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Ministry of Higher Education
Taif University
Faculty of Education
Curricula & Educational Technology Department



Evaluating EFL Intermediate Teachers' Performance In The Light Of Quality Standards In Saudi Arabia

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى :

{صُنِّعَ اللَّهُ الْعَظِيمِ اتَّقِنَا كُلَّ شَيْءٍ إِنَّهُ عَمِيمٌ بِمَا تَفْعَلُونَ}

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Abstract

The present research aimed at four points: First, Identifying the most appropriate standards of EFL Saudi teachers' performance in the light of quality standards. Second, designing an objective and comprehensive evaluation rubric based on quality standards to evaluate EFL Saudi intermediate teachers' performance. Third, determining to what extent are quality standards exhibited in the performance of EFL Saudi teachers in the intermediate stage with more than five years of experience. Fourth, determining whether there are statistically significant differences among EFL Saudi teachers' performance related to experience. The problem of the research is stated in the following questions: What are the most important domains for evaluating EFL teachers' performance in the light of quality standards? What are the characteristics of a rubric for evaluating EFL Saudi teachers' performance based on quality standards? To what extent are quality standards reflected in the performance of EFL Saudi teachers in the intermediate stage with different years of experience? Are there any statistically significant differences between EFL Saudi teachers' performance and years of experience?

The researcher developed the following instruments: an analytical scoring rubric and a questionnaire, a descriptive and analytic design to device the rubric in order to determine whether Saudi EFL intermediate teachers' performance matches the quality standards .The sample of the study included (25) EFL teachers in Taif. The Present Study found that Saudi EFL intermediate teachers' performance was good. The lower experience group of EFL teachers (less than 15 years experience) were better than the lower experience group of EFL teachers (more than 15 years experience) in Planning and management of learning domain. The researcher developed proposed vision based on the recommendations to improve EFL intermediate teachers' performance.

Key words: Evaluation, Teacher Performance , Quality Standards

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Chapter One

The problem and its context

- **Introduction**
- **Background of the problem**
- **Statement of the problem**
- **Questions of the study**
- **Limitations of the study**
- **Purpose of the study**
- **Significance of the study**
- **Instruments**
- **Methodology**
- **Definition of terms**

Chapter One

The problem and its context

Introduction:

Education is considered as one of the important issues for any nation, and investment of humans can only be achieved through the quality improvement of education system. The quality and the level of any educational institution are measured by the competency of its teachers and their own teaching skills, as teaching is considered the heart of the learning process. Thus, the quality of education is linked with the quality of teacher performance (Rashid, 2007). Therefore, developing the teacher performance in the light of quality standards is one of the priorities of the development of education projects of higher education in many countries.

Over the last decade, the term "quality" has become a key focus in higher education. One of the most important goals of Saudi government is achieving quality throughout the different stages of education. Saudi Arabia's 2010 budget, presently, focuses on education and offers more than \$146 billion, with more than a quarter of it being allocated for education sector (Press Trust of India, 2009).

Saudi government exerts efforts to improve educational quality. This has been achieved by raising the quality of teachers' training programs, improving standards for students' evaluation and encouraging the use of educational technology (Ministry of Education in Saudi Arabia, 2003). Teacher standards have been introduced as part of the government strategy for developing and maintaining high quality teaching and leadership in schools and improving learning outcomes for students. The standards reflect the government's commitment to ensure that students have the opportunity to learn from schools that are managed and led by high quality professionals. So, standards enable the dimensions of a teacher's performance, help to ensure that the educational expectations are clear and consistent across each school, provide a framework for performance, give a clear focus for identifying development priorities (Howard, 1999). Whereas quality relates to process, standards refer to outcomes or achievement. The link between them can be expressed in terms of the contribution of the educational process (or quality) in education. Standards relate to three areas of activity: academic standards measure the ability to

meet a specified level of academic attainment; service standards assess service provided; while quality standards can be described as norms or expectations expressed in formal statements about desired practice (European university Association, 2009).

Teaching is an important and difficult career that shapes not only the future of a student's life but also the future of a society. The most important of the teacher's many duties is the primary goal of educating the student. The quality of teachers has a great effect on how successfully the students learn, and it is considered as an important educational factor for predicting student achievement. Generally speaking, good teachers produce good students, that, is the primary purpose of teaching and the basis upon which teacher should be evaluated. Thus, good teaching requires four types of knowledge and skills: basic academic skills, thorough content knowledge of each subject to be taught, knowledge of both generic and content-specific pedagogy, and hand on teaching skills. Therefore, greater emphasis should be placed on observing and evaluating teacher's teaching skills and content knowledge in the actual classroom throughout their careers (ETS, 2004).

Actually, improving teacher quality requires improving teacher's performance assessment. Thus, to assess the performance of EFL teachers, there should be clear and objective criteria. Miller et al. (2009) has persuasively argued that the specification of performance criteria is the most important aspect of developing effective performance assessment. Criteria help to clarify expectations, and communicate goals and standards. The two main ways of guideline judgments of both the process and product are scoring rubrics/rating scales and checklists.

To sum up, it can be said that improving education requires improving teacher's quality which requires improving teacher's performance through authentic assessment. Thus, the need to design an objective and comprehensive tool to assess teacher's performance has appeared as an important step to improve education.

Background of the problem:

The need of this study emerged from such reasons: firstly; being a teacher of English in an intermediate Saudi school in Taif, Saudi Ministry of Education has no stated quality standards especially for EFL teachers. The researcher found only general quality standards written for all teachers (Ministry of Education, 2003). Whereas, there are quality standards for higher Education issued by the National Commission for Academic Accreditation and Assessment in Saudi Arabia, King Saud University (2007) which were a set of eleven general areas of activity standards for the accreditation and quality assurance of higher education institutions. Secondly; the absence of an objective and comprehensive tool to assess EFL teachers' performance. Thirdly; the researcher attended the first international conference for Total Quality Management in K-12 Education (2011) that was held in Riyadh concerning the importance of TQM in education (see appendix no.7). In addition, the researcher has read the proceedings of the Second National conference for Quality in Higher Education (2009) which was held in Riyadh concerning the importance of quality standards for teacher performance in higher education; that increased the researcher's awareness towards quality standards. Fourthly; to explore the situation in Taif, the researcher visited the Education Training Center for Teachers in Taif and found that there are no training sessions or workshops for quality standards in all stages of learning. Thus, there is a crucial need to state quality standards for EFL teachers' performance and to design a rubric for evaluating EFL Saudi teachers. The researcher designed a rubric for assessing EFL intermediate Saudi teachers based upon the world quality standards and standards of Saudi Ministry of Education. Saudi Ministry of Education standards are written in Arabic and the researcher translated them into English with their domains and indicators to derive an appropriate list of quality standards that was validated by TEFL specialists.

In addition, there are some studies that are concerned with standards for the performance of the teacher and the importance of academic and professional development as the study of California post Secondary Education Commission (2008) which aimed at providing a program for the main priorities of education including some suggestions of academic development for teachers and the effects on learners' achievement. The

study of Interstate New Teacher Assessment and Support Consortium Science Standards Drafting Committee (INTASC, 2005) presents many standards for the quality of teacher performance which contains different domains: content knowledge, students learning, and development, students' diversity, instructional variety, learning environment, communication, curriculum decisions, assessment, reflective practitioners and community membership. Furthermore, other studies emphasized the impact of a qualified teacher performance on a student's academic performance. Stonge & Hindman (2003) found that students who were placed with highly effective teachers for three years got higher scores on Math than did students who had been placed with three consecutive low-quality teachers. Also, Sanders and Rivers (1996) indicated that positive and negative impact of a teacher on a student's academic performance is accumulative. Therefore, students who are exposed to qualified teachers seem to achieve high quality of academic achievement.

For piloting the current level of intermediate stage students, the researcher analyzed the results of the final-year English exam in two intermediate schools in Taif (25th intermediate school and 18th intermediate school) results are shown in the following table:

Table (1): Results of the final-year English exam in two intermediate schools in Taif (25th intermediate school and 18th intermediate school)

The schools	Total No. of students	Excellent		Very good		Good		Poor	
		Students No.	Percentage	Students No.	Percentage	Students No.	Percentage	Students No.	Percentage
25 th intermediate school	92	14	15.22 %	20	21,74 %	35	38.04 %	23	25%
18 th & 4 th intermediate school	93	5	5,38%	7	7,53%	25	26.88 %	56	60,22 %

It is clear from the table that EFL intermediate students' scores were low in English language achievement exam that might due to the teacher performance inside the classroom.

Statement of the problem:

The problem of this study can be stated as follows: In spite of the prominent role of evaluation in the educational process, EFL Saudi intermediate teachers have not been evaluated according to a unifying, objective and comprehensive evaluation system based on predetermined standards. Hence, there is a need for an objective and comprehensive evaluation tool to assess the performance of the EFL Saudi teachers in the light of quality standards.

Questions of the study:

1. What are the most important domains for evaluating EFL teachers' performance in the light of quality standards?
2. What are the characteristics of a rubric for evaluating EFL Saudi teachers' performance based on quality standards?
3. To what extent are these quality standards reflected in the performance of EFL Saudi teachers in the intermediate stage with different years of experience?
4. Are there any statistically significant differences among EFL Saudi teachers' performance and years of teaching experience?

Limitations of the study:

The study was limited to:

- Three main domains were selected: Language proficiency, Planning and management of learning, and Assessment and evaluation
- A sample of twenty five EFL female Saudi teachers in the intermediate stage who have five or more years experience of teaching.
- Twelve intermediate schools in Taif, Saudi Arabia.
- The 1st term of the academic year 1432 H.

Aims of the study:

This study aimed at:

- Identifying the most important domains for evaluating EFL Saudi teachers' performance in the light of quality standards.

- Designing an objective and comprehensive evaluation tool based on quality standards to evaluate EFL Saudi intermediate teachers' performance.
- Determining to what extent are quality standards reflected in the performance of EFL Saudi teachers in the intermediate stage with different years of experience.
- Determining whether there are any statistically significant differences between EFL Saudi teachers' performance related to experience variable.

Significance of the study:

The study contributes to:

1. Provide TEFL researchers, teachers and language specialists in Saudi Arabia with a valid scoring rubric for assessing EFL teacher performance.
2. Direct the attention of TEFL teachers and supervisors towards the importance and impact of the educational standards as an attempt to raise teachers' performance as well as students' performance.
3. Direct the attention of in-service teachers' training centers towards the importance of involving quality standards in their training sessions.
4. Enrich teacher education programs in Faculties of Education with the importance of performance assessment tool (rubric) of EFL teachers for the purpose of professional development.
5. Provide a suggested vision as guidelines for Ministry of Education to improve teacher performance in the light of quality standards

Instruments:

To fulfill the objectives of the study, the following instruments were designed and used by the researcher:

- A questionnaire prepared by the researcher and addressed to EFL specialists to determine the most important domains of quality standards that have close relevance to Saudi EFL teachers' performance.
- An analytical rubric designed by the researcher to evaluate EFL intermediate teachers' performance to determine the extent to which their performance matches the quality standards.

Methodology:

Subjects:

- The subjects of the study consisted of 25 female Saudi teachers of English in the intermediate stage in Taif with different years of experience in teaching.

Duration of observation:

The researcher observed each teacher for three different periods of teaching using the analytical rubric with another experienced teacher (another rater). Total was 75 classes for all teachers. Each class lasted for 45 minute. The experiment has been conducted during the first term of the academic year 1431/1432 H.

Design:

- The researcher adopted a descriptive and analytic design to device the rubric in order to determine whether Saudi EFL intermediate teachers' performance matches the quality standards.

Procedures of the study:

The study proceeded as follows;

1. Reviewing literature and the previous studies related to teacher education, teacher evaluation and quality standards to form the theoretical framework of the research.
2. Preparing a questionnaire includes standards and domains to be judged by TEFL professors and supervisors aiming at identifying the most important domains for EFL teachers' performance
3. Designing an analytical rubric to assess the extent to which EFL Saudi intermediate teachers' performance matches the quality standards.
4. Presenting the analytical rubric to EFL specialists, as TEFL professors and supervisors for validation.
5. Choosing the sample of the study from some intermediate schools in Taif.
6. Applying the analytical rubric to EFL intermediate teachers.
7. Analyzing the data statistically.
8. Discussing results, providing conclusions and recommendations.

9. Suggesting a proposed vision based on the recommendations to improve the points of weakness in EFL intermediate teachers' performance.

Definition of terms:

A rubric:

Based upon the review of related literature, the following terms could be defined;

- Wiggins (1998, p.154 cited in Mulcahy-Ernt, et al. 2002) defines a rubric as "*a scale for possible points to be assigned in scoring work on a continuum of quality which would list the criteria for success, descriptors for each level of performance and indicators that describe the behavior or trait that is typical for the particular performance being assessed*"
- The Partnership for Reform in Science and Mathematics PRISM (2007, p.1) defines a rubric as "*a series of narrative statements describing the levels of quality of a product or performance. A rubric is a scoring tool that lists the criteria for the varying levels of performance on a task, performance, or program characteristic where more objective methods of rating are not appropriate.*"
- NAQAAE (2008) defined standards as "*statements that refer to the minimum level of competencies required for a certain purposes*".P.11
- Miller, et al. (2009, p.271) defines a rubric as "*a set of guidelines for the performance. A scoring rubric typically consists of verbal description of performance or aspects of responses that distinguished between advanced, proficient, partially proficient and beginning levels of performance. A scoring rubric has two main types of analytic rubric which requires the identification of different dimensions or characteristics of performance that are rated separately, and holistic rubric which provides descriptions of different levels of overall performance.*"
 - ✚ The researcher adopted the definition of Miller, et al. for a rubric as an operational definition because it is descriptive and comprehensive one.

Educational standards:

- Pharos project (2003) defines Educational standards as "what educators need to know and be able to do _ the knowledge, skills and attitudes that are essential for effective instruction."
- The American Federation of Teachers (cited in Miller et al., 2009, p.517) defines them as "*intended statements to guide the pre-service and in-service preparation of educators ;they are generally accepted by professional associations.*"
- According to British standards institution (2010) "*a standard is an agreed, repeatable way of doing something. It is a published document that contains a technical specification or other precise criteria designed to be used consistently as a rule, guideline, or definition. Standards are respected badge of quality and a powerful tool for organizations of all sizes, supporting innovation and increasing productivity. Effective standardization promotes forceful competition and enhances profitability.*"
 - ✚ In the present study educational standards are "*criteria for ensuring certain quality of teachers' performance, to bring about more objectivity, and to detect points of strengths and weaknesses of EFL Saudi intermediate teachers' performance.*"

Evaluation:

- Ali (2000, p. 236) defines evaluation as "*a process of collecting, classifying, analyzing and interpreting data or information (quantitative and qualitative) about a behavior or a subject to take a decision.*"
- Gentile and Lally (2003, p.171) defines evaluation as "*in Bloom's taxonomy, the ability to make judgments about the relative quality or usefulness of products or ideas with distinct criteria consciously in mind.*"
- Miller, et al. (2009, p.527) state that "*evaluation is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria.*"
 - ✚ In the present study evaluation means "*determining the points of strengths and weaknesses of EFL intermediate teachers' performance through collecting and interpreting data and*

comparing it with quality standards identified in the analytical rubric. "

Quality:

- Quality Digest (2001, p.6) defines quality as *"the degree of compliance of a process or its outcome with a predetermined set of criteria, which are presumed essential to the ultimate value it provides."*
- Educational Testing Service Corporation (ETS, 2004, p.11) defines teacher quality as *"the primary purpose of teaching and the basis upon which teachers should be evaluated. Good teaching requires four types of knowledge and skills: basic academic skills, thorough content knowledge of each subject to be taught, knowledge of both generic and content-specific pedagogy, and hand on teaching skills."*
- The American Society for Quality (ASQ, 2010) defines quality as *"A subjective term for which each person or sector has its own definition. In technical usage, quality can have two meanings: 1. the characteristics of a product or service that bear on its ability to satisfy stated or implied needs; 2. Quality means "fitness for use; conformance to requirements."*

✚ In the present study Quality means *"conformance to a predetermined set of criteria, and requirements of knowledge and skills of EFL teachers inside the classroom."*

Teacher performance:

- Airsian (2000, P.295) defines it as *"observing and judging a teacher's skills in actually carrying out an activity or producing a product inside the classrooms."*
- According to Eid (2005) evaluating teacher performance means *"making a decision on what the teacher does inside the class containing the use of evaluation techniques, teaching strategies, the ability to ask questions and make decisions."*
- ✚ From the above definitions, the present study's operational definition means *"observing and evaluating Saudi Intermediate teachers' skills inside the EFL classes in the light of quality domains, standards and indicators."*

Chapter Two

Review of Literature and Related Studies

- Introduction
- Teacher Education
- EFL Teacher Requirements
- Studies Related to EFL Teacher Education
- Teacher Evaluation
- Teacher Performance and Good Teaching
- Judgment of Performance: Rubrics/Rating scales
- Studies Related to Teacher Evaluation
- What is Quality?
- Measuring & Improving Teacher Quality
- Factors that Affect Teacher Quality
- Studies Related to Teacher Quality
- Standards-Based Reform
- Some Models of World Standards
- Studies Related to Teacher Standards
- Comment

Chapter Two

Review of Literature and Related Studies

- **Introduction**

In this chapter, concepts as teacher evaluation, teacher quality and teacher standards in education will be discussed in details with their related studies. In addition, quality of teacher performance, factors that affect teacher performance and instruments of performance assessment will be tackled with related studies.

Teacher Education:

UNESCO emphasized that a teacher should always remember "*to know is good, to do is better, to be is perfect*". Good teaching matters; effective teachers are capable of inspiring significantly greater learning gains in their students when compared with their weaker colleagues. (Teacher Quality, 2004). Thus, the demand for qualified and quality teachers has been continuously on the increase all over the world. There has been an unprecedented expansion of school education especially in the developing countries, which has accentuated such a demand. Quite naturally, teacher education programs have acquired renewed significance. It has become imperative that the effort and resources mobilized towards teacher education are effective and field relevant in particular country contexts. It is thus necessary that quality concern is explicit in every aspect of teacher education programs (NAAC, 2007).

(Wikipedia, 2010) defines teacher education as "*the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community*". Additionally, Glossary of Education (2006) defines In-service Teacher Education as "*additional professional development, usually through formal course work and practical application, of persons currently employed as classroom teachers*". On one hand, teacher education is often divided into three stages:

- 1) *initial teacher training / education* (a pre-service course before entering the classroom as a fully responsible teacher);

- 2) *induction* (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- 3) *teacher development* or *continuing professional development (CPD)* (an in-service process for practicing teachers). (Wikipedia, 2010)

In many countries, Initial Teacher Education takes place largely or exclusively in institutions of Higher Education. It may be organized according to two basic models. In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects, and then studies for a further period to gain an additional qualification in teaching, or in the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a qualification as a teacher of that subject. Other pathways are also available. In some countries, it is possible for a person to receive training as a teacher by working in a school under the responsibility of an accredited experienced practitioner. On the other hand, **Al-Hazmi, (2002)** discussed the Challenges and trends of EFL teacher preparation programs in Saudi Arabia. He described that preparation programs in Saudi Arabia is non-systematic and inadequate. He argued that neither college of art and college of education program is adequate for the preparation of EFL teachers in Saudi Arabia. He offered recommendations for improving EFL teachers' education program in Saudi Arabia, calling for a systematic approach to pre- and in- service education for EFL teachers. To illustrate, he mentioned that for decades, those who had wanted to teach English abroad had had to undergo a four year course at university to gain a degree designed specifically to teach. Nowadays, prospective teachers undergo a shorter course in order to gain their teaching certificate which is accepted by most countries. EFL courses provide only one course on teaching methodology; this is quite simply not enough material to adequately teach at schools. Teachers are in need of more diverse techniques and information and the courses that are provided do not meet their needs for teaching in Saudi Arabia. Preparing to teach English in Saudi Arabia is a program that is being re-looked at constantly; the Ministry of Education has looked over the teaching methods that have been applied and re-evaluated other techniques that could be beneficial to students, teachers and institutions. Both Saudi Arabia and the EFL institutions that present teachers need to improve the quality of teacher preparedness before setting off for a career in teaching English.

No one is perfect in such a job as teaching. So, it is the teachers' task to learn many things all the time because many requirements are necessary for them in their daily career.

The minimum requirements for teachers of any foreign language as was discussed by Abu Mallouh (2001) are that they should:

- speak fluently and correctly the language of the textbook they teach and of all prior textbooks in the series.
- be aware of the difference between the patterns in the mother tongue and of the new sounds their pupils will encounter in their study of the foreign language.
- be aware of all the English that had already been taken by the pupils so that they will not upset the graduation of the course they are teaching by introducing an unknown word or structure.
- know how to train the class to listen accurately and with good language learning habits.
- know how to communicate vocabulary and structures through the medium of English and in real life situations.

El Daly (1996) stated that the first essential requirement of a creative teacher is a broad and sound knowledge of the different linguistic approaches and theories. The second requirement is a strong belief and deep faith in his/her ability to stimulate and motivate students to think independently, critically and creatively. The suitability of a language teacher according to Macky`s discussion as reported by Radwan (1989) is a matter of language skills, professional skills, and teaching load. Knowledge of the linguistic structure of the language is only one of the requirements of a good language teacher as Lopes (1994) stressed. He added that teachers should also have according to him, broad background knowledge of the social environment that influences their students, different pedagogical techniques, social and cultural aspects of the language being taught, and techniques for diagnosing certain psychological characteristics of learners.

Peyton (1997) and Met (1989) stated that good foreign language teachers need the following:

- a high level of language proficiency in all of the modalities of the target language, speaking, listening, reading and writing.

- the ability to use the language in real-life contexts, for both social and professional purposes.
- the ability to comprehend contemporary media in the foreign language, both oral and written, and interact successfully with native speakers in the United States and abroad.
- a strong background in the liberal arts and the content areas.
- understanding of the social, political, historical, and economic realities of the regions where the language they teach is spoken.
- pedagogical knowledge and skills, including knowledge about human growth and development, learning theory and second language acquisition theory, and a repertoire of strategies for developing proficiency and cultural understanding for all students.
- knowledge of the various technologies and how to integrate them into their instruction.

The general qualities of the good language teacher had been analyzed by McDonough (1993). He made a list of the general qualities of the good language teacher and might be expected of all teachers:

- knowledge of the language system
- good pronunciation
- experience of living in an English speaking country
- qualifications (perhaps further training taken or in-service development)
- good classroom performance
- evidence of being a good colleague
- length of time as a teacher
- ability to write teaching materials
- careful planning of lessons
- sound knowledge of language
- experience of a variety of teaching situations
- good personal qualities
- knowledge of learning theories
- wide vocabulary
- ability to manage a team of teachers

To gain these qualities teachers need to engage in effective professional development to improve and develop their performance.

So, teacher education is considered as a base for teacher quality, and in order to improve teacher education we have to apply acceptable practical

standards for teacher quality. Thus, teacher education and teacher evaluation are considered a foundation for improving teacher quality.

- **Studies Related to EFL Teacher Education**

The study of **Questi (2009)** aimed to build a conception of self professional development for English language teachers of girls public schools based on realization and contemporaneous trends. The researcher conducted a descriptive study bases on the theoretical educational literature and researches, designed two instruments, and after verifying their validity and reliability, she applied the first one to the educational experts (30) opinions in the department of curriculum and methodology in Umm AlQura University, in order to explore their opinions about the practices of self professional development that match the contemporaneous trends , while applied the second one to the Educational Supervisors (37) , and the Teachers of English Language (210) in the main cities of the educational region of Makkah (Jeddah, Taif, and Makkah), in order to explore their opinions about the teachers real practices of Self Professional Development. The researcher reached the following generated results: Entirely Agreement of the educational experts (90-100%) that the practices of self Professional development matching the Contemporaneous Trends. The concept of self Professional development is clear for (78.4%) of the supervisors, and for half (50%) of the teachers. Agreement from (67.6%) of the supervisors and (66.7%) of ELT that self Professional development is(partially practiced) by the English language teachers, and (always practiced) from the point o view of (27%) supervisors, and (33.3%) of ELT. Low practices of self evaluation from (21.4%) ELT point of view, and (32.4%) from educational supervisors point of view. The professional demands for English teachers from their point of view, and their supervisors are: (lessons application, instructional technology, class management, and evaluation), while the language demands are: (listening, speaking, writing, grammar, and translation). According to the English teachers and their supervisors, the practices of self professional development used by ELT are: (training programs, and in medium percentage, reading books, journals, and electronic publications) . According to the English teachers and their supervisors, the instructional technology used by English teachers for self Professional development are: (audio-visual materials, computers for soft ware production, class teaching, and the internet for visiting educational web sites).

Alharbi sh. (2008) aimed at investigating creative teaching of English Language, and recognizing the impediments and restrictions to creativity on teaching as perceived by a sample of English teachers and educational supervisors of EL in Mecca secondary schools. In this respect, literature survey and introspection by questionnaire were conducted, also in order to identify the suggestions and proposals of the sample as to the procedures and recommendations to help language instructor develop away to creative teaching. The researcher went through the following procedures: Adapting a descriptive methodology and completing a theoretical framework according to the issues and the questions needed to be answered. 2) a questionnaire was used & administered to a random sample of (104) English teachers and educational supervisor in Mecca and the field work was initiated during the second semester of the academic year 1427-1428 A.H. Analyzing the sample data statistically using frequencies percentage frequencies, arithmetic means for each variables , (one way ANOVA) test, (Scheffe) test, and reliability test (alpha cronbach).

Findings of the questionnaire revealed the following:

1. Lack of in-service training session, activation training and workshops specifically geared towards enhancing instructional creativity/creative thinking in the classroom, as well as scarcity in creativity embedded pre-service preparation programs are , according to subjects of the study (teachers & supervisors) the most significant barrier that impedes creative teaching, and this barrier is basically ascribable to the teacher of EFL
2. Lack of extracurricular activities that assist develop creative thinking, and the lack of learning resources (e.g., lack of language labs, libraries rich in high school level novels and readings) are perceived by the subject of the study (teachers &supervisors) to be significant barriers that impede creative ELT and are basically ascribable to ELT curriculum.
3. Insufficient adaptation on the part of the students to the classroom organizational environment, and the Lack of intrinsic and extrinsic motivation for creative thinking are considered by the subject of the study as significant barriers principally related to students.
4. Strictures and stringent administrative procedures encountered by ELT teachers as to the literal implementation of the Top-down ELT instructional plan, are considered by both the subject of the study(

teachers & supervisors) as significant barriers to creative thinking related basically to administration and educational supervision.

5. There were no statistically significant differences between both subject(teachers & educational supervisors) perceptions as to the barriers to creative ELT basically attributable to age category differences ($\alpha = 0,05$).
6. There were statistically significant differences between both subjects (teachers and educational supervisors) in terms of their experience-related perceptions as to their concurrences on what hinders creative teaching, and this is to the benefit of(less than 5 years experience).

In the light of these findings, the following recommendations are suggested:

1. There should be developed pre-service and in-service training programs that are geared towards the development of creative teaching;
2. There should be curricular themes that can be principally taught using creative ELT strategies;
3. There should be intrinsic and extrinsic incentives that can push students to learn English and develop their language skills creatively; and
4. There should be specialized educational supervisors in ELT who have been well trained to work in creativity-inducing climate

Al Meteiri (2009) identified the problems related to the teacher of English in terms of his preparation for teaching English in elementary stage, his development programs and in-service training, identifying basic problems in teaching facing the teacher of English in this stage and presenting some solutions for tackling teaching problems of English language teacher in elementary stage. Study sample consisted of all teachers of English in government schools in Al Mahd province amounting to (56) teachers working in government schools belonging to directorate of education in Al Mahd province for the academic year 1428-1429 H. The researcher applied study tool to them after being sure of validity and consistency parameters where total consistency rate of study tool was (0,82). The researcher used statistical systems (SPSS) for analyzing data. Results have shown the factor statements of problems

related to the teacher preparation, in-service training and development programs, teaching methodology, audio-visual aids were very high. The factor statements of problems related to the learners' characteristics were very high, and the factor statements of problems related to the textbook were moderate. Results showed also that there were no statistically significant differences attributed to the variable of academic qualification. Results showed that there were no statistically significant differences relevant to the problems that face teacher of English in elementary stage from the point of view of teachers of English in Al Mahad province according to the variable of years of experience and training courses. They were in favor of those teachers with higher experience and more training. Results showed that there was a correlation between factors of problems related to the problems that face teacher of English in elementary stage from the point of view of teachers of English in Al Mahd governorate. In the light of the results concluded by this study, the researcher recommended the following:

1. Making valuable change in the preparation programs of English teachers, according to a special program for preparing teacher of English in elementary stage, particularly if we know that specialization only gets a very limited ratio that hardly reaches one third as maximum from current programs in foundations of higher education.
2. Intensifying training courses for teachers of English for qualifying them for teaching English language courses and highlighting their professional developments for the sake of raising the level of students' attainment.
3. Educational supervisors in Al Mahd province should train teachers of English on how to employ teaching aids inside class and limiting the effect of relevant problems in general via practical field training.
4. Expansion of training programs related to teaching methodology presented to teachers of English through developing their performance and making use of the experience and creativity of distinctive teachers through the adoption of holding symposiums, lectures, seminars and seminars by those who are responsible for training processes in educational supervision centers in Al Mahd province for increasing teachers' perception of teaching

methodology of English language in terms of knowledge and practice

5. According to the English teachers and their supervisors, the barriers of self Professional development are: (class load, abundant responsibilities, numerous students, decreased of model lessons, training programs and workshops, and absence of courage).
6. According to the English teachers and their supervisors, the motivations for self Professional development are: (decreasing class load to (16), increasing training programs, model lessons and workshops, encouraging team work, class visits, connection with experts, using professional criterions and connecting self professional development with annual salary, specifying mentors equip laboratories, instructional multimedia, and centers for PD).
7. There is no statically significant correlation existed between teachers years of experience and their self professional development practices.
8. There is no statically significant differences existed between the teachers of Jeddah, Taif, and Makkah in their answers related to self professional development practices.

El Okda (2005) investigated how the technological facility that was adapted to manage English as a foreign language (EFL) practicum for 21 EFL student teachers in their final semester of their teacher education program at SQU University. The main questions of the study were: How was a WebCT supported practicum designed to facilitate EFL student teachers' professional growth? And What were the student teachers' perceptions of that experience? The instruments of the study included: unstructured interviews and an end of course questionnaire, teaching diaries (logs) and action research reports. The study analyzed both quantitatively and qualitatively EFL student teachers' perceptions of the different reflection enhancing task types practiced within the WebCT environment and the difficulties that need to be overcome in future.

The findings of this study were highly encouraging, the WebCT environment enabled student teachers to communicate more easily, reflect upon practice more frequently and design their electronic portfolio more efficiently. Also the Web CT support was very useful in managing the EFL practicum at SQU. This applied to both the supervisor and student

teacher. This study concentrated mainly on investigating how the technological facility was adapted to manage English as a foreign language (EFL) practicum for EFL student teachers as a recent trend and measure its effect on their professional growth.

Mostafa (2005) aimed at exploring the levels of reflection prevalent among the pre- and in-service EFL teachers and whether there were any differences between them concerning these levels. It also aimed at investigating the relationship of these levels of reflection and the teaching performance of both groups. The sample of the study consisted of 25 third year student teachers, Faculty of Education, Mansoura University and five in-service teachers. The instruments of the study included reflective reports, reflective logs, a scoring rubric for identifying the levels of reflection, and an observation checklist for assessing the teaching performance. The findings of the study revealed that there were no differences between the pre-service EFL teachers and the in-service EFL teachers on all the levels of reflection. Based on the findings of the study, the technical level of reflection was found to be the most dominant among both the pre-service and the in-service teachers, amounting to over 60% of the attained reflective entries of the sample. Also, it was found that there was a strong positive correlation between pre- and in-service teachers' teaching performance and their level of reflection.

Caires and Alemida (2005) aimed at describing the main gains resulting from student teachers' first contact with the teaching profession. The sample of the study consisted of 224 EFL student teachers. The instruments of the study included an inventory of experiences and perceptions at teaching practice (IEPTP) to assess the range of experiences of the study sample on five dimensions of teaching practice: Learning and professional development, Professional and institutional socialization, Socio-emotional aspects, Support/ resources/ supervision and Vocational development. The results described the main changes occurring in the student teachers' perceptions between the beginning and the end of teaching practice. They also suggested more significant changes in the areas of vocational development, professional and institutional socialization, and learning and professional development. This study was quite interested in identifying the main gains resulting from student teachers' first contact with the teaching profession during the practicum.

Kubanyiova (2005), in his study aimed at developing a motivational teaching practice in EFL teachers in Slovakia. This longitudinal mixed methods study explored the impact of a 20-hours experiential teacher development course with the knowledge base drawn from L2 motivational theory, group dynamics, and educational psychology. The sample of the study consisted of 8 EFL teachers, 7 females and 1 male, who volunteered to participate in this study. Quantitative (pre- and post-test questionnaires measuring students' perceptions of their classroom environment) and qualitative (regular course feedback, teacher interviews, lesson observations and field notes) measures were employed to assess the course impact on cognitive and behavioral change of 8 self-selected non-native EFL teachers in Slovakia. The results showed that, in most cases, no change occurred in spite of the teachers' endorsement of the course material, and several outer-context-specific factors were discussed to explain this negative outcome.

This research work was involved with in-service courses attended voluntarily by adults in need for such training.

Saey (2005): This study is a case study that aimed at investigating the effect of using reflective teaching on developing student teachers' teaching skills. The sample of the study comprised nine voluntary student teachers, in the third year, general education, English department, Ain Shams University. The tools of the study included the following: reflective teaching journal, action research, action plans, reflection time sheet, observation sheets, a post student teaching questionnaire (PSTQ), and a reflective teaching booklet (RTB). Qualitative analysis of the data obtained by the tools of the study demonstrated how the group of the student teachers, with varying levels, developed positive attitudes towards the teaching profession. Their self awareness and self esteem were confirmed by their experimentation with the different activities in the RTB, developing their competency and teaching practices by finding out about their strengths and weaknesses.

Traister (2005): This case study focuses on the perceptions of student teachers, cooperating teachers and university supervisors, from a small rural university, regarding assessment during the student teaching

experience. The sample of the study consisted of eight student teachers, eight cooperative teachers and five university supervisors. All the participants responded to a series of semi-structured questions and audio-recordings were transcribed to provide a rich description. Methods of assessment that were described by the participants included; observations, conferences, formative and summative competency forms, journal, video-taping, portfolios, PDE 430 forms, and letters of recommendation. Other graded assignments that were mentioned included; unit plans, lesson plans, and bulletin board.

The study revealed an agreement between the triad members when asked what they perceived to be the roles of each triad member in assessment during the experience. The role of student teachers was very concise as all triad members cited self reflection as the most important role in assessment for the student teacher. It was noted that the cooperating teacher's role was viewed as a mentor and providing feedback. The university supervisor is the gate-keeper and liaison between the school placement and the university; as well as the role of assigning the final grade.

Herman (2004): The purpose of this study was to analyze cooperating teachers' rating of the performance of student teachers graduated from North Dakota teacher preparation programs based on the INTASC (Interstate New Teacher Assessment and Support Consortium) model standards for beginning teachers and to determine if the cooperating teachers' years of teaching experience, level of education, and total number of student teachers the cooperative teacher has had in his/her teaching career were predictors of the ratings. The INTASC principles include knowledge of subject, learning and human development, adapting instruction, strategies, motivation and management, communication skills, planning, assessment, commitment, and partnership. After the data were collected descriptive statistics based on each INTASC principle were displayed. The highest mean score was in the area of professional commitment and responsibility, and the lowest mean score was in the area of classroom motivation and management. The performance rating of student teachers was indicated via selecting one response on a four-point Likert Scale.

Ban Eric (2004): This study aimed at developing a qualitative approach to address the question: how are student teachers viewed as learners and how are they supported in their pursuit of becoming competent teachers, through the use of a motivational learning framework. The supervisors that work with student teachers (university supervisors and supervising teachers) demonstrated the necessary instructional coaching skills through their interaction with student teachers. The coaching skills are embedded in the interpersonal relationships developed over time with student teachers. Through ongoing targeted learning conversations, the supervisors supported student teachers' motivational learning needs and guided them into the profession of teaching. The organizational context of the work, as designed by a large Midwest university school of education, created the conditions which promoted quality learning conversations. Examples of these conditions include: clearly communicated vision of quality teaching through a student teacher performance rubric, and a student teacher empowerment model of formative assessment that include collaborative goal setting. The findings of this research hold the potential to impact the preparation of professional development teachers. Also, the study recommends using more than one professional development strategy in designing a student teachers' training program.

In a study conducted by **Hweidq (2004)**, the researcher attempted to develop the EFL preparatory school teachers' performance in Al-Gharbiya governorate. The study tools included an observation checklist and structured interviews with supervisors, experts and thirty EFL teachers. Results of the study displayed that the sample needed more training in the way of teaching the language skills. However, 75% of the sample were competent in stating the objectives of the lesson, 47% were competent in preparing helpful aids and writing appropriate techniques and strategies suitable to the lesson content, 34% were competent in controlling the classroom and 30% were competent in writing appropriate evaluation tools.

El-Dib (2003): This study had three purposes. The first purpose was to design a program that aims at developing action research skills appropriate for prospective teachers. The second was to examine the effectiveness of the suggested program in developing the specified skills. The third was to

investigate the effects of the suggested program on two teacher variables: teacher efficacy and reflective thinking. The sample of the study consisted of 74 students (graduate prospective teachers, who have earned their bachelor degree in arts and joined the faculty of education in order to receive a general diploma in education), enrolled in one group.

Instruments of the study

included: action research rubric (ARR), teacher efficacy scale (TE) and reflective thinking questionnaire. The results of the study have theoretical and practical implications. First, it presents further proof of the importance of adding a research component to the professional preparation of teachers. Second, the results of the study demonstrate the positive influence of action research over the participants' beliefs about the value of the profession in facing societal and contextual difficulties preventing students' learning. Finally, the instructional program developed in this study could be adapted, supplemented and developed for use with other populations of pre-service and in-service teachers.

Seifeddin (2002) investigated collaborative teaching and how it can be used to refine the teaching practice experience and maximize junior student-teachers' benefit from it. He also aimed to measure prospective teachers' attitudes towards it. The subjects of the study comprised 48 EFL pre-service teachers, divided into two groups. The control group used the usual teaching practice model (one student teacher per class) whereas the experimental group used the co-teaching model.

Pre-service teachers' teaching performance was observed before and after the experiment using the observation checklist (contained 25 skills under three categories: set induction and warm up, presentation and assessment). Also, post treatment attitude questionnaire was administered to the experimental group. The findings revealed that that co-teaching is more effective in helping student teachers develop professionally and socially. Also the findings revealed that the co-teaching group had positive attitudes towards it. This study stressed the importance of using the collaborative teaching model in student teacher preparation as it proved the effectiveness of the use of this model.

