

LEBANESE AMERICAN UNIVERSITY

**TEACHER EVALUATION: FORMATIVE NOT
EVALUATIVE?**

By

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A project

Submitted in partial fulfillment of the requirements
For the degree of Master of Arts in Education

School of Arts and Sciences

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**To Tanos and Rachidé,
MY BELOVED PARENTS**

Teacher Evaluation: Formative Not Evaluative?

Josiane Tanos Dagher

Abstract

The following research project is a qualitative case study conducted in one of the schools in Mount Lebanon, JHS. The aim of this study was to develop a new set of recommendations to amend an existing practice in school. Based on the need to replace the current teacher evaluation process from a summative to a more formative evaluation system, several methods were used to collect data in order to develop the new checklist. The lower elementary principal, the math and science coordinator, and the lower elementary homeroom teachers (in addition to an Arabic teacher) were interviewed. The previous teacher evaluation checklist was analyzed. Finally, a reflective journal was written in order to discuss the personal experience of the researcher with the current practice from the beginning of her journey in JHS. Data analysis proves the need for improving the current practice. The teachers and researcher want their coordinators to conduct classroom observation for formative evaluation to know if they are doing a good job or not. A new teacher evaluation checklist was devised and piloted to fit the practice and culture in school, the heavy load of the coordinators, and the preference of the principal.

Keywords: Teacher Evaluation, Principals, Lebanon, Formative Evaluation, Professional Growth

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CHAPTER I

INTRODUCTION

Taking all kinds of professional development into consideration, classroom observation and supervision is one of the most beneficial to teachers. Through observation, both the teacher and evaluator benefit from one another: the teacher benefits from the feedback that is provided by the observer after the observation, and, the observer benefits by closely observing the teacher and learning from the different techniques being applied inside the classroom (Eun, 2008). Principals always seek hardworking, passionate, and devoted teachers. Obviously, for them to have such qualities in their teachers, they need to hire highly qualified teachers and to continuously evaluate them to make sure that they are performing at their highest level and remaining stable in their dedication towards their work (Struck, 1994). Teachers with the will to improve and develop in their field usually become more proficient with their teaching methods, where they also develop a strong bond with their students, parents, and colleagues (Reiman & Thies-Sprinthall, 1998).

In past years, supervision was based on hierarchical principles; the teacher was the person who transmitted the information to the students, whereas the evaluator was the one who inspected whether the teacher was effectively applying the curriculum to ensure the students' understanding (Ebmeier & Nicklaus, 1999). As supervision became common in schools and institutes, some teachers hesitated to seek the help of the evaluators fearing to display their weakness in their field leading to a negative feedback, and probably getting penalized.

Sergiovanni and Starrat (1998) discuss how instructional supervision has moved with time from a hierarchical state to a more democratic approach. This model helps the teachers and evaluators work collaboratively to enhance the understanding of this practice. “Staff development and supervision are now joined in such a way that they are often indistinguishable” (Sergiovanni & Starrat, 1998, pp.xiv). One important issue in the field of supervision is the selection of the process that should be used to improve the novice teachers since they face many hardships during the beginning years of their teaching (Glatthorn, 1990). They often begin teaching with no prior knowledge of effective planning, classroom management, and interacting with their colleagues (Odell & Ferraro, 1992). Hence, as Robinson (1998) mentioned, in order for the teachers to become successful they should be assisted by the experienced teachers and administrators.

However, studies conducted displayed how some teachers may have preferences towards supervision; whereby other teachers prefer to stay alone and do their own job and others would be grateful for the comments they receive regarding their performance (Augustyn, 2001).

Nowadays, supervision for evaluating teachers is still on the agenda of most school administrators where they use a variety of strategies. The evaluation process that is used may sometimes not display the contents of what good teaching is or needs to be focused on. In past years, teachers’ evaluators had a set of criteria that they would be looking for. For example, in the 1940s and 1950s, the main concern was to look for good teachers’ traits. In this sense, if the teachers had a clear voice, suitable appearance,

emotional stability, and so on, they would be considered as good teachers. This was all done through one visit to the classroom (Danielson & McGreal, 2000).

Often, schools tend to use evaluation as a tool to either retain or dismiss their teachers. This kind of evaluation is also known as the summative evaluation process (Danielson & McGreal, 2000). Schools that use this method do this for several reasons: the people in charge of evaluating either lack the time to do this in a more structured manner, or do not have the sufficient training to be able to evaluate teachers in another way. Since they might lack these, the criteria that will be used in the summative evaluation process should be stated appropriately for each teacher in relation to how long they have been in the teaching profession (Stanley & Popham, 1988). Summative evaluation also demands the attention to the details especially if it is based on a one-time visit, and the observer should be knowledgeable and proficient. Many principals might see evaluation as an obligation rather than an effective approach for the growth of the teacher. Moreover, if the evaluator is biased, this evaluation process is not preferred and another strategy is favored.

Other schools use a formative assessment tool; an ongoing evaluation system that guarantees that the best education is being transferred from the teacher to the students (Struck, 1994). This kind of evaluation system helps the teachers become critical of themselves and at improving and becoming more effective; making sure that the expert teachers maintain a high level of professionalism. For this reason, evaluation is considered as a process that involves many formative steps that will allow the evaluator to reach a summative decision about the teacher's performance after a certain period of time (Struck, 1994). Therefore, the evaluator should be properly equipped and

knowledgeable about the best ways to evaluate teachers. The formative evaluation system helps the teachers develop their skills and expertise, resulting in an improvement in their overall approach inside the classroom (Stanley & Popham, 1988; Sabra, 2011)

Instructional supervision is considered a formative process to support the teachers in their career development, and is built on trust and supports the teachers inside their classrooms (Beach & Reinhartz, 2000).

The school JHS where this study is conducted uses a summative evaluation form that is filled out based on a one time visit by the coordinator(s). The researcher who is a teacher at that school felt it was unfair and wanted to explore other ways of teacher evaluation and recommend a better evaluation system.

1.1 - Purpose of the Study

The purpose of this study is to develop a set of recommendations to modify the current practice of teacher evaluation in JHS. These set of recommendations will be modified to match a more formative evaluation system, as opposed to the summative evaluation procedures that are used till today in JHS. The final name of this evaluation system will be “Teacher Growth Program” in order to imply that it avoids any threat caused by these procedures. The researcher aimed also to pilot it in one class to examine its applicability in actual settings then modify accordingly.

1.2 - Profile of JHS

JHS is a coeducational, not for profit Catholic day and boarding school which operates under the auspices of the Maronite Archdiocese of Beirut, Lebanon and is recognized by the Ministry of Education in Lebanon. JHS was founded in 1992 and is unique within the other JHS school system in that the language of instruction is English, not French. Today, JHS enrolls approximately 1022 students from 27 different countries, employs a national and international faculty and staff of 184 and is housed in three separate buildings. The annual number of JHS graduates has been consistently rising, with 106 students graduating in 2008, the great majority of whom are attending universities in Lebanon, USA and Europe.

JHS offers three major educational programs, the American High School Program (AP), the Lebanese Baccalaureate Program (LP), which includes the newly added technical section “Professional Baccalaureate”, and the International Baccalaureate Diploma Program (IBDP), with JHS becoming an International Baccalaureate World School in 1995. These programs were introduced to accommodate the different students in JHS. The American Program was introduced to accommodate students who are U.S. citizens, who have studied in the U.S.A, or who want to continue their education at American schools or universities, and are also incoming students who have varying weaknesses in Arabic language skills and are exempted from the Lebanese official exams. The AP is modeled on best practices in American education, including differentiation, experimentation, critical thinking, logical deduction and group work. In addition to the three major educational programs, JHS offers two special programs, an English Intensive Program (EIP) for entering students at all levels who know little or no

English, and a Special Education Program which serves the needs of students with learning difficulties.

The teachers at JHS are predominantly of Lebanese nationality, though many have lived and studied abroad. Most are trained and certified in the areas they are teaching in and seem open and eager to participate in professional development activities. Despite some initial resistance, nearly all teachers are now actively engaged in the accreditation process and view accreditation as an opportunity to bring about change and improvement in all areas of the school's program, both curricular and extracurricular (JHS Profile Handbook).

1.3 - The Problem

After the school had been accredited in 2009, a set of recommendations were suggested for the school. According to Standard 6, School Climate and Organization in the accreditation process, the school was asked to amend several deficiencies. One of the major deficiencies in this standard in particular, and in the school as a whole, was the teacher evaluation process. A change is needed. The change is not only recommended by the accreditation committee, but also by the teachers. Some of them are not satisfied by how the evaluation is done. The teachers whether they are novice or expert teachers, would like to know if they are meeting the standards of the school. The evaluator, in this case the coordinator (subject coordinator), and sometimes the principal, enters the class once towards the month of March. Later, a four-point scale checklist is filled, and is read and signed by the teacher. Nevertheless, the teacher may also add some comments at the back of the rubric. The rubric is later sent to the director of the school and discussed with

both the coordinator and principal. Based on this, the teacher is dismissed or retained (summative evaluation system). Most of the teachers view this as unfair and not evaluating their actual performance in school. Therefore, the change the teachers are looking for is towards a more constructive and formative evaluative system.

The evaluation sheet being used at JHS is a checklist. This checklist ranges on four-point scale; zero being not applicable, one being poor, two being fair, three good, and four as excellent. The checklist includes five major categories: teaching techniques, effective planning, student/teacher relationship, classroom environment, and personal qualifications. Each category is followed by subcategories. Under teaching techniques, fourteen items are included some of which are: shows enthusiasm while teaching, has initiative, is creative, cooperative, exhibits self-confidence as a teacher, integrates knowledge and skills across curriculum if possible, and begins lesson or instructional activity with a review of previous materials as appropriate. The largest category in this checklist is the student/teacher relationship, and it includes twenty-two items. Some of the subcategories focus on whether the teacher has a belief in students' potential to change, encourages participation in various ways, directs and adequately supervises students to be on task quickly at the beginning of each instructional activity, and has clear rules and regulations to run the class smoothly.

