TEACHING MONITORING AND EVALUATION: A DESIGN OF REFLECTIVE TEACHING

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Abstract
The significance of teaching monitoring and evaluation is to improve the quality of teaching, therefore it needs a complex evaluation to get clear facts and evidences such as reflective teaching. Teaching evaluation is an important aspect in improving students’ learning outcomes. It focuses on collecting evidences from many sources and settings that inform teachers’ performance and using the evidences to support improvements in teaching practice. The faculty members and managers should fully prepare the implementation of the review system. Evaluation is part of teachers’ professional practices. They are evaluated systematically to provide positive feedback and identify professional development needs, so their competence and experience can grow. Therefore, performance review of a teacher has a direct benefit on the learning experience of learners, and on learner’ outcomes. This paper intends to evaluate the current evaluation system and to offer a new evaluation design which facilitates the teacher or supervisors to gain accurate evidence on site.

Keywords: Teaching, Monitoring, Evaluation, Reflective Teaching

INTRODUCTION
Teachers’ teaching evaluation is a vital element in improving the quality of education which simultaneously gives positive benefits to students learning outcomes. It concerns with gathering evidences from a range of sources from teacher performance and using them to support teachers’ improvements in practice. Teaching evaluation is part of the teachers’ professional development. They should use their teaching activities and experiences as a momentum to criticize themselves in order to achieve well performance.

The result of the teaching evaluation has a purpose to gain the strength and weaknesses on the teaching process done by the teachers/educators as the main basis improvement in teaching and learning. The improvement can be done by the teachers with the support from the department. Teachers’ evaluation that focuses on providing accurate evidence of practice and supports teachers’ professional development is valuable for teachers’ individual development. Having well standards that teachers are expected to meet is an important starting point to be considered.

In this study, the writer reviews evaluation processes, emphasizing the importance of teachers’ reflective participation. she also considers classroom observation practices and peer feedback to teachers who concern to their professional improvement. Reflective teaching is a good way for teachers to critically evaluate their way of teaching. Richard (1996: 6) adds that teachers’ experiences can be the basis for critical reflection, if teachers can find ways to
gather critical arguments and reactions to these evaluations, and find ways to gather fuller information about their ways of teaching. Base on the reviews teachers can develop strategies for intervention or change, depending on their needs and students’ need.

The Education and Teacher Training Faculty of Muria Kudus University helped by University Quality Assurance Department maintain the quality of teaching and learning process by conducting monitoring and evaluation. This study is intended for faculty and administrators who want to learn how to apply principles of evaluation about teaching effectiveness. The accurate teaching evaluation should analyze both documents and the process of teaching. All the limitations of the prior evaluation lead other problems. The current evaluation system is lack of evidences and it then effect on the accuracy of evaluation result. The process of teaching evaluation seems only to fulfill the department requirement in order to provide evidences that the evaluation has been done. The main purpose of the evaluation then is neglected.

The main reason of doing this evaluation is the consideration of doing teaching evaluation to improve the quality of the teaching and learning. The following aspects are important for the success of teaching evaluation. The main basis of teaching evaluation has purposes to identify and support the aims and goals of the institution. Teachers/lecturers and managers should cooperate to manage the implementation of the review system. Teachers should be evaluated periodically to provide feedback and identify professional development needs, so their knowledge and experience can improve following the education growth. In this case, performance review of teachers are expected to provide positive effect on the learning experience of learners, and therefore on learner outcomes. The process should be manageable and supports teaching rather than being hidden and neglected (Benton and Young, 2018)

The research questions of this study are:
1. What are lecturers’ perception on the application of current teaching monitoring and evaluation?
2. What are the advantages of self evaluation/ self reflection?

REVIEW OF RELATED LITERATURE

Benton and Young (2018) claim that effective teaching evaluation is complicated and it requires the use of multiple measurements. It needs formal and informal, traditional and authentic way of evaluation as part of a balanced system. The students’ opinion, a critical element of the evaluation, is appropriately complemented by teachers self-assessment and the reviews of other relevant parties, such as peers and supervisors. Combining all three elements allow the managers to take a relevant approach to formative evaluation, in implementing new teaching strategies and inviting feedback that focuses on how they might improve.

Internal monitoring and evaluation activities are one of the responsibilities of High Education managers in ensuring the quality of their education services. The implementation of it is carried out in academic activities in accordance with the rules to reach the academic target. Through this monitoring activity, problems and constraints faced in implementation can be anticipated and addressed. Hedwig (2006: 2) reveals that the process of evaluation guarantees the consistency of internal evaluation and monitoring to maintain the quality. This internal quality assurance process includes auditing, assessment and evaluation activities.
These activities activity, even though theoretically it is separated, in a manner practical it is not separated between one and another.

