

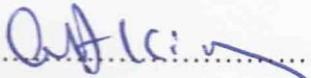
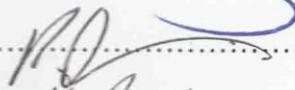
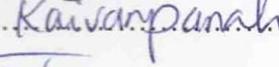
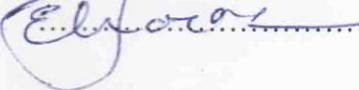
*In the Name of God*

We Recommend This Thesis by Mohammad Hossein Salmani Entitled

**Developing teaching standards for evaluating the Iranian EFL teachers in the private sector**

Be accepted as partial fulfillment of the requirements for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL).

Committee on Final Examination

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Tehran

July, 2013

## آیین نامه حق مالکیت مادی و معنوی در مورد نتایج پژوهشهای علمی دانشگاه تربیت مدرس

**مقدمه:** با عنایت به سیاست های پژوهشی و فناوری دانشگاه در راستای تحقق عدالت و کرامت انسانها که لازمه شکوفایی علمی و فنی است و رعایت حقوق مادی و معنوی دانشگاه و پژوهشگران، لازم است اعضای هیات علمی، دانشجویان، دانش آموختگان و دیگر همکاران طرح، در مورد نتایج پژوهش های علمی که تحت عناوین پایان نامه، رساله و طرحهای تحقیقاتی با هماهنگی دانشگاه انجام شده است، موارد زیر را رعایت نمایند:

**ماده 1-** حق نشر و تکثیر پایان نامه/رساله و درآمدهای حاصل از آنها متعلق به دانشگاه می باشد ولی حقوق معنوی پدیدآورندگان محفوظ خواهد بود.

**ماده 2-** انتشار مقاله یا مقالات مستخرج از پایان نامه/رساله به صورت چاپ در نشریات علمی و یا ارایه در مجامع علمی باید به نام دانشگاه بوده و با تایید استاد راهنمای اصلی، یکی از اساتید راهنما، مشاور و یا دانشجو مسوول مکاتبات مقاله باشد. ولی مسوولیت علمی مقاله مستخرج از پایان نامه و رساله به عهده اساتید راهنما و دانشجو می باشد.

تبصره: در مقالاتی که پس از دانش آموختگی به صورت ترکیبی از اطلاعات جدید و نتایج حاصل از پایان نامه/رساله نیز منتشر می شود نیز باید نام دانشگاه درج شود.

**ماده 3-** انتشار کتاب، نرم افزار و یا آثار ویژه (اثری هنری مانند فیلم، عکس، نقاشی و نمایشنامه) حاصل از نتایج پایان نامه/رساله و تمامی طرح های تحقیقاتی کلیه واحد های دانشگاه اعم از دانشکده ها، مراکز تحقیقاتی، پژوهشکده ها، پارک علم و فناوری و دیگر واحدها باید با مجوز کتبی صادره از معاونت پژوهشی دانشگاه و بر اساس آیین نامه های مصوب انجام شود.

**ماده 4-** ثبت اختراع و تدوین دانش فنی و یا ارایه یافته ها در جشنواره های ملی، منطقه ای و بین المللی که حاصل نتایج مستخرج از پایان نامه/رساله و تمامی طرح های تحقیقاتی دانشگاه باید با هماهنگی استاد راهنما یا مجری طرح از طریق معاونت پژوهشی دانشگاه انجام گیرد.

**ماده 5-** این آیین نامه در 5 ماده و یک تبصره در تاریخ 87/4/1 در شورای پژوهشی و در تاریخ 87/4/23 در هیات ریسه دانشگاه به تایید رسید و در جلسه مورخ 87/7/15 شورای دانشگاه به تصویب رسیده و از تاریخ تصویب در شورای دانشگاه لازم الاجرا است. "اینجانب محمد حسین سلمانی دانشجوی رشته آموزش زبان انگلیسی ورودی سال تحصیلی 90-89 مقطع کارشناسی ارشد دانشکده علوم انسانی متعهد می شوم کلیه نکات مندرج در آیین نامه حق مالکیت مادی و معنوی در مورد نتایج پژوهش های علمی دانشگاه تربیت مدرس را در انتشار یافته های علمی مستخرج از پایان نامه/رساله تحصیلی خود رعایت نمایم. در صورت تخلف از مفاد آیین نامه فوق الاشعار به دانشگاه وکالت و نمایندگی می دهم که از طرف اینجانب نسبت به لغو امتیاز اختراع به نام بنده و یا هر گونه امتیاز دیگر و تغییر آن به نام دانشگاه اقدام نماید. ضمناً نسبت به جبران فوری ضرر و زیان حاصله بر اساس برآورد دانشگاه اقدام خواهم نمود و بدینوسیله حق هر گونه اعتراض را از خود سلب نمودم".