Under effective planning, some of the subcategories were whether the teacher shows evidence of thorough planning and demonstrates knowledge of subject matter. In the classroom environment category, there are only two subcategories which are: creates and maintains an environment that is generally neat and attractive and is aware of proper heat, light, cleanliness, and ventilation. The last category is personal qualifications and

the subcategories include: having a positive general attitude towards teaching and class taught, shows skill in self-evaluation and strives to improve, follows grading policies and regulations, performs assigned duties, and accepts constructive criticism positively and shows flexibility. At the end of this checklist, there are places for comments of the observer, suggestions provided, and also a space for the teacher to give feedback. Finally, the coordinator and the teacher have to sign.

The researcher had a personal experience with this checklist. Towards the end of the month of March, the science coordinator entered her classroom in order to observe her. To start with, the coordinator entered half an hour after the lesson had started and stayed for only ten minutes. After leaving her class, and of course observing other classes as well, the coordinator filled in the checklist of five major categories and 56 subcategories, and wrote comments and suggestions. When the researcher realized that the coordinator had checked the subcategories ‚creative and cooperative’ under teaching techniques as three meaning ‚good’, the researcher asked “does cooperative mean with you or with the students?” and the coordinator replied “with me, with me”. The researcher did not mind the three, but wanted to see how the coordinator will react. Therefore, the researcher, in this case also the teacher, told the coordinator that she does not accept this and will not sign. On the spot, the coordinator used the white corrector, and checked number four for being creative. The researcher did end up signing the checklist but added many comments under the teacher’s comments section.

For this reason, the researcher felt that this process was unfair not only for her, but also for her fellow colleagues. How did the coordinator determine whether the

teachers are creative or not, cooperative or not from this one-time, ten minute visit? As a result, she decided to investigate further and ask others about this evaluative method.

The researcher checked with others informally how they felt about the teacher evaluation and how they are being evaluated. As a result, she decided to conduct this study to tell how most of the teachers felt and how they would recommend improvement.

The researcher looked at other projects to see what is done in Lebanon and found Sabra's (2011) work on teacher supervision quite useful as a starting point. She found that instructional supervision may assist the teachers to succeed inside their classrooms. Her study described how this process is being implemented and the perceptions of the teachers concerning this process, and investigated how the process that is being implemented and the teacher's perceptions may lead to teachers' improvement. Sabra's findings revealed that the teachers and supervisors recommended modifications to be done in the current process. The supervisors explained about the need for them to acquire some more training on the process of supervision to be able to apply it more effectively and for establishing a new system to ensure the continuous development of the supervisors. Finally, the teachers and supervisors agreed together to keep all the documents related to the supervision process as confidential and not submit them to the administration. This helps keep the notions of trust and confidentiality to ensure a positive communication amongst the teachers and supervisors (Nolan & Hoover, 2004, Sabra, 2011). Since supervision is available to constantly develop the teachers' ability to learn and teach more effectively (Sergiovanni & Starrat, 1998) some steps and procedures were reconsidered (Sabra, 2011). The teachers and supervisors believed that through applying this process, the new teacher will be at an advantage where all the

necessary procedures will be applied starting with the recruiting process, and veteran teachers will ensure continuous professional development through the evaluation system at the end of the year.

1.4 - Rationale and Significance

This study is important to the field of research and educational management for several reasons. To the researcher's knowledge, not many schools in Lebanon have a well-developed teacher evaluation document or checklist devised to be effectively used throughout the process of evaluating their teachers. After the researcher was assigned as the head of the teacher evaluation committee, this study became of great importance for both the researcher and the school. It was important to the researcher because it helped find out the various ways of evaluating teachers. Moreover, not many schools have a well-devised document to use while evaluating teachers. It is also significant for the school since a new checklist is devised to be effectively used to ensure the improvement and development of their teachers.

1.5 - Research Question

This study aims at answering the following question:

How can the current evaluation checklist used to evaluate teachers be modified to become a more effective practice for teachers?

In attempting to address this question, the researcher elicited the views of colleagues on this. The researcher also reviewed the relevant literature and collected data then based on both, she modified the school's instrument.

1.6 - Organization of the Project

The project includes six chapters. Chapter one introduced the reader to the topic on teacher evaluation and introduced the purpose and context. Chapter two is a review of the literature related to available teacher evaluation forms in order to build on what others do but make sure it suits the school's context. Chapter three explains the methods used in the study; reflective journals, interviews, and document analysis (analyzing the existing teacher evaluation checklist used in JHS). Chapter four presented findings from the data analysis. Chapter five describes the new modified form and how it was constructed and results of piloting. Finally, chapter six presents the conclusion, recommendations and limitations of this project.

1.7- Conclusion

Chapter one included an introduction about the various teacher evaluation processes used in schools from the past until today. It also introduced the purpose of the study, profile of JHS (the school in which the study was conducted), the problem, the rationale and significance of the study, and the research question. The following chapter will provide the review of literature.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature on teacher evaluation. It discusses the importance of improving schools along with shared leadership in order to transform the current practice to a more effective one. In addition to this, the researcher discuss the various ways that are globally used for evaluating teachers.

2.1 - Concept of Teacher Evaluation

Evaluating teachers is one of the major concerns of most of the administrators in the schools. Nevertheless, every school practices it in a different manner. One of the major purposes of evaluating teachers is to improve the instruction inside the classroom for a better student learning atmosphere (Nolan & Hoover, 2004). In addition to this, through teacher evaluation the teachers in need of advice will be given structured advice vis-à-vis supervisors (Stanley & Popham, 1988). Nevertheless, teachers and supervisors need to be aware of the process to know if there should be a change or not in the school (Sabra, 2011). Teachers need to be aware of the various processes used for evaluating them.

2.2 - Summative Evaluation/ Dominant Form of Evaluation

Summative evaluation is used for the purpose of making significant decisions; either to retain or dismiss teachers. Mainly in this process, the teachers are evaluated through one visit and the administrators make the decision to either keep the teachers or hire new ones (Danielson & McGreal, 2000). This method also focuses on the feedback

based on the qualities of the classroom rather than improving the teachers professionally (Aseltine, Judith, & Rigazio-DiGilio, 2006). In previous years also, Gitlin and Smyth (1989) perceived summative evaluation as the Dominant form of evaluation or Dominant view. They define it as a classroom visit by an administrator; either done on a single basis or few time visits. In this process, the evaluator, or in this case the administrator does not take into consideration any of the conditions available; for example, the teachers' psychological state or the space of the classroom. After the visit, the teacher will either renew the contract with the school, be promoted, or get dismissed (Gitlin & Smyth, 1989). So, these classroom observations based on one-time visit tell very little about the teachers' performance or the qualities of teachers present in the school (Stanley & Popham, 1988). Summative evaluation is yet one type of evaluation, but other types do exist.

2.3 - Formative Evaluation

Danielson and McGreal (2000) introduce another kind of evaluation which is the formative evaluation. Formative evaluation is used for the purpose of improving the professional skills of teachers. This process is used to provide constructive feedback to the teachers in order to be able to build upon their drawbacks and fill in the gaps. Nevertheless, the whole purpose of this kind of evaluation is to ensure that the students improve in their learning, and teachers improve their teaching strategies and approaches.

Stanley and Popham (1988) provide a detailed table explaining the differences between formative and summative evaluation. They say that formative evaluation is used to assist teachers in becoming better teachers, and strive for professional excellence.

2.4 - Clinical Supervision

Gibbons (2003) believes that school administrators can ease the progress of the constructivist teaching through a well established evaluation model, which is also known as *clinical supervision*. This model is very much related to the formative evaluation. Her model follows three stages, each one related to the other. The first phase would be the pre-observational phase or conference. Here, the teacher and the supervisor meet before the teacher is going to be observed. Together, they decide when the supervisor is supposed to visit the classroom; the teacher is supposed to provide the supervisor with a written lesson plan and discuss and amend any mistakes. In addition to this, the supervisor is supposed to know about the learners' abilities inside the class. The next phase would be the actual observation. During this phase, the supervisor uses an evaluation instrument to note what is going on throughout the lesson; this helps the supervisor to analyze what went on during the lesson, and based on those, recommendations or direct feedback would be provided to the teacher. These recommendations are usually shared with the teacher during the third phase: the post-observation phase (Gibbons, 2003).

2.5 - Appropriate Use of Evaluation

Since evaluating teachers plays a crucial role in retaining or dismissing teachers, it is important to highlight the importance of this process and how it is to be done effectively. As Oliver (1980) stated, evaluating teachers should not only be for the advantage or disadvantage of the teachers, but for helping them improve their instructional skills and teaching proficiency. For this reason, when evaluators use the

traditional methods for evaluating teachers, the results would often be unclear, subjective, and unfair. Nevertheless, in order for the evaluation to occur in its proper manner, the administrators (in this case evaluators or supervisors) should receive state-approved training on how evaluation should take place, and the appropriate instruments that should be used throughout this process (Oliver, 1980). It is also considered that supervision and evaluation, being formative in nature, is a basis for teachers to improve their teaching strategies. Since, in this case, “the main goal of supervision in schools should be to assist professional educators in achieving both instructional efficacy and professional growth” (Eady & Zepeda, 2007, p.6).