Commentary on EFL teacher preparation studies

Reviewing the previous studies on EFL teacher preparation it can be concluded that these studies came under the following types:

Studies that dealt with EFL teaching practice. El Okda (2005) discussed the technology facility for managing EFL practicum developing a motivational EFL teaching practice was the focus of Kubanyiova (2005) study. Again, Traiser's study focused on the assessment process used during the student teaching experience. Caires and Alemida (2005) described the main gains from student teachers' first contact with the teaching profession. In addition, A study that concentrated on the benefits of collaboration and interacting with peers in EFL teacher preparation (Seifeddin, 2003) study. Also, studies that aimed at measuring and developing EFL student teachers levels of reflection , such as (El Dib, 2003) study and (Mostafa, 2005) study. Also, Saey (2005) investigated the effect of reflective teaching on developing EFL student teachers teaching performance. Other studies that stressed the role of experience, quality learning conversations, case based training and performance standards in EFL student teacher training, as (Ban Eric. J, 2004; Herman, 2004; Hweidq, 2004).

These studies in general agree with the present study in the following points:

- Stressing the importance of developing the teaching performance of EFL teachers in its right location, at school.
 - The critical need for standardized evaluation form of EFL teachers' teaching performance.
 - The gap between theory and practice in EFL teacher preparation programs should be bridged.
 - The importance of adding a research component to the professional preparation of EFL teachers.
 - The role of using technology in helping EFL student teachers reflect upon their practice more frequently.
-

Teacher Evaluation:

Evaluation represents one of the most important and recent approaches for developing education. Through evaluation, it is possible to know the effects of all the planned and implemented process of teaching and learning in addition to their points of strength and remove points of weakness (Eid, 2005).

Coombe et al. (2010) defined evaluation as "*a process of acquiring, considering, and judging information related to teaching and learning.*" Cambell (2006) defined teacher evaluation as "*a structured formal interaction between a subordinate and supervisors that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weakness and strengths as well as opportunities for improvement and skills development*".

Goldrick (2002) defined Evaluation as "*the process by which teachers are assessed professionally. Usually conducted by principals or school administrators, it may include classroom observation as well as verification of continuing education and professional-development activities*".

He indicated that though evaluation serves as a mechanism for assessing job performance, in practice it is often cursory, subjective, and based upon insufficient observation. Moreover, it seldom results in the termination of truly poor educators. Charlotte Danielson, a development leader at Educational Testing Service, describes evaluation as "an activity that is done to teachers." Similarly, a Massachusetts education consortium calls it "a task that teachers endure, a task conducted by already overextended school administrators."

Although there are multiple goals of teacher evaluation, they are often described as either formative or summative in nature. Coombe et al. (2010) mentioned that formative evaluation provides teachers with information about their performance so they can adjust and improve their practice whereas summative evaluation provides decision-makers with information about teachers' performance so supervisors can make formal determinations related to employment.

In addition, Coombe indicated that teacher evaluation system has two purposes. It collects information used to conduct formative evaluations of teaching effectiveness, and summative evaluations of professional performance during the employment period. The 1st evaluation functions as a professional development tool for the teacher while the 2nd serves as an accountability measure for the program. He added that two predominant justifications are made for conducting teacher evaluations to promote professional development and to hold teachers accountable. According to Coombe a good teacher evaluation must have:

1. Clear purposes to determine good teaching, to acknowledge teacher achievement, and to support staffing decisions.
2. Clear criteria for judging teacher quality that accept that teaching is a complex activity dependent on specific context and delivered to a specific audience.
3. Clear processes for decision-making that accept the inherent subjectivity that occur in all teacher evaluation.
4. A clear definition of quality teaching that is not based on a minimum competency
5. Teacher involvement as many different and varied sources of data as possible.
6. Validity and reliability.
7. Consideration for the multiple roles of teachers.
8. Acknowledgment for exceptional practice built into the system.
9. Transparency of process and protection from political influences.

Kennedy, (2010) mentioned **the four basic attributes for evaluation** and the considerations that must be weighed in formulating an evaluation design which are **Utility**: to ensure that an evaluation will serve the information needs of intended users; **Feasibility**: to ensure that an evaluation will be realistic, diplomatic, and frugal; **Propriety**: to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected its results; and **Accuracy**: to ensure that an evaluation will reveal and convey technically enough information about the features that determine worth of merit of what is being evaluated whereas American Joint Committee on Standards for Educational Evaluation provided specific standards for each attributes.

Each standard contributes to the credibility of the outcomes of the evaluation process, addresses unique considerations, explores not only the rationale and guidelines but the common errors or missteps that prevent teacher evaluations from being useful to either the teacher or the evaluator.

Creighton, (2009) pointed out the importance of teacher performance evaluation:

- Appraisal fosters the self-development of each teacher.
- Appraisal helps to identify a variety of tasks that the teacher is capable of performing.
- Appraisal helps to identify staff development needs.
- Appraisal helps to improve performance.
- Appraisal helps to determine the placement, transfer, or promotion of a teacher.
- Appraisal helps to determine if a teacher should be retained in the division or district.

Peterson (2006) listed **the reasons to evaluate teachers**:

- Reassures the vast majority of teachers that they are doing needed and good work.
- Informs audiences (parents, lay public ,legislators)of teacher performance.
- Makes the case that teachers make real differences in society.
- Inform staffing decision: retention, assignment, advancement, dismissal (summative evaluation)
- Identifies exemplary practices for emulation by other teachers.
- Provides exemplars for professional developers , pre service educators.
- Provides data for educational researchers.
- Prevents bad evaluation practices.
- Improves the performance of some individual teachers (formative evaluation).

Goldrick, L. (2002) stated that A purposeful evaluation system measures teaching outcomes, not simply teaching behavior. Evaluations that are well-designed and integrated with curriculum and professional standards can accomplish more than assuring basic competence. They can

help states and districts measure the effectiveness of teachers at various points in their careers, identify highly skilled teachers, offer specific recommendations to improve teaching, inform professional development, and demonstrate accountability for student achievement. State policymakers should treat teacher evaluation as an integrated component of a comprehensive strategy to improve overall teaching quality.

According to (Coombe et al., 2010) **developing teacher evaluation systems should:**

- Establish the purposes of the evaluation and ensure stakeholders understand it.
- Acknowledge important factors affecting the context of the evaluation and ensure stakeholders understand them
- Plan the evaluation and include stakeholders
- Consider the range of possible sources and procedures for collecting it.
- Use multiple sources of information and utilizes systematic and uniform data collection procedures
- Present evidence the evaluation system is suitable for its intended purposes.
- Justify use of the system by presenting compelling evidence to support it.
- Align evaluation decision(s) with the expressed evaluation purpose(s).
- Consider the consequences of the evaluation.

(Goldrick, 2002) suggested in order to improve teacher evaluation, governors and policymakers should employ the following strategies: define teaching quality, focus evaluation policy on improving teaching practice, incorporate student learning into teacher evaluation, create professional accountability, train evaluators, and broaden participation in evaluation design.

(Marx, 2007) indicated that The No Child Left Behind emphasis on teacher quality and its relationship to student achievement has made teacher evaluation an area of increased concern for today's high school principal. He mentioned Numerous problems associated with the evaluation of teachers as, including lack of agreement on what constitutes

good teaching, an emphasis on accountability rather than improved performance, limited feedback, and low benefit to teachers as a means for improving instruction. In response, efforts have been made to better understand the characteristics of effective teacher evaluation systems and improve current practice.

Teacher performance and good teaching:

Good teacher evaluation systems adopt recognized evaluation standards and assessment principles. They follow essential preliminary steps in the development of an assessment which are determining the purpose and defining the construct of the characteristic to be measured in terms of conceptual or theoretical framework to strengthen the validity argument for using the assessment for its intended purpose. (Coombe et al., 2010)

Teacher performances or duties attract many educators because they promise a comfortable sense of coverage of what otherwise seems like an overwhelming and shifting combination of components of complex human performance. Advocates for this approach have used behaviors, competencies, characteristics, standards, duties or performance dimensions as complete descriptions of what is meant by good teaching.

The components of good teaching are too extensive, not agreed upon, context dependent, intermittently operant, and characteristic of or applied by individual teachers in unique configurations of individual competencies or performance components. Peterson (2006) indicated that constructed lists of expected teacher performances are important for discussion, collective understanding, a common vocabulary. They are useful to prescribe beginner development, describe area of deficiency, help plan staff development, suggest kinds of data to collect directly as client surveys or reports.

Judgment of performance :

According to Miller et al. (2009) The two main ways of guiding judgments of both the process used in performing a task and the product resulting from that performance are scoring rubrics/rating scales and checklists.

(Wikipedia, 2007) identified a rubric as a scoring tool for subjective assessments. It is a set of criteria and standards linked to objectives that is used to assess a individual's. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.

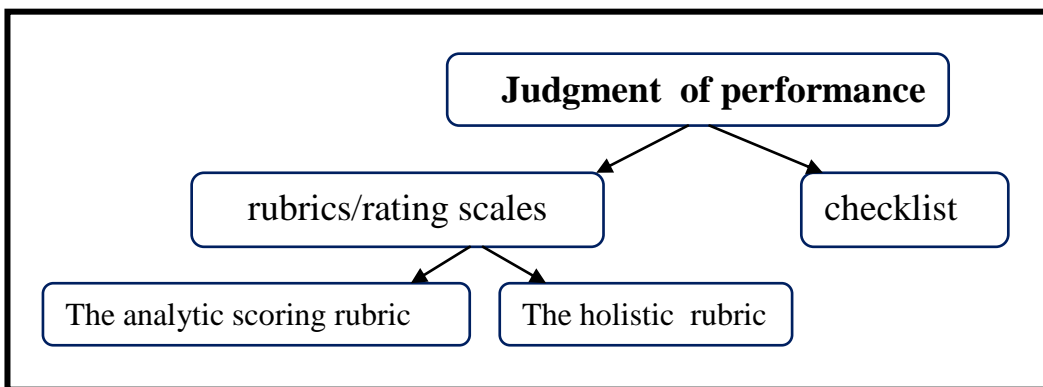


Figure (1): The instruments for performance Judgment designed by the researcher

1. Rubrics/rating scales

The analytic scoring rubric requires the identification of different dimensions or characteristics of performance that are rated separately. The holistic rubric provides descriptions of different levels of overall performance. The holistic rubrics are efficient and correspond more directly to global judgment, but they do not provide specific feedback about the strengths and weaknesses of performance as is provided by the analytic rubric.

Rubrics include multiple dimensions focuses on a particular aspects of the process, provide a flexible way of converting information about one or more characteristics of a performance, and consist of a set of characteristics or qualities to be judged with different types of scale for indicating the degree to which each attribute is present while checklist is

similar in appearance and use to the rating scale. The basic difference between them is in the type of judgment needed. It calls for a simple yes-no judgment. It is basically a method of recording whether a characteristic is present or absent or whether an action was or was not taken. It should not be used when degree or frequency of occurrence is an important aspect of the appraisal. Miller et al. (2009)

(Wikipedia, 2007) stated the importance of the rubric. The rubric is an attempt to delineate consistent assessment criteria. It allows individuals to assess criteria which are complex and subjective and also provide ground for self-evaluation, reflection and peer review. It is aimed at accurate and fair assessment, fostering understanding and indicating the way to proceed with subsequent learning/teaching. This integration of performance and feedback is called ongoing assessment. A rubric serves several assessment functions: It directs observation toward specific aspects of performance, provides a common frame of reference for rating the performance of all students on the same set of characteristics, and provides a convenient method for recording the observer's judgments.

According to Bernie Dodge and Nancy Pickett cited in (Wikipedia, 2007) the following common features of rubrics can be distinguished: focus on measuring a stated objective (performance, behavior, or quality), use a range to rate performance, and contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

According to Miller et al. (2009) there are three types of rating scales: Numerical rating scales, Graphic rating scales and Descriptive Graphic rating scales. In addition there are three types of rating errors.

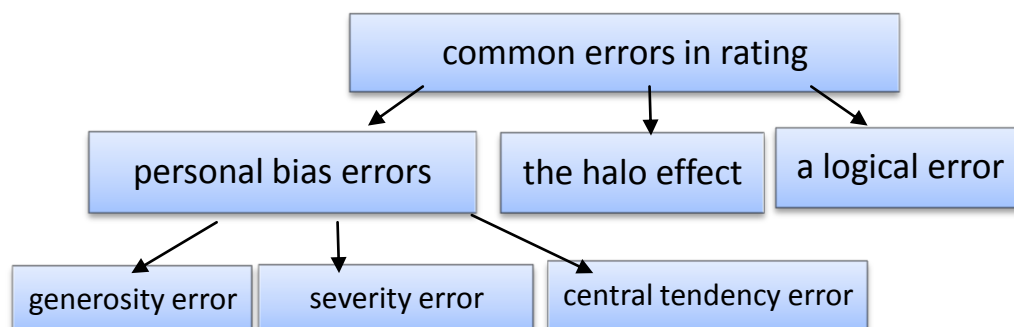


Figure (2) :Common errors in rating designed by the researcher

Miller et al. (2009) mentioned the Principles of effective rating:

1. Characteristics should be educationally significant.
2. Identify the learning outcomes that the task is intended to assess.
3. Characteristics should be directly observable.
4. Characteristics and points on the scale should be clearly defined.
5. Select the type of scoring rubric that is most appropriate for the task and the purpose of the assessment.
6. Between three and seven rating positions should be provided
7. Rate performance of all students on one task before going on to the next one.
8. When possible, rate performances without knowledge of the names.
9. When results from a performance assessment are likely to have long-term consequences, ratings from several observers should be combined.

Scoring rubrics include one or more dimensions on which performance is rated, definitions and examples that illustrate the attribute(s) being measured, and a rating scale for each dimension. Dimensions are generally referred to as criteria, the rating scale as levels, and definitions as descriptors. The following elements of a scoring rubric are distinguished:

- One or more traits or dimensions that serve as the basis for judging the individual response
- Definitions and examples to clarify the meaning of each trait or dimension
- A scale of values on which to rate each dimension
- Standards of excellence for specified performance levels accompanied by models or examples of each level.

The steps in creating a rubric are looking at good models, listing the criteria, articulating gradations of quality, practicing on models, asking for self and peer-assessment, revising the work based on that feedback, then using the rubric for assessment. (Wikipedia, 2007)

According to Marshall (2009) there are several steps to create a rubric: deciding on domains, deciding on rating scale, sorting the criteria, creating the rubric and introducing and using the rubric.

- **Studies Related to Teacher evaluation:**

Bitterman (2010) stated that many investigators have documented the need for valid and credible program evaluation research of teacher professional development programs. Accordingly, the purpose of this study was to conduct a comprehensive program evaluation of the Lincoln School District's Teacher Collaboration Time (TCT) staff development program. The study questions explored the TCT program's merit and worth. It examined the internal evaluator's role and experiences throughout the evaluation process. Designed as a mixed-method study, the program evaluation framework focused on three types of investigative inquiry: formative, summative, and meta-evaluation. Formative measures addressed program merit, identifying to what extent current TCT practices align to the National Staff Development Standards put forth by the National Staff Development Council. A summative investigation analyzed multiple years of the No Child Left Behind (NCLB) student achievement score data, for the purpose of determining TCT's level of impact and program worth. Throughout the process, the evaluator engaged in meta-evaluation of one's role as an internal evaluator notably, the challenges and difficulties encountered. The convergence of multiple formative datasets provided authentic evidence to reliably validate TCT's merit. The summative results, however, do not support a conclusion that the TCT program produced significant gains in student achievement (program worth). This study is instructive in how an internal evaluator can credibly conduct a comprehensive program evaluation in his or her own workplace. The program evaluation framework serves as a model for school districts to assess current staff development practices, engage in reflective dialogue, develop an action plan for improving staff development, and thereby enact social change and organizational reform.

The study of **Hashem** cited in (Cairo university institute of educational studies, 2010) aimed at:

- Identifying the educational models of other countries concerning the quality and accreditation procedures.
- Defining to what extent preparatory stage English language teachers' performance meets the quality standards of NAQAAE.

- Introducing a proposed framework of the procedures that can improve the quality of preparatory stage English language teachers' performance.

The researcher used the Mean, Standard Deviation and Coefficient of Variation (%) in measuring English language teachers' performance. Two instruments were developed and administered to collect quantitative data; a 3-point Likert-type questionnaire was administered to 24 EFL specialists and a standardized paper and pencil test was conducted on 464 EFL student teachers. Results showed that all that identified professional knowledge competencies of the study were important for EFL student teachers in the Egyptian context. It was found that the performance level of Egyptian EFL student teachers was generally so low; especially the "professionalism" domain compared with other domains as "classrooms management" and "evaluation".

The study of **El-Said Ali, (2009)** aimed at achieving four points: first, designing a comprehensive and objective evaluation tool based on pharos standards to assess the in service- teacher's performance. Second, determining the extent to which the Egyptian teacher's performance matches these standards. Third, comparing the teaching performance of the untrained group with the untrained one. For the purpose of the study, an analytic scoring rubric was designed and used by the researcher. The sample of the study consisted of 25 EFL primary teachers at east, west educational directorate whose teaching experience is not less than three years, and teach in the fourth group. The sample is divided into two categories trained and untrained teachers. The result of the study have indicated seven points: first, there are statistical significant differences between the untrained group with three years experience and the trained group with three years experience in favor of the trained group. Second, years of experience are proved to be an effective factor in improving teaching performance and their effect equals the effect of training on the educational standards. Third, pharos standards are not exhibited in the teaching performance of the first group (3 to 4 years experience without training). Fourth, pharos standards are not exhibited in the teaching performance of the second group (5 to 7 years experience without training) with percentage (16.66%). Fifth, pharos standards are exhibited in the teaching performance of the fourth group (3 to 4 years experience with training) with the same percentage. Sixth, concerning the sample of the

study, EFL primary teacher's performance level is less than the mean. Seventh, teachers' evaluation is considered one of the most important factors that lead to improve the teaching performance and subsequently improve the whole educational process.

Al-Ghamdi (2009) evaluated Arabic Language Teacher performance Based upon some Selected criteria. The study sought to identify the extent to which the selected criteria existed in the processes of planning implementing ,and assessing the grammar lesson in the intermediate school stage, and also identifying the degree of differences existing in the Arabic teacher performance in planning, teaching, and evaluating the grammar lesson at the intermediate stage, that could be imputed to differences in the variables: academic qualifications; years of teaching experience; school Location; number of training courses taken; and class size. To achieve the objectives of the study, the researcher followed the descriptive method, and designed three instruments for the study: (a)a list of criteria for assessing the performance of the Arabic Language teacher; (b) a form for analyzing the contents of a grammar lesson plan; (c) an observation card for Teaching grammar at the intermediate stage. The study's sample of (42) teachers teaching grammar at the third intermediate grade. The results of the study were:

1. The presence of teacher performance criteria in planning the grammar lesson was at a large degree with an arithmetic mean of (2.4076).
2. The presence of the teacher performance criteria in implementing(teaching) the grammar lesson was at a moderate degree with an arithmetic mean of (2.1290).
3. The presence of teacher performance criteria in evaluating the grammar lesson was moderate with an arithmetic mean of (2.0896).
4. statistically significant differences at the significance level of (0,05) did not exist in the Arabic language teacher's performance in planning, implementation, and evaluation of a grammar lesson, that could be attributed to: academic qualifications; years of teaching experience; school location (village- city), and class size.
5. statistically significant differences existed at the significant level of (0,05) in the Arabic language teacher's performance of evaluating a grammar lesson, ascribed to the variable of the training courses in the third criterion pertaining to "fulfilling feedback in the grammar lesson" in favor of teachers having had one or two training courses, whereas the general

total average of the Arabic language performance in planning, implementing, and evaluating a grammar lesson revealed non-existence of statistically significant differences attributed to the variable of training courses. Based upon the results reached, the researcher presents some important. Recommendations:

1. Adopting by colleges of education at Saudi Universities the list of criteria reached in this study to underpin the designing of Arabic language teacher education programs particularly as the grammar subjects' planning implementers, and evaluating.
2. Availing of the observation card presented in this study to evaluate the performance of Arabic Language teacher of grammar in the Intermediate stage at various Schools in Saudi Arabia.
3. Inviting Curricula writers and developers to plan grammar curricula in general education so that its aims and objectives, contents, activities and teaching strategies are in live with the nature of the educational criteria and the roles of the teacher which are consistent with them .
4. Benefiting from the proposed remedial program presented offered in this study to promote some parameters of teacher performance in teaching grammar.

The study of **Dupree (2009)** investigated through an ethnographic approach, the beliefs of middle school principals regarding No Child Left Behind testing, highly qualified teachers, teacher evaluation, quality teaching, and instructional leadership. Eight principals, of differing gender and experience levels and serving in schools of high, average, and low resource availability were interviewed. Themes, patterns, and discrepancies were found in their beliefs among the topics covered in the interviews. Discrepancies in themes and patterns regarding NCLB annual testing were found to exist along lines of school type and experience. Patterns were found regarding NCLB highly qualified teacher traits, and that principals do not consider NCLB statutory traits. Gender and school resource capability were found to provide differences in teacher evaluation process utilized. Patterns existed regarding criterion for teacher quality. Measured student achievement was not considered as criterion of teacher efficacy. Gender and resource capability formed the greatest discrepancies in how principals view their role as instructional leaders. Recommendations for current practices include monitoring changes occurring in middle schools due to NCLB testing, considering objective

data when hiring and evaluating teachers, and school districts streamlining and clarifying the expectations of building principals. Recommendations for further study included conducting the same study in a different geographic setting, with a homogenous grouping of principals, and conducting a similar study with teachers and students to determine their concepts regarding the variables of this study.

The study of **Adams (2009)** stated that with the increased accountability due to the passage of No Child Left Behind legislation and the pressure to perform adequately in international testing, it is imperative that high quality teachers fill the classrooms of America's schools. It is paramount that the evaluation process produces qualified teachers to meet the needs of our students. In this descriptive, qualitative study, educators were observed without intervention concerning their attitudes and opinions regarding the evaluation process. While teachers were overwhelmingly in favor of being evaluated, few felt that they benefited professionally from the process. The majority of those surveyed felt that all involved in the evaluation process were qualified to do their respective jobs. Teachers strongly believe that non-tenured teachers should be evaluated more often than those who were tenured. Teachers surveyed were from schools ranging in size from 250 students to 3,850 students and were involved in teaching at all levels from K-12.

Mohasseb & Al – Hakami (2008) cited in (Egyptian council for curriculum & instruction, 2008). Standards – Based Evaluation of Some Aspects of Performance of Saudi Prospective English Language Teachers. The study evaluated the performance of Saudi Prospective English language Teacher (SPELTs) in the light of the established standards. The researchers developed an instrument which incorporates 1.5 standards with a total number of 80 indicators covering four domains of teaching performance. Planning of Instruction, Classroom Management, Language and Professional Values. The overall results revealed serious defects in the SPELTs' teaching performance; indicating an urgent need for a thorough review of their preparation program. Accordingly, some standard – based guidelines for improvement were proposed

The study of **Batchelor (2008)** stated that three years after implementing a standards-based teacher evaluation system in a private K-12 school, research was conducted to determine what attitudes and

perceptions teachers had on the effectiveness of the system. The survey includes questions about the teacher evaluation process and the goals of the test school in implementing the process. The goals for adopting the standards-based teacher evaluation system were (1) increasing student learning, (2) improving instruction, (3) developing a mentoring program, (4) focusing professional development, and (5) facilitating collegiality. The sample for the survey included 87 teachers (group AB) from schools in the Southeast, of which 21 (group B) were from the test school. The other 66 teachers (group A) were used as a control group for comparative purposes. The research concluded that teachers in groups A and B largely agree that their teacher evaluation programs are effective and thorough. Few statistically significant differences emerged between group A and B with respect to perceptions of teacher evaluation processes. However, there were significant differences found between groups A and B with respect to mentoring programs and professional development programs. It was found that goals for developing mentoring programs and focusing professional development were not yet achieved in the test school.

Ba za'rah (2008) aimed to evaluate Arabic teachers in teaching reading in the light of the basic skills for developing creative thinking in the first secondary school students in Makkah. A list of teaching skills to develop creative thinking has been prepared upon the previously prepared lists, studies and literatures that dealt with creative thinking . The list contained 75skills of which validity has been verified by a group of referees. He used An observation card containing 39 teaching skills to develop creative thinking distributed to two axes (performance & evaluation) has been prepared. This card has been selected from the previously prepared list in step (1). Its validity has been briefed by a group of referees. Stability has also been verified using cooper equilibrium to compute the agreement proportion between the two observations performed by the researcher .The study tool, observation card, was applied on an intentionally selected sample of 40 Arabic teachers. The results showed the Arabic teachers who represented the study sample have poor skills of developing creative thinking in the tow axes: The mean of the total performance of the Arabic teachers (study sample) in the skills of the first axis (Teaching skills based upon creative thinking) is (1-3) out of (3). This level is considered " poor " and it shows that the Arabic teachers (study sample) lack the skills of this axis. The mean of the total

performance of the Arabic teachers (study sample) in the skills of the second axis (evaluation skills based upon developing creative thinking is (1.36) out of (3). This level is considered poor and proves that these Arabic teachers (study sample) lack the skills of this axis. The mean of the total performance of the Arabic teachers (study sample) in all the skills of developing creative thinking. He suggested that The teacher training programs should contain training themes to help and train on the skills of developing creative thinking and methods of development. In addition ,Teachers, supervisors and those who are interested in creative thinking should benefit from the observation card used in this study and from its procedural characteristics. To perform a study in preparing a suggested program in the light of the introduction of creative thinking skills of Arabic teachers in reading especially in the first secondary school students.

Another study conducted by **Ahmed (2002)** attempted to evaluate teaching effectiveness in English as a foreign language in the fourth and fifth grades of primary education. The study involved a sample of 20 teachers in Maghagha directorate. It also involved 935 pupils in the fourth grade and 950 pupils in the fifth grade of the primary school. Tape recording and Flanders interaction analysis category system were used in analyzing teachers' performance. An achievement test was also designed by the researcher and applied to fourth and fifth grade pupils. The results revealed that there was a correlation between the teachers' experience and their performance in class. It also revealed a correlation between the teachers' behavior in class and the pupils' achievement. In other words, as long as teachers praise, accept the pupils, their feelings and ideas, ask questions, give the pupils the opportunity to participate, they get the highest achievement. While as, as long as teacher give lectures, give many directions and criticize the pupils, they get the lowest achievement.

Goldhaber & Brewer (1999) evaluated the effect of teacher degree level on Educational performance which allow students to be linked to particular teachers, are used to estimate the impact of teacher degrees on student performance in the subject areas of mathematics, science, English, and history. It was found that several teacher characteristics do appear to make a difference in student performance. Teachers certified in mathematics and those with Bachelors' or Masters' degrees in mathematics and science were associated with higher student performance scores.

Spirit River School Division (1993) conducted a study to develop and validate a set of indicators to assess teacher effectiveness in a formative process, focusing on professional development and staff in service in northwestern Alberta. The project of the study focused on professional development and staff in service to gain the acceptance, involvement, and positive initiative of staff. It focused the attention of the system on the wider range of student educational outcomes, affective and behavioral as well as cognitive. Findings revealed active involvement of professional staff in action research.

Pence & Anthony (1992) defined performance standards and developed an assessment for accomplished English language arts teaching of young adolescents. The assessment is meant to evaluate teachers' abilities to meet standards set by a committee of 12 professionals, most of whom are teachers with various areas of expertise.

Comment on teachers' evaluation studies:

Most of the above mentioned studies have common spots with this present study. The researcher can highlight the following:

Most of these studies agreed that evaluation is a vital process for the development in education (Hashem, Laila Ismail, 2010; Bitterman, Sheila, 2010; Adams, Andy Alan 2009; El-Said Ali, 2009; Dupree, Jeffrey J. 2009; Mohasseb & Al – Hakami, 2008). To clarify this notion, some studies demonstrated the need for valid and credible evaluation for teacher professional development via conducting a comprehensive program evaluation (Bitterman, Sheila, 2010). Others stated that the evaluation process produces qualified teachers to meet the needs of our students (Adams, Andy Alan 2009). Highly qualified teachers, teacher evaluation, quality teaching, and instructional leadership were investigated. Patterns were found regarding highly qualified teacher traits (NCLB), and regarding criterion for teacher quality. Measured student achievement was not considered as criterion of teacher efficacy (Dupree, Jeffrey J. 2009). Whereas others found that several teacher characteristics do appear to make a difference in student performance (Goldhaber & Brewer, 1996; El-Said Ali, 2009).

Obviously, The goals for adopting the standards-based teacher evaluation system were (1) increasing student learning, (2) improving

instruction for in service or pre-service teachers , (3) developing a mentoring program, (4) focusing professional development, and (5) facilitating collegiality (Hashem, 2010; Batchelor, 2008 ; Mohasseb & Al – Hakami, 2008; El-Said Ali, 2009). A study pointed to the role of the teacher training programs that should contain training themes to help and train on the skills of developing creative thinking and methods of development (Ba za'rah, 2008). Accordingly, The attempts to achieve a standard level of evaluation, several methods and tools were used as a set of indicators to assess teacher effectiveness in a formative process, focusing on professional development and staff in service (Spirit River School Division, 1993). In addition, some defined performance standards and developed an assessment for accomplished English language arts teaching of young adolescents. The assessment is meant to evaluate teachers' abilities to meet standards (Pence & Anthony, 1992). So, all the mentioned studies agreed with the present study that teachers' evaluation is the applied bridge to teacher quality.

Quality:

The American Society for Quality (ASQ, 2010) defined quality as "A subjective term for which each person or sector has its own definition. In technical usage, quality can have two meanings: 1. the characteristics of a product or service that bear on its ability to satisfy stated or implied needs; 2. Quality means "fitness for use; conformance to requirements.""

Quality is at the top of most agendas and improving quality is probably the most important task facing any institution. However, despite its importance, many people find quality an enigmatic concept. It is perplexing to define and often difficult to measure. One person's idea of quality often conflicts with another, and no two experts ever come to the same conclusion when discussing what makes an excellent school. (Sallis, 2002)

(Sallis, 2002) stated that "*The word quality comes from the Latin qualis meaning what kind of. The quality of something can be said to be a part of its nature. As an absolute, things that exhibit quality are of the highest possible standard that cannot be surpassed. Quality products are things of perfection made with no expense spared. Quality is a concept with class. It is synonymous with high quality or top quality.*" p.12

Sallis stated that quality is what makes the difference between things being excellent or run-of-the-mill. Increasingly, quality makes the difference between success and failure. The best organizations, whether public or private, understand quality and know its secret. We often only recognize the importance of quality when we experience the frustration and time wasting associated with its absence. Seeking the source of quality is an important quest. Education is also recognizing the need to pursue it, and to deliver it to teachers and students.

Quality Advocates

quality advocates	Basic orientation to quality	What is quality	Who is responsible for quality	Goal of quality	Methodology
Deming	Technical	Nonfaulty systems	Management	Meet/exceed customer needs; continuous improvement	14 point program
Juran	Process	Fitness for use	Management	Please customer; continuous improvement	Breakthrough project; quality team
Crosby	Motivational	Confirming to requirements	Management	Continuous improvement; zero defects	Costs of quality
Feigenbaum	Systematic	Defined by the customer	Everyone	Meet/exceed customer needs; continuous improvement	Static and engineering methods
Taguchi	Technical	Customer performance requirements	Engineers	Meet/exceed customer requirements; continuous improvement	Design of experiment
Baldrige	Motivational	Defined over seven categories	Management	Continuous improvement; customer satisfaction	Award criteria
Six sigma	Technical process	Defined by the customer	Management	Bottom-line result	Defect reduction and waste elimination

Figure (3): Quality advocates and their definitions of quality.

Source: Summers D.C..(2010). Quality Management,5th ed. Pearson Education, Inc., New Jersey. P.39

Educational institutions are pursuing quality improvement for a number of important reasons. Some are linked with professional responsibility, while others result from the competition inherent in educational marketplaces or from the need to demonstrate accountability. In the commercial world it is the survival imperative that often drives quality improvement, but the complexity of education and the importance of values in education makes the motives for taking a quality stance more complicated and diverse. The four imperatives reflect the complex

environment in which educational institutions operate. **The moral imperative:** the customers and clients of the education service (students, parents and the community) deserve the best possible quality of education. **The professional imperative:** closely linked to the moral imperative is the professional imperative. Professionalism implies a commitment to the needs of students and an obligation to meet their needs by employing the most appropriate pedagogic practices.

The competitive imperative competition is a reality in the world of education. Educationalists can meet the challenge of competition by working to improve the quality of their service and of their curriculum delivery mechanisms. **The accountability imperative:** Schools and colleges are part of their communities and as such they must meet the political demands for education to be more accountable and publicly demonstrate the high standards by promoting objective and measurable outcomes of the educational process and provides mechanisms for quality improvement. (Sallis, 2002; Lumby, 2001)

Teacher quality:

According to the National Research Council cited in (Clarke, 2009) teacher quality refers to the “*knowledge, skills, abilities, and dispositions of teachers*” that enable them to “*engage students in rigorous, meaningful activities that foster academic learning for all students*” (pp. 19 & 22).

According to OECD (2009) “*teacher quality have three dimensions: teacher qualification which include inputs such as teacher credentials, years of service, degrees, certification and other relevant professional development. Teacher characteristics and in-classroom practices which include attitudes, expectations, personal characteristics, strategies and methods. Teacher effectiveness which is an assessment of the degree to which in-service teachers contribute to the learning outcomes of students*”.

Teachers are central to any consideration of schools, and a majority of education policy discussions focus directly or indirectly on the role of teachers. There is a prima facie case for the concentration on teachers, because they are the largest single budgetary element in schools. Moreover, parents, teachers, and administrators emphasize repeatedly the fundamental role that teachers play in the determination of school quality. Yet, there remains little consensus among researchers on the characteristics of a good teacher, let alone on the importance of teachers in

comparison to other determinants of academic performance (Hanushek & Rivkin , 2006)

According to Wren (2006) *“Highly qualified teachers are those with degrees and certifications in the areas in which they teach”* where as *“High quality teachers, however, are those with talent, knowledge, and skill. Highly-qualified teachers are not necessarily high-quality teachers”*.

Teacher quality refers to *“Teachers who are able to consistently assist their students in making significant academic progress. Teachers must have a command of their subject matter, understand how students learn, and have broad repertoire of teaching methods to meet diverse needs of students. Teachers of quality should have, at a minimum, full certification in their main teaching field.”* (Glossary of Education, 2006)

Lauer et al. (2005) indicated that In the early 1900s, teacher quality was related to virtue, and teachers were expected to communicate moral values in their teaching. In the 1940s and 1950s, teacher quality was defined in terms of personality traits such as compassion and curiosity. Teachers were expected to communicate social values to their students. In the 1960s, teacher quality was based on the technical skills and behaviors of teachers in delivering the prescribed curricula. Today’s definition of teacher quality reflects the current era of standards-based reform in education.

Fenstermacher & Richardson (2005) cited in (Kennedy, 2010) defined teacher quality as both good and successful teaching: *“By good teaching, we mean that the content taught accords with disciplinary standards or adequacy and completeness, and that the methods employed are age appropriate, morally defensible ,and undertaken with the intention of enhancing the learner's competence with respect to the content studied By successful teaching we mean that the learner actually acquires, to some reasonable and acceptable level of proficiency, what the teacher is engaged in teaching ... Learning is more likely to occur when good teaching is joined with the other three conditions”*.p.191

According to No Child Left Behind (NCLB) Act cited in (Lauer & Dean, 2004) *“ a highly qualified teacher is one who holds a bachelor’s degree and full state certification or licensure and has demonstrated mastery of the subjects he or she teaches, either by having a major in the subject or by passing a test or other state evaluation. NCLB reflects the*

federal government's view that teacher quality is a key component of states' efforts to help all students achieve at high levels".

As Harvey and Newton (2004) have argued "*quality as a mechanism refers to the processes of assessment, accreditation, audit, and external examination. Quality assurance involves checking the quality of a process or outcomes; audit, refers to an external or internal check on internal processes; quality assessment involves an external or internal judgment of performance against criteria*".

Teacher Quality and other observable characteristics of teachers:

Rice (2003) mentioned that Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems

The quality of the teacher in the classroom is the most important schooling factor predicting student outcomes (Wright, Horn, and Sanders 1997; Ferguson 1998; Goldhaber, Brewer, and Anderson 1999; Hanushek, Kain, and Rivkin 1999; Goldhaber 2002). Furthermore, the impact of having a high-quality teacher can be profound. Hanushek (1992) found that a student with a very high-quality teacher will achieve a learning gain better than a student with a low quality. Thus, the quality of a teacher can make the difference of a full year's learning growth. While researchers tend to agree that teacher quality is an important determining factor in influencing student outcomes numerous studies found a positive connection between teacher performance on measures of academic proficiency and student outcomes (Ferguson and Ladd 1996; Greenwald, Hedges, and Laine 1996; Goldhaber 2002).

Over the past decades, researchers have examined the relationship between certain observable characteristics of teachers (such as years of experience, certification status, teachers' own test scores, etc.) and changes in student achievement. Traditionally, the examinations of teacher characteristics have focused on qualifications such as the undergraduate college attended, certification status, advanced degrees, and years of teaching experience (Rowan, Chiang, & Miller, 1997; Fabiano, 1999). With the advent of certification tests for teachers in the 1990s, researchers have also examined the relationship between teacher test scores and student achievement (Rice, 2003).

Teacher quality is extremely difficult to measure. As a result, most studies resort to measurable teacher inputs such as certification, academic degrees, and years of experience. Some studies that have correlated teacher test scores on basic skills tests and college entrance exams with the scores of their students on standardized tests have found that high-scoring teachers are more likely to elicit significant gains in student achievement than their lower-scoring counterparts (Ferguson, 1998; Ferguson & Ladd, 1996).

Thus, Teaching experience appears to have an influence on student achievement. Teachers with less teaching experience typically produce smaller learning gains in their students compared with more seasoned teachers. However, most of those studies have also discovered that the benefits of experience level off after the first five or so years of teaching.

Regarding certification, some reports claim that certified teachers are no better in practice than uncertified instructors Abell Foundation (2001), while others assert that certification is an important step in ensuring quality teaching (Darling-Hammond, 2002). Research found that certification in a particular subject area, in this case, mathematics, may result in more effective teaching (Wayne & Youngs, 2003). One recent and controversial study found that students of certified instructors outperformed students of uncertified teachers (Laczko-Kerr & Berliner, 2002); however, others have called into question the methodology and results of the study (Freedman, 2002; Imai, 2002).

Teacher quality is a priority area in education policy. The federal No Child Left Behind Act of 2001 requires that by the end of the 2005-06 school year, every teacher working in a public school must be “highly qualified”—meaning that a teacher is certified and has demonstrated proficiency in his or her subject matter, by having majored in the subject in college, passing a subject-knowledge test, or obtaining advanced certification in the subject. Veteran teachers have the additional option of proving their subject-matter expertise through a state-determined high, objective, and uniform standard of evaluation.

Darling-Hammond (2002) contends that measures of teacher quality are more strongly related to student achievement than other kinds of educational investments such as reduced class size, overall spending on education, and teacher salaries. In contrast to the approach used by Darling-Hammond, which equates teacher quality with specific

qualifications, Rivkin, Hanushek, and Kain (1998) cited in (Darling-Hammond, 2002) identified teacher quality in terms of student performance outcomes. Their research identified teacher quality as the most important school-related factor influencing student achievement. They conclude from their analysis of 400,000 students in 3,000 schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality. In comparison, class size, teacher education, and teacher experience play a small role.

