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**The Evaluation and Feedback Systems in Jordan's Schools:
*Findings from Jordan's 2018 National Teacher Survey***

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Disclaimer

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The Evaluation and Feedback Systems in Jordan's Schools: *Findings from Jordan's 2018 National Teacher Survey*

Key findings

1. Teachers were more likely to report receiving informal than formal appraisals from their principals; more than 4 in 10 UNRWA and Ministry of Education (MoE) school teachers reported receiving informal appraisals more than once a semester by the principal, compared to 30% of teachers who reported receiving formal appraisals.
2. Teacher reports reveal the most common method used to provide them with feedback was classroom observations (73%-79%), while the least common form was through student surveys (approximately 50%).
3. Aside from the school principal, members of the school management team were most likely to be involved in teacher appraisals.
4. Teacher reports revealed the area with the highest positive change following feedback and appraisals was their confidence (67%-70%), while the least was their career advancement (36%-38%) and salaries (25%-28%).

The importance of feedback and evaluations

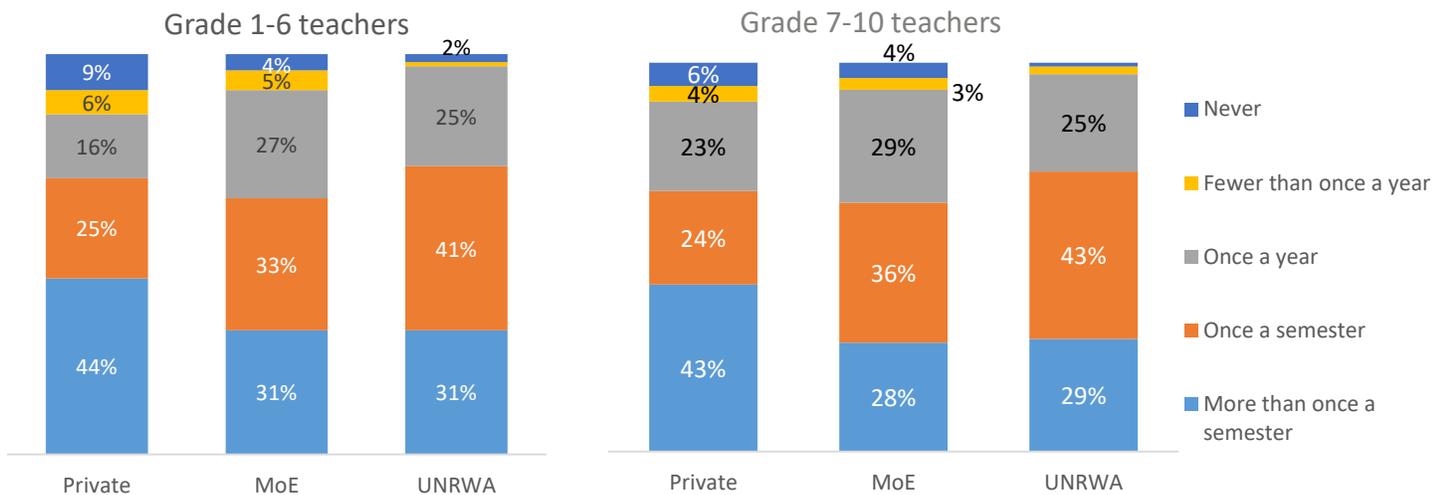
Evaluation and appraisal systems enhance quality of teaching and professional learning opportunities for teachers, allow career development opportunities and the pursuit of new roles.ⁱ Such systems are used to make judgement and provide feedback about teacher competencies in the classroom, support teachers' professional development, and can serve as accountability measures.ⁱⁱ Formal (summative) appraisals serve as a means to assess teacher performance, as a measure of accountability, and to set incentives for teachers with regard to pay, career advancements or sanctions. They may be conducted by the principal or external evaluators.ⁱⁱⁱ Informal (formative) appraisals occurring outside formal evaluations are also an effective tool in providing teachers with feedback. These appraisals can be conducted by peers and colleagues, providing different perspectives as both teachers may teach the same subject or set of students. Such formative appraisals with peers may also give the teacher being appraised more comfort in engaging in self-reflection discussions, as there is less fear of repercussion. However, principals are more likely to be the source of continuous feedback throughout the year.^{iv} Jordan's 2018 National Teacher Survey explored the informal and formal appraisals and feedback offered to teachers by the school principal or other education bodies or individuals; the findings of which are outlined below.

Teachers were more likely to report receiving informal than formal appraisals by the principal throughout the year.