In this case, supervision involves a series of steps to promote teaching and learning in schools. If schools lack supervision, the teachers may not be well-prepared before entering into their classes, and this might result in a negative attitude (Oghuvbu, 2001). It is important to note that the clinical supervisor should be honest because this will be the only way that the right message will be delivered to the supervised teacher.

2.6 - Purpose of Evaluating and Supervising Teachers

Why are teachers evaluated and supervised? One of the most important reasons behind evaluating and supervising the teachers is to help and support them to adapt to all spectrums they might face inside the classroom (McQuarrie & Wood, 1991). Wanzare and Da Costa (2000) also mention that the major purpose of supervising teachers is to improve them professionally through providing them with thorough feedback concerning their practices inside the classroom. Yet, even if the purposes are clearly stated, the

supervisors should use the technique and appropriate framework that best meets each teacher (Sabra, 2011).

2.7 - Qualities Affecting Teacher's Performance

According to Glatthorn (1990), there are four major factors that affect the teacher's performance inside the classroom; the organizational factors, instructional supports, student factors, and teacher factors. In order to improve any gaps of these factors, the supervisor may not rely solely on the summative evaluation process. This is because relying on this process alone will not empower the teacher or the learner (Renihan, 2004); whereas the base of evaluating teachers is to improve their overall performance.

2.8 - Teacher Evaluation Forms

According to Ribas (2005), the evaluation documents should contain two major components. The first component is the teacher performance that usually focuses on the educational factors which determine whether the teacher's proficiency level is high or low, and focuses on the ways to develop and improve the students' academic performance. The second component is the process, where the evaluator focuses on how the teacher's performances were assessed. Ribas (2005) included seven performances in the documents: currency in the curriculum, effective planning and assessment of curriculum and instruction, effective management of classroom environment, effective instruction, promotion of high standards and expectations for students' achievement, promotion of equity and appreciation of diversity, and fulfillment of professional responsibilities (Ribas, 2005). Next to each performance, are a set of descriptors which

the evaluator looks for during evaluating each performance. He also provided a timeline for the whole process of evaluating teachers. In September, the evaluator meets with all the teachers and they are informed about the procedure that is applied and the performances and their descriptors of the effective teaching (the documents they use for evaluating teachers). Between October until April (inclusive) the evaluation process is ongoing and the teachers should be provided with feedback in relation to their points of weaknesses. By April 30, the final report on the teacher should be submitted.

Another checklist was devised by Struck (1994). It is divided into two major performances, instructional and management skills and professional relations and involvement. Under each major performance are several sub-performances that the evaluator informed the teachers about, that is, what they were going to be evaluated upon. Under the instructional and management skills are five sub-performances: lesson preparation, facilitation of learning process, evaluation of students' progress, classroom control, and management of learning environment; Whereas under professional relations and involvement are: rapport with students, staff, parents, and professional responsibilities (Struck, 1994). Each sub-performance was devised on a separate sheet of paper with the qualities that the evaluator should look for; in addition to that, a space is kept for the strengths and concerns according to the evaluator. This process is done on a full academic year program, whereby towards the end of the year both the evaluator and the teacher have to sign the overall summative rating that includes all of the evaluative criteria or the sub-performances "Signature indicates a review of the completed evaluation. It does not signify agreement with contents" (Struck, 1994, p.9). Each criterion has to be rated excellent, satisfactory, or unsatisfactory. Hence, the teacher will

either be retained or dismissed according to the frequency of ratings. Finally, the administrator and the teacher may provide their comments.

Al Jarf (no date) designed her checklist in a way that explained who evaluates the teachers, and how evaluation of the teachers takes place. She also explained the importance of the linguistic and professional competency, the effective use of teaching techniques, the interpersonal relation with the students, classroom procedures and classroom management techniques. The intellectual stimulation, the attitude towards work, and personal characteristics are also very important criteria to look in teachers.. Each criterion had an explanation, and sub-performances to look for in this particular field (Al Jarf, no date).

In his study, Feeney (2007) discussed the essential ingredients of quality feedback to ensure the success of the teacher; mainly the approach that the administrators use to provide the essential and effective feedback through the evaluation. The purpose of the feedback is to develop and advance the teacher professionally, improve the teaching process, and enhance the students' academic performance. As he also mentioned, the rubrics usually depict the performances which the evaluators use in order provide feedback based on the data that was observed and help them be more focused during their observations. The evaluators presume that this is enough to ensure the development of effective teachers. In order to make the performance rubrics effective, the administrators have to also provide recommendations to enlighten the teacher.

During observations, administrators normally take notes in order to provide the teacher with feedback through a detailed report. Nonetheless, the teachers do not take this

seriously, and may not show signs of improvement. For this reason, the second type of recommendation allows the teachers to evaluate themselves after the evaluator provides several questions to be answered. Finally, the third type of recommendation concerns the students. The evaluator should ask the students two questions: “what are you learning today? Why do you think that it is important for you to learn this?” (Feeney, 2007, p.195). In this case, the teachers are the ones who are determining the needs of the lesson, and in return ensuring professional growth.

2.9 - Criteria to Look for During Evaluation

During formative evaluation, the evaluator looks at several criteria. These criteria may include teaching techniques and effective planning, student/teacher relationship, classroom management, and teacher qualities and qualifications.

In several kits used to evaluate teachers through a formative strategy, a certain process is being followed. According to Koelher (1999), to allow the teachers to professionally grow, in-service training, supervision, and evaluation should be taken into account. One leads to another. The school may start by the in-service training, and move to supervision to detect whether their teachers are applying or not applying what they learned. Finally, the teacher will be evaluated based on what she retained and applied throughout the academic year (Koelher, 1999).

Sabra (2011) also found that supervision is a very beneficial process for both the teachers and evaluators because it improves their professional performance. Nonetheless, Sabra (2011) emphasized that this process would be more helpful if the practice was modified; such as taking into consideration the class observation tools that meet the

relevant subject matter, time issues, and much more. Her study also showed how direct follow up would be useful for the teacher.

2.10 - Classroom Management

The evaluator looks at effective classroom management through the various teaching strategies applied, meaningful content, and a well-organized lesson plan (Brock & Grady, 2006). Within the classroom environment, the evaluator may also look at the discipline of the students. According to the evaluator, when there is good discipline inside the classroom, this means that there is a high level of control and order (Brock & Grady, 2006). The evaluator mainly detects problems with discipline when assessing novice teachers. Therefore, through the formative assessment, the evaluator will detect these problems from the first visit.

The evaluator may then sit with the teacher, define discipline and its causes, and supply the teacher with skills and strategies for avoiding future discipline problems inside the class (Brock & Grady, 2006). The evaluator also looks for well established classroom rules, that is whether the novice or experienced teachers have developed a short and simple list of classroom rules, explained, modeled them, and posted them in the classroom, and are applying them consistently and fairly (Brock & Grady, 2006). The physical aspect of the classroom also needs to be taken into consideration. For example, the classrooms need to be welcoming, clean, and aesthetically pleasing. With these factors taken into consideration, classroom management will either enhance or discourage good teaching and effective classroom management.

Finally, the bulletin boards inside the classroom are used to display the students work increasing the students' interaction and motivation in class (Brock & Grady, 2006).

2.11 - Student Engagement

The evaluators also look at the students' engagement. Both the novice and experienced teachers need to be aware of effective student engagement techniques to be able to achieve the desired results with their students (Willms, Friesen, & Milton, 2009). The evaluator observes whether the teachers are providing enough time to the students to learn the important concepts that are taught, and the course objectives are all being aligned with the homework assignments and evaluation procedures. Student engagement also results from a positive student/teacher relationship. The evaluator identifies whether the students feel completely supported by their teachers; whereby, they are being provided with a positive environment and warm approach (Willms et al., 2009).

Arnon and Reichel (2007) indicate that the qualities and qualifications of teachers are very important. Several qualities need to be taken into account when evaluating teachers such as 1) acculturation, 2) socialization, 3) individualization, 4) academic expertise, 5) delivery of content, and 6) advising.

Through acculturation, the teacher supplies the students with good culture and a set of values that will allow them to become respectful students in their society. Socialization means that the teacher transmits the social norms; allowing them to become caring and helpful members in the society. The teacher acts as a developer, shaper, and a tutor in individualization. With the knowledge and education of the teacher, the students will be taught through an open-minded and friendly approach (Arnon & Reichel, 2007). Pozo-Munoz, Rebollos-Pacheco, & Fernandez-Ramirez (2000) emphasize that teachers with individualization characteristics are able to express themselves clearly, are intelligent, efficient, informed, fair, and understanding. Since this research mainly aims at

the intellectual capital of the teachers it is also very important in evaluating the teachers' academic expertise, delivery of content, and the direct and indirect advising happening between the teacher and the students (Arnon & Reichel, 2007). The teacher in this sense would be organized, objective, and promotes participation (Pozo-Munoz et al., 2000).

Student engagement inside the classroom may also come from various teaching strategies and effective planning by the teacher. For this reason, the evaluator should also take into consideration these criteria; "teachers' classroom behaviors impact many different areas of this process, such as teacher preparation, classroom presentation, learning activities and approaches to the assessment of learning" (Evans, Harkins, & Young, 2008, pp.2). The teachers' style reflect the teacher's philosophy towards education, and the consent of the curriculum being applied. Evans, Harkins, and Young (2008) categorize the teaching styles into different headings, one of which is structure. Structural teaching style focuses on effective planning, thoroughness, assessment, and organization. Furthermore, when evaluating teachers on various teaching styles, teachers should make sure that the teacher adopts different teaching styles. The teacher should be taking into consideration the learning ability of the student, the content, and the time allocated for each lesson/period (Vaughn & Baker, 2008).