Hanushek (1992) estimates that the difference between having a good teacher and having a bad teacher can exceed one grade-level equivalent in annual achievement growth. Likewise, Sanders (1998) and Sanders and Rivers (1996) argue that the single most important factor affecting student achievement is teachers. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness. Taken together, these multiple sources of evidence—however different in nature—all conclude that quality teachers are a critical determinant of student achievement. In the current policy climate of standards-based reform, these findings make a strong case for gaining a better understanding of what really accounts for these effects.

To meet the challenge of placing a highly qualified teacher in every classroom, some states are strengthening their teacher-preparation programs and developing systems to hold those programs accountable. (Steiner, 2003).

The Road to Highly Qualified teachers: (Waugh & Slivka, 2005)

Year	Event
1950	Half of the Nation’s teachers do not have a college degree. Education is largely considered a local rather than national responsibility.
1957	The Soviets successfully launch Sputnik , creating concern regarding the status of American education, particularly in the areas of math and science.
1958	Congress passes the National Defense Education Act (NDEA) which provides low interest loans and scholarships for college and loan forgiveness for students who train to teach in math, science, and foreign language. One billion dollars is allocated for professional development for teachers.
1965	The Elementary and Secondary Education Act (ESEA) and Higher Education Act (HEA) are passed. The HEA provides Federal funding to help poor and minority students go to college. This act is largely “credited with providing access to higher education for many of the women and African Americans who entered the teaching profession in the 1970s.”
1980	The Schools of Education Assistance Act (SEAA) is included in the reauthorization of the HEA and calls for “the redesign and reorientation of teacher-education institutions.”
1983	The National Commission on Excellence releases the report, <i>A Nation at Risk: The Imperative for Educational Reform</i> , in which teacher education programs are criticized for being “weighted heavily with courses in ‘educational methods’ at the expense of courses of subjects to be taught.”
1998	The reauthorization of the HEA creates the Teacher Quality Enhancement Grants and the Teacher Training Partnership Grants . The law also requires States “to become more active in ensuring the presence of qualified teachers in their schools.”
2002	NCLB becomes law. The HQT provision shifts accountability for teacher quality from States and institutions of higher learning to schools and districts.

Figure (4): The Road to Highly Qualified teachers

Measuring & Improving Teacher Quality:

Waugh & Slivka (2005) provided the following three highly qualified teacher (HQT) requirements: a bachelor's degree, full State certification or license, and competency in each subject they teach. In addition, Sallis (2002) stated the sources of quality in education as: outstanding teachers, high moral values, excellent examination results, the support of parents, business and the local community, plentiful resources, the application of the latest technology, strong and purposeful leadership, the care and concern of pupils and students, and a well-balanced and challenging curriculum. Furthermore, Wren (2006) mentioned a list of eight characteristics of high-quality reading teachers: first, high-quality teachers are very purposeful about what they teach. Second, high-quality teachers use powerful instructional strategies. Third, they do not waste time. Fourth, they keep their students actively engaged. Fifth, they create a learning environment that is literature rich and inviting. Sixth, they use data to inform instruction. Seventh, they connect with their students and their families on a personal level. Eighth, they are relentlessly positive and encouraging.

Lauer et al. (2005) indicated that most educators and policymakers agree that teacher quality is important because of its connection to student learning. Sanders and Rivers (1996; Sanders, 1998) pioneered the use of value-added assessments to measure teacher quality. According to this approach, students of effective teachers make greater gains on standardized achievement tests than is expected based on the students' past performances. Sanders and Rivers found, for example, that students in Tennessee who were taught by effective teachers for three consecutive years scored up to 50 percentile points higher on the state test compared to students who had ineffective teachers for three consecutive years. Conversely, students with ineffective teachers did not exhibit the academic growth that would be expected based on their previous performances. In other words, effective teachers add value to student learning by helping their students achieve beyond expectations.

A number of research reviews have addressed the importance of various teacher attributes to teacher quality (Wilson, Floden, & Ferrini-Mundy, 2001; Allen, 2003; Rice, 2003). The following have been found to be positively associated with student outcomes:

- Years of teaching experience up to five years (beyond five years, no measurable additional benefit has been found for experience.)
- Advanced degrees in mathematics and science for secondary teachers of those subject areas
- Certification in mathematics for teachers of secondary mathematics
- Coursework in content areas for secondary teachers of those subject areas
- Pedagogical coursework, particularly when tied to a content area (e.g., methods of teaching mathematics)

The Department of Education, Employment and Workplace Relations (2009) indicated that Improving teacher and school leader quality requires action to:

- Attract the ‘best and brightest’ entrants to teaching;
- Train our future teachers through world-class pre-service education;
- Place quality teachers and school leaders in schools where they are needed most;
- Develop teachers skills and knowledge through ongoing professional learning; and
- Retain quality teachers and school leaders in our schools..

Rice (2003) mentioned five broad categories is used to organize the teacher characteristics assumed to reflect teacher quality: Teacher experience, Teacher preparation, Teacher certification, Teacher course work, Teacher's own test scores. On the other hand, UNICEF (2000) showed different cores of quality in education one of them is teacher quality which could be achieved through: professional learning for teachers, teacher competence and school efficiency, ongoing professional development, continuing support for student-centered learning, active standards-based participation methods, teacher feedback mechanisms, teacher beliefs that all students can learn, and teachers’ working conditions.

Thus, teacher quality and the strength of school leadership are recognized as the greatest school-based determinants of educational success. Quality teaching has a measurable impact on student outcomes. Good teaching may define as instruction that leads to effective learning, which in turn means thorough and lasting acquisition of the knowledge,

skills, and values the instructor or the institution has set out to impart. It is considered how an instructor can improve the quality of instruction in an individual course, and how an academic organization (a university, college, or academic department) can improve the quality of its instructional program.

Improving teacher evaluation to enhance teaching quality

Governors understand the importance of guaranteeing that every child has an effective teacher. Research shows that teacher quality affects student achievement more greatly than any other school based variable. The No Child Left Behind Act requires a “highly qualified” teacher in every classroom and achievement gains by all students over time. These realities give policymakers a strong incentive to focus on preparing, recruiting, and retaining quality teachers as primary strategies to boost academic achievement. By linking evaluation with academic standards for students and professional standards for educators, policymakers can transform teacher evaluation into a more effective tool for improving instructional practice and raising student achievement. (Goldrick, 2002)

Goldrick, (2002) indicated that in order to improve teacher evaluation, Governors and other state policymakers should employ the following strategies:

- Define teaching quality.
- Focus evaluation policy on improving teaching practices.
- Incorporate student learning into evaluation.
- Create professional accountability.
- Train evaluators; and broaden participation in evaluation design.

Define teaching quality—States have defined academic standards for what every child needs to know. They also must clearly define what a highly qualified teacher needs to know and be able to do before they can purposefully construct a teacher evaluation policy.

Focus evaluation policy on improving teaching practice—States should view evaluation as an informational tool to help administrators identify teachers who need additional or specialized assistance and to help individual teachers improve their instructional practices.

Incorporate student learning into teacher evaluation—States should transform evaluation from a traditionally input-based process into an

outcome-driven one. They should consider measurable student achievement as a principal outcome on which teachers are evaluated.

Create professional accountability—Career ladders can provide states an opportunity to strengthen teacher evaluation policy and align it with performance-based teaching standards. Professional classifications (such as “beginning,” “mentor,” and “master” teacher) can also provide a framework through which to implement performance-based compensation.

Train evaluators—Evaluators need pre-service training opportunities to conduct more accurate and effective teacher assessments. Training might focus on skills such as analyzing effective teaching practice, determining a teacher’s impact on student learning, and providing leadership for professional development and remedial assistance.

Broaden participation in evaluation design—Policymakers must reach out to all education stakeholders, including teachers and administrators, to design a teacher evaluation system. Educators and school officials must have confidence in and an understanding of evaluation—prior to and during implementation—to ensure its long-term sustainability.

Different perspectives on teacher quality:

Kennedy (2010) stated that researchers and policy analysts enter into debates about teacher quality, they use " teacher quality" to refer to many different things:

1. People interested in recruitment often use " teacher quality" to refer to tested ability to design recruitment practices that entice people with higher test scores to become teachers
2. People interested in the equitable distribution of teachers across students population, often use " teacher quality" to refer to credentials to ensure that all students have access to teachers who have obtained comparable licenses and certificates. Quality indicators are considered as certificates and teaching experience.
3. People interested in education, faculty hope to produce teachers who can reason about their work and learn from their own experiences to produce novices who can continue to grow over time.
4. Other people often use " teacher quality" to refer to the quality of teachers' classroom practices to improve the things teachers

actually do inside their class when teaching their students. Quality indicators are considered as specific teaching practices.

5. People who think about the most productive use of expenditures and often use "teacher quality" to refer to teacher effectiveness to raising students achievement. Quality indicators are considered as students achievement gains.
6. People who want teachers to subscribe to particular beliefs and values. For them, quality indicators are these values.

These are not the only definitions of available, nor are their associated indicators_ higher test scores , certificates and teaching experience, observed performance, specific teaching practices _ the only available indicator of teacher quality, but some point to the different dimensions of teacher quality and talk about teacher qualities as an end to teacher quality.

Another interesting approach to describe the good teacher is the ten competences identified by Perrenoud (1999) cited in Fredriksson, (2004):

- Organizing student learning opportunities.
- Managing student learning progression.
- Dealing with student heterogeneity.
- Developing student commitment to working and learning.
- Working in teams.
- Participating in school curriculum and organisation development.
- Promoting parent and community commitment to school.
- Using new technologies in their daily practice.
- Tackling professional duties and ethical dilemmas.
- Managing their own professional development.

Fredriksson, U. (2004) stated that for many students quality is a fair system where their skills are awarded and where their achievements are acknowledged. For parents quality is a school where the students are safe and where they can learn in a stimulating environment . For many teachers quality is a school where the students want to learn and where the working conditions are good (MacBeath et al., 1996).

Lauer et al. (2005) **indicated some of quality premises:**

- Improving teacher quality is key to improving student achievement.
- Teacher quality is the joint responsibility of higher education

institutions, districts, and schools.

- Program self-assessment is necessary to guide teacher quality improvement efforts.
- Exemplary pre-service programs, in-service programs, and school university
- Partnerships provide models for improving teacher quality.

Rice (2003) stated **five broad categories of measurable teacher characteristics to reflect teacher quality**: findings for these characteristics frequently differ for teachers at the elementary school level and teachers at the high school level and that the body of research on the subject of teacher quality suggests that the context of teaching matters (e.g., differences in grade levels, subject areas, and student populations). A refined understanding of how teacher attributes affect their performance can be helpful in determining the range of potentially effective policy options. The highlights of the empirical evidence include:

Teacher experience: Several studies have found a positive effect of experience on teacher effectiveness; specifically, the “learning by doing” effect is most obvious in the early years of teaching.

Teacher preparation programs and degrees: a research suggests that the selectivity/prestige of the institution a teacher attended has a positive effect on student achievement, particularly at the secondary level. This may partially be a reflection of the cognitive ability of the teacher.

- Evidence suggests that teachers who have earned advanced degrees have a positive impact on high school mathematics and science achievement when the degrees earned were in these subjects.
- Evidence regarding the impact of advanced degrees at the elementary level is mixed.

Teacher certification: a research has demonstrated a positive effect of certified teachers on high school mathematics achievement when the certification is in mathematics. Studies show little clear impact of emergency or alternative-route certification on student performance in either mathematics or science, as compared to teachers who acquire standard certification.

Teacher coursework: teacher coursework in both the subject area taught and pedagogy contributes to positive education outcomes. Pedagogical

coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with content knowledge. The importance of content coursework is most pronounced at the high school level. While the studies on the field experience component of teacher education are not designed to reveal causal relationships, they suggest positive effects in terms of opportunity to learn the profession and reduced anxiety among new teachers.

Teachers' own test scores: tests that assess the literacy levels or verbal abilities of teachers have been shown to be associated with higher levels of student achievement.. Studies show the National Teachers Examination and other state-mandated tests of basic skills and/or teaching abilities are less consistent predictors of teacher performance.

Given that many dimensions of teacher characteristics matter—preparation in both pedagogic and subject content, credentials, experience, and test scores—the findings imply that there is no merit in large-scale elimination of all credentialing requirements. Nor are improvements in teacher quality likely to be realized through the status quo. Rather, teacher policies need to reflect the reality that teaching is a complex activity that is influenced by the many elements of teacher quality. Most of the research does not seek to capture interactions among the multiple dimensions of teacher quality, and as a result, there are major gaps in the research that still need to be explored. Nor does the research fully address evidence about teacher quality at the elementary and middle school levels, in subjects other than mathematics, or among different populations of students (such as high poverty, English language learners, or special education).

The research suggests that investing in teachers can make a difference in student achievement. In order to implement needed policies associated with staffing every classroom—even the most challenging ones—with high-quality teachers, substantial and targeted investments must first be made in both teacher quality and education research. Stronge & Hindman, (2006) addressed the quality indicators of effective teachers, the connection between teacher quality and teacher selection, and the importance of connecting teacher quality to teacher selection.

Factors that affect teacher quality:

The factors that affect teacher quality are in strong link with the qualities of effective teachers. Accordingly, any defects or lack exhibited in these qualities, they would directly affect teacher quality from different dimensions. The researcher summarized them as:

- Prerequisites of effective teaching
- The teacher as a person
- Classroom management and organization
- Organizing for instruction
- Implementing instruction
- Monitoring student progress and potential. (Stronge et al. , 2004; Stronge, 2007)

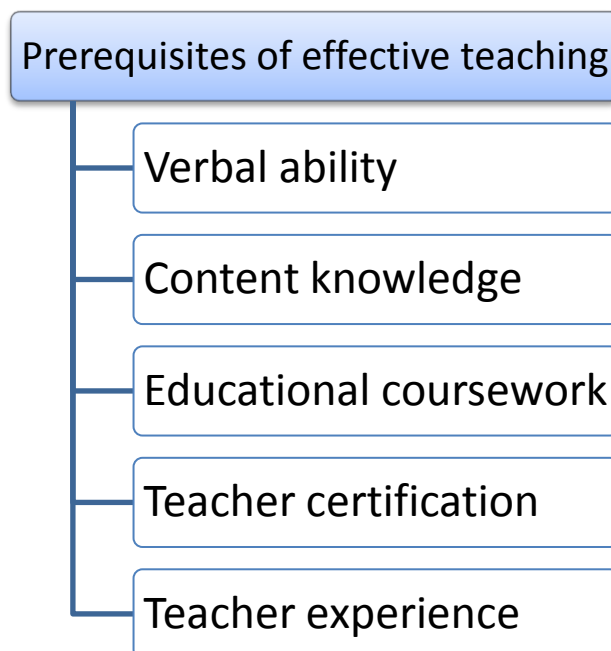


Figure (5): Prerequisites of effective teaching

Prerequisites of effective teaching:

- Verbal ability has a positive effect on student achievement.
- Content knowledge : as measured by majoring or minoring in the subject area or participating in professional development in the content contributes to increased student learning.
- Educational coursework: It is a stronger predictor of teaching effectiveness than grade point average or test score for teacher who embrace the concept of long-life learning, continued professional development in their field results in increased student achievement

- Teacher certification: Regardless of the type of certification held, results in teacher being more effective than their uncertified counterparts.
- Teacher experience: it is influential in teachers effectiveness, particularly in the areas of planning, classroom management, questioning, and reflection.

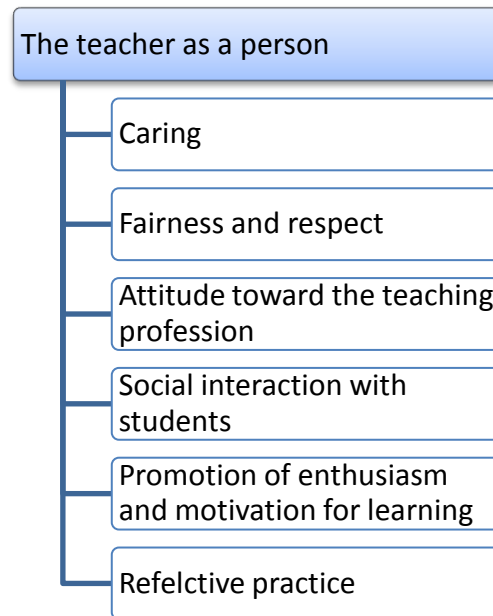


Figure (6): The teacher as a person

The teacher as a person:

- Caring can be demonstrated in many ways by teachers but, at its core, caring means teachers understand and value students as unique individuals.
- Fairness and respect involves treating students in a balanced and open-minded manner that is considerate of their circumstances. This quality has been called the foundation of effective teaching.
- Attitude toward the teaching profession is undoubtedly the pivotal quality that determines a teacher's willingness to develop and grow as a professional. The more positive and enthusiastic teachers are about teaching, the more likely their students will be enthusiastic about learning.
- Social interaction with students can take place within the classroom but also beyond-for example, during sporting events and other special programs. When teachers demonstrate interest in students' lives outside of the classroom, students are encouraged to perform their best in the

classroom. Humor, caring, respect and fairness all are involved in building relationships with students.

- Promotion of enthusiasm and motivation for learning by the teacher results in higher levels of student involvement and achievement. Effective teachers encourage students to work and reach their potential.
- Reflective practice is the process by which all professionals develop expertise. It is by analysis of our actions and their effects on others that we learn from experience and move along the continuum from novice to expert teachers.

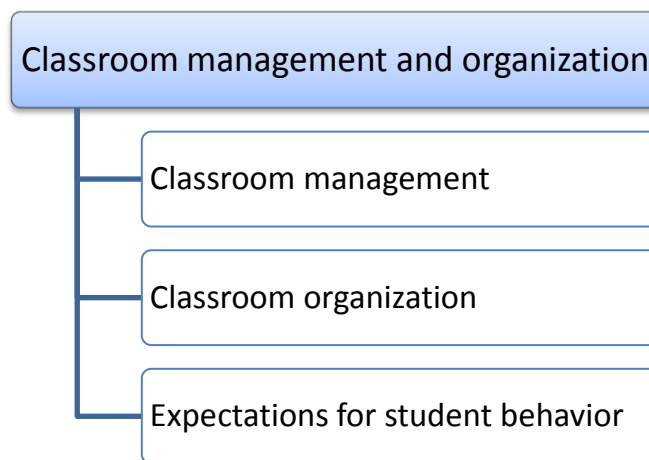


Figure (7): Classroom management and organization

Classroom management and organization :

- Classroom management is the actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures and routines to ensure that students are actively involved in learning . In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction.
- Classroom organization focuses on the physical environment. Effective teachers organize a safe classroom environment. They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions.
- Expectations for student behavior is a key element in setting expectation for students. Effective teachers know that student behavior is not only about rules and consequences; they also know that a larger component is the development of a classroom climate that influences how students perceive their environment and behave. Thus, effective teachers expect

students to act in a manner that contributes to a positive classroom environment.

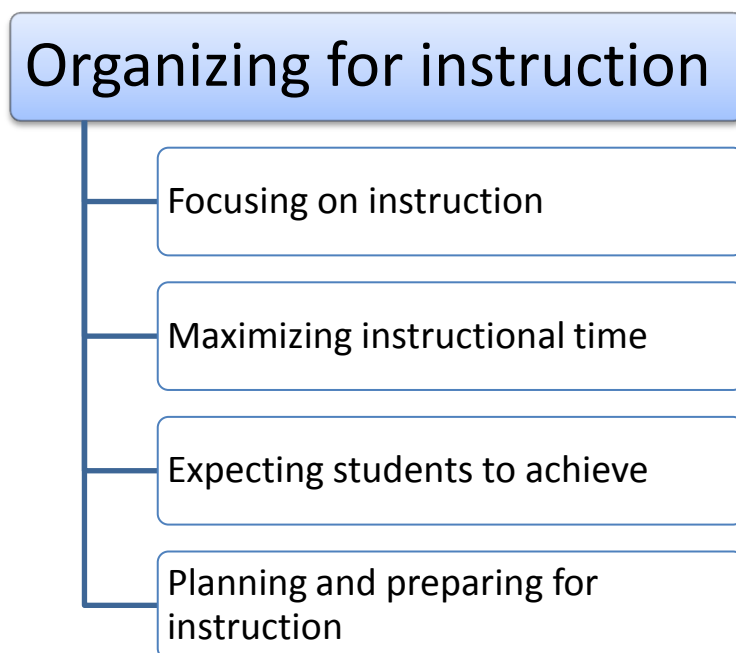


Figure (8): Organizing for instruction

Organizing for instruction :

- Focusing on instruction. Instruction is the primary purpose for school . effective teachers know the very reason for schooling is teaching and learning. And, in their classroom, these educators maintain an intense focus on instruction.
- Maximizing instructional time classrooms are busy places where teachers are given a finite amount of time for teaching their subjects. Effective teachers are able to qualitatively do more with the same amount of time than their less effective counterparts.
- Expecting students to achieve the self-fulfilling prophecy can hold true when working with students. If teachers convey the message that they expect students to do their best and grow academically, students will respond positively because they are in a supportive environment.
- Planning and preparing for instruction: effective teachers invest the time and effort needed to develop instructional plans and material that meet individual students' needs.

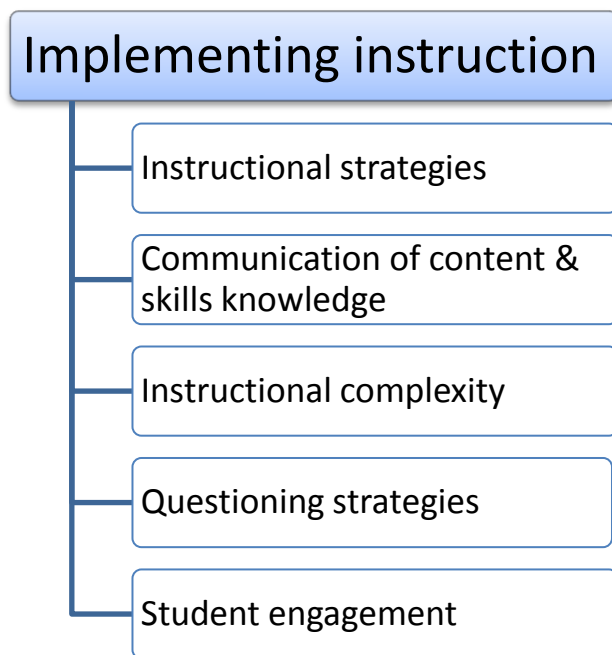


Figure (9): Implementing instruction

Implementing instruction :

- Instructional strategies research over the last 30-plus years has identified types of instructional strategies that are associated with increased student achievement. For example, a strategy called mastery learning can result in student achievement that is as much as one standard deviation higher than students taught without using this strategy.. Using strategies that work for different type of learners, such as hands-on learning that taps verbal, visual, and Kinesthetic learners, has been shown to positively affect students learning,
- Communication of content & skills knowledge effective communication of content knowledge is a hallmark of good teachers and is associated with strong verbal ability, which was as a prerequisite skill.
- Instructional complexity students benefit from constructing meaning from the content while being supported by the teacher, especially when they are given opportunities to build on basic understanding and expand it into more complex, metacognitive thinking.
- Questioning strategies: Questioning strategies that emphasizes higher level thinking and student dialogue enhance student learning. Additionally, the proper use of Questioning in instruction has a positive influence on young children's language development and analytical thinking skill.

• Student engagement: active involvement in the learning process is critical to student motivation and assimilation of new knowledge and skills. The way a teacher instruct the class and the amount of individualized attention as student receives influence the teacher's effectiveness).

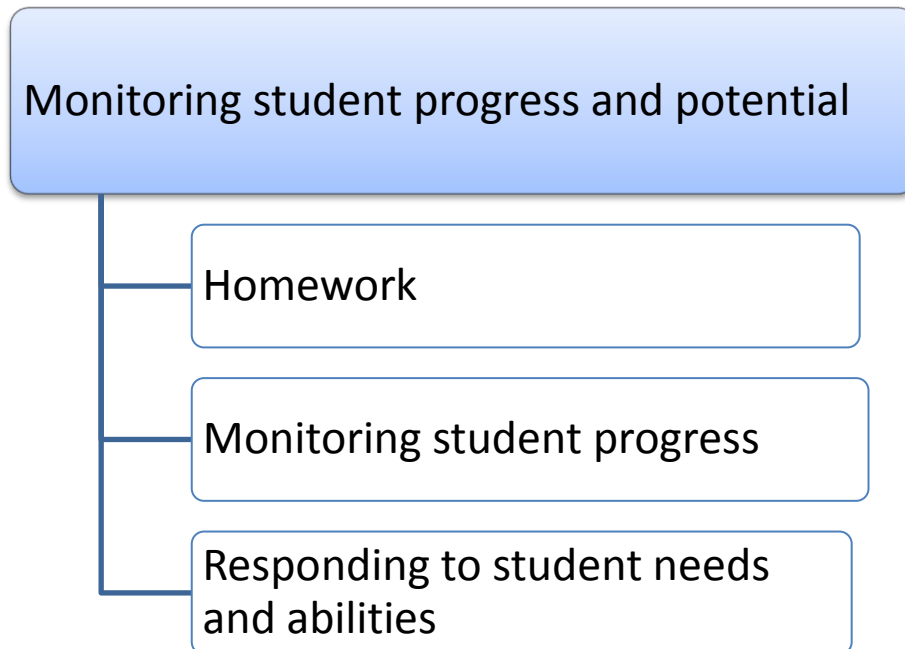


Figure (10): Monitoring student progress and potential

Monitoring student progress and potential:

- Homework: not only assigning homework but also providing feedback on it is a hallmark of effective teachers.
- Monitoring student progress: effective teachers align their objectives, instruction, and assessments so that they can effectively facilitate student acquisition of knowledge and skills.
- Responding to student needs and abilities: differentiation does not occur just during instruction; it also influences assessment in terms of what types are used to measure student learning for different types of knowledge and skills or different levels of students.

Achieving teacher quality

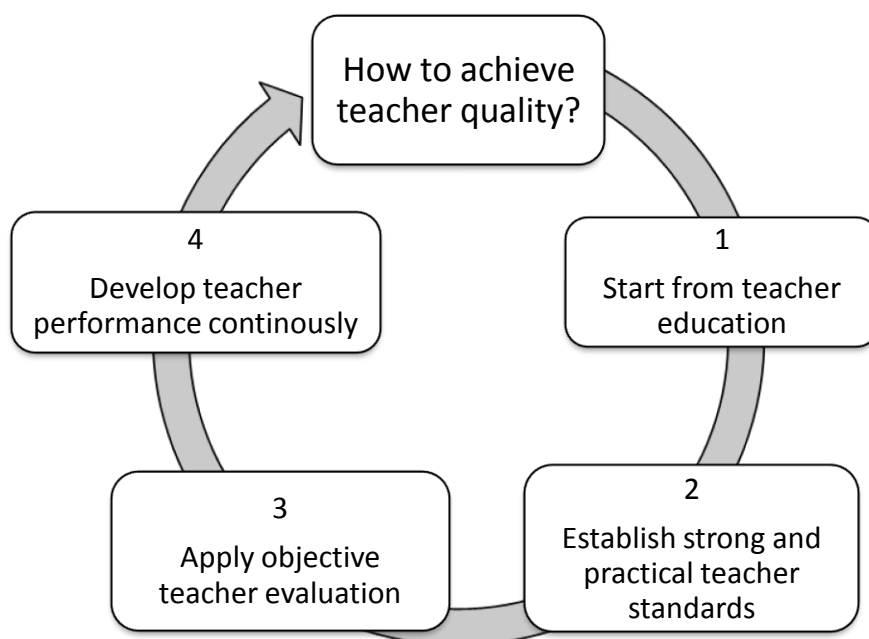


Figure (11): keys to teacher quality: designed by the researcher

In this figure, the strong relationship can be observed among the four components that constitute teacher quality. The first component indicates that teacher quality starts from good teacher education. In addition, establishing strong and practical teacher standards clarifies teachers' responsibilities and duties regarding his/her job and students. Then, it comes the role of the objective teacher evaluation that aims at improving teacher performance. Finally, continuous development of teacher performance via training is a need to achieve teacher quality.

• Studies Related to Teacher Quality:

da Silva (2010) conducted a case study to provide insight into the challenges educational leaders face in their efforts to improve teaching and learning for English language learners within a context of increased testing and accountability. The researcher examines the assumptions underpinning leadership practices to understand how teacher quality and student learning is being interpreted, assessed, and addressed in an under-resourced, low performing school serving predominantly Spanish speaking students. Overall this study analyzes how school leadership impacts teacher quality reform and furthers our understanding of what it takes to expand educational opportunity for English language learners. This study

was guided by four primary research questions: (1) How do administrators and teachers make sense of increasing pressures to enhance teacher quality and improve student learning? (2) How do they believe they can expand opportunities to achieve for economically impoverished and linguistically diverse learners? (3) What assumptions underpin the policies and practices they implement? (4) Finally, how do these assumptions play out in the everyday practices of administrators and teachers at Nieberg Elementary? The researcher conducted formal and informal interviews, observations and document analysis to understand how administrators and teachers believe they can increase opportunities to achieve for English language learners. The Principal of Nieberg Elementary believes that she can improve learning and increase students' opportunities to achieve by: (a) focusing on developing English language competency; (b) replacing bilingual teachers with English only teachers; (c) implementing a standardized and rigidly implemented curriculum; and d) asserting greater administrative authority over administrators and teachers in the building. The findings of this study reveal that these approaches to improving teaching and learning arose within the pressure cooker context of high stakes testing and mandated achievement; and thus, limited the real opportunity ELL students had to achieve. The findings of this study reveal the logic and limits of focusing on achievement alone to expand educational opportunity for English language learners.

The study of **Ohlson (2009)** aimed at examining the relationships among teacher quality characteristics and school culture components and their influence upon student attendance and suspension rates. In addition, the research also examined the educational leadership practices of exemplary school principals in relation to the components of a collaborative school culture. The sample included 50 elementary schools in the state of Florida. Schools were selected based upon their partnership with the University of Florida and the Lastinger Center for Learning. School culture surveys were administered to examine six components of collaborative culture identified as collaborative leadership, teacher collaboration, unity of purpose, professional development, collegial support, and learning partnership. Finally, interviews were conducted to examine the strategies and practices utilized by exemplar school principals to augment the data and better inform practice. Using multiple regression and Pearson

correlations, the data were examined to determine the nature of the relationship between school outputs, processes and inputs. The findings revealed that as teacher collaboration increased, the model predicted that student suspensions would decrease by 6.709%. In addition, the model predicted that when the percentage of out-of-field teachers within a school increased, student suspensions would decrease by 0.16%. Finally, as the percentage of non-certified teachers within a school increased, the student suspension percentage increased by 0.22%. The exemplar interviews revealed comprehensive discussions regarding components of a collaborative school culture and educational leadership practices related to data-driven decision-making, developing stakeholder partnerships, teacher guided professional development, and fostering relationships and open communication. The findings offer valuable insight into the characteristics of quality teaching and school culture that demonstrate greatest impact on student attendance and suspensions and may influence educational policy, teacher training, educational leadership, and school reform initiatives.

Ayad (2009) aimed at identifying the concept of quality, relevance and its aspects and dimensions, and recent trends in quality in the field of education and awareness aspects of the culture of quality and relevance of primary school teachers, and the level of awareness of primary school teachers aspects and dimensions of quality culture. Researcher used a descriptive approach. He used a questionnaire to determine the level of awareness of a culture of quality teacher education through the three dimensions (educational qualification, and years of educational experience, and that teachers take courses in the field of quality) via using Likert scale. The main results were

1. The rise of the rate of the complete understanding, the awareness of the quality meaning and its targets, and the responsibility of all who works in the school about the participation in their achievement
2. The decline of the level of the financial capabilities and the available equipments are in the school and the trained human cadres to work for the achievement of the educational process targets
3. The difficulty of the achievement of targets and preservation at the level of the achievement are because of seeking the achievement of the targets is the administration presence .
4. The educational and educational offered services inside the school are still doesn't agreeing greatly with the needs and the expectations

of the students - the first beneficiary from the educational process - inside the school

Recommendation :

The care for the consolidation of the quality is in a fulfilling way and by an integrated complete scientific study. It is a must from the application of the quality principles in the public education schools in Kingdom of Saudi Arabia by their Islamic aims to their presumptive and moral force to achieve development and reform. It is a must to achieve the quality in the schools and the educational enterprises from the provision of all their requirements. The benefit from the world experiences in the application of quality and reliance as an . experiment of the benefit from them in the Saudi educational sector. Holding training programs of all of the members in the education enterprises on the quality principles, their criteria and the way of their application in their enterprises. Holding more studies and the field researches specialized in the reformation of a performance the work of the councils of upbringing and education, and working for their development.

Alharbi (2009) discussed the educational fundamentals of quality in preparing and training teachers from an Islamic point of view which aimed at knowing the concept of the quality of teaching, the benefits of applying it, the stages, the steps, obstacles and criteria of its application. What is the Islamic educational point of view to the comprehensive quality and explaining what are its basics, knowing the concept of teacher, teacher preparation and how do both the Islamic education and the educational fundamental of quality and knowing the concept of basic and on the job-training. In addition to the Islamic point of view to training. The Descriptive Method had been used in this Study to reach to the following results: the comprehensive quality is an administrative curricular which can be applied in the educational field . The concept of the comprehensive quality and its fundamental were included in the Islamic educational were represented in its legislative texts. There are plenty of benefit from the comprehensive quality for the community, educational establishment, teachers and students .Teachers' preparation that goes along with the whole system of the education quality widen the horizon of improving teacher performance. It has attention from different sorts of government. The Islamic education took care of the teachers and his preparation . Both

basic and on-the-job training are considered to be huge demand in the recent era. Training that goes along with the whole system of the education quality give better result in the training process . In addition, The following Recommendation were: the importance of spreading the education of quality in the educational field . The necessity of benefitting from other people experiences whom applied the educational quality in their establishment . The necessity for establishment that prepare teachers to take care of applying the educational quality in their programs their curriculum . The importance of applying the educational quality in the teacher training programs . The necessity conducting field studies involving the educational quality in the different educational field.

In a study conducted by **El Khatib (2007)**, total quality models that are applicable in Saudi Arabia educational institutions were presented. El Khatib introduced important recommendations. One of the most important recommendation was that the educational systems should study the concepts, philosophies and models of total quality to adopt and implement the most applicable in Saudi Arabia educational institutions.

El Ghamidy (2008) also introduced a study that aimed at developing the Islamic Education teachers' performance in Makah in the light of total quality standards. The researches applied a questionnaire to (100) teachers to identify the total quality standards should exist in the teachers' performance and an observation sheet to 60 teachers to determine the extent to which these standards exist in the teachers' performance. The researcher found out that there should be 46 standards in the teachers' performance. Most of the standards actually exist with level variation. Furthermore, a proposed perspective for developing the teachers' performance at Makah was designed in the light of the identified total quality standards.

The study of **Aly , Magdy Mahdy** cited in **AlNaqaa (2007)** "Reflection as a Quality Standard in Developing EFL Student Teachers Practice: Collaboration and Critical Partnerships". The paper draws on data gathered in a study in which student teachers at the College of Education, King Khalid University are encouraged to work collaboratively in order to critically consider their practice in the context of an intermediate school EFL classes. This study was conducted in the second semester of the academic year 2005 / 2006 in some of the intermediate

schools in Abha , Assir Area, Kingdom of Saudi Arabia. However , the questionnaire used in the research did not give the students the opportunity to comment on the extent to which they drew on knowledge and understanding of theory when engaged in reflection on practice. As reflective practice should involve drawing upon all aspects of learning, the ability of students to use theoretical knowledge would merit future research. In future, student teachers will have to demonstrate that they have drawn on their theoretical knowledge in order to meet this standard. The interaction between the school, the university and the student might provide a support mechanism which will allow the student to make links between the practical and theoretical.

In a paper presented by **Koppich (2004)**, the researcher attempted to find out how to produce an adequate supply of effective teachers. She defined effective teachers by the following qualities; Knowing their subjects deeply, and understanding how to teach them; Understanding how standards; curriculum and assessment interact and how to use them in classroom; Knowing how to diagnose student learning and adapt instructional approaches to meet student need; and Knowing how to adapt to ever-changing classroom situations. The researcher also mentioned to reauthorization of the Elementary and Secondary Education Act (ESEA) as No Child left behind added a number of important new components to the federal law in U.S.A. and the requirements for teacher qualifications.

Berry, et al. (2004) also introduced a study in which she searched for the exact meaning of "Teaching Quality" and what steps should be taken to ensure that every student has access to high-quality teachers; especially in the field of TEFL. Based on research literature on teacher quality, she reached that teachers need to know the following:

Their subject matter and how to teach it; How humans learn and how to manage the complexity of the learning process; How to manage classroom; How to develop standards-based lessons; How to assess student work fairly and appropriately; How to work with special need students; How to use technology to bring curriculum to life. The researcher recommended that these skills can be readily learned through effective teacher education, induction and professional development experiences.

As for India, **Natarjan (2002)** presented a study in which he examined the nature and scope of quality, and the different perceptions about quality. The major differences between accreditation and recognition – in the Indian context – were also brought out. He pinpointed that accreditation involves a two – stages process : self – assessment and peer evaluation. The characteristics of each were highlighted. Some recent Indian initiatives and experiences were also discussed. Natarjan stressed that quality involves continuous improvement. It can be achieved by prevention. It implies zero defects or errors. He added that quality is something achieved by inspection, testing and checking. It focuses on the needs of both external and internal customers. In India there are several quality control mechanisms for ensuring minimum standards before an institution is started. These mechanisms are based on inspection. However, the basic process inherent in accreditation is evaluation or assessment of the different sub-systems and component processes.(Natarjan, 2000 : 85 – 96).

Comment on Teacher Quality Studies:

Quality culture as a whole, its relevance , its aspects, dimensions, recent trends in the field of education and awareness aspects were contributed to many studies as an attempt to clarify the importance of introducing quality in education for educational leaders seeking to modernize teaching and learning, particularly in schools. Most of their aims were contributed to a culture of quality to understand and determine their relevance in the development of the performance of all their workers, identify the quality standards that exist in the teachers' performance and clarify the entrance to the quality of education as a way to improve the education system. Ayad (2009) Alharbi (2009) El Ghamidy (2008). The most important recommendations is emphasized the concept of quality in education, applicable quality models, knowing the concept of the quality in teaching, the benefits of applying it, the stages, the steps, obstacles and criteria of its applications. In addition, another study recommended that the educational systems should study the concepts, philosophies and models of total quality to adopt and implement the most applicable in the Saudi Arabia educational institutions. (El Khatib, 2007:5-20).

Efforts to improve learning was emerged from quality culture that is being interpreted, assessed, and addressed as a way to increase students'

opportunities, provide insight into the educational challenges for improvement, examine the relationships among teacher quality characteristics , student learning and other school culture components. (da Silva, Catarina Alexandra 2010) (The study of Ohlson, Matthew , 2009)

Aly , Magdy Mahdy discussed the relationship via interaction between the school, the university and the student might provide a support mechanism which will allow the student to make links between the practical and theoretical framework. Natarjan (2002) examined the nature and scope of quality, and the different perceptions about quality, stressed that quality involves continuous improvement. (Berry, et al. , 2004) and (Koppich, 2005) defined quality as being the qualities of effective teachers, skills that can be readily learned through effective teacher education, induction and professional development experiences.

