

SoFL Prep Class
Plan-Do-Check-Act (PDCA)
Cycles

Prep Class Curriculum Design and Revision Process

PLAN

- *Needs analysis
- *Writing student learning outcomes
- *Choosing the course material
- *Preparing the course syllabus

DO

- *Teaching according to the course syllabus

CHECK

- *Questionnaire (for teachers & students)
- *Focus Group Meetings (twice a year)
- *Annual Review meeting

ACT

- *Action points
- *Revision of course objectives
- *Revision of course material (if necessary)



Prep Class Material Design and Revision Process

PLAN

- *Analysis of student learning outcomes & course syllabus & course objectives
- *Preparing the course material

DO

- *Teaching by using the materials in class

ACT

- *Action points
- *Revision of the material

CHECK

- *Questionnaire (for teachers & students)
- *Focus Group Meetings (twice a year)
- *Annual Review meeting



YAŞAR UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY CLASS

CURRICULUM AND MATERIALS REVIEW PROCEDURE

INTRODUCTION

The Curriculum and Materials Offices (CDO and MDO) conduct reviews during the academic year to ensure that the Prep Class adheres to its Mission and meets the needs of its students. These reviews fall into two categories; ongoing review and annual review. Both types of review aid the CDO and MDO to evaluate its program and modify itself to better suit the needs of students.

ONGOING REVIEW

It is important for the CDO and MDO to keep up to date with the daily activities of the Prep Class by conducting ongoing reviews. The CDO and MDO work in conjunction with the Supervisors to receive feedback and communicate about the curriculum in regards to any problems or concerns expressed by Faculty or students.

The needs of the Prep Class curriculum and its students are identified. Objectives and student learning outcomes are set and lessons are planned taking into consideration previous reviews. At the beginning of the new academic year, the instructors are informed about the changes to be put into practice. New changes as well as the ongoing process are constantly monitored by the CDO and MDO with the help of feedback obtained throughout the year.

During the academic year, regular communication with the teachers is maintained by the Supervisors to obtain feedback concerning the program. Following this, another meeting with the Supervisors is held by the CDO and MDO members to discuss any unresolved issues. The most urgent points to be revised are identified by the CDO and MDO members and necessary changes are made. Any change in materials is noted and then carried out by the MDO.

ANNUAL REVIEW

At the end of the academic year an annual review takes place which consists of the following components: teacher questionnaires, student questionnaires and voluntary feedback meetings with Faculty and students.

At the end of the academic year, students and teachers are given program evaluation questionnaires by the CDO and MDO. Student questionnaires are given in the last track whereas teacher questionnaires are given after the academic year ends before the beginning of summer school. The data from the questionnaires are then analyzed.

Following this, a meeting is conducted with instructors on a voluntary basis to discuss their views on the curriculum and to provide any possible suggestions regarding possible modifications. The data from the questionnaires helps guide the subjects covered in these meetings. Instructors also have the opportunity to explain their rationale for their questionnaire responses. According to the results, the most problematic issues are discussed by the CDO and MDO. A final report is written accordingly by both CDO and MDO and presented with proposals to the Prep Class annual review meeting, after which decisions for the following academic year are taken.

As part of the annual review, the following areas (together with any other relevant issues that have arisen during the academic year) shall be considered and feedback analyzed:

- Goals, objectives and syllabi for each course
- Teaching materials
- Student learning outcomes

Following the production of minutes and a Prep Class action plan after the annual review meeting, CDO and MDO shall produce action plans and workflow charts specifying the action to be completed, the parties responsible, the deadline and evidence required to prove implementation.

REPORTING TO THE PREP CLASS

Changes to the curriculum and materials are communicated to the Prep Class in a general meeting held prior to the start of the new academic year and on the Prep Class intranet site. Where necessary, seminars/workshops/training will be provided to the Prep Class to ensure the successful implementation of the changes.

MONITORING

Any changes to the curriculum and materials are monitored throughout the following year as part of the ongoing and annual review process. In the event of problems or areas to address, CDO and MDO will reconsider the issue at the earliest opportunity and implement further changes or revisions where necessary.

