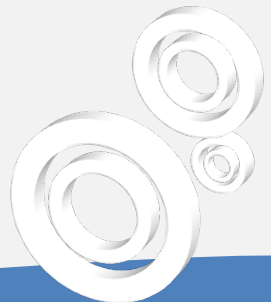


Teacher evaluation in ELT

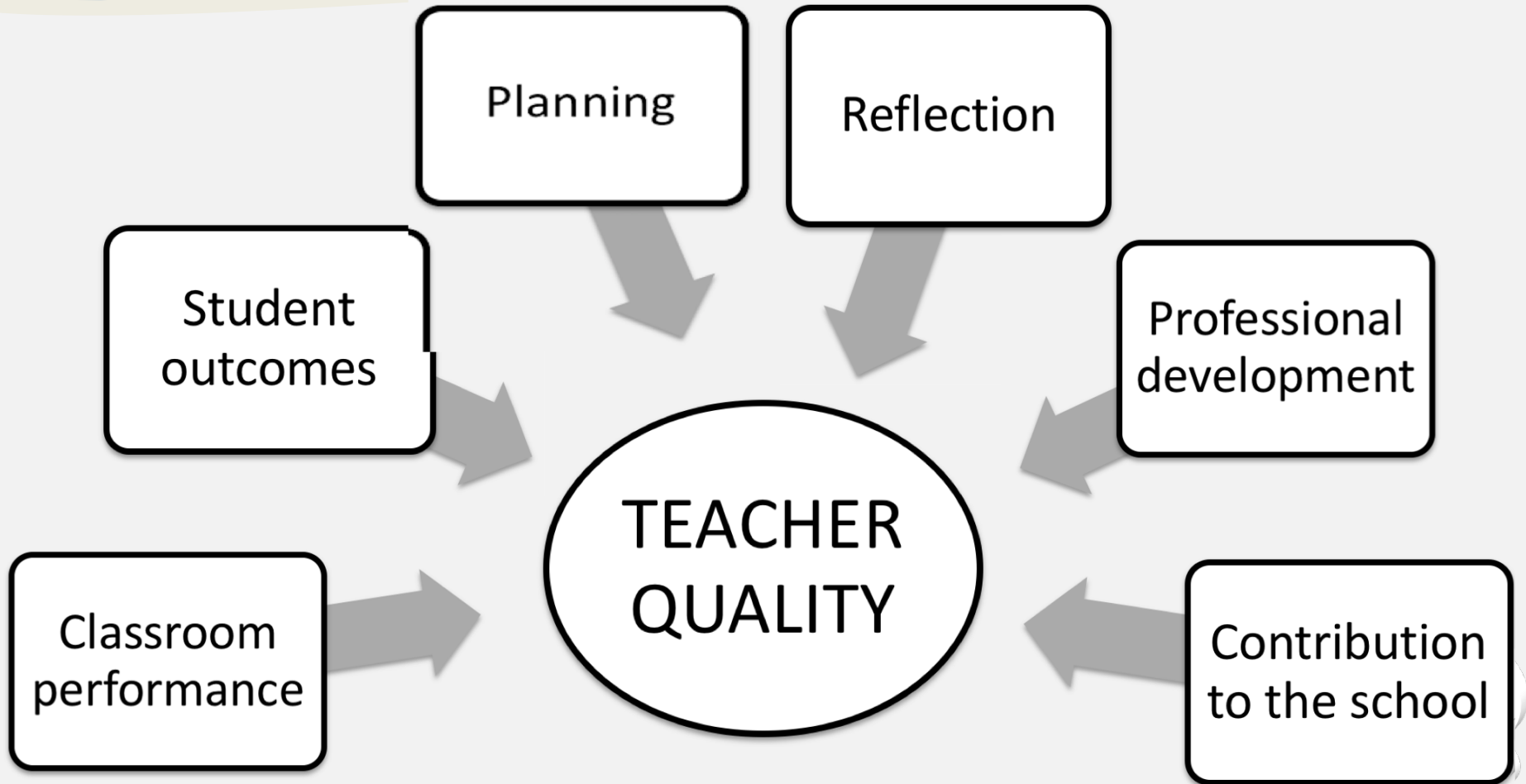
Professor Simon Borg

s.borg@education.leeds.ac.uk

<http://simon-borg.co.uk/>



Dimensions of Teacher Quality



Teacher Evaluation

**LEARNING
OUTCOMES**



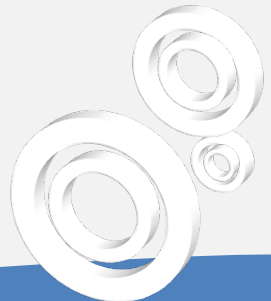
**TEACHER
EVALUATION**



**PROFESSIONAL
DEVELOPMENT**

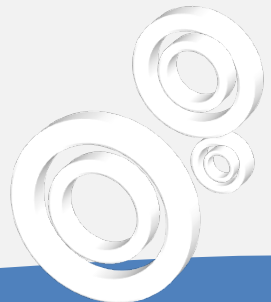


**TEACHER
QUALITY**



Teacher Evaluation

The process through which judgements about the quality of teachers are made.



