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The American University in Cairo

Graduate School of Education

Teacher Evaluation: A Qualitative Study

A Thesis Submitted to

Graduate School of Education

in partial fulfillment of the requirements for  
the degree of Master of Arts

by Nahed Shalaby

Under the supervision of Dr. Ted Purinton

May/2012

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## CHAPTER ONE: INTRODUCTION

### Introduction

The evaluation of teacher performance is a hot topic worldwide. Evaluating a classroom teacher is one of the most debatable issues among educators, politicians, policy makers, business leaders, community activists and parents. The evaluation of the teachers can be defined as a mechanism aiming to enhance teachers' instructional and management practices in the classroom by using methods to judge their performance based on specific standards that will be reflected on their promotion and job retention (Zepeda, 2007). In general terms, teachers are mainly evaluated on the basis of their classroom management, instructional abilities, selection of classroom resources, knowledge of subject, communication skills, professional behaviors, students' skills acquisition, organizational skills, and personal attributes.

In teacher preparation programs, institutions have identified benchmarks of quality and achievement. The graduates of those programs are holistically prepared to embrace goals of perfection and excellence. There are several models and approaches created to ensure the quality of teacher performance. The technical model, for example, is a model for the development of strategies that are based on what teachers know and should master in terms of educational skills and practices (UNICEF, 2009). The proponents of the model advocate that quality of educational changes rests with

knowledge, skills and the standards of implementation used by professional/skilled teachers. Regulating the teaching profession within such a framework of performance standards will serve as a robust basis for the quality and reform of education (UNICEF, 2009).

The human rights-based model, also called the reflective practitioner teacher model for the quality of teacher performance came, into existence during the last years of the 20<sup>th</sup> century to help avoid certain disadvantages and negative aspects (UNICEF, 2009). This model takes on professional development, teacher empowerment and expansion of their fields of experience, as well as empowerment of teachers as citizens with basic human rights, as it is a key goal.

The education literature that has emerged during recent years concludes that reform and development of teacher performance should not be seen as a set of sporadic facts but as a connected integrated process and a constant two-way top-down and bottom-up movement. There should be more room for participation, consultation and career-related dialogue about teaching standards since they are deemed core elements for the education reform process. Teachers should be treated not only as mere implementers but also as planners and as designers of standards for their own competent performance (UNICEF, 2009).

With respect to identifying the standards for the quality of teacher performance, involvement of the civil society and teachers' unions in many of the models' applications remains formal to a great extent (UNICEF, 2009). Teachers' views do not seem to influence the development of the standards of performance, which are in most cases identified by those in education management positions. The involvement of teachers in the identification of the rules and models of developing

their profession would support not only their classroom performance but also their classroom teaching and management practices.

Egypt is not an exception in this dilemma of evaluation of teacher performance. For decades, teacher evaluation in Egypt has been swirling between inspectors, head teachers and school principals, and more recently, exams. In the rebirth of the country, the evaluation process for teachers remains at the forefront of the education reform agenda. The influx of information on the importance of teacher evaluation performance has permeated the discussion on using the evaluation of teachers to improve the education of students (UNICEF, 2000).

The public education system of Egypt is highly centralized. The 12 year system is divided into primary (six years), preparatory (three years) and secondary (three years) education. It is mandated in the 1971 Egyptian constitution that education is obligatory for the primary and preparatory stages (UNESCO, 2000). The Ministry of Education regulates and norms the educational system. For many years, it has facilitated and encouraged the creation of private schools. The public schools follow the national curriculum of the government. Another type is that of language schools that use English as the first delivery classroom language to implement the curriculum. These schools emphasize in teaching French and German as foreign languages. There are also the International schools that follow the curriculum according to the country they represent. For example, the British schools use International General Certificate of Secondary Education (IGCSE), the American and French schools deliver their own country curricula.

The Ministry of Education in Egypt decides on students' assessments and teachers' performance evaluations. For students, summative assessments, exams and short quizzes are the most utilized achievement performance techniques. An



exception has been ruled out for grades six and nine and Thanawya Amma (Egyptian Certificate of Secondary Education). With regard to teacher evaluation in Egypt, it is based on standards set forth by the professional Academy for Teachers (PAT). There are five domains upon which teachers are evaluated (PAT, 2010). Each domain comprises a number of standards as listed below:

### **First Domain: Planning**

Standard 1: Determining The Educational Needs of The Student.

Standard 2: Planning for Greater Targets Not for Detailed Information and Small Objectives.