Teacher Recruitment and Performance Appraisal Process

PLAN

- *Assessment of student numbers
- *Assessment of student/faculty ratio
- *Making upcoming year's faculty budget
 - *Budget approval
 - *Open positions

ACT

- *Reappointment in case of acceptable performance
- *Termination of contract in case of unacceptable performance



DO

- *Interview with foreign faculty
- *Oral exam with Turkish nationals through jury members
- *Appointment of faculty
 - *Assigning classes
 - *Teaching

CHECK

- *Diagnostic class observations
- *Evaluative class observations by the SoFL management
 - *Student evaluations
 - *Self-appraisal
 - *Peer feedback
- *Feedback from SoFL Professional Development unit
- *Performance appraisal meeting

YAŞAR UNIVERSITY SCHOOL OF FOREIGN LANGUAGES
ENGLISH PREPARATORY CLASS

EFL INSTRUCTOR AND OFFICE MEMBER APPRAISAL POLICY &
PROCEDURE

1 Introduction

- 1.1 Appraisals form part of the SoFL performance management procedures. Effective performance management aims to develop, support and motivate Faculty Members so that their contributions effectively support the Mission, aims and objectives of the Prep Class.
- 1.2 Through the appraisal process, each member of Faculty should be given clear direction to achieve personal and organizational objectives both to realize their full potential and to contribute fully to the success of the Prep Class.
- 1.3 The Prep Class expects all Faculty Members to participate in the appraisal process positively and constructively so that successes can be acknowledged and celebrated and performance issues can be discussed in an open and objective way.

2 Scope

- 2.1 This policy applies to all members of the Prep Class Faculty, including Office Members and part-time Faculty Members, although some procedures may be changed to take into account the particular circumstances of any particular member of Faculty where appropriate. The SoFL management team (comprising the Director of SoFL, the Assistant to the Director, the Prep Class Coordinator and Administrative and Academic Assistant Directors) are appraised using the SoFL Management Team Appraisal Policy and Procedure.

3 Definitions

- 3.1 Words and phrases in this document shall have the following meanings:

Appraisal Objectives – the performance objectives pursuant to which Faculty Members will be appraised

Appraisee – individual who is the subject of an appraisal

Appraiser – person responsible for giving a Faculty Member's appraisal

Class Observation – the observation of a Faculty Member's teaching during a lesson as part of the performance management process of SoFL

CPD Activities – Continuing Professional Development completed by the Faculty Member

Director of SoFL – Director of Yaşar University School of Foreign Languages

Faculty Member – member of faculty of Yaşar University School of Foreign Languages English Preparatory Class, including Office Members and part-time faculty

Mission – the mission statement of the Prep Class

Office Member – a member of one of the SoFL administrative offices

Prep Class – Yaşar University School of Foreign Languages English Preparatory Class

Prep Class Annual Review – the annual review of Prep Class policies, procedures and general operations conducted in accordance with Prep Class Annual Review Policy.

Self-Appraisal Form – appraisal form to be completed by a Faculty Member prior to an annual appraisal meeting

SoFL – Yaşar University School of Foreign Languages

Student Evaluation Forms – questionnaires prepared and distributed to a Faculty Member's classes to obtain student feedback on the Faculty Member

Supporting Evidence – any material which the Appraisee or Appraiser may use during an appraisal for the purposes of performance evaluation, including but not limited to feedback received from third parties; materials developed by the Appraisee; student-produced output demonstrating attainment of lesson objectives; evidence of consistent compliance with grading and OBS deadlines.

University – Yaşar University

4 Principles

Frequency

- 4.1 Each Faculty Member shall have a formal appraisal meeting with their supervising manager or appropriate member of the University and receive a performance rating at least once every twenty-four (24) months.
- 4.2 In addition, Faculty Members should have an informal meeting approximately twelve (12) months after a formal appraisal meeting in order to assess the progress and appropriateness of set objectives. If necessary, set objectives can be revised or new objectives agreed. This helps to ensure that there are no new performance issues raised at a formal appraisal meeting.
- 4.3 Appraisal is an ongoing process involving not just regular formal reviews but also continual informal, two-way communication between Faculty Members and management.

Timing of the appraisal process

- 4.4 Subject to paragraph 4.1 above, formal appraisal meetings may be held at any appropriate time, taking into account relevant matters such as the date of the Appraisee's last formal appraisal, their date of joining SoFL, and when Class Observation and student evaluation data is available.