Teacher Evaluation Systems

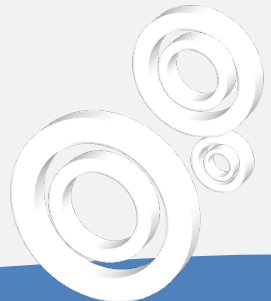
1. Purposes

2. Stakeholders

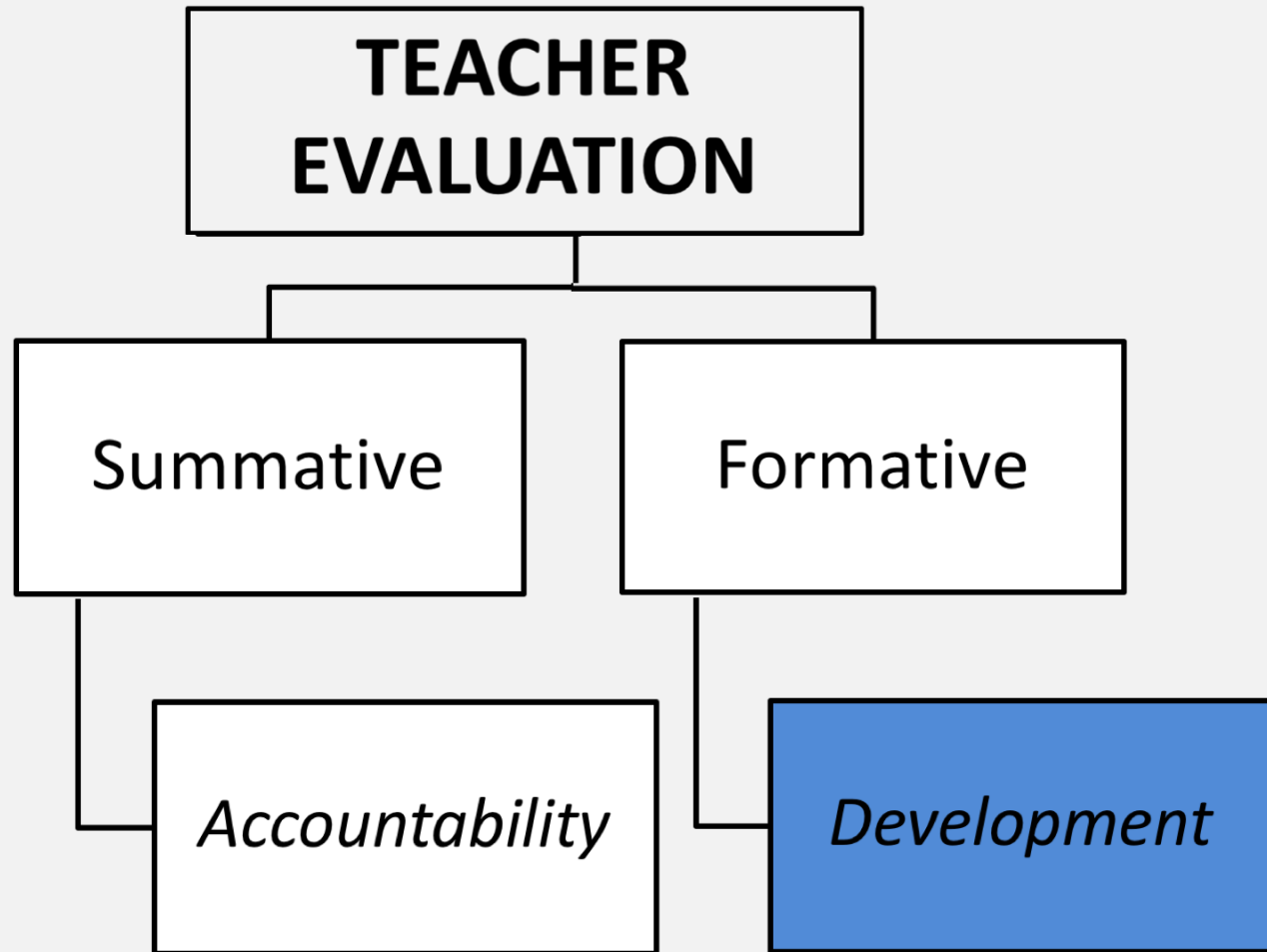
3. Criteria

4. Procedures

5. Consequences



Purposes of Teacher Evaluation



Formative TE: Conditions

✓ A non-threatening evaluation context

✓ A culture of providing and receiving feedback

✓ A sharing of school objectives

✓ Simple evaluation instruments