All the above studies agreed with the present study in emphasizing quality as an important concept with all its dimensions and applications which are all considered as important variables, if we seek developing teacher performance.

Standards –Based Reform:

Miller et al. (2009) mentioned the most notable features of Standards – Based Reform:

- a- Adopting ambitious, "word- class" standards that both shape the assessments and define levels of acceptable performance
- b- Using forms of assessment that require individuals to perform more sustainable tasks.
- c- The attachment of high-stakes accountability mechanisms for school ,teachers, and sometimes students.
- d- The inclusion of all the students.

In addition, Miller et al. (2009) mentioned the concepts of Standards- Based Reform:

1. Content and performance standards: the key to effective standards is that they be specific enough to identify what students need to learn and to determine when the standards have been met. These two purposes correspond to the two types of standards that are commonly distinguished : content standards and performance standards.
2. Performance-Based Assessment
There are different aspects with different qualifier stresses: authentic , alternative and performance or direct.
3. High-stakes Accountability Mechanisms: the high-stakes accountability provisions of the NCLB Act of 2001 differ from the past in that they come from the federal level and now apply to all states, but are in keeping with the trend toward ratcheting up the stakes attached to test result for schools apparent in many states for most of the 1990s. More often than not, the stakes have applied primarily to educators by using the results of tests to determine rewards and sanctions for school.
4. Inclusion of All Students: the goal of including all students in the assessment requires the use of multiple strategies. First, many students who would have excluded in the past can in fact participate in assessment without any special considerations or adaptations of procedures. For those students , on a commitment to include is

needed rather than allowing students to be excluded who is convenient . Inclusion is a prominent part of the NCLB Act. Many students who were excluded in the past can be included with minor accommodations of the assessment. Some accommodations are ones that may lead to changes in assessment conditions that improve the validity of the assessment for all students. However, by far the largest fractions of the students who were excluded from assessments in the past because of disabilities that require individual education plans (IEPs) are students with learning disabilities.

5. No child Left Behind: the NCLB Act reinforces the role of content and performance standards. The performance standards set by the state for use under the provisions of the NCLB Act are of consequence because they are used to set intermediate annual achievement targets for students achievement such that all students will be at the "proficient " level or higher by the 2013-2014 school year.

Teaching to Academic Standards (2004) defined standards as "*public, written statements of expectations. Good teachers have always had standards for their works. Two kinds of standards are referred to : content standards and performance standards*". Content standards indicate what an individual should know and should be able to do whereas a performance standard measures how well an individual's work meets the content standard. A performance standard has levels (e.g. 4, 3, 2, and 1; or advanced, proficient, novice, and basic). Performance standards are essentially the same as rubrics. Rubrics describe what individual work must consist of to get a certain score. Rubrics or performance standards list one of the characteristics of individual work.

According to TESOL (2005) "*standards are statements that describe the level of attainment, excellence, or requirement that is widely accepted (or desired) behavior or practice. Within the education context, we may have standards for a variety of audiences or functions, including standards for students, teachers, and programs or standards for research or employment*". Key characteristics of standards are that they are:

- clear and easy to understand
- focused
- comprehensive yet manageable in number

- reflective of high expectations
- inclusive of knowledge, abilities, dispositions and skills
- linked to measurable performances

TESOL (2005) noted two kinds of standards: Content standards that defined as *"short general statements that describe what an individual (e.g., student, teacher) or a program is expected to know and be able to do in a specific content area. Instruction, assessment, and planning are examples of content areas for teachers"*. Content descriptors defined as *"more detailed statements of discrete, representative behaviors that individuals or programs exhibit when they meet a content standard"* whereas Performance standards defined as *"General statements that specify how well or to what extent an individual or program needs to know or be able to do something . They define target levels of achievement in meeting a content standard. Different levels of performance in meeting a standard may be specified, such as basic, proficient, and advanced"*. Performance indicators defined as *"Specific examples of assessable, observable activities that individuals or programs may perform to show progress toward meeting a content standard"*.

(Reevess, 2001; Abdal – Hagg , 1995; O'Neil, 1993) cited in (Egyptian council for curriculum & instruction, 2008) mentioned three key concepts frequently encountered in the standards literature: 1) delivery standards, *"which focus on resources and support for educational institution, teachers, and students"*; 2) content standards, *"which focus on curriculum and describe what every student should know and be able to do in the core academic content areas (e.g., mathematics , science, geography)"*; and 3) performance standards, *"which focus on the individual's work and assessment"*.

The Importance of Teachers' Standards :

(TDA, 2007) indicated that standards provide the framework for a teacher's career and clarify what progression looks like. Standards clarify the professional characteristics that teachers should be expected to maintain and to build on at their current career stage. Standards will support teachers in identifying their professional development needs. Standards guide what is taught in the classroom, make expectations clear. Standards provide a focus for reform efforts in which all teachers must

reach them, supervisors can see how well they are doing by looking at their progress towards standards. Focus is one of the greatest benefits of standards; publication is another. Everyone can see what the schools are aiming to teach, what students must learn and how teachers must teach. standards can be an important tool for equity: if all teachers are required to meet the standards, all schools must work to make teachers reach them. Standards provide a focus as they provide a yardstick for evaluating all aspects of schooling. All resources, materials, schedules, personnel assignments, should be judged by this criterion.

Great Schools Staff, (2007) added that without standards, districts and schools don't have goals to shoot for. By matching what is taught in the classroom to the standards in each subject area, students (and their parents and teachers) will know what teachers should be teaching, what students should be learning and what they will be tested on. National standards are created by a variety of national organizations. Unlike state standards, which all public schools in a particular state are required to use, national standards are voluntary .Some states use them as guidelines for creating their own state standards or simply adopt them as their state standards.

Hunter, (2007) noted that the process of setting educational standards can be seen from a number of perspectives. Standard-setting can be viewed as :

- forum where the match between what educators intend to do and what they actually have done is deliberated,
- intersection where educational ideals meet reality,
- exercise which gives voice to the underlying appreciative knowledge of professionals and nonprofessionals about the potential for youth,
- evaluative process for placing an interpretative framework around assessment data in either statistical and textual form,
- due process mechanism for adjudicating outcomes for a school system,
- psychometric technique for calibrating test questions,
- means for applying social meaning to measures of learning,
- instrument for clarifying professional and public expectations about curricular and instructional effectiveness,

- public policy arena where competing stakeholder interests and values are drawn together and reconciled to define education system outcomes for public accountability purposes, or
- decision-making process which in turn establishes points for further educational decision-making.

(Zekl, 2006) stated that "Educational standards for foreign languages are meant to help in various respects: In general they are an instrument to ensure a certain quality of education, to bring about more transparency and objectivity, to detect weaknesses in our educational system and introduce measures to assist and help students, to enable students and their parents to see where they are in their learning process". p24

TESOL believes that standards have the potential to provide benefits to both employers and employees in the teacher labor market in the long run. Assuming that the connection between standards and certification or credentialing is deemed feasible at some point in the future, standards may allow teachers to demonstrate to employers around the world that they possess the necessary knowledge and skills. They may allow employers to more easily judge the knowledge and skills that teachers bring with them. Some of these same points have been used in making the case for industry skill standards. According to the National Skills Standards Board, standards provide benchmarks that help educators and corporate trainers decide what skills are necessary, allowing them to make better education and training investments. (TESOL, 2005)

Teaching to Academic Standards, (2004) indicated that teachers develop better in a standards-based performance because everybody's working towards the same goal. **Teachers** know what the standards are and choose classroom activities that enable students to achieve the standards. **Students** know the standards, too, and can see scoring guides that embody them. The students can use them to complete their work. **Parents** know them and can help students by seeing that their homework aligns with the standards. **Administrators** know what is necessary to attain the standards and apportion resources and buy materials to ensure that students are able to reach the prescribed standards. Schools communicate the standards to parents via newsletters.

Darling-Hammond (2003) added that “*standards can steer the profession towards making investments in better prepared teachers, higher quality teaching, more performance-oriented curriculum, better designed schools, more equitable and effective resource allocations, and more diagnostic supports for student learning*”. Furthermore, as Falk (2000) has noted, the process of developing standards might be viewed as “*opportunities for educational communities to clarify expectations as well as to develop shared meanings and language about these expectations*” (p. 86).

Hunter (2007) discussed the pros and cons of national standards .

The pros are:

- National standards would raise the level of expectations for all. National standards would assure that all American students meet international levels of achievement.
- National standards would make it easier for students to adjust to a new school when they move from one state to another.

The cons are:

- Education has traditionally been a right of the states.
- National standards would create a one-size-fits-all framework.
- National standards would discourage innovation and creativity in the classroom.

Kennedy(2010); JCSEE (2010); Yarbrough et al. (2011) mentioned **the attributes of standards** are: **Utility**; to ensure that an evaluation will serve the information needs of intended users; **Feasibility**: to ensure that an evaluation will be realistic, diplomatic, and frugal; **Propriety**: to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected its results; and **Accuracy**: to ensure that an evaluation will reveal and convey technically enough information about the features that determine worth of merit of what is being evaluated.

Some Models of World Standards:

- **NBPTS (National Board for Professional Teaching Standards)**
- **INTASC (Interstate New Teacher Assessment and Support Consortium)**
- **Charlotte Danielson**
- **Linda Darling-Hammond**
- **The Abell Foundation**
- **Pennsylvania & Florida (LSS, 2002)**
- **Federal “No Child Left Behind Act” (ESEA, 2001)**
- **NAQQAQ (National Authority for Quality Assurance and Accreditation of Education)**
- **STEPS (Standards for Teachers at Pre-Service Project)**
- **Standards of Saudi Ministry of Education for teachers**

The National Board’s mission includes “maintaining high and rigorous standards for what accomplished teachers should know and be able to do.” The Board outlines five competency areas:

1. Teachers who are committed to students and their learning should:
 - believe all students can learn;
 - treat students equitably, recognizing individual differences and accounting for these differences in their practice;
 - adjust their practice based on observation and knowledge of their students;
 - understand how students develop and learn;
 - develop students’ respect for learning;
 - develop students’ self-esteem, character, respect for others.
2. Teachers should know the subjects they teach and how to teach those subjects to students. They should:
 - understand how their subject is related to other disciplines;
 - develop students’ critical and analytical thinking skills;
 - understand the preconceptions students have about a subject area;
 - use multiple strategies to convey a concept;
 - teach students how to pose and solve their own problems.
3. Teachers must be responsible for managing and monitoring student learning.

They should:

- create environments that engage students and use time effectively;
- engage others (both students and colleagues) to assist them;
- be aware of ineffective and damaging instructional practices;
- set norms for social interaction;
- assess the growth of both individual students and the class as a whole;
- be able to explain a student's performance to parents.

4. Teachers should think systematically about their practice and learn from experience. They should:

- exemplify the virtues they seek to inspire in students;
- make decisions not only based on research, but also on their experience;
- be life-long learners;
- think critically about their own practice and try employing new theories.

5. Teachers should be members of learning communities. This means that they should:

- work collaboratively with others to develop instructional policy, curriculum development, and staff development;
- evaluate school progress and the allocation of school resources relating to state and local educational objectives;
- have knowledge of special school and community resources for students and put these resources to work;
- work collaboratively with parents and engage their participation.

Reference: http://www.nbpts.org/standards/know_do/intro.html

INTASC developed standards for what new teachers should be able to do. According to these standards, new teachers should:

1. Understand the central concepts, tools of inquiry, and structure of the disciplines taught; create learning experiences to make these concepts meaningful to students.
2. Understand how children learn and develop; provide learning opportunities that support their development.
3. Understand how students differ in their approaches to learning; create instructional opportunities adapted to diverse learners.
4. Understand and uses variety of instructional strategies.
5. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Use knowledge of communication techniques to foster active inquiry,

collaboration, and supportive interaction.

7. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals.

8. Understand and uses formal and informal assessment strategies.

9. Reflect on teaching.

10. Foster relationships with colleagues, parents, and agencies in the larger community.

Reference: <http://www.ascd.org/readingroom/books/danielson96book.html>

Charlotte Danielson In her book *Enhancing Professional Practice: A Framework for Teaching*, Educational Testing System (ETS) administrator Charlotte Danielson outlined measures relating to quality teaching organized into four domains, each with several components. These measures are:

Domain 1: Planning and Preparation:

1. Demonstrates knowledge of content and pedagogy

2. Demonstrates knowledge of students relating to their age group, varied approaches to learning, skills and knowledge, and interests and cultural heritage

3. Selects instructional goals that have value, clarity, and balance, and are suitable for diverse students

4. Demonstrates knowledge of resources for teachers and for students

5. Designs coherent instruction using appropriate learning activities, instructional materials and resources, instructional groups, and lesson and unit structure

6. Assesses student learning using techniques that are congruent with instructional goals, criteria and standards, and uses assessments for planning

Domain 2: The Classroom Environment:

1. Creates a classroom environment of respect and rapport in both student-teacher and student-student interactions

2. Establishes a culture for learning, instilling the importance of content and student pride in work, and sets expectations for learning and achievement

3. Manages classroom procedures, including instructional groups, transitions, materials and supplies; performance of noninstructional duties and supervision of paraprofessionals and volunteers

4. Manages student behavior, setting expectations, and monitoring behavior, and responding to misbehavior
5. Organizes physical space safely and in a way that enhances the effective use of physical resources for learning

Domain 3: Instruction:

1. Communicates clearly and accurately in oral and written directions and procedures
2. Uses questioning and discussion techniques to encourage student participation
3. Engages students in learning through representation of content, activities and assignments, student grouping, instructional materials and resources, and structure and pacing of instruction
4. Provides feedback to students in a timely fashion that is accurate, substantive, constructive, and specific
5. Demonstrates flexibility and responsiveness in adjusting lessons, responding to students, and displaying persistence

Domain 4: Professional Responsibilities:

1. Reflects on teaching
2. Maintains accurate records of student work and progress, as well as noninstructional records
3. Communicates with families to provide information about the instructional program and individual students and to engage families in the instructional program
4. Contributes to the school and district
5. Grows and develops professionally in terms of enhanced content knowledge and pedagogical skill and service to the profession
6. Shows professionalism through service to students, advocacy, and decision making

Reference: (LSS, 2002)

In 2000, Stanford University professor Linda Darling-Hammond conducted a 50-state survey and determined that the following factors are related to teacher quality and increased student achievement:

- Verbal ability
- Content knowledge
- Education coursework on teaching methods in their discipline
- Scores on state licensing exams that measure both basic skills and teaching knowledge
- Teaching behaviors, including purposefully and diagnostically using a broad repertoire of approaches skillfully that respond to students and curricular needs
- Ongoing voluntary professional learning
- Enthusiasm for learning
- Flexibility, creativity, and adaptability
- Amount of teaching experience (teachers with less than three years of classroom practice are less effective; little difference beyond this)
- Demonstrated skill in asking students higher order questions and probing their responses

Reference: <http://olam.ed.asu.edu/epaa/v8n1/>

The Abell Foundation is dedicated to the enhancement of the quality of life in Baltimore, Maryland. It has a broad interest in public education and in educational capacity building for poor children. The Foundation created some controversy with its 2001 research report, *Teacher Certification Reconsidered: Stumbling for Quality*. In examining 150 studies from the past 50 years, the report explores the relationship between teacher preparation and student achievement. The report concludes that “...*teacher certification is neither an efficient nor an effective means by which to ensure a competent teaching force. Worse, it is often counterproductive.*” The findings of the report most important for those considering aspects of a quality teacher include:

- The backgrounds and attributes characterizing effective teachers are more likely to be found *outside* the domain of schools of education.
- The teacher attribute found consistently to be most related to raising student achievement is *verbal ability*.
- Teachers who had graduated from more selective colleges and universities had a greater impact on student achievement.

Reference: (LSS, 2002)

Pennsylvania Teacher Quality :Regulations passed by the State Board of Education regarding Certification of Professional Personnel state that individuals seeking teacher certification should meet the following criteria: Instructional certificates will be issued to candidates who meet the following standards:

(1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

(2) The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

(3) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.

(4) The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance skills.

(5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

(6) The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.

(7) The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

(8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

(9) The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

(10) The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

Reference: <http://www.pacode.com/secure/data/022/chapter49/chap49toc.html>

Florida's education law contains a section that directly addresses the issue of teacher quality:

Teacher quality; legislative findings.

(1) The Legislature intends to implement a comprehensive approach to increase students' academic achievement and improve teaching quality. The Legislature recognizes that professional educators shape the future of this state and the nation by developing the knowledge and skills of our future workforce and laying the foundation for good citizenship and full participation in community and civic life. The Legislature also recognizes its critical role in meeting the state's educational goals and preparing all students to achieve at the high levels set by the Sunshine State Standards.

(2) The Legislature further finds that effective educators are able to do the following:

(a) Write and speak in a logical and understandable style, using appropriate grammar and sentence structure, and demonstrate a command of standard English, enunciation, clarity of oral directions, and pace and precision in speaking.

(b) Read, comprehend, and interpret professional and other written material.

(c) Compute, think logically, and solve problems.

(d) Recognize signs of students' difficulty with the reading and computational process and apply appropriate measures to improve students' reading and computational performance.

(e) Recognize patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.

(f) Recognize and demonstrate awareness of the educational needs of students who have limited proficiency in English and employ appropriate teaching strategies.

(g) Use and integrate appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

(h) Use assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.

(i) Use teaching and learning strategies that include consideration of each student's learning styles, needs, and background.

- (j) Demonstrate the ability to maintain a positive, collaborative relationship with students' families to increase student achievement.
- (k) Recognize signs of tendency toward violence and severe emotional distress in students and apply techniques of crisis intervention.
- (l) Recognize signs of alcohol and drug abuse in students and know how to appropriately work with such students and seek assistance designed to prevent future abuse.
- (m) Recognize the physical and behavioral indicators of child abuse and neglect and know rights and responsibilities regarding reporting.
- (n) Demonstrate the ability to maintain a positive environment in the classroom while achieving order and discipline.
- (o) Demonstrate the ability to grade student performance effectively.
- (p) Demonstrate knowledge and understanding of the value of, and strategies for, promoting parental involvement in education.

Reference: www.myfloridaeducation.com/cert.

No Child Left Behind Act and Teacher Quality: The term "highly qualified teacher" means: Public elementary and secondary teachers must be fully licensed or certified by the state and must not have had any certification or licensure requirements waived on an emergency, temporary or provisional basis. New public elementary school teachers must have at least a bachelor's degree and pass a state test demonstrating subject knowledge and teaching skills in reading, writing, mathematics and other areas of any basic elementary school curriculum.

New middle or secondary school teachers must have at least a bachelor's degree and demonstrate competency in each of the academic subjects taught, or complete an academic major or coursework equivalent to a major, a graduate degree or advanced certification. Existing public elementary, middle and secondary teachers must have at least a bachelor's degree and meet the requirements described above, or demonstrate competency in all subjects taught. A state evaluation standard is to be used to judge competency. The evaluation standard must provide objective information about the teacher's knowledge in the subject taught and can consider, but not use as a primary criterion, time spent teaching the subject. A teacher does not have to attain the highest level of certification to be considered "highly qualified." Initially licensed or certified teachers may also meet the requirements. Someone teaching a subject for which

she or he has not demonstrated subject-matter competency, regardless of whether that teacher is fully certified, would not be considered "highly qualified." Under most circumstances, teachers who participate in alternative-certification programs, and who meet the above requirements, would be considered "highly qualified."

Reference: (ESEA, 2001)

NAQAAE Egyptian standards is the accrediting body for all Egyptian educational institutions (higher education, pre-university, and Al-Azhar education). NAQAAE was established in 2007 by a Presidential Decree. The Board is formed of a President, three Vice- Presidents and eleven board members selected from educational experts, businessmen and entrepreneurs. The main goal is to support Egyptian educational institutes by fostering their quality assurance practices.

Goals:

- Raising awareness of educational quality assurance among the Egyptian Academic Institutes and the Egyptian Society
- Establishing an integrated system for accreditation
- Setting up educational standards and performance assessment indicators.
- Supporting the Egyptian Educational Institutions in their preparation of self assessment
- Asserting confidence and establish accountability in the educational outcomes

The objective of NAQAAE in improving schools and enhancing the quality of education in Egypt is being achieved through the following:

- Establishing an effective process of quality assurance and accreditation in a comprehensive institutional framework that serves the aspirations of stakeholders in advancement of education in Egypt.
- Building the capacity of specialized and skilled personnel capable of implementing procedures of assessment and establishing quality assurance systems and mechanisms both at NAQAAE and schools' level.
- Reporting on schools with objectivity and accuracy based on scientific assessment methods.

- Disseminating the reports and information in the Egyptian society with transparency, using the scientific reference methods.
- Using all human and financial resources for offering a highly professional and technical service.

During the process of accreditation, the assessment visits help in improving and developing the educational process and the performance of schools including: the unbiased, objective and accurate report, the continuous technical support of schools, good communication and enhancement quality of education through accurate knowledge and information, accurate standards and measures

Standards for Institutional Accreditation are for Pre- University Education and Higher Education. The main two principles of assessment are: Mission -based assessment and Outcome-based assessment. The evaluation is concerned with assessment of two main domains: Institutional capacity and Educational effectiveness. Institutional Capacity in schools entails: Vision & mission, Governance, Human & Financial Resource, Community Participation, and QA & Accountability. Educational Effectiveness entails: Student achievements, Teacher qualifications, Academic Curriculum and Educational Environment
Reference:http://naqaae.org.eg/en/index.php?option=com_content&view=article&id=91. 2010.

On the other hand, the **STEPS** (Standards for Teachers at Pre-Service Project) aimed at setting standards for teachers of English at the pre-service level. The task force of the project drafted a set of standards in five domains describing what newly qualified teachers from the Egyptian Faculties of Education should know and be able to do.

The five proposed domains were as follows:

Domain No.(1) Classroom Management:

It contained four standards concentrating on creating an effective learning environment and positive and challenging learning community.

Domain No.(2) language:

It included four standards focusing on proficiency in English, intercultural awareness knowledge of language systems, and understanding of second language acquisition and development.

Domain No.(3) Instruction:

It concentrated on three standards stressing on the process as a means of planning for, implementing, and reflecting upon teaching and learning in order to achieve the intended educational aims.

Domain No.(4) Assessment:

It included three standards focusing on collecting, analyzing, interpreting and communicating information about students' performance using a variety of tools.

Domain No.(5) professionalism:

It contained five standards concentrating on both continuous professional development and an essential ethical perspective that influences the educational process.

Reference: (El- Naggar, et al., 2002)

On the other hand, Pharos project in Egypt improved the standards of English language learning for in service teachers. Pharos standards are organized around seven domains: Language proficiency, Professional Knowledge Base, Planning Management of Learning, Assessment and Evaluation, Vision and Advocacy, Learning Community and Environment, Professionalism.

(see appendix no.8)

Reference: (El- Said Ali, 2009)

Ministry of Education Saudi teachers' Standards: (translated by the researcher)

1. Teacher demonstrate the required knowledge and skills including science features, principles and terms , and understand curriculum principles factors effectively to achieve educational objectives.
2. Teacher uses verbal and non-verbal communicative skills which simplify learning process.
3. Teacher develops students personality and improve their thinking which allow them to acquire the social required skills.
4. Teacher allows his/her Students in learning process by using the skills and strategies that help to stimulate motivation and....
5. Teacher takes into account individual differences among students which consistent with their cares, readiness and other features.
6. Teacher develops lessons plan scientifically .
7. Teacher uses a variety of instructional methods and techniques consistent with the factors learning and achieve the aims.
8. Teacher Manages the classroom and rearrange its factor and treat the mistakes in a way that help to maximize students achievement and develop their personality.

9. Teacher Underlines in teaching society features, principles, circumstances and events ..etc which to link school with real events and achieve society aims and objectives.
10. Teacher Presents visual aids and learning techniques to use them in enhancing learning effectiveness.
11. Teacher Contributes to the different activities done by school effectively.
12. Teacher cooperates with the manager ,colleagues, supervisor and advisor.
13. Teacher develops his/her self professionally.
14. Teacher Evaluates students learning using suitable tools and techniques of educational assessment and measurement.

(see appendix no.2)

Reference: http://www.moe.gov.sa/quality/taqweem_8.htm

Studies Related to Teacher standards:

The study of **Hendricks (2010)** stated that teacher quality matters when it comes to student achievement. However, the fact that there are no nationally mandated standards as to how teachers should be prepared has led to wide variations in the quality of teacher education programs. It was in response to this situation that the National Council for the Accreditation of Teacher Education (NCATE). The purpose of this qualitative participant observational study was to present how teacher educators perceive the effect of complying with NCATE standards on teacher preparation programs and on their own teaching practices. Eight purposefully selected faculty members of a university-based teacher preparation program participated in the study. The findings are presented in a narrative form using direct quotations of responses the participants gave to questions asked during confidential interviews. Results of the interviews were analyzed and emergent themes were identified. The findings were corroborated through analysis of related documents. Positive effects of having to meet NCATE standards included a belief that the unit's image and reputation were enhanced. Other perceived benefits included improvements in the unit's assessment system and better communications among the faculty. However, several teacher educators felt that the amount of money, time and energy expended on the NCATE

process outweighed the benefits. Seven of the eight participants referred to the process as something which had to be done "for NCATE" rather than perceiving the process as a transformative change initiative designed to enhance teacher preparation and thereby improve student learning. One conclusion that can be drawn from this study is that if NCATE fails to be seen as aligning with the personal ethics and belief structure of teacher educators and with those of K-12 teachers, NCATE's effect on teacher education programs will continue to be seen as "procedural" and not as having a meaningful effect or of creating lasting change. Another conclusion is that teacher educators generally were unlikely to change their own teaching styles or practices in any meaningful way in response to NCATE standards, even in the face of a state mandate to implement those standards.

The study of **Stanfill (2010)** used the National Staff Development Council (NSDC) standards for staff development as a framework for measuring specific aspects of the enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) educational technology professional development program, as perceived by eMINTS teachers. The Technology Integration Cycle supported the research design. The three-part cycle assumed a relationship existed between standards-based professional development, technology-rich classrooms, and students' acquisition of technology skills. This study's hypothesis, research questions, and sub-questions were designed to examine the underlying premise of standards-based, high-quality professional development. These questions sought to examine eMINTS teacher perceptions as they related to the degree in which each of the 12 NSDC standards was embedded into the eMINTS practices, and the relationships and differences between various eMINTS demographic groups. To answer these questions, quantitative data were generated from an online survey. The analysis of survey data indicated no significant association between the NSDC Standards and the eMINTS educational technology professional development program, as perceived by the eMINTS teachers. Data analysis using z-tests for proportions revealed that the variables of years in program completion, certification level, and type of training did not significantly affect the perception of the eMINTS survey respondents. Ordinal ranking of the standards revealed the individual scale score mean varied significantly, from the Leadership standard (3.7) being reported as

the most represented, to the Data-Driven, Evaluation, and Collaboration standards (3.0) being the least. However, when comparing the scale score mean by the NSDC's categories of Context (3.3), Process (3.2) and Content (3.3), only a slight (.1) difference was found. Because of the in-depth melding of the NSDC standards, educational technology, and the eMINTS program, this research may provide valuable insight to stakeholders involved at all levels: adoption, design, and implementation of educational technology professional development. Further research into eMINTS' strengths (use of coaches), as well as weaknesses (inability to customize training), could provide the organization with the information needed to strengthen the program and thus increase the number of teachers trained to integrate technology in the classroom.

Al Tass's study (2009) identified the importance of applying quality standards in the teaching of comprehensive library and research. The researcher used the descriptive analytical approach. Study sample was 102 teachers. The results shows that

- 1) The majority of the sample study (96.07%) of teachers who have university degree (BA), and with practical experience, ranging from (6 and 10 years) as the percentage (35.29%) of the total members of the study, and the majority (93.13%) of the teachers of library and research involved in at least one training course.
- 2) From the viewpoint of the study it became clear that there is a high degree of importance for each of the axes: quality standards for long-term planning for the teaching of library research, standards of quality short-term planning for the teaching of library and research, the implementation of quality standards of the teaching library, the quality criteria activate use the school library, and the difficulties faced by teachers of library and research.
- 3) The absence of statistically significant differences in the trends of the focus in the study: criteria for quality long-term planning for the teaching of library research, standards of quality short-term planning, the implementation of quality standards of the teaching library, the difficulties faced by teachers of the library due to a changing scientific qualification, While the focus of quality standards to activate the use of the school library and found a statistically significant difference attributable to the changing qualifications where the differences are in favor of the highest qualified scientifically.

4) The absence of statistically significant differences in the trends of the focus in the study: criteria for quality long-term planning for the teaching of library and research, the implementation of quality standards of the teaching library, the use of quality standards to activate the school library, the difficulties faced by teachers of the library due to a changing experience, quality standards, while the center of a short-range planning found statistically significant differences attributable to the changing experience, where the differences in the interest of those more experienced. The recommendations of the study were: The importance of the role of education and education quality standards in the teaching process and the need to focus as a means to assist in teaching and research library in the secondary stage. Need for the participation of the school library with a publishing house to be sent a list of all the new and thus provide an opportunity for teachers to choose what suits him and his students and the curriculum of library and reference in the teaching process through the adoption of quality standards to do so. The need to rehabilitate teachers of library and research according to the conditions and specifications to enable them to take into account the nature and requirements of the times, and the roles imposed by the new educational technology. The need to hold short courses on quality standards used in the process of teaching teachers to raise the efficiency of the library.

Al-Ghamdi's study (2009) aimed at Identifying the importance of the total quality curricula for the Islamic educational teachers in the elementary schools according to the specialists' views related to the personal attitudes, scientific attitudes, educational (professional) attitudes, and social participation. The researcher uses the descriptive method, and the tool is a questionnaire, which includes the total quality curricula for the Islamic educational teachers in the elementary schools. The sample of the study is the total society of the research, consists of all the specialists of the teaching staff in the curricula and teaching instruction methods of Islamic education in the western area universities (Ummal Qura University, King Abdul Aziz University, Al-Taif University) with total numbers of (15) members, and the Islamic educational supervisors related to the Western Educational administration (Holy Makkah, Jeddah, Al-Taif), with total numbers (77) supervisors.

The research's statistical methods were 1) Frequencies, 2) percentages, 3) means, 4) Standard deviations, 5) Alfa Runback's reliability analysis, 6)

the Pearson's correlate analysis for the validity. The most Important findings of the research were:

The total quality curricula for the Islamic educational teachers in the elementary schools related to the personal attitudes, scientific attitudes, educational (professional) attitudes, and the social participation get high degrees of importance according to the specialists' views. The research's recommended that According to the previous mentioned findings, the researcher gives some recommendations related to the Islamic educational teachers and supervisors. Also, gives some recommendations related to the ministry of education, teachers' preparation institutions, and researchers to develop the teachers' performance towards the total quality.

The Study of **AL Matrafi** aimed at recognizing the extent of carrying out total quality criteria in the program of science teacher preparation and the effect of scientific qualification Scientific experience in Staff members responses. A random sample consisted of (190) members in teachers preparation college was chosen. The Study results showed that the extent of carrying out total quality management criteria in science teacher preparation was middle, The presence of challenges that obstacle the achievement of total quality program was carried out in acceptance degree, it acted (75%) of the sample, There are statistically Significant differences at level (0.001) between the averages of members responses towers achievement of total quality program for science teacher preparation due to (scientific qualification, Scientific experience). There aren't statistically Significant differences between total quality criteria at the level (0.869), (0.984) due to (scientific qualification ‘scientific experience. The Study Recommendations:

1. To review the current teacher preparation program in what suits both National and international criteria on the light of modern educational attitudes.
2. The importance of Confirming total quality criteria in teacher preparation programs in all Scientific and literal specializations in higher education institutions.
3. The importance of caring about total quality Subject and functioning in higher education institutions as a modern administrative style contributes in these institutions development.

Jaan's study (2009) aimed at identifying the criteria of selection of the Holy Quran teacher in the elementary schools in Jeddah province from the viewpoint of the educational supervisors in the General Directorate of Education in Jeddah. The researcher used the descriptive analytical methodology in which he distributed 40 questionnaires among the study population, and in order to test its validity he presented them to judges from the members of the teaching staff in some universities and colleges. The necessary statistical operations were done by using the percentage, repetitions, arithmetic means, standard deviations and univariate analysis of variance in order to study the differences between the average responses of the study population about the independent variables of the academic qualification and experience in teaching and educational supervision. The most important findings of the study were:

- There was high agreement among the study population members regarding the necessity to ensure the availability of the personal criteria of selection of the Holy Quran teacher in the elementary schools, as well as high agreement on the availability of the personal, moral and professional criteria.
- There were no statistically significant differences among the average responses of the study population regarding the personal, moral and professional criteria based on the variable of academic qualification and experience in teaching and educational supervision.

The study recommended that personal, moral and professional criteria be ensured when selecting the Holy Quran teacher in the elementary schools and ensure its implementation in all the directorates of education as well as conduct workshops and training courses in order to ensure the implementation of these controls.

The study of Halim (2008) determined the effect of using a training program based on three professional development strategies; namely: action learning, peer coaching and study groups, on improving teaching performance of Faculty of Education. She used the research design of one experimental group. The sample of the study was the fourth year students, English section, Faculty of Education, Helwan University. It focused on three main domains of EFL student teachers' performance standards (classroom management, assessment and professionalism) derived from standards for teachers of English at pre-service (STEPS) document. She used Scoring rubric, observation checklist. The following results were

reached: There were significant differences between the mean scores of the EFL student teachers on the achievement test and the scoring rubric in favor of the post test mean scores due to the effect of the professional development strategies based program. Also the program proved to have large effect size (0.987 and 0.996) on the improvement of the treatment group's teaching performance domains (classroom management, assessment and professionalism); both theoretically and practically. In conclusion, the program proved to be effective with a gain ratio (1.7) in improving the student teachers performance. Thus, the study aim was achieved and it was recommended that professional development strategies should be used in EFL teachers' pre/in-service training programs.

According to **NAQAAE (2008)** all the elements of the educational process are assessed including the buildings, curricula, pupils, teachers and the different activities, curricula, pupils, teachers and the different activities that are related to the educational process. The general aim of NAQAAE is making quality improvement in the input and organization of the pre university educational institutions and the implemented processes in order to achieve high quality educational output that can be accredited. Consequently, to reach the previously mentioned general aim: Domains, Standards, Indicators, Rubrics and Evidences were defined in clear measurable statements. Achieving fairness and objectivity, and being flexible and developmental were taken into consideration.

The standards for evaluating the teacher's performance were defined by NAQAAE as follows:

1. Planning and Effective Teaching Strategies.
2. Effective Professional Practices.
3. Adherence to Professional Ethics; and
4. Effective Assessment Methods and Techniques.

Each Standard has a number of Indicators. Evidences are represented by: the school electronic site, annual and periodical reports written by the supervisors and senior teachers, meetings record or any other records for attendance, usage of available, tools , equipment, activity rooms and libraries, and the training courses, seminars and conferences attended by teacher. The teacher's preparation notebook, his / her performance in class and the teaching strategies and activities used are essential. Moreover, the

teacher's assessment techniques and the learner's assessment results including the learners' product of various activities. Tasks and research papers (printed or electronic) are included. The underachievers and overachievers' records are observed. In addition, the teacher's contribution in competitions and his / her mutual class visits to other colleagues are also considered.

Concerning Saudi Arabia. **El Kumiesy (2007)** presented a study that tackled effective school quality standards in the light of the system approach. El khumiesy defined the essential domains for an effective school by the following:

- (1) School Vision and Mission;
- (2) School Social Atmosphere;
- (3) Continuous professional Development;
- (4) Teaching and learning community; and
- (5) Ensuring quality and Accountability.

Eighteen standards and ninety six indicators were derived from the previously mentioned domains.

The standards of the third domains – relevant to teachers were defined by:

- (1) Continuous Self – Assessment of the Professional performance;
 - (2) Investment of the Available Chances for professional Development;
- and
- (3) Maintenance of Workers to the Professional Ethics.

One of the most important recommendation of the study was that establishing and evaluating quality standards in Saudi institutions has obviously become an important issue, putting processes and outputs of the educational process product.

Cambridge Public Schools (2006) developed a standards – based Teacher Performance Evaluation Form covering the following dimensions: 1) planning and preparation. 2) instruction; 3) learning environment: 4) parent interactions; 5) contributing member of staff; 6) professional learning and growth; 7) performance of routine professional obligation.

Darling – Hammon (2006) refers to the standards of interstate New Teacher Assessment and Support Consortium (INTASC) , which require teachers candidates to possess the appropriate knowledge, skills, and dispositions in the following areas: 1) knowledge of subject matter; 2)

knowledge of human development and learning; 3) Adapting instructing for individual needs; 4) multiple instructional strategies: 5); classroom motivation and management skills; 6) communication skills; 7) instructional planning skills; 8) assessment of student learning: 9) professional commitment and responsibility; and 10) partnership.

Morton (2005) reported on Alabama Professional Education Personnel Evaluation Program which specifies the following as teachers standards: 1) Preparation for instruction which includes selection of both goals and objectives to be accomplished, identifications in learners, and preparation of instrucational resources to support learning; 2) presentation of organized instruction which is concerned with introducing students to lessons, giving clear directions, developing lesson content systematically, and providing appropriate summarization of knowledge and student practice of skills: 3) assessment of student performance including the skillful evaluation of student's performance and using assessment results to improve their instruction; 4) classroom management that includes management of class time and student behavior; maximization of instruction time and minimization of disruptions; 5) creating positive learning climate that is concerned with the establishment of positive learning climates, involving students in classroom interaction, constantly communicating high expectations for student performance, expressing positive affect, and minimizing negative messages. 6) communication; i.e. clear, coherent and correct speaking and writing, and; 7) professional development and leadership which includes seeking growth in professional knowledge and skills and seeking ways to become leaders in improving schools, school system and profession; and seeking ways to become leaders in improving schools, school system and profession; 8) performance of professional responsibility including the completion of task on time; adherence to regulation, and consistent exhibition of professional and cooperative behavior.

The commission of International and Trans-regional Accreditation , **CITA (2005)** defined the quality standards for schools as follows:
Standard 1: Authority and Governance;
Standard 2: Vision, Beliefs and Mission;
Standard 3: leadership and Organization;
Standard 4: Financial Resources;

Standard 5: Facility Resources;
Standard 6: Human Resources;
Standard 7: Curriculum and instructions;
Standard 8: Library, Media and Technology Resources;
Standard 9: Support Services and Student Activities;
Standard 10: Climate, Citizenship and Conduct;
Standard 11: Assessment, Measurement and Effective Result; and
Standard 12: Continuous Educational Improvement. (CITA,2005:1-14)

The twelve standards introduced by the Commission attempt to cover all the elements implemented in the educational processes or outputs. They are actually considered land marks for quality assurance and accreditation in all countries all over the world.

Reported by **Mc Closkey et al. (2003)** cited in (Egyptian council for curriculum & instruction, 2008), the Egyptian standards for newly qualified teachers of English are classified under the following five domains of performance:

Classroom Management domain which includes four standards.

Language domain which incorporates four standards.

Instruction domain which includes three standards.

Assessment domain which includes three standards.

