

# **Exploring Teacher Evaluation Policy: A Critical Document Analysis of Teacher Evaluation Policy in a Private School in Dubai**

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## **Abstract**

Evaluating teaching practices is a fundamental process in any quality education system. It is the assurance of consistency, standard-based, and professional educators' performance, and the guarantee that teachers are all evaluated systematically and fairly. This study is a critical document analysis of teacher evaluation policy in a private school in Dubai. It aims to critique teacher evaluation policy in a private school in Dubai. The study utilized a qualitative approach in which document analysis is implemented in a systematic and thematic manner. The chosen teacher evaluation policy is examined against a rubric developed by the researcher after the extensive and thorough literature review. The study findings highlighted different components a typical teacher evaluation policy should have and suggested areas of improvement in the policy under investigation.

**Keywords:** teacher evaluation, policy analysis, document analysis, quality education

## **1. Introduction**

This section of the paper explores the background of teacher evaluation policies. In addition, it presents the aim of study which is divided into objectives which are structured as research questions. It also discloses the rationale behind the examination of teacher evaluation policy.

### **1.2 Background of Teacher Evaluation**

Teacher evaluation is as old as the schooling system; however, it was more informal and there were no clear policies that targeted it (Bradford & Braaten 2018). They add that traditionally teacher evaluation was mainly in the form of class visits to evaluate teaching practices inside the classroom. Recently, it has been executed systematically in the form of manpower progress since 1964. Education management and policymakers have given attention to teachers, with professionalism and a quality management policy plan as a key mission of this evaluation (UNESCO 2016).

### **1.3 Teacher Evaluation in the United Arab Emirates**

There have been dramatic advancements in different sectors in the United Arab Emirates over the past few years, and the decision-makers know that quality education is a major factor in education reform (O'Sullivan 2016). Moreover, a number of entities have been established by the various authorities in charge to evaluate education quality in public and private institutions in the UAE (MOE 2020).

As teachers are the key players and the actual practitioners in the education field, evaluating their teaching practices is considered the core of education evaluation (Al Maktoum & Al Kaabi 2024). However, inspection frameworks in different educational entities in the United Arab Emirates evaluate teaching and learning in general and do not focus on evaluating individual teachers. These frameworks left evaluating teachers to school principals as this evaluation is to be reflected during the formal inspection cycle (KHDA 2009).

#### **1.4 Aim, Objectives, and Research Questions**

In general, a research aim describes the broad direction the researcher is targeting (Thomas & Hodges 2010). In addition, they distinguish between the research aim and objectives. While the objectives are the detailed topics derived from the research plan's main theme and serve as a method of narrowing the wide scope of the research. The number of research objectives generally ranges between two and three according to the feasibility of achieving them (UNESCO 2016).

This paper aims to critique teacher evaluation policy in a private school in Dubai. To achieve this, two objectives are derived from the main aim: the first objective is to explore literature related to teacher evaluation, and the second objective is to critically examine the evaluation policy under study. These two objectives are structured into two research questions:

- 1- What are the different components teacher evaluation policies should have?

2- How effective is the chosen teacher evaluation policy?

### **1.5 Motivation and Rationale for the Study**

As a newly appointed head of department, the researcher has a major challenge to enhance teaching quality primarily by improving teachers' efficacy. Evaluating the policy of teachers' evaluation is the first step in order to ensure that teachers' follow-up and evaluation is effectively conducted.

## **2. Literature Review**

### **2.1 Overview**

Identifying and critically reviewing research, knowledge, and ideas relevant to teacher evaluation is the key to a holistic and detailed understanding of the topic. This section of the paper introduces conceptual analysis, theories closely related to teacher evaluation policy analysis. It also studies various dimensions of teacher evaluation policy that include: Teacher Evaluation Criteria, Tools of Teacher Evaluation, Teacher Evaluation Purpose and Frequency, Responsible Personnel of Teacher Evaluation, Communicating the Results of Teacher Evaluation to Teachers, and Consequences of Teacher Evaluation Results. It also examines national, regional, and international previous related studies.