Monitoring activities should always be based on existing data or facts, guided by the systematic process that applies in the unit of quality assurance and on the achievement of the working plan. Evaluation can only be done if the results of monitoring have been obtained. If the teaching achievement cannot be measured objectively then the process of teaching and learning cannot be controlled. If it cannot be monitored, then there will be no improvement on the result of teaching and learning activities. If it is happened the manager or department/faculty members should have self evaluation and revise their managerial system (Fachrudin, 2014).

Hammond (2010) emphasizes that teaching evaluation can be considered as performance assessments that measure the activity that teachers do in their classroom, which is related to teaching and learning effectiveness. Observing the teachers’ teaching practice is one of practical ways for evaluating teachers’ competence and readiness for teaching, as well as for supporting needed changes in teacher education.

Number of approaches can be used in evaluating teaching. The most common include: classroom observations (by managers, other teachers or external evaluators); value-added models that try to measure gains in student achievement; student evaluations of teachers; judgments made by the teacher’s line manager or principal; teacher self-evaluation; teacher portfolios of work. (https://www.cambridgeinternational.org/Images/271311-evaluatingteaching.pdf). In this study the writer would like to focus on developing the self-evaluation as an alternative way in doing teaching evaluation and monitoring. Navanedhan (2011) explains that reflective teaching is examining at what teachers do in the classroom, thinking about why they do it, and evaluating how it works – it is a process of self-observation and self-evaluation.

According to Rowntree (1988) reflection is the study of one's own study methods. It takes sincere action as one learns the subject matter and thinking about additional task after he has done it. Reid (1993:3) notes reflection as an active action and evaluation rather than passive thinking. She states: "Reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice." Reflective teaching occurs when the teacher's thinking about what he has applied and what has happened in the classroom, and thinking about alternative strategies of achieving goals or aims. It focuses on doing self evaluation with the purpose to provide students with an opportunity to review the teaching process thoughtfully, analytically and objectively (Richards, 2006: 19). Reflective teaching is part of teachers’ professional development because Self evaluation gives the teachers chances to evaluate themselves. Self-evaluation is a procedure to systematically observe, analyze and value teachers’ own professional action. It will improve the educational experiences teachers provide for their students. Richard suggests some approaches to critical reflection. There are many ways can be done to do this reflective teaching. Richards (1996; n.d) offers procedures in doing self reflection by making teaching journals, lessons report, survey and questionnaires, audio and video recording, observation, peer-reflection and doing action research.
METHOD

It is an exploratory research. This is a prior research to identify the gap between the current teaching evaluation rubric and the ideal evaluation rubric. This is also called the need analysis to design new teaching evaluation system. It is part of Research and Development and it is called exploratory phase. Exploratory research is initial research conducted to clarify and define the nature of a problem.

The setting of the study is English Education Department of Muria Kudus University. The numbers of the participants are twenty senior lecturers and among them are the member of quality assurance department who are also the supervisor of teaching evaluation. The data of this study will be gain from several steps:

1. Interviewing the lecturers to clarify the difficulties and limitation in applying current teaching evaluation rubric.
2. Interviewing senior lecturers [the peer evaluator] to get suggestion and corrective feedback in designing self teaching evaluation rubric

RESULT AND DISCUSSION

The monitoring and teaching evaluation in English Education department in Muria Kudus University is done at the beginning and at the end of the semester. At the beginning of the semester, it reviews teaching in term of the preparation of the lecturers in managing the lesson. It reviews the entire documents which are needed to support the teaching and learning process. Those documents include the RPS (Lesson Plan), handout, learning contract. At the end of the semester, it reviews the result of the lecturing. The documents include the attendance list, scoring, items test and assignments.

Lecturers’ perception

All the lecturers of English Education Department in Muria Kudus University agree that teaching monitoring and evaluation is important. They realize that the result of the teaching evaluation has the purpose to gain the strength and weaknesses on the teaching process done by the teachers/lecturers as the main basis improvement in teaching and learning. The improvement can be done by the teachers/lecturers with the support from the department. Teacher evaluation that focuses on providing accurate evidence of practice and supports improvement is central for teachers’ development. Having clear standards that teachers are expected to meet is an important starting point to be considered.

