

ISTANBUL GELISIM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Teacher Performance Evaluation Manual

Quality Assurance
2019-2020

1. Introduction

This document details the performance evaluation system used to assess teacher at the School of Foreign Languages. The rationale for performance evaluation are fivefold:

- to determine competence
- to assess strengths
- to provide support and mentoring
- to assure continued growth through different experiences
- to monitor the institution's employment decisions

These tenets have shaped the development of criteria, instruments, and procedures. Criteria for teachers include productive teaching techniques, student achievement, organized, structured class management, positive interpersonal relations, and employee responsibilities.

This teacher performance evaluation manual contains an instrument and performance evaluation activities.

Philosophy of Instruction

The instructional philosophy at the School of Foreign Languages is to ensure that maximum learning takes place in a safe, positive and learner-centred environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to, and implement school policies.

Important elements of quality instruction include, but not limited to, implementation of the school curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process.

Philosophy of Evaluation

The School of Foreign Languages aims to develop and maintain a comprehensive evaluation system.

It is hoped that evaluation should improve the delivery of services to learners. It should be a continuous, constructive, and cooperative endeavour.

2. Performance Criteria, and Descriptors

The following criteria and descriptors are designed to let teachers and administrators know what the performance expectations are for teachers in the system.

A teacher’s performance will be judged in terms of four criteria. The descriptors are included as guidelines for what is meant by a particular criterion. Their function is to illustrate and provide examples for a given criterion. They are not, nor were they intended to be, all-inclusive. They are intended to help teachers and administrators develop a common understanding about the expectations and provide a common language for discussing performance as it pertains to the following criteria:

<p>Learner development and well-being</p> <p><i>The teacher uses resources, routines and procedures to provide a respectful, positive, safe, learner-centred environment that is supportive of all learners and conducive to learning.</i></p>	<ul style="list-style-type: none"> ▪ has high expectations of the behaviour, attitudes and potential progress of all learners, ▪ is confident, responsible, reflective, innovative and engaged ▪ manages classes and the classroom well ▪ inspires and motivates all learners ▪ builds, models and nurtures strong and positive relationships with all learners ▪ encourages all learners to reflect on their work and progress ▪ helps all learners to set and achieve challenging and appropriate targets ▪ identifies learners who need additional support and/or challenge and provide this.
<p>Learner Achievement and progress</p> <p><i>The teacher plans and supports learning using the school’s curriculum, effective strategies, resources and data. They engage learners effectively, measuring their progress and meeting individual learner needs.</i></p>	<ul style="list-style-type: none"> ▪ is accountable for learners’ progress and outcomes ▪ plans and teaches well-structured lessons that promote a love of learning ▪ has secure knowledge of the curriculum area ▪ uses a range of inspiring teaching resources ▪ uses effective teaching strategies to help all learners learn, including effective questioning ▪ assesses learners’ progress regularly and effectively ▪ gives regular and supportive feedback to all learners.

<p>Teacher professional development and improvement</p> <p><i>The teacher is a committed professional who communicates effectively. They take responsibility for and participate in professional growth that results in enhanced student learning.</i></p>	<ul style="list-style-type: none"> ▪ engages in professional development in their curriculum and/or specialist area ▪ takes an interest in current research in the curriculum, effective teaching strategies and how adults learn ▪ contributes to the professional development of other teachers in our school ▪ develops expertise in and use a range of different resources, including ICT ▪ builds, models and nurtures strong and positive relationships with all colleagues ▪ contributes to overall mission of the school as a learning community.
<p>Employee responsibilities</p> <p><i>The teacher performs duties and responsibilities in a professional manner, uses appropriate channels of communication for various matters effectively while supporting school regulations and policies.</i></p>	<ul style="list-style-type: none"> ▪ supports school regulations, programs, and policies ▪ selects appropriate channels for resolving concerns/problems ▪ assumes necessary non-instructional responsibilities ▪ participates in the development and review of school policies and regulations ▪ uses discretion in handling confidential information ▪ completes duties accurately and promptly ▪ performs duties in a professional manner ▪ is punctual

3. Performance Evaluation

The evaluation cycle outlined below provides the employer with the opportunity to assess and evaluate the performance of the teacher on the criteria adopted by the School of Foreign Languages.