### **2.2 Conceptual Analysis**

In this section, teacher evaluation and policy analysis concepts are to be illuminated to exclude any probable imprecision about their operational meaning.

Teacher evaluation is basically defined as reviewing teacher performance and effectiveness in the classroom through a formal process. However, teacher evaluation is a complicated practice and this rudimentary description is an understatement (Close, Amrein-Beardsley & Collins 2019). Practically, teacher evaluation is a procedure of interconnected dimensions including the quality of teaching practices as inputs, students' achievement measures as outputs, and methods of evaluation. This outline offers evidence about teacher's performance and relates it to improving students' outcomes (Marzano 2012).

Policy analysis is the assessment of the policy quality and effectiveness (Alexander 2013). However, it is not intended to determine policy decisions, instead to argue these decisions. As a result, it is divided into two parts: scientific knowledge and political judgment. Moreover, it can be considered as a value-based examination of the policy alternatives. In other words, "Policy document analysis is a method for investigating the nature of a policy document in order to look at both what lies behind it and within it. It particularly lends itself to being employed as a method in qualitative research projects" (Cardno 2018, p. 625).

### **2.3 Theoretical Framework**

Examining studies results, after collecting and analyzing data, against related theoretical grounds and deciding whether these results approve or disapprove these theories is what gives a research its essence to build on what has been hypothesized (Creswell 1994). This section of the study examines both the Grounded Theory and the Theory of Change which

are related to the policy evaluation analysis process. These theories can inform the study as teacher evaluation policy is fundamentally intended to transmute learners to a higher level of achievement.

Change resistance adopted by educators especially when evaluation comes from someone outside their classes is the core of the theory of change (Morimoto, Gregory & Butler 1973). They add that the threat felt by teachers when they are subject to a formative or summative evaluation puts them under a great pressure. Sharratt and Fullan (2006) regard change theory as an influential instrument to update approaches of education evaluation especially with evaluators who thoroughly understand the dynamics to reach desired results.

This study can benefit from the theory of change by considering different types of stress teachers might experience especially during evaluative sessions. Consequently, evaluating teacher evaluation policy should highlight how effective the policy is in terms of neutralizing or at least minimizing the negative impact of such stress on the accuracy of the evaluation process.

As illuminated by Strauss and Corbin (1990, p.23), “A grounded theory is one that is inductively derived from the study of the phenomenon it represents. That is, it is discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon”. While data in most grounded theory studies is derived from interviews or observations, complete research can be totally dependent on only documents (Glaser & Strauss, 1967). Moreover, Bowen (2009) identifies the researcher as

the main tool of data collection and analysis relying on his/her abilities and intuition.

As this study totally depends on document analysis of the teacher evaluation policy under investigation, it can benefit from the grounded theory by utilizing the inductive reasoning and concluding with a critical judgment through a widened scope from the specific to the general.

#### **2.4 Teacher's Evaluation Criteria**

Efficient teacher's evaluation policy should include clear criteria as the essential basis for good evaluation practice to be applied by professionally trained and experienced evaluators (OECD 2009). These criteria cover the main duties the teacher is held accountable for and slightly differ according to the regional and social requirements. However, some criteria are the standards to be evident in all teacher evaluation policies as they are considered the core of teachers' responsibilities.

Massachusetts Department of Elementary and Secondary Education (2019) sets four performance standards for teacher's evaluation:

1. Curriculum, planning, and assessment standard (instructions of coherence and high quality, meaningful and informative assessments, learners' growth data analysis, on-going constructive feedback, constantly learning objectives refinement).
2. Teaching all students standard (instructional practices to in favor of all-students growth, high expectations, harmless and effective classroom environment, cultural proficiency)



3. Family and community engagement standard (effective school-families, caregivers, community, and organizations partnerships)
4. Professional culture standard (ethical and cultural proficiency, collaborative practice)

In another model of teacher's evaluation, Elfers and Plecki (2017) introduce eight criteria as guidelines in the evaluation process as follows:

1. High expectations (teachers' efforts to center educational instructions on students' achievement high expectations)
2. Instructional practice (effective teaching practices)
3. Differentiation (identifying individual student's learning needs and targeting them)
4. Content knowledge (subject-related materials competency)
5. Learning environment (fostering safe and positive learning environment)
6. Assessment (modifying instruction according to assessment data analysis)
7. Families and community (effective communications with parents and school community)
8. Professional practice

The OECD (2009) utilizes Danielson's Framework for teaching which categorizes teacher's responsibilities into four domains:

1. Planning and preparation (content, pedagogy, and students' knowledge, clear instruction, assessing students' learning)
2. Classroom environment (creating rapport, respect, learning culture, and managing students)
3. Instruction (clear and accurate communication, students' engagement, questioning techniques)
4. Professional responsibilities (upholding precise records, family and learning community effective communication, professional development)

These domains offer a roadmap when conducting evaluation and each of them has several elements to evaluate.

## **2.5 Tools of Teacher Evaluation**

As teaching is a multifaceted activity, a comprehensive evaluation of teachers and their practices require a combination of various tools and education authorities cannot only depend on one instrument, but they also have to weigh the allocated load assigned for each instrument (Li 2024; Cruz-Aguayo, Hincapié & Rodríguez 2020). They introduce six instruments that can be effectively utilized for teacher evaluation: standardized students tests, measure of learning objectives, standardized classroom observations, teacher portfolio, surveys of students and other actors, and standardized tests for teachers.

Despite the unending argument on the significance of using standardized students tests' results as a major tool in teacher evaluation, it is not surprising that many successful

education systems actively link between students' results in benchmark exams and teachers' appraisal (Smith & Kubacka 2017). In this instrument, two major trends are applied: value-added measures of teacher effectiveness and student academic progress percentiles.

Measure of learning objectives is one of the most widely implemented instruments in teacher evaluation despite the fact that literature shows that implementing it is controversial due to its subjectivity nature (Al Maktoum & Al Kaabi 2024; Lachlan-Haché et al. 2015).

In this instrument, the teacher prepares a set of goals for his/her students and gets the supervisor's approval at the beginning of the academic year and compares these goals with what the students achieve at the end of the year.

Traditionally, classroom observation is considered the oldest and the most common tool in teacher observation, however, it has been recently more structured and standardized relying on various types of rubrics that measure teachers' practices against what is expected from them (Molina et al. 2018). Unlike other instruments, classroom observation (scheduled or unscheduled) has always been appreciated by both teachers and evaluators of different levels as it gives, if professionally designed and efficiently conducted, a clear and constructive feedback on teachers' performance (Cohen & Goldhaber 2016).

Teacher's portfolio is the set of materials prepared by the teacher as the collective work of his/her performance for the whole academic year, so it is a kind of a reflective practice on teacher's own practice (Taut et al. 2016). The components of portfolios differ from one educational system to another; however, they usually contain the teacher's reflection on

his/her planning and performance. In addition, a descriptive analysis of the teaching approach adopted by the teacher is always evident in different types of teacher's portfolio. The last two commonly used tools for teacher evaluation are surveys of students and other stakeholders and standardized tests for teachers. According to Polikoff (2015), students' surveys are an essential tool that can be implemented in teacher evaluation. Along with students, principals, peer teachers, and other stakeholders can also be effective to be included in this instrument. Estrada (2019) states that standardized tests for teachers is an effective way to improve students' learning and thus it is an efficient method in teacher evaluation. Moreover, these tests play a major role in the process of teacher certification in many education systems.

## **2.6 Teacher Evaluation Purpose and Frequency**

There are two main purposes of teacher evaluation: formative or summative (Gloppen & Novak 2024; Marzano 2012). In the formative evaluation, ongoing data on teachers' practices are gathered for improvement purposes, and teachers are regularly engaged through self-reflection or self-assessment. In addition, teachers receive constructive feedback so that they can decide on the areas for improvement and the continual professional development (Ahadi et al. 2024; Sayavedra 2014). On the other hand, the summative evaluation in which a final evaluation of the teaching practices is provided to decide whether or not that individual teacher has done his or her work proficiently (Marzano 2012).