The current teaching evaluation is done at the beginning and at the end of the semester. Some lecturers think that it is important to monitor the preparation of teaching and learning. The prior focus of evaluation is only documents. To evaluate means to collect the evidences in order to examine the quality of teaching and learning. The quality of the teaching and learning can not only be observed through document level as the evidence, by direct observation on the process of teaching is required.

Monitoring at the mid-semester can be done to observe the process of teaching. To have natural evidence, the department should collect the real evidence in order to be objective. The evidence collected from the observation will fulfill the qualitative evidence. It also will stimulate the ability of the lecturer/ instructors to be able to do reflective teaching.
The current evaluation focuses only at document level. This only evaluates view aspect of teaching. The outcomes of the evaluation only fulfill the quantitative evidence. The evaluation, at the end of the semester is important to evaluate the achievement. However, it focuses only on the students score as the indicators of achievement. It does not collect on site evidence during teaching process. It is only done at the beginning and at the end of every semester and omitted the evaluation on the process of teaching. To monitor the evaluation itself, the department needs to set the schedule that fit all the lecturers who will be evaluated. Therefore the combination of monitoring and evaluation should be done at the beginning, middle and at the end of the semester.

There are some challenges and difficulties faced by either the lecturers or the reviewers. The most common one is preparing the document that is needed by the lecturer. In monitoring the lecturers teaching preparation, the lecturer should prepare the teaching material, lesson plan, lecturing contract and soon. Lack of clear rules and agreement effected on the evaluation process, there are so many inconsistencies on the system of implementation, because there is no clear system of operation. Other common problem is on the time allocation, it is sometimes difficult to find the right time to do the monitoring, not all lecturers are available at the time allocated, and therefore there must be some adjustment. Other difficulties also occur in the coordination system among department. This usually happened because there are so many agendas among lecturers and department and faculty members.

The evaluation system which is now used in English Education Department only reviews the document and clarification that is done by interviewing the lecturers. A good evaluation system should also include the onsite observation. The main reason of doing this evaluation is the consideration of doing teaching evaluation to improve the quality of the teaching and learning. The following principles are important for the success of teaching evaluation: (i) the evaluation identifies and supports goals of the institutions; (ii) teachers/ lecturers and managers should fully prepare the implementation of the review system; (iii) evaluation focuses on teachers’ professional development; (iv) teachers are evaluated formatively to provide feedback and identify professional development needs; (v) the process is manageable and focus on supporting teaching practice. (excerpted from https://www.cambridgeinternational.org/Images/271311-evaluating-teaching.pdf)

Some lecturers think that a complete monitoring system should include both document review and on site observation. There are also some ideas about building good management of teaching evaluation. There is no ideal format of teaching evaluation unless it should always adjust to the current condition, situation and financial support. There should be some efforts on revitalizing many component which is involved teaching evaluation, including lecturers, department, reviewer and supportive setting environment, and policy maker/ faculty members.

The review on the evaluation rubric should be based on two process; doing interview to collect the data about research gab and getting the information on what should be revised on the evaluation rubric. The process of evaluation involves the lecturers as the actor of the evaluation process. The lecturers will give information on difficulties and weaknesses in teaching monitoring and evaluation process. The writer also involves other party that is the
supervisor from the quality assurance department. They give suggestion and evaluation on the current rubric in order to design the new monitoring rubric.

Reflective Teaching for Teaching Evaluation

The writer previous observation found out that the evaluation focus only at document level. This only evaluates view aspect of teaching. The outcomes of the evaluation only fulfill the quantitative evidence. It focuses only on the students score as the indicators of achievement. It does not collect on site evidence during teaching process. It is only done at the beginning and at the end of every semester and omitted the evaluation on the process of teaching. To monitor the evaluation itself, the department needs to set the schedule that fit all the lecturers who will be evaluated.

All the limitations of the prior evaluation lead other problems. The current evaluation system is lack of evidence and it then effect on the accuracy of evaluation result. The process of teaching evaluation seems only to fulfill the department requirement in order to provide evidence that the evaluation is done. The main purpose of the evaluation then is neglected. The significance of it is to improve the quality of teaching therefore it needs a complex evaluation to get clear fact and evidence such as reflective teaching.

These aspects are becoming my focus of evaluation, because the teaching and learning evaluation should not only be done at the document level. Evaluating the real condition at the classroom is also very important since the process reflects how the students learn and how the teachers/lecturers teach. What happened in the class will reflect on the success of the learning process. Moreover evaluating the learning process should also become the responsibility of the teacher as the process of teaching reflection. Every teacher should make a reflection on his/her teaching in order to improve the quality of the teaching and learning. And the department should respect this by facilitating and supporting the self evaluation. It is the responsibility of the Faculty to monitor this by making group discussion, to evaluate the result within the lecturers group.

