Supervision and the Effectiveness of Teachers Performance Evaluation in a Center for Special Needs A Case Study

الإشراف وفعالية تقييم أداء المدرسين في مركز لذوي الاحتياجات الخاصة
دراسة حالة

by

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Abstract

Teachers' Performance Evaluation and its impact on improving teachers' performance seems like an interesting topic. This study is conducted to provide information about the Performance Evaluation's effectiveness in enhancing Teachers' Performance and the role of supervision. The study presents information about the purpose of the Teachers' Performance Evaluation and the process itself in light of the elements that seem related to it and explains the supervisory leadership, which seems to be very much connected. It also provides information about the challenges and suggests some possible solutions. The research design used in this research was the case study by selecting one organization for this purpose. The organization was an ideal case for this study because the Performance Evaluation is used regularly. Data were collected through mixed methods, including interviews and surveys consisted of closed-ended questions and open-ended questions that targeted the teachers and the managers/supervisors involved in the Teachers' Performance Evaluation process. The study indicated that Teachers' Performance Evaluation plays an effective role in improving teachers' performance and explained the supervisory leadership role's importance.

Keywords: Teachers' Performance- Supervision- Performance Evaluation.

الملخص

يبدو أن تقييم أداء المعلمين وأثره في تحسين أداء المعلمين موضوع مثير للاهتمام. أجريت هذه الدراسة لتوفير معلومات حول فعالية تقييم الأداء في تعزيز أداء المعلمين ودور الإشراف. تقدم الدراسة معلومات حول الغرض من تقييم أداء المعلمين والعملية نفسها في ضوء العناصر التي تبدو مرتبطة بها وتقدم شرح عن القيادة الإشرافية ، التي يبدو أنها مرتبطة بها إلى حد كبير. كما يوفر معلومات حول التحديات ويقترح بعض الحلول الممكنة. كان تصميم البحث المستخدم في هذا البحث هو دراسة الحالة باختيار منظمة واحدة لهذا الغرض. كانت المنظمة حالة مثالية لهذه الدراسة لأن تقييم الأداء يستخدم فيها بانتظام. تم جمع البيانات من خلال طرق مختلطة ، بما في ذلك المقابلات والدراسات الاستقصائية المكونة من أسئلة مغلقة وأسئلة مفتوحة استهدفت المعلمين والمديرين / المشرفين المشاركين في عملية تقييم أداء المعلمين. وقد أوضحت الدراسة أن تقييم أداء المعلمين يلعب دوراً فعالاً في تحسين أداء المعلمين وشرح أهمية الدور القيادي الإشرافي.

الكلمات المفتاحية: أداء المعلمين ـ الإشراف ـ تقييم الأداء.

DEDICATION

I dedicate this work to all those who work hard to improve the quality of life for People of Determination.

ACKNOWLEDGMENT

Human beings cannot live alone, and to be successful, they need support and guidance from the people surrounding them. There are so many people that I was fortunate to have in my life that were a great support to me, whether from my family, my workplace, or The British University in Dubai. Their names are not mentioned on this page because it will not be enough for that. Still, they will all know that I actually mean them by my words because each of them added something to my life that helped me learn and move toward achieving my goals in life, and some of them are still doing so. This research was one of these goals, not just to obtain the Master's degree, which I longed for, but also because this research topic was interesting for me.

Thank you to all of the people who gave me: hope, encouragement, support, and guidance in my different life stages. A special thanks to the organization and the people who participated in this research, and Professor Eman Gaad, who supervised my research. Without you all, I would not have been able to complete this research. I am really grateful to each one of you.

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1.1   Background

Hearing about teachers' performance evaluation and thinking about its relation with improving the education process's quality might be an interesting topic for a person working in the education field. Talking about the education process mostly leads to talking about teachers who might be considered the core of the education process. To make the education process successful, it is important to make sure that teachers perform at a high-standard level, have the skills and the knowledge required to ensure students learn and get the maximum benefit from education. Students with special needs require highly qualified teachers who can address all their needs and be creative in finding ways to teach them and take their hands towards independence. "Teacher quality matters. In fact, it is the most important school-related factor influencing student achievement" (Rice, 2003).

Thinking about the main reason for Teachers' Performance Evaluation might make people feel that it is only a way to fire the teachers who show unsatisfactory performance. One might only think that it is all about finding faults and criticism, while another one might think that is to know where teachers are standing and finding ways to improve their skills to do their work efficiently. The idea of Teachers Performance Evaluation might make the teachers nervous, feeling that they might lose their job if they did not score well on the performance evaluation, or it might create a strong motivation to do their best to get higher scores.

Supervisors' leadership role might come from the need to ensure that the teaching process is of high quality. Observation, checklists, discussion meetings, reports, and feedback seems to be part of the supervision process. It might be leading eventually to Teachers Performance Evaluation, which might as well not be the final stage of supervision if it needs to be followed by any other procedures based on the situation. The evaluation seems to be strongly related to the supervision process, simply because the evaluation of Teachers Performance does not seem possible without supervision. With all this being said, a study about Teachers' Performance Evaluation cannot be separated from the supervision process.

1.2 Purpose of the Study

Teachers' performance evaluation seems to be an important process that schools depend on to determines the teaching process's efficiency. "Teacher performance evaluation has become a dominant theme in school reform efforts" (Taylor and Tyler, 2012). Teachers' performance might be considered as one of the most important elements in the teaching process. If the main reason for teachers' performance evaluation is to improve the teaching quality, is it serving the purpose?

Teachers have the right to get fair feedback regarding their performance and ensure that evaluation is effective. Not just been evaluated to get the job done without relating it to their professional development. Knowing that some processes are created with good intentions, and for great purposes, they sometimes drift away from their purpose, misused or misinterpreted when it comes to practice, or sometimes it goes even better than expected and more effective, serving more purposes, this study will take a closer look at the evaluation performance process and collect information related to the effectiveness of the teachers' evaluation in improving the quality of teachers' performance in the special needs field by taking one special need center as a case study and also put in consideration the leadership role of the supervision that is related to it.

1.3 Research Questions

Research questions are the core of any research study as it is the main guide of it. "The single most important component of a study is the research question. It is the keystone of the entire exercise" (Bordage and Dawson 2003 in India, 2018). It draws the way that the researcher needs to follow to complete the study successfully. Since this research study's main purpose is the supervision and the effectiveness of teachers' performance evaluation, it is important to clearly specify the research questions that will help direct the research in the best possible way. The following two questions were chosen to help in guiding the research:

1. Is the evaluation considered effective in improving teachers' performance?

2. What role does supervisory leadership play in improving teachers' performance in light of teachers' performance evaluation?

1.4 Significance of the Study

Teaching does not seem to be an easy job, and it might be even more complicated when it comes to teaching children with special needs. It may require very skillful teachers to help the students learn the required skills and make a difference in their life. Teachers' evaluation seems to be used in the schools to ensure that teachers are doing their job effectively. This study wants to take a closer look at the process of teachers' evaluation in one of the special needs centers to see if it effectively improves teachers' performance. This study might help in coming across some vital information related to teachers' evaluation effectiveness, some suggestions that can make it useful, or recommendations to some alternative solutions. The study might open the door for more research on this topic and come into some benefit for the people who are interested in this topic.

1.5 The Definitions of Key Terminologies

The definitions of the most important key terms related to this research study and, more specifically, the terms that are part of the title chosen for this research study are represented in this section to help in explaining their meaning precisely. This will help build a common understanding between the researcher and the reader in this research.

1.5.1 Supervision

Supervision is related to different professions because of its important role in ensuring the high quality of any organization's work. "Supervisors play a pivotal role in the development of workers under their supervision" (Kokemuller 2012). As this study targets teachers, Supervision will be defined from this perspective. According to Sullivan and Glanz (2017, p. 4), "Supervision is the process of engaging teachers in instructional dialogue for the purpose

of improving teaching and increasing student achievement". This definition was seen to be the most relevant definition to serve the purpose of this research study.

1.5.2 Teacher Effectiveness

Since this study mainly targets teacher effectiveness, it is important to know its exact meaning. Teacher effectiveness is defined as the "Degree to which teachers are successful in satisfying their objectives, obligations, or functions" (ERIC 1980). Besides "Teacher effectiveness is generally referred to in terms of the focus on student outcomes and the teacher behaviours and classroom processes that promote better student outcomes" (Sammons and Bakkum 2014).

1.5.3 Teachers Performance

In general "Employee performance refers to how your workers behave in the workplace and how well they perform the job duties you've obligated to them" (Donohoe 2008). Teachers Performance is defined as "A teacher's demonstrated impact on students' learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys" (IGI Global n.d.).

1.5.4 Teachers Performance Evaluation

Teachers Performance Evaluation is the most important definition in this research study as it is the main focus of it. "In general, teacher evaluation refers to the formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development" (Sawchuk 2015).

1.5.5 Special Needs

Special needs can be defined as "any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require

additional or specialized services or accommodations (such as in education or recreation)"
(Merriam-webster.com 2020).

1.6 Organization of the Dissertation

The dissertation is divided into five chapters. Chapter one consists of the background, purpose of the study, research questions, significance of the study, and definitions of the key terminologies related to this study's topic. Chapter two is about the Literature Review. It focuses on the information related to what is known about the supervision and Teachers Performance Evaluation. It also looks into the studies and different resources that were written about the topics and issues related to this study. Chapter three covers the Methodology used in this study, explaining the Research Design, Contexts, Participants, Data Collection, and Instrumentation. It also provides information related to Data Analysis, Validity and Reliability, Limitations, and Ethical Considerations. Chapter four displays the results of the surveys and interviews followed by the discussion. Chapter five provides a conclusion and recommendations based on the results of the study.

CHAPTER 2: LITERATURE REVIEW

This chapter will dig into the researches, studies, and trustworthy resources to find the most important information, considering the research questions, which are the main guide of this research study. The information will be presented in a sequence that will clearly pave the path toward understanding the Teachers Performance Evaluation. The information will be divided into five parts and will be presented in the following sequence:

- ❖ **Part One:** The reason behind conducting the Teachers Performance Evaluation
- ❖ **Part Two:** The implementation of the Teachers Performance Evaluation
- ❖ **Part Three:** The challenges related to the Teachers Performance Evaluation
- ❖ **Part Four:** The suggested solutions toward improving Teachers Performance Evaluation
- ❖ **Part Five:** The effectiveness of the Teachers Performance Evaluation
- ❖ **Summary Of The Literature Review**

The information targeted in each of these five parts will lead to many topics and issues strongly connected to this research study, which means that dividing this chapter into the five mentioned parts will not limit this study but will instead help organize the presentation of the information. The first part will explain the purpose and importance of teachers' performance evaluation, which is an important start to better understand the study topic. It will also give a good base for the second part, which is the Implementation. The Implementation part is rich with information about the Teachers Performance Evaluation Practices presenting the supervisors' leadership role in improving teachers' performance and the procedures related to the supervision process, including the teachers' performance evaluation. The challenges related to the Teachers Performance Evaluation will be presented in the third part. The fourth part is a natural consequence of the third part because possible solutions need to be provided after discovering the problems and challenges. Finally, the fifth part will present the information collected about the teachers' performance evaluation's effectiveness. The chapter will then be summarized to give an overview of all those five parts from the researcher's perspective.

2.1 PART ONE: THE REASON BEHIND CONDUCTING THE TEACHERS PERFORMANCE EVALUATION

2.1.1 The Purpose of Teachers Performance Evaluation

Before looking into the effectiveness of Teachers Performance Evaluation, it is essential to know what purpose it serves to see how much it is achieving the desired goals. "A report by the National Council on Teacher Quality in 2018 identified six goals of teacher evaluation: Strong teacher evaluation systems, when paired with supports and incentives, are designed to do the following: 1) Provide a more valid measure of teacher quality by distinguishing between teachers at different performance levels; 2) Recognize strong teachers and keep them in the classroom; 3) Encourage consistently less effective teachers to leave the classroom; 4) Help all teachers improve; 5) Recruit more effective new teachers; and 6) Achieve gains in student learning and other positive student outcomes" (Robinson 2020). These six mentioned points are reasonable, realistic, and seem to be very much connected to the current teachers' performance evaluation practices.

In addition to this, "The emphasis on evaluation is motivated by two oft-paired empirical conclusions: (i) teachers vary greatly in their ability to promote student achievement growth, but (ii) observable teacher characteristics like graduate education and experience (beyond the first few years) are not typically correlated with increased productivity. Many researchers and policymakers have suggested that, under these conditions, the only way to adjust the teacher distribution for the better is to gather information on individual productivity through evaluation and then dismiss low performers" (Taylor and Tyler 2012).

Most of what is found about teachers performance evaluation and its purpose were targeting the teaching process in general education, but "For special education, the stakes are especially high for developing what Danielson (2011) maintained are the two critical features of any teacher evaluation system: (a) ensuring teaching quality and (b) promoting professional development" (Semmelroth and Johnson 2013).

2.1.2 Importance of Teachers Performance Evaluation

Reading about the purpose of Teachers Performance Evaluation gives a clear idea that the core is all about improving teachers' performance, which is not strange since the need for highly qualified teachers is evident because of the importance of their role in the teaching process in fact, "Enhancing teacher's skills and performance is considered as a tool in improving the educational process" (Mahgoub 2014). On the other hand, "The need for highly-skilled, well-trained special education teachers to deliver intensive, individualized instruction to support a child's academic growth cannot be overstated" (Johnson and Semmelroth 2013).

It is important to remember that the goal is not to just conduct the evaluation to get the job done because "Developing teacher effectiveness is as important as measuring it. Many studies have concluded that teachers' participation in standards-based performance assessments can help teachers improve their practice" (Darling-Hammond 2010).

2.2 <u>PART TWO: THE IMPLEMENTATION OF THE TEACHERS PERFORMANCE EVALUATION</u>

2.2.1 Teachers Performance Evaluation Practices

Discussing Teachers Performance Evaluation Practices alone will not give a clear picture of it, so the discussion will go steps backward to capture a full and clear picture. This will direct the discussion to the supervision role, which is considered a leadership role in this study, focusing on what is related to teachers' performance to eventually get a clear idea of the Teachers Performance Evaluation.

2.2.1.1 The Supervisors' Leadership Role in Improving Teachers Performance

Teachers' level of performance may strongly affect not only their students but the organization as well and on the other hand it seems to be affected by the leaders who are guiding them. "Every student deserves a highly effective classroom teacher; every teacher deserves valid and reliable feedback. Yet it takes time, training, practice, and well-organized systems to build the capacity of an organization to create both skillful classroom teachers and skillful teacher evaluators" (Marzano and Toth 2013, Location 2376).