The frequency of teacher evaluation varies depending on individual teacher's experience, evaluation purpose, the education system, and teachers' results in the previous evaluation. According to OECD (2014), effective teacher evaluation should be performed at regular intervals, most typically once a year for experienced teachers and more often for inexperienced teachers. These evaluation cycles must include more than one evaluation instrument for the reliability of the evaluation.

### **2.7 Responsible Personnel of Teacher Evaluation**

Teacher evaluation is a complicated process that requires genuine and authentic practice to be effective (Sartain & Steinberg 2024). School principals, as the lead of the teaching and learning of the school, are usually the main personnel responsible for evaluating teachers (Andrade & Brookhart 2019). However, in some cases, principals might delegate this authority to vice principal, head of school, head of academic department, teacher's peers, or even in some cases students. Moreover, in some education systems, teacher evaluation is performed by more than one evaluator whether within the educational institute or an outsider (Bradford & Braaten 2018).

Various trends of relevancy of different evaluators are existent in different educational systems depending on the purpose of the evaluation (Close, Amrein-Beardsley & Collins 2019). They add that for the entrance evaluation of teachers before they are employed, evaluation is performed to judge the convenience of the candidate to the post and a final evaluation by the school principal is effective for the final decision. They also differentiate

between evaluation meant for promotions and those for ongoing improvement of the teaching and learning process. At the end, the school principal is the person held responsible for the quality of his or her teachers.

## **2.8 Communicating the Results of Teacher Evaluation to Teachers**

Despite the fact that teachers' reactions to the feedback of their evaluation are a significant facet of their continuous professional development, research shows that these responses to feedback are closely connected to self-perception of the individual teacher's practices (Hulme et al. 2024; Tuytens & Devos 2014). They elaborate on that by linking effective teacher evaluation feedback to the improvement of teacher performance and is considered a great motivation in his or her career. Moreover, Atkinson (2012) states that teachers' reflection on their evaluation feedback is proven to strengthen teachers' self-confidence and competence in delivering their teaching instruction.

As a result, teachers' practices are moved forward by the evaluation process as it can guide teachers through learning sequences in recurrent series of novel instructional experiences, reflection, and discussions (Derrington & Kirk 2017). In this case, teachers can sustain ongoing improvement in their teaching practices through effective evaluation practices, and then their efforts to enhance their classroom practices are supported by their focused professional development narrowed to certain areas concluded from the evaluation feedback (Sartain & Steinberg 2024; Ford et al. 2017). Consequently, it is vital to recognize the possible positive influences of delivering efficient evaluation feedback on teachers'

self-efficacy and eventually achieving the end goal of the evaluation process by enhancing the learning experiences inside classrooms.

## **2.9 Consequences of Teacher Evaluation Results**

For teacher evaluation to fulfill its intended purposes, there must be a reaction to the result of the evaluation process (Danielson 2001). Moreover, the consequences of the outcomes of the evaluation might differ according to the contextual details; however, they always revolve around professional development, professional growth, or celebration of good practices.

Promoting professional growth is one of the major consequences that usually follow any effective evaluation (Storey 2000). In addition, the teacher evaluation system is not only structured for the purpose of improving teaching and learning, but also to provide teachers with constructive feedback on their performance in order to spot areas of improvement to work on. In this regard, formative evaluation plays a fundamental role for teachers, if performed professionally, in their continuous professional development (Gloppen & Novak 2024) . In addition, summative evaluation is an essential documentation which stands for teachers' accountability of their professionalism (Gloppen & Novak 2024; Barrett et al. 2015).

Identifying areas for teachers to be targeted in their professional development is not the only beneficial consequence of their evaluation. Celebrating and recognizing distinct teachers' practices is another dimension of the evaluation process (Jiang, Spote &

Luppescu 2015). Although monetary rewards are usually one of the frequently implemented strategies to celebrate effective teachers' practices and show recognition to them, they are not the only means. Gratifying teachers with time allowances, study leave, school-based research opportunities, postgraduate study recommendation, and opportunities for professional development could be more attractive for many teachers (Gloppen & Novak 2024; Minnici 2014).