Fair and objective process

- 4.5 Appraisals provide a forum in which a Faculty Member's performance can be assessed by reference to that individual's job description; the Appraisal Objectives; and against previously agreed personal objectives. The appraisal may also take into account the wider contribution of that Faculty Member to the success of SoFL.
- 4.6 All appraisals will be undertaken fairly and in accordance with SoFL's Equal Opportunities Policy. No Faculty Member will be unfavorably treated on the grounds of sex, race, disability, religious belief, sexual orientation, age or any other ground not relevant to performance.
- 4.7 Appraisals should generally be focused on the positive parts of an individual's performance, identifying successes and giving positive and constructive feedback about areas of development needed. In the rare instances where performance falls below an acceptable level, these issues will be resolved informally through discussion between the Faculty Member and their supervising manager and formally in accordance with this policy. However, performance or disciplinary issues of this nature should not normally be raised for the first time during a formal appraisal meeting.
- 4.8 Feedback shall be given to Faculty Members as part of the normal management of SoFL and all attempts shall be made to ensure such feedback comes from a variety of different sources and not just from the Faculty Member's supervising manager. This may include feedback from Student Evaluation Forms, Class Observations and feedback received from Office Members.
- 4.9 Class observations shall be undertaken in accordance with procedures designed for the purpose and shall be conducted in accordance with objective, written criteria which have been communicated to all Faculty Members.
- 4.10 The amount and quality of CPD Activities completed in the relevant year by the Faculty Member shall be taken into consideration when assessing the overall performance of the Faculty Member.
- 4.11 All Faculty Members of the Prep Class must be informed of the appraisal system and, where necessary, all Appraisers must receive adequate training to ensure that the process is carried out in accordance with this policy and is fair and objective.

Moderation

- 4.12 The Director of SoFL is responsible for ensuring that appraisal policies and procedures are applied fairly and consistently and with regard to equal opportunities.

5 Appraisal objectives

- 5.1 Individual Faculty Members shall be set strategic objectives consistent with the Mission and objectives of the Prep Class. Such objectives shall be discussed and agreed at the annual formal appraisal meeting.
- 5.2 Set objectives shall relate to all or some of the following strategic areas:
- 5.2.1 Job competencies/skills;
- 5.2.2 Organizational behavior;
- 5.2.3 Professional development.
- 5.2.4 Where appropriate, a Faculty Member may agree with their supervising manager any other strategic objectives subject to paragraph 5.1 above.
- 5.3 Faculty Members shall also be set personal development objectives for the forthcoming year and, where possible, those objectives should be linked to the achievement of the Prep Class's strategic objectives.
- 5.4 All objectives set should be: specific, measurable, achievable, realistic and time-limited ("SMART").

6 Procedure for formal appraisal meetings

- 6.1 The formal appraisal process shall consist of the following stages: Faculty Members complete a Self-Appraisal Form and send it to the Appraiser; the Appraiser reviews all sources of feedback received on the Faculty Member; the Faculty Member and Appraiser meet to discuss the feedback, agree on a performance assessment and set objectives for the forthcoming year; the results of the meeting are sent in writing as soon as practicable after the meeting and a copy kept on the Faculty Member's personal file.
- 6.2 Faculty Members shall normally be appraised by their supervising manager but the Faculty Member and Director of SoFL may agree alternative procedures where appropriate.

Prior to the appraisal meeting

- 6.3 Faculty Members shall be given not less than 4 weeks' notice of a formal appraisal meeting and participants shall use all reasonable endeavors to ensure the appraisal takes place on time and on the date appointed. Appraisal meetings

may be re-arranged by mutual consent of the participants, subject to paragraph 4.4 above.

- 6.4 Prior to attending the appraisal meeting, the Faculty Member shall send the completed Self-Appraisal Form to the Appraiser by email not later than 5 days before the date of the appraisal.
- 6.5 Before the appraisal meeting, the Appraiser shall review all feedback received, including the Appraisee's Self-Appraisal Form, feedback received from colleagues, the results of Student Evaluation Forms, the results of Class Observations and any Supporting Evidence submitted by the Appraisee.

The formal appraisal meeting

- 6.6 Formal appraisal meetings should normally not be less than 30 minutes.
- 6.7 During the appraisal meeting, the participants shall:
- 6.7.1 Discuss, review and rate performance against the individual's job description, the Appraisal Objectives and against the objectives set during the previous appraisal meeting;
- 6.7.2 Set new SMART objectives for the forthcoming year;
- 6.7.3 Identify development activities required to enable the Appraisee to achieve the Appraisal Objectives and formulate a personal development action plan;
- 6.7.4 Discuss any feedback given by the Appraisee to the Appraiser (for example, the Appraisee's opinions about the Appraiser's management style).

