

INTRODUCTION

Essential to the improvement of teaching effectiveness is evaluation. When the evaluation of teacher performance is used to make high-stakes decisions (licensure, contract renewal, salary increase, etc.), it is more important than ever that the system used be valid, reliable, and non-threatening. Done properly, teacher evaluation not only helps teachers improve their performance but also provides them with much needed and appreciated information about all of the positive aspects of their classroom. However, educators often view evaluation as an attempt to find out what is wrong rather than an opportunity to find out what is right and how to encourage and reinforce positive aspects of the classroom. This book was written *by* language teachers *for* language teachers and administrators, with a view to encouraging readers to look closely at how they, as teachers, are being evaluated and how they are evaluating other teachers.

Evaluating Teacher Effectiveness in ESL/EFL Contexts reflects the growing interest in teacher evaluation and appraisal. This volume consists of fifteen chapters in which authors writing from their own unique and global perspectives examine a wide range of issues related to the evaluation of teacher effectiveness. One of our primary goals in putting this volume together was to showcase some of the interesting work that is being done throughout the world in the area of teacher evaluation and appraisal.

This book is organized into four parts. **Part 1, Standards in Teacher Evaluation**, presents two chapters designed to provide an introduction and background information to the establishment of standards for teacher assessment. Emphasis in this section is placed on what a qualified teacher must know and be able to do. These chapters contextualize and set the tone for the chapters in the rest of the volume.

McCloskey, Thornton, and Touba (Chapter 1) open the volume with a description of a three-year project on setting standards for newly qualified teachers of English in an Egyptian context. After establishing the need for standards that would define what a qualified teacher must know and be able to do, the chapter describes the process of goal-setting; standards development; validation, review, and revision of standards; awareness-raising and dissemination of standards; working toward official adoption of standards; putting standards to use in educational policy and processes; and recognizing how standards-setting can lead to the discovery of the need for further policy change. The chapter concludes by offering implications and recommendations to benefit future standards projects in other locations.

Burton (Chapter 2) makes a case for a broader description of responsibility, one that reduces teacher dependence on prescriptive curriculum resources and increases the possibility of professional fulfillment in practical ways. Working from a Thai TESOL case-study perspective, she argues that teachers should engage in the three main phases of curriculum activity: planning, implementing, and evaluating. Burton believes that teachers' engagement necessarily involves responsibility for decisions in these three curriculum phases and that it is practical for teachers to support their own professional renewal through critical adaptation and the use of existing curriculum and performance evaluation resources.

Part 2, Case Studies in Evaluating Teacher Effectiveness, presents six innovative and state-of-the-art case studies of successful teacher evaluation programs in five different countries.

Kaufman (Chapter 3) describes the design and implementation of a comprehensive assessment system for teachers that occurred in conjunction with National Council for Accreditation of Teacher Education (NCATE) accreditation at a North American university. This multidimensional assessment system, designed to be formative in nature and focus on enhancing learning and teaching, included the development of assessment instruments; critical performance indicators and rubrics; and a process for data collection, aggregation, analysis, and reporting.

Curtis and Cheng (Chapter 4) describe a collaborative approach to performance appraisal of ESL teachers within the context of the intensive English for Academic Purposes program at a university in Ontario, Canada. This approach consists of a set of five core competencies in a three-part evaluation system based on self-assessment, peer assessment, and student feedback.

In Chapter 5, Miller and Young report on the introduction of a performance management system for teaching staff at an English Language Center of a major university in Hong Kong. In order to achieve buy-in from all stakeholders, the system developed is both evaluative and developmental.

In Chapter 6, Quirke describes a teacher-driven appraisal tool, referred to as the Performance Enhancement Program (PEP), that was recently developed at his institution in the United Arab Emirates. After providing the theoretical background to the PEP, Quirke outlines how the program was implemented. He then discusses how the PEP is different from other teacher appraisal schemes and makes recommendations on how the PEP might be adapted for use in other teaching contexts.

Stoynoff (Chapter 7) presents an ESOL teacher evaluation system that was used with beginning teachers in a master's in TESOL program in the United States. Although designed for a particular context, Stoynoff stresses that the assessment principles used to design it can be applied to developing credible teacher evaluation systems for both novice and experienced teachers in a wide range of educational contexts.

In Chapter 8, Murphey and Yaode present a rather radical approach to teacher evaluation and appraisal in China. They describe a set of portfolio-based Teacher

Performance Standards. They describe the current forms of teacher evaluation in China, discuss possible implementation problems, and offer suggestions to those wanting to introduce similar types of assessment in their own context.

Part 3, Research in Teacher Evaluation, presents four studies that investigate various aspects of teacher evaluation.