More than 4 in 10 grade 1-6 and 7-10 teachers across all school types reported being informally appraised by the principal more than once a semester, while approximately 30% of grade 1-6 and 7-10 teachers from UNRWA and MoE schools reported receiving formal appraisals more than once a semester (Figure 1). The frequency of formal appraisals was higher for private school teachers, with more than 4 in 10 teachers reporting receiving it more than once a semester. This is despite principal

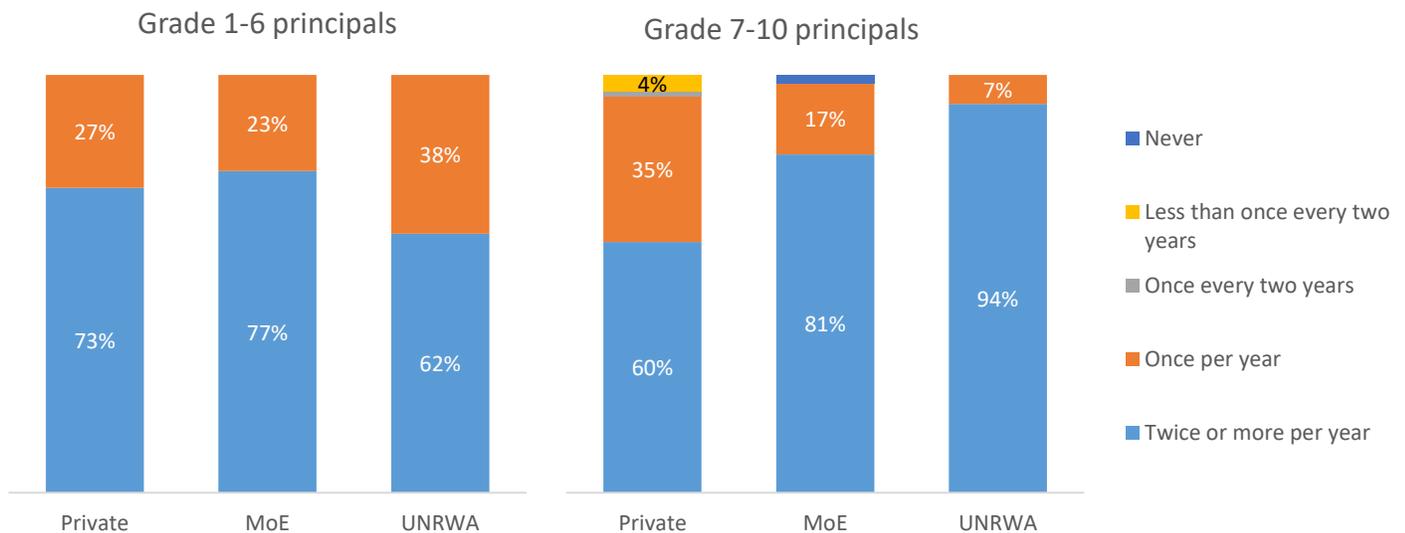
reports revealing that private schools had a higher average number of grade 7 – 10 teachers in their schools (30) when compared to the MoE (25) and UNRWA (25) schools, and a higher average number of 1-6 teachers (23), when compared to MoE schools (20). These findings may hint towards higher principal efficiency in private schools, or that other entities aside from the school principal in MoE and UNRWA schools are more involved in formal teacher appraisals. Alternatively, since private schools enjoy a certain degree of independence in applying their own processes,^v the frequency of formal teacher appraisals is at the discretion of each school principal, and may occur as frequently as they identify needed.

Figure 1: Frequency of teacher reported formal appraisals received by their principals, by school type and grade level



Principal responses regarding the frequency of formal appraisals were approximately similar or only slightly higher than teachers' responses. The majority of principals reported providing formal appraisals to teachers at least twice per year (Figure 2). There were some differences in the reported frequency of formal appraisals by grade level. For example, 6 in 10 grade 1-6 principals from UNRWA schools reported conducting formal appraisals twice or more with teachers, compared to 9 in 10 grade 7-10 UNRWA school principals. Meanwhile, higher reports of formal appraisal were evident among grade 1-6 private school principals in comparison with grade 7-10. This difference among grade levels in UNRWA and private schools was not observed within the teacher responses (Figure 1). Principals may be targeting teachers who require more support through appraisals, which could explain this discrepancy.

Figure 2: Principal reported frequency of formal appraisals provided to teachers, by school type and grade level^{vi}