Self evaluation can be developed as the solution of difficulties in applying on site evaluation due to limitation of resources and time management. Self evaluation will give the lecturers chances to evaluate themselves. Self-evaluation is a procedure to systematically observe, analyze and value teachers’ own professional action and its results in order to stabilize or improve the teaching process. To self-evaluate means that people/lecturers explore and evaluate their own professional work. It will improve the educational experiences lecturers provide for their students. It identifies the professional education that is needed to further develop the capacity of the lecturers to teach well. It will provide information on how to prepare lecturers’ performance review with the supervisor/department managers.

Teachers should monitor themselves while teaching. This self evaluation will develop the teachers/lecturers’ ability to evaluate themselves as part of reflective teaching. After their finish teaching, teachers should ask themselves (or complete a brief self-evaluation form) on whether they have met their determined goals and objectives, and evaluate the good and improve aspects of the lessons. Teachers can keep a log (i.e. a teaching portfolio, or video log as described in the next section) to evaluate their own progress and improvement at certain
Students' perception of learning experience in class is sometimes the most accurate way to assess the effectiveness of teaching methods. What students perceive and experience in class directly determines how effectively they are learning. Collecting students' perception of teaching should be carried out several times in the semester (at least once at mid-term and once at the end of term), to allow opportunities to correct inappropriate practices rather than leaving them till the end of course. This system evaluation will use questionnaires to collect information about students' perception towards teaching. (excerpted from Centre for the Enhancement of Teaching and Learning. University of Hong Kong. http://ar.cetl.hku.hk/evaluate_teach.htm)

Reflective teaching is not only summarizing what happened in the classroom. If lecturers set the time for discussing the events of the lesson, they should make conclusions about why things happened as they did. Reflective teaching is a personal tool that teachers can use to observe and evaluate the way they behave in their classroom. It can be both a private process as well as one that you discuss with colleagues. When teachers collect information regarding what is going on in the classroom and takes distance to analyze it, teachers may identify what practices are giving benefit and what are not. (excerpted from http://www.richmondshare.com.br/what-is-reflective-teaching-and-why-is-it-important/)

Another way is to record the teaching process. Teachers can audio- or video-tape their teaching sessions, which allows them to keep record of and investigate their actual teaching performance in detail. Teachers can review the records with other colleagues to discuss the areas for improvements. To get a better result in this evaluation, the writer can design the form or rubric that can be used as teachers' portfolio to evaluate their own way of teaching.

Self-evaluation of teaching start from personal reflection to formal assessment intended improving the quality of teaching and learning. Self-evaluation can assist lecturers in improving the educational experiences you provide for students. This will identify the professional education you need to further develop your capacity to teach well. This will help lecturers to prepare for performance review with the supervisor. This evaluation will be based on the self-evaluation rubric which facilitates the lecturers to record some important data as the evidence of teaching to elevate some improvement.

CONCLUSION AND SUGGESTION

This study focuses on teaching evaluation with the purpose of improving the quality in teaching and learning process. Before conducting the teaching evaluation, we should set common ground on understanding what teaching evaluation means. The purpose of teaching evaluation is not finding out individual faults or mistakes in teaching. It is merely to evaluate the teaching process in order to improve the quality for the best result in education. As Teachers/ lecturers, we should set our perspective that students are not passive victims, they are subject of education. Students’ way of thinking is changing from time to time; therefore lecturers should be able to evaluate their technique of teaching to adjust to the students’ development.
Self-monitoring can be used as a simple way to self evaluate teachers’ effectiveness in teaching. Lecturers monitor their own performance as they teach. They can keep a log (i.e. a teaching portfolio, or video log). Teachers should take special notice of (and record) the information which is particularly important to them. In a well evaluation system, the department can develop the monitoring rubric which is suitable and applicable for teaching monitoring.

The department/ Faculty should design good evaluation system which has been socialized to the lecturers and well recognized by the chair person or the member of quality assurance department. By understanding the system well, the lecturers know their responsibility and they can make some preparation for the teaching evaluation.

The top manager or the department/ faculty members should set clear rules about the implementation of teaching evaluation. There should be a legal manual procedure which set the clear step by step on the implementation. The institution should monitor the process of the evaluation seriously. To give reward to the best lecturers based on their evaluation achievement might be needed.

REFERENCES
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What Is Reflective Teaching And Why Is It Important?
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