There are also opportunities for teachers to reflect on their own practices by effectively participating in the self-evaluation process prior to the formal evaluation (Kurejsepi & Bajrami 2024). Moreover, engaging in deep and evidence-based analysis of teachers' own performance, students' approaches to learning, and peer evaluation are all effective consequences of teacher evaluation (Derrington & Kirk 2017).

Another vital consequence of teacher evaluation is the research-based linkage between the evaluation system and teacher educational background. In most countries, teacher education programs are not effectively well-versed about their graduates' performance in the work field (Tuytens & Devos 2014). As a result, education studies show that there is an increasing demand on teacher evaluation feedback to inform the education programs performance in order to enhance their instructional trends to effectively prepare future educators.

For example, United States education policies require documentation of teacher education programs efforts they have made to collect evidence on the local schools satisfaction with



their graduates' readiness in their institutions (Sayavedra 2014). As a result, individual teacher evaluation results are gathered and analyzed to determine the effectiveness of teacher education programs; programs with graduates that are not effectively performing should develop a strategy to advance their efficacy.

Linking between teacher evaluation results and career advancement opportunities is another significant expectation of teacher evaluation systems (Derrington & Kirk 2017). They add that teachers' best practices need to be recognized and their teaching effectiveness should be celebrated. This can be accomplished by linking teacher evaluation results to individual teacher's career progression. To professionally and effectively achieve this, there must be a structural performance- and competency-based professional career ladder in which teacher competencies are clearly identified.

### **2.10 Related Studies**

In the United Arab Emirates, Barakeh (2016) utilizes a semi-structured interview and a questionnaire representing a mixed method approach to examine teacher evaluation matrix in three private schools in Sharjah. The study findings conclude that both schools leadership teams and teachers express their approbation of the evaluation matrix especially with the various tools used in the evaluation process instead of relying on only the traditional class observation tool. Moreover, the study states that the evaluation purposes are clearly identified in the policy, and that both formative and summative evaluations are effectively defined and are exploited for the optimal benefits. However, the study could

have benefited from the document analysis of the evaluation policy for a better analysis of the evaluation process.

Regionally, Alharthi (2017) studies the Kingdom of Saudi Arabia schools teacher evaluation. The study chooses a girls' school in Jeddah as a sample for the quantitative approach adopted. She divides the study into three main phases, investigation, operation, and evaluation. The main findings of the study highlight the significance of the teacher's portfolio as an essential component of teacher evaluation. In addition, the case study sheds light on teacher self-evaluation as a fundamental instrument in teacher evaluation. However, the study could have benefited from teacher evaluation framework analysis alongside the quantitative tool.

Globally, Gilles (2018), implements a qualitative approach to study teacher evaluation policies in Missouri and Oregon, USA. The study illustrates the vital role self-evaluation has in teacher evaluation. In addition, the study supports the tension examined in literature between teacher summative and formative evaluation for the sake of teacher final appraisal and his or her continuous professional development respectively. The study also finds that utilizing more various instruments in teacher evaluation is a guarantee for the accuracy of the results.

### **3. Methodology**

#### **3.1 Overview**

In this section, the research approach including the research paradigm, instrument, research

site, data collection plan, and the policy evaluation rubric are all introduced.

### **3.2 Research Paradigm**

Research paradigm signifies the attitudes and views that guide the research's comprehension approach (Kaushik & Walsh 2019). Research paradigms like positivism, constructivism, pragmatism, and transformative hold the similar basics of rhetoric: methodology, axiology, ontology, and epistemology (Lincoln, Susan & Egon 2011). Axiology, ontology, and epistemology refer to the research morals, nature of reality, and the gaining of knowledge respectively. Rhetoric is the research approach, and methodology is the obtaining acquaintance means (Creswell 2009).