2.12 - Conclusion

After having examined several studies that focused on teacher evaluation, it is clear that there is not one single model that is universally used in all the schools. There are various models such as the summative, formative, clinical, and other evaluation processes to be implemented. The evaluators should use various models to evaluate their teachers in order to ensure their growth and development in the field.

The above literature can be helpful in deriving items that administrators can use in evaluating teachers' professional growth and responsibility, knowledge of subject matter, and management skills.

CHAPTER III

RESEARCH METHODOLOGY

3.1 - Research Design

This study uses an instrumental case study design because it examines one particular aspect in a school which is the teachers' evaluation forms. The study took place in the lower elementary cycle (grades one till three) of JHSSchool, where the researcher is employed as a teacher.

An educational case study is a study which is conducted with a restricted boundary of space and time to explore aspects related to educational activities, programs, institutions, or systems (Briggs & Coleman, 2007). Data is collected by asking questions, investigating actions, or extracting evidence from documents. For example, in this study the researcher examined the system followed for evaluating teachers at her school by collecting evidence through interviews conducted with the principal, coordinators, and teachers. She examined the checklists being used during the teacher evaluation process, and wrote a reflective journal about her experience at JHS. In this the researcher highlighted individual actors or groups of actors, and searched to understand their observation of events in order to draw attention to a problem in the lower elementary cycle in this school.

There are also various types of case studies. The explanatory case study is used to test theories and produce hypotheses that are tested on larger scale surveys, experiments, or other forms of research (Cohen, Manion, & Morrison, 2007). There are also evaluative

case studies where the researcher investigates educational programs, systems, projects, or events in order to highlight their value. Another type is descriptive case study since it provides narrative accounts (Cohen et al., 2007). Briggs and Coleman (2007) define the descriptive type as a story-telling and picture-drawing case study. Both of these studies investigate accounts of educational measures, or programs that aim at revealing a certain theory.

This case study, on the other hand, showed how the researcher was interested in understanding how the evaluation system is applied in school in order to reach a conclusion that would benefit the school as a whole. For this reason, this case study is an instrumental case study (Fraenkel & Wallen, 2010). The main goal of the researcher was to conclude this research by developing a new evaluation checklist to be applied in school to ensure acceptance by the teachers and evaluation based on sound criteria as recommended by the stakeholders and the literature.

One of the strengths of the case studies is that the results are easily understood by the academic or non-academic audience the study is aiming at. Another strength is that the researcher might capture exceptional features that might hold the key to understand the situation and conduct the study with a wider scope of knowledge about it. Some of the disadvantages are that the results may not be generalized except when other readers or researchers see their function. At the same time, they are not easily open to other people's opinions. For this reason, the researcher should be very objective throughout the research because there is always a trap for being selective, prejudiced, and subjective (Cohen et al., 2007).

3.2 - Sample

The study was conducted in one of the schools in Mount Lebanon, JHS, the researcher's work place. The sample is relatively small to allow greater time to delve into the checklists being used to evaluate teachers. The Principal of the lower elementary, two subject coordinators, six homeroom teachers, and an Arabic teacher were interviewed. The principal of the lower elementary section was chosen because she was the one who designed the current evaluation checklists used in school. The two subject coordinators were of math and science; the six homeroom teachers were from the lower elementary cycle (grade one till three). The homeroom teachers at JHS teach English, math, science, and recently art; the Arabic teacher who was interviewed teaches grades two and three. Sampling was purposive since the researcher knew that the sample matched the hypothesis. Researchers often choose samples purposively due to their prior knowledge of the case and that the sample will provide the relevant data needed (Fraenkel & Wallen, 2010).

3.3 - Instruments

For this case study, three instruments were used. The first instrument that was used is interviews to collect data from the lower elementary principal, two subject coordinators, and nine teachers. The second group of data were derived from analyzing the school's checklist. Finally, the researcher wrote a thorough reflective journal on her experience with teacher evaluation in the school. Based on the participants' responses, the reflective journal, and the analysis of the teacher evaluation checklist and on the relevant literature, a new evaluation system was formed.

Prior to interviewing, the participants were given a brief oral summary about the purpose of the research project and what it aims at doing. Each participant was interviewed in the lower elementary staffroom, where not many teachers usually sit since there are three staffrooms in this building. The principal and two coordinators were given around half an hour for the interview. The interviews were recorded using a mobile device and later transcribed. At the same time, the checklist used to evaluate the teachers in JHS was analyzed and modifications were later recommended based on participants' views to develop a formative evaluation process that will suit all the teachers.

3.3.1 - Interview

The significance of the word interview is that it is divided into two parts: inter and view. What usually happens in an interview is that the views between two or even more people are being discussed on a certain topic of common interest (Cohen et al., 2007). The semi-structured interview is a flexible tool usually prepared before the actual interview, but space is always kept for spontaneous questions. Interviews usually have a specific purpose, as opposed to the normal, daily conversations among people (Cohen et al., 2007). Other reasons why the interview was chosen to be used a tool in this research study is because it helps in collecting data from various participants, face-to-face with each participant on a single basis (Briggs & Coleman, 2007).

For the semi-structured interview, the purpose of the research was taken into consideration before preparing the questions. Once the questions were prepared and ready to be conducted, the participants were free to a certain extent to answer the best possible way they see things (Briggs & Coleman, 2007). The researcher in this study decided on

the organization and sequence of the questions; at the same time leaving space for spontaneous questions during course of the interview (Cohen et al., 2007).

The lower elementary principal was asked a set of eleven questions. The two subject coordinators were asked another set of six questions that were derived from the eleven. The homeroom teachers and the Arabic teacher were asked five questions. All the questions were prepared based on the readings and studies which the researcher reviewed.

The questions that were asked while interviewing the lower elementary principal aimed at checking her professional background, how she developed the teacher evaluation checklist, and how often she visits classrooms to evaluate teachers (check Appendix A). The questions of the two subject coordinators aimed at eliciting views on the frequency of their visits to classrooms, the criteria they look for while evaluating the teachers and whether they provide feedback to the teacher after their visit (check Appendix B). Finally, the questions of the teachers aimed at checking whether they know what kind of evaluative system is used at their school, how often the coordinators visit their classroom, and whether they receive feedback after the visit (check Appendix C).

3.3.2 - Reflective Journal

Since the researcher is participant in this case study, it is important to know her opinion; how she was evaluated, how she felt, and what she did after this evaluation. According to Cohen et al. (2007), knowing the views of the participants is also known as reflexivity. The researcher is in this case is a participant-as-practitioner-and-researcher. This is evident because the experience, perceptions, behaviors, and emotions are all core

values to be considered in the program that is being studied (Cohen et al., 2007). Briggs and Coleman (2007) name this as reflective professional practice. They determine two major aspects of this process; the inward and outward dimensions. The inward dimension focuses on the researcher as a learner who aims at developing oneself professionally by enhancing their understanding and approach of the program used in the school. The outward dimension perceives the researcher as the one who tries to validate the practice being implemented and the knowledge of that particular practice.

The researcher in this study aimed at developing not just herself, but also her fellow colleagues through enhancing her understanding of the evaluation system by providing her personal experience in this matter. At a later stage, she validated this practice by looking at others' perspectives about this issue through interviews, and later developed a new set of strategies to follow.

The researcher wrote a reflective journal on her personal experience with the evaluation process being conducted at JHS. She included how she was evaluated during her first year at JHS, and how she did not even get a copy of the checklist that was filled in by the coordinators. Then, she explained how she was evaluated the following year; which in this case led her to conduct this case study. Finally, the researcher explained what is still being implemented today, and the way she intends to amend the process.

3.3.3 - Examining and Critiquing Checklists Used in the School

Examining and critiquing checklists resemble documentary analysis, “a form of qualitative analysis that requires readers to locate, interpret, analyze, and draw conclusions about the evidence presented” (Briggs & Coleman, 2007, p.279). One of the

major advantages of documentary research is that these documents have already existed and are kept as a record of the past. The researcher built upon these existing data and developed new ones. On the other hand, the researcher needed to take into account several aspects: the person who wrote these documents, the personal and professional background of this person, the age of these documents, based on what they were written, and other factors (Briggs & Coleman, 2007). After evaluating all the documents, the researcher modified them to amend the practice at school.

In this case, the researcher was looking at the whole format of the checklist. First it is a four-point scale checklist including five major categories and fifty-six subcategories divided under each category. The five major categories of the evaluation checklist include teaching techniques, effective planning, student/teacher relationship, classroom environment, and personal qualifications. The subcategories might or might not be relevant to the major category on the checklist. At a later stage, the researcher explained the five major categories in the checklist and their subcategories.

3.4 - Validity and Reliability

It is also important to mention that validity and reliability in this study are very essential. In a qualitative study, the researchers prefer to replace the term reliability and validity with credibility or consistency (Cohen et al., 2007), whereas in a quantitative research, the researcher's main concern is to provide all data to help others replicate the study using the same methods and approaches. Thus, reliability in this study means reaching similar results if conducted later on (Cohen et al., 2007).

3.5 - Triangulation

To serve the purpose of this study and address the research question, qualitative data were collected through using interviews, reflective journals, and analyzing the documents, and the results were triangulated. Using triangulation helped the researcher answer queries that other methods cannot and allowed the researcher to reach more credible results (Tashakkori & Teddlie, 2003) and use the results of one method to detect if they matched the results from the other (Creswell, 2005). Finally, the researcher used the common results and the literature review to develop the discussion.