To fully understand the teachers' performance evaluation, it is essential to also talk about the people responsible for it or, in other words, the people who play a major role not only in the performance evaluation process but also in the teaching process in the organization or the school in general. They are the people whose leadership considers being the key to the teachers' and students' success. The road towards this success might involve many steps that start from planning and move to implementation and end up with the evaluation. The implementation can involve many procedures, and there might be some consequence procedures related to the evaluation based on the performance (For example, writing a Performance Improvement Plan (PIP) to deal with poor performance).

Talking about leadership in the field of education will direct the discussion towards instructional leadership. To understand the relationship between instructional leadership and the teachers' performance evaluation, it is important to know what instructional leadership means. "generally, Instructional leadership pertains to the management of teaching and learning in schools" (Lachlan-Hache 2017). "Instructional leadership is different in many ways from the roles undertaken by a manager or school administrator. Principals who provide supervision and instructional leadership do not become overly preoccupied with dealing strictly with administrative duties. They undertake roles involving the setting of clear goals, managing the curriculum, evaluating teachers, monitoring lesson plans and assigning resources to instruction. Instructional leadership essentially involves the actions taken on by a principal or the duties delegated to other members of the team to foster development in student learning" (TeamWorkDefinition.com n.d.).

Based on the above explanation about instructional leadership, we can clearly understand its strong connection with the teachers' performance. Since this study chose to take the teachers' performance evaluation as part of the supervision process, talking about instructional leadership will focus on supervision. "In the modern educational system, the term supervision has got a very significant position from the point of view of the role played by it" (Kashyap 2015). To ensure its successfulness "It is important that the supervision is premised on the basis of transparency, ethical practice and is provided in an environment where the supervisee feels valued. It is an environment that is meant to be supportive, developmental and dynamic" (Harris 2020, Location 481).

2.2.1.1.1 Teachers Training

Before getting into the evaluation, teachers need to receive enough training to enable them to meet the requirement of their work. "Traditionally, teacher hiring, retention and salary decisions have been based on teacher credentials such as certification status, educational attainment and experience. However, except for the first few years of experience, research has failed to find a strong and consistent link between these measures and student outcomes" (Harris and Sass 2014, p. 183). The teaching process involves so many duties and responsibilities. "Fortunately, teaching is a complex set of skills that can be developed by anyone willing to invest time and effort to engage in the deliberate practice that helps individuals improve. These opportunities are most likely to be seized by individuals with a growth mindset" (Frontier and Mielke 2016, Location 2141). As a matter of fact "Effective teachers are made, not born. With effective effort, anyone can dramatically improve his or her capacity to engage in even the most complex tasks. Teachers who consistently improve are those who seek out challenges, embrace obstacles as learning opportunities, and have a voracious appetite for feedback" (Frontier and Mielke 2016, Location 2489).

Training is the start point for the teachers when they first join the profession. However, it will still be needed throughout their work as teachers because learning is a continuous process that never end throughout human life, so training will enable the teachers to constantly improve their teaching skills and, as a result, help the students to learn in a better way. "The reason why continuing teacher training is so important for educational excellence is simple: teachers need to be given regular training opportunities in order to stay at the top

of their game. Even the best teachers will begin to lag behind if they don't continue to strive for excellence" (Rosell 2017). It seems to be the supervisor's' duty to ensure that teachers are getting the required training in all the stages of their career to work effectively with their students. "Training employees is a big part of any supervisor's job. Whether it's formal classroom training, safety meetings, on-the-job training, or coaching, teaching employees how to do their jobs properly is an important part of your supervisory responsibility" (Lawton 2014).

2.2.1.1.2 Observation and Classroom Visits

Teachers' performance evaluation is normally done through classroom observation, but it is not limited to it, as there are some other ways used to check different types of work done by the teachers. Observation is an important tool used in the supervision process because even though "Most teachers do the right thing most of the time, but this cannot be left to chance. Unannounced visits are the key" (Marshall 2013, Location 1057). It is also considered to be helpful in the evaluation process, especially if teachers are not prepared for it because "unannounced visits is absolutely essential to getting an accurate picture of how teachers are performing on a daily basis." (Marshall 2013, Location 1776) but observation should not take a long period of time because "Long evaluations can be overwhelming and counterproductive for teachers, and there's also a serious consequence for principals: chewing up enormous amounts of time and preventing frequent, more authentic classroom supervision" (Marshall 2013, Location 1159). Furthermore "Research has found that the frequent, skilled use of standards-based observation with feedback to the teacher is significantly related to student achievement gains, as the process helps teachers improve their practice and effectiveness" (Darling-Hammond 2013, p. 67).

2.2.1.1.3 Feedback in Supervision

Teachers seem to be looking forward to feedback. Marshall (2013, Location 2039) stated that, "I believe that all teachers, including the very best, are hungry for feedback— and deserve it. They spend most of their working days with students and are intensely curious about what other adults think— especially their boss". Feedback is the most important elements linked to supervision as "talking to teachers about the teaching and learning that's going on in their

classrooms is the heart and soul of instructional leadership" (Marshall 2013, Location 2039). The supervision cannot be done without feedback. If teachers are supervised without them getting the chance to know their strengths and areas of improvement, there will be no meaning or benefit from the supervision process. "The term *feedback* is not to be confused with general information or data. *Feedback, as the term is used here, is information about performance that allows an individual to adjust his or her performance.* Feedback shows a performer where current performance is in relation to past performance and usually some goal" (Daniels 2016, p. 121).

Feedback should not just be done to point out what is going wrong, as it should also tell the teachers about what they are doing well. "teachers need candid criticism, specific and constructive, to improve their craft and do the best possible job with students, but it has to be delivered with tact and skill" (Marshall 2013, Location 1447). Feedback should not only be given during the performance evaluation meeting which normally will only take place quarterly, semiannually or annually because "Obviously, immediate feedback on performance is preferred. With immediate and frequent feedback, people learn more quickly because they are provided more opportunities for reinforcement than less frequent, more delayed feedback would permit" (Daniels 2016, p. 124).

2.2.1.1.4 Teachers Performance Evaluation

Developing a performance evaluation for Teachers' is not as easy as it might seem because it is clearly understandable that teaching is not an easy job "teaching is a thinking person's job; it is not simply a matter of following a script or carrying out other people's instructional designs" (Danielson 2007, Location 171). Moreover, "Teaching is a complex, challenging, and important profession. Effective teaching matters. Therefore, it should be valued based on high standards of excellence" (Frontier and Mielke 2016, Location 723). This makes it challenging for the leaders to develop an evaluation with parameters covering all the tasks related to the teaching process, especially in the special education field. Still, despite the challenges related to this, the need to have a road map that helps the teachers understand what is expected from them through their career cannot be overlooked. The best thing that leaders find themselves doing to overcome this challenge is developing the performance evaluation based on the most important work related to the teaching process.

2.2.1.1.4.1 Components of the Teachers Performance Evaluation

Performance evaluation is part of the supervision process, "done right, supervision and evaluation can be major players in improving the quality of teaching and learning" (Marshall 2013, Location 801). The performance evaluation consists of some essential components: the Parameters, Rating Scale, Self-evaluation, and Performance Evaluation Meeting. Each of these components will be explained in this part.

2.2.1.1.4.1.1 Parameters

The parameters need to be specific and measurable. It should also reflect the teachers' work. "The role of a special education teacher typically encompasses the roles and responsibilities of a general education teacher with additional roles and responsibilities focusing on serving a special population of students with disabilities, supporting in various settings with additional tasks as assigned and supporting colleagues such as general education teachers" (Holdheide, Goe, Croft, & Reschly 2010 in Harris 2016, p. 2) and this needs to be put into consideration when developing performance evaluation to avoid using similar evaluation parameters for both the general education teacher and the special education teacher without taking into account the difference between them. The parameters are set by the person directly responsible for the teachers, whether it is the immediate manager or the supervisor. It is an essential element in the evaluation. It clearly defines what will be measured to the teachers and the evaluators to have the same understanding. "Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching" (Danielson 2007, Location 164). Ideally, teachers need to be informed about the parameters right from the start, which means teachers should be informed about it at the beginning of the academic year and not suddenly see them right before the evaluation because it meant to guide them toward improvement and focus on what is more important and expected.

2.2.1.1.4.1.2 Rating Scale

The rating scale is utilized in the performance evaluation to symbolize the level of performance. "Employees are usually appraised on some form of rating scale. Three- point, five-point, seven-point, sometimes 10-point scales are used. In any case, *the highest number on the scale usually represents outstanding performance, and the lowest number on the scale*, 1 or 0, represents poor performance. Each employee must fall somewhere on the scale" (Daniels 2016, p. 171). Teachers might as well get the chance to rate themselves as part of the self-evaluation process. Some teachers sometimes overestimate themselves by giving themselves high scores, and some underestimate themselves by giving themselves low scores.

2.2.1.1.4.1.3 Self- Evaluation

According to Tillema (2010), "Self-evaluation is a process of critical evaluation of one's performance, in which explicit criteria are being used to scrutinize and appraise work against a set of agreed upon standards. Self-collected performance results are offered for deliberate evaluation in conferencing or supervision meeting with an assessor. This appraisal builds on the application of explicit criteria to the improvement of performance". Self-evaluation can also be defined as "a procedure to systematically observe, analyze and value *your own* professional action and its results in order to stabilize or improve it. This can take place on an individual or on an organizational level. To self-evaluate means that people explore and evaluate their own professional work" (Selbstevaluation.de 2011).

Getting teachers to write about their performance appears to be a good way to give them the opportunity to reflect on their accomplishments and areas of improvement. It seems like a good addition to the evaluation process, so instead of just waiting to hear about their performance from another person, they will first evaluate themselves and be prepared to be evaluated by others. It also important to mention, "In a learning orientation, self-assessment is not an attempt to justify a component of evaluation; it is an opportunity for teachers to affirm their own strengths and willingly identify areas to improve their teaching" (Frontier and Mielke 2016, Location 2322).

2.2.1.1.4.1.4 Performance Evaluation Meeting

The meeting is the consequence of the performance evaluation process because it creates an opportunity to give feedback and discuss teachers' performance and rating. It is a "meeting that informs the parties involved about goals, results and overall workplace performance. An appraisal meeting includes the employee and his manager and may also involve a human resources representative or other supervisors depending on the organizational structure and the kind of performance appraisal being conducted. Performance appraisals are held on a regular basis, such as annually or quarterly, to ensure the employee is on track to meet his individual and company goals" (Ahmed, 2019). Usually, it is done in a one-on-one meeting for teachers to be more comfortable talking about their performance. The feedback provided to the teachers during the meeting should not be vague; it should be specific and clearly explained to help the teachers move forward which will serve the main purpose of the performance evaluation. Teachers should leave the meeting motivated and ready to be more productive in their work.

2.2.1.1.5 Performance Improvement Plan (PIP)

Supervisors might need to write a Performance Improvement Plan (PIP) for some teachers based on the situation or in other words based on the level of performance. Those situations will mostly be related to giving support and guidance to teachers who are showing poor performance. Basically "A performance improvement plan is a document that lists where an employee is falling short and what he can do to improve. For instance, the performance action plan may detail skills or training the employee lacks. Alternatively, it could specify how the employee needs to change his behavior. In either case, the PIP will clearly state the steps the employee needs to take to make the necessary improvements" (Valamis n.d.).

2.2.1.1.6 Documentation

Documentation plays a vital role in the supervision process. Supervisors need to take data throughout the supervision process, document all related to it, and keep it safe and ensure confidentiality. Those documents should only be accessed by authorized staff because they mostly contain details about teachers' strengths and weaknesses. Documentation will mostly

be useful in tracking teachers' improvement. On the other hand, it will be difficult for the supervisor to discuss any teacher's performance without documentation. It is worth mentioning the validity and reliability of the supervision process and the performance evaluation will be affected by the documentation quality. If the process is managed without data to support it, it will not be trusted or taken seriously. "Consistent documentation is essential for employers to properly evaluate employees and avoid liability connected with disciplining and terminating employees. Accurate documentation allows decisions to be made with as much information as possible. It also ensures there's a lasting record of the reasons for a termination or disciplinary action, even if memories fade or the decisionmaker leaves the company and cannot be located. Finally, documentation allows companies to be more consistent in their decision making, thereby reducing the risk of perceptions of favoritism or discrimination" (Fealk 2011).

2.3 PART THREE: THE CHALLENGES RELATED TO THE TEACHERS PERFORMANCE EVALUATION

2.3.1 Challenges

Looking into the teachers' performance evaluation process indicates that "There are some barriers that may impact the perceived effectiveness of an evaluation. These barriers include perception related to the validity of the tool, feedback, the approach and process used for the evaluation, and the evaluator's knowledge and competence related to special education" (Benedict et al. 2013; Dolmanns et al. 2003; Holdheide et al. 2010; Holdheide & Reschly 2010; Kyriakides et al. 2006; Moya & Gay 1982 in Harris 2016, p. 44). It is natural to face some challenges with any process that is taking place in any organization. Challenges are not something to avoid; rather, it needs to be analyzed to overcome it by modifying what is needed or finding alternative ways to deal with the situation. This part of the study will present details of some of the challenges mentioned above, as well as some other challenges.

2.3.1.1 Validity

Though regular classroom visits or, in other words, observations are important, the "reality is that official evaluation visits are few and far between" (Marshall 2013, Location 916). This

due to many situations that keep the supervisors busy the whole day with what most likely be the administrative work related to their position. These situations get the teachers worried because "every teacher's worst fear— being judged harshly based on one glimpse taken out of context" (Marshall 2013, Location 1835). "Many people both inside and outside of education question whether current systems are valid or whether they work at all to ensure effective teaching. After all, principals may see as little as 0.1% of instruction if they observe one teaching period per year based on 5 periods per day and 180 school days a year. Bump that to observing 3 periods per year and that's still only 0.3% of teaching, leaving many to wonder, what happens in the classroom the other 99.7% of the time?" (Robinson 2020).

2.3.1.2 Lack of Trust

Teachers might sometimes find it difficult to accept the feedback and the rating that they got and believe that the supervisor was somehow unfair to them especially if they get to compare their scores with other teachers who are working with them in the same organization. "Although evaluations are supposed to be confidential, teachers often compare notes with each other. This can lead to bad feelings when one person feels the boss was more generous to someone considered to be less competent— and nothing is more poisonous in a school than the perception of favoritism" (Marshall 2013, Location 1225). This might even worsen if the supervisors did not give them constructive feedback about their performance, which will most likely lead them to lose their trust in their supervisors and the evaluation system, make them feel demotivated, and most probably negatively affect their performance.