Throughout the course of the evaluation cycle, strengths and areas of growth will be identified and communicated to teachers. Appropriate guidance, assistance, and overall support will be provided as needed to aid in improving performance.

The assessment instrument used for teachers contains criteria that pertain to all teachers. It is assumed that all employees of SFOL are professional, and, as such, will perform duties with integrity, and maintain a positive, vigilant attitude toward student safety and emotional well-being.

Performance evaluation for teachers is a continuous process that takes places in yearly cycles. It consists of two complementary types of evaluation: formative and summative:

- The **formative evaluation** is the process of gathering performance data, analysing it, and using the results to provide feedback for the purpose of improving teaching.
- The **summative evaluation** is the process of using performance data to judge the quality of teaching in the light of SFOL’s established criteria for teacher performance.

The principal is responsible for evaluation at the School of Foreign Languages. The principal, may, however, delegate the responsibility to a vice-principal, when applicable. The teacher or administrator may, at any time, request the support and assistance of other management personnel as part of the evaluation or instructional supervision process. This may include the principal, vice principal(s), or the head of department.

Formative Evaluation: Gathering Data

Formative evaluation is the process of gathering data, which provides evidence of a teacher's performance. Various ways of data collection are used. These are:

Method	Details
Observation	<ul style="list-style-type: none">▪ conducted two times a year (one in Fall, another in Spring Term)▪ by two separate observers▪ teacher is informed pre-observation▪ documented▪ post-observation meeting (to share data)
Student Questionnaire	<ul style="list-style-type: none">▪ conducted annually▪ survey▪ randomly selected sufficient number of learners
Self-assessment	<ul style="list-style-type: none">▪ conducted annually▪ survey
Feedback	<ul style="list-style-type: none">▪ comments from Principal, Vice Principals, head of department
Evidence of CPD activities	<ul style="list-style-type: none">▪ documents proving attendance to CPD activities (trainings, workshops, conferences, publications, presentations at conferences, further academic studies etc.)
Peer review	<ul style="list-style-type: none">▪ survey

Summative Evaluation: Analysing Data

Summative evaluation is the process of using performance data to judge the quality of teaching in accordance with the established criteria. The evaluator will analyse all data and complete the appropriate summative evaluation report. A copy of the report will be provided to the teacher.

A summative evaluation meeting will be held with the teacher to review the summative evaluation report and to establish professional growth goals and plans.

Teachers are encouraged in particular to use summative evaluation report as a basis for self-evaluation. This introspective review of the teacher’s performance will assist in the establishment of meaningful and productive professional growth.

Below you will find the weighting of each criterion used in the summative evaluation of teacher performance:

Learner development and well-being <i>evidence in student questionnaire</i>	25%
Learner Achievement and progress <i>evidence in class observations</i>	25%
Teacher professional development and improvement <i>evidence in self-evaluation, certification</i>	25%
Employee responsibilities <i>evidence Vice Principal, Head of Department comments</i>	25%

Each criterion is assessed individually, which in turn gives the final score for a teacher. And below you will find the scale used to grade:

Exceptional	3	Teacher shows extraordinary performance in terms of practice and knowledge in every aspect
Above standard	2	Teacher exceeds school and/or professional standards in terms of practice and knowledge in most aspects.
Standard	1	Teacher provides the required operational performance.
Substandard	0	Teacher performance is below the operational standards.

4. Appendix

Forms

Below are the forms used in the teacher performance evaluation process:

- Pre-observation form
- Post-observation form
- Self-assessment form
- Peer review form
- Student questionnaire