

ENGLISH LANGUAGE PROGRAMS EXTERNAL REVIEW PROGRAM

PRE-VISIT ACTIVITIES

Preparation of Site Visits Calendar

What to do before the visit?

What are supporting documents?

Asst. Prof. Dr. Tijen Akşit

ENGLISH LANGUAGE PROGRAMS EXTERNAL REVIEW PROGRAM GUIDELINES

- Purpose
- providing guidance to
 - The members **Review Teams**
and
 - The **English Preparatory Schools** to be visited

on the details of the external review program and how to carry out the process.

ENGLISH LANGUAGE PROGRAMS EXTERNAL REVIEW PROGRAM GUIDELINES

Content

INFO ON THE PROGRAM

DUTIES AND RESPONSIBILITIES OF THE REVIEWER TEAM

ATTRIBUTES OF THE REVIEWER TEAM

METHODS THAT CAN BE USED BY THE REVIEWER TEAMS

STARTING THE REVIEW PROGRAM

REVIEW PROCESS

PRE/ WHILE / POST VISIT ACTIVITIES

ENGLISH PREPARATORY SCHOOLS EXTERNAL REVIEW REPORT (EPS-ERR)

PROGRAM TIMELINE

Date	Description
Oct 2	Informative meeting for the preparation of the External Review Program and the English Preparatory Schools- Self Evaluation Report (EPS-SER)
Oct 10-11	Reviewer's Training
Oct 12-Nov 12	The schools to be visited prepare EPS-SER and send it to YOKAK
Nov 12-23	Review of the EPS-SER prepared by the schools in the External Review Program
Nov 26-30	Site visits to 10 schools participating in the External Review Program
Dec 3-14	The Reviewer Teams prepare an External Review Report (EPS-ERR) and send it to the school
Dec 17-28	The school delivers its response to the team leader electronically
Dec 31- Jan 11	Preparing the final Review Report (EPS-ERR) and sending it to YOKAK and the school

Who are the Review Teams?

HE QUALITY COUNCIL (YÖKAK)

- **Formation of the Review Teams**

- One Team Leader
- 2 or 3 Reviewers (1 UK member)
- 1 Student

Review of the EPS-SER

Who?

Review Team

When?

2 weeks prior school visit

How?

Reviewing of the EPS-SER prepared by the schools and starting to filling in the EPS-ERF (External Review Form)

Review of the EPS-SER

- Two purposes:

- 1) The review team

- * gets info on the school's self evaluation against the standards

- * gets ready for the site visit

- * decides on what additional document they would need prior or during site visit

TASKS OF THE VISITED SCHOOLS

- Writing the **English Preparatory Schools Self Evaluation Report (EPS-SER)** and sending it to the Review Team

Reviewing English Preparatory Schools' Self Evaluation Report (EPS-SER)

What to expect from the schools?:

Can they

- self-evaluate their school identifying its own strengths and areas for improvement against minimum standards?

EPS-SER Content

- Covers 5 Minimum Standards Areas
 1. Student Learning Outcomes
 2. Curriculum Design and Deliver
 3. Student Assessment and Evaluation
 4. Teaching Staff
 5. Governance
- **EPS-SEF (English Preparatory Schools-Self Evaluation Form)** has been designed to ease the work for the schools and the review teams

English Preparatory Schools Self Evaluation Report (ESP-SER)

ANNEX 9 of the Guidelines

The Introductory Section of the Report

INFO ON THE SCHOOL AND THE UNIVERSITY

- Contact Information
- A brief history
- Mission, Vision, Values and Goals
- Units / Department offering English Language teaching
- Any Quality Assurance experience

English Preparatory Schools Self Evaluation Report (EPS-SER) answers these questions:

1. What are the student learning outcomes that the school aims at for the end of the program? (**Student Learning Outcomes**)
2. How is the curriculum designed and delivered in order to reach the targeted learning outcomes? (**Curriculum Design and Delivery**)
3. How are the learning outcomes assessed and evaluated? (**Student Assessment and Evaluation**)
4. What competencies do the teachers have and how are they supported by the school? (**Teaching Staff**)
5. What administrative processes are available in the institution to reach the targeted learning outcomes? (**Governance**)

English Preparatory Schools Self Evaluation Report (EPS-

Annex 1
Minimum
Standards
STUDENT
LEARNING
OUTCOMES

1. What are the student learning outcomes that the school aims end of the program? (**Student Learning Outcomes**)
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ANNEX 2 EPS-SEF

	AREAS & Minimum Standards	Possible Evidence Present √ Not present X	Attached (A) OR WEB link (Please give the link)	Notes / Comments
1. STUDENT LEARNING OUTCOMES (PLEASE REFER TO APPENDIX 1 AREAS AND MINIMUM STANDARDS TO INFORM EVIDENCE COLLECTION)				
	In order to demonstrate coverage of outcomes, using Annex 1 identify learning outcomes evident in your assessment at B1, B1+ level.			
	In order to demonstrate constructive alignment, for each skill, please choose 2 headings. Under each heading please choose 2 outcomes.			
2. CURRICULUM DESIGN & DELIVERY				
2.1	Needs analysis has been conducted and informs curriculum design.			