2.3.1.3 Time-Consuming

To collect and document all the required data for the evaluation, supervisors will most probably need to spend a long time doing the job as required. Thinking of how much teachers do during the school day, from planning for lessons/sessions to actual teaching and report and documentation that follow this, will tell how much data are needed. The supervisors need to have enough data to be fair when they put the scores for the teachers. "Writing and conducting employee evaluations can be a time-consuming process. This is especially true for those managers who put much thought and deliberation into doing evaluations as effectively as possible. Part of the problem when conducting employee

evaluations is that too many managers do not plan enough in advance and eventually find themselves overwhelmed, trying to do all of the evaluations at one time" (Lewis, 2021).

2.4 PART FOUR: THE SUGGESTED SOLUTIONS TOWARD IMPROVING TEACHERS PERFORMANCE EVALUATION

2.4.1 How Can the Evaluation Improve the Teacher Performance?

Looking into different studies helped find some specific information that can contribute to teacher performance evaluation's effectiveness or success. Though it is about general education, it can also apply to special education. "A 2018 report by the National Council on Teacher Quality describes case studies of successful teacher evaluation systems in school districts in six different states and in them found a set of core principles responsible for their success: Multiple measures, Student surveys, Objective measures of student growth, At least three rating categories, Annual evaluations and observations for all teachers, Professional development tied to evaluation and Written feedback after each observation" (Putman et al. 2018, p. 2 in Robinson 2020). "Their success was also strongly linked with "a thoughtful approach to weighting individual evaluation components" as well as key personnel and compensation decisions" (Id. p. 3 in Robinson 2020). "Worth noting too, is that at the time of the report, in five of the six districts studied, the evaluation system maintained its adherence to core principles despite changes in leadership (one superintendent was still in place)" (Id. p. 3 in Robinson 2020). This report from the National Council on Teacher Quality (NCTQ) is very recent, and it was based on case studies from six different states, which makes it trustworthy and reliable. The National Council on Teacher Quality (NCTQ) is a research and policy organization that is committed to modernizing the teaching profession.

In addition, "The landmark Measures of Effective Teaching (MET) project, a multi-year study funded by the Bill and Melinda Gates Foundation designed to investigate and promote great teaching, concluded that "evaluation systems that include both value-added calculations and other factors, including classroom observation and student surveys, are the most stable measures of teacher quality" (Rucinski & Diersing 2014 in Robinson 2020).

2.4.1.1 Effective Performance Feedback and Building Trust

The power of constructive feedback cannot be underestimated because "Specific, regular, meaningful, and actionable feedback delivered as soon as possible after an observation encourages teachers to feel as if the evaluation system is working to help them improve their practice" (Robinson 2020). Not to also forget that it helps in enhancing the relationship between the supervisors and the teachers. Teachers need to have faith in their supervisors and feel that the main purpose of the evaluation and the feedback given by the supervisors are to improve their skills and give them all the support they need, not to just judge them and terminate them.

2.4.1.2 Facilitate Communication

Nobody can deny the importance of communication in human being relations. It can help in so many ways and different situations. Teachers need to communicate with their supervisors to get guidance and support when they need it. "Regular communication is critical to the successful implementation of teacher evaluation systems" (Minnici 2014). Communication might also build and enhance the relationship between the supervisors and the teachers and avoid misunderstandings. It might also help in sharing important information or ideas that can help improve the organization's workflow.

2.4.1.3 Teacher Evaluation Models

There are some widely known Teacher evaluation models. It considered being useful because "Teacher evaluation models offer a systematic platform for educational institutes to evaluate teachers using fair means" (QuestionPro 2018). Furthermore, "Effective models engender the conditions for collaboration among administrators and teachers, and create space for administrators to provide meaningful and actionable feedback for teachers, rather than just a simple summative rating. They come with opportunities for principals (and other supervisors) to get high quality, adequate, and ongoing training in how to understand and use the elements of the model (e.g., standards, rubrics, data collection tools). They advance (or at least do not detract from) a culture of continuous learning, and open dialogue around teaching successes,

challenges, and opportunities for growth. Effective models are connected to specific opportunities for professional growth in the areas identified through observation and other measures and through additional evidence of classroom practice and student learning" (Robinson 2020). It is important to realize that "Successful models of teacher evaluation are those that lead to improvement in instructional practice, improvement in measures of student learning and achievement, and improvement in the retention of effective teachers and improvement of lower-performing teachers" (Robinson 2020).

Examples of well-known teachers' evaluation models would be:

1. Danielson Framework for Teaching (FFT)

2. Marzano Focused Teacher Evaluation Model

The Danielson Framework for Teaching (FFT) "serves as a guide for coaching and mentoring in schools across the country. Originally developed by Charlotte Danielson in 1996, the framework for professional practice identifies aspects of a teacher's responsibilities, which are supported by empirical studies and help to improve student learning. Danielson created the framework to capture "good teaching" in all of its complexity. The broad framework was also intentionally designed to capture effective teaching at every grade level and across a wide range of student populations. Today it helps in different districts and states assist general and special education students and its usefulness in providing guidelines for proper support and adequate instruction is highly praised" (Rethink Ed 2017). "This model is spread across 4 domains namely – Planning and Preparation, Instructions to the Class, Maintaining Classroom Environment, Fulfillment of Professional Duties. This model consists of 22 different components across all these four domains" (QuestionPro 2018).

Marzano Focused Teacher Evaluation Model is "A Focused, Simplified Evaluation Model for Standards-Based Classrooms. The upgraded Marzano Focused Teacher Evaluation Model streamlines current research and validation studies—zeroing in on 23 essential teacher competencies for improved clarity, efficiency, and effectiveness. For each competency, the model incorporates a focus statement and desired effect, plus sample instructional techniques and strategies for evaluating student work" (The LSI Marzano Center 2020).

These two mentioned models seem to be mainly designed for the general education teacher. Though The Danielson Framework for Teaching (FFT) is used to assist in special education, it seems no model is mainly created for special education teachers. This might need to be put into consideration because "comprehensive teacher evaluation frameworks that are fair, objective, reliable, transparent, focused on instruction, and linked to professional development hold promise in improving the effectiveness of special education teachers" (Holdheide et al. 2010, p. 4 in Harris 2016, p. 11).

2.5 <u>PART FIVE: THE EFFECTIVENESS OF THE TEACHERS PERFORMANCE EVALUATION</u>

After presenting the information related to the teachers' performance evaluation in the four previous parts of this chapter -Chapter two- now finally, it comes the time to discuss the teachers' performance evaluation's effectiveness, which is the main purpose of this study. It is important to note here that "There are studies that have examined the effectiveness of the evaluation process for teachers, but studies examining the evaluation of special education teachers are scarce" (Harris 2016, p. 2). This has prompted this research study to discuss the information related to teacher performance evaluation information in general instead of focusing on the special education field.

According to Robinson (2020), "Ensuring teacher quality with a robust, fair, research-based, and well-implemented teacher evaluation system can strengthen the teacher workforce and improve results for students". "Teacher evaluations have been found to be an advantageous tool in increasing teacher effectiveness and student achievement. Teacher quality is considered one of the most significant predictors of student success" (Goldhaber & Anthony 2004 in Harris 2016, p. 25). "Performance assessments that measure what teachers actually do in the classroom, and which have been found to be related to later teacher effectiveness, are a much more potent tool for evaluating teachers' competence and readiness, as well as for supporting needed changes in teacher education" (Darling-Hammond 2010).

In their study about The Effect of Evaluation on Teacher Performance, Taylor and Tyler (2012) studied a sample of mid-career math teachers in the Public Schools who were assigned to evaluation in a manner that permits a quasi-experimental analysis and they added measures

of student achievement, which were not part of the evaluation, and used the within-teacher over-time variation to compare teacher performance before, during, and after their evaluation year. They found that teachers are more productive during the school year when they are being evaluated, but even more productive in the years after evaluation. This study suggested that Well-designed, well-executed subjective evaluation may affect employee performance through mechanisms other than the proximate, explicit incentives for workers to exert more effort which are the focus of traditional models. This study clearly indicated that Teachers Performance Evaluation is actually effective, but its effectiveness depends on its use. "Teacher evaluation systems alone are insufficient to improve instructional quality and increase student achievement. To be successful, reform efforts need to be coherent and aligned across the educator career continuum, beginning with recruitment and preparation, and extending to support, evaluation, and compensation" (Minnici 2014). In addition to this "Comprehensive, coherent systems of teacher development and evaluation are needed to meet our goals of a quality education for all students" (Darling-Hammond 2013, p. 167).

In their research about Skills, productivity and the evaluation of teacher performance, Harris and Sass (2014, p. 198) stated in the Summary and conclusions that "because principal evaluations take into account a broader set of teacher traits than those that directly affect student test scores, and provide more concrete feedback to teachers to facilitate improvement, evaluations of teachers by principals are likely to be a useful component of teacher assessment when outcomes beyond student achievement are valued". It is important to realize, "Neither student testing nor teacher evaluation is bad. They are tools. When used mindfully in a system that spends the majority of time building capacity— and pauses occasionally to evaluate performance—they can provide meaningful data that illuminate current and next levels of performance" (Frontier and Mielke 2016, Location 672). As has been noted, "evaluations have been found to be vital in improving teacher effectiveness" (Howard & McColskey 2001; Stronge 1995 in Harris 2016, p. 24). Overall, "Teacher evaluation is a necessary component of a successful school system, and research supports the fact that "good teachers create substantial economic value" (Rockoff et al. 2011 in Robinson 2020).

2.6 <u>SUMMARY OF THE LITERATURE REVIEW</u>

Teachers Performance Evaluation is not a way to identify teachers who show poor performance for the sake of termination. Its core purpose is to ensure a high quality of education, which can only be possible if teachers are highly qualified and supported by their supervisors and school leaders. Supervisors play an important role in the education process, and success depends on how they choose to lead the process. There are so many procedures related to supervision that go hand in hand with the Teachers Performance Evaluation to achieve the most important goal, improving the education process's quality, whether in general education or special education. There are some challenges related to the evaluation but there always solutions that can be considered to deal with the challenges. The resources found indicate that Teachers Performance Evaluation can be effective based on the way it is implemented.

CHAPTER 3: METHODOLOGY

3.1 Research Design

The research design chosen for this research study is the case study. "case study - An in-depth investigation of an individual, group, or institution to determine the variables, and relationship among the variables, influencing the current behavior or status of the subject of the study" (Fraenkel and Wallen n.d.). Though "case study research fits within the qualitative more than within the quantitative framework" (Hancock and Algozzine 2017, p. 5), the method chosen for this research is both quantitative and qualitative methods to complement each other thus enhance data validity and reliability. "Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (Johnson, Onwuegbuzie and Turner 2007). Figure 1 illustrates the Mixed Methods Approaches.
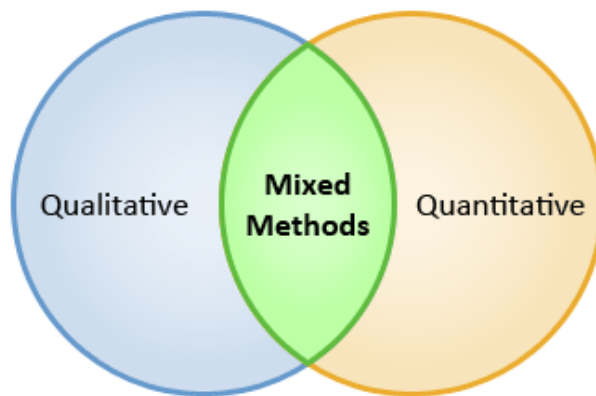
Figure 1. Mixed Methods Approaches (Leeds Beckett University 2018)

Two types of surveys were used in this research study. The first falls under the qualitative method using open-ended questions. The second was a mixture of quantitative and qualitative methods using a mix of closed-ended questions and open-ended questions. The qualitative method was also used in the form of structured open-ended interviews. The surveys and the interviews were only given to the managers and teachers working in the special needs center

that was the case study of this research. The first type of survey was given to the managers, the second was given to the teachers, and the interviews were conducted with a manager and a supervisor. The purpose was to know their opinion on the teachers' performance evaluation in general and its effect on teachers' performance and collect some information about how it is used in their center.

3.2 Contexts

The case study in this research is a center of special Needs in Dubai that conducts the teachers' performance evaluation every term, three times per academic year. The center is not only evaluating the teachers but also all the staff working in the center. The managers in the center developed the teachers' performance evaluation based on special educators' job responsibilities. The evaluation consists of technical and non-technical parameters. Teachers are informed at the beginning of the academic year of all the parameters included in their evaluation with an explanation of performance expected in each of it. The evaluation process goes as following:

1. Teachers are requested to fill up the self-evaluation on the center website, and the access is only given to the Education Manager to go through it after submission. Teachers put the scores and write their justifications against each parameter.
2. Performance review meeting is conducted with each teacher to discuss their performance and see evidence related to the evaluation parameters.
3. Supervisors meet the Education Manager and discuss the scores and justifications they will put for each teacher.
4. The Education Manager puts the final scores and justification for each teacher and submits them to the Human Resource Manager.
5. Teachers will get access only to their own performance evaluation and see the scores and justification given.
6. Teacher can request clarifications if needed.

3.3 Participants

The researcher approached a special education center in Dubai and got their approval by signing an Organization Informed Consent. Upon their approval, the researcher communicated with 20 teachers working at the center and gave each one of them an Informed Consent Form that they signed when they agreed to participate in the survey. The survey was sent to all the 20 teachers using Microsoft Forms, and they all filled it up. The researcher also contacted the Education Manager and the supervisor involved in the teachers' performance evaluation process at the center. They agreed to participate in the interview, so they signed the Informed Consent Form. Both of them chose to get the interview done through Microsoft teams. The interviews were voice recorded, and written copies were prepared and sent to the Education Manager and the supervisor to go through them and correct any errors. Two more managers were also requested to participate by filling up a survey designed to know their opinion regarding the research topic. They both agreed and filled up the survey sent to them using Microsoft Forms after signing the Informed Consent Form. All the participants received a copy of the Informed Consent Form that they signed.

