



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUC- 572	Course Title Teaching Observation and Evaluation	ECTS Credits 9
Department Education	Semester Spring	Prerequisites Educ-570
Type of Course Compulsory	Field Teaching Evaluation	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study 1 st	Lecturer(s) Dr Marios Stylianides
Mode of Delivery face-to-face	Work Placement N/A	Co-requisites None

Objectives of the course:

With the completion of the course students will be able to:

- Gain knowledge about the main approaches and theories of evaluation.
- Understand the importance of the procedures of observation and evaluation for teaching quality and effectiveness improvement.
- Examine closely the moral dimension of evaluation.
- Use several ways, tools, methods and strategies for teaching observation and evaluation.
- Gain the necessary skills for effective teaching observation and evaluation.
- Understand the role and importance of the evaluation as a way for professional development and renewal.

Learning outcomes:

With the completion of the course, students will be able to:

- Compare and contrast the several teaching observation and evaluation theories and approaches.
- Interpret critically the different roles that an education leader (headteacher, inspector) could undertake, when involved in the procedure of evaluation.
- Approach the whole procedure of evaluation as a way for teacher professional growth and quality improvement.
- Distinguish the differences between formative and summative evaluation and between internal and external evaluation.
- Use effectively contemporary teaching observation and evaluation approaches, techniques, methods, strategies and tools, taking into account the possible limitations of each one of them.
- Demonstrate effective interpersonal communication skills for creating the appropriate climate before, during and after teaching observation.

Course content:

1. Contemporary approaches in teaching and learning.
2. The school as community learning and evaluation.
3. Main theories and evaluation patterns
4. The sources of authority for the evaluators and the moral dimension of evaluation.
5. The evaluators' educational platform.
6. Areas to focus classroom observation. Activities before, during and after.
7. Methods and tools for observing and recording: advantages and limitations.
8. Two strategies for evaluation: clinical supervision and coaching. Alternative options for evaluation.
9. Evaluator, curriculum, teaching, learning and assessment: contemporary approaches.
10. The evaluator's role for developing teachers' motivation, empowerment and leadership.
11. Using standards in evaluation.
12. The evaluation as mean for professional development and renewal.
13. Evaluation and school culture.
14. Summative and formative evaluation.
15. Metaevaluation.

Learning activities and teaching methods:

Lecture, workshops, individual and group work, role playing, individual feedback, case study analysis, teaching observation and evaluations in real classrooms or through video, student presentations.

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions, final exams.

Required textbooks/reading:

Authors	Title	Publisher	Year	ISBN
Gary Borich	<i>Observation Skills for Effective Teaching</i> (6 th edition).	N.Y.: Merrill Prentice Hall	2010	978-0132229005
Thomas Sergiovanni. & Robert Starratt	<i>Supervision: a redefinition</i> (8 th edition)..	N.Y.:McGraw	2007	978-0073131269

Recommended Textbooks/Reading:

Borko, H., Jacobs, J., Eiteljorg, E. and Pittman, M. (2008). Video as a tool for fostering productive discussions in mathematics professional development. *Teaching and Teacher Education*, 24, 417-436.