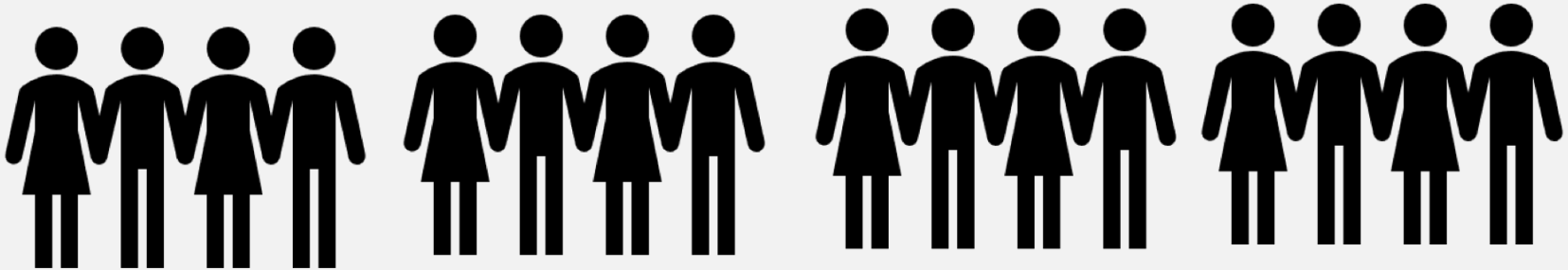
✓ A supportive school leadership

✓ Opportunities to develop.

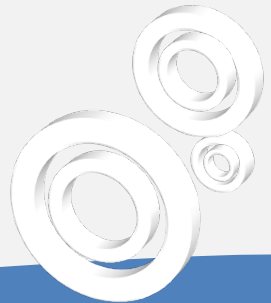
(Santiago and Benavides, 2009, pp. 8-9)



Stakeholders



- Beneficiaries
- Evaluators
- Analysts
- Employers
- Unions/Associations



Evaluation Criteria



Effective teacher evaluation is not possible unless the criteria for evaluation have been clearly defined.