3.4 Data Collection and Instrumentation

The researcher used surveys and interviews to collect the data. There were two types of surveys used in this research study, Managers' Survey and Teachers' Survey. Two interviews were conducted, one with a Manager, and the other one was with a Supervisor. The data were collected based on the last academic year, 2019-2020. The researcher used Microsoft Forms to send the Managers' Survey and Teachers' Survey. This was the easiest way for the teachers and the researcher as well.

3.4.1 Surveys

Managers' Survey consisted of 12 open-ended questions, which were all mandatory questions. "Mandatory questions are helpful because they guarantee that every respondent submits the most critical data" (Whisler and Garcia 2018). The questions were about teachers' performance evaluation process in their organization, its effect on teachers' performance, and their opinions. Managers' Survey was sent to two Managers.

Teachers' Survey was sent to 20 teachers working in the case study center. It consisted of 21 mandatory questions. 18 of the questions were closed-ended questions, and 3 of them were open-ended questions. The questions were about their experience and opinion on teachers' performance evaluation with some general questions about the process followed at their workplace.

3.4.2 Interviews

The interviews were conducted through Microsoft teams based on the interviewees' choice. It was the most suitable choice as it allows the interviewees to be more comfortable choosing the time suitable to them. It consisted of 19 questions, and in the end, the researcher asked the interviewees if they have any additional comments. The interviews were conducted with a manager and a supervisor, and it was voice recorded. After that, the researcher typed the answers and sent the written copy to the interviewee to verify.

3.5 Data Analysis

Data analysis is one of the most important parts of the researches. "Data analysis is the process of evaluating data using the logical and analytical reasoning to carefully examine each component of the data collected or provided" (Perez 2019). Since this study used mixed methods research, quantitative and qualitative analyses were required to analyze the collected data. Quantitative analysis "is an assessment of a certain event or a situation by the means of mathematical or statistical modelling. It uses data measurement and comparison to illustrate a given case with a numerical value" (InsightWhale 2020), while "Qualitative analysis is the analysis of qualitative data such as text data from interview transcripts. Unlike quantitative analysis, which is statistics driven and largely independent of the researcher, qualitative analysis is heavily dependent on the researcher's analytic and integrative skills and personal knowledge of the social context where the data is collected" (ER services 2019).

3.5.1 Quantitative Analysis

Since the Teachers Survey was sent through Microsoft Forms, the result and pie charts were automatically generated for the closed-ended questions. That facilitated the quantitative analysis process.

3.5.2 Qualitative Analysis

The content analysis technique was used to analyze the data collected through interviews and the open-ended questions in the Surveys. "Content analysis is a research technique used to make replicable and valid inferences by interpreting and coding textual material. By systematically evaluating texts (e.g., documents, oral communication, and graphics), qualitative data can be converted into quantitative data" (Terry College of Business University of Georgia n.d.). The researcher used Microsoft Excel when conducted the content analysis for each question. Coding was the first step in the process, followed by counting the frequency of the words, then the percentage was calculated, and then the results of the interviews and the Teachers Survey open-ended questions were presented in the form of tables while the result of the Managers' Survey was only written as a text. Figure 2 illustrates the steps of the Content Analysis Process.
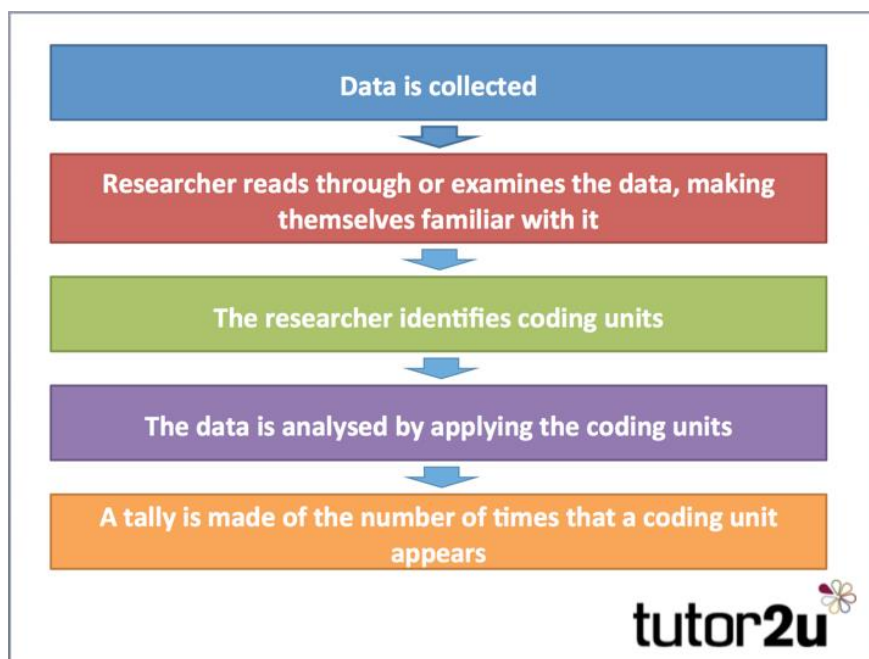
Figure 2. Content Analysis Process (Willard, n.d.)

3.6 Validity and Reliability

To enhance this study's validity and reliability, the researcher used mixed methods research, which combines quantitative and qualitative methods. "Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure" (Middleton 2019).

3.7 Limitations

There were some limitations related to this research study:

- The number of managers who could participate in the survey or interview was limited because the study only targeted one center; besides, since this study targeted only one center, the result cannot be generalized into a larger community.
- Finding researches about the effectiveness of teacher performance evaluation was limited especially in the field of special education.
- Lack of information about teacher-performance evaluation in the United Arab Emirates.

3.8 Ethical Considerations

Written approval was obtained from the special need center's management chosen as a case study for this research. Participants only took part after getting their approval, which was obtained by signing the Informed consent form. Then, they filled up the surveys or interviewed, ensuring anonymity and confidentiality to the information obtained from them. Participants were clearly informed that their participation is voluntary. This was also written in the consent form, along with the purpose and the details of the study, to give them a clear idea of their participation in this study. Steps taken to ensure confidentiality of data were as follows:

- The questionnaire were sent through a link making sure that participants' names are not written on it, and identity is not revealed by any means.
- The actual voice recordings of the interviews were deleted once it was typed.

- The typed interviews did not contain any name or any identifying information.
- The name of the organization and participants were not mentioned in the research or any other related documents.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the data collected through the Surveys and Interviews; tables and Pie charts are used to support this. Then it is followed by the discussion that relates all these together.

4.2 The Results

This section will present the result of the Surveys and Interviews in the following sequence:

1.   Managers' Survey
2.   Interviews
3.   Teachers' Survey

4.2.1 Managers Survey

Managers' Survey consisted of 12 open-ended questions. The Managers' Survey was sent to two managers responsible for overseeing the process of Performance evaluation. The data obtained from these surveys were analyzed using the content analysis technique. All the questions of the survey are shown below, followed by an explanation of the results.

Question 1: What is the main purpose of conducting teachers' performance evaluations at your workplace?
Both Managers think that teacher performance evaluation helps in improving teachers' performance. As one of the Managers stated that it is *"To identify current strengths and areas of improvement for my staff."* While the other Manager said that it is *"To ensure that their performance is up to standard and to guide them with their senior"*.

Question 2: How often is the performance evaluation conducted at your workplace during one academic year? Why?

Both Managers mentioned that it is done Quarterly/3 times in a year. As for the reasons, one Manager said, *"This is done to ensure that the feedback is delivered periodically so that staff can make changes should they need to."* While the other Manager said, *"to ensure that they will be given enough time to be mentored."*

Question 3: How and when do you inform the teachers about the parameters of the evaluation?

Both Managers gave an answer indicating that teachers are always informed about the parameters of the evaluation. One said, *"Quarterly. However feedback is provided regularly to staff."* While the other one said, *"through meeting asap."*

Question 4: How do you choose/decide about the evaluation parameters?

Both Managers mentioned the evaluation parameters are created based on teachers' responsibilities. As one of the Managers stated that *"We identify ideal benchmarks for the position and create parameters around them."* And the other one said, *"As per their job role."*

Question 5: Do teachers get the chance to write about their performance in the evaluation? How?

Both Managers mentioned that teachers get the chance to write about their performance through the self-evaluation.

Question 6: Do you think that self-evaluation is an essential element in teacher evaluation? Why?

Both Managers thinks that self-evaluation is an essential element in teacher evaluation and one of the Managers mentioned that *"it creates opportunities for the staff to be self reflective which can be important."*

Question 7: Do teachers get the scores only, or they also get comments on each of the parameters? Why?

The answers given by both Managers indicated that comments are provided to the teachers with the scores for each parameter. Regarding the reason behind it, one of the Managers

stated that *"We find that it's fair to provide commentary regarding the justification for the scoring."*

Question 8: Do teachers get any feedback regarding their performance? If yes, then who is providing it and how?

Both Managers said that feedback is provided to teachers by their immediate supervisor/ Reporting Officer.

Question 9: Do you think the evaluation is helping teachers set goals for improving their teaching skills? Why?

Both Managers think the evaluation is helping teachers set goals for improving their teaching skills. As of why they think so, one of the Managers said, *"it makes them aware of both expectations and benchmarks they need to achieve."* While the other Manager said, *"as they perform well compare to the first evaluation."*

Question 10: How do you rate the usefulness of teachers' evaluations in relation to their performance improvement? *(Example: Very useful- Somehow useful- Neutral- Not at all useful)* **Why?**

One of the Managers thinks it is useful while the other Manager thinks it is very useful, stating that *"it's a tool utilized to assess their abilities to work with our learners."*

Question 11: Do you think the performance evaluation process at your work needs to be changed/improved? If yes, then Why and How?

One of the Managers thinks that *"It seems to be working well overall"*. While the other one think it need to be changed/improved.

Question 12: Do you think there are any other ways to improve teachers' performance rather than teacher evaluation? What and Why?

One of the Managers thinks that there is another way to improve teachers' performance rather than teacher evaluation and said that *"Immediate feedback is critical. The flaw of the performance evaluation is that it takes too long to provide feedback. Providing feedback consistently and immediately is critical."* While the other Manager think *"Its a major percentage"*

4.2.2 Interview

The interview consisted of 19 questions. The researcher asked the interviewees at the end of the interview if they have any additional comments, and both gave comments. Only two interviews were conducted, the first with the manager, and the second was with the supervisor. They are the ones directly responsible for conducting the teachers' performance evaluation. The data which were collected from these interviews were analyzed using the content analysis technique. The interview questions are presented below with the results and followed by tables displaying all the interviewees' responses, along with categories that were specified based on the conducted analysis.

Question 1: Do you think that teacher performance evaluation is useful for teachers? and why?

Both interviewees think that teacher performance evaluation is useful. They both mentioned that it helps teachers improve their performance. The comments they gave were positive, as shown in Table 13.

Table 1. Interviews Responses on Question 1

Category	#	%	Responses
Yes	2	100%	Yes, it helps teachers know what they are doing well and what areas they have to improve. I also believe that every position needs to have a performance evaluation.
			It will remind, or it will reflect their performance about the whole year.
No	0	0%	

Question 2: What is the main purpose the teacher performance evaluation?

Both interviewees think the purpose of teacher evaluation is to improve teachers' performance. As shown in Table 14, the manager thinks it gives the teachers a platform to improve their performance, and the supervisor thinks it helps the management guide the teachers and helps the teachers as well in self-reflection to do better in the future.

Table 2. Interviews Responses on Question 2

Category	#	%	Responses
Improvement	2	100%	As I mentioned in the previous question, it gives a platform for teachers to improve their performance.
			For me, the main purpose is for both sides, like for the management and the teachers. Like for the management, we will be able to guide the teachers and also to remind the teachers in this way, and for the teachers, they will be able also to reflect on themselves, and it will help them to do better next time.
Other	0	0%	

Question 3: For how many years you have been working as a manager/supervisor?

The number of years of experience differed between the manager and the supervisor. The manager has seven years of experience while the supervisor has only two years of experience, as shown in Table 15.

Table 3. Interviews Responses on Question 3

Category	#	%	Responses
More than 5 years	1	50%	I started in 2014, so this my seventh academic year.
Less than 5 years	1	50%	More than two years now

Question 4: How many teachers you are evaluating at your current workplace?

Based on the interviewees' answers, the total number of teachers they evaluate is around 30 teachers, as shown in Table 16.

Table 4. Interviews Responses on Question 4

Category	#	%	Responses
Around 30 teachers	2	100%	30 teachers
			31-32 teachers
Less than 30 teachers	0	0%	

Question 5: How often the performance evaluation is conducted at your workplace during one academic year? and why?

Based on the interviewees' answers, the evaluation is conducted quarterly at their organization, which means 3 times per academic year. They both think it creates a better chance for improvement because teachers will try to get better each time. The detailed answers are presented in Table 17.

Table 5. Interviews Responses on Question 5

Category	#	%	Responses
Quarterly	2	100%	• Termly • Term performances good rather than yearly performance, as per my opinion, because it gives me time to understand how I am doing. If I need to improve on, I will get enough time to proceed with it rather than annual data. • The yearly performance gives consolidated data. It is like either you fail or pass, so you do not have kind of prerequisite, or red flag if someone wants to improve, they will get the red flag from their supervisor or vice versa. • If you look at it from a positive way also, the consistent reinforcement they will get from their supervisor will show a much better performance in the next term or future. • As a manager, it is also easy for us to take down the data rather than keep consolidated year data. Term wise, it is naturally easy to work, you are rating the candidate one on one in a closed-door meeting, so it is easier they are getting to know what their performance on all the variables is and can improve upon in a short course. Three times, For me, it is better for three times because for example, if in the first term the performance of the teacher is not that good so the teacher will be able to reflect themselves, and for me, it will also help for the management to know how to help the teachers to do better.
Semiannually	0	0%	
Annually	0	0%	

Question 6: Do you inform the teachers about the parameters of the evaluation beforehand? and when?

Based on the interviewees' answers, teachers are informed about the evaluation parameters before each evaluation which means quarterly. The answers are displayed in Table 18.

Table 6. Interviews Responses on Question 6

Category	#	%	Responses
Quarterly	2	100%	Of course, yes, we do always have a very black and white sheet of evaluation, so they have been taught multiple times at least three times individually of all the parameters and they know based on what they will be evaluated. Yes, and they also have their self-evaluation. We inform them to start the self-evaluation one week before the evaluation. About the parameters, we inform them of the start of the school academic year.
Semiannually	0	0%	
Annually	0	0%	

Question 7: Are the evaluation parameters covering most of the work done by the teachers?