Professionalism domain which consists of five standards.

Abou – Hadid, Amal's report cited in (**Shehaab, 2003**) "Standards for the Newly Qualified Teachers of English in Egypt" on STEPS project - STANDARDS FOR Teachers of English at Pre – Service stated that STEPS is a project under the auspices of the Center of developing English Language Teaching (CDELTA). The STEPS task force consists of representatives from twelve faculties of Education, from nine universities and the ministry of Education of the Arab Republic of Egypt. Participants are representatives from the following universities and faculties of Education. Ain Shams, Cairo (Fayoum campus), Helwan, Alexandria (Damandhour campus), Mansoura, Minia, Tanta, Suez Canal (PortSaid, Ismailia, and El – Arish Campuses), and Zagazig (Benha Campus). Participants from the Program Planning and Monitoring UNIT (PPMU). Which is part of the National Center for Educational Research and Development (NCERD) also participated in this project.

The standards developed by the American Council on the Teaching of Foreign Languages, **ACTFL (2002)** require teachers to: 1) have in – depth Knowledge of the subject matter that they plan to teach and to demonstrate this knowledge through inquiry , critical analysis, and synthesis; 2) reflect a thorough understanding of pedagogical content knowledge , to provide multiple explanations and strategies so that all students learn and present the content to students in challenging clear and compelling ways and integrate technology appropriately; 3) reflect a thorough understanding of professional and pedagogical knowledge and skills as shown in their development of meaningful learning experiences to facilitate learning for all students; 4 have an in – depth understanding of the professional knowledge demonstrated through the collection and analysis of data related to their work, reflection on their practice and use of research and technology to support and improve student learning; 5) work with students, families, and communities , and are able to develop a plan to do so; and 6) accurately assess and analyze student learning , make appropriate adjustments to instruction, monitor students' learning , and have a positive effect on learning for all students.

According to **Danielson and McGreal (2000)**, the National Board for Professional teaching Standards are categorized under four domains 1) planning and preparation which includes the selection of instructional goals and resources, design of coherent instruction; and assessment of student learning ; 2) management of positive classroom environment which includes creating and environment of respect and raport, establishment of a culture for learning; management of classroom procedures, management of student behavior; and organization of physical space 3) instruction which includes the ability to communicate clearly and accurately, use questioning and discussion techniques, engaging students in learning , providing feedback to student; and demonstration of flexibility and responsiveness, and 4) professional responsibilities which include the ability to reflect on teaching, maintain accurate records, communicate with families , contribute to community, grow and develop professionally.

Comment on previous Teacher standards' studies:

All the above studies emphasized the importance of establishing standards from different dimensions. **(Hendricks, Edward D., 2010)** linked teacher quality with student achievement in an qualitative participant observational study to discuss the effect of complying with standards on teacher preparation programs and on teaching practices. **AL Matrafi ,Ghazi Bin Salah** recognized of the extent of carrying out total quality criteria in teacher preparation program and the effect of scientific qualification, and Scientific experience. The standards increase the educational development in which they set the minimum and desired level of performance. So, linking standards as a tool for quality performance or teacher selection is addressed in many studies **Al Tass (2009)** identified the importance of applying quality standards in the teaching of comprehensive library and research using descriptive analytical approach; **Jaan (2009)** pointed to personal, moral and professional criteria that can be ensured when selecting the Holy Quran teacher in the elementary schools and ensure its implementation in all the directorates of education as well as conduct workshops and training courses in order to ensure the implementation of these controls; **Ba hass Al-Ghamdi (2009)** identified the exert to which the selected criteria existed in the processes of planning implementing ,and assessing of teachers. **Stanfill, Diana L. 2010**

Standards establishment process have been discussed through setting standards for different educational purposes whether to enhance teacher preparation or develop in-service teacher performance **(Mc Closkey et al., 2003); (NAQAAE, 2008); (Morton, 2005); (Cambridge Public Schools, 2006); (Stanfill, Diana L., 2010); (CITA, 2005); (El Kumiesy, 2007)**

The demands of establishing, developing or applying Saudi quality standards in the education increases nowadays. In addition, the importance role of education quality standards in the teaching process, teacher education and educational assessment, the need to hold short courses on quality standards used in the process of teaching are obviously appeared in the recent studies of **(Al Tass (2009) (AL Matrafi ,Ghazi Bin Salah (Jaan, 2009) Ba hass Al-Ghamdi (2009)**

The previous review of studies reveals the variation in the quality standards systems used in many countries in the world. So, while U.S. long time ago uses a well organized system based on clear standards and

procedures to ensure quality in the educational field, India has some recent initiatives and experiences to ensure quality control mechanisms in its institutions. As for Egypt, quality assurance and accreditation has become an important issue in the university and Pre – university education. The National Authority for Quality Assurance and Accreditation of Education has been established since 2006. The required Domains, Standards, Indicators, Rubric and Evidences have been determined. Concerning the pre – university education; an increasing number of schools has recently been granted or is about to be granted the Certificate of Quality Assurance and Accreditation. Saudi Arabia still in its early advanced stages attempts to establish quality standards based on studying the models of other countries, adopting and implementing the most applicable in its educational field, establishing and applying their own quality culture and standards based on scientific researches in different fields.

To sum up, evaluation is considered one of the most important and recent entrances for developing education. Standards provide evaluation with a clear, practical framework that allows a clear look for what a teacher should know and what a teacher should do. Standards provide teachers with minimum and maximum performance that help to guide the development of teaching skills. So, standards help in assessing the teacher's quality inside the actual classroom by providing sufficient details of job expectations and authentic indicators of a teacher's performance. This chapter illustrated several points concerning teacher education, teacher evaluation, its purposes, importance, guidelines and its related studies. It also tackled teacher standards, teacher quality and the judgment of performance focusing on scoring analytical rubric as an assessment tool used to fulfill the purpose of this study.

Hypotheses of the study:

The following hypotheses have been formulated to test research questions:

- There are statistically significant differences between the frequencies of rubric's alternatives of EFL Saudi teachers' performance according to quality standards.
- There are statistically significant differences between the means of the ranks of EFL Saudi teachers' performance on the rubric according to years of experience.

Chapter Three

Methodology of the Study

- **Introduction**
- **Subjects of the study**
- **Design of the study**
- **Setting of the study**
- **Instrument of the study**
- **Procedures of the study**

Chapter Three

Methodology of the Study

Introduction:

This chapter dealt with the methodology of the study. The sample's categories were clearly illustrated. The design and setting of the study were addressed. In addition to the steps followed in designing the instrument of the study, its validity and its reliability were estimated. Then, the researcher stated the procedures of the study

Subjects:

The sample of the study consisted of twenty five Saudi EFL intermediate female teachers, whose teaching experience was not less than 5 years, at west, east educational directorate in Taif city.

Design:

The study adopted the descriptive and analytic design to device the rubric that was used to determine the extent to which Saudi EFL intermediate teachers' performance matches the quality standards.

Setting of the study:

The study was carried out on EFL Saudi teachers in the intermediate stage who have five to twenty-two years experience of teaching in their ordinary classes. Each teacher was observed for three different periods of teaching using the analytical rubric with an EFL supervisor (as another rater). Total of classes were 75 classes, and each class has taken 45 minutes. The application was carried out in twelve intermediate schools which is arbitrarily chosen by the researcher according to supervisors' visits of the schools in west and east educational directorate in Taif city, during the first term of the academic year (2010-2011) 1432AH. The following table illustrates the schools' names and the numbers of EFL observed teachers in each school.

Table (2): The numbers of EFL observed teachers in each school

Schools' names	3 rd inter. school	4 th	6 th	7 th	8 th	12 th	14 th	15 th	19 th	33 th	37 th	39 th
The numbers of the teachers	2 teachers	2	2	2	3	1	2	2	3	3	2	1

The Instrument of the study:

For designing the rubric of the study, the researcher conducted a questionnaire (see appendix no.3) on a sample including ten specialists (see appendix no.4) with a teaching experience ranged between 15 to 25 years in Taif to determine which domains are more related to EFL Saudi intermediate teachers' performance. In order to determine the most important domains and standards that are related to EFL teachers' performance inside the classroom, the researcher listed five main domains according to world quality standards (ESEA 2001; LSS, 2002; El-Naggar, et al., 2002; NAQAAE, 2008; El-Said Ali, 2009) (see appendix no.8)

1. Language proficiency
2. Planning and management of learning
3. Assessment and evaluation
4. Professionalism
5. Learning community and environment

The researcher stated for each domain a number of indicators. The researcher conducted the questionnaire on a sample including 10 EFL specialists. They were asked to:

1. Rearrange the domains that are more related to teachers' performance inside the classroom from 1 to 5.
2. Determine the most important standards of each domain that are closely related for evaluating the EFL teachers' performance inside the classroom.

The following table shows the arrangement of the domains that are most related to teachers' performance inside the classroom from 1 to 5.

Table (3): The arrangement of the domains that are more related to teachers' performance inside the classroom from 1 to 5

specialists domains	1	2	3	4	5	6	7	8	9	10
Language proficiency	1	1	1	1	1	1	1	1	1	1
Planning and management of learning	2	2	2	2	2	2	2	2	2	2
Learning community and environment	5	5	5	4	5	5	4	5	5	5
Professionalism	4	4	4	5	4	4	5	4	4	3
Assessment and evaluation	3	3	3	3	3	3	3	3	3	4

The researcher estimated Kendall's coefficient of concordance, that is used for assessing agreement among raters, between the specialists' arrangement. It was 0.97 which is considered significant; it indicates that there is an agreement among the specialists' arrangement which was as follows:

1. Language proficiency
2. Planning and management of learning
3. Assessment and evaluation
4. Professionalism
5. Learning community and environment.

Based on the results of the above table, the first three domains (Language proficiency, Planning and management of learning, and Assessment and evaluation) were chosen to design the analytical rubric for

evaluating EFL Saudi intermediate teachers' performance in the light of quality standards.

Then, the researcher used Chi-Square test to know the differences in specialists choices for the importance of the standards. The results were as follow:

Table (4): Chi-Square value and its significance for the variance among specialists in determining the importance of standards

Standards		Very important		important		Less important		Chi-Square	significance
		f	%	f	%	F	%		
Language proficiency	1	10	100	-	-	-	-	-	-
	2	10	100	-	-	-	-	-	-
	3	10	100	-	-	-	-	-	-
Planning and management of learning	4	10	100	-	-	-	-	-	-
	5	10	100	-	-	-	-	-	-
	6	10	100	-	-	-	-	-	-
	7	6	60	4	40	-	-	0.4	no
	8	2	20	8	80	-	-	3.6	no
Learning community and environment	9	10	100	-	-	-	-	-	-
Professionalism	10	-	-	10	100	-	-	-	-
	11	10	100	-	-	-	-	-	-
	12	10	100	-	-	-	-	-	-
Assessment and evaluation	13	10	100	-	-	-	-	-	-
	14	10	100	-	-	-	-	-	-

The above table shows that the value of Chi-Square was not significant. Most of the standards choices were directed as very important. Thus, there is no comparison among them except standard no.10 where the choice was directed as important ; whereas standard no. 7 & 8 were not significant which indicates that the researcher cannot determine whether the standards were very important or important.

Based on the results of the above table, it is clear that there is an agreement among specialists for the importance of the listed chosen standards and the including domains.

For the purpose of the study, the researcher designed an analytical scoring rubric to evaluate EFL intermediate teachers' performance , and to determine the extent to which their performance matches the quality standards (see appendix no.1). The rubric included three domains of teacher quality standards (language proficiency, planning and management of learning, and assessment and evaluation). The rubric was designed after the researcher has investigated of literature related to international quality standards. In addition, the researcher has investigated the national standards by Saudi Arabia Ministry of Education (2003) (see appendix no.2). Saudi standards are written in Arabic and the researcher has translated them and selected those that are relevant to EFL teachers. Then, she added and edited the standards by reviewing some of the international quality standards to construct the rubric. These standards were validated first by the jury members (TEFL specialists) before writing the final form of the rubric. The rubric contains eight standards, twenty-four indicators and thirty-three descriptors of the indicators. A 3-point type rubric was used to evaluate EFL intermediate teachers' performance in the ordinary classroom. The rubric has a scale of three score points ranging from 1) weak, 2) good, 3) excellent. The rubric is analytical since assessment criteria are separated, and that there are several scores for a performance each score represent a dimension of a product.

Steps followed in designing the rubric:

- Deciding the type of the scoring rubric that will be used (holistic or analytical).
- Determining the number of scales' points.
- Choosing performance indicators of the identified EFL teaching standards that can be observed during the period.

- Writing performance descriptions for each criterion reflecting the different score points on the rating scale. Each description should be clearly differentiated from either side on the scale- the progression from one point of the scale to the next should be distinct.
- Finding more performance descriptors for each indicator to clarify them and simplify the process of observation.
- Developing a draft of the rubric to edit, revise it until satisfied with the rubric's performance.
- Presenting the analytical rubric to TEFL specialists for validation.
- Applying the rubric to assess teachers' performance.
- Compute the rubric reliability.

Reliability of the rubric:

Reliability of the observation means that the examinees (EFL teachers) got similar scores when observed by different observers (the researcher & EFL supervisor). To measure the reliability of the observation in the current study:

First, the researcher observed a sample of twenty five EFL intermediate Saudi teachers (female) with another rater using the rubric at the same time. Three rubrics were assigned to each teacher. Three separated EFL classes for each teacher. Each class is about 45 minutes. Then, the researcher estimated the correlation coefficient between the teachers' scores in the 1st and 2nd observation of the domains and the total score . The results shown as followed:

Table (5): Correlation coefficient of the teachers' scores in the 1st & 2st observation

Domain	r_value	Significance
Language proficiency	0.93	0.01
Planning and management of learning	0.97	0.01
Assessment and evaluation	0.94	0.01
Total	0.96	0.01

Results in table (5) indicate that r – value for the two observers' scores is significant which means that there is inter-rater consistency which

reflects reliability of the observation tool. Subsequently, the rubric is reliable and ready for application to the main sample of the study.

Second, Cronbach's Alpha method of measuring reliability was then estimated on a sample of 25 EFL teachers concerning domains and the total. The results shown in the following table:

Table (6): The value of reliability coefficient of the rubric using Cronbach's Alpha method.

Domain	Cronbach's Alpha
Language proficiency	0.87
Planning and management of learning	0.91
Assessment and evaluation	0.88
Total	0.90

Results in table (6) indicate that the values of reliability coefficients for the domains and the total score were between 0.87- 0.91 which are considered as high values, and that reflects reliability of the observation tool.

Validity of the rubric:

To measure the validity of the rubric, the researcher used two ways:

First, jurors validity: it was sent to seventeen TEFL jurors at different colleges of education and educational districts (see appendix no.4). The jurors were asked to judge the rubric as to agree/ or disagree for the relevance of the indicators and the levels for each domain. Jurors were also asked to give their comments and suggestions. Most of the jurors agreed that the rubric was acceptable , valid for use. But, one comment stated that some items were too long. Subsequently the rubric was rewritten in its final form in the light of their modification.

Second , internal consistency in which the researcher estimated the Correlation coefficient between each indicator's score and the total score for each domain that belongs to. In addition, the researcher estimated the Correlation coefficient between each domain's score and total score for the rubric. The results shown in the following tables.

Table (7): The values of Correlation coefficient between each indicator's score and the total score for each domain

Language proficiency			Planning and management of learning			Assessment and evaluation		
descriptors of Indicators	r _value	significance	descriptors of Indicators	r _value	significance	descriptors of Indicators	r _value	significance
1	0.51	0.01	1	0.55	0.01	1	0.63	0.01
2	0.61	0.01	2	0.54	0.01	2	0.52	0.01
3	0.49	0.01	3	0.52	0.01	3	0.58	0.01
4	0.51	0.01	4	0.53	0.01	4	0.49	0.01
5	0.72	0.01	5	0.61	0.01	5	0.48	0.05
6	0.66	0.01	6	0.51	0.01	6	0.62	0.01
7	0.48	0.05	7	0.64	0.01	7	0.54	0.01
			8	0.54	0.01	8	0.59	0.01
			9	0.67	0.01			
			10	0.58	0.01			
			11	0.64	0.01			
			12	0.52	0.01			
			13	0.59	0.01			
			14	0.48	0.01			
			15	0.56	0.01			
			16	0.63	0.01			
			17	0.67	0.01			
			18	0.61	0.01			

The above table indicates that the values of Correlation coefficient between each indicator's score and the total score for each domain that it belongs to are significant which means that there is consistency between the items of the rubric, and this is considered as an indicator for validity.

Table (8): The values of Correlation coefficient between each indicator's score and the total score of the rubric

Domain	r_value	Significance
Language proficiency	0.88	0.01
Planning and management of learning	0.93	0.01
Assessment and evaluation	0.87	0.01

The above table indicates that the value of Correlation coefficient between each domain's score and the total score of the rubric is significant at level 0.01 which means that the rubric is valid.

Procedures of the study:

The study was proceeded as follows;

1. Reviewing literature and the previous studies related to teacher evaluation, teacher quality and educational standards to form the theoretical framework of the research.
2. Preparing a questionnaire includes standards with domains to be judged by TEFL professors and supervisors aiming at identifying the most important domains for EFL teachers' performance
3. Designing an analytical rubric to assess the extent to which EFL Saudi intermediate teachers' performance matches the quality standards.
4. Presenting the analytical rubric to EFL specialists, as TEFL professors and supervisors for validation.
5. Choosing the sample of the study from some intermediate schools in Taif.
6. Applying the analytical rubric to EFL intermediate teachers.
7. Analyzing the data statistically.
8. Discussing results and providing conclusions and recommendations.
9. Suggesting a proposed vision based on the recommendations to improve the points of weakness in EFL intermediate teachers' performance.

Chapter Four

Results and discussions

- **Introduction**
- **Determining the statistical differences between the frequencies of the observed indicators of EFL teachers' performance for each domain separately.**
- **Determining the performance level for each domain separately.**
- **Determining which of the indicators are the most exhibited in teachers' performance in each domain separately.**
- **Determining the statistical differences between the two groups of EFL teachers according to years of experience.**
- **Summary**

Chapter Four

Results and discussions

Introduction:

The present chapter tackles the results of the study. It illustrates statistical methods, and discussions of the findings related to the questions of the study.

Questions of the study:

1. What are the most important domains for evaluating EFL teachers' performance in the light of quality standards?
2. What are the characteristics of a rubric for evaluating EFL Saudi teachers' performance based on quality standards?
3. To what extent are these quality standards reflected in the performance of EFL Saudi teachers in the intermediate stage with different years of experience?
4. Are there any statistically significant differences among EFL Saudi teachers' performance and years of teaching experience?

Four points were tackled to analyze data statistically :

- Determining the statistical differences between the frequencies of the observed indicators of EFL teachers' performance for each domain separately.
- Determining the performance level for each domain separately.
- Determining which of the indicators are the most exhibited in teachers' performance in each domain separately.
- Determining differences between the two groups of EFL teachers according to years of experience.

Statistical methods:

To answer the first question: What are the most important domains for evaluating EFL teachers' performance in the light of quality standards?

The researcher designed an analytical rubric which included the three domains that are of close relevance to teacher's performance : language

proficiency, planning and management of learning, assessment and evaluation (see appendix no.1).

To answer the second question: What are the characteristics of a rubric for evaluating EFL Saudi teachers' performance based on quality standards?

The researcher designed an analytical rubric consisted of eight standards, twenty-four indicators and thirty-three descriptors of indicators to evaluate EFL intermediate teachers' performance , and to determine the extent to which their performance matches the quality standards (see appendix no.1). The rubric included three domains of teacher quality standards (language proficiency, planning and management of learning, and assessment and evaluation). A 3-point type rubric was used to evaluate EFL intermediate teachers' performance in the ordinary classroom. The rubric has a scale of three score points ranging from 1) weak, 2) good, 3) excellent. The rubric is analytical since assessment criteria are separated, and that there are several scores for a performance each score represent a dimension of a product. The rubric was designed after the researcher has investigated of literature related to international quality standards and the national standards by Saudi Arabia Ministry of Education (2003) (see appendix no.2). Saudi standards are written in Arabic and the researcher has translated them and selected those that are relevant to EFL teachers. Then, the standards were edited by reviewing some of the international quality standards to construct the rubric. These standards were validated first by the jury members (TEFL specialists) before writing the final form of the rubric. This rubric could be used to assess the EFL teacher's performance to determine points of strength and weakness according to predetermined and fixed standards.

Determining the statistical differences between the frequencies of the observed indicators of EFL teachers' performance for each domain separately.

To answer the third question: To what extent are these quality standards reflected in the performance of EFL Saudi teachers in the intermediate stage with different years of experience?

To analyze data statistically, the researcher has done the following:

The researcher designed a rubric as an assessment tool consisted of quality standards and indicators to assess the performance of English language intermediate teachers. The researcher observed twenty-five teachers for three different periods. Then, the researcher estimated the median of the three teacher's observation scores for each indicator. In addition, the researcher estimated chi-square goodness-of-fit test to know the differences between the frequencies of the observed indicators of performance score. Results are shown below in table (8). Chi-square goodness-of-fit test used to determine the goodness of fit between theoretical and experimental data. In this test, observed values are compare with theoretical or expected values. Observed values are those that the researcher obtains empirically through direct observation; theoretical or expected values are developed on the basis of some hypotheses.

The first domain: Language proficiency

Table (9): chi-square value and its significance for the differences between the frequencies of the observed indicators of performance score in Language proficiency domain

Descriptors of Indicators	Excellent		Good		Weak		Chi-Square	significance
	f	%	f	%	f	%		
1	23	92	2	8	-	-	17.6	0.01
2	21	84	4	16	-	-	11.6	0.01
3	20	80	5	20	-	-	9	0.01
4	20	80	5	20	-	-	9	0.01
5	15	60	10	40	-	-	1.00	No
6	12	48	13	52	-	-	0.04	No
7	12	48	13	52	-	-	0.04	No

The table above shows that chi-square value for the differences between the frequencies of the observed indicators of performance scores is significant at level 0.01 for the first four indicators in favor of excellent alternative, and these indicators are:

1. The teacher pronounces words accurately and spells words correctly on the board.
2. The teacher produces correct grammatical sentences.
3. The teacher produces simple and continuous speech without causing comprehension difficulties or breakdown of communication.
4. The teacher communicates ideas effectively.

So , There is statistically significant difference between the frequencies of the observed indicators of performance score for the first four indicators at the level of 0.01 in favor of excellent alternative; Whereas chi-square value for the difference between the frequencies of the observed indicators of performance score for the last three indicators is not significant, and these indicators are:

5. The teacher speaks with good command of intonation.
6. The teacher highly cares about subject matter, content ,reading skills (e.g. note taking, writing a summary) and uses reading strategies (pre-, during, post reading strategies).
7. The teacher uses writing skills (e.g. spelling, punctuation marks) and strategies (using correct word order, connectors) when writing on the board accurately.

The above table is further clarified that the choices were between excellent and good, but they cannot be considered as excellent or good because chi-square value is not significant.

To summarize, There are statistically significant differences between the frequencies of the observed indicators of performance scores for the first four indicators no. 1, 2, 3 and 4 at level (0.01) in favor of the excellent alternative. The absence of statistically significant differences between the frequencies of the observed indicators of performance score for the last three indicators no, 5,6 and 7.

Second domain: Planning and management of learning domain

Table (10): chi-square value and its significance for the differences between the frequencies of the observed indicators of performance score in Planning and management of learning domain

Descriptors of Indicators	Excellent		Good		Weak		Chi-Square	significance
	f	%	f	%	f	%		
1	3	12	11	40	12	48	5.36	No
2	24	96	1	4	-	-	21.2	0.01
3	3	12	21	84	1	4	29.1	0.01
4	19	76	6	24	-	-	6.8	0.01
5	5	20	20	80	-	-	9	0.01
6	11	44	14	56	-	-	0.36	No
7	9	36	15	60	1	4	11.8	0.01
8	7	28	14	56	4	16	6.3	0.05
9	5	20	9	36	11	44	2.2	No
10	4	16	12	48	9	36	3.9	No
11	-	-	3	12	22	88	14.4	0.01
12	3	12	21	84	1	4	29.1	0.01
13	1	4	23	92	1	4	38.7	0.01
14	12	48	11	44	2	8	7.3	0.01
15	-	-	8	32	17	68	3.2	No
16	7	28	14	56	4	16	6.3	0.05
17	2	8	9	36	14	56	8.7	0.01
18	3	12	10	40	12	48	5.4	No

The table above shows that chi-square value is significant at level 0.01 in favor of excellent alternative for indicators no. 2, 4 and 14 which are:

2- The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences.

4- The teacher highly involves both weak and good students when asking questions.

14- The teacher highly interacts with students using gestures such as: facial expressions smiling, nodding, eye contact.

In addition, chi-square value is significant in favor of good alternative for indicators no. 3, 5, 7, 8, 12, 13 and 16 which are:

3-The teacher sometimes uses motivation techniques (encouragement, rewards and scores) and interaction skills (T-S &S-S)

5-The teacher usually uses wait-time techniques when asking questions.

7-The teacher partially uses student-centered instructional techniques by helping students (to solve problem, and discuss) during class.

8-The teacher occasionally relates lesson topics and objectives with Saudi Arabia culture.

12-The teacher sometimes uses activities as oral, written and physical activities.

13-The teacher uses different techniques of teaching and designs activities to engage some of the students.

16-The teacher usually uses group work or pair work to facilitate learning.

In addition, chi-square value is significant in favor of weak alternative for indicators no. 11 and 17 which are:

11- The teacher rarely encourages students to do their assignments via using educational technology .

17- The teacher chiefly measures the low then high levels of thinking when asking questions.

Whereas chi-square value is not significant for indicators no. 1, 6, 9, 10, 15, and 18 which are:

1- The teacher adds new and attractive activities in developing lesson plan to match curriculum goals and to fit the learner individual differences.

6- The teacher varies his/her instructional methods and techniques of teaching and learning (C.L.T, T.P.R, Task-Based Language Teaching, KWLH chart ...etc).

9- The teacher frequently discusses students' social situations and their class problematic situations .

10- The teacher always integrates available educational technology in teaching and planning to activate learning process.

15- The teacher always encourages student to ask questions, research and read for more information.

18- The teacher provides chances to encourage students to solve problems & express their own opinions regarding them.

This means that the above indicators cannot be judged whether they are exhibited or not in EFL teacher performance.

To summarize, There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 2, 4 and 14 at level (0.01) in favor of excellent alternative. There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 3, 5, 7, 12, 13 at level (0.01) and no. 8,16 at level (0.05) in favor of good alternative. There are statistically significant differences between the frequencies of the observed indicators of performance scores indicators no. 11 and 17 at level (0.01) in favor of weak alternative .The absence of statistically significant differences between the frequencies of the observed indicators of performance scores indicators no.1, 6, 9, 10, 15, and 18.

Third domain: Assessment and evaluation domain

Table (11): chi-square value and its significance for the differences between the frequencies of the observed indicators of performance score in Assessment and evaluation domain

Descriptors of Indicators	Excellent		Good		Weak		Chi-Square	significance
	f	%	f	%	f	%		
1	1	4	14	56	10	40	10.6	0.01
2	11	44	14	56	-	-	0.36	No
3	4	16	17	68	4	16	13.5	0.01
4	13	52	11	44	1	4	9.9	0.01
5	23	92	2	8	-	-	17.6	0.01
6	4	16	21	84	-	-	11.6	0.01
7	2	8	22	88	1	4	33.7	0.01
8	2	8	8	32	15	60	10.2	0.01

The table above shows that chi-square value is significant in favor of excellent alternative for indicators no. 4 and 5 which are:

4-The teacher frequently uses subjective, objective , oral and performance assessment tasks appropriate to the content.

5-The teacher mainly applies tests which possess: (Comprehension, Relevance , Clarity, Objectivity ,Balance, Difficulty and Time).

In addition, chi-square value is significant in favor of good alternative for indicators no. 1, 3, 6 and 7 which are:

1- The teacher uses few qualitative assessment methods to describe students' performance such as (writing reports and observation notebooks).

3- The teacher uses some types of techniques (such as: observation, warm-up, weekly test, monthly test, final exam).

6-The teacher occasionally provides students with feedback about their assignments, tasks and exams.

7- The teacher sometimes observes and records student progress daily using appropriate instruments.

chi-square value is significant in favor of weak alternative for indicators no. 8 which is:

8- The teacher tells the students' how their work will be evaluated and doesn't encourage them to evaluate each other.

chi-square value is not significant for indicator no.2 which is :

2- The teacher uses different quantitative assessment methods to measure students' achievement such as (oral and written achievement test, quizzes, final and mid-year exam).

To summarize, There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 4 and 5 at level (0.01) in favor of excellent alternative. There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 1, 3, 6 and 7 at level (0.01) in favor of good alternative. There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 8 at level (0.01) in favor of weak alternative. The absence of statistically significant differences between the frequencies of the observed indicators of performance scores for indicator no. 2.

- **Determining the performance level for each domain separately.**

For determining the performance level for each domain, the researcher specified hypothesis mean which is the half of the score in the rubric. Then, it was compared with the actual mean of the teacher in each domain, and the researcher used t-test for one group. Result are in the following table.

Table (12): t-value and its significance for the differences between the hypothesis mean and the actual mean of the teachers' performance in each domain

domain	mean	Hypoth. mean	Std. Deviation	t-value	significance
Language proficiency	18.92	14	1.75	14.03	0.01
Planning and management of learning	36.28	36	5.17	0.27	no
Assessment and evaluation	17.16	16	2.15	2.69	0.01

The table above shows that t- value is significant for the first and third domain: Language proficiency, and Assessment and evaluation whereas t-value is not significant for the second domain: Planning and management of learning; that indicates teachers' performance in the first and third domain (Language proficiency, and Assessment and evaluation) is better than the second domain and exceeded the hypothesis mean. Whereas for the second domain: Planning and management of learning does not exceed the hypothesis mean with significant differences. That could be interpreted as EFL teachers have good teacher preparation in English major (Language proficiency) that most of them speak English fluently and accurately. EFL teachers have good performance in Assessment and evaluation domain due to clear evaluation plans that a student in English would be evaluated in one term according to the following:

10 scores for participation

10 scores for the average of two quizzes each has 10 scores.

30 scores for a test conducted at the end of a term.

The total is 50 scores for a term, 100 scores for a year (1st & 2nd term).

Accordingly, midterm exam and final test have a unified guided model

prepared by EFL supervisors in which EFL teachers must follow in designing their exams. So, this unified guided model makes Assessment and evaluation process objective, simple, practical and clear, and makes EFL teacher performance better in Assessment and evaluation domain than in Planning and management domain. On the other hand, EFL teacher performance is considered weak in Planning and management domain due to weak educational preparation for teachers (Al-Hazmi, 2002) (Mohasseb & Al – Hakami, 2008).

So, T- value is significant for the first and third domain: Language proficiency ,and Assessment and evaluation whereas t- value is not significant for the second domain: Planning and management of learning.

- **Determining which of the indicators are the most exhibited in teachers' performance in each domain separately.**

For determining which of the indicators are the most exhibited in teachers' performance, the researcher estimated the mean and the standard deviation for each indicator in each domain. Then , the indicators according to mean values were arranged. Results are clarified in the table below:

The first domain: Language proficiency

Table (13): the arrangement of language proficiency indicators according to their exhibition degree in EFL teacher performance

Descriptors of Indicators	mean	Std. Deviation	Sort
1	2.92	0.28	1
2	2.84	0.37	2
3	2.80	0.41	3.5
4	2.80	0.41	3.5
5	2.60	0.50	5
6	2.48	0.51	6.5
7	2.48	0.51	6.5

The table above shows that the most exhibited indicator in teachers' performance for this domain is the first one ; which is:

1- The teacher pronounces words accurately and spells words correctly on the board.

The researcher observed EFL teachers' spelling and pronunciation, most of them pronounced words accurately and spelled words correctly on the board. That could be interpreted as EFL teachers have good teacher preparation in English major (Language proficiency) for four or five years, and they all have B.A. degree that most of them speak English fluently and accurately.

Whereas the least exhibited indicators in teachers' performance are indicators no. 6 and 7; which are:

6-The teacher highly cares about reading skills (e.g. note taking, writing a summary) and uses reading strategies (pre-, during, post reading strategies).

7-The teacher uses writing skills (e.g. spelling, punctuation marks) and strategies (using correct word order, connectors) when writing on the board accurately.

The least exhibited indicators in teachers' performance are reading and writing skills and strategies. That could be interpreted as EFL teachers' weak concentration on reading passages or writing paragraphs in the intermediate pupils book due to students weak ability to use reading and writing strategies and skills. In addition, some teachers stated that these skills and strategies are advanced and most appeared in advanced levels (secondary stage) not in intermediate stage. The researcher disagrees with this considering intermediate stage an important stage in which a student should have mastery in reading and writing skills and strategies especially high levels (2nd and 3rd intermediate grade).

Second domain: Planning and management of learning domain

Table (14): the arrangement of Planning and management of learning indicators according to their exhibition degree in EFL teacher performance

Descriptors of Indicators	mean	Std. Deviation	Sort
1	1.64	0.70	14.5
2	2.96	0.20	1
3	2.08	0.40	9.5
4	2.76	0.44	2
5	2.20	0.41	6
6	2.44	0.51	3
7	2.32	0.56	5
8	2.12	0.67	7.5
9	1.76	0.78	13
10	1.80	0.71	12
11	1.12	0.33	18
12	2.08	0.40	9.5
13	2.00	0.28	11
14	2.40	0.65	4
15	1.32	0.48	17
16	2.12	0.66	7.5
17	1.52	0.65	16
18	1.64	0.70	14.5

The table above shows that the most exhibited indicator in teachers' performance for this domain is the second one ; which is:

2- The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences.

That's due to the positive focus of EFL supervisors on lesson planning and preparation notebooks in which each educational office should conduct a meeting at the beginning of each term concerning lesson planning.

Whereas the least exhibited indicator in teachers' performance is indicator no. 11; which is:

11- The teacher always encourages students to do and document their assignments or tasks via using different educational technology (internet, power point, and websites ...etc)

The least exhibited indicator in teachers' performance is weak use or encouragement of educational technology due to weak technical equipments that our schools have. Most of our schools have only one computer which is in learning resources room as it is named, and this room is for all the subjects. In big schools, if a teacher needs this room, she should reserve it a day earlier or early in the morning. Most of our schools do not have labs for listening, nor for doing any assignment via using educational technology. Some teachers stated that students cannot use technology according to their age, but the researcher disagree with this that other few teachers sometimes apply educational technology.

Third domain: Assessment and evaluation domain

Table (15): the arrangement of Assessment and evaluation indicators according to their exhibition degree in EFL teacher performance

Descriptors of Indicators	mean	Std. Deviation	Sort
1	1.64	0.56	7
2	2.44	0.51	3
3	2.00	0.58	6
4	2.48	0.59	2
5	2.92	0.28	1
6	2.16	0.37	4
7	2.04	0.35	5
8	1.48	0.65	8

The table above shows that the most exhibited indicator in teachers' performance is the fifth one ; which is:

5- The teacher mainly applies tests which possess: (Comprehension, Relevance , Clarity, Objectivity ,Balance, Difficulty and Time.)

The most exhibited indicator in teachers' performance is referred to good test due to the unified guided model of test which is provided by educational office and EFL supervisors ; all EFL teacher should follow this model with some differences in the content that cope stage level and students individual differences within the model test framework. This unified guided model test have basic questions regarding: (comprehension passage ,information questions, grammar, vocabulary, dictation and handwriting).

Whereas the least exhibited indicator in teachers' performance is indicator no. 8; which is:

8- The teacher clarifies how the students' work will be evaluated and encourages them to evaluate each other or themselves honestly and objectively via using rubrics designed by the students.

The least exhibited indicator in teachers' performance is referred to self student assessment, pair assessment and using rubric for assessment purposes; that due to weak awareness of the importance of using rubrics for educational purposes, and lack of training sessions to train teachers how to apply rubrics in assessment for students and teachers. Fortunately, the current plan of educational training center has some training sessions emphasizes applying rubric in teaching and learning.

To summarize, the most exhibited indicators in teachers' performance are "The teacher pronounces words accurately and spells words correctly on the board", "The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences" and "The teacher mainly applies tests which possess: (Comprehension, Relevance , Clarity, Objectivity ,Balance, Difficulty and Time). Whereas the least exhibited indicators in teachers' performance are the following: "The teacher highly cares about subject matter, content , reading skills (e.g. note taking, writing a summary) and uses reading strategies (pre-, during, post reading strategies", "The teacher uses writing skills (e.g. spelling, punctuation marks) and strategies (using correct word order, connectors) when writing on the board accurately", "The teacher always encourages students to do and document their assignments or tasks via using different educational technology (internet, power point, and websites .. etc) " and "The teacher clarifies how the students' work will be evaluated and encourages them to evaluate each other or themselves honestly and objectively via using rubrics designed by the students".

- **Determining the statistical differences between the two groups of EFL teachers according to years of experience.**

To answer the fourth question: Are there any statistically significant differences among EFL Saudi teachers' performance and years of teaching experience?

For determining the differences between the two groups of EFL teachers according to years of experience, the researcher divided the sample into two groups according to years of experience as : a group of less than 15 years and another group of more than 15 years. Then, Mann Whitney test was used to estimate differences between the two groups according to years of experience. The results were as the following:

Table (16): u value and its significance for the differences between the teachers' years of experience

Domain	group	n	Mean rank	Sum of ranks	Mann Whitney _ u	significance
Language proficiency	Less than 15 years	15	13.97	209.5	60.5	No
	more than 15 years	10	11.55	115.5		
Planning and management of learning	Less than 15 years	15	15.4	231.0	39.0	0.05
	more than 15 years	10	9.4	94.0		
Assessment and evaluation	Less than 15 years	15	14.93	224.0	46.0	No

	more than 15 years	10	10.10	101.0		
total	Less than 15 years	15	15.37	230.5	39.5	0.05
	more than 15 years	10	9.45	94.5		

The table above shows that u- value for the differences between the two groups of teachers according to years of experience is significant in the second domain (Planning and management of learning) . The total score of the performance is in favor of less than 15 years experience group ; whereas u- value is not significant in (Language proficiency domain), and (Assessment and evaluation domain). That indicates the low experienced teachers (less than 15 years experience group) take care of Planning and management of their performance better than the high experienced ones (more than 15 years experience group). This result could be justified according to four points regarding teacher preparation, training courses , unclear concepts of quality and self professional development and others. That the low experienced teachers are full of enthusiasm and hope; they are willing to apply new trends of planning and teaching, and attend training sessions. In addition, it seems that education programs of the new qualified teachers is more advanced than the traditional ones. Thus, teacher preparation is linked with quality performance, teacher preparation widen the horizon of teacher performance improvement (Alharbia, 2009). The new teacher preparation stressed the importance of using the collaborative teaching model in student teacher preparation (Seifeddin, 2002) and adding a research component to the professional preparation of teachers (El-Dib, 2003) . Al Meteiri (2008) stated that teaching problems related to the teacher preparation. He recommended to make valuable change in the preparation programs. Accordingly, low experienced teachers performance is better than the high experienced ones. Not only teacher preparation but also training courses effect teacher performance.