Bray (Chapter 9) reports on an action research project about five ESL teachers' involvement in a competency-based curriculum delivered to migrant students from Europe and Southeast Asia. The aim of the research is to explore the multiliteracies framework that included four primary aspects of literacy pedagogy: situated practice, overt instruction, critical framing, and transformed practice. Bray argues that teachers need to be valued for more than teaching linguistic skills. In the final stage of her study, she observed the participating teachers and evaluated them using the multiliteracy framework rather than looking for a set of discrete teaching skills. Teacher evaluation and professional development, Bray argues, need to foster critical framing abilities that will help teachers equip learners with cross-cultural and critical-thinking skills.

Using a Likert scale questionnaire and a set of open-ended questions, Burden and Troudi's (Chapter 10) study looks into what students think about how they evaluate their EFL teachers in a Japanese university context. The study is informed by a critical and emancipatory theoretical framework that allows the authors to challenge a number of assumptions and practices associated with students' ratings of teachers. The authors raise the issue of the complexity of defining effective teaching and the danger of appraising teachers against mandated standards and comments from students on readily observable facts like "the class started on time." They argue that while students should continue to contribute to teacher evaluation, there is a strong need to establish a teacher-centered and teacher-led evaluation involving a multifaceted process.

In a two-year case study conducted in Turkey, Ekin (Chapter 11) intensively explores teacher effectiveness within a framework of teacher training and development. Using a battery of mainly qualitative instruments, the study, holistic in nature, involves trainers, teachers, and students and focuses mainly on their experiences and perceptions of teaching effectiveness. The findings reveal three main areas of teaching that are often not accounted for in evaluation and difficult to capture through classroom observations. These are the teachers' personal qualities, their personal skills and attitudinal qualities, and affective level techniques (the techniques and skills teachers use as part of their teaching methodology to create a positive learning environment and to affectively involve students in the lessons). Though these criteria are not enough to evaluate teachers, Ekin argues that without them teaching cannot be effective. Ekin's most significant contribution is undoubtedly the reexamination of teacher evaluation tools and the development of a set of holistic and analytical evaluation criteria that took place as a direct result of this study.

Davidson's study (Chapter 12), conducted at a tertiary institution in the United Arab Emirates, looks at teachers' views toward students' evaluation of their

teaching, classroom observations carried out by administrators, and teaching portfolios submitted each year by the teachers. Not surprisingly the participants of the study showed little agreement on the most effective way of evaluating teachers. In a context where teachers' voices are often not heard, Davidson manages to report on teachers' concerns about the validity and reliability of the way they are evaluated. He argues that in his context, teacher evaluation is a complex and often a contentious issue that is used to form important decisions such as contract renewal, promotion, or passing probation rather than professional development. Although teachers tend to consider classroom observation as the most valid tool for evaluation, he calls for the adoption of a wider range of evaluative tools to do justice to the complex phenomenon of teaching.

The final section, **Part 4, Tools for Evaluating Teacher Effectiveness**, explores tools that can facilitate teacher evaluation.

In Chapter 13, Caroline Brandt examines the issue of self-evaluation. In her study, pre-service teacher trainees recorded their self-talk that facilitated reflection on their experiences of learning to become teachers. The chapter provides an overview of reflection in teacher education and outlines how self-awareness can be increased through self-talk. Finally, Brandt discusses what would be needed to be considered if this form of self-evaluation was to be used as part of the overall assessment of a teacher trainee's performance.

In Chapter 14, Sherry Taylor and Donna Sobel report on a standards-based evaluation tool that they developed in order to evaluate what they refer to as "diversity-responsive teaching"—that is, teaching students from a diverse range of backgrounds and with different abilities in multilingual and multicultural classrooms. This tool has been piloted and was found to have a high level of reliability. As noted, the innovative teacher evaluation tool that they describe can be used for developmental and mentoring purposes, enabling teachers to better meet the needs of their diverse teaching populations.

Finally, in Chapter 15, Fatma Alwan discusses how teaching portfolios can be used to evaluate faculty in her context. After outlining the context of teacher evaluation in public United Arab Emirates schools, she provides a rationale for using teaching portfolios for teacher evaluation. She then discusses how teaching portfolios were piloted and then gradually introduced into all of the public schools. Based on this experience and by drawing on the relevant literature, Alwan concludes by providing a number of invaluable recommendations on how to most effectively introduce teaching portfolios in other teaching contexts.

This book is a practical introduction and guide for teachers, teacher educators, and administrators who wish to implement a coherent, strategic, multiple-measures approach to evaluating teacher effectiveness. It reflects our own approaches to teacher evaluation and appraisal and draws on our combined experience in North America, Europe, the Middle East, and Far East.