Comparing data to find common information is known as triangulation. The type of triangulation that was used in this study is methodological triangulation. In this case, the researcher used various methods of collecting data for the same purpose: analyzing and modifying the teacher evaluation checklists in JHS. Through using triangulation, the researcher was able to determine the validity of the information provided (Briggs & Coleman, 2007). Validity in this qualitative research was determined through the truthfulness of the participants, the participants who were included, how well triangulation was applied, and the objectivity of the researcher (Cohen et al., 2007). The objectivity of the researcher is very important because if it was lacking, the results might turn out invalid due to the bias that was exerted, especially during the interviews (Briggs & Coleman, 2007). In order to avoid bias, the researcher did not ask leading questions or express her views about the topic being discussed.

3.6 - Data Analysis

Analyzing data was done to arrange and search the results of the data collection to come up with the findings (Bogdan & Bilken, 2003). As Schoenbach (2004) emphasized, data analysis is one of the most interesting parts while conducting any study because through it, all their questions will be answered.

After conducting the interviews with the principal, coordinators, teachers, and researcher the responses were transcribed in order to use carefully and effectively in the data analysis chapter. Later on, the researcher identified common concepts that addressed the research question, and then grouped each into common themes: classroom visits, reliability of the checklist, modification of the checklist, criteria for evaluating teachers, and feedback. “The derivation of the issue for which data are gathered needs to be clarified” (Cohen et al., 2007, p.467). These themes helped the researcher in developing the synthesis of the findings.

After recording and transcribing the data collected from all the participants, their responses were analyzed based on how similar or different their responses were. Based on that, and the other instruments that were used, the new evaluation system was formed.

The checklist used to evaluate the teachers in the school was compared by the researcher through looking at other teacher evaluation forms found in the literature. The researcher identified many ideas/performances in one checklist which did not target the main purpose of professional development. Based on that, the modification were done.

3.7 - Ethical Considerations

Ethical issues were taken into consideration while conducting this study. All the interviewees were respected and the information was kept confidential (Sekaran, 2000). The researcher made sure to get the verbal approval from the lower elementary principal to conduct her study, under one condition, all identities remain anonymous in order to prevent them from any harm (Fraenkel & Wallen, 2008). For example, the school's name was JHS, and the name of the principal, coordinators, and teachers were simply teacher, principal, or coordinator.

3.8 - Conclusion

This chapter presented the methods the researcher used in conducting this case study: interviews, reflective journal, and examining and critiquing the checklists used in the school. In addition to that, how the data was analyzed in common themes and then triangulated.

CHAPTER IV

PRESENTATION OF DATA

This chapter presents the results of the data that were collected by using interviews, a researcher's reflective journal, and analysis of the checklist used in JHS to evaluate teachers in the lower elementary cycle. The data results are used to address the research question of this case study:

“How can the current checklist used to evaluate teachers be modified to become a more effective practice for teachers?”

The data collected from each instrument is presented under a subtitle to the research question. This chapter is concluded by highlighting the significant similarities and differences among all data.

4.1 - Interviews

The following sections present the data collected from all of the lower elementary principal, the coordinators, and the teachers.

4.1.1 - Classroom Visits

Data analysis showed that the participants had common and uncommon responses in relation to the classroom visits.

Although the principal was the one who devised the checklist used in JHS to evaluate the teachers, nevertheless, she does not believe in observing teachers in their classes. She said that if she had to visit the classroom, she would do that only once a year

to be fair just in case she wanted to see something she had not seen. She believes that walking in the hallway is more useful and opens her eyes to more things.

“I do not believe in entering into the classroom. The teachers will present a show: I have been in their shoes, and I know what I am talking about. As I pass by the hallway almost every day, I can look through the windows on the doors and see what is happening inside. This can give me a clearer vision about the performance of each teacher.”

The coordinators said that they usually start visiting classes during the month of March. This is when they have to start writing the yearly report(s) about the teacher(s). They are not able to do their job as they should due to the load they have. They enter into the classes either towards the beginning or the end of the lesson for a very short time for only once or maximum twice a year.

“Having to teach with an almost full load and coordination, evaluating our teachers might be a difficult task. Had we the sufficient time, the teachers would be getting back the constructive feedback.”

The teachers were somehow upset about what was being done. Although they were aware that the coordinators are the ones who enter their classroom, on the other hand, they have not seen any of them yet this academic year.

The researcher on the other hand is not pleased at all with the procedure being followed at the school. The coordinators hardly enter her classroom and observe.

“Throughout my first year, neither the principal nor the coordinators entered and observed the classroom. Being a new teacher, the minimum that should have been done was to go and check on my performance.”

4.1.2 - Triangulated Results

The findings indicated various responses from all the participants. The principal, though the developer of the current evaluation checklist, did not believe in this practice. For her, she would not want to see the show the teachers have prepared. On the other hand, the coordinators, teachers, and researcher believe in this process but each according to their vision on evaluation. The coordinators declared that due to the heavy load of work they have, they are not able to evaluate their teachers effectively. As for the teachers and researcher, they are displeased with the current practice since they are not seeing anyone in their classrooms to know where their weaknesses are.

4.1.3 - Criteria for Evaluating Teachers

When the principal was asked about the criteria she would mainly look for when evaluating a teacher or which ones she prefers to be included in the checklist, she emphasized that they would be the teacher's organization and follow-up; either in class, administrative work, and especially the teachers rapport with the students.

“Organization and follow-up are the core factors that I look for in a teacher. Through good organization and continuous follow-up, you can know if the teacher is good or not. For example, let's suppose I enter into the classroom and the teacher is not organized and is a last minute person, this will be obvious.”

On the other hand, the coordinators look for classroom management/environment, the technique the teacher is using throughout the instruction, and the student/teacher relationship.

“We tend to look for the classroom management and environment during the evaluating. The presence of the checklist with us helps a lot to know what to look for.”

What was surprising was that the teachers expect the coordinators to look for more criteria such as management skills, creativity, discipline of the students inside the class, interaction, the activities done in class, the teacher’s attitude towards the students, and knowledge of subject matter.

“We, as teachers want to be evaluated on our management skills, creativity, discipline, interaction, ... that way we can know our point of weakness.”

The researcher’s point of view was totally different. She wanted the coordinators to enter her class and check on her performance as a whole. She did not want one particular performance, especially when she was still a new teacher.

“I got curious to how teachers are evaluated at JHS, and how would they know that the teacher they have hired recently fits her position or not. I would be interested to know if my management skills are good, if my knowledge in the subject matter is sufficient... all this and more.”

4.1.4 - Triangulated Results

The findings indicated similarities among the participants in relation to the criteria for evaluating teachers. The principal emphasized that if she would be evaluating teachers, she would look for the teacher’s organization and follow-up. The coordinators and teachers mentioned that the most important criteria are classroom management/environment, the teaching techniques, and the student/teacher relationship. The teachers added that evaluators should also be looking for creativity and knowledge of subject matter. They want to know if they are up to level or not. Nonetheless, the

researcher believes that it is a whole package and evaluators should be taking all the performances into consideration; from knowledge of subject matter, to classroom and time management.

4.1.5 - Feedback

According to the principal, feedback is not always provided to the teachers because of the attitudes that they may convey. Some teacher's reactions may be negative, not accepting any remark about their work. This will not allow them to improve accordingly. Through her insisting on matters during the monthly meetings, she assumes that the teachers should know what is required of them, especially if this came after an observation or an incident that happened.

“Some teachers may take my feedback as personal, therefore through our monthly meeting I usually insist on some things. The teachers concerned will know. That way, my message should be received.”

On the other hand, the coordinators do provide feedback to the teachers either directly or indirectly. The direct feedback is provided by calling the teacher one by one to their office in case they detect any major deficiencies in the style, approach, or relationship with the students inside class. The indirect feedback they provide to the teacher is when they write a small comment on the evaluation checklist provided at the end.

“We tend to use both ways to provide feedback to the teachers; either directly or indirectly.”

Surprisingly, almost all teachers had completely different responses from the coordinators and principal in this regard. They received feedback only when they asked

for it, and it was always positive. The comments they received were written down in the space provided by the coordinator in the “comments” section in the evaluation checklist form.

“We hardly receive any feedback, and the moment we do it is always positive.”

The researcher’s point of view was very much similar to the teachers’ responses since she is one of them and is facing the same problems.

“In one of the sections of the checklist, the coordinator had checked “3” for creative and cooperative. When I asked why I received three on this section...the coordinator erased the 3 of cooperative and put it as a 4.”

4.1.6 - Triangulated Results

The findings have indicated that the feedback provided to the teachers was not done the same way by the principal and coordinators. The teachers and researcher were not pleased by principal’s and coordinator’s approach since they were not getting the effective feedback to be able to improve. The principal provides general feedback during the monthly meetings to the teachers because she assumes that the teachers might take the comments personally if provided on one-to-one basis. That way, the indicated teacher will know that the principal was aiming at her in the feedback and should work harder in order to improve.

The coordinators provide the feedback differently than the principal by calling the teacher to their office, or writing a small comment on the evaluation checklist. On the other hand, the teachers and the researcher had similar responses. They declared that they received feedback only when they asked for it, which was always positive. The comments they received were mainly written down in the space provided by the

coordinator in the “comments” section in the evaluation checklist form, and did not make sense to them and never received recommendations.

4.1.7 - Modifications of the Checklist

The principal mentioned that there are two important factors that need to be taken into consideration when evaluating the teachers and should be added to the checklist. The first is the feedback given by the parents, and second the daily oral report that the supervisor (superintendent) delivers about the events of the day.

The math and science coordinator agreed that minor modifications should be done on the evaluation checklist. The criteria to be removed or modified should be the sub-category under “teaching techniques” which is “begins lesson or instructional activity with a review of previous materials”.

“It is impossible to detect this part if we entered into the class towards the last fifteen minutes.”

At the same time, the category “student/teacher relationship” that stated “directs and adequately supervises students to be on task quickly at the beginning of each instructional activity” will be unfair to detect in their opinion since supervisors may enter when the activity had begun.