Ban Eric (2004) recommends using more than one professional development strategy in designing a student teachers' training program, and Halim (2008) recommended that professional development strategies should be used in EFL teachers' pre/in-service training programs. Ba hass Al-Ghamdi (2009) found that statistically significant differences existed in teacher's performance in favor of teachers having had one or two training courses. Al Meteiri (2008) recommended to intensify training courses for teachers of English and expand training programs related to teaching methodology . Thus, Lack of in-service training sessions affect teachers performance and teaching negatively (Alharbi sh., 2008; Al Meteiri 2008) because training is linked with quality in teacher performance (Alharbia, 2009; Ayad, 2009). Accordingly, low experienced teachers performance is better than the high experienced ones due to attending the training sessions. In addition, unclear concept of quality and self Professional development in the mind of the old teachers- high experienced EFL teachers- make their performance lower than the low experienced teachers (new teachers). Questi (2009) stated that the concept of self Professional development is clear for (78.4%) of the supervisors, and for half(50%) of the teachers. Low practices of self evaluation from (21.4%) ELT point of view, and (32.4%) from educational supervisors point of view. The professional demands for English teachers from their point of view, and their supervisors are: (lessons application, instructional technology, class management, and evaluation), while the language demands are: (listening, speaking, writing, grammar, and translation). Al Meteiri 2008 Mentioned the barriers of self Professional development. Furthermore, Some old traditional teachers still doesn't agreeing greatly with the needs and the expectations of the students (Ayad, 2009). Some teachers were unlikely to change their own teaching styles or practices in any meaningful way (Hendricks, 2010). The low experienced teachers are newly graduated; They have the awareness of the quality meaning and its targets (Ayad, 2009). Also , Some old teachers still use the traditional methods of teaching, and do not use or encourage educational technology in teaching. (El Okda, 2005; Al Meteiri, 2008) indicated that teaching problems are related to teaching methodology, audio-visual aids were very high. To conclude, the researcher found that the low experienced teachers' performance (less than 15 years experience group) is better than the high experienced ones (more than 15 years experience group) in Planning and

management of learning domain which indicate that experience does not mean quality performance, and experience may or may not effect performance. There are studies that agree with this result (Alharbi sh., 2008; Al-Ghamdi, 2009; Jaan, 2009; Al-Ghamdi, 2009; AL Matrafi) whereas (Al Meteiri, 2008; Al Tass, 2009; El-Said Ali, 2009) disagree with this result.

To summarize, There are statistically significant differences between the two groups of teachers according to years of experience at level (0.05) in the second domain (Planning and management of learning) in favor of the lower experience group of teachers (less than 15 years experience).

The following figure illustrate the difference of between the two groups of teachers according to years of experience in three domains.

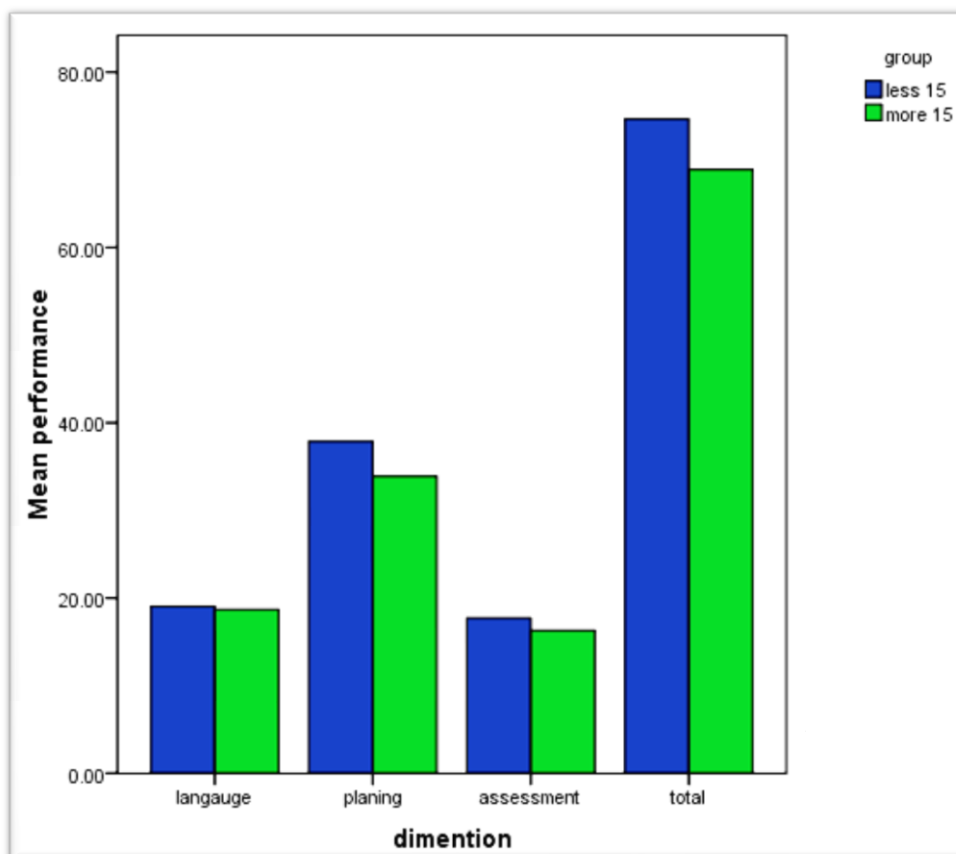


Figure (12): the difference between the two groups of teachers according to years of experience in the three domains

Summary :

Findings of the study indicated that:

The first domain: Language proficiency

- There are statistically significant differences between the frequencies of the observed indicators of performance scores for the first four indicators no. 1, 2, 3 and 4 at level (0.01) in favor of the excellent alternative.
- The absence of statistically significant differences between the frequencies of the observed indicators of performance score for the last three indicators no, 5,6 and 7.
- The most exhibited indicators in teachers' performance is that " The teacher pronounces words accurately and spells words correctly on the board". Whereas the least exhibited indicators in teachers' performance are the following:"The teacher highly cares about subject matter, content ,reading skills (e.g. note taking, writing a summary) and uses reading strategies (pre-, during, post reading strategies", and "The teacher uses writing skills (e.g. spelling, punctuation marks) and strategies (using correct word order, connectors) when writing on the board accurately."

Second domain: Planning and management of learning domain

- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 2, 4 and 14 at level (0.01) in favor of excellent alternative
- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 3, 5, 7, 12, 13 at level (0.01) and no. 8,16 at level (0.05) in favor of good alternative
- There are statistically significant differences between the frequencies of the observed indicators of performance scores indicators no. 11 and 17 at level (0.01) in favor of weak alternative .
- The absence of statistically significant differences between the frequencies of the observed indicators of performance scores indicators no.1, 6, 9, 10, 15, and 18.

- The most exhibited indicators in teachers' performance is that "The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences". Whereas the least exhibited indicators in teachers' performance is that "The teacher always encourages students to do and document their assignments or tasks via using different educational technology (internet, power point, and websites .. etc) "

Third domain: Assessment and evaluation domain

- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 4 and 5 at level (0.01) in favor of excellent alternative.
- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 1, 3, 6 and 7 at level (0.01) in favor of good alternative.
- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 8 at level (0.01) in favor of weak alternative.
- The absence of statistically significant differences between the frequencies of the observed indicators of performance scores for indicator no. 2.
- The most exhibited indicators in teachers' performance is that "The teacher mainly applies tests which possess: (Comprehension, Relevance , Clarity, Objectivity ,Balance, Difficulty and Time); whereas the least exhibited indicators in teachers' performance is that "The teacher clarifies how the students' work will be evaluated and encourages them to evaluate each other or themselves honestly and objectively via using rubrics designed by the students".
- T- value is significant for the first and third domain: Language proficiency ,and Assessment and evaluation whereas t- value is not significant for the second domain: Planning and management of learning.
- There are statistically significant differences between the two groups of teachers according to years of experience at level (0.05) in the second domain (Planning and management of learning)in favor of the lower experience group of teachers (less than 15 years experience).

Chapter Five

Summary, Conclusions , Recommendations

- **Introduction**
- **Summary**
- **Conclusion**
- **A proposed vision to improve EFL intermediate teachers' performance in the light of the quality standards**
- **Recommendations**
- **Suggestions for further researches**

Chapter Five

Summary, Conclusions , Recommendations

- **Introduction**

This chapter presents a summary of the study, draws conclusions; provides a proposed vision to improve EFL intermediate teacher's performance in the light of the quality standards, and offers recommendations and suggestions for further researches.

- **Summary:**

Statement of the problem:

Based on the literature and the related studies, the problem of this study stated as follows: In spite of the prominent role of evaluation in the educational process, EFL Saudi intermediate teachers have not been evaluated according to a unifying, objective and comprehensive evaluation system based on predetermined standards. Hence, there is a need for an objective and comprehensive evaluation tool to evaluate the performance of the EFL Saudi teachers. Therefore, the researcher investigated the current level of EFL teachers' performance and evaluated them in the light of quality standards.

Questions of the study are:

1. What are the most important domains for evaluating EFL teachers' performance in the light of quality standards?
2. What are the characteristics of a rubric for evaluating EFL Saudi teachers' performance based on quality standards?
3. To what extent are these quality standards reflected in the performance of EFL Saudi teachers in the intermediate stage with different years of experience?
4. Are there any statistically significant differences among EFL Saudi teachers' performance and years of teaching experience?

Hypotheses of the study:

- There are statistically significant differences between the frequencies of rubric alternatives of EFL Saudi teachers' performance according to quality standards.
- There are statistically significant differences between the means of the ranks of EFL Saudi teachers' performance on the rubric according to years of experience.

Aims of the study:

This study aimed at:

- Identifying the most important domains for evaluating EFL Saudi teachers' performance in the light of quality standards.
- Designing an objective and comprehensive evaluation tool based on quality standards to evaluate EFL Saudi intermediate teachers' performance.
- Determining to what extent are quality standards exhibited in the performance of EFL Saudi teachers in the intermediate stage with different years of experience.
- Determining whether there are any statistically significant differences between EFL Saudi teachers' performance related to experience variable.

Significance of the study:

The study contributes to:

1. Provide TEFL researchers, teachers and language specialists in Saudi Arabia with a valid scoring rubric for assessing EFL teacher performance.
2. Direct the attention of TEFL teachers and supervisors towards the importance and impact of the educational standards as an attempt to raise teachers' performance as well as students' performance.
3. Direct the attention of in-service teachers' training centers towards the importance of involving quality standards in their training sessions.
4. Enrich teacher education programs in faculties of education with the importance of performance assessment of EFL teachers for the purpose of professional development.

5. Provide a suggested vision as guidelines for Ministry of Education to improve teacher performance in the light of quality standards

Limitations of the study:

The study was limited to:

- Three main domains were selected: Language proficiency, Planning and management of learning, and Assessment and evaluation
- A sample of twenty five EFL female Saudi teachers in the intermediate stage who have five or more years experience of teaching.
- Twelve intermediate schools in Taif, Saudi Arabia.
- The 1st term of the academic year 1432 H.

Instruments:

To fulfill the purpose of the study, the following instruments designed and used by the researcher:

- A questionnaire prepared by the researcher and addressed to EFL specialists to determine the most important domains of quality standards that have close relevance to Saudi EFL teachers' performance.
- An analytical rubric designed by the researcher to evaluate EFL intermediate teachers' performance to determine the extent to which their performance matches the quality standards.

Methodology:

Subjects:

- The subjects of the study consisted of 25 female Saudi teachers of English in the intermediate stage in Taif with different years of experience in teaching.

Duration of observation:

The researcher observed each teacher for three different periods of teaching using the analytical rubric with EFL supervisor (a rater). It was 75 classes for all teachers .Each class was about 45 min.

Design:

- The researcher adopted a descriptive and analytic design to device the rubric in order to determine the extent to which Saudi EFL intermediate teachers' performance matches the quality standards.

Procedures of the study:

The study proceeded as follows;

1. Reviewing literature and the previous studies related to teacher evaluation and educational standards to form the theoretical framework of the research.
2. Preparing a questionnaire includes standards with domains to be judged by TEFL professors and supervisors aiming at identifying the most important domains for EFL teachers' performance
3. Designing an analytical rubric to assess the extent to which EFL Saudi intermediate teachers' performance matches the quality standards.
4. Presenting the analytical rubric to EFL specialists, as TEFL professors and supervisors for validation.
5. Choosing the sample of the study from some intermediate schools in Taif.
6. Applying the analytical rubric to EFL intermediate teachers.
7. Analyzing the data statistically.
8. Discussing results and providing conclusions and recommendations.
9. Suggesting a proposed vision based on the recommendations to improve the points of weakness in EFL intermediate teachers' performance.

- **Conclusion**

The findings indicated that:

For the first domain: Language proficiency

- There are statistically significant differences between the frequencies of the observed indicators of performance scores for the first four indicators at the level of 0.01 in favor of the excellent alternative.
- The most exhibited indicator in teachers' performance is that "The teacher pronounces words accurately and spells words correctly on the board". Whereas the least exhibited indicators in teachers' performance are the following: "The teacher highly cares about subject matter, content, reading skills (e.g. note taking, writing a summary) and uses reading strategies (pre-, during, post reading strategies)", and "The teacher uses writing skills (e.g. spelling, punctuation marks) and strategies (using correct word order, connectors) when writing on the board accurately."

Second domain: Planning and management of learning domain

- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 2, 4 and 14 at level 0.01 in favor of excellent alternative
- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 3, 5, 7, 12, 13 at level 0.01 and no. 8, 16 at level 0.05 in favor of good alternative
- There are statistically significant differences between the frequencies of the observed indicators of performance scores indicators no. 11 and 17 at level 0.01 in favor of weak alternative .
- The most exhibited indicator in teachers' performance is that "The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences". Whereas the least exhibited indicator in teachers' performance is that "The teacher always encourages students to do and document their assignments or tasks via using different educational technology (internet, power point, and websites ...etc) "

Third domain: Assessment and evaluation domain

- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 4 and 5 at level 0.01 in favor of excellent alternative.
- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicators no. 1, 3, 6 and 7 at level 0.01 in favor of good alternative.
- There are statistically significant differences between the frequencies of the observed indicators of performance scores for indicator no. 8 at level 0.01 in favor of weak alternative.
- The most exhibited indicator in teachers' performance is that "The teacher mainly applies tests which possess: (Comprehension, Relevance, Clarity, Objectivity, Balance, Difficulty and Time); whereas the least exhibited indicator in teachers' performance is that "The teacher clarifies how the students' work will be evaluated and encourages them to evaluate each other or themselves honestly and objectively via using rubrics designed by the students".
- T- value is significant for the first and third domain: Language proficiency, and Assessment and evaluation whereas t- value is not significant for the second domain: Planning and management of learning.
- There are statistically significant differences between the two groups of teachers according to years of experience at level 0.05 in the second domain (Planning and management of learning) in favor of the lower experience group of teachers (less than 15 years experience).
- Finally, Saudi EFL intermediate teachers' performance was good. Lower experience group of EFL teachers (less than 15 years experience) were better than higher experience group of EFL teachers (more than 15 years experience) in Planning and management of learning domain.

A proposed vision to improve EFL intermediate teacher's performance in the light of the quality standards

The researcher suggested a vision on three phases to improve EFL intermediate teacher's performance in the light of quality standards.

The first Phase: the role of Ministry of Education in enhancing the EFL intermediate teacher's performance.

Aims of this phase are:

1. Establishing Saudi quality standards for teachers according to the major or subject.
 2. Generalizing the professional standards in the educational directorate and in all of educational area.
 3. Translating the educational standards from their abstract form to another practical one.
 4. Improving the educational quality standards from year to year.
- **For achieving these aims, Ministry of Education has to tackle the following:**
 1. Preparing annual publications include the national quality educational standards to be sent to the educational directorates .
 2. Preparing workshops via which specialists (supervisors and experienced teachers) will illustrate what are educational quality standards , their importance , their intent and how they will be applied in teaching .
 3. Evaluating these workshops continually to overcome the weaknesses and providing teachers who achieve high degree with announced prizes.

The second Phase: the role of Educational Directorate in enhancing EFL intermediate teacher's performance.

Aims of this phase are:

1. Following up the extent to which EFL supervisors are aware of educational standards, quality applications in EFL teaching and the use of appropriate tools for evaluating this quality.
2. Making training sessions to enhance EFL supervisors' and teachers' awareness and applications of educational standards exhibited in EFL teachers' performance.

3. Making connection between faculties of Education and EFL supervisors to follow up the process of applying educational standards.

- **For achieving these aims, the educational directorate has to do the following:**

1. Making a periodical meeting with EFL supervisors and teachers to demonstrate their opinions about applying and improving the educational standards, quality applications in EFL classes. In addition to, the difficulties they face in applying them
2. Making workshops with EFL supervisors to spread the awareness and applications of standards and quality tools in education.
3. Asking EFL supervisors to provide continuous reports and feedback about the extent to which educational standards are exhibited in EFL teachers' performance and link them with faculties of Education.

The third Phase: the role of EFL supervisors in enhancing EFL intermediate teacher's performance.

Aims of this phase are:

1. EFL supervisors help teachers to apply educational standards in their teaching.
 2. EFL supervisors provide suggestions for continuous improvement of educational standards to suit our educational objectives and curriculum.
 3. EFL supervisors increase the importance of attending training sessions in quality application in EFL classes , using evaluative rubrics as assessment instruments.
- **For achieving these aims, EFL supervisors should do the following:**
1. Provide teachers with training courses and illustrated model classes demonstrating how to apply educational standards with focus on quality application.
 2. Evaluate teachers according to a unified framework of educational standards to improve their performance.
 3. Offer a rubric presenting the exhibited standards in teachers' performance annually.

- **Recommendations:**

Based on the results and conclusion of the present study, the following recommendations are offered:

1. Applying a unifying evaluation system for evaluating teachers performance according to establishing quality standards to achieve objectivity.
2. Holding workshops and microteaching sessions for EFL Saudi in-service teachers to help them understand the quality and standards culture in education with its potential strength and advantages.
3. Encouraging EFL teachers to take training sessions or courses in planning and management of learning to cope with quality standards.
4. Providing teachers with E-self training content concerning the new trends in teaching which is prepared by educational training centers and be available inside the school's library.
5. Providing teachers with publications illustrate the nature of quality standards and the requirements to reach the desired level.
6. Making rewards for those EFL teachers who improve their performance according to quality standards and naming them formally as qualified teachers.
7. Enhancing the standards based culture in teacher preparation programs at Education college and providing some models to train prospective teachers in order to achieve better educational performance.
8. Holding workshops for EFL Saudi teachers to strengthen the applications of their weak points that are emphasized by results of the present study as: educational technology use, the use of motivation techniques, interaction skills, wait-time techniques, student-centered learning , various useful activities, group and pair work.

- **Suggestions for further researches:**

The following areas are recommended to be considered for further researches:

- Designing other rubrics for evaluating teachers as well as students in different subjects and sciences.
- Evaluating EFL teacher's performance in both elementary and secondary stage.
- Developing curriculum in the light of quality educational standards.

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Helpful Websites

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Appendices:

1. A Rubric for Evaluating EFL Teachers' Performance
2. The Standards and Indicators of Saudi Ministry of Education
3. The Questionnaire for Determining The Domains That are more Related to Teacher's Performance
4. The Jury's Names
5. The Dean's Permission
6. The Director of Education's Permission
7. Certificate of Attending The 1st International Conference of TQM in K-12 Education
8. Comparison of International Quality Standards

Appendix no.1

A rubric for evaluating EFL teachers' performance

Taif University
Faculty of Education
Curricula & Educational Technology Department

A Rubric For Evaluating EFL Intermediate Teachers' Performance
In The Light Of Quality Standards

Designed By:

Amani Dakheel Allah Radhi Al-Thumali

Supervised by:

Dr. Mervat El-Hadidy

Associate professor of TEFL

Taif university

Taif University
Faculty of Education
Curricula & educational technology department

Dear professors/ supervisors,

The researcher is conducting a study for an M.A. thesis entitled
" **Evaluating EFL intermediate teachers' performance in the light of quality standards in Saudi Arabia**"

This study aims at :

- Identifying EFL teachers' performance standards in the light of quality standards.
- Designing an objective and a comprehensive evaluation tool based on quality standards to evaluate EFL Saudi intermediate teachers' performance.
- Determining to what extent quality standards are exhibited in the performance of EFL Saudi teachers in the intermediate stage with different years of experience.

Below is an analytical rubric that will be administrated to EFL intermediate teachers in order to evaluate their performance and to determine the extent to which their performance matches the quality standards. The rubric includes **three domains :1- language proficiency, 2- planning and management of learning , 3- assessment and evaluation** .Each standard has its indicators, and each indicator is described by three levels: Excellent (3 scores), Good (2 scores) and Weak (one score).

Please read the rubric carefully in order to agree/ or disagree for the relevance, suitability of the indicators and the levels for each domain.

Name:
Job:
Years of experience:
Qualification:
Location:

Thank you for your cooperation

The Researcher

First domain: language proficiency

Standard 1: The teacher demonstrates the required knowledge and skills related to oral and written language appropriately and effectively to achieve educational objectives.

Indicators	Excellent (3)	Good (2)	Weak (1)
A. The teacher speaks standard English accurately.	<ul style="list-style-type: none"> • The teacher pronounces words accurately and spells words correctly on the board. • The teacher produces correct grammatical sentences. 	<ul style="list-style-type: none"> • The teacher has some mistakes in pronouncing words accurately but, he spells words correctly on the board or vice versa. • The teacher sometimes produces incorrect grammatical sentences. 	<ul style="list-style-type: none"> • The teacher has many mistakes in pronouncing and/or spelling words correctly on the board. • The teacher has a lot of mistakes in producing correct grammatical sentences.
B. The teacher speaks standard English fluently.	<ul style="list-style-type: none"> • The teacher produces simple and continuous speech without causing comprehension difficulties or breakdown of communication. 	<ul style="list-style-type: none"> • The teacher has some difficulties in producing simple and continuous speech without causing comprehension difficulties or breakdown of communication. 	<ul style="list-style-type: none"> • The teacher rarely produces simple and continuous speech .

	<ul style="list-style-type: none"> • The teacher communicates ideas effectively. • The teacher speaks with good command of intonation. 	<ul style="list-style-type: none"> • The teacher communicates some ideas effectively. • The teacher sometimes speaks with good command of intonation. 	<ul style="list-style-type: none"> • The teacher rarely communicates ideas effectively. • The teacher rarely speaks with good command of intonation.
<p>C. The teacher demonstrates knowledge of the subject matter and good reading and writing skills effectively.</p>	<ul style="list-style-type: none"> • The teacher highly cares about reading skills (e.g. note taking, writing a summary) and uses reading strategies (pre-, during, post reading strategies). • The teacher uses writing skills (e.g. spelling, punctuation marks) and strategies (using correct word order, connectors) when writing on the board accurately. 	<ul style="list-style-type: none"> • The teacher cares about reading skills (e.g. note taking, writing a summary) and/or uses strategies (pre-, during, post reading strategies). • The teacher partially uses writing skills (e.g. spelling, punctuation marks) and/or strategies (using correct word order, connectors) when writing on the board accurately. 	<ul style="list-style-type: none"> • The teacher does not care using reading skills and strategies. • The teacher does not care about accuracy in using writing skills and strategies.

Second domain: planning and management of learning

Standard 1: The teacher plans and designs instruction which meets Saudi's Ministry of Education' policy, curriculum, and assessment plan, and develops students' abilities.

Indicators	Excellent (3)	Good (2)	Weak (1)
<p>A. The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences.</p>	<ul style="list-style-type: none"> • The teacher adds new and attractive activities in developing lesson plan to match curriculum goals and to fit the learner individual differences. • The teacher develops lesson plans consistent with curriculum goals and cares about the nature of learning and learners' individual differences. 	<ul style="list-style-type: none"> • The teacher adds few new and attractive activities in developing lesson plan to match curriculum goals and to fit the learner individual differences. • The teacher occasionally develops lesson plans consistent with curriculum goals and does not care about the nature of learning and learners' individual differences. 	<ul style="list-style-type: none"> • The teacher does not care about adding new and attractive activities in developing lesson plan to match curriculum goals and to fit the learner individual differences. • The teacher neither develops lesson plans consistent with curriculum goals , nor cares about the nature of learning and learners' individual differences.

<p>B. The teacher involves the students in the learning process through using strategies that stimulate motivation and reinforcement.</p>	<ul style="list-style-type: none"> • The teacher uses a lot of motivation techniques (encouragement, rewards , scores) and interaction skills (T-S &S-S) 	<ul style="list-style-type: none"> • The teacher sometimes uses motivation techniques (encouragement, rewards and scores) and interaction skills (T-S &S-S) 	<ul style="list-style-type: none"> • The teacher rarely uses motivation techniques (encouragement, rewards and scores) and interaction skills (T-S &S-S)
<p>C. The teacher uses a variety of question techniques that motivate and support student performance to cater students' level.</p>	<ul style="list-style-type: none"> • The teacher highly involves both weak and good students when asking questions. • The teacher uses wait-time techniques effectively when asking questions. 	<ul style="list-style-type: none"> • The teacher involves good or weak students when asking questions. • The teacher usually uses wait-time techniques when asking questions. 	<ul style="list-style-type: none"> • The teacher seldom care about involving students when asking questions. • The teacher does not use wait-time techniques when asking questions.
<p>D. The teacher uses a variety of instructional methods and techniques appropriately.</p>	<ul style="list-style-type: none"> • The teacher varies his/her instructional methods and techniques of teaching and learning (C.L.T, T.P.R, Task-Based Language Teaching, KWLH chart ...etc). 	<ul style="list-style-type: none"> • The teacher uses three or more instructional methods and techniques appropriately. 	<ul style="list-style-type: none"> • The teacher always sticks to one type or two types traditional of teaching.

<p>E. The teacher applies student-centered instructional techniques inside the classroom appropriately.</p>	<ul style="list-style-type: none"> • The teacher concentrates on using student-centered instructional techniques by helping students (to solve problem, answer question, discuss and explain) during class. 	<ul style="list-style-type: none"> • The teacher partially uses student-centered instructional techniques by helping students (to solve problem, and discuss) during class. 	<ul style="list-style-type: none"> • The teacher rarely use student-centered instructional techniques during class.
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Standard 2: The teacher allows students to demonstrate and understand the relationship between language learning and perspectives on culture .

Indicators	Excellent (3)	Good (2)	Weak (1)
<p>A. The teacher relates students experiences with Saudi Arabia culture (morals, traditions and customs)</p>	<ul style="list-style-type: none"> • The teacher highly relates lesson topics and objectives with Saudi Arabia culture. 	<ul style="list-style-type: none"> • The teacher occasionally relates lesson topics and objectives with Saudi Arabia culture. 	<ul style="list-style-type: none"> • The teacher rarely relates lesson topics and objectives with Saudi Arabia culture.
<p>B. The teacher encourages students to give opinions for solving their society problems and issues.</p>	<ul style="list-style-type: none"> • The teacher frequently discusses students' social situations and their class problematic situations . 	<ul style="list-style-type: none"> • The teacher discusses some of the students' social situations and their class problematic situations. 	<ul style="list-style-type: none"> • The teacher rarely discusses students' social situations and their class problematic situations.

Standard 3: The teacher uses various applications of educational technology in enhancing the effectiveness of learning process inside the classroom.

Indicators	Excellent (3)	Good (2)	Weak (1)
A. The teacher uses multimedia and educational technology in teaching and planning appropriately.	<ul style="list-style-type: none"> The teacher always integrates available educational technology in teaching and planning to activate learning process. 	<ul style="list-style-type: none"> The teacher integrates available educational technology in teaching and planning to activate learning process. 	<ul style="list-style-type: none"> The teacher does not integrate available educational technology in teaching and planning.
B. The teacher encourages student to use educational technology well in their daily life.	<ul style="list-style-type: none"> The teacher always encourages students to do and document their assignments or tasks via using different educational technology (internet, power point, and websites ...etc) 	<ul style="list-style-type: none"> The teacher asks students to do or document their assignments via using educational technology (internet, power point, websites ...etc) 	<ul style="list-style-type: none"> The teacher rarely encourages students to do their assignments via using educational technology .

Standard 4: The teacher adapts instruction cater to students’ individual differences, needs, learning styles, interest and capabilities.

Indicators	Excellent (3)	Good (2)	Weak (1)
A. The teacher plans various activities that provide for learning experiences appropriate to students learning styles.	<ul style="list-style-type: none"> The teacher interestingly uses various activities as oral, physical activities puzzles, stories and games. 	<ul style="list-style-type: none"> The teacher sometimes uses activities as oral, written and physical activities. 	<ul style="list-style-type: none"> The teacher sticks only to workbook activities or pupil's book activities .
B. The teacher uses various methods and techniques of teaching to cope with students' individual differences.	<ul style="list-style-type: none"> The teacher varies techniques of teaching and designs activities to engage all students even learning disabilities. 	<ul style="list-style-type: none"> The teacher uses different techniques of teaching and designs activities to engage some of the students. 	<ul style="list-style-type: none"> The teacher's techniques and activities don't cope with students' individual differences nor learning disabilities.
C. The teacher uses non verbal communication strategies .	<ul style="list-style-type: none"> The teacher highly interacts with students using gestures such as: facial expressions smiling, nodding, eye contact. 	<ul style="list-style-type: none"> The teacher sometimes interacts with students using gestures such as: smiling and nodding. 	<ul style="list-style-type: none"> The teacher seldom interacts with students using gestures.

Standard 5: Teacher develops students' personality and improves their thinking skills that allow them to acquire the necessary social skills

Indicators	Excellent (3)	Good (2)	Weak (1)
A. The teacher uses teaching techniques that develop students' critical thinking and creativity.	<ul style="list-style-type: none"> • The teacher always encourages student to ask questions, research and read for more information. • The teacher uses group work and pair work to facilitate learning, enhance active learning and reinforce self confidence, and cooperation. 	<ul style="list-style-type: none"> • The teacher often encourages student to ask questions, research and read for more information. • The teacher usually uses group work or pair work to facilitate learning. 	<ul style="list-style-type: none"> • The teacher does not encourage student to ask questions, research and read for more information. • The teacher does not use group work nor pair work only individual work.
B. The teacher uses various learning activities to encourage different thinking skills.	<ul style="list-style-type: none"> • The teacher uses different levels of questions to measure low and high levels of thinking. • The teacher provides chances to encourage students to solve problems & express their own opinions regarding them. 	<ul style="list-style-type: none"> • The teacher chiefly measures the low then high levels of thinking when asking questions. • The teacher provides a few chances to encourage students to solve problems. 	<ul style="list-style-type: none"> • The teacher sticks only to the low levels of thinking when asking questions. • The teacher seldom provides chances to encourage students to solve problems.

Third domain: assessment and evaluation

Standard 1: The teacher evaluates students' learning using various techniques of educational assessment and measurement .

Indicators	Excellent (3)	Good (2)	Weak (1)
A. The teacher collects qualitative data for assessment purposes.	<ul style="list-style-type: none"> The teacher uses different qualitative assessment methods to describe students' performance such as (writing reports ,rubric and observation notebooks). 	<ul style="list-style-type: none"> The teacher uses few qualitative assessment methods to describe students' performance such as (writing reports and observation notebooks). 	<ul style="list-style-type: none"> The teacher rarely uses qualitative assessment methods to describe students' performance .
B. The teacher collects quantitative data for assessment purposes.	<ul style="list-style-type: none"> The teacher uses different quantitative assessment methods to measure students' achievement such as (oral and written achievement test, quizzes, final and mid-year exam). 	<ul style="list-style-type: none"> The teacher uses few quantitative assessment methods to measure students' achievement such as (monthly test, final and mid-year exam). 	<ul style="list-style-type: none"> The teacher rarely uses quantitative assessment methods to measure students' achievement.

<p>C. The teacher uses various assessment instruments and techniques to obtain information about student learning.</p>	<ul style="list-style-type: none"> • The teacher always uses observation, warm-up, weekly test, monthly test, oral and written tests, quizzes, final and mid-year exam, peer evaluation, portfolio and students' self-assessment. • The teacher frequently uses subjective, objective, oral and performance assessment tasks appropriate to the content. 	<ul style="list-style-type: none"> • The teacher uses some types of techniques (such as: observation, warm-up, weekly test, monthly test, final exam). • The teacher uses subjective, objective, oral and performance assessment tasks appropriate to the content. 	<ul style="list-style-type: none"> • The teacher uses only monthly test and final exam. • The teacher sticks to one type of assessment tasks.
<p>D. The teacher designs assessment instruments scientifically and systematically.</p>	<ul style="list-style-type: none"> • The teacher mainly applies tests which possess: (Comprehension, Relevance, Clarity, Objectivity, Balance, Difficulty and Time.) 	<ul style="list-style-type: none"> • The teacher applies tests which possess: (Relevance, Clarity, Difficulty and Time.) 	<ul style="list-style-type: none"> • The teacher does not apply good tests.

Standard 2: The teacher maximizes students' achievement via using assessment and evaluation results effectively.

Indicators	Excellent (3)	Good (2)	Weak (1)
A. The teacher analyzes and discusses the results to achieve educational purposes.	<ul style="list-style-type: none"> The teacher provides students with immediate feedback about their assignments, tasks and exams. 	<ul style="list-style-type: none"> The teacher occasionally provides students with feedback about their assignments, tasks and exams. 	<ul style="list-style-type: none"> The teacher rarely provides students with feedback about their assignments, tasks and exams.
B. The teacher uses evaluation results to guide and modify his future instruction.	<ul style="list-style-type: none"> The teacher continuously observes and records student progress daily using appropriate instruments. 	<ul style="list-style-type: none"> The teacher sometimes observes and records student progress daily using appropriate instruments. 	<ul style="list-style-type: none"> The teacher rarely observes and records student progress daily using appropriate instruments.
C. The teacher shows how the students' work will be evaluated and encourages them to evaluate each other.	<ul style="list-style-type: none"> The teacher clarifies how the students' work will be evaluated and encourages them to evaluate each other or themselves honestly and objectively via using rubrics designed by the students. 	<ul style="list-style-type: none"> The teacher shows how the students' work will be evaluated and asks them to evaluate each other honestly via using rubrics designed by the teacher. 	<ul style="list-style-type: none"> The teacher tells the students' how their work will be evaluated and doesn't encourage them to evaluate each other.

Appendix no.2

The standards and indicators of Saudi Ministry of Education for teachers

المملكة العربية السعودية
وزارة التربية والتعليم
مركز التطوير التربوي

معايير المعلم

١٤٢٤هـ / ٢٠٠٣م

الإدارة العامة للقياس والتقويم – مركز التطوير التربوي
وزارة التربية والتعليم – المملكة العربية السعودية

إشراف

د. خالد بن إبراهيم العواد (مشرف المشروع)
د. على بن صديق الحكمي (رئيس المشروع)

رئيس الفريق العلمي
د. منصور بن عبد العزيز بن سلمه

أعضاء الفريق العلمي

د. عبداللّٰه بن سعود المعيقل
د. نايف بن هشال الرومي
د. وجيه بن قاسم القاسم
د. عبدالرحمن بن صالح العامر
د. راشد بن حسين العبد الكريم

معايير المعلم

١. تهدف المعايير إلى تطوير النمو المهني لعناصر العملية التعليمية بغرض تحسين نوعية أداء المعلمين ومديري المدارس والمشرفين التربويين مما سوف يؤثر بدرجة كبيرة على تعليم الطلاب وتعلمهم.
 ٢. تتمثل الأهداف الأساسية للمعايير في الآتي:
 - تقديم توقعات واضحة لأداء عناصر العملية التعليمية.
 - مساعدة عناصر العملية التعليمية في التخطيط لعملهم وتفحصه وتطويره، وكذلك في توجيه نموهم المهني ومراقبته وترقيته بغرض زيادة فعاليتهم في تعليم الطلاب.
 - توجيه جهود عناصر العملية التعليمية في تجويد تعليم الطلاب وتعلمهم.
 - تقديم أساس موضوعي في تعرف خبرات المعلمين ومديري المدارس والمشرفين التربويين.
 - مساعدة مراكز التدريب في التخطيط لبرامج تدريبية نوعية تعمل على تلبية احتياجات العناصر التعليمية التي تؤدي دورها إلى توظيف جميع الإمكانيات في الارتقاء بتعلم الطلاب.
 ٣. تقدم الوثيقة مجموعة من المعايير بمطالباتها المعرفية وبمبادئها التربوية ومعاييرها الأدائية المتوقعة من العناصر التعليمية للقيام بدورها بصورة مهنية متقدمة. ويمثل مجموع هذه المحاور الخبرات المطلوبة من كل عنصر من عناصر العملية التعليمية.
 ٤. الغاية من المعايير هي الإسهام في عملية تطوير الأداء وليس الحد من النمو في المهنة. لذا فهي تقدم أساساً للتقويم من خلال تحديد أوجه النجاح وتعزيزها، وتعيين نواحي القصور ومعالجتها.
 ٥. طورت هذه المعايير في ضوء نتائج الأبحاث والدراسات التربوية الحديثة، وتجارب الدول المتقدمة، وكذلك بتحليل الدور المتوقع من كل عنصر من عناصر العملية التعليمية في تجويد العملية التعليمية.
 ٦. خضعت هذه المعايير إلى مراجعة مكثفة من المعنيين بأداء العناصر التعليمية من معلمين ومديري مدارس ومشرفين تربويين ومختصين في قطاعات الوزارة وخبراء في كليات التربية وكليات المعلمين. وسوف تتم مراجعة المعايير بصورة مستمرة وفق التغذية الراجعة التي سوف تصل من المستهدفين منها.
- للمعلم دوره الحيوي والمهم في العملية التعليمية، فهو المنفذ الرئيس للمنهج الدراسي، والموجه والمرشد والقائد للطلاب في عمليات التعليم والتعلم، والقائم على متابعة تحصيل الطلاب ومحاولة تحسينه وتطويره. والمعلم أيضاً هو العنصر الأكثر تأثيراً بين عناصر العملية التعليمية في شخصيات طلابه نظراً لاحتكاكه المباشر وقضاء الوقت الأطول معهم. ونظراً للتغيرات والتطورات العديدة التي يشهدها عالم اليوم في العديد من مجالات الحياة وفرصها مواصفات جديدة للطلاب، فقد تعددت مهام المعلم وتنوعت أدواره ووظائفه. كل ذلك أدى إلى الاهتمام الكبير بإعداد المعلم الإعداد المهني اللازم وتطوير برامج المؤسسات التي تقوم بإعداده لتواكب المهام والوظائف الجديدة. ولضمان قيام المعلم بأدواره المناطة به فقد تغيرت وتعددت المواصفات والخصائص والمهارات والمعارف التي يلزم المعلم اكتسابها للقيام بدوره المنشود. وهذا بالتالي ما حدا بالكثير من مسؤولي التربية والتعليم لوضع معايير خاصة بالمعلم يتم بموجبها التأكد من امتلاك المعلم لهذه العناصر.

المعيار الأول: يلم المعلم بالمعارف اللازمة لتخصصه العلمي شاملةً خصائص العلم ومبادئه ومفاهيمه وقدر وافٍ من معلوماته، ويتفهم المنهج الدراسي وأساسه وعناصره بما يمكنه من التعامل معه بصورةٍ تحقق الأهداف التعليمية.