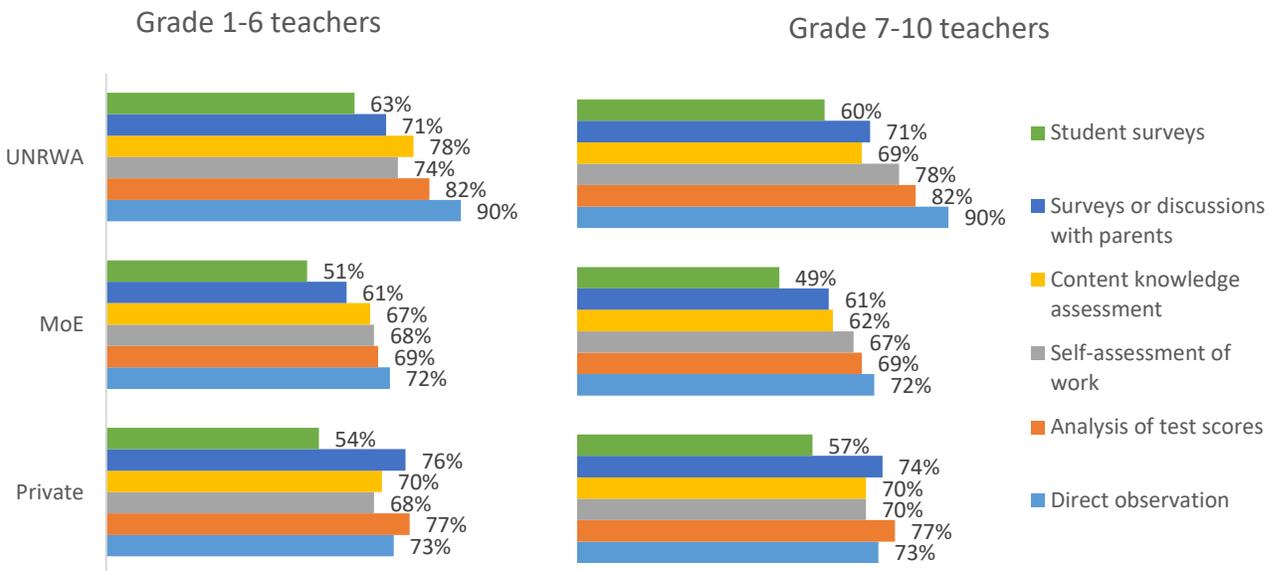


Nationally, the most commonly reported method used to provide feedback to teachers was following direct observations of classroom teaching, while feedback from student surveys was the least.

Direct observations of classroom teaching were most commonly reported by teachers in Jordan as the method used to provide feedback to them. More than 7 in 10 teachers from all school types for both grade 1-6 and 7-10 reported receiving feedback following classroom observations (Figure 3). This finding was corroborated by the principal questionnaire. Nearly 8 in 10 grade 1-6 and more than 7 in 10 grade 7-10 principals across all school types reported observing classrooms as a part of the formal appraisal process. This trend is expected, as worldwide, classroom observations are regularly used as a performance management tool in teacher appraisals. Teacher professional performance is assessed through classroom observations, which are considered as the most relevant indicators as teaching methods and teachers' interactions with students are directly monitored.^{vii}

Analysis of student test scores was the second most common method used to provide feedback to teachers at a national level. This was much more commonly reported by teachers than their principals. Approximately 7 out of 10 grade 1-6 and 7-10 teachers in Jordan reported that analysis of student test scores is a mechanism for feedback for their performance. Grade 1-6 private school principals were most likely to be using student test scores to provide feedback to teachers as part of the formal appraisal (72%). However, only 4 in 10 MoE and UNRWA grade 1-6 principals, and 22% of MoE, 54% of UNRWA and 45% of private school principals reported using it. While this mechanism plays a role in evaluating teachers, it may not be the most effective method. The validity and reliability of student test scores pose challenges for evaluating teachers. Other external factors may impact a student's ability to perform well on a test, such as enrolling late in the year, having learning difficulties or coming from a disadvantaged background.^{viii} Such limitations of this method could be why principals are reporting its usage less frequently than teachers; principals might seek more reliable and valid methods for teacher appraisals, while teachers could use test scores more frequently and informally for day-to-day assessment of their own performance.

Figure 3: Teacher reported feedback received through different methods, by grade level and school type^x



The third most common reported method of receiving feedback on a national level was following teachers' self-assessments of their work. Approximately 7 in 10 grade 1-6 and 7-10 teachers from all school types reported feedback from self-assessment for their work. Principals also reported using these self-assessments for discussions to provide feedback to teachers, at rates similar to those reported by teachers. Self-assessment is regarded as an effective technique for professional growth and improvement,^x hence it is a positive insight that this method is applied in Jordan's schools.

The fourth most common method of teachers receiving feedback in Jordan was through surveys and discussions with parents. This was more common in UNRWA and private schools than MoE schools. More than 7 in 10 grade 1-6 and 7-10 UNRWA and private school teachers reported use of this method, compared to more than 6 in 10 grade 1-6 and 7-10 MoE school teachers. Principal reports were higher than teacher reports on utilization of this method in some instances. For example, more than 9 in 10 grade 1-6 private school principals reported using this feedback as part of teachers' formal appraisal, when compared to 76% of grade 1-6 private school teachers. This may suggest that communication between principals and parents is more frequent than communication between teachers and parents, and there is more room for feedback to be given to principals.

Though generally high, feedback following assessment of teachers' content knowledge was one of the least reported methods used by teachers to provide feedback for them on a national level. More than 60% of grade 1-6 and 7-10 teachers across all school types reported that this method was used. Principals were slightly more likely to report using this method to provide feedback during formal appraisals. It is essential for future studies to explore how content knowledge is assessed; considering the responses differ between principals and teachers.