امضاء: .....  
تاریخ: 1392/6/25

### آیین نامه چاپ پایان نامه (رساله) های دانشجویان دانشگاه تربیت مدرس

نظر به اینکه چاپ و انتشار پایان نامه (رساله) های تحصیلی دانشجویان دانشگاه تربیت مدرس، مبین بخشی از فعالیتهای علمی - پژوهشی دانشگاه است بنابراین به منظور آگاهی و رعایت حقوق دانشگاه، دانش آموختگان این دانشگاه نسبت به رعایت موارد ذیل متعهد می شوند:

ماده 1: در صورت اقدام به چاپ پایان نامه (رساله) ی خود، مراتب را قبلاً به طور کتبی به «دفتر نشر آثار علمی» دانشگاه اطلاع دهد.

ماده 2: در صفحه سوم کتاب (پس از برگ شناسنامه) عبارت ذیل را چاپ کند:

«کتاب حاضر، حاصل پایان نامه کارشناسی ارشد نگارنده در رشته آموزش زبان انگلیسی است که در سال 1392 در دانشکده علوم انسانی دانشگاه تربیت مدرس به راهنمایی جناب آقای دکتر غلامرضا کیانی و مشاوره جناب آقای دکتر رامین اکبری از آن دفاع شده است.»

ماده 3: به منظور جبران بخشی از هزینه های انتشارات دانشگاه، تعداد یک درصد شمارگان کتاب (در هر نوبت چاپ) را به «دفتر نشر آثار علمی» دانشگاه اهدا کند. دانشگاه می تواند مازاد نیاز خود را به نفع مرکز نشر در معرض فروش قرار دهد.

ماده 4: در صورت عدم رعایت ماده 3، 50٪ بهای شمارگان چاپ شده را به عنوان خسارت به دانشگاه تربیت مدرس، تأدیه کند.

ماده 5: دانشجو تعهد و قبول می کند در صورت خودداری از پرداخت بهای خسارت، دانشگاه می تواند خسارت مذکور را از طریق مراجع قضایی مطالبه و وصول کند؛ به علاوه به دانشگاه حق می دهد به منظور استیفای حقوق خود، از طریق دادگاه، معادل وجه مذکور در ماده 4 را از محل توقیف کتابهای عرضه شده نگارنده برای فروش، تامین نماید.

ماده 6: اینجانب محمد حسین سلمانی دانشجوی رشته آموزش زبان انگلیسی مقطع کارشناسی ارشد تعهد فوق و ضمانت اجرایی آن را قبول کرده، به آن ملتزم می شوم.

نام و نام خانوادگی: محمد حسین سلمانی

تاریخ و امضا: 1392/6/25



Tarbiat Modares University

Faculty of Humanities

English Department

# **Developing Teaching Standards for Evaluating the Iranian EFL Teachers of the Private Sector**

Thesis Submitted in Partial Fulfillment of the  
Requirements for the Master of Arts (MA)  
in Teaching English as a Foreign Language (TEFL)

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Tir-1392 (July-2013)

*To My Family*

## *Acknowledgement*

This research project would not have been possible without the support of many people. First and foremost I offer my sincerest gratitude to my supervisor, Dr. Kiyani, for the continuous support of my MA study and research, for his patience, motivation, enthusiasm, and immense knowledge. Without his help, it would be impossible for me to finish this study. I couldn't have imagined having a better supervisor for my MA study.

I also wish to express my thanks to my advisor Dr. Akbari for his insightful comments in the process of this research. I also wish to thank all my professors at BA, and MA levels for what they taught me especially Dr. Ghafar Samar. Moreover, I thank Dr. Shayestehfar, Mr. Navidinia, Mr. Moradkhani, and Mr. Momenian for their guidance during this study. I would like to thank all my friends and classmates for being so supportive and kind to me. I also wish to thank all the participants of this study without whose help doing this research would be impossible.