Evaluation Criteria

Knowledge of Learners

Content knowledge

Planning

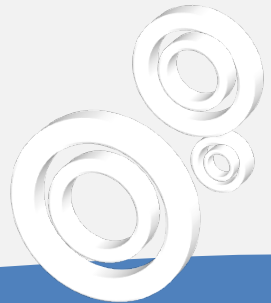
Instructional strategies

Assessment

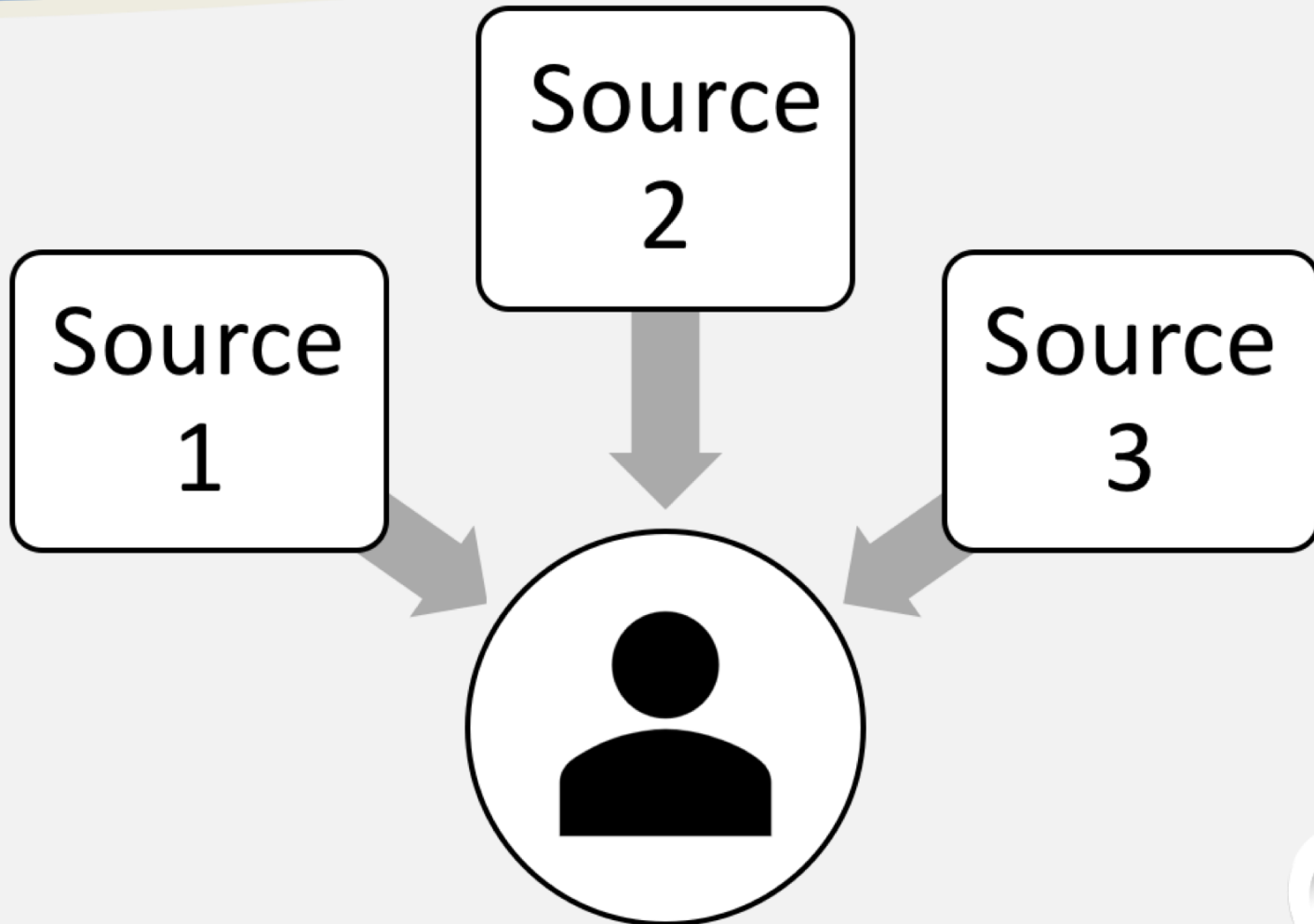
Professional development

Collaboration

Leadership

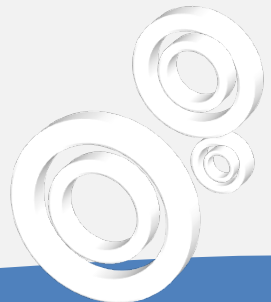


Multiple Sources of Evidence



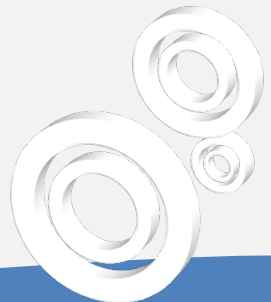
Multiple Measures

- capture the complexity of teaching
- allow teachers to show what they know and can do
- can be used over time
- minimise bias and lack of reliability