Standard 3: Designing Suitable Educational Activities.

### **Second Domain: Learning Strategies and Classroom Management**

Standard 1: Using Learning Strategies to Meet Students' Needs.

Standard 2: Facilitating Effective Learning Experience.

Standard 3: Involving Students in Solving Problems and in Critical and Creative Thinking.

Standard 4: Providing an Environment That Would Guarantee Equity.

Standard 5: Effective Utilization of Diverse Motivation Methods.

Standard 6: Managing Learning Time Effectively and Limiting Time Wasted. (Time On Task).

### **Third Domain: Knowledge of Subject Matter**

Standard 1: Being Fully Aware of The Basis And Nature of The Subject.

Standard 2: Fully Knowing Methods of Research in The Subject.

Standard 3: Being Able to Integrate his/her Subject with Other Subjects.

Standard 4: Being Able to Produce Knowledge.

#### **Fourth Domain: Evaluation**

Standard 1: Self-Evaluation

Standard 2: Student Evaluation

Standard 3: Feedback

#### **Fifth Domain: Teacher's Professionalism**

Standard 1: Ethics of The Profession

Standard 2: Professional Development

In terms of classroom management in Egyptian classrooms, it is expected that teachers maintain discipline inside classes and encourage congenial atmosphere as well as a safe environment for learning (USAID, 2011).

The salary of teachers in Egypt is related to assessment outcomes. In fact, their pay raise is linked with assessment results. For that reason, many teachers feel a high level of frustration as many continuously fail the Cadre exam. Even more, they perceive that their public image has been severely damaged. Teachers believe that the exam is humiliating and it does not distinguish between experienced and non-experienced teachers. Besides, the exam tests knowledge and skills at a certain time, but does not follow up the development. Moreover, a general perception is the

enforcing character of the exam assessment by the Ministry of Education (Leila, 2008).

There is no preparation for the summative assessment of teachers in Egypt. Test taking skills and content knowledge seem to be the most frequent factors for teacher's failure. Besides, the summative assessment tool is considered to be unreliable. The most common perception is that it does not pertain to the discipline and it does not assess the teaching ability. According to the Ministry of Education, the assessment examination is the basis for job placement. Success in the test is related to whether or not teachers are able to get a job in the teaching market. It is also true that the process of the examination allows those teachers who fail to retake it.

In the current educational environment of the Arab Spring, many claims regarding the test were raised. The issues of cheating, corruption and, the lack of validity and reliability of the measurement instrument caused a massive protest against the exam and the failure of the state-controlled teachers' union. Recently, in October 2011, after several trial and error attempts, the so-called assessment instrument to measure teachers' performance was cancelled.

The supervision, control and evaluation of teachers in Egypt have always been in the hands of inspectors. Their role is to visit schools and classrooms to observe teachers and collect data based on a set of criteria endorsed by the technical Academy for Education established in 1981 by the Ministry of Education. The inspectors' evaluation of teacher performance consists of judging teachers' classroom discipline and instructional practices in the classroom. They use standards and efficiency indicators which are later sent to the Ministry of Education. Generally, inspectors are subjective and biased in their reports (Torff & Sessions, 2009).

Stories of schools across Egypt, the North African and Middle East countries are emerging. The stories mention critical and serious issues with teacher preparation and professionalism, including teacher evaluation performance. For that particular reason and others, this study is of high importance. The topic related to the evaluation of teacher performance in Egypt classrooms injects a new hope aligned with potential reforms in the educational system. The evaluation of teacher performance in Egypt is a serious need that must be fulfilled with best practices and dynamic modernization. If the classroom teacher performance is high, students will achieve as well. In fact, it is imperative that Egypt educational system moves forward and works diligently to increase success for all students and enhance a positive school environment that would favor teacher and other participants (students, families, and school leaders) working together at the local level, as school teams, for students' progress and for their own professional development. Ainsworth and Viegut (2006) suggest that educational systems must examine the cultural standards that are the basis for instructional standards. In Egypt, conducting the analysis of classroom teacher's performance evaluation would illuminate education policy makers.

The present research study would shine light most needed in order to create the professional evaluation climate that would empower classroom teachers. Based on the previous argument, the purpose of this study takes two distinctive directions. First, to analyze the nature and extent of the evaluation of teacher performance in both national and international schools located in northern and central parts of Egypt, specifically Cairo and Alexandria. Second, to identify and describe the utilization of the clinical supervision components (pre-conference, observation and post-conference) in the evaluation process of classroom teachers of selected schools.