Last but not the least, I am deeply thankful to my family –especially my parents and my wife, for being so supportive during all these years.

## ***Abstract***

A huge body of research has proven the positive influence of a certified teacher on student' achievement (e.g. Darling-Hammond, Berry, and Thoreson, 2000; Andrew & Schwab, 1995; and Monk, 1994). A comprehensive teacher evaluation system is capable of ensuring teacher quality in one hand, and promoting professional development on the other hand. The present study tried to examine the status quo of Iranian EFL teachers in the private sector based on the standards of a good teacher and found the weaknesses that need improvement. This was done through one of the most widely used frameworks in this area, that is a Danielson's Framework for Teaching. Based on this Framework, a checklist of teacher standards was set that included the most critical attributes of a good EFL teacher. 40 EFL teachers from five English institutes of Mashhad were randomly selected and evaluated in the pilot phase and the reliability and validity of the checklist were established. Its content was then validated by nine experts in teacher evaluation and teacher education from Tehran universities. It was then distributed among 337 English teachers in the private sector, their students (894 students), and supervisors (28 supervisors). To examine the status quo of Iranian EFL teachers in the private sector, they were graded on a Likert scale and then ranked at four levels namely, unsatisfactory, basic, proficient, and distinguished. After investigating the results for each item in the checklist, those areas that need improvement were found. The results of the study demonstrated that 53.4% of teachers were proficient, 40.9% were basic, 4.9% were unsatisfactory, and 1.2% were distinguished. They also revealed that the first three areas for development are communication with families, demonstrating knowledge of students, and accommodating knowledge of students in teaching. It was concluded from the study that English teachers of the private sector must attend a comprehensive teacher education program that directly addresses their main concerns.

*Key words:* Standard, Teacher Standard, Effective Teaching, Danielson Framework for Teaching, private sector

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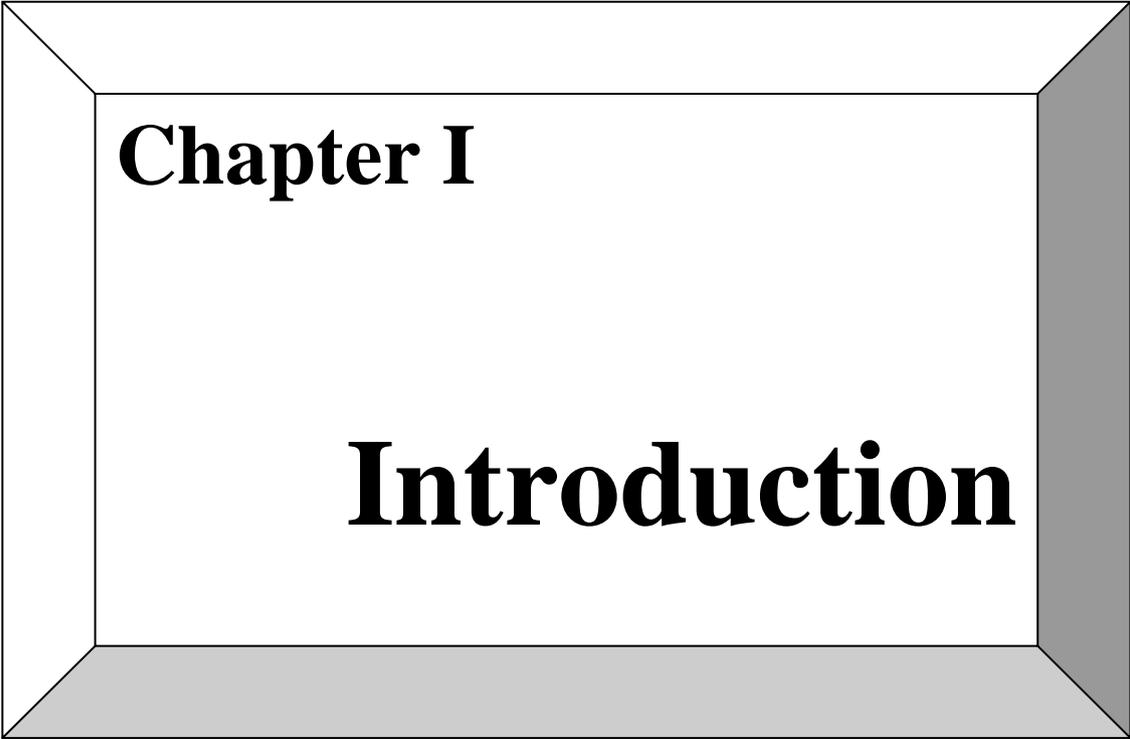
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**Chapter I**