The teachers did not seem to mind the checklist being used now, except that they want a detailed explanation on why they received the rating and how they could improve. Providing a recommendation section would be one of the best solutions in order for them to improve.

The researcher believes that the whole checklist should be modified in order to make the practice effective. The researcher emphasized that it is unfair for the teacher to

be evaluated just once or twice per year through a 4 page checklist. All the sections should be modified in a manner that targets the strengths and weaknesses of the teachers.

4.1.8 - Triangulated Results

The first is the feedback given by the parents, and second the daily oral report that the supervisor (superintendent) delivers about the events of the day. Since the coordinators use the checklist, the criteria to be removed or modified should be the sub-category under “teaching techniques” which is “begins lesson or instructional activity with a review of previous materials”. The other category that should be removed is under “student/teacher relationship” that stated “directs and adequately supervises students to be on task quickly at the beginning of each instructional activity”, since it is unfair to detect this due to the timing they enter into the class.

The teachers did not seem to mind the checklist used, except they wanted recommendations that they can use in order to improve where needed. On the other hand, the researcher stated that the checklist needs to be modified in a way that will be beneficial for the improvement of the teachers.

4.1.9 - Reliability of the Checklist

The principal believes that the checklist currently used to evaluate teachers is reliable since she is able to fill it in without even entering into the classroom. In addition to that, if she had to fill it in another time, she will do it the same way.

“I am able to fill in the checklist by simply passing by the hallway, through the activities the teacher does in class, the teacher’s fluency in the language being taught, and through the tests and quizzes that are prepared.”

The coordinators also said that the checklist is reliable since it helps them in knowing what criteria they want to exactly look for in a teacher; such as teaching techniques, effective planning, and student/teacher relationship. Nonetheless, they cannot fill in the same checklist twice for the same teacher, they will have to enter into the class again, and observe the teacher to make sure their evaluation and the checklist is reliable or not.

“The checklist is reliable because it helps us in knowing what criteria we want to look for exactly in a teacher.”

The researcher does not find the checklist to be reliable in any possible way since it does not target the development of the teacher. The coordinators are filling in the checklist once per year and the process is not being repeated. It is judgmental to only take into consideration the first checklist used by the coordinators.

4.1.10 - Triangulated Results

The results indicated that the principal finds the checklist reliable because if she is to fill in the checklist, she will be able to do so without evaluating the teacher. In addition to this, had she wanted to fill in the same checklist another time, she will fill it in the same way to the related teacher. The coordinators found it reliable since it helped them know what to expect from the teacher during evaluation. At the same, since it is the same checklist used to evaluate them as teachers, it will help them know how to work on these performances before their coordinator evaluates them. Nonetheless, they cannot fill in the same checklist twice for the same teacher, they will have to enter into the class again, and observe the teacher to make sure their evaluation and the checklist were reliable or not.

The teachers did not mention anything about the reliability of the checklist. Thus, the researcher was not pleased with the reliability of the checklist since in her opinion it did not target the purpose of evaluation.

4.2 - Conclusion

This chapter presented the results of the collected data. The data were collected through interviews, reflective journals, and document analysis. The results came out to be somehow different within all of the participants. The principal does not believe in evaluating teachers through classroom visits and prefers to provide general feedback during the monthly meeting where everyone is present. The coordinators discuss how their teaching load should be decreased in order to perform up to expected level. The teachers did not seem to mind the checklist being used now, except that they want a detailed explanation on why they received the rating and how they could improve. Providing a recommendation section would be one of the best solutions in order for them to improve. Finally, the researcher believes that there is a need for change of the current teacher evaluation practice.

CHAPTER V

SUMMARY AND DISCUSSION

The aim of this research project was to examine how the current evaluation checklist used to evaluate teachers in JHS can be modified to become a more effective practice for teachers. The project also attempted to elicit the perceptions of all the participants (lower elementary principal, math and science coordinators, lower elementary homeroom teachers, and an Arabic teacher) in order to modify the teacher evaluation checklist accordingly. This chapter summarizes and interprets the results in order to address the research question and compare findings to those in the reviewed literature. Recommendations and limitations of the study are also stated in this chapter.

5.1 - Classroom Visits

To start with, the practice that is being applied in JHS is unconstructive and does not inform the teachers about their points of weakness or strengths in their field. The coordinators visit the classrooms once, or maximum twice per year due to the overload of their work. Their decision is mainly based on this visit; hence the teacher is either dismissed or retained (Danielson & McGreal, 2000). This in return did not focus on improving the teacher professionally, but rather concentrating on the qualities of the classroom (Aseltine, Faryniarz, & Rigazio-DiGilio, 2006).

Although the lower elementary principal was the one who devised the teacher evaluation checklist used in school, it was clear that the kit was dedicated to the coordinators to use and not the principal. Thus, this can give the principal a biased

feedback from the coordinators about the teachers. Nonetheless, the principal relied solely on insisting on certain matters and expecting the teachers to understand and change accordingly. In addition to that, she believed that she can depend on her walks throughout the hallway, where the feedback is based on the qualities of the classroom that she observed from outside. Instead, Aseltine, et al. (2006) insist on providing constructive feedback after observing inside the classroom in order to improve the teachers professionally. Because of this, the principal and the coordinators will not reach a common understanding about the teacher. They should instead work as a team, trusting each other in order to reach one defined, shared understanding (Hopkins et al., 1999).

The teachers and researcher's opinions somehow refute what both the principal and the coordinators said. Since the teachers represent the biggest staff in school, they need to be valued and sustained (Caldwell & Spinks, 2008). The teachers and researcher displayed a concern about how they were being evaluated. The process is not continuous and does not serve the purpose of promoting them and improving their performance, since the purpose of evaluation should be to help the educators achieve instructional efficacy and professional growth (Eady & Zepeda, 2007). The coordinators enter their classroom once per year for a short period of time and do not receive constructive feedback; as opposed to what the coordinators mentioned previously. The researcher's personal experience support that the only help she received was from a colleague who acted as an informal mentor.

5.2 - Criteria for Evaluating Teachers

The principal did not only depend on her hallway walkthroughs, she also cared for the organization and follow-up of the teacher. These two factors are important, but they

are not the sole factors to be taken into consideration. Instead, four other factors may affect the teacher's performance inside the classroom; the organizational factors, instructional support, student factors, and teacher factors (Glatthorn, 1997). She also constituted her decisions based on the supervisor's report (behavior superintendent) on the teachers on his floor. This act is considered unjust towards the teachers, particularly the novice teachers in school. Hence, in case the novice teacher did not display these factors, this does not necessarily imply that there should be a change in the staff available but rather knowing how to keep the highly qualified staff in the school (Darling-Hammond, 2003). For this reason, Sabra (2011) discussed how instructional supervision and professional development should be implemented together to develop the teachers' skills and abilities. This could mainly be because the role of the principals or coordinators is to develop the teachers, curriculums, and even themselves (Wiles & Bondi, 1996).

5.3 - Feedback

According to the coordinators, the major disadvantage they are facing is the excessive number of teaching hours they have per week, along with their coordination job. In this case it would be difficult to meet with their teachers and provide constructive feedback. In order for the staff members to work at a high level of proficiency, they should be given sufficient time to produce good quality work (Sabra, 2011; Koelher, 1999). One of the major purposes of evaluating teachers is to support evaluators and teachers to develop and improve classroom instruction for a better student learning atmosphere (Nolan & Hoover, 2004). Class instruction makes a big difference in the achievement level of the student whether taught by a good or bad teacher (Borman & Kimball, 2005).

The coordinators provide feedback directly and indirectly. The feedback provided must be effective and constructive to ensure that the teachers advance and improve effectively. This feedback will engage both the coordinator and the teacher to develop a sense of self evaluation and critical analysis of the performance (Moffet & Zhou, 2009).

5.4 - Modifications of the Checklist

Due to the unconstructive practice being applied in school, there was a call for a change; a change that will be effective and allow teachers to flourish. Believers in reforming and restructuring schools have developed some kind of support system, or various methods of operation from recent management theories (Hopkins, Ainscow, & West, 1999). It is obvious that the current practice is very traditional (Gitlin & Smyth, 1989) and needs modifications. Renovating the traditional vision aims at developing a new understanding and a better approach in making the school an effective place. In order to reach this consensus, the school needs to go through an improvement plan that allows it to flourish and provide the whole community a chance to develop and become effective (Hopkins et al., 1999).

The call for transforming the current traditional practice in JHS to a more formative and constructivist model (Gibbons, 2003) will allow the teachers and the whole community to become effective. Nevertheless, making schools effective has been one of the most challenging aspects that leaders face nowadays. Some might believe that schools improve through their leader or principal. There are others that perceive the principal as the person working with the whole community: students, teachers, parents, and policy makers (Mangin, 2007). In order for schools to be effective, they require staff members that are highly motivated, with a high level of involvement and willingness to change

through great efforts (Mintrop & Trujillo, 2007). There are also others that view improvement happening by the collective and collaborative cooperation of all members of the community. This improvement plan is a kind of constructivist leadership, also known as teacher leadership (Harris & Muijs, 2005). Teacher leadership is not a recent term; it means that teachers act as team leaders, department heads, and as curriculum developers. These positions by the teachers have been known to increase the motivation, empowerment, and authority of their fellow colleagues (Mangin, 2007). Empowerment may happen through shared decision-making, taking every staff member's opinion into account, and creating opportunities for staff development (Harris & Muijs, 2005).