Nationally, teacher reports showed the least used method to provide feedback to them was student surveys about their teaching. UNRWA teachers were most likely to report using student surveys for feedback. More than 6 in 10 grade 1-6 and 7-10 UNRWA school teachers reported receiving feedback following such surveys, when compared to approximately half of grade 1-6 and 7-10 MoE and more than

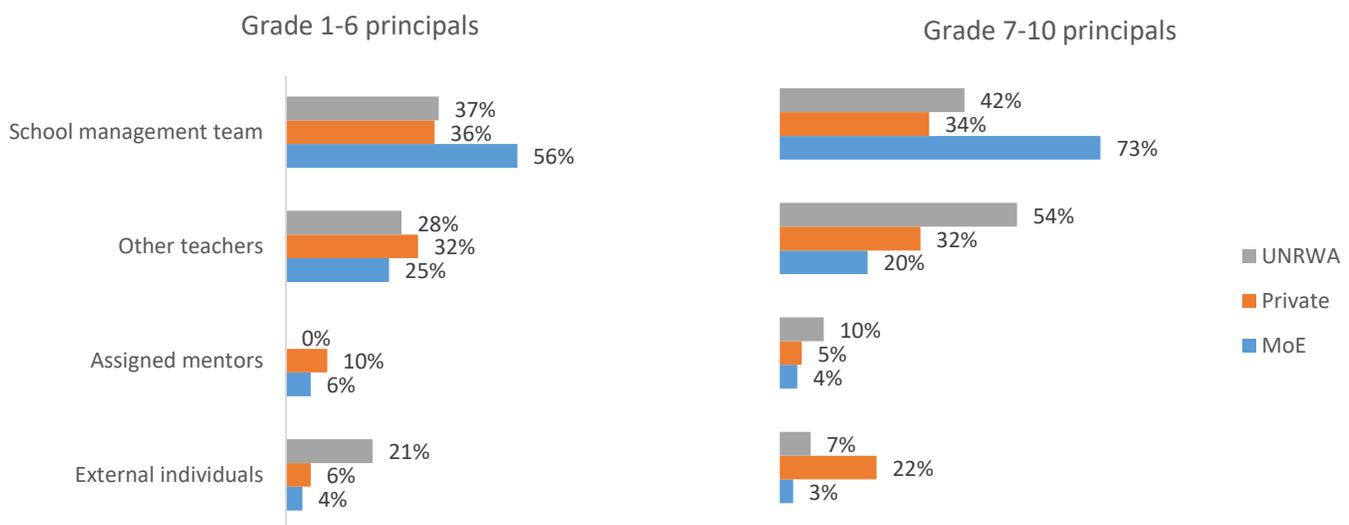
5 in 10 grade 1-6 and 7-10 private school teachers. UNRWA implement student perception surveys at a system-level every 3 years,^{xi} which can explain the difference observed across school types. Principals were also much less likely than teachers to report using this method. Obtaining feedback from student surveys typically reflects a student-centered approach to education,^{xii} therefore, it would be important to utilize this method of feedback more frequently. Following the introduction of the new subject specific teaching standards in September 2019 for MoE teachers, teachers will be required to use such feedback in order to progress in their career pathway. Exploring the utilization of this method following the introduction of the standards would be of particular interest.

Aside from the school principal, members of the school management team were most likely to appraise teachers when compared to other entities involved in the teacher appraisal process.

Principal reports reveal that members of the school management team were most likely to be involved in the teacher appraisal process, compared to external individuals (such as supervisors), assigned mentors and other teachers (Figures 4, 5 and 6).^{xiii} MoE and UNRWA school principals were more likely than private school principals to report the involvement of other members of the school management team in teacher appraisals. While these results may be taken to explain why teachers in MoE and UNRWA schools were less likely to report receiving formal appraisals by their principals (Figure 1), further analysis did not reveal this to be the case. Teachers who were less likely to report receiving formal appraisals by their principals were not necessarily receiving more appraisals by other entities in UNRWA and MoE schools. This highlights the need to further comprehend the different roles of the several individuals involved in teacher appraisal, and the interplay of these roles in the larger teacher appraisal system.

The involvement of other entities in conducting appraisals for teachers varied across the method used to provide feedback, school type and grade level. For example, other teachers at the school who are not part of the school management team were more likely than assigned mentors and external individuals to provide feedback to teachers following an analysis of students’ test scores (Figure 4).

Figure 4: *Principal reported involvement of different entities in using student test scores for the teacher appraisal process, by school type, grade level and task*



Meanwhile, assigned mentors were more likely than other teachers and external individuals to use student surveys about teaching and discussions from parents and guardians to provide feedback to teachers (Figures 5 & 6). These results suggest that tasks within the appraisal process are spread amongst various entities, with members of the school management team playing the largest role across all governing authorities. It would be beneficial for future research to explore whether the feedback teachers receive from the multiple entities is consistent to ensure coherence in teacher development plans.