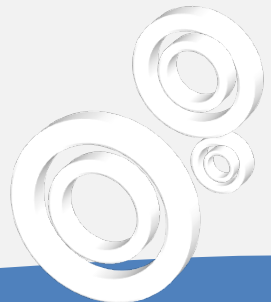


Strategies for Teacher Evaluation

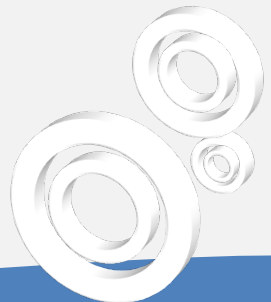
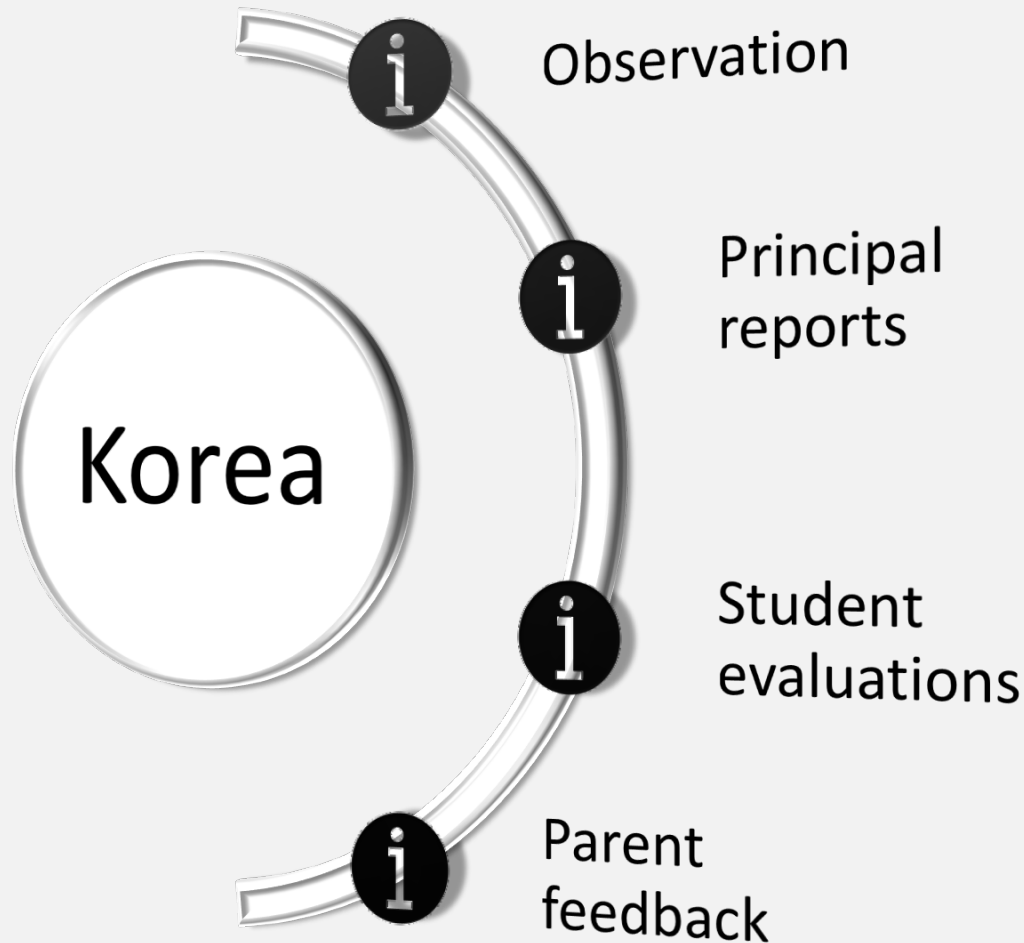
- | | |
|-------------------------|-------------------|
| • Classroom observation | • Teacher tests |
| • Student outcomes | • Peer evaluation |
| • Teaching portfolios | • Parent feedback |
| • Student evaluations | • Self-evaluation |
| • Conversations | • Interviews |