- Bouchamma, Y. & Michaud, Cl. (2010). Communities of Practice with Teaching Supervisors: A discussion of community members' experiences. *Journal Of Educational Change*. Access online at:
- Brauckmann, St. & Pashiardis, P. (2010). The Clash of Evaluations: in search of the missing link between school accountability and school improvement – experiences from Cyprus. *International Journal of Educational Management*, 24(4), 330-350.
- Corbell, K., Reiman, A. and Nietfeld, J. (2008). The Perceptions of Success Inventory for Beginning Teachers: Measuring its psychometric properties. *Teaching and Teacher Education*, 24, 1551-1563.
- Δημητρόπουλος, Ε. (2002). *Εκπαιδευτική Αξιολόγηση (Τόμος Α')*: Η αξιολόγηση του εκπαιδευτικού και του εκπαιδευτικού έργου. Εκδόσεις Γρηγόρη.
- Dedering, K. & Muller, S. (2010). School Improvement Through Inspections? First empirical insights from Germany. *Journal Of Educational Change*. Access online at: <http://www.springerlink.com/content/64225m06u86355g4/>
- HM Inspectorate in Education, (2002). How Good is Our School? Self-Evaluation using quality indicators. Προσβάσιμο στο: <http://www.hmie.gov.uk/documents/publication/HGIOS.pdf>
- Hofman, R.H., Dijkstra, N.J. & Hofman, W.H.A. (2009). School self-evaluation and student achievement. *School Effectiveness and School Improvement*, 20(1), 47–68. <http://www.springerlink.com/content/w818665803x23678/>
- Jaipal, K. (2009). Re-envisioning mentorship: pre-service teachers and associate teachers as co-learners. *Teaching Education*, 20(3), 257-276.
- Kyriakides, L., Creemers B. and Antoniou, P. (2008). Teacher behaviour and student outcomes: suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25, 12–23.
- Lee, J. and Ding, D. (2008). School supervision and evaluation in China: the Shanghai perspective. *Quality Assurance in Education*, 16(2), 148-163.
- Lofthouse, R., Leat, D. & Towler, C. (2010). *Coaching for Teaching and Learning: a practical guide for schools*. National College for Leadership of Schools and Children's Services.
- MacBeath, J. Schratz, M. Meuret, D. & Jacobsen, L. (2004). *Η Αυτοαξιολόγηση στο Ευρωπαϊκό Σχολείο: Πώς άλλαξαν όλα*. (Μετάφραση: Δεληγιάννη, Μ.). Αθήνα: Μεταίχμιο.
- Nasser, F. and Fresko, B. (2009). Student evaluation of instruction: What can be learned from students' written comments? *Studies in Educational Evaluation*, 35, 37–44.
- Παπαδοπούλου, Β. (1999). *Παρατήρηση Διδασκαλίας: θεωρητικό πλαίσιο και εφαρμογές*. Εκδόσεις Α/φών Κυριακίδη.
- Πασιαρδής, Π, Σαββίδης, Ι. & Τσιάκκρος Α. (2005). *Η Αξιολόγηση του Διδακτικού Έργου των Εκπαιδευτικών: από τη θεωρία στην πράξη*. Εκδόσεις Έλλην.
- Perryman, J. (2010). Improvement after inspection. *Improving Schools*, 13(2), 182–196.

- Santagata, R. & Guarino, J. (2010) Using Video to Teach Future Teachers to Learn from Teaching. *ZDM The International Journal of Mathematics Education*. Access online at:
<http://www.springerlink.com/content/b731173732728518/fulltext.pdf>
- Schildkamp, K., Visscher, A. & Luyten, H. (2009). The effects of the use of a school self-evaluation instrument. *School Effectiveness and School Improvement*, 20(1), 69–88.
- Shulman, V., Sullivan, S. and Glanz, J. (2008). The New York City school reform: consequences for supervision of instruction. *International Journal of Leadership in Education*, 11(4), 407-425.
- Snow-Gerono, J. (2008). Locating supervision: a reflective framework for negotiating tensions within conceptual and procedural foci for teacher development. *Teaching and Teacher Education*, 24, 1502–1515.
- Stufflebeam, D. (2000). The Methodology of Metaevaluation as Reflected in Metaevaluations by the Western Michigan University Evaluation Center. *Journal of Personnel Evaluation in Education*, 14(1), 95-125. Προσβάσιμο το προτεινόμενο σύστημα στο:
http://www.wmich.edu/evalctr/checklists/program_metaeval.htm
- Vanhoof, J., Van Petegem, P. & De Maeyer, Sv. (2009). Attitudes towards school self-evaluation. *Studies in Educational Evaluation*, 35, 21–28.
- Vogrinc, J. and Valencic Zuljan, M. (2009). Action research in schools - an important factor in teachers' professional development. *Educational Studies*, 35(1), 53–63.
- Washer, P. (2006). Designing a System for Observation of Teaching. *Quality Assurance in Education*, 14(3), 243–250.
- Webb, R., Vulliamy, Gr. Sarja, A., Hämäläinen, S & Poikonen, P. (2009). Professional learning communities and teacher well-being? A comparative analysis of primary schools in England and Finland. *Oxford Review of Education*, 35(3), 405–422.
- Wentworth, N., Erickson, L., Lawrence, B., Popham, A. & Korth, B. (2009). A paradigm shift toward evidence-based clinical practice: Developing a performance assessment. *Studies in Educational Evaluation* 35, 16–20.
- Zwart, R., Wubbels, Th., Bolhuis, S., Bergen, Th. (2008). Teacher learning through reciprocal peer coaching. An analysis of activity sequences. *Teaching and Teacher Education*, 24, 982-1002.