Figure 5: *Principal reported involvement of different entities in using student surveys for the teacher appraisal process, by school type, grade level and task*

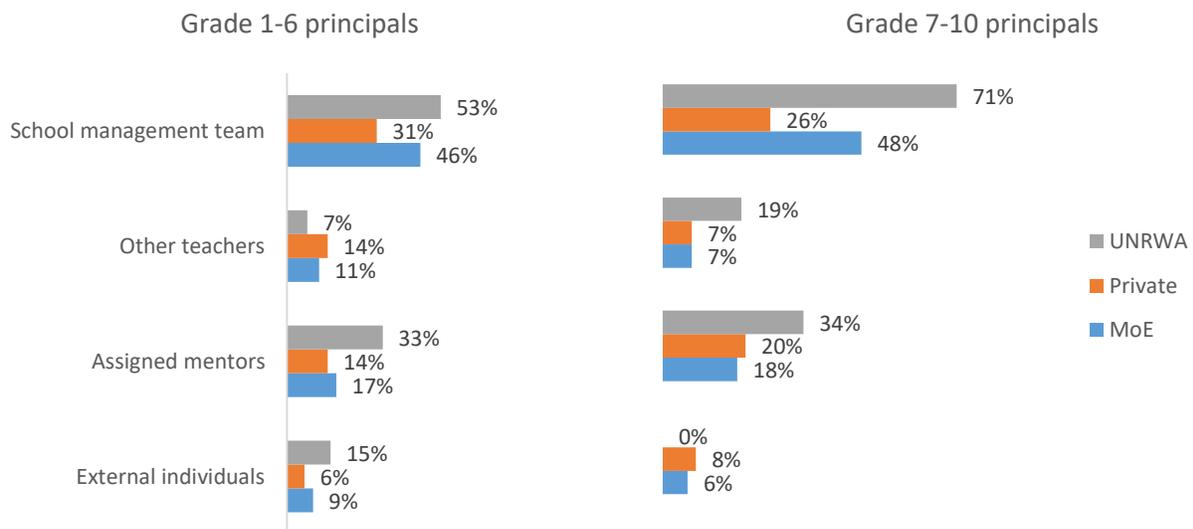
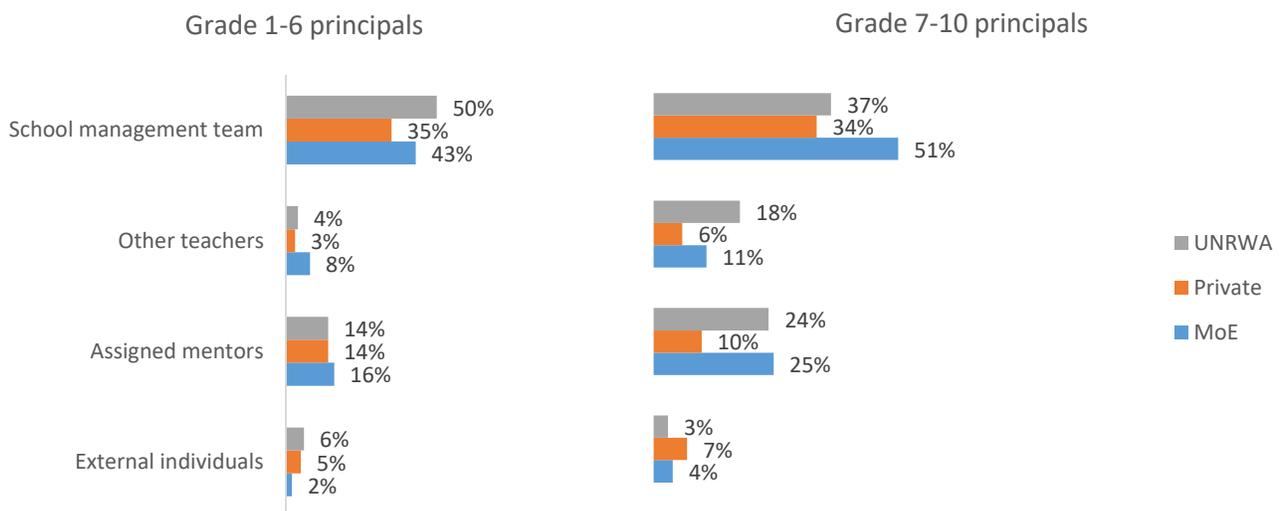