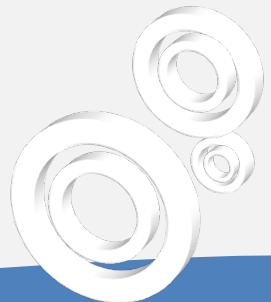
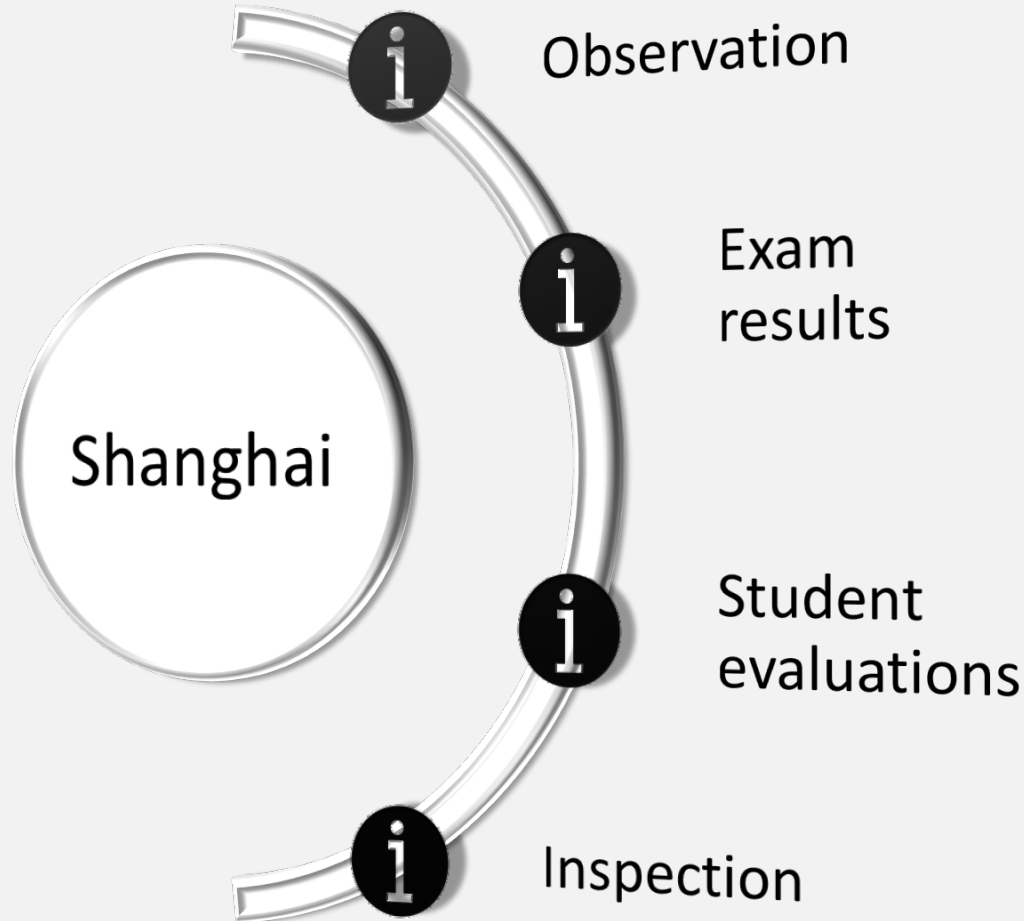
International Examples



International Examples

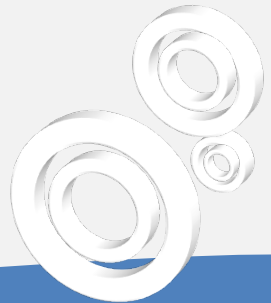


International Examples



Robust Procedures

Two factors which contribute significantly to the quality of teacher evaluation are **well-designed evaluation tools** and **rigorous evaluator training**.



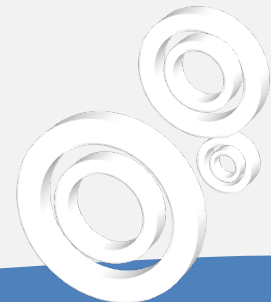
Classroom Observation



- Widely used
- Direct evidence
- Versatile
- Formative

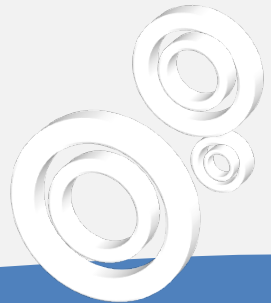


- Unpopular
- Time-consuming
- Unreliable
- One-off



Obstacles

The effective implementation of teacher evaluation can be hindered by a range of technical, financial, human resource, political, professional and social factors.



Teacher Evaluation

**LEARNING
OUTCOMES**



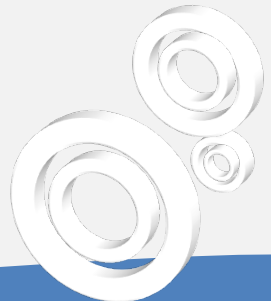
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