5.5 - Reliability of the Checklist

The principal and the coordinators have mentioned that the checklist being used at JSH is reliable or dependable since they are able to rely on it when evaluating the teacher without even evaluating, or it helps them in knowing which performances to look for when they are evaluating. According to Gibbons (2003) and Ribas (2005), an effective and reliable evaluation has to go through three distinct stages, each one related to the other; the pre-observational stage, the actual observation, and the post-observation. This is not the case at JHS, where the principal does not believe in evaluation, and the coordinators do not have enough time to perform these three stages.

If the checklist was to be evaluated based on the performances it includes, then all suitable performances that need to be checked in a teacher are available. The teaching techniques, the interpersonal relation with the students, classroom management techniques (Al Jarf, no date), effective planning and instruction, promotion of equity and

appreciation of diversity, and fulfillment of professional responsibilities (Ribas, 2005) are all available. Nonetheless, the principal and the coordinators are not clear about what they are looking for in a teacher.

5.6 - The Kits

5.6.1 - Developing the New Checklists

Based on the need for change to be implemented in the school, the checklists were modified according to Struck (1994), Ribas (2005), Feeney (2007), and Al Jarf (no date). The classroom visits should be done on three different stages; pre-observation, observation, and post-observation phases. Through these stages, the teachers may know the points of weakness (Gibbons, 2003) and they could improve and develop themselves (Struck, 1994).

The criteria that were also looked for in a teacher were clearly stated in the checklist used at JHS, yet several criteria were mixed with one another. Each heading had so many sub-headings, and this might allow the coordinators to get bored and check the boxes haphazardly. Whereas Ribas (2005) clearly divided each document with a heading (seven performances) with descriptors that would help the evaluator in effectively evaluating the teacher. In addition to this, spaces were left for both the evaluator and the teacher to write comments on what went on during the lesson (Struck, 1994). Finally, both the teacher and the evaluator have to sign to ensure that they read the content, but not necessarily agree with it (Struck, 1994). Each performance was described with sub-performances to detect the exact point of weaknesses or strengths in the teacher (Al Jarf, no date).

5.6.2 - Criteria of the New Checklists

The new checklists were amended and developed using a variety of sources. The checklists were developed in a way to let the practice move from a summative evaluation process to a more formative one in order to ensure the improvement and growth of the teachers (Danielson and McGreal, 2000). To start with, the checklists were called “Teacher Growth Program” since it is the major aim of the practice. The school wants to ensure the development, growth and stability of their teachers (Wanzare & Da Costa, 2000). The checklists were also designed in a manner to include a pre-observational stage, an observational stage, and a post-observational stage (Gibbons, 2003).

In the pre-observational stage, the coordinator would use the checklist *Pre-Observation* (check Appendix D). To detect gaps in the teacher’s communication, management skills, planning, interpersonal relations, and use of educational materials, instructional skills, student growth and development, and knowledge of subject matter (Al Jarf, no date). Nonetheless, another checklist was created to determine the teachers’ professional responsibility and growth since this cannot be detected inside the classroom. After the coordinator detects any major gaps within any of these factors, the coordinator would write a brief comment about the teacher’s performance inside the class. The teacher is given the opportunity to comment on the coordinator’s comments or if she would like to mention any deficiencies she believes were evident throughout her lesson. Together, they both agree on an action plan to be devised on how they will improve/solve the problem (Struck, 1994).

The next stage will be the *Observation* (check Appendix E). After the coordinator detects the gaps, the relevant checklist will be used in class to check where exactly the

problem is with the teacher in this particular factor. For example, if the coordinator detects gaps in the management of the teacher, the observation checklist related to management would be used. After that, the coordinator and the teacher would sit down and discuss the problems together (the same as in the pre-observation).

Finally, at the final stage *Post-Observation* (check Appendix F) the coordinator will check for the teacher's improvement and stability. The coordinator will take the *Pre-Observation* and *Observation* checklists and identify if the teacher has taken into consideration the comments provided. If the coordinator realizes that the teacher has taken everything into consideration, then the teacher will be given further feedback. Otherwise, the teacher will be dismissed since the comments provided earlier did not mean anything and were not taken into consideration for improvement and stability.

Since the principal and the coordinators did not favor peer evaluation, it was not included in the formation of the new checklists. Although peer evaluation improves and enhances the practices of the teachers, and also the achievement of the learners as a whole (Msila, 2009), the leaders in the school believed that it creates a feeling of resentment amongst the colleagues.

In conclusion, the system that the school mainly implemented is the summative evaluative process that Danielson and McGreal (2000) mention, or the Dominant form of evaluation (Gitlin & Smyth, 1989). Due to the call for a change that both the teachers and the researcher seek; the existing model in the school was modified in to a more the formative evaluative system. This system was developed into a three stage process; the pre-observational phase, the observational phase, and the post-observational phase

because through that way, the evaluators would assist the teachers in achieving the instructional effectiveness and professional development (Eady & Zepeda, 2007).

5.6.3 - Piloting of Pre-Observation Checklist

To validate the checklists, the researcher entered one of the classes in the lower elementary cycle (grade two) during a science lesson. The researcher asked for permission to pilot the checklist and the teacher did not mind at all since until that time none of coordinators had entered her classroom yet. She believed that this will be an opportunity for her to know where her gaps are; especially that she is a new teacher at school and the researcher is one of the old members in school. This might give her some trust since the researcher knew what the coordinators might ask of her.

The researcher chose the science lesson since this was the only suitable time for her and not for any preference of a lesson over the other. The researcher attended the whole period, and at the end of the science lesson, she realized that not all the factors could be detected from simply one visit. For example, the factors that were not detected from this one visit were professional responsibility and growth, and student growth and development. On the other hand, the researcher detected that one of the major problems the teacher had was communication. She spoke to the teacher about it, discussed with her some suggestions. The teacher did not give any comments since she was aware that this was her major problem with the class. She did not feel the attachment with them since the beginning of the year. The researcher told her that in few days, she will be entering again to detect why this is the major problem in her class.

5.6.4 - Piloting of Observation Checklist

After few days, the researcher entered the class and piloted the observation checklist –communication. One of the major problems with the teacher was that she does not work constructively with individuals or groups. She does not relate very much to them and does not walk around much in class to see what they are doing. She gives instructions and that is it. A discussion followed, and she explained why she does not relate much to the students; as they are not cooperative and very hyper.

Based on the above piloting, the researcher concludes that the checklists would be very helpful and resourceful to the teachers. The teachers would benefit from a very detailed explanation on their performance from all aspects. Nonetheless, there should be a follow-up in order to ensure that the teachers are following the recommendations provided to them.

5.7- Conclusion

In conclusion, chapter five included a summary and discussion on the data collected. The discussion encompassed the common themes, and their relation to the literature review. In addition to this, the chapter included how the checklists were developed, the criteria included, and the piloting of both the pre-observation and observation checklist. The following chapter will include a conclusion on all of the study, limitations and recommendations, and suggestions for further studies.

Chapter VI

CONCLUSION AND RECOMMENDATIONS

6.1 - Summary of the Findings

This study examined a teacher evaluation form used at JHS by analyzing and eliciting perceptions of principals, coordinators, and teachers about its effectiveness. Findings show that the practice that was being applied in JHS was unconstructive and did not inform the teachers about their points of weakness or strengths in their field.

The teachers and researcher displayed a concern about how they were being evaluated. The process is not continuous and does not serve the purpose of promoting them and improving their performance, whereas the purpose of evaluation is to help the educators achieve instructional efficacy and professional growth (Eady & Zepeda, 2007). Due to the weak and unconstructive practice being applied in school, there was a call for a change by the teachers and researcher, a change that will be effective and allow them to flourish. Believers in reforming and restructuring schools have developed some kind of support system, or various methods of operation from recent management theories (Hopkins et al., 1999).

Based on the need for change to be implemented in the school, the school's checklists were modified according to the kits by Struck (1994), Ribas (2005), Feeney (2007) and Al Jarf (no date). The checklists were developed in a way to move the practice from a summative evaluation process to a more formative one in order to ensure the improvement and growth of the teachers (Danielson & McGreal, 2000). The checklists were called "teacher Growth Program" since this is the major aim of the

practice. This system was developed into three stage process; the pre-observational phase, the observational phase, and the post-observational phase because through that way, the evaluators would assist the teachers in achieving the instructional effectiveness and professional development (Eady & Zepeda, 2007).

6.2 - Limitations

After the completion of this research study, several limitations were evident.

1. Due to time constraints, the researcher was not able to pilot all of the checklists designed. For this reason, further study will be done in school in order to pilot the checklist since the amendment of these checklists is a must for the accreditation that the school is undergoing.
2. Even though this is a case study focusing on JHS alone, it would have been helpful to conduct this study on two separate schools to check on their practices and reach one model that would benefit two schools at the same time.
3. The sample size was small. It would have been preferred to interview all the teachers in the lower elementary cycle.

6.3 - Conclusion

The results of the findings addressed the research question of this study “How can the current evaluation checklist used to evaluate teacher be modified to become a more effective practice for teachers?” Although the principal was the one who devised the checklist used at school, she appeared to prefer not to use it and depend on her hallway visits daily and the feedback given by the parents and supervisor (behavior superintendent). The coordinators actually found the checklist to be reliable although they use it and fill it in based on the one time visit. The teachers did not know which

evaluation system was being implemented until the researcher provided a brief definition about it.

According to the findings, and in comparison to the literature review, the checklist was modified to represent a more formative process in order to constructively develop the teachers and provide them with effective feedback (Check appendices)

6.4 - Recommendations

Apart from the checklist that was amended, another set of recommendations are provided based on the personal experience of the researcher in JHS and the need for improvement. These are the following:

1. For the coordinators to be doing their coordinating job properly with the teachers, their load of teaching hours should be decreased. The coordinators need to be following-up more on their teachers to detect any gaps available and recommend action.
2. In case the school was not able to decrease the load of teaching hours for the coordinators, then the school should hire a specialized supervisor in order to follow-up on the performance and development of the teachers at school.
3. If replaced, then the title “supervisor” should be replaced by “Teacher Growth Consultant” (TGC) in order to differentiate between the supervisor as the discipline superintendent and the supervisor taking care of the growth and development of the teachers
4. It is recommended that the principal visit the classes more often. She should not only judge the teacher based on the hallway visits, or on the report she asks from the supervisor.