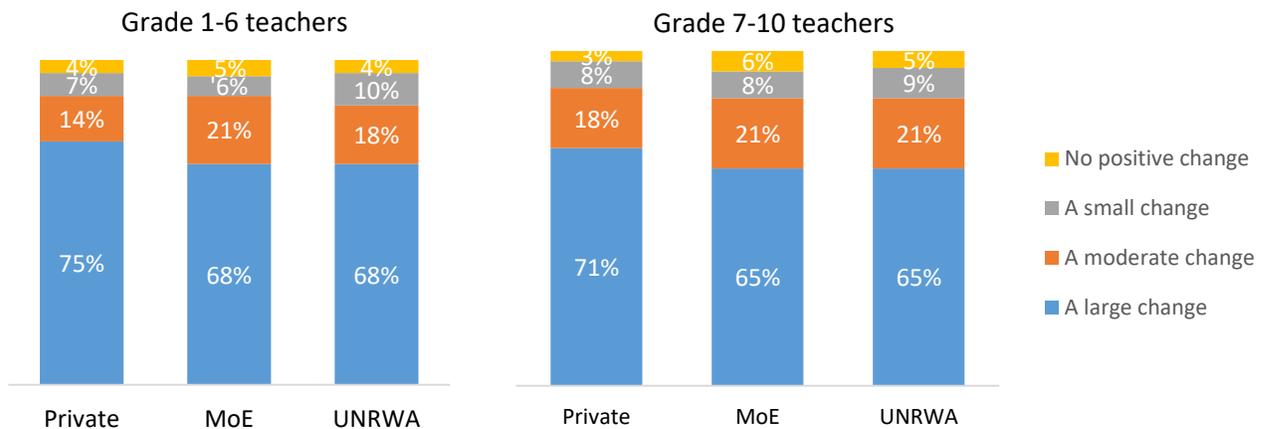
Figure 6: *Principal reported involvement of different entities in using parent/guardian discussions for the teacher appraisal process, by school type, grade level and task*



Teacher reports revealed the area with the highest positive change following feedback and appraisals was their confidence, while the least was their career advancement and salaries.

Teacher reports revealed the area with the largest positive change as a result of feedback was their confidence as a teacher. More than 6 in 10 grade 1-6 and 7-10 MoE and UNRWA teachers, and more than 7 in 10 grade 1-6 and 7-10 private school teachers reported a large positive change in their confidence following feedback. These findings are expected as feedback has a strong influence on teacher attitudes and self-efficacy.^{xiv}

Figure 7: Teacher reported perception of confidence following feedback, by school type and grade level



Teachers' perceptions towards the influence of feedback on their teaching and classroom management practices were also positive. 71% of private, 54% of UNRWA, and 61% of MoE grade 1-6 teachers reported a large positive change in their teaching practices as a result of feedback. Similarly, 64% of private, 58% of UNRWA, and 55% of MoE grade 7-10 teachers reported a large positive change. When asked about the direct change of feedback in classroom management, nearly 50% of grade 1-6 and 7-10 teachers across all school types reported that feedback led to a large positive change.

Perceptions towards changes in career advancement opportunities following feedback were not as positive. Only four in 10 MoE, 35% private and 27% of UNRWA grade 1-6 school teachers reported that feedback had a large positive change on the likelihood of their career advancement. Grade 7-10 teachers reported similar trends (Figure 8). These findings were corroborated by principal reports. Approximately 50% of MoE, 62% of UNRWA and 43% of private school grade 1-6 principals reported that changes in a teacher's career advancement following appraisals never occur. Similar results with slightly higher trends were observed in MoE and UNRWA grade 7-10 principal reports (Figure 9). This was not the case for private schools' principals; only 19% of grade 7-10 principals reported that changes in career advancement never occur, and 37% reported that such changes occur most of the time.

Figure 8: Teacher reported level of change in career advancement as a result of feedback, by grade level and school type

