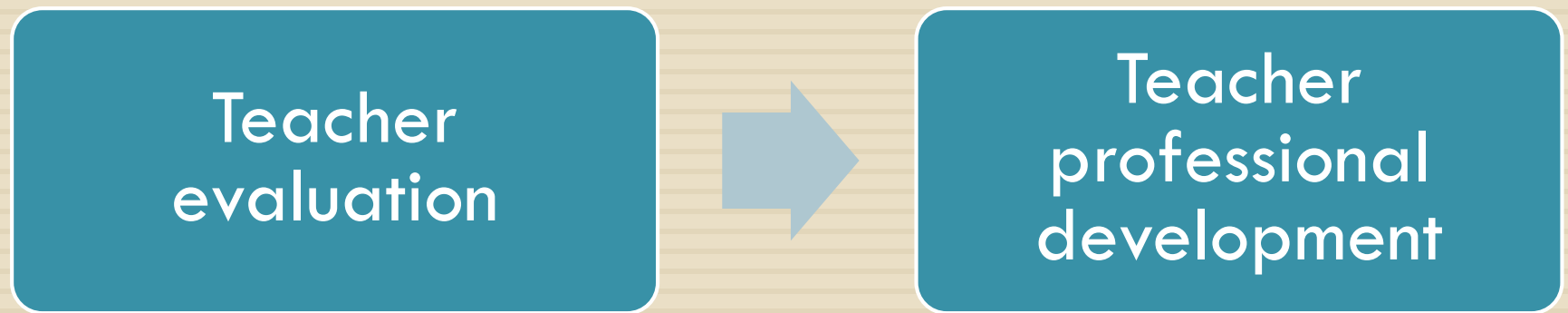


TEACHER EVALUATION
IN INTERNATIONAL PRIVATE &
PUBLIC SCHOOLS IN AZERBAIJAN

Arzu Tairgulyeva. Barbara Jaworska. Sevinj Seyidova

RESEARCH QUESTION



- **How teachers perceive evaluation and its impact on their professional development?**

METHODOLOGY

- LITERATURE REVIEW
- INDIVIDUAL INTERVIEWS
- OBSERVATIONS
- DOCUMENTS REVIEW

SAMPLING

PUBLIC & PRIVATE SCHOOLS

- Typical urban secondary public school
- International Private School with its own curricular model

TEACHERS

- Nationality / Gender / Subjects
- Teaching experience / Exposure to teacher evaluation

LIMITATIONS

- We were not able to observe the professional teacher evaluation conducted by the Ministry of Education in Azerbaijan
- We could not obtain any documents and criteria, apart from the official scores provided by the principal of the public school
- We were not able to evaluate the implications of teacher evaluation on professional development in real time