الدواعي والمبررات

من أهم الصفات التي يجب توافرها في المعلم أن يكون ملماً بدرجة كافية بالتخصص والعلم الذي يقوم بتدريسه، ففاقد الشيء لا يعطيه. ومن هنا فإن من اللازم أن يكون المعلم قد أعد إعداداً تخصصياً بدرجة تؤهله لأن يكون مزوداً للمتعلمين بالمعارف في هذا التخصص ومرشداً لهم في عمليات الاكتشاف والاستقصاء فيه. ولا ينبغي أن تقتصر معارف المعلم على المعلومات المشمولة في التخصص، بل لا بد أن يدرك طبيعة التخصص ومميزاته، والعلاقات بين أجزائه وعناصره المختلفة، وطبيعة التحقيق والاستقصاء والدراسة والتجريب فيه. وبما أن المعارف تتطور وتتحدث بشكلٍ متسارع، فقد أصبح لزاماً على المعلم أن يتابع ما يستجد في مجال تخصصه من أبحاث ودراسات وغيرها. وتتم ترجمة التخصصات المختلفة في المؤسسات التعليمية بوساطة المناهج والمقررات الدراسية التي تعكس تلك التخصصات. والمنهج الدراسي هو القلب النابض لعملية التعليم. والمعلم هو المنفذ الرئيس لهذا المنهج، والمتعامل مع عناصره المختلفة من أهداف ومحتوى وطريقة تدريس وأساليب تقويم ونحوها. ولذا كان لزاماً أن يتوافر للمعلم معارف ومهارات تمكنه من فهم طبيعة المنهج وعناصره المختلفة، ومهارات تمكنه من تنفيذه بالطريقة المثلى، ورؤية تمكنه من تقويمه وتحديد ما يحتاج منه إلى تطوير فيه وإبلاغ ذلك للأطراف المعنية.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. المعرفة التخصصية من: مفاهيم ومبادئ ونظريات ومعلومات ونحوها.
2. طبيعة وأساليب الدراسة والبحث في التخصص.
3. علاقة التخصص بالعلوم والمعارف الأخرى.
4. معارف أساسية حول مفهوم المنهج المدرسي وأصوله وعناصره وعمليات بنائه وتطويره وتقويمه.
5. المنهج المقرر وموضوعاته بشكلٍ دقيق.
6. العلاقة بين المنهج المخطط والمدرس والمختبر.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. المعرفة العلمية في التخصص من المتطلبات الأساسية لأداء دور المعلم.
2. دور المادة التي يدرسها وأهميتها في حياة الطلاب ومجتمعاتهم.
3. أهمية المنهج في عملية التعليم.
4. الدور الكبير للمعلم في تنفيذ المنهج على وجهه المطلوب.

المعايير الأدائية

يعمل المعلم على:

1. الإلمام التام بالمنهج العلمي المقرر شاملاً أهدافه العامة والخاصة، ومحتواه من معلومات ومفاهيم ونظريات وتطبيقات، وأنشطته، وأساليب القياس والتقويم فيه ونحوها.
2. شرح طبيعة التخصص وأهميته وبنائه المعرفي وتطبيقاته الحياتية للطلاب حسب مستواهم الدراسي.

٣. بناء اتجاهات إيجابية لدى الطلاب نحو التخصص وتشويقهم للتزود من معارفه.
٤. تنفيذ المنهج المدرسي كما خطط له مع تلافي أي نقص أو ملحوظات تظهر له فيه.
٥. العمل على ربط موضوعات المقرر رأسياً ببعضها وأفقياً بالعلوم والمعارف في المقررات الأخرى.
٦. إبداء الملاحظات والآراء التي من شأنها تطوير المنهج وتحسينه.

المعيار الثاني: يخطط المعلم دروسه بطريقة علمية.

الدواعي والمبررات

عملية التدريس من العمليات العلمية المدروسة والمنظمة التي يجب ألا تترك للمصادفة أو العشوائية، ومن هنا فإن التخطيط للتدريس أصبح أحد الأمور الضرورية والمهمة لنجاح عملية التعليم. فالجهود العشوائية غير المخططة لم تعد تتماشى مع طبيعة التعليم وتطوره في هذا العصر. والتخطيط بأنواعه -طويل وقصير المدى- من شأنه أن يعطي المعلم الرؤية الكاملة والتصور الشامل لنشاطه خلال العام أو الفصل الدراسي أو عدة أسابيع والأعمال اليومية (التحضير) بتفاصيلها الدقيقة لكل درس من دروسه. وفي التخطيط مهام عديدة تشمل تنظيم العمل وترتيبه وتقسيمه على الفترة المحددة، وتجهيز ما يلزم من مواد تعليمية، وتحديد مواعيد الزيارات والاختبارات ونحوها، وتوقع ما قد يحدث ويثار في الفصل ورصد الإجراءات والإجابات المناسبة له، ودراسة حالات طلابه ووضع الخطط المناسبة للتعامل معهم، ونحو ذلك.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

١. الأهداف العامة والتفصيلية للمادة.
٢. أنواع التخطيط للتدريس وفوائده كل نوع ووظائفه.
٣. عناصر الخطة الدراسية بنوعها طويلة المدى وقصيرة المدى.

المبادئ التربوية

يؤمن المعلم ويؤمن:

١. عملية التدريس عملية هادفة ومنظمة لا ينبغي تركها للعشوائية أو المصادفة.
٢. دور التخطيط للتدريس بمراحله المختلفة في تسهيل عملية التدريس وزيادة أثرها.
٣. أهمية استحضار الأهداف العامة والخاصة في عملية التدريس.

المعايير الأدائية

يعمل المعلم على:

١. وضع الخطة الفصلية للمقرر مراعيًا اكتمالاً وصلاحيات عناصرها المختلفة.
٢. تقويم الخطط الموضوعية وتعديلها بحسب الظروف الجارية ومستويات الطلاب وإنجازهم.
٣. تحليل مدخلات عملية التعلم كخبرات الطلاب السابقة وقدراتهم واستعداداتهم والتجهيزات والمواد التعليمية المتوافرة بالمدرسة ونحوها.
٤. التعرف على معلومات وقدرات الطلاب السابقة في الموضوع المقرر قبل البدء في تدريسه.
٥. الإعداد الذهني للدرس وذلك بتحليل مادة الدرس وتحديد المحتوى وأجزائه الرئيسية.

٦. وضع الخطط قصيرة المدى (التحضير الكتابي) شاملةً المعلومات الأولية والأهداف الخاصة والمحتوى وطريقة التدريس والأنشطة وأساليب التقويم والواجبات ونحوها.
٧. تحديد المواد التعليمية والأدوات والأجهزة التي ستستخدم في الدرس والتأكد من جاهزيتها.

المعيار الثالث: يوظف المعلم طرائق وأساليب تدريس متنوعة تتوافق مع عناصر عملية التعلم وتحقق أهدافها.

الدواعي والمبررات

لطريقة التدريس وأسلوبه دور حيوي وكبير في فاعلية العملية التعليمية وزيادة تأثيرها على المتعلمين. وهناك العديد من طرائق التدريس وأساليبه، منها العام ومنها الخاص المرتبط بتدريس تخصص بعينه، كما أن منها القديمة ومنها الحديثة التي ظهرت مؤخراً بقصد تطوير وتحسين عملية التدريس وتجاوز السلبيات في الطرائق القديمة. ولكل طريقة مميزاتها وعيوبها، كما أن لها استخداماتها وأوقاتها التي تناسبها. ولهذا كان لزاماً على المعلم أن يلم بهذه الطرائق والأساليب وأن يعرف تلك المميزات والعيوب والاستخدامات، وأن يختار لدرسه ما يتناسب مع طبيعة الموضوع ومع المرحلة العمرية للطلاب والقدرات التي يمتلكونها ومع الإمكانيات المتاحة.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

١. طرائق وأساليب التدريس العامة شاملةً خصائصها واستخداماتها وخطوات تخطيطها وتنفيذها
٢. طرائق وأساليب التدريس الخاصة شاملةً خصائصها واستخداماتها وخطوات تخطيطها وتنفيذها
٣. معرفة ما تستلزمه كل طريقة من مهارات وتجهيزات ونحوها
٤. معايير اختيار وتقويم طريقة التدريس وأسلوبه.

المبادئ التربوية

يؤمن المعلم ويؤمن:

١. أهمية تنوع طرائق التدريس وأساليبه.
٢. أهمية اختيار الطريقة والأسلوب والنموذج المناسب للتدريس.

المعايير الأدائية

يعمل المعلم على:

١. اختيار طرق وأساليب التدريس المناسبة بما يتلاءم مع الأهداف والمحتوى ومع مستويات الطلاب وأنماط التعلم لديهم ومع الإمكانيات المتاحة.
٢. اتباع الخطوات العلمية في تخطيط طريقة التدريس وتنفيذها.
٣. تقويم فاعلية طريقة وأسلوب التدريس المستخدم وتغييره أو تعديله عند الحاجة.

المعيار الرابع: يستخدم المعلم مهارات الاتصال اللفظية وغير اللفظية بما يسهل عملية التعلم ويحقق الأثر المطلوب

الدواعي والمبررات

التدريس مهنة اتصالية بالدرجة الأولى، ولكي يكون التدريس مؤثراً فلا بد له من اتصال فاعل يستطيع من خلاله المعلم أن يطرح ما يريد بطريقة صحيحة وبلغة مفهومة وبأسلوب مؤثر ومقنع مستخدماً في ذلك اللغة العربية الميسرة المفهومة لدى الطلاب. ومن شأن ذلك أن يسهم في الحفاظ على اللغة العربية ويعزز ويثري الجانب اللغوي لدى الطلاب وهو ما يعد أحد أهداف العملية التعليمية. والمعلم في ذلك يقدم محتوى المنهج من معلومات أو مفاهيم أو نظريات أو غيرها بطريقة توضح عناصر وجزئيات الدرس ويبرز أفكارها الرئيسية ويقدم لها الأمثلة ويلخص النتائج ونحو ذلك. ولكي ينجح المعلم في ذلك فلا بد من إتقانه اللغة العربية بما تحويه من قواعد وأساليب قراءة وكتابة وإلقاء، كما لا بد له من دراسة نظريات الاتصال وأساليبه الفاعلة والمؤثرة، وأن يمتلك القدرة على الإقناع والتأثير وغيرها من القدرات الخطابية الضرورية، بالإضافة إلى مهارات الاتصال غير اللفظي. ويضاف إلى قدرات المعلم تلك توفير البيئة المناسبة التي تساعد الطلاب أنفسهم على الاتصال والتواصل بطرق متنوعة.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. قواعد اللغة العربية وأساليبها البلاغية كتاباً وقراءة وإلقاء.
2. مبادئ الاتصال الفاعل وأساليبه ونظرياته.
3. أساليب تقديم المحتوى العلمي عن طريق الإلقاء والصور والرسوم ونحوها.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. أهمية اللغة العربية وتميزها.
2. الأثر الإيجابي لاستخدام اللغة العربية في التدريس وفي تطوير المهارات اللغوية للطلاب.
3. أهمية تقديم المادة العلمية بطريقة تضمن فهم الطلاب واستيعابهم لها.
4. فاعلية الاتصال الناجح والمناسب للموقف التعليمي في التأثير في نفوس الطلاب واتجاهاتهم.
5. تهيئة بيئة تعلم تفاعلية يستخدم فيها الطلاب طرق اتصال متنوعة.

المعايير الأدائية

يعمل المعلم على:

1. التحدث باللغة الفصحى التي يفهمها الطلاب.
2. الكتابة في كراس تحضير الدروس وفي الوسيلة التعليمية وغيرهما بلغة مناسبة مفهومة وسليمة من الأخطاء.
3. شرح الدروس بطريقة واضحة مفهومة للطلاب تشمل بيان ما سيتم طرحه، وشرح أفكار الدرس، وبيان العلاقات بينها، وضرب الأمثلة، وإعادة الشرح، والتدرج في طرح الأفكار، وتقديم ملخص للدروس، ونحو ذلك.
4. الالتزام بحسن الإلقاء وجاذبيته وتنويعه بما يتناسب مع الموقف التعليمي.
5. التنويع في أساليب تقديم المحتوى العلمي باستخدام الرسوم والبيانات وغيرها بما يساعد على إبراز المحتوى في صور متخيلة ومفهومة للطلاب.
6. إظهار الحماسة للموضوع واستخدام الحركات والإشارات الاتصالية ونحوها بالقدر المناسب.

٧. الحد قدر الإمكان من معوقات الاتصال سواءً كانت حسية أو معنوية وسواءً تعلق ذلك بالمرسل (كعدم وضوح الصوت) أو الرسالة (غموض الفكرة) أو الوسيلة (تعطل الأجهزة أو غموض الوسيلة) أو المستقبل (كالشروء الذهني أو عدم وجود الاستعدادات السابقة).

المعيار الخامس: يشرك المعلم طلابه في عملية التعلم باستخدامه للمهارات والإستراتيجيات التي تساعد على إثارة الانتباه والدافعية.

الدواعي والمبررات

أظهرت الأبحاث والدراسات التربوية والنفسية في العقود الأخيرة أهمية إشراك الطلاب في عملية التعليم والتعلم وجعلهم عناصر إيجابية ومشاركة وليست أطرافاً سلبية يقتصر دورها على التلقي فقط. ولتحقيق تلك المشاركة فقد ظهرت وتأكدت العديد من المهارات والإستراتيجيات المرتبطة بعملية التدريس. وتشمل تلك الجوانب استخدام مهارات متنوعة مثل إثارة الانتباه واستخدام الأسئلة أثناء التقديم والتفاعل الطلابي والتحفيز وختم الدرس وغيرها من المهارات. ومن شأن استخدام وتسخير تلك المهارات والإستراتيجيات في عملية التدريس أن تزيد من فاعليته وأن تضمن خلق بيئة تعليمية مناسبة. فالأسئلة لها أنواعها المختلفة واستخداماتها المتنوعة وتأثيراتها الواضحة على عملية التدريس، كما أن لإثارة انتباه الطلاب وتفاعلهم ومشاركاتهم دوره الحيوي في فهم واستيعاب ما يقدم إليهم من معارف ومهارات وتوجهات. وللدافعية دورها المهم في زيادة مشاركات الطلاب وتشجيع المترددين منهم.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

١. أساليب إثارة الانتباه والمحافظة عليه.
٢. أنواع الأسئلة الشفوية أثناء الشرح وأغراضها ومبادئ استخدامها.
٣. مفهوم الدافعية وأنواعها وأساليب إثارتها.
٤. مبادئ وأساليب تنظيم الأنشطة المتمركزة حول المتعلم.

المبادئ التربوية

يؤمن المعلم ويؤمن:

١. أن الطالب هو محور عملية التعلم والتعليم.
٢. الفوائد الكبيرة التي يجنيها الطالب والمجتمع من بناء الطالب الإيجابي والنشط.
٣. أهمية الانتباه في عملية التعلم.
٤. أثر الأسئلة والأنشطة المتمركزة حول المتعلم ودورها في إثارة تفاعل الطلاب ومشاركاتهم.
٥. أهمية الدافعية في إثارة مشاركات الطلاب وحفزهم للتعلم.

المعايير الأدائية

يعمل المعلم على:

١. توضيح أهمية المشاركة للطلاب وحثهم الدائم عليها.
٢. إثارة انتباه وتفاعل الطلاب واستخدام أساليب متنوعة في ذلك كالأسئلة والتمارينات ونحوها.
٣. مراعاة قواعد استخدام الأسئلة مثل أساليب الصياغة ووقت الانتظار وتحسين الأسئلة وتوزيعها ونحوها.
٤. إتاحة الفرصة للطلاب للمشاركة في أنشطة المادة وفعاليتها وإعطائهم بعض المهام للقيام بها.
٥. تقديم التحفيز المناسب لإثارة مشاركات الطلاب كتقديم الثناء والجوائز ومنح الدرجات.

المعيار السادس: يبرز المعلم في تدريسه خصائص المجتمع ومبادئه وظروفه ومجريات أحداثه وغيرها من العناصر التي تعين على ربط المدرسة بالواقع وتحقيق غايات المجتمع وأهدافه.

الدواعي والمبررات

إن طبيعة كل مجتمع وأهدافه وظروفه ومشكلاته وأحداثه وأنظمته تبرز بطريقة واضحة جلية في نظامه التعليمي ومناهجه الدراسية. فالعملية التعليمية والتربوية لا يمكن فصلها عن المجتمع الذي تتم فيه، فهي تتأثر بهذا المجتمع وتؤثر فيه، والمعلم والطالب أعضاء في المجتمع يؤثران فيه ويتأثرون به. ولكي يتعامل المعلم مع تلك الظروف والأحداث بشكلٍ إيجابي، فلا بد له من معرفة وإدراك مجريات الأحداث في المجتمع وأسبابها ونتائجها مما يمكنه من مناقشتها ومعالجتها في مادته ومع طلابه في الفصل. وبتلك المعرفة يستطيع المعلم أن يوجه ويرشد طلابه من خلال ربط ما يدرسه من موضوعات منهجية بما يجري في الواقع وإسداءهم النصح والتوجيه اللازم في أمورهم الواقعية. ومن شأن ذلك أيضاً أن يشعر الطالب بأن ما يتعلمه له فائدة في حياته وحياته أسرته ومجتمعه وذو ارتباطٍ بها.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. خصائص المجتمع وتطوره والعوامل المؤثرة فيه.
2. أهم مجريات الأحداث في المجتمع، والعالم بوجهٍ عام.
3. أهم المشكلات والظواهر الاجتماعية بجوانبها المتنوعة.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. أهمية المحافظة على خصائص المجتمع السعودي ومميزاته وهويته الإسلامية وتراثه وتقاليده.
2. دور كل من المعلم والطالب في الحياة العامة وضرورة اشتراكهما في مناقشة وحل مشكلات المجتمع وتطويره.
3. أهمية ربط الدروس بخبرات الطلاب وبالأحداث الجارية في حياة الطلاب.

المعايير الأدائية

يعمل المعلم على:

1. توجيه الطلاب للمحافظة على ثوابت المجتمع السعودي وهويته الإسلامية.
2. ربط الدروس بقضايا وأحداث المجتمع والبيئة التي يعيشها الطلاب بدرجة ملائمة.
3. إشراك الطلاب في مناقشة تلك القضايا والأحداث وتحليلها بما يتناسب مع قدراتهم.

المعيار السابع: يعمل المعلم على تنمية شخصية الطالب وتطوير تفكيره وإكسابه المهارات الاجتماعية اللازمة.

الدواعي والمبررات

في هذا العصر الذي يعج بالمتغيرات والتطورات أصبح الطلاب في حاجة ماسة لمعارف ومهارات واتجاهات جديدة، مما أدى إلى تغير أهداف التربية والتعليم وإستراتيجيات وأساليب التعليم والتعلم. فلم يعد التدريس مجرد تزويد للطلاب بالمعلومات والحقائق، بل أصبح عملية شاملة تستهدف تنمية وتطوير جوانب الشخصية المختلفة لدى الطلاب من عقلية ونفسية واجتماعية. فالطلاب في هذا العصر بحاجة إلى بناء أقوى للشخصية وثقة أكبر بالنفس ومهارات أعلى للتفكير وقدرة أرفع على اتخاذ القرار ومهارات اجتماعية للتعامل مع الآخرين بروح الفريق وامتلاك صفات القيادة أو العضوية الفعالة وغيرها من المهارات والقدرات. وقد ظهرت في مجال التربية وعلم النفس مهارات متعددة في كل المجالات المذكورة استوجبت أن تعمل المدرسة على إعداد الطالب في ضوء تلك المهارات والقدرات.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. أساليب بناء الشخصية والثقة بالنفس والتعلم الذاتي لدى الطلاب.
2. مهارات التفكير المختلفة ومستوياتها وأساليب تدريسها والتدريب عليها.
3. مهارات اتخاذ القرار وأساليب التدريب عليه.
4. مهارات التواصل والعمل الاجتماعي وأساليب بنائها.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. أهمية بناء الشخصية المستقلة والقدرة على اتخاذ القرار في ظل المتغيرات الحديثة.
2. ضرورة تحصيل الطلاب لمهارات التفكير المتنوعة وأهميتها للحياة المعاصرة.
3. أهمية بناء الطالب كعضو اجتماعي فعال.

المعايير الأدائية

يعمل المعلم على:

1. تطبيق طرائق وأساليب تدريس حديثة تسهم في تنمية مهارات التفكير المختلفة كالتفكير الناقد وحل المشكلات والإبداع واكتساب المفاهيم ونحوها.
2. تصميم أنشطة تعلم ومشكلات تدريسية (داخل الصف وخارجه) يمارس من خلالها الطلاب مهارات التفكير المتنوعة.
3. طرح العديد من الأسئلة التي تثير أنواع ومستويات التفكير المختلفة لدى الطلاب.
4. تشجيع الطلاب على القيام بعمليات البحث والاستقصاء لاكتشاف المعارف بأنفسهم.
5. تشجيع الطلاب على تحديد توجهاتهم وهواياتهم وميولهم والعمل على تنميتها وتعديلها بالطريقة المناسبة.
6. تشجيع الطلاب وإكسابهم الثقة بأنفسهم والرفع من معنوياتهم وقدراتهم على اتخاذ القرار والدفاع عنه.
7. تطبيق أساليب العمل الجماعي في ورش ومجموعات تكسب الطالب المهارات الاجتماعية اللازمة.

المعيار الثامن: يراعي المعلم الفروق الفردية بين طلابه بما يتناسب مع ميولهم واهتماماتهم واستعداداتهم وخصائصهم الأخرى.

الدواعي والمبررات

يختلف المتعلمون في شخصياتهم من حيث القدرات والاستعدادات والمعارف السابقة ومن حيث الميول والاتجاهات ونوع الذكاء ونمط التعلم وغيرها من عناصر الشخصية. ولضمان نجاح العملية التعليمية فإنه لا بد أن يتعامل المعلم مع المتعلم بالطريقة التي تتناسب مع خصائصه، وبالتالي فقد أصبح من اللازم لوظيفة التدريس إدراك الفروق الفردية المختلفة وما يشمله ذلك من معرفة الاتجاهات والميول وأنواع الذكاء وأنماط التعلم ومراعاتها ومحاولة التعامل المفيد مع هذه الاختلاف والتنوع التي يعد مدخلاً مهماً لفسية الطالب، وللتعامل الإيجابي معه. ومن شأن تلك المعارف والمهارات في التعامل مع الفروق الفردية وتفريد التعلم ليناسب المتعلم أن تزيد من فاعلية عمل المعلم وأن تجعل بيئة التعلم والفصل الدراسي والمدرسة بيئة محببة مفضلة لدى الطلاب يرتاحون إليها. كما أن ذلك يساعد على تنمية قدرات الطلاب ومهاراتهم في الاتجاه الذي يمكن أن يبدعوا فيه والذي يتناسب مع قدراتهم واستعداداتهم ومواهبهم ورغباتهم.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. مفهوم الفروق الفردية وأنواعها من حيث القدرات والاستعدادات والميول والتوجهات ودورها في عملية التعلم والتعليم.
2. الأساليب العلمية للتعامل مع الفروق الفردية.
3. ميول طلابه وتوجهاتهم واهتماماتهم واستعداداتهم.
4. الأساليب العلمية لتنمية الميول والاتجاهات.
5. مفهوم ومبادئ تفريد التعليم.
6. مفهوم وأساليب التعلم لدى الطلاب ونظريات الذكاء المتعدد.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. تأثير الفروق الفردية ودورها في عملية التعلم وأهمية مراعاتها عند إعداد وتنفيذ أنشطة التعلم.
2. أهمية استثمار الميول والتوجهات لزيادة تحصيل الطلاب وتنمية قدراتهم ومهاراتهم في الاتجاه المناسب.

المعايير الأدائية

يعمل المعلم على:

1. التعرف على مستويات طلابه وخصائصهم الفردية من حيث المعارف والاستعدادات السابقة والمهارات والقدرات التي يمتلكونها والفروق بينهم في ذلك.
2. تصميم وتنفيذ أنشطة وخبرات تعلم متنوعة لتتناسب مع ميول الطلاب واستعداداتهم.
3. تنويع طرائق وأساليب التدريس لتتوافق مع أساليب التعلم المختلفة لدى الطلاب.
4. تنويع أدوات وأساليب القياس لتلائم ميول الطلاب وقدراتهم المختلفة.
5. الإسهام في دراسة حالات الطلاب ضعيفي التحصيل وتخطيط وتنفيذ البرنامج والأنشطة المناسبة لتحسين مستوياتهم.
6. المشاركة في دراسة حالات الطلاب المتفوقين والموهوبين وتخطيط وتنفيذ البرامج والأنشطة المناسبة لهم.

المعيار التاسع: يدير المعلم الصف الدراسي وينظم ويرتب عناصره ويعالج الأخطاء فيه بطريقة تساعد على زيادة تحصيل الطلاب وتنمية شخصياتهم.

الدواعي والمبررات

تعد إدارة الصف - وبيئة التعلم عموماً- من أهم العقبات التي تواجه الكثير من المعلمين خصوصاً المبتدئين منهم. كما أن لتنظيم تلك البيئة وترتيب عناصرها الأثر الكبير في تحسين التعلم وزيادة فاعلية التدريس. ولا تقتصر إدارة بيئة التعلم على ضبط الفصل ومعاينة الطلاب الخارجين عن النظام بحيث يشكل الصف بيئةً صامتةً وهادئةً تماماً، ولكن الأمر أوسع من ذلك. فاضبط الطلاب هو أحد عناصر إدارة بيئة التعلم. ولا يعني الضبط جعل الطلاب صامتين مستقبليين فقط بل لا بد من جعلهم عناصر متفاعلة ومشاركة وفق الإجراءات والضوابط المناسبة. وبالإضافة إلى ذلك فإن هناك أموراً أخرى ينبغي مراعاتها كالاتمام بإشاعة جو المودة والأخوة والاحترام والطمأنينة والعدل بين الطلاب، وتنظيم البيئة الحسية للتعلم وجعلها مريحة للطلاب، وتقسيم الوقت بطريقة مناسبة، واستغلاله بفاعلية، وتوضيح الأنظمة والإجراءات التي يسير عليها الفصل للطلاب وحثهم على التمسك بها، ومعالجة السلوكيات الخاطئة بالطريقة المناسبة والحكيمة.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. عناصر إدارة الصف وبيئة التعلم وقواعدها وإجراءاتها مثل وضع التعليمات والإرشادات وتقسيم الوقت واستغلاله بفاعلية.
2. أساليب التعامل الأخوي مع الطلاب وما يشمله من احترام وتقدير متبادل وعدالة في التعامل.
3. تنظيم البيئة الحسية للتعلم وجعلها مريحة للطلاب.
4. توزيع أنشطة التعلم والمشاركات الطلابية (زمانياً ومكانياً).
5. الأساليب المناسبة لمعالجة المشكلات والسلوكيات السلبية والأخطاء التي يرتكبها الطلاب.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. أهمية الإدارة الفاعلة للصف لإيجاد بيئة تعلم وتربية مناسبة.
2. أهمية انضباط الطلاب وتاديبهم واتباعهم للأنظمة والتعليمات.
3. أهمية إدارة الوقت للتعليم وضرورة استغلاله فيما يفيد.
4. القيمة التربوية لاستخدام مبدأ الثواب والعقاب بالأسلوب المناسب.
5. ضرورة احترام الطلاب والحفاظ على معنوياتهم وكرامتهم.
6. أهمية التوزيع المناسب لأنشطة التعلم.

المعايير الأدائية

يعمل المعلم على:

1. تحديد التعليمات والأنظمة الخاصة بالعمل داخل الفصل وتوضيحها للطلاب في البداية والتأكيد عليها كلما لزم الأمر.
2. تقسيم الوقت الخاص بالدرس بما يتناسب مع أهداف الدرس وأنشطته.
3. الاستغلال الأمثل لوقت الدرس بما يتوقع أن يعود على الطلاب بالفائدة.
4. معالجة الأخطاء الصادرة من الطلاب بالحكمة والطريقة الملائمة.
5. توفير البيئة الحسية المناسبة في الفصل من أجهزة وإضاءة وتهوية وتوزيع أماكن الجلوس ونحوها.
6. توفير بيئة معنوية في الفصل يشعر فيها الطلاب بالاحترام والتقدير والأخوة والعدل بعيداً عن كل ما ينتقص من شخصياتهم.
7. تنظيم مشاركات الطلاب وأنشطة التعلم في جو علمي تفاعلي بعيداً عن الفوضوية والعشوائية.

المعيار العاشر: يعد المعلم الوسائل والتقنيات التعليمية ويستخدمها في دروسه بما يزيد من فاعلية التعلم.

الدواعي والمبررات

لقد أصبح لوسائل وتقنيات التعليم دورها المهم والمؤثر في عملية التعليم. فكثير من الدروس تحتاج إلى توظيف العديد من الوسائل والتجهيزات والتقنيات الحديثة من حاسب آلي وإنترنت وغيرها. ومن شأن تلك الوسائل والتقنيات أن تحقق العديد من الفوائد العلمية كإيضاح الأفكار والمعارف المطروحة وتيسيرها، وجذب انتباه المتعلمين، وجعل الدروس أكثر تشويقاً وبيئة التعليم أكثر إمتاعاً، وإكساب الطلاب العديد من المهارات للتعامل مع تلك الأجهزة والتقنيات واستخدامها، ونقل جزء كبير من مهام التعلم إلى الطالب، وبناء المتعلم الذاتي ... ونحو ذلك من الفوائد. ومن هنا فقد ظهرت في الآونة الأخيرة أنواع حديثة من تلك الوسائل والتقنيات وازداد توظيفها في عملية التعليم والتعلم داخل الصف وخارجه. وقد استلزم ذلك من المعلم الإلمام بتلك الوسائل والتقنيات ومعرفة أنواعها ومهارات استخداماتها وتوظيفها التوظيف المناسبة في دروسه بما يتلاءم عناصر العملية التعليمية ويحقق أهدافها.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. أنواع الوسائل التعليمية وخصائصها وفوائدها كل نوع.
2. أساليب وقواعد استخدام الوسائل التعليمية في الصف الدراسي.
3. أنواع التقنيات الحديثة التي يمكن استخدامها في تدريس المادة وأساليب وقواعد استخدامها.
4. أساليب وطرائق التدريس المعتمدة على الحاسب الآلي من حيث التخطيط والتنفيذ.
5. دمج التقنيات الحديثة في عمليات التدريس للمقرر الذي يقوم بتدريسه.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. أهمية الوسائل والتقنيات وفوائدها للتعلم.
2. ضرورة مراعاة القواعد والمبادئ التربوية الخاصة بإعداد الوسائل التعليمية واستخدامها في الصف الدراسي.
3. الاستخدامات المتنوعة للتقنية الحديثة في التعليم.
4. إكساب الطلاب مهارات التعامل مع التقنية الحديثة بغية تحسين التعلم وإعداد المتعلم للحياة العملية.

المعايير الأدائية

يعمل المعلم على:

1. إعداد أو اختيار الوسائل التعليمية المناسبة لدروسه واستخدامها وفق المبادئ التربوية.
2. دمج التقنيات الحديثة المتاحة في دروسه لتفعيل عملية التعلم وربطها بالواقع.
3. توعية الطلاب بأهمية المصادر الأخرى للمعارف المتصلة بالمقرر وإرشادهم إلى أماكنها.
4. تعويد الطلاب على استخدام تقنيات ووسائل التعلم وحثهم على التعلم الذاتي بوساطتها.
5. المحافظة على الوسائل والتقنيات الموجودة وتوجيه الطلاب بذلك.
6. اتباع احتياطات الأمن والسلامة في التعامل مع الوسائل والأجهزة والمواد التعليمية.

٧. مراعاة الضوابط والمعايير المهنية والأخلاقية في التعامل مع تقنيات الحاسب والمعلومات ونحوها.

المعيار الحادي عشر: يقوم المعلم تعلم الطلاب باستخدام الأساليب والأدوات المناسبة في القياس والتقويم التربوي.

الدواعي والمبررات

القياس والتقويم التربوي دوره الحيوي في العملية التربوية، إذ هو الأداة والوسيلة المناسبة التي تزود القائمين على تلك العملية بمدى تحقيقها لأهدافها وأوجه القوة والضعف فيها ومدى حاجتها للتعديل والتحسين. فالقياس ليس غاية في حد ذاته بل هو وسيلة لتطوير عملية التعليم والتدريس خاصة. والتقويم عملية مستمرة يمارسها المعلم بشكل يومي من خلال الأسئلة والأنشطة ويستمر ليشمل الاختبارات الشهرية والفصلية وغيرها. وللقياس والتقويم أساليبه وأدواته المتعددة كالاختبارات والمقابلة والملاحظة ونحوها. ولكل أداة أسلوب خصائص ومميزات، وعيوب، وقواعد لاستخدامه، ومواطن يحسن استعماله فيها. ومن شأن تنوع وتعدد تلك الأدوات أن تعطي المعلم صورة واضحة عن مدى تقدم طلابه في المجالات المختلفة، وأن تبين مواطن الضعف لديهم وما يحتاج منها إلى معالجة. ويمتد دور القياس والتقويم ليشمل تبصير المعلمين بأوجه القوة والضعف في أدائهم الشخصي مما يسهم في عملية التقويم الذاتي التي يجب أن يطبقها المعلم لمعرفة ما يحتاج إليه من معارف أو مهارات.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

١. مفاهيم وأسس وفوائد القياس والتقويم.
٢. أنواع وأدوات وأساليب القياس والتقويم التربوي وخصائص واستخدامات كل منها.
٣. كيفية تصميم تلك الأدوات شاملة الاختبارات بأنواعها والاستبانات وبطاقات الملاحظة ومعايير ذلك.
٤. طرق تحليل وتفسير الدرجات والبيانات والاستفادة من نتائجها.

المبادئ التربوية

يؤمن المعلم ويؤمن:

١. أهمية القياس والتقويم للعملية التعليمية وفوائده للطلاب وللمعلم.
٢. أهمية تنوع أدوات القياس لتتوافق مع نوعية الأهداف المطلوب قياسها.
٣. ضرورة تفسير البيانات وأهميتها في تحليل عملية التعليم والتغذية الراجعة.

المعايير الأدائية

يعمل المعلم على:

١. تشخيص مستويات طلابه للوقوف على معارفهم ومستوياتهم وخبراتهم السابقة.
٢. قياس تحصيل الطلاب لما يتم تقديمه في الدروس اليومية وتوظيف نتائجه.
٣. توضيح معايير وأساليب التقويم التي سيتم استخدامها وشرحها للطلاب.
٤. تنوع أدوات القياس والتقويم من اختبارات مقالية وموضوعية وشفوية وأدائية لتتوافق مع الهدف والمحتوى المطلوب قياس التحصيل فيه.
٥. تصميم أدوات القياس والتقويم وفق القواعد الصحيحة.
٦. تهيئة الأجواء المناسبة لأداء الاختبارات - وغيرها من أساليب التقويم - من النواحي الحسية والمعنوية.
٧. تصحيح الإجابات بطريقة علمية.

٨. تفسير وتحليل درجات الاختبارات وغيرها وتزويد الطلاب بالتغذية الراجعة عن أدائهم.
٩. تنمية الشعور بالتقويم الذاتي لدى الطلاب وتطوير مهاراتهم في ذلك.
١٠. استخدام نتائج القياس والتقويم لتقويم أدائه في التدريس وتخطيط دروسه وأنشطته بطريقة أفضل.

المعيار الثاني عشر: يسهم المعلم بإيجابية في الأنشطة المتنوعة التي تنفذها المدرسة.

الدواعي والمبررات

للأنشطة المدرسية التي تنظمها المدارس لطلابها دورها الكبير في إكساب هؤلاء الطلاب العديد من المهارات والمعارف والتوجهات التي تسهم بشكل كبير في بناء شخصيات الطلاب وصقل مواهبهم وهواياتهم. وتتنوع تلك الأنشطة وتتعدد لتشمل النشاط المسرحي والإذاعي والفنون والزيارات الخارجية والأنشطة الرياضية، وغيرها من الجمعيات ذات الاهتمامات المتعددة. وللمعلم دوره الكبير في التعاون في تخطيط وتنفيذ تلك الأنشطة بالتعاون مع إدارة المدرسة ومسؤولي الأنشطة زملائه المعلمين. فدور المعلم لا يقتصر على أدائه داخل الفصل الدراسي، بل يمتد لتشمل العديد من الأنشطة والأعمال داخل المدرسة وخارجها.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

١. فوائد الأنشطة المدرسية المتنوعة للطلاب ودورها في حياتهم الدراسية والمستقبلية.
٢. مبادئ تخطيط وتنفيذ وتقويم الأنشطة المدرسية.

المبادئ التربوية

يؤمن المعلم ويؤمن:

١. أهمية الأنشطة المدرسية في بناء شخصية الطالب وصقل مهاراته وقدراته وتنمية ميوله.
٢. دور التخطيط والتنفيذ العلمي والمبرمج لتلك الأنشطة في نجاحها.

المعايير الأدائية

يعمل المعلم على:

١. الاطلاع على أنواع وبرامج الأنشطة المنفذة داخل المدرسة وخارجها وحث الطلاب على المشاركة فيه.
٢. الإسهام - قدر الإمكان - في تخطيط الأنشطة المدرسية وتنفيذها وتقويمها.

المعيار الثالث عشر: يتعاون المعلم مع العاملين في المدرسة من إدارة المدرسة والزملاء والمرشد الطلابي والمشرف التربوي بما يحقق روح الفريق.

الدواعي والمبررات

لا تقتصر مهام المعلم على أدائه داخل الفصل الدراسي، بل تمتد لتشمل العديد من الأنشطة والأعمال داخل المدرسة. ومن ضمن تلك الأنشطة الأعمال الإدارية التي يوكلها إليه مدير أو وكيل المدرسة رغبة في تسيير أمور المدرسة وتسهيلاً لتعلم الطلاب وتوفير البيئة المناسبة لهم. ويضاف إلى ذلك التعاون مع المعلمين الآخرين وأمين المكتبة ومسؤول التقنيات -إن وجد- بما يسهم في تحسين العمل وتطويره. كما أن المرشد الطلابي في المدرسة أيضاً بحاجة إلى تعاون المعلمين معه في مواجهة العقبات والمشكلات التي تواجه الطلاب. ولمجالس الآباء والعلاقات مع الأسرة أيضاً أهميتها الكبيرة في تكامل الجهود بين المدرسة والمنزل بغية الوصول إلى الأهداف المشتركة. فالعمل في المدرسة - إذن - متكامل ومشارك مما يوجب أن يكون هناك تفاهم وتنسيق بين أطراف هذا العمل. ويقتضي ذلك أن يفهم كل طرف طبيعة عمل الآخر والأدوار المناطة به والقواسم المشتركة بين أعمال وأدوار الأطراف جميعاً. إن فقدان هذا التفاهم والعمل المشترك يؤدي في كثير من الأحيان إلى خلق سوء فهم ومشكلات بين أطراف العملية التعليمية مما يؤدي في النهاية إلى فشلها في تحقيق أهدافها المنشودة.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

١. معلومات أساسية حول الإدارة المدرسية ووظائفها وأنماطها.
٢. معارف أساسية حول أسس الإشراف التربوي وأساليبه ووظائفه.
٣. معارف أساسية حول مفهوم الإرشاد الطلابي وأهميته ووظائفه.
٤. معارف أساسية حول تقنيات التعليم والمكتبات المدرسية.
٥. الأعمال الإدارية المطلوبة من المعلم.
٦. سبل التواصل مع أولياء الأمور ووسائل تفعيل مجالس الآباء.
٧. البرامج والمهام التي ينفذها الإرشاد الطلابي في المدرسة.