**Introduction**

*“I know it seems crazy when everyone  
else in the world wants to be a film director, but for me,  
teaching is one of the few heroic jobs left.  
All the biggest miracles take place in classrooms.  
Nothing happens without teachers.”*  
*(Danielson, 1997) (Stephen Frears, British film director).*

## **Chapter I: Introduction**

### **1.1. Introduction**

The most influential organization in a country is the educational system. The goal of any educational system is to train and educate competent workforces who guarantee the success of the society (Khenifer, 2004). Different factors influence achievement of this goal, some of which are school-based factors such as teacher quality, teacher achievement, class size, and school library, and some others are family background factors including the effect of parental education, socioeconomic status (SES), and the family's value of education (Rinke, 2008). In any organization, human resources are the most important element for the development and improvement of that organization (MehrMohammadi,2004). Hence, in the same way the role of teachers in an educational system is a crucial one and if the teachers of a country are effective and proficient enough, achievement of students and the development of that country can be assured (Goldhaber, and Anthony, 2004). For more than half a century, and especially since the mid 1980s, the evaluation and monitoring of the effectiveness of educational system especially teachers has become a major policy issue worldwide (Friedman & Philosoph, 2001; Husen & Tuijneman, 1994). It had gained support from both politicians by putting education as their central issue on their agenda and professional bodies who lead

and control the process of systemic education reform. A new reform in education whose core activities involve standards setting and assessment known as “Systemic Education Reform” appeared in America to discuss this issue more critically (Zozovsky & Libman, 2006). Standards setting is the core of this reform (Smith & O’Day, 1991). This is a reform that has happened in most professions. When people seek help from doctors, lawyers, accountants, engineers, or architects, they rely on the unseen work of a three-fold criteria supporting professional competence: Accreditation, Licensing, and Certification (Dewar, 2002). In virtually all professions other than teaching, candidates must graduate from an accredited professional school that provides up-to-date knowledge in order to sit for the state licensing examinations that test their knowledge and skills. The accreditation process ensures that those programs that want to prepare the workforce, provide a common body of knowledge and experiences that are comprehensive and current. The certification standards are used not only to determine the levels of competency, but also to ensure that the new knowledge is incorporated into the courses and that practitioners put such knowledge into practice. They also guide professional development and evaluation throughout the career. Thus these advanced standards may be viewed as the engine that pulls along the knowledge base of the profession (Darling-Hammond, 2003). Setting these standards in teaching can also lead teachers to be updated and guide them toward professional development and teaching based on recent practices that are effective in the field. Standards are defined as a set of criteria for good teaching that provide the system with what teachers should know and be able to do in the practice of their profession in terms of knowledge, skills, and values for effective teaching (Santiago and Bengvides, 2009). They are based on shared understanding of a good teacher and take into account opinions of various stakeholders.

They are developed after monitoring hours and hours of the exact environment of the classroom.

Standards based teacher evaluation is of great concern in many developed countries like America, England, and Australia. In 1983, the National Commission on Excellence in Education issued a report on the state of American education entitled “A Nation at Risk”. This report called attention to a number of serious problems in education, among them the quality of teaching (Ingvarson, 2011). Another report was issued in 1996 by the same organization on teaching profession that proposed far reaching changes in the way the nation prepares, licenses, and recruit teachers. It was entitled as “What Matters Most, Teaching for America’s Future” and it claimed that public school employ large numbers of unqualified teachers, largely as a result of inadequate and poorly enforced standards for teacher training and licensing (Ballou and Pudgursky, 2000). The major policy to resolve this problem was providing a system that had the capability of introducing the most effective teachers. In America, different states developed licensure programs for teacher education and evaluation. Every state forced prospective teachers to pass one or more tests as the requirements for getting the license. There were four types of test: basic skills, general knowledge, pedagogical knowledge, and content knowledge. The usual justification for this type of certification and restriction is that licensing protects the public from incompetent and unscrupulous practitioners. As it was mentioned above, this kind of licensing is not limited to the teaching profession and in every profession there are such criteria that test the practitioners’ competency. But teacher licensing is different from licensing in other professions. The parents do not buy services from teachers as they do from doctors or lawyers (Darling-Hammond, 2000). The importance of such certification is especially clear in the words of some authorities