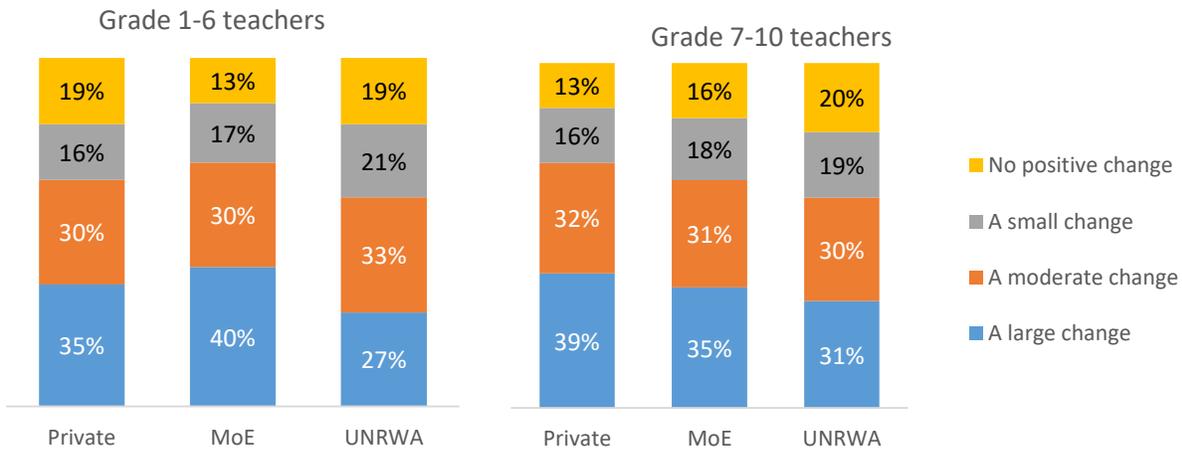
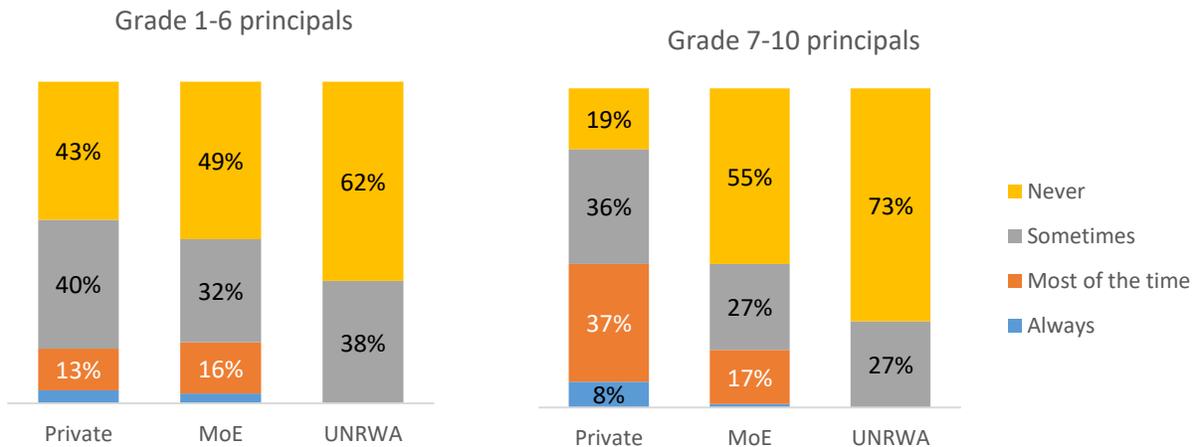
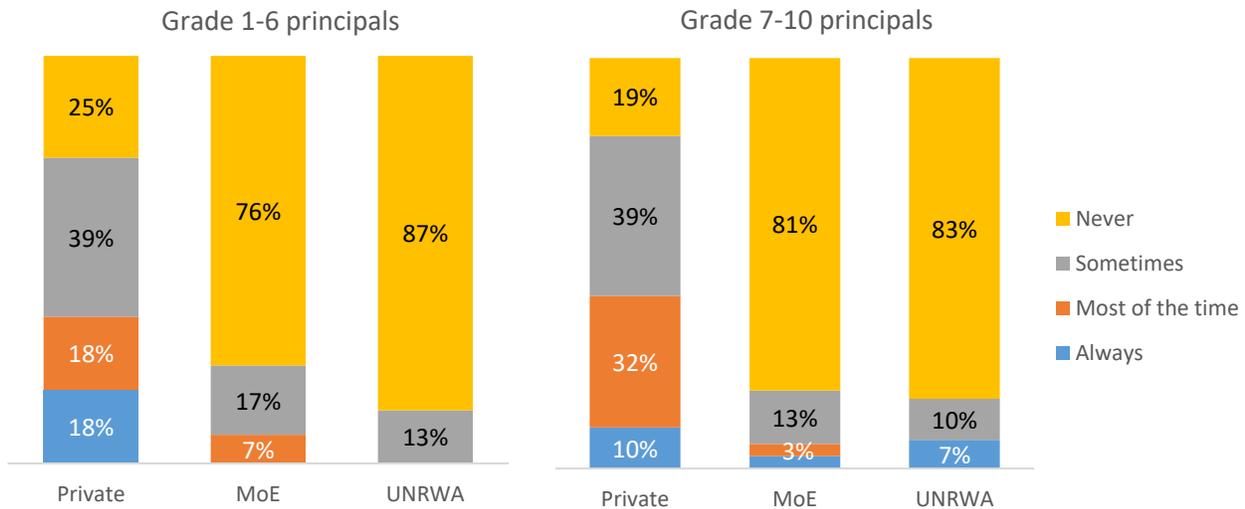


Figure 9: Principal reported likelihood of change in teacher's career advancement, by school type and grade level



The area with the least positive change was teachers' salary or bonus. Nearly 1 in 3 grade 1-6 and 7-10 private school teachers reported that feedback led to a large positive change in their salary or financial bonuses, compared to more than 2 in 10 grade 1-6 and 7-10 MoE and UNRWA school teachers. Principal reports showed similar trends for MoE and UNRWA schools, while private school principals' responses told a slightly different story. The vast majority of grade 1-6 and 7-10 MoE and UNRWA principals reported that appraisals never led to a change in salary or financial bonus for teachers (Figure 10). Meanwhile, only 25% of grade 1-6 and 19% of grade 7-10 private school principals reported that such changes never occur on teacher salary, with 39% of grade 1-6 and 7-10 principals reporting these changes sometimes occur. Such findings are expected as private schools are typically more autonomous and principals may make decisions regarding the school's resource allocation, having more flexibility in increasing teacher salaries as a result of positive appraisals.^{xv}

Figure 10: Principal reported change in financial bonus or salary for teachers, by grade level and school type



Further questions

1. Is there alignment across the feedback and appraisals teachers receive from multiple entities?

The survey revealed that multiple individuals offer feedback to teachers, including members of the school community, supervisors, principals and students. It is unclear, however, whether the feedback teachers receive is consistent across the different individuals providing the feedback. It is essential for future studies to explore whether feedback and appraisal systems consolidate the input being provided to teachers, to ensure teachers have coherent guidelines and development plans to follow.