Actions following the appraisal meeting

- 6.8 Following the appraisal meeting, the results of the meeting are sent in writing as soon as practicable after the meeting and a copy shall be held on the Appraisee's personal file.
- 6.9 Following the appraisal meeting, the Appraisee shall also be sent a final performance rating. The performance rating shall take the form of graphic indicating the performance of the Appraisee by reference to the Appraisal Objectives. The graphic shall be generated using the scores submitted on the various feedback forms. Each source of feedback shall count towards the overall performance rating in the following proportions:

20% - Appraiser
20% - Appraisee
20% - Class Observation feedback
20% - Colleague feedback
20% - Student feedback

- 6.10 In the event that the Appraiser believes the performance of the Appraisee falls significantly short of the standards expected of SoFL Faculty Members, those deficiencies shall be discussed and an action plan agreed for the following 6 months to rectify the problems identified at the appraisal meeting. At the end of this 6 month period, the Faculty Member shall have a further formal appraisal meeting to discuss progress against set objectives. A failure by the Faculty Member to make progress against those set objectives may result in the non-renewal of that Faculty Member's contract with the University.

7 Disagreements and appeals procedure

- 7.1 If the Faculty Member does not agree with the overall appraisal rating they receive or in any other way disputes the appraisal or feedback received, the Faculty Member may refuse to accept the performance evaluation.
- 7.2 In the event a Faculty Member does not accept the performance evaluation in accordance with paragraph 7.1 above, they shall have 7 days from the date of the appraisal in which to provide reasons in writing to the Appraiser setting out in what ways the Faculty Member objects to the performance evaluation and/or explaining why they dispute the appraisal or feedback received.
- 7.3 Upon receipt of reasons in writing in accordance with paragraph 7.2 above, the Appraiser shall review the matter and try to agree with the Faculty Member a mutually acceptable solution within 14 days of the date of the appraisal meeting.
- 7.4 If the Faculty Member and Appraiser fail to reach agreement in accordance with paragraph 7.3 above, the Faculty Member may appeal the matter using the SoFL grievance procedure.

8 Confidentiality

- 8.1 All discussions between an Appraisee and Appraiser shall be treated in strict confidence. Every document in the appraisal process is confidential and subject to the University privacy and document retention policies. Any breach of these provisions by any party shall be treated as a disciplinary matter and dealt with accordingly.

9 Approval and review of this policy

- 9.1 This appraisal policy and procedure document has been approved by the following individuals on behalf of the University:
- Board of SoFL
- 9.2 This policy and procedure document will be reviewed annually as part of the Prep Class Annual Review.

Prep Class Coursebook Selection and Review Process



COURSEBOOK EVALUATION FORM

This form is designed for evaluating the course book that you have piloted in your class.

Name of evaluator:

a) Please write the skill, book, level and unit.

Skill:
Book:
Level:
Unit:

b) Please rate the criteria below numerically on a scale from 0 to 2 in the blank space, as follows:

2 = Good 1 = Satisfactory 0 = Poor

	0	1	2
Section I. General Impression			
1. Flick through the book briefly. The overall appearance is attractive and will be appealing to learners.			
2. Overall, the book appears to be up-to-date and authentic to an acceptable degree.			
Section II. Appropriacy			
3. Language focus and activities are appropriate for your learners' level.			
4. Materials and activities are adaptable to personal learning and teaching styles.			
Section III. Motivation and the Learner			
5. Materials, with their variety and pace, appear relevant and interesting to learners.			
6. Personal involvement of learners is encouraged.			
Section IV. Pedagogic Analysis			
7. Methodologically the book is in line with our school's approach to language learning.			
8. The balance between individual work, pair work, group work, and whole-class work in the book is appropriate for our particular learning situation and the development of communicative strategies			
9. New structures and vocabulary are presented systematically and in a meaningful context.			

10. New items receive sufficient and varied practice.			
11. The book matches the student learning outcomes of our school to a sufficient extent.			

b) Please answer the questions below.