STUDENT LEARNING OUTCOMES

Learning Outcomes based on the Pearson Global Scale of English

LISTENING LEARNING OUTCOMES	CEFR Level	General / Academic
LISTENING TO CONVERSATIONS		
Can get the gist of slowly and clearly explained unfamiliar cultural practices and customs	B1	G
Can follow most of an everyday conversation when/if free of very idiomatic language	B1	G
Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure)	B1	G
Can recognise a speaker's feelings and attitudes	B1	G
Can follow an everyday conversation or informal interview on common topics	B1+	G
Can infer speaker's opinions in conversations on familiar everyday topics	B1+	G

STUDENT LEARNING OUTCOMES
Learning Outcomes based on the Pearson Global Scale of English

LISTENING LEARNING OUTCOMES	Evidence Present in Assessment
Listening to Conversations	
Can get the gist of slowly and clearly explained unfamiliar cultural practices and customs	√
Can follow most of an everyday conversation when/if free of very idiomatic language	√
Can understand the main points of narratives and conversations about familiar topics (e.g. work, leisure)	√
Can recognise a speaker's feelings and attitudes	√
Can follow an everyday conversation or informal interview on common topics	√
Can infer speaker's opinions in conversations on familiar everyday topics	X

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STUDENT LEARNING OUTCOMES: **Demonstrate Constructive Alignment**

Skill / Heading / Outcome	Curricular Objectives	Instructional Materials	Assessment
<p>Skill: Listening</p> <p>Heading 1: Listening to Academic Lectures, Presentations and Discussions</p> <p>Outcome 1: Can distinguish facts from opinions in a straightforward presentation or lecture</p>	√	√	√
<p>Skill: Listening</p> <p>Heading 1: Listening to Academic Lectures, Presentations and Discussions</p> <p>Outcome 2: Can recognise discourse markers that introduce supporting examples</p>	√	√	√

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2. CURRICULUM DESIGN & DELIVERY				
2.2	Principles to teaching are explicitly stated/shared.			
	Shared on the web			
	Stated in the curriculum document			
	Stated in handbooks			

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	Stated in the curriculum document	✓	A	
	Stated in handbooks	✓		

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	Shared on the web	✓	<i>http://www....</i> ...	
	Stated in the curriculum document	✓	A	<i>Please see the 1st sentence of the 2nd paragraph on page 7.</i>
	Stated in handbooks	✓		<i>Will be presented during site visit</i> <i>Student Handbook / Staff Handbook / Orientation Handbook</i>

English Preparatory Schools Self Evaluation Report (EPS-SER)

INFO ON THE SCHOOL AND THE UNIVERSITY

- Contact Information
- Historical Development
- Mission, Vision, Values and Goals
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REPORT INTRO

MINIMUM STANDARDS

1. Student Learning Outcomes
2. Curriculum Design and Delivery
3. Student Assessment and Evaluation
4. Teaching Staff
5. Governance

2 Forms

EPS-SEF

ATTACHEMENTS OF EPS-SEF

TEAM LEADER PRE-VISIT TASKS

- Gets in touch with the team via e-mails / skype
- Assigns roles to the team members
- Gets in touch with the school administration
- Proposes a visit plan to the team
- Proposes the visit plan to the school
- Ensures the school prepares and sends class observation schedule as required by the team
- Compiles team's questions / queries / comments on EPS-SER
- If need be, asks for further documentation from the school to be ready during site visit

Things to keep in mind

- The purpose of the external Review Program is **developmental** (Peer to peer).
- Team leaders to assign roles to team members according to individual expertise / strengths / background.
- None of the members work alone on any task for validity purposes
- For reliability purposes 3 classroom observations in the first hour to be carried out together (split after a short meeting)
- Team members with no classroom observation experience are paired up with an experienced reviewer for training purposes
- Before the visit, requests are made for volunteers for classroom teaching recordings (to be used in the future for training)
- No names of people should be used in the final report