Teacher evaluation in ELT

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Dimensions of Teacher Quality

- Planning
- Reflection
- Student outcomes
- Professional development
- Classroom performance
- Contribution to the school

TEACHER QUALITY
Teacher Evaluation

- Learning Outcomes
- Teacher Evaluation
- Teacher Quality
- Professional Development
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

- **Summative**
  - Accountability
- **Formative**
  - Development
Formative TE: Conditions

- A non-threatening evaluation context
- A sharing of school objectives
- A supportive school leadership

- A culture of providing and receiving feedback
- Simple evaluation instruments
- Opportunities to develop.

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

- Beneficiaries
- Evaluators
- Analysts
- Employers
- Unions/Associations
Effective teacher evaluation is not possible unless the criteria for evaluation have been clearly defined.
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
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<tbody>
<tr>
<td>Knowledge of Learners</td>
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<tr>
<td>Content knowledge</td>
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<tr>
<td>Planning</td>
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<tr>
<td>Instructional strategies</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>Professional development</td>
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<tr>
<td>Collaboration</td>
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<td>Leadership</td>
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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

<table>
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<th>Strategies</th>
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<tr>
<td>Classroom observation</td>
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<td>Student outcomes</td>
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<tr>
<td>Teaching portfolios</td>
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<td>Student evaluations</td>
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<td>Conversations</td>
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<td>Teacher tests</td>
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<td>Peer evaluation</td>
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<td>Parent feedback</td>
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<td>Self-evaluation</td>
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<td>Interviews</td>
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</tbody>
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International Examples

Chile

- Self-assessment
- Portfolio
- Peer interview
- Principal reports
International Examples

Korea

- Observation
- Principal reports
- Student evaluations
- Parent feedback
International Examples

- Observation
- Exam results
- Student evaluations
- Inspection

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

<table>
<thead>
<tr>
<th>😊 Widely used</th>
<th>Unpopular</th>
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</thead>
<tbody>
<tr>
<td>Direct evidence</td>
<td>Time-consuming</td>
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<tr>
<td>Versatile</td>
<td>Unreliable</td>
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<tr>
<td>Formative</td>
<td>One-off</td>
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</tbody>
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- Widely used
- Direct evidence
- Versatile
- Formative

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

TEACHER QUALITY

TEACHER EVALUATION

PROFESSIONAL DEVELOPMENT
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