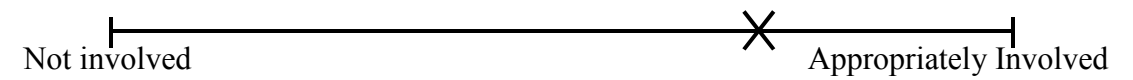
Teacher's roles and responsibilities are clear



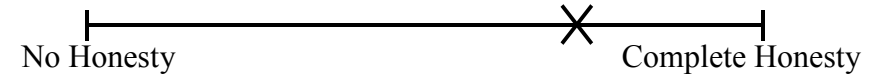
TA's roles and responsibilities are clear



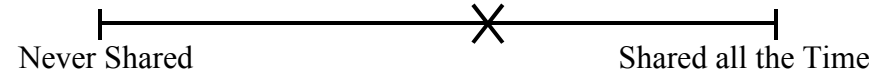
TA's appropriate involvement with behaviour management



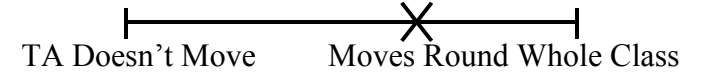
Honesty within partnership



Teacher and TA sharing knowledge and resources

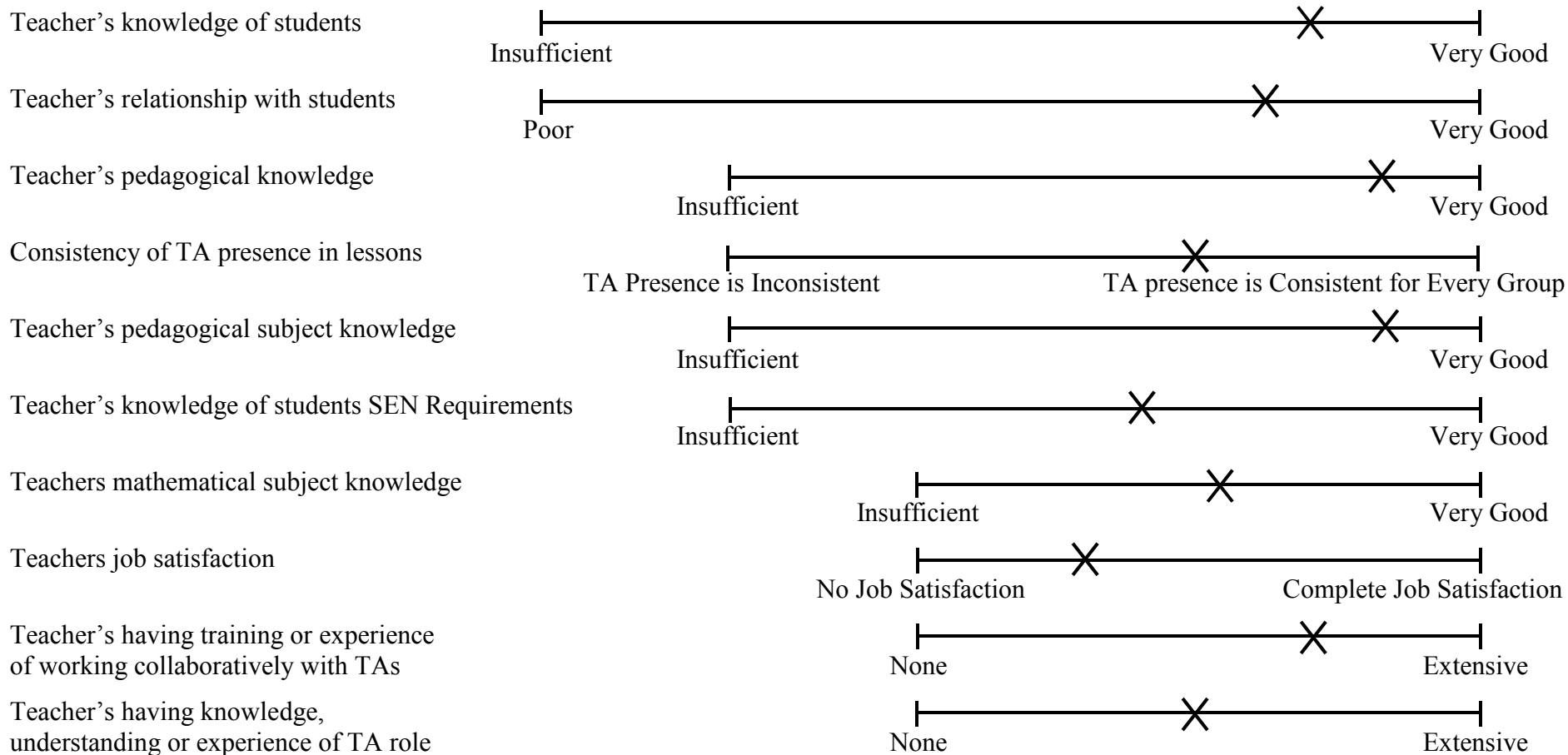


TA moving round the classroom



Appendix 17 – Example of Teacher Evaluation

Factors for Teacher Evaluation



Appendix 17 – Example of TA Evaluation

Factors for TA Evaluation