This critical analysis benefits from the critical paradigm (transformative) as it is concerned with power connections in a social structure (Martens 2015). In addition, critical paradigm strengthens the study with conscious gratitude of the consequences of privileging different forms of reality in an examination of conditions and individuals in a situation, based on social positioning. (Kivunja and Kuyini (2017, p. 35) describe critical paradigm as it “assumes a transactional epistemology, an ontology of historical realism, especially as it relates to oppression; a methodology that is dialogic, and an axiology that respects cultural norms”.

### **3.3 Research Instruments, Site and Data Collection Plan**

This study utilizes document analysis as the research instrument. According to (Corbin and Strauss (2008), document analysis is evaluating words and pictures in documents

(printed/electronic) through a systematic procedure. They add that data needs to be examined and decoded in order to produce meaning and develop empirical knowledge. As Bowen (2009, p.29) suggests “Documents can serve a variety of purposes as part of a research undertaking” as document can “provide data on the context within which research participants operate”, “suggest some questions that need to be asked and situations that need to be observed as part of the research”, “provide supplementary research data”, and “provide a means of tracking change and development”.

The document of the evaluation policy consists of four major sections: Evaluation Purposes (improving the teaching skills of teachers, recognizing accomplishments and improve performance, and providing school administration with the needed records for contracts renewals and promotions), Effective Evaluation Features (students’ outcomes, teachers’ worth and dignity, evaluators’ roles, and teachers’ reflections), Evaluation Components (professional relationships, career-long learning, professional knowledge, inclusive learning environment, and adherence to frameworks and policies), Evaluation Tools (walk through and extended observations classroom observation).

The setting of this study is a private school in Dubai with more than 10 nationalities and different backgrounds. Administration members responsible for the evaluation process are all educators with teaching experience.

### **3.4 Teacher Evaluation Policy Rubric**

After extensive literature review, the researcher developed a rubric (table 1) against which

the teacher evaluation policy under investigation is being judged for effectiveness. This rubric includes specifications of teachers' evaluation practices as suggested in reviewed literature. Each element is scored according to three scales: S for satisfactory, NI for needs improvement, and UN for unsatisfactory.

**Table (1) Teacher Evaluation Policy Rubric Template**

Dimension	Standard	S	NI	UN
1- Criteria of the Evaluation	Teacher evaluation criteria are sufficient.			
2- Evaluation Processes	Frequency of the Evaluation is identified.			
	Evaluation instruments are presented.			
	Evaluators are clearly introduced.			
	Evaluation time is allocated.			
	Evaluation results are effectively and timely communicated with the teacher.			
3- Evaluation Results	Evaluation results are decided how to be used.			
	The reporting of the evaluation is systematically identified			

### **3.5 Summary**

This section of the study presented the research paradigm along with the rationale behind its choice. In addition, study instruments, research site, data collection plan, and the policy evaluation rubric were all highlighted.

## **4. Analysis of the Teacher Evaluation Policy**

### **4.1 Overview**

This section of the study systematically analyzes and critically discusses qualitative data obtained from the policy document. Content analysis is utilized to identify codes and recognize common themes. Results are analyzed and discussed in an analytical and critical manner.

### **4.2 Analysis and Discussion**

After extensive and thorough examination of the policy document, four themes are identified: Evaluation Purpose, Effective Evaluation Features, Evaluation Components, and Evaluation Tools. These themes are to be discussed and critically analyzed.

#### *4.2.1 Evaluation Purposes*

The policy clearly sets purposes for the performance of the teacher evaluation process. The first purpose is to continually improve the teaching skills of teachers so that students learn more effectively through consistent teaching practices and evidence-based professional development. The policy also considers teacher evaluation as a way to recognize accomplishments and improve performance. In addition, it provides the school

administration with the needed records for decisions regarding contracts renewals and desired promotions.

#### *4.2.2 Effective Evaluation Features*

According to the policy, an effective evaluation process is featured by an emphasis on both students' desired outcomes and teachers' worth and dignity. The policy also refers to the evaluators (principal and vice-principal) as experienced personnel with sufficient skills and knowledge to conduct effective, fair, and professional evaluation. Moreover, the policy clearly mentions that for the evaluation to be effective, teachers should have the opportunity to reflect on their ongoing evaluation and seek for consultation and assistance to improve their teaching competencies.