Both interviewees agreed that evaluation parameters are covering most of the work done by the teachers. The manager added that it is developed based on the Job Description. Detailed answers are displayed in Table 19.

Table 7. Interviews Responses on Question 7

Category	#	%	Responses
Yes	2	100%	Yes, we refer back to their Job Description. Whenever we develop the Key Performance Indicators (KPI) of the entire performance evaluation, we look into the Job Description first. As per my understanding; no area should be neglected whatever they do from punch in to punch out should all be included in the Key Performance Indicators (KPI) so that it completely discovered. Most of their duties and responsibilities inside the classroom.
No	0	0%	

Question 8: If the existing parameters were not required as a part of teachers' evaluation, would they still do it anyway? and why?

Both interviewees think the answer to this question depends on the teacher's perspective. Some teachers will do their work anyway, while others will not. The detailed answers are displayed in Table 20.

Table 8. Interviews Responses on Question 8

Category	#	%	Responses
Depends on the situation	2	100%	That is very subjective because it is opinion wise. For example, a candidate can think this is ridiculous; this is not associated with my performance. For example, there are parameters as a manager we put probably like flexibility; there are many parameters we put. As a manager, we look into a different angle or indirectly affect the organization or the atmosphere. It depends on the candidate; sometimes, they may feel it is not being included or over included. That kind of bias will come up at times; they will be saying this over, I am not supposed to be evaluated on this, this and this parameter, and sometimes they can think they are doing much more which has not been included. We tried our best to include all technical and non-technical aspects that can directly and indirectly affect the organization's growth. Whatever way possible, we tried to cover the whole umbrella to put together a candidate goal and institution goal. As human nature, some will do it, and some won't like to do it. Because some teachers are open to any feedback, comments, and how to improve themselves, but others are defensive. They try to think that evaluation is only for rating and because the management asks them to do it.
Other	0	0%	

Question 9: Do teachers get the chance to write points about their performance in the evaluation?

Based on the interviewees' answers, teachers get the chance to write points about their performance in the evaluation. The detailed answers are displayed in Table 21.

Table 9. Interviews Responses on Question 9

Category	#	%	Responses
Yes	2	100%	Yes, in our organization, we have always been giving them a chance to voice their concerns out, so in the ERP system, they can still write whatever they have done; their Glows and Grows. If they want to voice out, they have an opinion they can put their concerns. Yes
No	0	0%	

Question 10: Do teachers get the chance to discuss with you before the evaluation?

Based on the interviewees' answers, teachers get the chance to discuss with them before the evaluation. The detailed answers are displayed in Table 22.

Table 10. Interviews Responses on Question 10

Category	#	%	Responses
Yes	2	100%	Yes, this also very good in our organization; we always make sure we sit for a pre and post-evaluation process, which gives the process more authenticity. Yes
No	0	0%	

Question 11: Do you only give the score to teachers or you give comments on each of the parameters?

Based on the interviewees' answers, scores and comments are both written on the teachers' evaluation. The detailed answers are displayed in Table 23.

Table 11. Interviews Responses on Question 11

Category	#	%	Responses
Score	0	0%	
Comments	0	0%	
Score & Comments	2	100%	Yes, we do give the comments; they should also be some justifications. The supervisors keep excellent data on it, so it is pretty easy to keep excellent explanations for each parameter. Both we are writing the rate as well as the comments. We have justifications how why they got the rating, For example, if 5 why it is 5, If 4 why it is 4, we have all those justifications.

Question 12: Do you give any feedback to teachers regarding their performance?

Based on the interviewees' answers, feedback is given to the teachers. The manager added that it is shared with the teachers during the performance evaluation meetings. The detailed answers are displayed in Table 24.

Table 12. Interviews Responses on Question 12

Category	#	%	Responses
Yes	2	100%	Yes, whatever we write we explain as a team each time for each parameter when we sit for the post-performance evaluation individual meeting, and how to improve upon that also it has been explained. Yes, absolutely we are giving feedback
No	0	0%	

Question 13: How do you give feedback to teachers regarding their performance?

Both interviewees mentioned that it is given in both ways, verbally and written. The supervisor added that feedback is also given in other different situations. The detailed answers are displayed in Table 25.

Table 13. Interviews Responses on Question 13

Category	#	%	Responses
Verbally and Written	2	100%	Verbally and Written and if teachers ask for a report, that is an option depending on the criteria; if they ask for a written report, we give it to them. It through verbal and we also have a daily report, so we are also responding to their daily report. We also have our groups in Microsoft Teams by class, so we give feedback to the teachers like how they are doing for that day, very specific what they are doing.
Verbally Only	0	0%	
Written Only	0	0%	

Question 14: Do you notice any improvement in teachers performance related to your feedback?

Both interviewees said that they noticed improvements in teachers' performance, but it also depends on the teacher. The detailed answers are displayed in Table 26.

Table 14. Interviews Responses on Question 14

Category	#	%	Responses
Yes	2	100%	Yes, but it depends on the candidate's attitude and how they look into the whole matter. There will be a candidate who takes it to a personal level. So, it misleads or develops an unprofessional or unethical situation. Overall, if you look at the whole matter, some candidates improved tremendously after being a low scorer.
			For me, Yes. Because I feel the teachers are encouraged by our feedback. Sometimes, it depends also on the teacher because some teachers are very grateful to hear those feedback, but some teachers just like usual to them they knew what they are doing.
No	0	0%	

Question 15: Do teachers come to you to discuss about issues related to any difficulties that they are facing like: curriculum component, instruction, or assessment, etc.?

Both interviewees said that teachers come to them to discuss about issues related to any difficulties they are facing. The detailed answers are displayed in Table 27.

Table 15. Interviews Responses on Question 15

Category	#	%	Responses
Yes	2	100%	Yes, any time they are most welcomed to meet our management team so it could be technical issues or non-technical issues.
			Yes, they come to us to ask from the assessment to the curriculum how to do it, and we were also asking what they need, and sometimes they ask if they need a training individual or by class, for example, in one class we have two teachers so we can talk inside the class.
No	0	0%	

Question 16: Do you think that the evaluation is helping teachers to set some goals to help them to improve their teaching skills?

Both interviewees agreed the evaluation is helping teachers to set some goals to improve their teaching skills. The detailed answers are displayed in Table 28.

Table 16. Interviews Responses on Question 16

Category	#	%	Responses
Yes	2	100%	Yes, of course, because all the technical parameters are depicted, and teachers know what is expected, the candidate will improve if he is serious enough and get enough guidance. Some candidates have been doing it as well.
			Yes, it somehow reminds them this is my goal for this school year, and it will also give them encouragement about what they were doing.
No	0	0%	

Question 17: How do you rate the usefulness of teachers' evaluation in relation to their performance improvement?

Both interviewees find the evaluation very useful. The manager finds it Essential for improvement. The detailed answers are displayed in Table 29.

Table 17. Interviews Responses on Question 17

Category	#	%	Responses
Very useful	2	100%	I will go for 10 out of 10 Essentiality. As a professional, I should know where I am going to reach. Performance evaluation is a critical thing that gives an idea of exactly how best the person is doing and areas of improvement. Based on my understanding, it has to be done. So definitely, it is very, very useful. It is very useful
Not useful	0	0%	

Question 18: Do you feel that the performance evaluation process at your work needs to be modified? and Why?

The manager is satisfied with the current process, and only a little more positive feedback is needed. The supervisor mentioned that they will be asking the teachers about their suggestion regarding the parameters. The detailed answers are displayed in Table 30.

Table 18. Interviews Responses on Question 18

Category	#	%	Responses
Positive	1	50%	I would say I am quite happy with whatever is happening now because I have seen the improvement of many of the teachers, but there is a candidate who looks at it as attitude. Overall, I can say little more positive feedback is required sometimes to enhance the performance. I feel like all of us seek a lot of attention. Hence, if we give more individualized positive feedback, perhaps, it will provide more improved performance. So this is the only area I think we should add into; otherwise, whatever was happening, I am quite happy about it and quite confident it takes more into positive direction rather than giving more stress that is my understanding of the whole process.
Suggest	1	50%	For example, this time, we will ask the teachers about the parameters if they have something to suggest or add regarding the parameters.

Question 19: Do you think there are any other ways to improve teachers' performance?

If the performance evaluation program is overlooked, and teachers only get verbal feedback on day-to-day activity, this will affect the documentation process, which is very important. The supervisor thinks that monthly awarding will be helpful. The detailed answers are displayed in Table 31.

Table 19. Interviews Responses on Question 19

Category	#	%	Responses
Documentation	1	50%	You can overlook of the whole performance evaluation program and you can keep on saying there day to day activity based on that like what is bad but that gives very individualized but as per me is not matched quantified data even when we are evaluating someone I should have a quantified data how many times they have done on particular parameter for example if I am talking about assessment okay I have done this many assessments were this many corrections were needed so I have got that data so it have been documented so end of the term I will not forget so I feel yes this is required rather just verbally you meet someone and say you have done a tremendous job until documentation is done and there is an authenticity on it I feel it is not enough for any organization to proceed for like some certification is required or some documentation is required day end when I am getting a score a result or mark sheet it is more authentic rather my supervisor is meeting me and just saying WOW wonderful it is a great job and next time you don't do it is more verbal. I am not saying verbally doesn't impact it, but to put more weightage on it, I feel it is better if we document.
Awarding	1	50%	To give them monthly awarding, like the month's employee teacher evaluation and the teachers' specific skill, we need to provide credits for what they did for the school on that month.

Question 20: Additional Comment:

When given a chance to give additional comments, the manager said that teachers' attitudes affect how they view the performance evaluation and emphasized quantitative data importance. The supervisor said that self-evaluation is important in teacher evaluation. The detailed answers are displayed in Table 32.

Table 20. Interviews Responses on Question 20

Category	#	%	Responses
Quantify	1	50%	It is your attitude how you look at it since it is, for example, 5 points rating scale at times. Some people may say this again subjective because my manager sees me negatively, so she has been scoring me negatively. Our team has kept a very fair evaluation scheme where everything is documented. Everything has been transparent to the team; there is nothing hidden that I will look at it differently, or you will look at it differently like it is not about the personal relationship. It is much beyond that, so if you have done it, no matter what, you will be scored well; and if not, even though I have a sincere relationship with you, it will show on the mark. Though I said it is a five-point rating scale, we still have an option to quantify this data as data can always be quantified.
Self-Evaluation	1	50%	Teachers self-evaluation is important in teacher evaluation

4.2.3 Teachers Survey

Teachers' Survey consisted of 21 questions. Most of the questions were closed-ended questions, but 3 of them were open-ended questions: question number 17, 20, and 21. The Teachers' Survey was sent to 20 teachers. The results and the pie charts were automatically made for the closed-ended questions through Microsoft Forms. While the results of the open-ended questions were analyzed by the researcher using content analysis.

Question 1: Do you think that teacher performance evaluation is useful for teachers?
The majority (85%) of participants find the teacher performance evaluation useful, as 55% agree, and 30% strongly agree. While only 10% disagree, and 5% chose neutral, as illustrated in Figure 3.

● Strongly Disagree	0
● Disagree	2
● Neutral	1
● Agree	11
● Strongly Agree	6
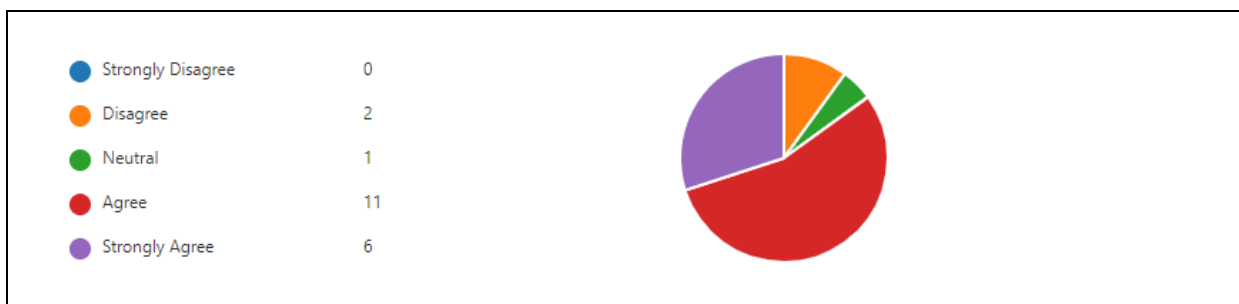
Figure 3. Teachers Survey Responses on Question 1

Question 2: What do you think is the main purpose of the evaluation?
60% of participants think the main two purposes of the evaluation are: to make judgments about teacher quality and improve teachers' performance. 35% of the participants believe it is only to improve teachers' performance, and 5% think it is to judge teacher quality, as shown in Figure 4.

● To make judgments about tea...	1
● To improve teachers' perform...	7
● To make judgments about tea...	12

Figure 4. Teachers Survey Responses on Question 2

Question 3: For how many years you have been working at your current workplace?

The participants' years of experience vary as 40% have 2 to 3 years, 25% are working for more than 5 years, 20% have 4 to 5 years, and 15% have one year or less, as presented in Figure 5.
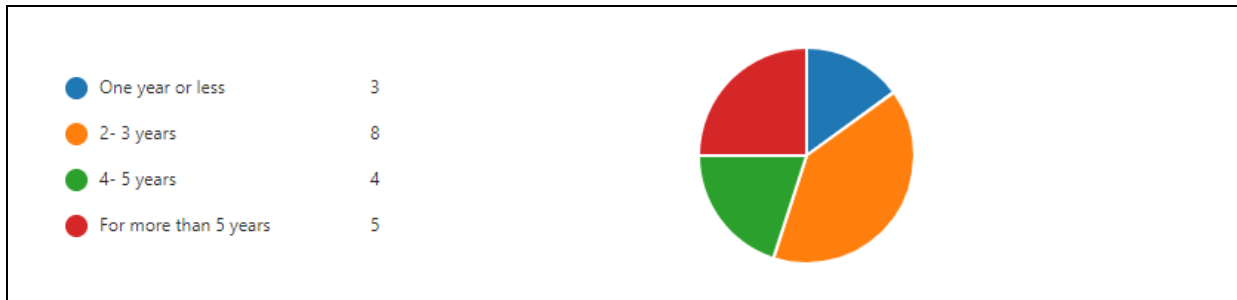
Figure 5. Teachers Survey Responses on Question 3

Question 4: How many times you have been evaluated at your current workplace?