2. How systematic are the methods used to provide feedback to teachers?

It would be interesting to explore whether the methods used to provide feedback are systematic and consistent. For classroom observations, do observers typically have any guidelines or checklists to fill? With parent discussions, are there specific questions asked to parents to probe feedback about teacher performance every time, or are they general discussions? Would the implementation of such systems be useful to ensure teachers are assessed fairly across different schools and school types?

Policy recommendations

- Clear roles and responsibilities of the different entities involved in teacher appraisals must be developed, to increase the efficiency of the appraisal system.
- Systematic teacher appraisals should be implemented to ensure equitable assessment of teachers across different schools and school types.



- Create systems where feedback and appraisals received from different methods or sources are validated, to ensure teachers are receiving coherent feedback.
- Teacher policies should include clear systems that link career progression and teacher assessments.

The 2018 National Teacher Survey (NTS) is a comprehensive nationally representative survey, conducted through a partnership between Jordan’s Ministry of Education (MoE) and the Queen Rania Foundation for Education and Development (QRF), with funding from Foreign, Commonwealth and Development Office (formerly the Department for International Development) and Global Affairs Canada. The survey design and instruments were aligned with the Organization for Economic Cooperation and Development’s (OECD) Teaching and Learning International Survey (TALIS), allowing comparisons to be made with other TALIS-participating countries. Approximately half of the questions of the survey were borrowed from the TALIS trend questions. The remainder were tailored to Jordan’s context.^{xvi}

The survey explored Jordanian teachers’ educational backgrounds, experience, training, attitudes, pedagogical practices, challenges and experiences serving refugee students in various contexts. School and classroom climates were also explored. To explore these areas, 5,722 teachers of basic-level education (i.e. grades 1-10) were surveyed, along with their school principals from 361 MoE, private and United Nations Relief and Works Agency (UNRWA) schools. The sample was specific to the International Standard Classification of Education (ISCED) level 2 to allow for comparison with TALIS. This was achieved by disaggregating schools into two groups: schools serving grades 1-6 (ISCED level 1) and those serving grades 7-10 (ISCED level 2). The sampling also allowed exploration of teachers serving in various refugee contexts, including Syrian refugee camps, Syrian second shift schools, schools with Syrian refugees integrated in host community classrooms, and UNRWA schools serving Palestine refugee children.

ⁱ OECD (2013), *Synergies for Better Learning: An International Perspective on Evaluation and Assessment*, OECD Reviews of Evaluation and Assessment in Education, OECD Publishing, Paris, Retrieved from <https://doi.org/10.1787/9789264190658-en>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Ibid.

^v Ibid.

^{vi} Totals may exceed 100% due to rounding.

^{vii} Ibid ii.

^{viii} Steele, Jennifer L., Laura S. Hamilton, and Brian M. Stecher, (2011). *Using Student Performance to Evaluate Teachers*. Santa Monica, CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_briefs/RB9569.html.

^{ix} The trends seen nationally may slightly differ when compared to those seen across the different school types, in terms of how commonly used specific sources of feedback.

^x Ross, J. A., & Bruce, C. D. (2007). *Teacher self-assessment: A mechanism for facilitating professional growth*. *Teaching and Teacher Education*, 23(2), 146–159. Retrieved from <https://www.semanticscholar.org/paper/TEACHER-SELF-ASSESSMENT%3A-A-MECHANISM-FOR-GROWTH-Ross-Bruce/3d9031a052d1093db9406b868c6e0b142f3c8277>

^{xi} UNRWA. (2018). *UNRWA Research in Progress: 2016 Perceptual Survey Findings*. Retrieved from https://www.unrwa.org/sites/default/files/perceptual_survey_factsheet.pdf



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^{xii} Ibid ii.

^{xiii} The term “assigned mentor” was not defined in the questionnaire. As such, respondents across different school types may have interpreted the concept in different ways, considering the different mentorship relationships each school type may have.

^{xiv} Schleicher, Andreas (2018), “Teachers' well-being, confidence and efficacy”, in Valuing our Teachers and Raising their Status: How Communities Can Help, OECD Publishing, Paris. Retrieved from <https://doi.org/10.1787/9789264292697-6-en>

^{xv} OECD (2012), Public and Private Schools: How Management and Funding Relate to their Socio-economic Profile, OECD Publishing. Retrieved from <http://dx.doi.org/10.1787/9789264175006-en>

^{xvi} Information regarding the full survey methodology can be found on the QRF website.