DATA ANALYSIS

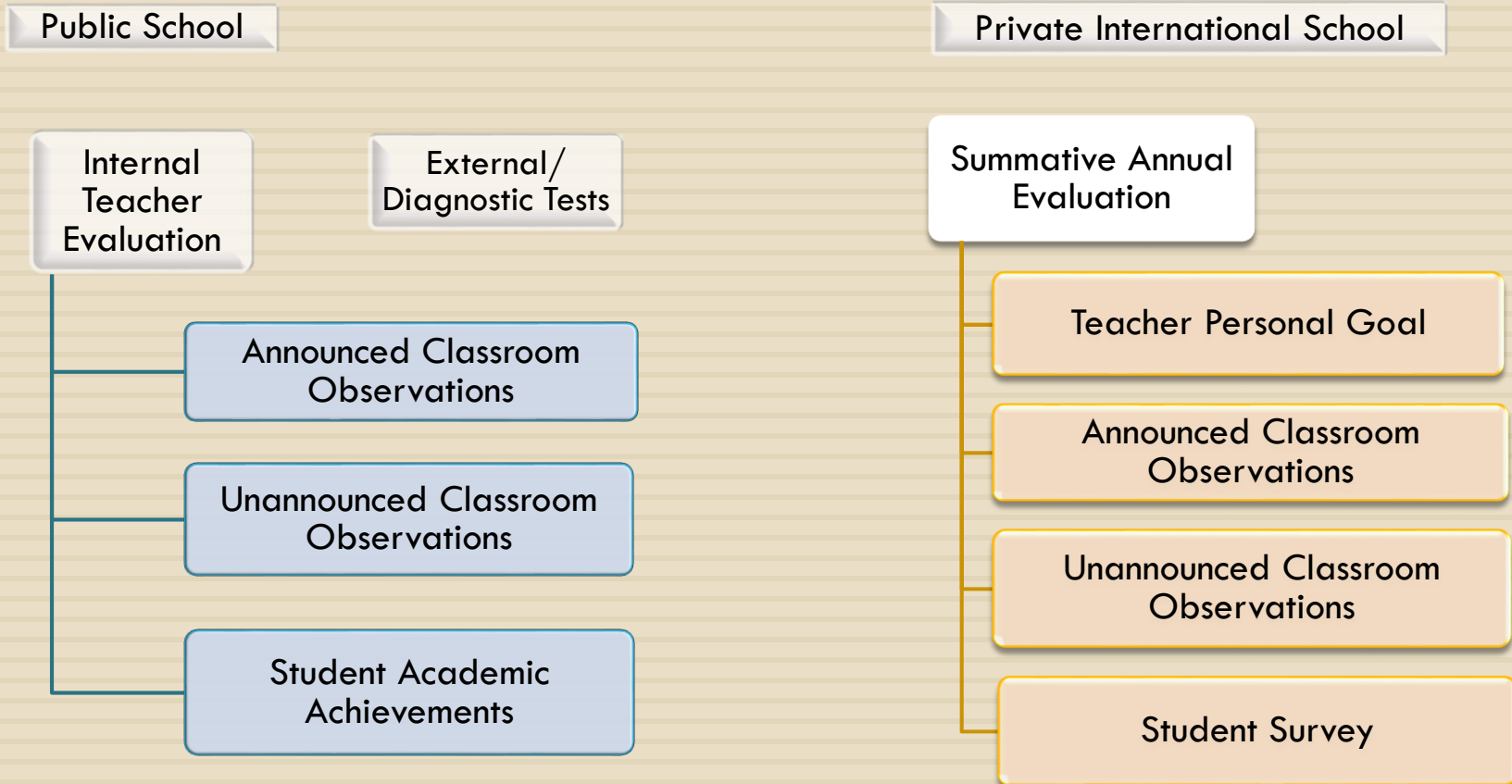
- Four themes emerged from the analysis
 1. **Process** of teacher evaluation in private and public school
 2. **Feedback** practices
 3. Effects of evaluation on **professional development**