Participants went through the evaluation process many times since they joined their current workplace. Data reflects that 60% were evaluated for 2 to 3 times, 20% were evaluated 4 to 6 times, 20% were evaluated for More than 6 times, and 0% one time, as displayed in Figure 6.
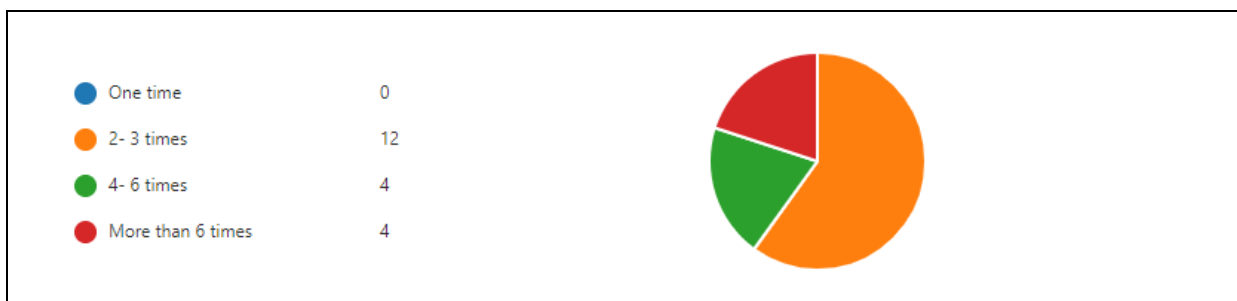
Figure 6. Teachers Survey Responses on Question 4

Question 5: How often the performance evaluation is conducted at your workplace during one academic year?

80% of the participants said evaluation is conducted thrice per year at their workplace, 20% said twice, and 0% said once, as demonstrated in Figure 7.

Figure 7. Teachers Survey Responses on Question 5

Question 6: Were you informed about the parameters of the evaluation beforehand?

Most of the participants (55%) chose "often" for been informed about the parameters of the evaluation beforehand, 25% "sometimes", 15% "Neutral", and 5% "rarely". None of the participants chose "Not at all", as illustrated in Figure 8.
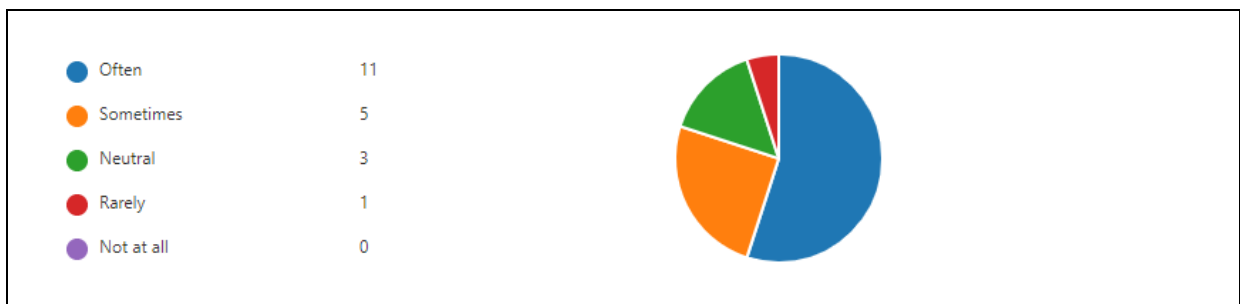
Figure 8. Teachers Survey Responses on Question 6

Question 7: Do you feel the parameters mentioned in the evaluation are mostly covering the work done by the teachers?

The majority (65%) of participants feel the evaluation parameters are mostly covering the work done by the teachers, 60% Agree, and 5% Strongly Agree. 25% of the participants chose "Neutral'. On the other hand, 10% Disagree, and no one chose "Strongly Disagree", as shown in Figure 9.
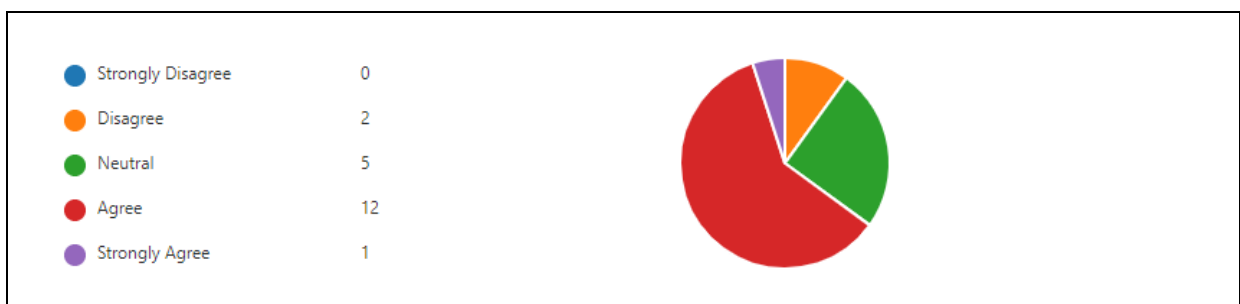
Figure 9. Teachers Survey Responses on Question 7

Question 8: If the existing parameters were not required as a part of your evaluation, would you do it anyway?

40% of participants think they will do the tasks even if it was not mentioned in the evaluation, 35% Agree, and 5% Strongly Agree, while 40% of them chose "Neutral'. On the other hand, 20% Disagree, and no one chose "Strongly Disagree", as presented in Figure 10.
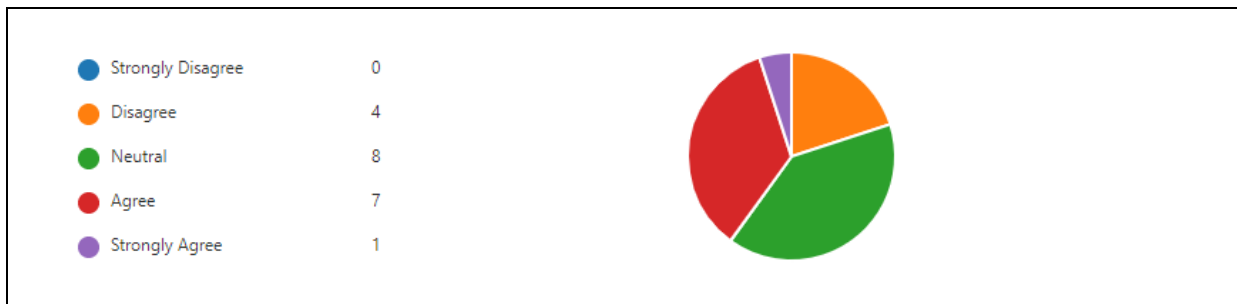
Figure 10. Teachers Survey Responses on Question 8

Question 9: Do you get the chance to write points about your performance in the evaluation?

65%, the majority of the participants chose that they are often getting the chance to write points about their performance evaluation. 30% chose "Sometimes," and 5% chose "Neutral" while nobody chose "Rarely" or "Not at all", as displayed in Figure 11.
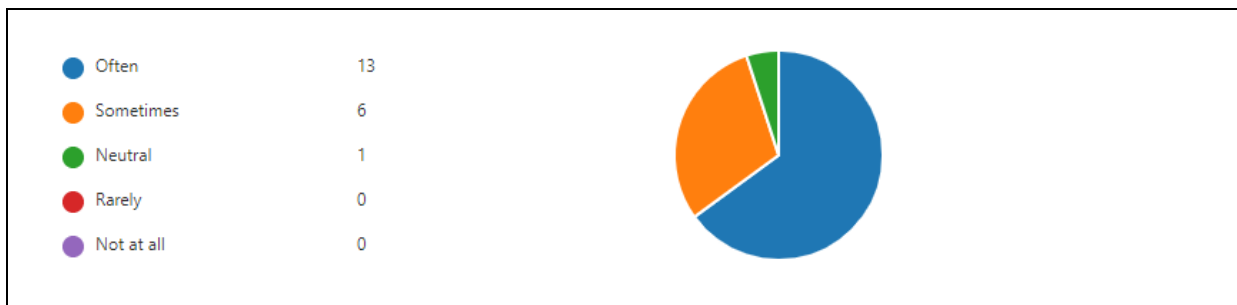
Figure 11. Teachers Survey Responses on Question 9

Question 10: Do you get the chance to discuss with supervisors before receiving your evaluation?

Most of the participants (40%) say that they sometimes get the chance to discuss with supervisors before receiving their evaluation, and 30% say "Often" while 10% chose "Rarely" and 15% chose "Not at all". 5% of the participants chose "Neutral", as demonstrated in Figure 12.
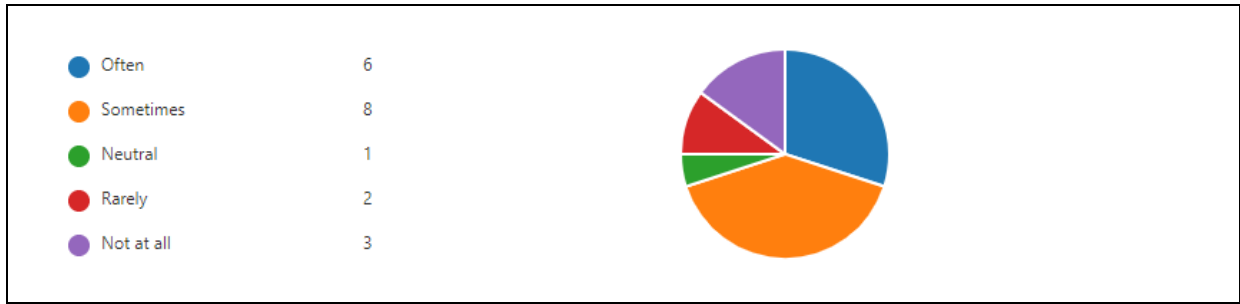
Figure 12. Teachers Survey Responses on Question 10

Question 11: Do you only get the score or you get to see comments on each of the parameters?

85% of the participants say that they get both Scores and Comments on each of the evaluation parameters, while 15% say that they only get the Scores. Nobody chose Comments only, as illustrated in Figure 13.

Figure 13. Teachers Survey Responses on Question 11

Question 12: Do you get any feedback related to your performance from the supervisor?

55% of the participants say they sometimes get feedback related to their performance from the supervisor, and 40% say they get it often, while 5% chose Neutral. Nobody chose "Rarely" or "Not at all", as shown in Figure 14.
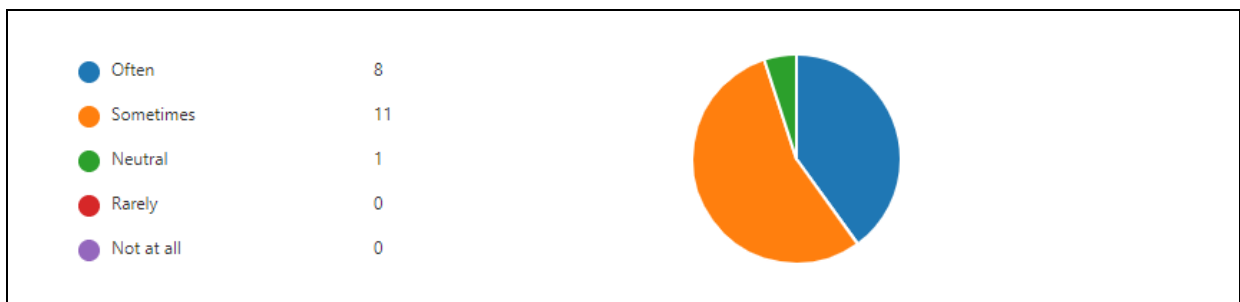
Figure 14. Teachers Survey Responses on Question 12

Question 13: How do you get the feedback related to your performance?

55% of the participants say they get the feedback related to their performance verbally in a meeting and written in their performance evaluation. 25% say they get it written in their performance evaluation and 20% say they get it verbally in a meeting. Nobody chose "I don't get any feedback", as presented in Figure 15.

Figure 15. Teachers Survey Responses on Question 13

Question 14: Do you find the feedback that you get regarding your performance helpful in improving your performance?

The majority (70%) of the participants find the feedback they get regarding their performance helpful in improving their performance, 60% of them agree, and 10% Strongly Agree. 25% of the participants chose "Neutral", and 5% Disagree, while nobody chose Strongly Disagree, as displayed in Figure 16.
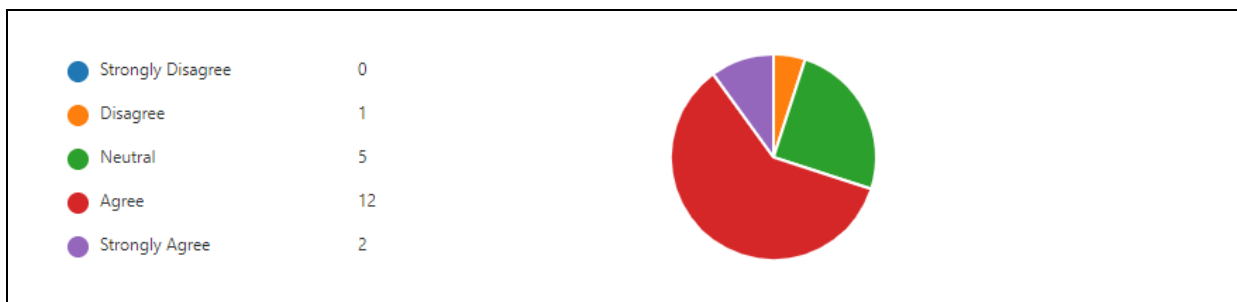
Figure 16. Teachers Survey Responses on Question 14

Question 15: If you were struggling with a component of curriculum, instruction, or assessment, would you ask the supervisor?

90% of the participants say they most probably ask the supervisor if they struggle with a component of curriculum, instruction, or assessment, and only 10% say they most probably not, as demonstrated in Figure 17.
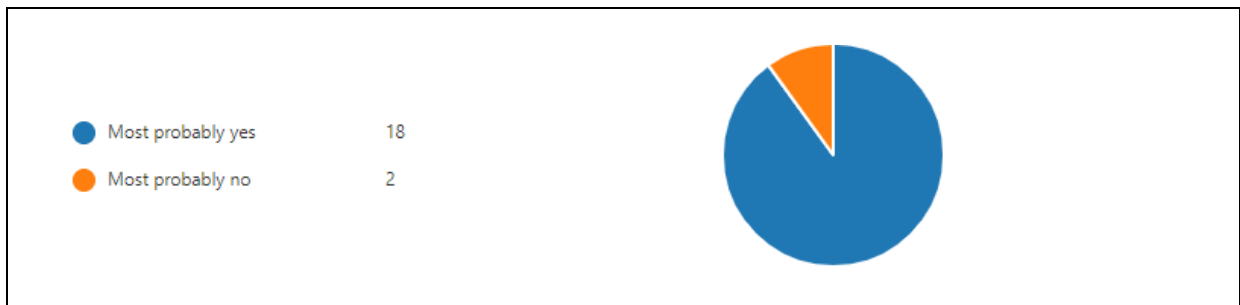
Figure 17. Teachers Survey Responses on Question 15

Question 16: Do you feel that evaluation helped you set some goals to improve your teaching skills?