#### *4.2.3 Evaluation Components*

The evaluation policy highlights the main criteria of the evaluation process. Effective professional relationships, career-long learning, professional knowledge body, inclusive learning environment, and adherence to frameworks and policies are all stated in the policy as the major components teacher evaluation consists of.

#### *4.2.4 Evaluation Tools*

The policy identifies classroom observation as the evaluation instrument. It categorizes the observation into two main types: walk through and extended observations. The policy states that all teachers should expect drop visits from the principal or vice principal on a regular basis, however, the policy refers to "relevant details" about these visits to be shared

with teachers.

#### 4.2.5 Conclusion of the Analysis

The content analysis of the policy document implemented a thematic approach through identifying themes of the teacher evaluation policy. These themes are critically compared to different evaluation dimensions explored in the related literature. The evaluation rubric shows areas of teacher evaluation and examines the policy content against them and is finally filled by the researcher. This filled rubric (Table 2) informs the analysis of the study as it highlights strengths and weaknesses of the evaluation policy under investigation.

**Table (2) Teacher Evaluation Policy Rubric (Filled)**

Dimension	Standard	S	NI	UN
4- Criteria of the Evaluation	Teacher evaluation criteria are sufficient.	X		
5- Evaluation Processes	Frequency of the Evaluation is identified.		X	
	Evaluation instruments are presented.		X	
	Evaluators are clearly introduced.	X		
	Evaluation time is allocated.			X
	Evaluation results are effectively and timely communicated with the teacher.		X	
	Evaluation results are decided how to be used.	X		



6- Evaluation Results	The reporting of the evaluation is systematically identified		X	
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### 4.3 Key Findings

This study's thorough exploration of teacher-evaluation-related literature resulted in a developed rubric against which the policy under investigation is systematically critiqued.

This critique led to the following findings:

- 1- The policy limits teacher evaluation tools to classroom observation. For the evaluation to become more expressive of teachers' overall performance, more instruments need to be reconsidered including teacher's portfolio, results of standardized students test, achievement of learning objectives, and standardized teachers' tests.
- 2- The policy does not identify a specific frequency of teacher evaluation and does not differentiate between new and experienced teachers.
- 3- The policy does not identify when the evaluation process starts or when it ends. Instead, it keeps it open for the evaluator's decision.
- 4- The policy does not provide a clear timeline for communicating evaluation results with teachers. Instead, it refers to providing teachers with feedback after each classroom observation.

## **5. Conclusion**

### **5.1 Limitations of the Current Study**

The major limitation of this study is its reliance on document analysis as the only qualitative instrument. The study could have benefited from structured interviews with teachers and evaluators of the policy context to get deeper understanding of the evaluation policy implementation issues. According to Yin (2018), the implementation of diverse instruments like interviews and participant observation increases the reliability of the research findings.

### **5.2 Implications of the Current Study**

This critical analysis aimed to critique teacher evaluation policy in a private school in Dubai. The study identified different dimensions of teacher evaluation that need to be included in a typical evaluation policy. The implication of this study is that it examined the teacher evaluation policy and identified areas of improvement to make it more effective in evaluating teachers' performance for the sake of quality education. The study also provides a rubric as a tool to evaluate any existing teacher evaluation policy for improvement purposes.

### **5.3 Recommendations for Further Research**

For the future research on education policies in general and teacher evaluation policy in specific, it is essential to consider integrating interviews or questionnaires along with the document analysis of the policy. In addition, this study finds that there is a shortage in literature of analyzing teacher evaluation policies which sheds light on the significance of conducting more research on evaluating the guidelines of the evaluation process in general.

#### **5.4 Concluding Note**

This research aimed to critique teacher evaluation policy in a private school in Dubai. It was achieved as the policy is critically analyzed and areas of improvement are identified for the sake of an effective evaluation process which is to be reflected in the quality of education offered to learners.

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