FINDINGS



- EVALUATION PROCESS
- FEEDBACK
- IMPACT OF THE EVALUATION ON PROFESSIONAL DEVELOPMENT

EVALUATION PROCESS



EVALUATION CRITERIA

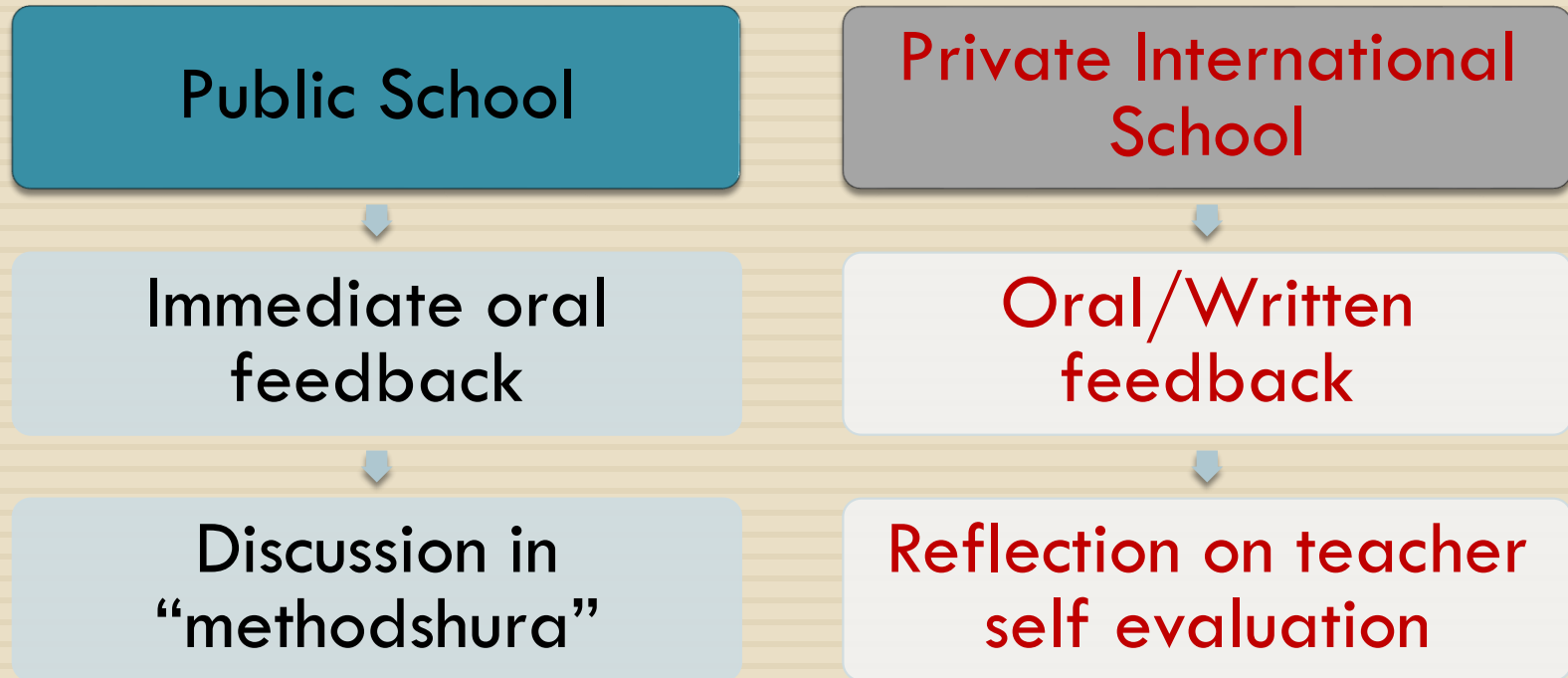
Public School

- Knowledge of the Subject / Methodology
- Teaching (Progress; Attitude)
- Behavior (Student/Teacher)
- Instruction (Planning; Activities; Content; XXI century skills; fostering teamwork)
- Assessment (Class time; Feedback; Grading)