75% of the participants feel that evaluation helped them set some goals to improve their teaching skills 55% of them Agree, and 20% strongly Agree. 15% chose "Neutral" and 10% Disagree. Nobody chose "Strongly Disagree", as illustrated in Figure 18.
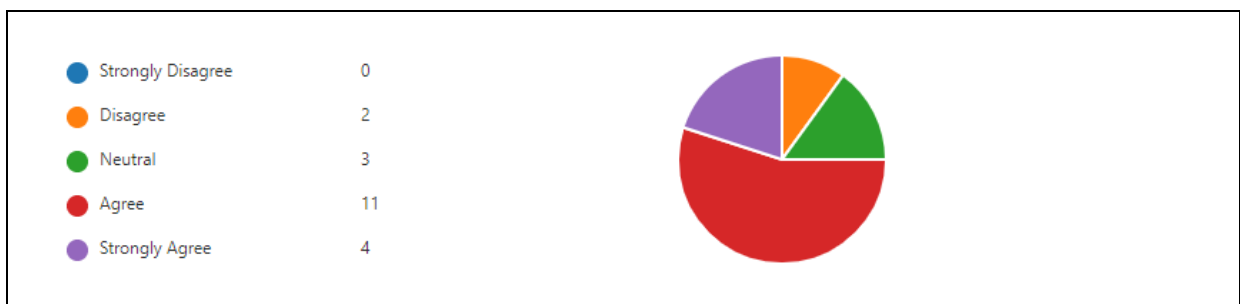
Figure 18. Teachers Survey Responses on Question 16

Question 17: If you "Agree" or "Strongly Agree" IN QUESTION 16, please Specify the reasons

Most of the participants (60%) think the evaluation guided them in setting their goals, 25% of them gave a neutral answer, 10% think that feedback is what helped them to set their goals and 5% which is only one participant said Communicate to the parents. The detailed answers are displayed in Table 33.

Table 21. Teachers Responses on Question 17

Category	#	%	Responses
Feedbacks	2	10%	1. Being an educator is something that requires a lifelong learning and every day is a learning process so receiving feedbacks from someone helps me to improve and work more on my weakness. 2. Getting feedback and constructive criticism definitely helps me a lot in improving my craft. I believe in growth mindset. And the studies related to teaching and education is evolving. We need to get help from the experts.
Guidance	12	60%	1. Actually it's help and helps a lot, in this evaluation so I can rate myself, and see where is my weakness, to work on myself better and better. 2. Some of the parameters relates to the teaching skills. 3. I agree that still some strategies I need to learn from the others and it helps me to improve myself in the field of teaching. 4. After evaluations, we are discussing along with supervisors and they are pointing some areas which are needed to be improved, and then we are focusing more on that area to improve. 5. Because it's give me some ideas. 6. Yes indeed as we became more aware and alert in the activities which we are doing. 7. To become better and Better 8. Yes, we strive to make our teaching better and achieve goal while basing on those parameters. 9. The evaluation I get, whether good or bad will become my baseline to work hard. 10. Identify and Understand about the area which I can improve. 11. We know the weaknesses and try to strengthen them. 12. When you have an evaluation of your work then you have the desire to do the work in the best way possible.
Communication	1	5%	1. Communicate to the parents
Neutral	5	25%	1. - 2. Each year teaching strategies, curriculum, data taking methods, record keeping everything changes. So it's not possible to set a goal. 3. Agree 4. *** 5. Neutral

Question 18: How do you rate the usefulness of teachers' evaluation in relation to your performance improvement?

For rating the usefulness of teachers' evaluation in relation to performance improvement, 40% of the participants chose "Neutral". 35% of the participants find it "Very useful" and 25% find it "Somehow useful". Nobody chose "Not at all useful".

● Very useful	7
● Somehow useful	5
● Neutral	8
● Not at all useful	0

Figure 19. Teachers Survey Responses on Question 18

Question 19: Do you feel that the performance evaluation process at your work needs to be modified?

50% of the participants chose "Neutral". 45% of the participants feel that the performance evaluation process at their work needs to be modified, 35% of them agree and 10% strongly agree. On the other hand only 5% of the participants disagree and nobody chose "Strongly Disagree".

● Strongly Disagree	0
● Disagree	1
● Neutral	10
● Agree	7
● Strongly Agree	2
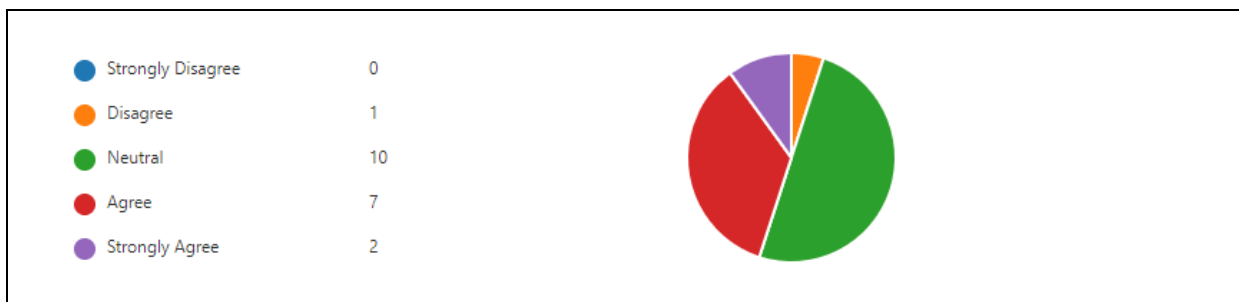
Figure 20. Teachers Survey Responses on Question 19

Question 20: What kind of improvement do you want to see in the performance evaluation in the future?

Most of the participants (75%) suggested having some modifications in the evaluation process, 10% suggested actions to be taken based on the rating and another 10% gave suggestion related to the leadership while 5% suggested Motivation, understanding & listen to the teachers. The detailed answers are displayed in Table 34.

Table 22. Teachers Responses on Question 20

Category	#	%	Responses
Modification in Evaluation	15	75%	1. That also the teachers can give comments and rate the performance of their supervisors not only our performance.
			2. That we can evaluate our supervisors.
			3. Dealing with the parents.
			4. Needed more parameters that help to covers all areas the teacher was doing in the school.
			5. Flexible
			6. Clear understanding of the parameters and supervisors need to be fair with all the teachers.
			7. More precise and valid reasons to justify the score. It shouldn't be biased and hence the score must be put across based upon the observation not only with the certain things but as an overall performance. It shouldn't be judge only by 5 or 10 minutes of observation.
			8. More supervision than just checking our performance in s short time.
			9. Maybe more detailed parameters.
			10. Professional
			11. Take into account the improvement that students are getting, not just the paperwork.
			12. Evaluate teacher
			13. That we cloud evaluation for supervisor.
			14. The follow-up by the supervisors on the work should be continuous, so that it is an accurate and honest evaluation.
			15. If it's more fixable
Consequence	2	10%	1. Keep track with data. Act based on what the data suggests.
			2. After evaluations there should be some reward for those who are getting outstanding remarks. And also evaluation should be fair and evidence based, and supervisor should be fair with all... For example, if I am doing some mistakes should be corrected at the same time instead of noticing mistake and targeting in evaluation. Should be correct at same time and then keep in record.
Motivation	1	5%	1. Motivation, understanding & listen to the teachers.
Leadership	2	10%	1. Leadership
			2. Supervisor should be more friendly and approachable. They should treat everybody as same. Give respect and take respect. That should be the motto among teachers and supervisors. All this will in turn results in the improvement of teachers and also improvement of whole system.

Question 21: Do you think there are any other ways to improve teachers' performance?

Most of the participants (23%) suggested Training, 18% suggested Motivation and another 18% suggested Consequence to be followed the evaluation. 14% suggested Modifications in the process. 9% Good Relationship with their leaders and another 9% thinks that there no other ways to improve teachers' performance. 5% think that there are Many Ways to improve teachers' performance, and another 5% think that leadership can improve teachers' performance. The detailed answers are displayed in Table 35.

Table 23. Teachers Responses on Question 21

Category	#	%	Responses
Many Ways	1	5%	1. Yes there will always be many ways.
Modify process	3	14%	2. Now the way they evaluate us is good and feel it will be fine if just add that we can evaluate our supervisors.
			3. Yes... one of the most crucial is... CONTINUING EDUCATION, adapt the scientific method research based approached
			4. Fairness. When you observe unfair and discrimination at your work place - you will be demotivated to work at all and Set up clear expectations and so on.
Nothing	2	9%	1. No
			2. No
Good Relationship	2	9%	1. Always maintain a good relationship with teachers & supervisors.
			2. With more support, guidance and encouragements. Teachers love their work, with these things added; us teachers are more willing to go the extra mile.
Training	5	23%	1. Yes, Consistency of teachers training.
			2. Training
			3. Training and resources
			4. Continuous training and improvement of their salaries.
			5. Training
Motivation	4	18%	1. Motivation is the key. When person motivated definitely performance will be better. Create motivating organizational system.
			2. Motivation is the key to boost teachers' energy, Burn out counseling if possible individually, cooperation and training to teachers.
			3. Yes. Motivation, support and encouragement from everyone.
			4. Motivation :)
Leadership	1	5%	1. Same answer of Q 20 "Supervisor should be more friendly and approachable. They should treat everybody as same. Give respect and take respect. That should be the motto among teachers and supervisors. All this will in turn result in the improvement of teachers and also improvement of whole system."
Consequence	4	18%	1. Reinforcing teachers appropriate different way.
			2. Yes, should be recommendations, check and balances.
			3. Teacher of the week
			4. That there should be a promotion of those who do their work properly in front of everyone, and that it provides him with advantages that are not available to those whose evaluation is low.

4.3 Discussion

The Discussion focuses on providing answers to the research questions based on the information and data obtained through this research study. "The purpose of the discussion is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights that emerged as a result of your study of the problem" (Annesley 2010 in University of Southern California, 2021). Two questions were directing this research study, which are:

1. Is the evaluation considered effective in improving teachers' performance?

2. What role does supervisory leadership play in improving teachers' performance in light of teachers' performance evaluation?

Each of these questions will be discussed in this section:

Question One: Is the evaluation considered effective in improving teachers' performance?

The results obtained through both surveys and the interviews indicate that evaluation effectively improves teachers' performance. These results support what was previously presented in the literature review in this research study. The indication of teachers' performance evaluation's effectiveness can be seen clearly in the responses to the question about rating the usefulness of teachers' evaluations in relation to improvement in teachers' performance. The question was included in both surveys and was also asked during the interviews. The managers' survey participants and the interviewees all agreed that it is useful, while 60% of the participants in the teachers' survey found it useful. Another question that was only included in the interview and teachers survey was whether they thought the performance evaluation is useful for teachers; 85% of the teachers responded that it is useful. Both interviewees agreed that it is useful. On the other hand, when teachers were asked if they felt the evaluation helped them set some goals to improve their teaching skills, 75% said the evaluation helped them. When this question was directed to the manager and the

supervisor in the interviews, both agreed that it is helpful to the teachers and supported their answers by providing reasons.

Besides, there are some elements associated with the effectiveness of teachers' performance evaluation that is more relevant to the second research question.

Question Two: What role does supervisory leadership play in improving teachers' performance in light of teachers' performance evaluation?

Since this research study's main focus was the effectiveness of teachers' performance evaluation and the supervisory leadership was targeted as part of it, the questions about supervision were indirectly included in the surveys and the interviews. The questions were about the performance evaluation process, giving feedback to teachers, and the communication between teachers and supervisors, which seem to be elements related to teachers' performance evaluation effectiveness and it also part of the supervision process.

The performance evaluation process

Since the performance evaluation process is part of supervisory leadership, the answers to the questions related to the performance evaluation process reflect the role supervisory leadership plays in improving teachers' performance. The results showed that the parameters are chosen based on teachers' responsibilities in the case study organization, making it very much related to teachers' performance and helping them know what is expected from them. Teachers are also informed about it ahead of time to give them the chance to improve their performance; the performance evaluation is also conducted three times a week for the same purpose.

Feedback

Based on the participants' answers, teachers get feedback regarding their performance by their immediate supervisor/manager. Feedback is given in two ways written and verbal. It is not limited to the performance evaluation meeting. It is also given in other situations. The majority of the teachers (70%) find the feedback helpful in improving their performance. Since the literature review's information emphasized the importance of feedback in

improving teachers' performance; its connection to the supervisory leadership role becomes clear.

Communication between teachers and supervisors

The results show that the majority of the teachers (90%) would ask the supervisor if they are struggling with work-related matters. On the other hand, most of them said they get the chance to discuss with the supervisors before the evaluation. This shows the role of the supervision in guiding the teachers.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

With all the efforts made to complete this research study, an insightful conclusion should be provided. The study aimed to find information about the effectiveness of teachers' performance evaluation and the supervision role associated with it. The study was done in one organization using the case study method and based on this the results cannot be generalized.

This research study gave information about teachers' performance evaluation process and explained the importance of the main elements related to it and the role of supervisory leadership. Teachers Training, Observation and Classroom Visits and Feedback were considered as part of the supervisory leadership along with the teachers' performance evaluation. Teachers' performance evaluation process involved some essential components: Parameters, Rating Scale, Self-evaluation, and Performance Evaluation Meeting. It might also include Performance Improvement Plan (PIP) when needed. Documentation was also considered as an important element to ensure that evaluation is based on fair judgment.

It also provided information about the effectiveness of teachers' performance evaluation and explained that it has to build on a strong base and implemented correctly to serve the purpose. The result and discussion parts then supported this information to indicate that teachers' performance evaluation effectively improves teachers' performance and supervision plays an important role in this.

5.2 Recommendations

Further researches that are targeting a larger community are needed for more information about teachers' performance evaluation.

Conducting researches on special education teachers' performance evaluation will be a good contribution to this field because the researches about this topic are limited.

