

# SITE VISIT & POST VISIT ACTIVITIES

# The Site Visit

The site visit starts with the arrival of the Reviewer Team at the School and ends with the presentation of the Oral Exit Report at the end of the second day.

# DAY1

- **09:00-10:00:** Meeting of reviewing team members
  - The team meet for the first time **face to face**. This meeting has the **aim to clarify work distribution and roles of team members**.
  - **Questions regarding which information is missing in the self evaluation report, which questions need answers, where to look for these might be negotiated.**
  - The Team leader goes over compiled questions posed by different members before the visit

# Day 1 cont.

- **10:00-10:30:** Meeting of reviewer team with School administration

At this meeting the updated time table is shared, the observation schedule is provided by the Administrator, any questions concerning the visit are answered. The Team may ask questions related to governance (Minimum Standards Area 5)

# Presenting missing documents to teams

- **10:30-10:45:** Break
- **10:45-12:00:** Reviewing Minimum Standards: Learning Outcomes (Annex 3, EPS- ERF)
- **12:00-13:00:** Lunch

# Annex 3: English Preparatory School External Review Form (EPS-ERF)

	<i>Meeting Minimum Standards</i>	<i>Document Analysis</i>	<i>Site Visit</i>	<i>Notes / Comments</i>
<b>1.</b>	<b>STUDENT LEARNING OUTCOMES (PLEASE REFER TO APPENDIX 1 AREAS AND MINIMUM STANDARDS TO INFORM YOUR FEEDBACK)</b>			
<b>2.</b>	<b>CURRICULUM DESIGN &amp; DELIVERY</b>			
<b>2.1</b>	<b>Needs analysis has been conducted and informs curriculum design.</b>			
	Present Situation Analysis: Qualitative/Quantitative data from prep students			
	Present Situation Analysis: Qualitative/Quantitative data from prep academic staff			

# DAY 1

- 13:00-14:15: Reviewing minimum standards (Curriculum design/delivery)
- 14:15-15:30: Reviewing minimum standards (Student assessment and evaluation)
- 15:30-15:45: Break
- 15:45-17:00: Reviewing minimum standards (Teaching staff)
- 17:00-17:45: Reviewing minimum standards (Governance)
- 18:00 : Transfer of reviewer team members to the accommodation
- 19:00-20:00: Dinner
  - Team Meeting: Assessment of the observations of reviewer team for first day and planning of the second day

# A Better Plan for Day 1 😊

- The Team reviews documents related to different areas simultaneously, provided that they do it in pairs- increase reliability & validity
- Observation of classes starts on day 1



# DAY 2

- **09:00-10:00:** Focus group meeting with personnel working in/responsible for specific units, i.e., assessment & evaluation, teacher training, curriculum development unit.
- **10:15-11:15:** Focus group meeting with teaching staff
- **11:15-11:30:** Break
- **11:30-12:30:** Focus group meeting with prep students & students from different faculties
- **12:30-13:30:** Lunch
- **13:30-14:30:** Focus group meeting with members from different faculties

Concurrent class observations

# Annex 6: CLASS OBSERVATION FORM

- \*A new observation form with explicit links to the Minimum Standards indicators
- \*Review of classroom teaching should be no less than 10 or 10% of all teachers. Observations last 15 min.each
- \*Reviewers should use only the observation form and limit their comments to the standard indicators specified
- \*Schools decide which teachers are to be observed, but these should represent the different levels taught, different levels of teaching experience within the teaching team, any other relevant differences (e.g. First language of teacher)
- \*Observations should be carried out by at least two reviewers
- \*The reviewers should observe three classes together (i.e. 45 min. in total) and then confer in order to standardise judgements
- \*Reviewers with little or no experience of observing teachers for developmental purposes should be paired with a reviewer with more experience in this area.

Institution:  
 Date/Time:  
 Observer:  
 Standards Observed:

	T1	Comment	T2	Comment	T3	Comment	T4	Comment	T5	Comment	T6	Comment
2.3 Teaching is in line with stated learning outcomes												
2.4 Effective use of instructional technology												
2.6 Materials are appropriate to the group												
2.6 Materials are used effectively to engage students												
2.7 Student autonomy is encouraged												
2.8 Effective oral/written feedback is given												
4.1/4.2 Classroom communication in English												
Student Numbers												
Class Code												

# DAY 2 cont.

- **14:45-16:15:** The Team leader compiles the EPS- ERF, and the team prepares an oral report based on this form.
- **16:30-17:30:** Presentation of the oral report to various stakeholders. Schools are recommended to invite as many instructors/staff as possible to make the process transparent and inclusive.
- This report should state the School's level of meeting the minimum standards in all five areas, draw attention to strengths, and areas open to improvement
- Q&A at the end of Oral Report
- The Team leaves the School

# How to write the External Review Report (EPS-ERR)

- The report is written based on the oral report and needs to be parallel as much as possible.
- There are three sections in the report: Introduction, Body, Recommendations & Conclusion
- The introduction sets the context for the external review of EPSs
- The main body of the report is about the 5 minimum standard areas and summarizes each under a heading

# How to write the External Review Report (EPS-ERR)

The conclusion, summarizes the findings and makes recommendations.

The report is written in Times New Roman 12pt. with 1.5 space

All names such as the School, the Team, the Director, should be written with capital letters

# Layout of the External Review Report (EPS-ERR)

1. Introduction
  - 1.1. EPS External Review Program
  - 1.2. Information regarding the School
  - 1.3. The review process
2. Minimum Standard Areas
  - 2.1. Learning Outcomes
  - 2.2. Curriculum Design & Delivery
  - 2.3. Student Assessment & Evaluation
  - 2.4. Teaching Staff
  - 2.5. Governance
3. Findings, Recommendations, Conclusion

# Post Site Visit Activities: Within 5 days

1. The school administration reviews each member of the team using the Reviewer Team Review Form (Annex 8a)
2. The reviewer team fills out the Team Members Review Form (Annex 8b)



# Post Visit Activities cont.

## Within 15 days

1. The Team writes the first draft of the report (EPS-ERR) using the findings in the EPS- ERF (Annex 3) and sends this draft to the school.
2. The school send their feedback to the report to the team leader- **they may only object to factual mistakes in the areas to improve** (+15days).
3. The team leader revises the final report in consensus with the school and the team (+15)

## Post Visit Activities cont.

1. The oral exit report/presentation (annex 7), the external review form (EPS-ERF) and the External Review Report(EPS-ERR) are sent to YÖKAK within 15 days.
2. YÖKAK checks for consistency among reports & the EPS-ERR are published on YÖKAK's website & sent officially to the School (Dec31-Jan.11).

# Glossary

1. EPS-ERR - EXTERNAL REVIEW REPORT
2. EPS-SER - SELF-EVALUATION REPORT
3. EPS-OR - ORAL EXIT REPORT
4. EPS-ERF - EXTERNAL REVIEW FORM
5. EPS-SEF - SELF-EVALUATION FORM
6. EPS-RFF - REVIEWER TEAM REVIEW FORM
7. EPS-MRF – TEAM MEMBERS REVIEW FORM

# Quiz Time 😊

1. What are the 5 minimum standard areas ?
2. What is the team supposed to do before the site visit?
3. What are the different data collection methods during the site visit?
4. Which form do you need to fill out while on site?
5. How many days do schools have to make factual corrections after they receive their feedback report?