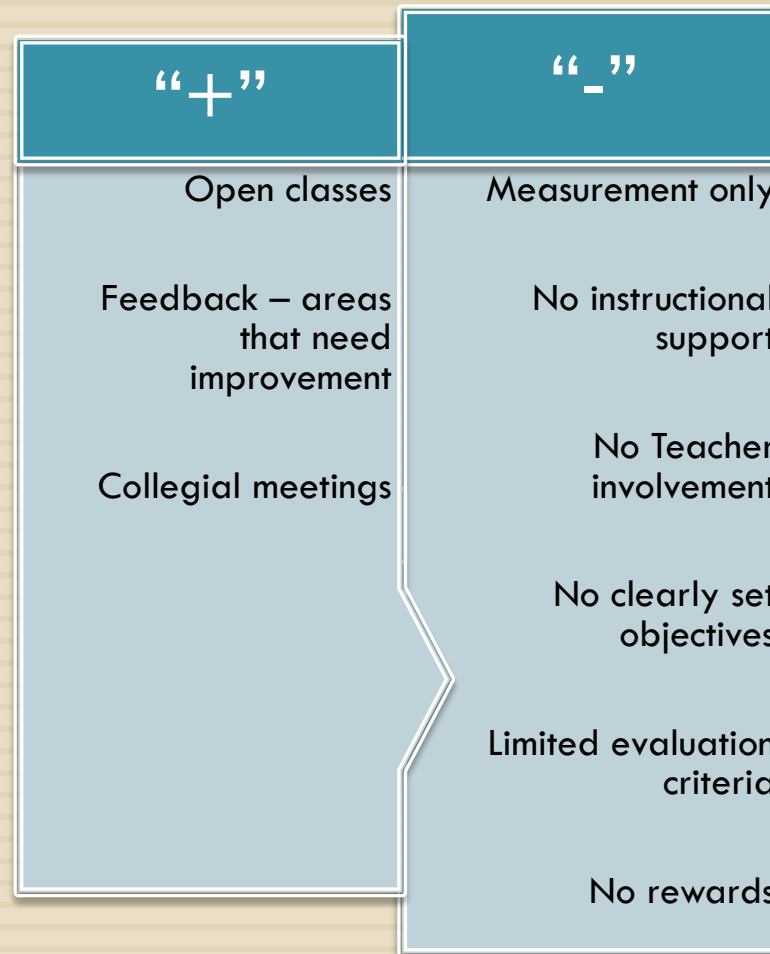
Private International School

- Lesson planning / Using student data for instruction
- Instruction that meets multiple learning needs of students
- Variety of methods to assess student learning
- Proficiency in classroom management
- Engagement in professional growth
- Collaboration with Peers
- Communication with Parents

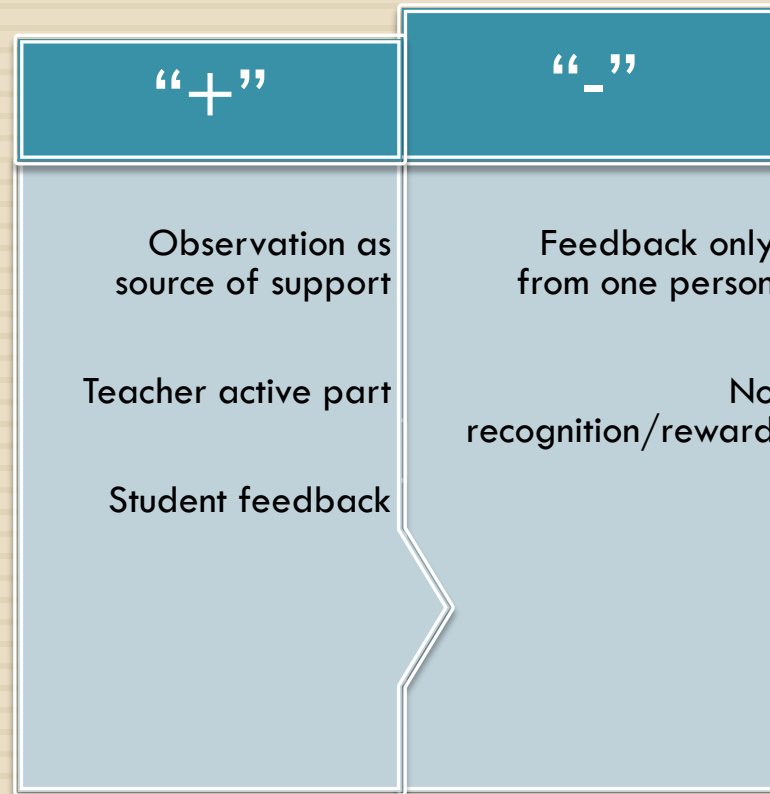
POST OBSERVATION FEEDBACK



IMPACT OF EVALUATION – PUBLIC SCHOOL



IMPACT OF EVALUATION PRIVATE SCHOOL



RECOMMENDATIONS: Public school

1. Clear performance expectations

(MET Feedback for Better Teaching)



2. Teacher self-audit – making teachers responsible for tracking their own development

(Marzano, 2012)



4. Recognition & Rewards



4. Instructional support and coaching

(Marzano and Toth, 2013)

RECOMMENDATION: Private International School

1. To introduce 'instructional rounds' - it would respond to the needs of teachers, for receiving more feedback and more evaluations



2. Strengthen collegial cooperation/evaluation



3. Reward achievements
(Marzano, 2012)



THANK YOU!!!



Case study by A. Tairguliyeva-Naghiyeva, B. Jaworska, S. Seyidova