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APPENDIX

ORGANIZATION INFORMED CONSENT

Research Title:

Supervision and the Effectiveness of Teachers Performance Evaluation in a Center for Special Needs a Case Study

Researcher Name: Eman Ahmedani

If you have any questions about this study please send email to: eahmedani@outlook.com

A. PURPOSE AND BACKGROUND

I am conducting a research on the effect of evaluation on teacher's performance. I would like to take your approval for your organization to be the case study for this research. Your approval will help the researcher collect information about the research topic.

B. PROCEDURES

If you give approval for the researcher to conduct this research in your organization, the following will occur:

1) You will sign this form.
2) Consent forms for survey and interview will be sent to teachers and managers involved in performance evaluation process.
3) Survey will be sent to teachers.
4) Interviews will be done with managers involved in performance evaluation process.
5) The interview will be recorded, and a written copy will be produced.
6) The written copy of the interview will be analyzed by the researcher.
7) Access to the written copy of the interview will be limited to the researcher and the research supervisor.
8) The actual voice recording will be deleted once they have been typed up.

C. RISKS

There are no anticipated risks or discomforts related to this research. The researcher, however, will provide you with the name and telephone number of the university.

D. CONFIDENTIALITY

The records from this study will be kept as confidential as possible. No organization or individual identities will be used in any reports or publications resulting from the study. All surveys will be stored separately from any names or other direct identification of participants. Research information will be kept in safe files at all times. Only research personnel will have access to the files and surveys.

E. BENEFITS OF PARTICIPATION

There will be no direct benefit to you from participating in this research study.

F. VOLUNTARY PARTICIPATION

Your decision whether or not to participate in this study is voluntary. If you choose to participate in this study, you can withdraw your consent and discontinue participation at any time.

G. QUESTIONS

If you have any questions about the study, please contact Eman Ahmedani by sending email to: eahmedani@outlook.com

You can also contact The British University in Dubai with any questions about the rights of research participants or research related concerns. Tel: +971 4 279 1400. Email: info@buid.ac.ae

CONSENT TO FACILITATE RESEARCH

- I understand that even if I agree to help now, I can withdraw at any time without any consequences of any kind.

- I have had the purpose and nature of the study explained to me in writing, and I have had the opportunity to ask questions about the study.

- I understand that I will help by giving consent to collect data related to the study via questionnaires and interviews.

- I understand that all data collected in this study is confidential and anonymous.

- I understand that I am free to contact any of the research people to seek further clarification and information.

Signature of the Organization	**Date**

Signature of the Researcher	**Date**

INFORMED CONSENT FORM

Research Title:

Supervision and the Effectiveness of Teachers Performance Evaluation in a Center for Special Needs a Case Study

Researcher Name: Eman Ahmedani

If you have any questions about this study, please send an email to eahmedani@outlook.com

H. PURPOSE AND BACKGROUND

Eman is conducting research on the effect of evaluation on teachers' performance. The purpose of your participation in this research is to help the researcher collect information about the research topic.

I. PROCEDURES

If you agree to participate in this research study, the following will occur:

1) You will sign this form
2) The link will be sent to you to fill up an online survey.

J. RISKS

There are no anticipated risks or discomforts related to this research. However, the researcher can give you the name and telephone number of the university if you wish this information.

K. CONFIDENTIALITY

The records from this study will be kept as confidential as possible. No individual identities will be used in any reports or publications resulting from the study. All surveys will be stored separately from any names or other direct identification of participants. Research information will be kept in safe files at all times. Only research personnel will have access to files and surveys.

L. BENEFITS OF PARTICIPATION

There will be no direct benefit to you from participating in this research study.

M. VOLUNTARY PARTICIPATION

Your decision whether or not to participate in this study is voluntary. If you choose to participate in this study, you can withdraw your consent and discontinue participation at any time.

N. QUESTIONS

If you have any questions about the study, please contact Eman Ahmedani by sending an email to eahmedani@outlook.com

You can also contact The British University in Dubai with any questions about research participants' rights or research-related concerns. Tel: +971 4 279 1400. Email: info@buid.ac.ae

CONSENT

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN A RESEARCH STUDY. YOUR SIGNATURE BELOW INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE IN THE STUDY AFTER READING ALL OF THE INFORMATION ABOVE AND YOU UNDERSTAND THE INFORMATION IN THIS FORM, HAVE HAD ANY QUESTIONS ANSWERED AND HAVE RECEIVED A COPY OF THIS FORM FOR YOU TO KEEP.

Printed Name

Signature of participant   **Date**

Signature of researcher   **Date**

<div style="border:1px solid black; text-align:center;">

Interview Consent Form

</div>

Research Title:
Supervision and the Effectiveness of Teachers Performance Evaluation in a Center for Special Needs
A Case Study

Researcher Name: Eman Ahmedani

The interview will take about 30 minutes. I do not anticipate that there are any risks associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

If you require any information about this study, please send email to: eahmedani@outlook.com

You can also contact The British University in Dubai with any questions about the rights of research participants or research related concerns. Tel: +971 4 279 1400. Email: info@buid.ac.ae

Thank you for agreeing to be interviewed as part of the above research project.

This consent form is necessary to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you, therefore, read the information on this paper and then sign this form to certify that you approve the following:

- The interview will be recorded, and a written copy will be produced.

- You will be sent the written copy and given the opportunity to correct any factual errors.
- The written copy of the interview will be analyzed by the researcher.

- Access to the written copy of the interview will be limited to the researcher and the research supervisor.

- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

- The actual voice recording will be deleted once they have been typed up.

- Any variation of the conditions above will only occur with your approval.

CONSENT

By signing this form, I agree that:

- The researchers may publish documents that contain quotations by me if my name is not published.

- All or part of the content of your interview may be used in the research.

- I am voluntarily taking part in this project. I understand that I don't have to take part, and I can stop the interview at any time.

- The written copy of the interview or extracts from it may be used as described above.

- I have read the Information sheet.

- I don't expect to receive any benefit or payment for my participation.

- I can request a written copy of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality.

- I have been able to ask any questions I might have, and I understand that I am free to contact the researcher with any questions I may have in the future.

Printed Name

Signature of participant   **Date**

Signature of researcher   **Date**

INFORMED CONSENT FORM

Research Title:

Supervision and the Effectiveness of Teachers Performance Evaluation in a Center for Special Needs a Case Study

Researcher Name: Eman Ahmedani

If you have any questions about this study please send email to: eahmedani@outlook.com

O. PURPOSE AND BACKGROUND

Eman is conducting research on the effect of evaluation on teacher's performance. The purpose of your participation in this research is to help the researcher collect information about the research topic.

P. PROCEDURES

If you agree to participate in this research study, the following will occur:

1) You will sign this form
2) Link will be sent to you to fill up an online survey within a week.

Q. RISKS

There are no anticipated risks or discomforts related to this research. The researcher, however, can give you the name and telephone number of the university if you wish this information.

R. CONFIDENTIALITY

The records from this study will be kept as confidential as possible. No individual identities will be used in any reports or publications resulting from the study. All surveys will be stored separately from any names or other direct identification of participants. Research information will be kept in safe files at all times. Only research personnel will have access to the files and surveys.

S. BENEFITS OF PARTICIPATION

There will be no direct benefit to you from participating in this research study.

T. VOLUNTARY PARTICIPATION

Your decision whether or not to participate in this study is voluntary. If you choose to participate in this study, you can withdraw your consent and discontinue participation at any time.

U. QUESTIONS

If you have any questions about the study, please contact Eman Ahmedani by sending email to: eahmedani@outlook.com

You can also contact The British University in Dubai with any questions about the rights of research participants or research related concerns. Tel: +971 4 279 1400. Email: info@buid.ac.ae

CONSENT

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE IN A RESEARCH STUDY. YOUR SIGNATURE BELOW INDICATES THAT YOU HAVE DECIDED TO PARTICIPATE IN THE STUDY AFTER READING ALL OF THE INFORMATION ABOVE AND YOU UNDERSTAND THE INFORMATION IN THIS FORM, HAVE HAD ANY QUESTIONS ANSWERED AND HAVE RECEIVED A COPY OF THIS FORM FOR YOU TO KEEP.

Printed Name

Signature of participant   **Date**

Signature of researcher   **Date**

SURVEY FOR MANAGERS

Privacy Statement

Please take a few minutes to complete this survey. Participants are meant to be anonymous. All information will be kept confidential. Any concerns can be communicated to eahmedani@outlook.com

Thank you for your time and cooperation.

1. **What is the main purpose of conducting teachers' performance evaluations at your workplace?**
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……

2. **How often is the performance evaluation conducted at your workplace during one academic year? Why?**

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………………………………………………………………………………………………………

3. **How and when do you inform the teachers about the parameters of the evaluation?**

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………………………………………………………………………………………………………

4. **How do you choose/decide about the evaluation parameters?**

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……

5. **Do teachers get the chance to write about their performance in the evaluation? How?**

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………………………………………………………………………………………………………

6. **Do you think that self-evaluation is an essential element in teacher evaluation? Why?**

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……

7. **Do teachers get the scores only, or they also get comments on each of the parameters? Why?**

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……

8. **Do teachers get any feedback regarding their performance? If yes, then who is providing it and how?**

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……

9. **Do you think the evaluation is helping teachers set goals for improving their teaching skills? Why?**

……
……
……
……

10. **How do you rate the usefulness of teachers' evaluations in relation to their performance improvement?** *(**Example:** Very useful- Somehow useful- Neutral- Not at all useful)* **Why?**

……
……
……
……

11. **Do you think the performance evaluation process at your work needs to be changed/improved? If yes, then Why and How?**

……
……
……
……

12. **Do you think there are any other ways to improve teachers' performance rather than teacher evaluation? What and Why?**

……
……
……
……

Questions:

1. Do you think that teacher performance evaluation is useful for teachers? and why?

2. What is the main purpose the teacher performance evaluation?

3. For how many years you have been working as a manager/supervisor?

4. How many teachers you are evaluating at your current workplace?

5. How often the performance evaluation is conducted at your workplace during one academic year? and why?

6. Do you inform the teachers about the parameters of the evaluation beforehand? and when?

7. Are the evaluation parameters covering most of the work done by the teachers?

8. If the existing parameters were not required as a part of teachers' evaluation, would they still do it anyway? and why?

9. Do teachers get the chance to write points about their performance in the evaluation?

10. Do teachers get the chance to discuss with you before the evaluation?

11. Do you only give the score to teachers or you give comments on each of the parameters?

12. Do you give any feedback to teachers regarding their performance?

13. How do you give feedback to teachers regarding their performance*?(Examples: Verbally in a meeting- Written in the performance evaluation)*

14. Do you notice any improvement in teachers performance related to your feedback?

15. Do teachers come to you to discuss about issues related to any difficulties that they are facing like: curriculum component, instruction, or assessment, etc.?

16. Do you think that the evaluation is helping teachers to set some goals to help them to improve their teaching skills?

17. How do you rate the usefulness of teachers' evaluation in relation to their performance improvement? *(Very useful- Somehow useful- Neutral- Not at all useful)*

18. Do you feel that the performance evaluation process at your work needs to be modified? and Why?

19. Do you think there are any other ways to improve teachers' performance?

TEACHERS SURVEY

1. **Do you think that teacher performance evaluation is useful for teachers?**

    ○ Strongly Disagree

    ○ Disagree

    ○ Neutral

    ○ Agree

    ○ Strongly Agree

2. **What do you think is the main purpose of the evaluation?**

    ○ To make judgments about teacher quality

    ○ To improve teachers' performance

    ○ To make judgments about teacher quality and to improve teachers' performance.

3. **For how many years you have been working at your current workplace?**

    ○ One year or less

    ○ 2- 3 years

    ○ 4- 5 years

    ○ For more than 5 years

4. How many times you have been evaluated at your current workplace?

○ One time

○ 2- 3 times

○ 4- 6 times

○ More than 6 times

5. How often the performance evaluation is conducted at your workplace during one academic year?

○ Once

○ Twice

○ Thrice

6. Were you informed about the parameters of the evaluation beforehand?

○ Often

○ Sometimes

○ Neutral

○ Rarely

○ Not at all

7. Do you feel the parameters mentioned in the evaluation are mostly covering the work done by the teachers?

○ Strongly Disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

8. **If the existing parameters were not required as a part of your evaluation, would you do it anyway?**

    ◯ Strongly Disagree

    ◯ Disagree

    ◯ Neutral

    ◯ Agree

    ◯ Strongly Agree

9. **Do you get the chance to write points about your performance in the evaluation?**

    ◯ Often

    ◯ Sometimes

    ◯ Neutral

    ◯ Rarely

    ◯ Not at all

10. Do you get the chance to discuss with supervisors before receiving your evaluation?

    ◯ Often

    ◯ Sometimes

    ◯ Neutral

    ◯ Rarely

    ◯ Not at all

11. Do you only get the score or you get to see comments on each of the parameters?

    ◯ Scores only

    ◯ Comments only

    ◯ Scores and Comments

12. Do you get any feedback related to your performance from the supervisor?

    ○ Often

    ○ Sometimes

    ○ Neutral

    ○ Rarely

    ○ Not at all

13. How do you get the feedback related to your performance?

    ○ Verbally in a meeting

    ○ Written in my performance evaluation

    ○ Verbally in a meeting and written in my Written in my performance evaluation

    ○ I don't get any feedback

14. Do you find the feedback that you get regarding your performance helpful in improving your performance?

    ○ Strongly Disagree

    ○ Disagree

    ○ Neutral

    ○ Agree

    ○ Strongly Agree

15. If you were struggling with a component of curriculum, instruction, or assessment, would you ask the supervisor?

    ○ Most probably yes

    ○ Most probably no

16. Do you feel that evaluation helped you set some goals to improve your teaching skills?

    ○ Strongly Disagree

    ○ Disagree

    ○ Neutral

    ○ Agree

    ○ Strongly Agree

17. If you "Agree" or "Strongly Agree" IN QUESTION 16, please Specify the reasons

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18. How do you rate the usefulness of teachers' evaluation in relation to your performance improvement?

    ○ Very useful

    ○ Somehow useful

    ○ Neutral

    ○ Not at all useful

19. Do you feel that the performance evaluation process at your work needs to be modified?

    ○ Strongly Disagree

    ○ Disagree

    ○ Neutral

    ○ Agree

    ○ Strongly Agree

20. What kind of improvement do you want to see in the performance evaluation in the future?

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21. Do you think there are any other ways to improve teachers' performance?

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