What do you think about the balance between the skills (reading, writing, listening, speaking) development? Is it appropriate to your particular learners and learning context?

Any positive comments about the book?

Any concerns you have about the book?

Evaluator's Signature.....

Date: .../.../.....

Reference: Adapted from: Peacock, Matthew. Choosing the Right Book For Your Class. Web. 09 September 2011. <www.essex.ac.uk/linguistics/publications/egsp11/.../PEACOCK1.pdf>

Prep Class Testing and Assessment Design and Review Process

PLAN

- *Analysis of lesson objectives and student learning outcomes
- *Analysis of possible testing and assessment tools
- *Decision of assessment tools, weeks and grading processes

ACT

- *Action points
- *Revision of assessment tools and/or items



DO

- *Formative & summative assessments

CHECK

- *Questionnaire (for teachers & students)
- *Focus Group Meetings (twice a year)
- *Annual Review meeting

YAŞAR UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

ENGLISH PREPARATORY CLASS

TESTING AND ASSESSMENT REVIEW PROCEDURE

INTRODUCTION

During the academic year, different types of examinations are carried out for different purposes. So as to improve the quality of the testing and assessment process, data is gathered from a variety of sources using two main means: ongoing review; and annual review. The procedures for these reviews are set out below.

ONGOING REVIEW

The Testing and Assessment Office (TAO) receives periodic feedback from Supervisors arising out of the general day to day activities of the Prep Class. This feedback is acted upon where necessary during the academic year, or if this is impracticable, considered as part of the annual review process described below.

In addition to this feedback, ongoing review is conducted through focus group meetings which are held at the end of each academic semester. Instructors who wish to participate are divided into groups to be interviewed by a TAO Member along with a Supervisor. This gives instructors the opportunity to give feedback on the testing and assessment process in a constructive atmosphere. Groups, times and places are determined and announced by the TAO 7 days prior to the focus group meeting. Instructors are strongly encouraged to state their opinions in an open but constructive way to contribute to the review of the TAO. To facilitate this, instructors are requested via e-mail to think in advance about the main areas which are considered to be problematic as identified by the TAO and to bring notes of their feedback to the focus group meeting to ensure productive sessions. During the focus group meetings, instructors are asked a set of open-ended questions by the Testing and Assessment Member. Meanwhile the Supervisor records the feedback. Instructors are also able to raise other points of concern that have not otherwise been addressed during the focus group meeting. Feedback is not attributed to individuals to encourage free and open debate.

Feedback received during the ongoing review is analyzed by the TAO following completion of all focus group meetings. The TAO then decides what, if any, adjustments may need to be made in the light of the feedback received. Following this, the TAO consider and decide whether any necessary changes should or can be made during the academic year or whether those changes should be considered at the end of the year for implementation in the following academic year.

ANNUAL REVIEW

As part of the annual review, student and teacher questionnaires are conducted at the end of each academic year. Student questionnaires are given during the last track. Teacher questionnaires are given right after the end of the academic year before Summer School commences. These questionnaires provide the TAO with some quantitative data to be analyzed. This quantitative data is considered during the annual review process.

Following analysis of the quantitative data obtained from the questionnaires, it is considered alongside the feedback received from the focus group meetings and from other sources such as Supervisors. The TAO compiles a report of the findings and suggestions of changes to be made. The results from the TAO annual review are shared in the Prep Class annual review meeting and proposed action points agreed upon.

As part of the annual review, the following areas (together with any other relevant issues that have arisen during the academic year) shall be considered and feedback analyzed:

- Placement procedure and instruments
- Prep Class tests and assessments
- Rubrics and other evaluation tools
- Reliability and validity of instruments

Following the production of minutes and a Prep Class action plan after the annual review meeting, the TAO shall produce action plans and workflow charts specifying the action to be completed, the parties responsible, the deadline and evidence required to prove implementation.

REPORTING TO THE PREP CLASS

All changes to the testing and assessment procedures are communicated to the Prep Class in a general meeting held prior to the start of the new academic year and on the Prep Class intranet site. Where necessary, seminars/workshops/training will be provided to the Prep Class to ensure the successful implementation of the changes.

MONITORING

Any changes to the testing and assessment procedures are monitored throughout the following year as part of the ongoing and annual review process. In the event of problems or areas to address, the TAO will reconsider the issue at the earliest opportunity and implement further changes or revisions where necessary.