المبادئ التربوية

يؤمن المعلم ويؤمن:

١. أهمية العمل الجماعي والتعاون مع الأطراف الأخرى في نجاح العملية التربوية.
٢. أهمية الإدارة المدرسية والإشراف التربوي وأثرهما في نجاح وتطوير العملية التعليمية.
٣. أهمية الإرشاد الطلابي وأثره في حل المشكلات وتذليل الصعوبات التي تواجه الطلاب.
٤. ضرورة التكامل بين المدرسة والأسرة والدور الكبير للأسرة من الناحية التربوية والتعليمية. وأهميتها في رفع مستوى الطالب وتنفيذ برنامج المدرسة على الوجه الأكمل.

المعايير الأدائية

يعمل المعلم على:

١. التعاون مع إدارة المدرسة وتنفيذ المهام والواجبات التي يعهد إليه بها.
٢. الإطلاع على البرامج التي ينفذها الإرشاد الطلابي والمشاركة فيها.
٣. تزويد الإرشاد الطلابي بالمعلومات التي يحتاج إليها عن حالات الطلاب الذين يحتاجون المساعدة، والإسهام في تنفيذ ما يطلب منه من مهام في سبيل حل مشكلاتهم.
٤. الإسهام بفاعلية في مجالس الآباء، والتواصل الإيجابي مع أولياء الأمور لما فيه مصلحة الطلاب.
٥. التعاون مع العاملين الآخرين في المدرسة كأمين المكتبة ومشرف مصادر التعلم ونحوها بما يسهم في تحسين عملية التعليم.
٦. التعامل مع المشرف التربوي بروح الأخوة والتعاون والاستفادة من توجيهاته وإرشاداته.

المعيار الرابع عشر: يعمل المعلم على تطوير نفسه مهنيًا.

الدواعي والمبررات

لا شك أن متابعة التطورات وملاحظتها أمرٌ مهم للمعلم ؛ كي يساير العصر ويحقق المزيد من الفاعلية والتأثير والنجاح في مجال عمله. ويمكن للمعلم تحقيق ذلك عن طريق متابعة ما يستجد من أبحاث ودراسات ومؤلفات، وكذا حضور الندوات والمؤتمرات والاجتماعات وورش العمل والدورات التدريبية التي تتصل بعمله. وقد تكون تلك الفعاليات متصلة بتخصصه العلمي أو بالمجال التربوي أو بمجال الثقافة والمعارف العامة التي يلزم المعلم امتلاكها. ولا شك أن تعاون المعلم مع مدير المدرسة ومع المشرف التربوي ومع الزملاء ومع مختص تقنيات التعليم أو مصادر التعلم من شأنه أن يساهم في تطوير أداء المعلم ونموه المهني عن طريق ما يقدمونه إليه من ملاحظات وتوجيهات من شأنها أن تطور بعض أوجه الأداء لديه. كما أن التقويم الذاتي الذي يتعرف من خلاله المعلم على طبيعة ومستوى أدائه، وكذا نقاط القوة والضعف لديه أمرٌ مهم للمعلم ليطور مستواه وينمي معارفه ومهاراته بغية تجاوز نقاط الضعف التي يعاني منها.

المتطلبات المعرفية

يجب أن يعرف المعلم ويفهم:

1. أهم الوسائل والقنوات التي يمكن من خلالها تنمية المعلم مهنيًا كالإصدارات الحديثة والندوات والمؤتمرات وورش العمل والجمعيات العلمية وغيرها.
2. دور المشرف التربوي ومدير المدرسة في تطوير معارف ومهارات المعلم.
3. أساليب ووسائل النمو الذاتي للمعلم.

المبادئ التربوية

يؤمن المعلم ويؤمن:

1. أهمية تطوير المعلم لمعارفه ومهاراته في المجال التربوي والتخصصي والثقافي ودورها في أداء واجباته على الوجه الأكمل.
2. مسايرة المستجدات والتطور السريع والدائم في المجالات المعرفية والتخصصية المختلفة.
3. أهمية التعاون مع المشرف التربوي ومدير المدرسة ودورهما في تحسين أداء المعلم وتطوير مستواه.
4. أهمية التقويم الذاتي في التعرف على نقاط القوة والضعف في أداء المعلم.

المعايير الأدائية

يعمل المعلم على:

1. الاطلاع على الإصدارات العلمية من كتب ومنشورات في مجال تخصصه العلمي وفي المجالين التربوي والثقافي والإفادة منها.
2. حضور الندوات والمحاضرات والدورات التدريبية وورش العمل التي ترتبط بعمله.
3. التعاون مع مدير المدرسة ومع المشرف وتلقي توجيهاتهم وإرشاداتهم بما يطور أداءه.
4. المشاركة في الأبحاث والدراسات التربوية المرتبطة بعمله.
5. تقويم نفسه ذاتياً بتحليل أدائه في التدريس والتعرف على نقاط القوة والضعف وتخطيط وتنفيذ الحلول المناسبة لذلك.

معايير المعلم

١. المعيار الأول: يلم المعلم بالمعارف اللازمة لتخصصه العلمي شاملةً خصائص العلم ومبادئه ومفاهيمه وقدر وافٍ من معلوماته، ويتفهم المنهج الدراسي وأساسه وعناصره بما يمكنه من التعامل معه بصورةٍ تحقق الأهداف التعليمية.
٢. المعيار الثاني: يخطط المعلم دروسه بطريقة علمية.
٣. المعيار الثالث: يوظف المعلم طرائق وأساليب تدريس متنوعة تتوافق مع عناصر عملية التعلم وتحقق أهدافها.
٤. المعيار الرابع: يستخدم المعلم مهارات الاتصال اللفظية وغير اللفظية بما يسهل عملية التعلم ويحقق الأثر المطلوب.
٥. المعيار الخامس: يشرك المعلم طلابه في عملية التعلم باستخدامه للمهارات والإستراتيجيات التي تساعد على إثارة الانتباه والدافعية.
٦. المعيار السادس: يبرز المعلم في تدريسه خصائص المجتمع ومبادئه وظروفه ومجريات أحداثه وغيرها من العناصر التي تعين على ربط المدرسة بالواقع وتحقيق غايات المجتمع وأهدافه.
٧. المعيار السابع: يعمل المعلم على تنمية شخصية الطالب وتطوير تفكيره وإكسابه المهارات الاجتماعية اللازمة.
٨. المعيار الثامن: يراعي المعلم الفروق الفردية بين طلابه بما يتناسب مع ميولهم واهتماماتهم واستعداداتهم وخصائصهم الأخرى.
٩. المعيار التاسع: يدير المعلم الصف الدراسي وينظم ويرتب عناصره ويعالج الأخطاء فيه بطريقة تساعد على زيادة تحصيل الطلاب وتنمية شخصياتهم.
١٠. المعيار العاشر: يعد المعلم الوسائل والتقنيات التعليمية ويستخدمها في دروسه بما يزيد من فاعلية التعلم.
١١. المعيار الحادي عشر: يقوم المعلم تعلم الطلاب باستخدام الأساليب والأدوات المناسبة في القياس والتقويم التربوي.
١٢. المعيار الثاني عشر: يسهم المعلم بإيجابية في الأنشطة المتنوعة التي تنفذها المدرسة.
١٣. المعيار الثالث عشر: يتعاون المعلم مع العاملين في المدرسة من إدارة المدرسة والزملاء والمرشد الطلابي والمشرف التربوي بما يحقق روح الفريق.
١٤. المعيار الرابع عشر: يعمل المعلم على تطوير نفسه مهنيًا.

Appendix no.3

**The questionnaire for determining the domains that are
more related to teacher's performance**

A questionnaire for EFL specialists to determine the most important domains and standards that are related to EFL teachers' performance inside the classroom

The researcher is doing a study aims at evaluating EFL intermediate teachers' performance in the light of quality standards in Saudi Arabia. This questionnaire requires you to answer the following:

1. Please rearrange the domains that are more related to teachers' performance inside the classroom.
2. Please determine the most important standards of each domain that are closely related for evaluating the EFL teachers' performance inside the classroom.

Name:

Job:

Years of experience:

Qualification:

Thank you in advance
The researcher

Domains	No.	Standards	Very important	Important	Less important
Language proficiency		<ul style="list-style-type: none"> • Teacher demonstrates the required knowledge and skills related to oral and written language appropriately and effectively to achieve educational objectives. • Teacher uses verbal and non-verbal communicative skills which simplify learning process. • Teacher takes into account individual differences among students which are consistent with their interests and needs. 			
Planning and management of learning		<ul style="list-style-type: none"> • Teacher uses a variety of instructional methods and techniques which are consistent with the curriculum goals. • Teacher develops students' personality and improves their thinking that allows them to acquire the social required skills. • Teacher involves the students in learning process through using the skills and strategies that help to stimulate motivation and concentration. • Teacher uses educational technology in creating enriched learning opportunities for students. • Teacher provides opportunities for students to demonstrate an understanding of the relationship between language learning and perspectives on culture. 			
Learning community and environment		<ul style="list-style-type: none"> • Teacher involves all members of the learning community (students, teachers, parents) to participate actively throughout the learning environment. 			
Professionalism		<ul style="list-style-type: none"> • Teacher contributes to the different activities done by school effectively. • Teacher cooperates with the manager, colleagues and supervisors to work as a team. • Teacher develops himself professionally. 			
Assessment and evaluation		<ul style="list-style-type: none"> • Teacher evaluates students' learning using various techniques of educational assessment and measurement (workbook, activities , oral and written exams). • Teacher involves parents in assessment by writing notes to enhance students' learning process. 			

Appendix no.4

The jury's names

The Jury's Names

No.	Name	Position
1.	prof. Ali Quora	Professor of Curricula and Methods of Teaching English-Faculty of Education- Taibah University
2.	Dr. Eid Ali	Associate Professor of Curricula and Methods of Teaching English-Faculty of Education- Taif University
3.	Dr.Mahmoud Mohasseb	Associate Professor of Curricula and Methods of Teaching English-Faculty of Education- Taif University
4.	Dr. Mossa AL-Habeeb	Professor of Curricula and Methods of Teaching English-Faculty of Education- Umm al Qura University
5.	Dr. Marwan Arafat	Assistant Professor of Curricula and Methods of Teaching English-Faculty of Education- Taif University
6.	Alaweah AlShenqeti	Director's Assistant of the Comprehensive Assessment -Riyadh's General Department for Quality Comprehensive
7.	Dr. Najwa Shaheen	Director of the Comprehensive Assessment - Riyadh's General Department for Quality Comprehensive
8.	Suaad Alshenqeti	Supervisor of quality and evaluation- Riyadh's General Department for Quality Comprehensive
9.	Eman Mijaan	West educational office- Taif supervision
10	Fatemah al-Sakheri	West educational office- Taif supervision
11	Fawzeah Al Khedidi	West educational office- Taif supervision
12	Hassenah Al Sufeani	East educational office- Taif supervision
13	Jameelah Maqsud	East educational office- Taif supervision
14	Nedaa Al Zehrani	West educational office- Taif supervision
15	Noof Alharthi	Hadad Bani Malik Educational Office
16	Reem Aljuaed	Hadad Bani Malik Educational Office
17	Sabah Ekrem Aldeen	East educational office- Taif supervision

Appendix no.5

The Dean's Permission



جامعة الطائف
كلية التربية
قسم المناهج و تقنيات التعليم

بسم الله الرحمن الرحيم

حفظه الله

إلى سعادة رئيس قسم المناهج و تقنيات التعليم وعميد كلية التربية

السلام عليكم و رحمة الله و بركاته

تحية طيبة و بعد ،،

نفيد سعادتكم علماً بأن الباحثة : اماني بنت دخيل الله بن راضي الثمالي و رقمها الجامعي : ٤٢٩٨٠٠٥٥
والمسجلة لدرجة الماجستير بقسم المناهج و تقنيات التعليم ، تخصص مناهج و طرق تدريس اللغة الانجليزية ،
وعنوان دراستها باللغة العربية : تقويم أداء معلمات اللغة الانجليزية بالمرحلة المتوسطة في ضوء معايير الجودة في
المملكة العربية السعودية.

وعنوان دراستها باللغة الانجليزية :

Evaluating EFL Intermediate Teachers' Performance In The Light Of Quality Standards In Saudi Arabia

وقد انتهت من الإطار النظري و الأدوات اللازمة لإجراء تجربة بحثها ، برجااء الموافقة للباحثة بتطبيق إجراءات البحث
في مدارس المرحلة المتوسطة التابعة لإدارة التربية و التعليم للبنات بالطائف خلال العام الدراسي ١٤٣٢-١٤٣٣ هـ .

الهيئة الإشرافية :

الاسم : د. مرفت محمد صالح الحديدي

الدرجة : أستاذ مشارك في مناهج و طرق تدريس اللغة الانجليزية بجامعة الطائف.

التوقيع : د/ مرفت محمد صالح الحديدي

التاريخ : ١٤٣٢ / ١ / ٧ هـ

رأي سعادة رئيس قسم المناهج و تقنيات التعليم وعميد كلية التربية :

سماح



Appendix no.6

The Director of Education's Permission

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

المملكة العربية السعودية
وزارة التربية والتعليم



إدارة التربية والتعليم بحافظة الطائف

الجودة

بنات

واجب ديني ، ، و ، ، مطالب وطني

رؤية التطوير التربوي

الرقم :

التاريخ : ١٤٣٢/١/١٣ هـ

الموضوعات :

من : مدير عام التربية والتعليم بمحافظة الطائف «بنات»

إلى :

وفقها الله ، ،

مديرة مكتب التربية والتعليم : شرق / غرب

وفقها الله ، ،

مديرة المدرسة المتوسطة :

بشأن : تسهيل مهمة الباحثة/أماني بنت دخيل الله راضي الثمالي.

السلام عليكم ورحمة الله وبركاته وبعد :

نأمل منكم التكرم بتسهيل مهمة الباحثة/ أماني بنت دخيل الله راضي الثمالي

إحدى طالبات الدراسات العليا ؛ بمرحلة الماجستير /قسم المناهج وتقنيات التعليم

تخصص: مناهج وطرق تدريس اللغة الإنجليزية/كلية التربية/جامعة الطائف ؛ التي

ترغب في تطبيق الأدوات الخاصة بالدراسة على عينة من معلمات المرحلة المتوسطة

بمحافظة الطائف، وهي بعنوان :

«تقويم أداء معلمات اللغة الإنجليزية بالمرحلة المتوسطة في ضوء معايير الجودة في

المملكة العربية السعودية» .

علماً أن أداة الباحثة هي : مقياس تحليلي متدرج .

« شاكرين ومقدرين تعاونكم ، واهتمامكم »

١٤٣٢/١/١٣ هـ

سالم بن هلال الزهراني

١٤٣٢ هـ

١/١٣ هـ
١٤٣٢ هـ

Appendix no.7

**Certificate of attending the 1st international conference of
TQM in K-12 Education**

الرسالة رقم ٧ - ٤
الرسالة رقم ٧ - ٤
٤ - ٧ سافر ١٤٣٢ هـ / ٨ - ١١، ٢٠١١
٤ - ٧ سافر ١٤٣٢ هـ / ٨ - ١١، ٢٠١١



المؤتمر الدولي الأول
للجودة الشاملة في التعليم العالم
The 1st International Conference of TQM in K-12 Education
International Education Quality Council



مؤتمر الجودة

المؤتمر الدولي الأول للجودة الشاملة في التعليم العالم

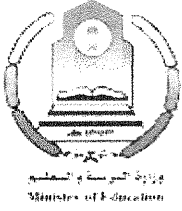
المعالي د. شيمس الدين بن عبد الله بن عبد الرحمن بن عبد الوهاب بن عبد المحسن بن عبد المطلب بن هاشم بن عبد مناف بن قصي بن كلاب بن مرة بن كعب بن لؤي بن غالب بن فهر بن مالك بن النضر بن كنانة بن خزيمة بن مدركة بن إلياس بن مضر بن نضرة بن معد بن تميم بن مر بن أد بن طابخية بن أسد بن عبد مناف

المعالي د. شيمس الدين بن عبد الله بن عبد الرحمن بن عبد الوهاب بن عبد المحسن بن عبد المطلب بن هاشم بن عبد مناف بن قصي بن كلاب بن مرة بن كعب بن لؤي بن غالب بن فهر بن مالك بن النضر بن كنانة بن خزيمة بن مدركة بن إلياس بن مضر بن نضرة بن معد بن تميم بن مر بن أد بن طابخية بن أسد بن عبد مناف

المؤتمر الدولي الأول للجودة الشاملة في التعليم العالم

المؤتمر الدولي الأول للجودة الشاملة في التعليم العالم

المؤتمر الدولي الأول للجودة الشاملة في التعليم العالم



المؤتمر الدولي الأول
للجودة الشاملة في التعليم العام
The 1st International Conference of TQM in K-12 Education
Best International Practices



مشهد حضور

تشهد الإدارة العامة للجودة الشاملة بأن الأستاذة

اماني دخيل الله راضي الثمالي

قد حضرت فعاليات المؤتمر الدولي الأول للجودة الشاملة في التعليم العام خلال
الفترة من ٤-٧ / ٢ / ١٤٣٣ هـ الموافق ٨-١١ / ١ / ٢٠١١ م بقاعة الملك
فيصل للمؤتمرات بمدينة الرياض
وقد أعطيت هذا المشهد بناءً على طلبها

والله ولي التوفيق

مدير عام الجودة الشاملة

د. غانم بن سعد الغامدي

Appendix no.8

Comparison of International Quality Standards

Comparison of International Quality Standards

Standards projects	Pharos standards 2003	Thailand standards 2003	TESOL standards 2002	Kentucky standards 2004	Alaska standards 1997
Projects main aim	Improving the quality of teachers' performance, instruction quality as well as students' performance				
Domains					
Domain 1	Language proficiency	Language	Language		
Domain 2	Professional Knowledge Base	Cultural	Planning	Instruction	Professional Knowledge Base
Domain 3	Planning and Management of Learning	Instruction	Instruction	Planning and Management of Learning	Planning and Management of Learning
Domain 4	Assessment and Evaluation	Assessment	Assessment	Assessment of Student Performance	Assessment of Student Performance
Domain 5	Vision and Advocacy		Content	Assessment of Curriculum and Developing it	
Domain 6	Learning Community and Environment		Learning	Learning Community and Environment	Learning Community and Environment
Domain 7	Professionalism	Professionalism	Professionalism	Professionalism	Professionalism
Domain 8			Identity and setting	Using Educational Technology	

The Arabic summary



المملكة العربية السعودية

وزارة التعليم العالي

جامعة الطائف

كلية التربية

قسم المناهج وتقنيات التعليم

تقويم أداء معلمات اللغة الانجليزية بالمرحلة المتوسطة في ضوء معايير الجودة في المملكة العربية السعودية

رسالة مقدمة كمتطلب تكميلي للحصول على درجة الماجستير في التربية
(تخصص المناهج و طرق تدريس اللغة الانجليزية)

إعداد الباحثة:

أماني بنت دخيل الله بن راضي الثمالي

إشراف :

د.مرفت محمد صالح الحديدي

أستاذ المناهج وطرق تدريس اللغة الانجليزية المشارك

كلية التربية- جامعة الطائف

٢٠١١م - ١٤٣٢ هـ



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الطائف
كلية التربية
قسم المناهج و تقنيات التعليم

صفحة الموافقة

تقويم أداء معلمات اللغة الانجليزية بالمرحلة المتوسطة في ضوء معايير الجودة في المملكة العربية السعودية

رسالة مقدمه من

أماني بنت دخيل الله بن راضي الثمالي

لجنة الحكم على الرسالة:

ابتسام الجفري

عضواً خارجياً

١. د. ابتسام حسين الجفري

أستاذ المناهج وطرق تدريس اللغة الانجليزية
كلية التربية- جامعة أم القرى

عبد الواحد علي

عضواً داخلياً

٢. د. عبد الواحد علي

أستاذ المناهج وطرق تدريس اللغة الانجليزية المشارك
كلية التربية- جامعة الطائف

محمد الحديدي

مشرفاً ومقرراً

٣. د. مرفت محمد الحديدي

أستاذ المناهج وطرق تدريس اللغة الانجليزية المشارك
كلية التربية- جامعة الطائف

تاريخ المناقشة: ٢٥ / ٦ / ١٤٣٢ هـ.

بسم الله الرحمن الرحيم

الملخص العربي

المقدمة والحاجة إلى الدراسة:

إن جودة التعليم تقاس بمدى كفاءة المعلم و ذلك لأن التدريس الجيد هو القلب في العملية التعليمية. و لذلك ترتبط الجودة بأداء المعلم مما يتطلب توافر معايير للجودة و التي في ضوئها يتم تقويم هذا الأداء. و لقد اهتمت الحكومة السعودية في الآونة الأخيرة بالتعليم العالي و تطوير مراحل التعليم الأخرى فقد خصصت حوالي ١٤٦ بليون دولار من ميزانيتها لعام ٢٠١٠ للإنفاق على التعليم لتحسين مخرجاته (Press Trust of India, 2009).

إن مصطلح الجودة يشير إلى العمليات بينما تشير المعايير إلى المخرجات و ترتبط الصلة بينهما إلى مدى إسهام الجودة (العمليات) في التعليم. و تساهم المعايير في ثلاثة أنشطة: المعايير الأكاديمية التي تقيس القدرة على تحقيق مستوى أكاديمي معين ، معايير الخدمة و التي تقوم بتقييم الخدمات المراد تحقيقها في العملية التعليمية ، بينما معايير الجودة هي التوقعات المرغوبة من ممارسات الأداء (European university Association, 2009).

ولقد أثبتت الأبحاث و الدراسات (ETS, 2004; Miller et al, 2009) إن جودة أداء المعلم لها تأثير كبير على نجاح تعلم الطلاب و تعتبر عامل هام بتحصيل المتعلمين. و إن التدريس الجيد يتطلب أربع أنواع من المعرفة والمهارات: المهارات الأكاديمية الأساسية، من خلال المعرفة الجيدة لمحتوى كل مادة و المعرفة الجيدة لأصول التدريس لكل من المحتوى العام و المتخصص و معرفة المهارات التدريسية. و لهذا لا بد من التركيز على ملاحظة و تقويم أداء المعلم في ضوء معايير محددة واضحة و موضوعية و التي في ضوئها تتحقق مخرجات التعلم المرغوبة و ذلك من خلال وضع مقاييس لتقويم الأداء.

و من هذا المنطلق ظهرت الحاجة إلى إجراء هذه الدراسة في ضوء الأسباب الآتية:

- غياب معايير الجودة التعليمية الخاصة بمعلمات اللغة الانجليزية و قد تأكدت الباحثة من ذلك بطرح سؤال عن مدى توافر معايير الجودة الخاصة بالمعلم في المملكة العربية السعودية من قبل الباحثة عند حضورها مؤتمر الجودة الدولي الأول في التعليم العام (٢٠١١) الجلسة الثانية اليوم الثاني الاثني ١٠ يناير ٢٠١١ م.
- غياب الأداة الشاملة و الموضوعية لتقويم أداء معلمات اللغة الانجليزية.
- الحاجة إلى أداة موحدة و ذلك لتنوع و اختلاف بطاقة الملاحظة التقييمية لمعلمة اللغة الانجليزية تبعاً لاختلاف مكتب الإشراف التربوي .
- أهمية الجودة التعليمية وأهمية معايير جودة أداء المعلم (المؤتمر الوطني الثاني للجودة في التعليم العالي، ٢٠٠٩: مؤتمر الجودة الدولي الأول في التعليم العام ، ٢٠١١) و ما نتج من مبادرات المؤتمر عن الجلسة الوزارية الخاصة بدعم جودة التعليم العام، حيث تم الاتفاق على أن تنطلق هذه المبادرات من شراكة إستراتيجية طويلة الأمد لتحقيق أعلى معايير الجودة في التعليم ومنها مبادرة برنامج الشمال للتنمية بالتعاون مع جامعة أكسفورد وشركة ركيزة للتعليم و التي تنص على تطبيق معايير الجودة الشاملة في التعليم لمعلمي اللغة الإنجليزية والعلوم والرياضيات، دعم وإثراء خبرات المعلمين في مجال الجودة الشاملة في التعليم من خلال تبني المناهج التدريسية الرديفة لممارسات القيادة، والتميز والجودة باستخدام الوسائل التعليمية والتدريبية والمعرفية التي توفرها بوابة السعودية أكسفورد لبرامج التعليم المستمر .
- غياب الدورات التدريبية الخاصة بمعايير المعلم الخاصة بوزارة التربية و التعليم بالمملكة العربية السعودية.
- بالإضافة إلى ما أشارت إليه الدراسة الاستطلاعية من ضعف تحصيل الطالبات في مادة اللغة الانجليزية بالمرحلة المتوسطة و الذي ربما يرجع إلى ضعف أداء المعلم داخل الصف الدراسي.

و في ضوء ما سبق تظهر الحاجة لتصميم أداة تقويم موضوعية و شاملة لتقويم أداء معلمات اللغة الانجليزية السعوديات بالمرحلة المتوسطة في ضوء معايير الجودة.

أسئلة الدراسة :

١. ما أهم المجالات لتقويم أداء معلمات اللغة الانجليزية في ضوء معايير الجودة ؟
٢. ما مواصفات المقياس المتدرج لتقويم أداء معلمات اللغة الانجليزية في ضوء معايير الجودة ؟
٣. ما درجة توافر معايير الجودة في أداء معلمات اللغة الانجليزية السعوديات ذوات الخبرات التدريسية بالمرحلة المتوسطة ؟
٤. ما دلالة الفروق بين معلمات اللغة الانجليزية في أدائهن التدريسي وفقا لعدد سنوات الخبرة؟

فروض الدراسة :

- توجد فروق دالة إحصائيا بين تكرارات بدائل مقياس الأداء لدى معلمات اللغة الانجليزية وفقا لمعايير الجودة.
- توجد فروق دالة إحصائيا بين متوسطات رتب درجات معلمات اللغة الانجليزية في أدائهن التدريسي على المقياس المتدرج وفقا لعدد سنوات الخبرة.

حدود الدراسة :

اقتصرت الدراسة على :

- ثلاث مجالات من معايير جودة المعلم الكفاءة اللغوية و التخطيط و إدارة الصف و التقويم.
- عينة مكونة من خمس و عشرين معلمة من معلمات اللغة الانجليزية بالمرحلة المتوسطة ممن لديهن خبرة خمس سنوات وما فوق في التدريس.
- شملت الدراسة ١٢ مدرسة من المدارس المتوسطة بمدينة الطائف- المملكة العربية السعودية الفصل الدراسي الأول من عام ١٤٣٢هـ.

أهداف الدراسة:

هدفت الدراسة إلى:

١. تحديد معايير أداء معلمات اللغة الانجليزية في ضوء معايير الجودة.
٢. تصميم أداة تقويم موضوعية و شاملة بناء على معايير الجودة لتقويم أداء معلمات اللغة الانجليزية بالمرحلة المتوسطة.
٣. تحديد مدى توافر معايير الجودة في أداء معلمات اللغة الانجليزية ذوات الخبرات التدريسية بالمرحلة المتوسطة.

أهمية الدراسة:

من المتوقع أن تسهم الدراسة في

- تزويد المعلمين و الباحثين و خبراء اللغة الانجليزية كلغة أجنبية بالمملكة العربية السعودية بمقياس متدرج يمكن تطبيقه لتقويم أداء معلمات اللغة الانجليزية .
- توجيه اهتمام معلمات اللغة الانجليزية و المشرفات إلى أهمية المعايير التربوية لتحسين أداء كل من المعلمات و الطالبات.
- توجيه اهتمام مراكز تدريب المعلمات أثناء الخدمة بأهمية إدماج معايير الجودة خلال عقد الدورات التدريبية.
- إثراء برامج إعداد المعلمات بكليات التربية بأهمية تقويم أداء المعلمات بهدف التطوير المهني.

الأدوات:

لتحقيق أهداف هذه الدراسة، تم تصميم و استخدام الأدوات التالية:

1. استبيان اعد من قبل الباحثة وجه إلى خبراء اللغة الانجليزية كلغة أجنبية لتحديد أهم مجالات معايير الجودة و التي لها صلة وثيقة بأداء معلمات اللغة الانجليزية بالمرحلة المتوسطة بالمملكة العربية السعودية.
2. مقياس متدرج صمم من قبل الباحثة لتقويم أداء معلمات اللغة الانجليزية كلغة أجنبية لتحديد إلى أي مدى يطابق أدائهن معايير الجودة.

منهجية البحث:

العينة : شملت عينة الدراسة خمسة وعشرون معلمة من معلمات اللغة الانجليزية كلغة أجنبية بالمرحلة المتوسطة بالمملكة العربية السعودية مدينة الطائف - واللاتي لديهن خبرة تدريسية أعلى من خمس سنوات في التدريس.

مدة الملاحظة :

اقتصرت عملية الملاحظة على ثلاث حصص دراسية لكل معلمة ، مدة الحصة خمس و أربعون دقيقة استخدمت فيها الباحثة و ملاحظة أخرى- معلمة لغة انجليزية أو مشرفة تربوية - مقياس الأداء المتدرج.

التصميم البحثي :

اتبعت الباحثة التصميم الوصفي التحليلي لإعداد المقياس المتدرج وذلك لتحديد مدى مطابقة أداء معلمات اللغة الانجليزية بالمرحلة المتوسطة لمعايير الجودة.

إجراءات الدراسة:

1. الإطلاع على الأدبيات و الدراسات الخاصة بتقويم المعلم و المعايير التعليمية لإرساء الإطار النظري للبحث.
2. إعداد استبيان يحتوي على المعايير بمجالاتها ليتم تحكيمه من قبل أساتذة و مشرفي اللغة الانجليزية بهدف تحديد أهم مجالات معايير الجودة و التي لها صلة وثيقة بأداء معلمات اللغة الانجليزية كلغة أجنبية بالمرحلة المتوسطة بالمملكة العربية السعودية.
3. تصميم مقياس متدرج في ضوء نتائج الاستبيان لتحديد مدى توافر معايير الجودة في أداء معلمات اللغة الانجليزية بالمرحلة المتوسطة .
4. عرض مقياس الأداء المتدرج على مجموعة من خبراء أساتذة و مشرفي اللغة الانجليزية للحكم على صدقه.
5. اختيار عينة الدراسة من بعض المدارس المتوسطة بمدينة الطائف.
6. تطبيق مقياس الأداء على معلمات اللغة الانجليزية بالمرحلة المتوسطة.
7. تحليل النتائج إحصائياً.
8. مناقشة النتائج النهائية و وضع التوصيات.
9. وضع تصور مقترح لتطوير أداء المعلمات في ضوء المعايير و النتائج.

النتائج :

مجال الكفاءة اللغوية:

- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال براعة اللغة عند مستوى ٠,٠١ لصالح البديل الممتاز.
- يتضح من النتائج أن أكثر المؤشرات توافرا في أداء المعلمات هو المؤشر الأول بينما أقل المؤشرات توافرا في أداء المعلمات هما المؤشرين السادس والسابع

مجال التخطيط و إدارة التعلم :

- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال التخطيط و إدارة التعلم للمؤشرات ٢ و ٤ و ١٤ عند مستوى ٠,٠١ لصالح البديل الممتاز.
- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال التخطيط و إدارة التعلم للمؤشرات ٣ و ٥ و ٧ و ١٢ و ١٣ عند مستوى ٠,٠١ لصالح البديل الجيد.
- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال التخطيط و إدارة التعلم للمؤشرات ١١ و ١٧ عند مستوى ٠,٠١ لصالح البديل الضعيف.
- أكثر المؤشرات توافرا في أداء المعلمات هو المؤشر الثاني وأقل المؤشرات توافرا في أداء المعلمات هو المؤشر الحادي عشر.

مجال التقويم

- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال التقويم ٤ و ٥ عند مستوى ٠,٠١ لصالح البديل الممتاز.
- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال التقويم للمؤشرات ١ و ٣ و ٦ و ٧ عند مستوى ٠,٠١ لصالح البديل الجيد.
- يوجد فروق دالة إحصائية بين تكرارات درجة توافر مؤشرات الأداء الملاحظة في مجال التقويم للمؤشر ٨ عند مستوى ٠,٠١ لصالح البديل الضعيف.
- أن أكثر المؤشرات توافرا في أداء المعلمات هو المؤشر الخامس وأقل المؤشرات توافرا في أداء المعلمات هو المؤشر الثامن.
- أن قيمة t جاءت دالة في المجالين الأول والأخير (الكفاءة اللغوية والتقييم) بينما لم تكن دالة في المجال الثاني (التخطيط وإدارة التعلم) مما يعني أن أداء المعلمات في البعدين الأول والأخير أفضل.
- يوجد فروق دالة إحصائية بين المعلمات وفقا لعدد سنوات الخبرة عند مستوى ٠,٠٥ في المجال الثاني مجال التخطيط و إدارة التعلم والدرجة الكلية للأداء لصالح الأقل خبرة.

التصور المقترح لتطوير أداء معلمات اللغة الانجليزية : و يتفرع منه

- دور وزارة التربية و التعليم في تطوير أداء معلمات اللغة الانجليزية في ضوء المعايير و الجودة.
- دور أدارت التربية و التعليم في تطوير أداء معلمات اللغة الانجليزية في ضوء المعايير و الجودة.
- دور مشرفات اللغة الانجليزية في تطوير أداء معلمات اللغة الانجليزية في ضوء المعايير و الجودة.

١ - دور وزارة التربية و التعليم في تطوير أداء معلمي اللغة الانجليزية في ضوء المعايير و الجودة. أهم الأهداف: على الوزارة أن

- تتبنى معايير الجودة سعودية للمعلم خاصة بوزارة التربية و التعليم.
 - تعمم معايير الجودة على مديريات التربية و التعليم ، وعلى جميع الإدارات التعليمية .
 - تنتقل بالمعايير من أطرها النظرية إلى أطر عملية قابلة للتطبيق.
 - تطور معايير الجودة سنويا بصفة مستمرة .
- و يستلزم لتحقيق هذه الأهداف:
- إعداد منشورات سنوية لمعايير الجودة وإرسالها إلى مديريات التربية و التعليم.
 - إعداد ورش عمل تشرح معايير الجودة وكيفية تطبيقها وإرسالها إلى مديريات التربية و التعليم لتعميمها.
 - تقويم ورش العمل باستمرار للوقوف على نقاط الضعف وتحسينها و تعيين جوائز سنوية للمعلمين الذين يحققون أداء مرتفع.

٢ - دور مديريات التربية و التعليم في تطوير أداء معلمي اللغة الانجليزية في ضوء المعايير و الجودة.

أهم الأهداف: على الإدارة أن

- تتابع مدى توافر معايير الجودة في أداء المعلم و تعميمها على موجهي اللغة الانجليزية.
- تعد دورات تدريبية لزيادة وعي المشرفين والمعلمين بماهية معايير الجودة، ما تقصد إليه ، وكيفية تطبيقها في التدريس، و التعليم ، و التقويم .
- تربط بين كليات التربية و مراكز الإشراف لمتابعة عملية تطبيق معايير الجود معايير الجودة.

و يستلزم لتحقيق هذه الأهداف:

- عقد اجتماعات دوريه مع المشرفين والمعلمين لإبداء آرائهم حول تطبيقات المعايير و الجودة من حيث الصعوبات التي تواجههم أثناء تطبيقها و ليعرض كل منهم رؤيته الخاصة حول تطوير المعايير.
- عقد ورش عمل مع مشرفي اللغة الانجليزية لنشر وعي و تطبيقات المعايير و الجودة في التربية.
- تكليف المشرفين برفع تقارير مستمرة عن مدى توافر معايير الجودة في أداء معلمي اللغة الانجليزية وتزويد كليات التربية بها لتطوير برامجها تبعا لذلك.

٣ - دور مشرفين اللغة الانجليزية في تطوير أداء معلمي اللغة الانجليزية في ضوء المعايير و الجودة.

أهم الأهداف: يتوجب على المشرف أن:

- يساعد معلميه على فهم معايير الجودة ويزودهم بدورات تدريبية بصفة مستمرة لبيان كيفية تطبيق المعايير التعليمية داخل الصف الدراسي .
- يعطي مقترحات خاصة بالتنوير المستمر للمعايير التعليمية حتى تتماشى مع المناهج و الأهداف التعليمية المقصودة .
- يعزز أهمية حضور الدورات التدريبية لتطبيقات الجودة في الصف الدراسي مبينا أهمية استخدام المقياس المتدرج في التقويم.

و يستلزم لتحقيق هذه الأهداف:

- عرض دروس تطبيقية و نموذجية للمعلمين لبيان تطبيق المعايير التربوية مع التركيز على تطبيقات الجودة
- تقويم معلمين اللغة الانجليزية وفقا لإطار موحد للمعايير التربوية و ذلك سعيا لتطوير أدائهم.
- إعداد مقياس متدرج يوضح المعايير المتوفرة في أداء المعلم سنويا.

التوصيات :

- ١ - تطبيق نظام تقويم موحد لتقويم أداء معلم اللغة الانجليزية كل مرحله على حده وذلك لتحقيق العدالة في التقويم و لكل معلم حسب تخصصه.
- ٢ - تصميم برامج لإعداد معلم اللغة الانجليزية في ضوء معايير الجودة التعليمية و إدماج بعض النماذج لتدريب المعلم على المعايير التعليمية اللازمة لأداء أفضل .
- ٣ - تقديم محتوى الكتروني ذاتي التعلم متاح للمعلم داخل المكتبة المدرسية يهتم بكل ما هو جديد في التدريس.
- ٤ - عقد ورش عمل لتعزيز تطبيق النقاط الضعيفة في بطاقة الملاحظة الخاصة بهذه الدراسة مثل :استخدام تكنولوجيا التعليم و استخدام التشجيع و المهارات الاتصال و التعلم البنائي و التعلم الذي يتمحور حول الطالب و تعزيز دور الأنشطة الفعالة و التعلم التعاوني.
- ٥ - تشجيع المعلمين على اخذ دورات تدريبية لتعزيز وعي و أهمية المعايير و الجودة لديهم.
- ٦ - وضع مكافآت تشجيعية لمعلمي اللغة الانجليزية اللذين يقومون بتغيير أدائهم في ضوء المعايير و الجودة.
- ٧ - تقديم مطبوعات ونشرات للمعلمين تشرح ماهية المعايير التعليمية والمهام المطلوبة للوصول إلى المستوى المطلوب
- ٨ - عقد ورش عمل وتدريب مصغر للمعلم أثناء الخدمة لمساعدتهم في فهم حركة المعايير ومميزاتها.

الدراسات المقترحة :

- ١ - تقويم أداء معلم اللغة الانجليزية في المرحلتين الابتدائية و الثانوية.
- ٢ - تطوير مناهج اللغة الانجليزية في ضوء معايير الجودة.
- ٣ - تصميم العديد من مقاييس الأداء لتقويم أداء المعلم في تخصصات أخرى.