5. The children's opinion should be taken into consideration but not in the report submitted. The principal might prepare weekly assembly meetings for the students and discuss any issue with them. Within the meeting, the principal may ask them about any problems they are facing in school either with their friends or teachers. That way, the principal will be able to detect the number of students who like or dislike a particular teacher. That way, the principal should be able to react accordingly.

6.5 - Suggestions for Further Studies

This study was only conducted in the lower elementary cycle. If further studies were to be conducted on the same topic in the same school, it would be advisable to be conducted with a larger sample to know what is really being done in all of the grade levels.

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Appendix A

Interview Questions for the Head of Division (Lower Elementary Principal)

1. What is your current position in JHS?
2. What is your professional background?
3. Based on what did you develop the evaluation checklists used in school?
4. When and how often do you visit the classrooms?
5. What criteria do you look for when evaluating your teachers?
6. After visiting the classroom, how do you usually provide the teacher with feedback about the performance?
7. Do you find this checklist reliable for evaluating your teachers? How do you use the information it gives you?
8. Based on what do you retain or dismiss your teachers?
9. How effective do you find it that teachers evaluate each other?
10. If you were to improve and modify the process of teachers' evaluations, what would you do?
11. Even though you developed the checklists, do you prefer to have another way or additional one in evaluating you teachers? Can you suggest modifications for the checklist you use?

Appendix B

Interview Questions for the Heads of Departments (Coordinators)

1. When and how often do you visit the classrooms?
2. What criteria do you look for when evaluating your teachers?
3. After visiting the classroom, how do you usually provide the teacher with feedback about the performance?
4. Do you find this checklist reliable for evaluating your teachers?
5. How effective do you find it that teachers evaluate each other?
6. If you were to improve and modify the process of teachers' evaluations, what would you do?

Appendix C

Interview Questions for Teachers

1. Do you know the kind of teachers' evaluation system being used in your school?
2. Who enters your classroom to evaluate you? How often do they enter? What do they do?
3. After being evaluated, do you receive feedback? In what form?
4. If you were to improve and modify the process of teachers' evaluations, what would you do?
5. How would you feel if a group of your colleagues entered your class and evaluated you?

Appendix D

Teacher Growth Program

Pre-Observation

Teacher: _____

Date: _____

Class: _____

Subject: _____

NOTE: This checklist will be filled in by the principal/coordinator at the very beginning of the school year to check where the weaknesses of the teacher reside. After observation, the principal/coordinator will provide comments to the teacher, the teacher can also provide the comments in case needed, and finally an action plan is set together to say what the next plan will be and how they intend to fix it together. That is everything will be noted down in case anyone forgot where the problem was. After this stage, the principal/coordinator will choose the relevant “Observation Checklist” in relation to the teacher’s weakness.

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”.

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Teacher Effectiveness Factors	4	3	2	1
1. Communication				
2. Management Skills				
3. Planning				

4. Interpersonal Relations				
5. Use of Educational Materials				
6. Instructional Skills				
7. Professional Responsibility and Growth				
8. Student Growth and Development				
9. Knowledge of Subject Matter				

Coordinator's Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Coordinator's/Principals' Signature: _____

Appendix E

Teacher Growth Program

1. Observation - Communication

Teacher: _____

Date: _____

Class: _____

Subject: _____

NOTE: The principal/coordinator takes one of the following Observation checklists into class after having checked where the major point of weakness is for the teacher.

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Communication	4	3	2	1
1. The teacher demonstrates an accurate and up-to-date knowledge of the subject taught				
2. The teacher provides accurate oral and written communications in the classroom at the appropriate level of instruction				
3. The teacher communicates to the students the instructional intent or plan at the beginning of each lesson				
4. The teacher works constructively with individuals or groups				

Coordinator's Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principial's/Coordinator's Signature: _____

Teacher Growth Program

2. Observation – Management Skills

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Management Skills	4	3	2	1
1. The teacher uses instructional time appropriately				
2. The teacher’s directions for transitions between activities are clear and concise				
3. The teacher organizes time, space, materials and equipment for instruction				
4. The teacher monitors students progress and adjusts pace accordingly				
5. The teacher ensures that the class distractions are kept minimal				
6. The teacher ensures that the classroom environment is suitable to learning and to teaching				

Coordinator’s Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Prinicpal's/Coordinator's Signature: _____

Teacher Growth Program

3. Observation - Planning

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Planning	4	3	2	1
1. The teacher identifies and selects appropriate learner objectives for the lesson				
2. The teacher selects appropriate teaching procedures and techniques for the lesson				
3. The teacher is well-prepared as evidenced by comprehensive lesson plans through the use of curriculum guides, course content guides and textbook materials				
4. The teacher has organized materials				
5. The teacher has a provision for individual differences				
6. The teacher has effective materials prepared and available to avoid chaos				

Coordinator’s Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Prinicpal's/Coordinator's Signature: _____

Teacher Growth Program

4. Observation – Interpersonal Relations

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Interpersonal Relations	4	3	2	1
1. The teacher shows respect for students				
2. The teacher is tolerant of students who cause problems inside the class				
3. The teacher uses supportive criticism to motivate the students				
4. The teacher is readily available for students				
5. The teacher is fair, impartial and objective				
6. The teacher exhibits a positive attitude and encourages positive behavior among all students				
7. The teacher allows opportunities for the students to express ideas, needs, and interests				
8. The teacher is sensitive to the needs and feeling of each student				
9. The teacher recognizes and responds positively to the student’s efforts				

Coordinator’s Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____

Teacher Growth Program

5. Observation – Use of Educational Materials

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Use of Educational Materials	4	3	2	1
1. The teacher uses various instructional strategies, media, equipment, and materials appropriate to the lesson				
2. The teacher provides opportunities for all the students to practice and apply the related knowledge and skills				
3. The teacher prepares sufficient teaching materials before the lesson				

Coordinator’s Comments:

Coordinator’s Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____

Teacher Growth Program

6. Observation – Instructional Skills

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Instructional Skills	4	3	2	1
1. The teacher defines concepts appropriately through demonstrating examples				
2. The teacher provides students with sufficient time after asking questions and receiving answers to reflect on material and to respond comfortably				
3. The teacher provides appropriate feedback to students throughout the lesson				
4. The teacher provides a summary of what was learned during the lesson				
5. The teacher presents materials and activities in a variety of ways, alternating among lecture, question-and-answer, demonstration, modeling and experimentation				

Coordinator’s Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____

Teacher Growth Program

7. Observation – Student Growth and Development

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Student Growth and Development	4	3	2	1
1. The teacher discusses and promotes study habits that are appropriate to the content and difficulty of the course				
2. The teacher evaluates student progress through tests, discussions, student self-evaluation				
3. The teacher demonstrates a wide range of authentic assessment approaches				
4. The teacher promotes an awareness of the strategies that the students need to engage in the assessment relevant to their understanding of the lesson and course objectives				
5. The teacher varies the cognitive levels of the questions during instruction as well as in the assessment to guarantee student progress				
6. The teacher varies the assessment approaches to accommodate students’ differences				

Coordinator’s Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____

Teacher Growth Program

8. Observation – Knowledge of Subject Matter

Teacher: _____

Date: _____

Class: _____

Subject: _____

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Knowledge of Subject Matter	4	3	2	1
1. The teacher identifies and selects appropriate learner objectives related to the lesson				
2. The teacher selects appropriate teaching procedures and techniques for the lesson				
3. The teacher is well-prepared through the well-designed lesson plan				
4. The teacher communicates the assignment and expectations of the students				

Coordinator's Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____

Teacher Growth Program

9. Observation – Professional Responsibility and Growth

Teacher: _____

Date: _____

Class: _____

Subject: _____

NOTE: This checklist cannot be observed inside class. For this reason, the principal/coordinator can fill this in throughout the year.

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Professional Responsibility and Growth	4	3	2	1
1. The teacher allows students opportunities to express their ideas, needs and interests				
2. The teacher is sensitive to the needs and emotions of every student				
3. The teacher recognizes and responds positively to the students efforts				
4. The teacher remains up-to-date with research on new trends in education, particularly in the field of study				
5. The teacher works willingly with the supervisors, peers, and staff members to develop and promote a high quality curriculum and instructional program				

Coordinator’s Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____

Appendix F

Teacher Growth Program

Post-Observation

Teacher: _____

Date: _____

Class: _____

Subject: _____

NOTE: After having completed the pre-observation and the observation phases, the principal or the coordinator will use this checklist towards the end of the year to observe if the teacher improved in the field she was weak in. At the same time, they might use this to be a starter for the following year, taking into consideration that they will retain their teacher.

Directions: Check the box that best rates the teacher according to level of “Teacher Effectiveness Factors”

Rating Scale: (4 = excellent) (3 = good) (2 = fair) (1 = poor)

Teacher Effectiveness Factors	4	3	2	1
1. Communication				
2. Management Skills				
3. Planning				
4. Interpersonal Relations				
5. Use of Educational Materials				

6. Instructional Skills				
7. Professional Responsibility and Growth				
8. Student Growth and Development				
9. Knowledge of Subject Matter				

Coordinator's Comments:

Coordinator's Recommendation:

Teacher's Comment:

Teacher's Signature: _____

Principal's/Coordinator's Signature: _____