asserting that among the conditions considered and have been studied for teachers, such as the educational degree, gender, teacher style, and many other issues, teachers who have a standard certification have a statistically significant positive impact on students test scores relative to teachers who are not certified (Wright, Horn, & Sanders, 1997; Tellez, 2003). This is about twice the impact of having a teacher with a Bachelor of Art (BA) and a Master of Art (MA) in the subject (Goldhaber, 1999). Therefore providing qualified and certified teachers for the educational system is an important issue that must be taken into consideration in the general policies of any country.

Developing teacher standards and competencies have been investigated in many developed and developing countries including America, England, and Japan, but in our country, Iran, it is not still exactly clear which educational organization is going to take the initiatives. This is especially visible in the teacher recruitment area in which student teachers just pass a knowledge test before entrance to the real environment of the classroom. Therefore, one of the necessities in the current education system is developing teacher standards for teacher evaluation programs, especially before they attend the real classroom. In standards based teacher evaluation, teachers are continuously evaluated during their practice and they criticize each other's practice based on the shared understanding of teaching provided by standards. Different issues in our country have delayed the tendency toward this policy. One of them is that in our country, moral, political, and ideological sections are separated from the practical and scientific ones (Nilli, 2004). This separation is critically debatable and needs to be seriously investigated. As mentioned above, the content that is necessary for a teacher to be qualified enough is classified into four domains, each directly associated with the teaching profession and successful teaching. There are some issues besides the

necessary ones for the real act of teaching that are more important in Iran and they can hinder teachers' motivations for teaching. Although there are different ways of teacher evaluation in both the public and the private sectors, it is important to consider whether they are comprehensive enough to take into account different aspects of the teaching profession. As a result of this, they fail to provide schools or institutes with competent teachers who can guarantee students' achievement.

Accordingly, our country is in dire need of developing and applying a comprehensive system of teacher evaluation based on standards. Standards based teacher evaluation can assure that teachers who are attending in the classrooms are familiar with the critical aspects of a good teaching. The present study aimed at first examining the status quo of English teachers in the private sector to reveal the need for reconsiderations in teachers evaluation and recruitment. This was done based on one of the most famous and widely used frameworks for teaching in the world that is Danielson Framework for Teaching. This framework provides comprehensive criteria for good teaching, gathered through a huge body of research. An important feature of these teaching standards is that they provide teachers with explicit criteria, and a shared understanding of what good teaching is. Secondly, after ranking teachers based on the standards, those areas of teaching that need improvement are determined. Since teacher evaluation and teacher education systems are related to each other, this part of teacher evaluation program provides teacher educators with the most critical issues for professional developments.

## **1.2. Conceptual Framework for Evaluation Standards: Danielson's Framework**

Standards based evaluation was at the heart of many evaluation attempts from the 1980s to the present. It first began in America and then spreaded to other countries (Kennedy, 2007). In America there were three fundamental efforts that paved the way for other contextualized attempts in different states. They were National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (InTASC), and National Council for the Accreditation of Teacher Education (NCATE) that are regarded as some of the most widespread sets of standards in the world (Louden, 2000). There are many other sets of standards in different countries and each of them are contextualized in the specific context of that country. One of the framework that is widely used in developed countries (e.g. America and England) and broadly applied in Education Testing Services (ETS) is the Framework for Teaching (FFT) developed by the renowned education expert, Charlotte Danielson in 1996 (Darling-Hammond, 2003). It is aligned with the InTASC standards that represent the professional consensus of what a beginning teacher should know and be able to do. Danielson's Framework is an instrument for evaluating teacher competencies for teaching profession. This Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented, through empirical studies and theoretical research, to promote improved students learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. It was first published in 1996 and then extended its work not only to novice teachers, but also to experienced teachers. It was revised two times in 2007 and 2011. It soon accepted wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching (Danielson, 2007).