## CHAPTER TWO: LITERATURE REVIEW

### Literature Review

According to The Knoxville News Sentinel (2011), it was reported that the Tennessee House of Education Committee Chairman Richard Montgomery expressed hope on the efforts to prohibit by law any negative action against teachers who fare poorly under a new evaluation system implemented in the state school districts. The evaluation system calls for some changes. For example, the evaluation of teachers in Tennessee constrained principals' meetings with teachers both before and after they conduct multiple personal observations of educators' classroom performance. It also makes an attempt to balance various rubrics in the system. From the principals' viewpoint a claim of wasting instructional and management time has been raised. Filling out paperwork, for example, makes the principals stuck in their offices for long stretches. Also, there are anecdotes of plummeting morale among the educators across the State of Tennessee. Similar stories are common in school reforms that target teacher evaluation. The impact of any evaluation system created to measure teacher classroom performance is measurable through different venues. The student's content and skills achievement being one of the primary effects. The following studies support the importance of evaluating teacher's classroom performance as the main vehicle for teaching excellence and quality.

### A. The Role of Principal on Teacher Evaluation

Generally, recognition of the influential impact of teachers on enhancing student achievement is appreciated (Darling – Hammond and Ball, 1997; Wright, Horn and Sanders, 1997), while the role school principals play in framing the educational system for successful teaching results is on the whole unconsidered (Elmore, 2002). Through supporting new acquisition of knowledge, motivation of staff, selection of resources, involvement in progressive development, principals influence instruction indirectly (Berends, Bodilly & Kirby, 2002). School leaders can have their impact and effect on teaching practices through supervision and evaluation by enforcing goals, concepts of teaching standards and values to teachers through instructional evaluation.

Teacher evaluation is considered compulsory in most schools. Common practices of teacher evaluation rely on the restrained competencies of teaching (Darling – Hammond, Wise & Klein, 1999). They are described as inaccurate and unsupportive (Peterson, 1995). Instead of serving the promotion of the organization goals, traditional evaluation programs are usually regarded as superficial and stressful to both teachers and principals alike. In fact, there is evidence that weeding out low performing teachers is the objective of teacher assessment, rather than sustaining accountability of all teachers or improving their performance (Darling – Hammond, et.al, 1999). Due to these limitations of scope and efficacy, teacher evaluation has

confined influences on teacher performance and learning (Peterson, 1995). Teachers are often frustrated about their summative evaluation as it is a product of cut and paste from a variety of scenarios. Both teachers and principals feel dismayed by the traditional method of checklist. Teachers believe that the process of their evaluation should undergo a fundamental transformation and that a new evaluation model must take place in lieu of the traditional method. For example, principals walk through and classroom observations for data collection purpose would be used to assess their performance (Horn & Loeb, 2010). The use of teacher evaluation to judge knowledge, skills and practices in the classroom serves as a distracter of development. The school leaders, especially those in charge of evaluating teacher classroom performance must reinforce the philosophy of supervision and evaluation for teaching development not for teaching penalization.

### B. The Evaluation of Teachers and Student Learning

Teacher evaluation is intended to improve student comprehension and learning (Halverson, Kelley & Kimball, 2004). Efficiency and efficacy in classroom teaching are the outcomes of a teacher towards students learning. Providing effective instruction, proper planning and evaluating the learning require several activities on behalf of teachers (Vazalwar & Dey, 2011). According to National Council for Accreditation of Teacher Education (NCATE), one of the teacher's competencies is self-evaluation, which is generally a perfunctory event rather than a precise estimation of teaching effectiveness and student achievement (Derrington, 2011). Enhancing

teacher thinking and reflection are eventually necessary for effective professional development (Ponticell and Zepeda, 2004). Teachers reflecting upon their own knowledge and practices demand a high metacognitive process and high maturity level. What did work and did not work in relation to teacher planning, approaches, and class room management, is a process of deep reflection that seeks to improve student's learning and understanding.

On the other hand, instructional improvement can be obtained through instructional supervision when it is used as a mechanism to enhance and develop instruction (Glickman, Gordon & Ross-Gordon, 2010). There are various instructional strategies that would be influential in relation to instructional goals and students' abilities. In this respect, it is the role of the supervisor to assist teachers to identify the instructional strategies that would allow meeting the classroom instructional objectives through the design of constructivist teaching, co-operative learning, classroom dialogue and service learning, among others (Glickman et al, 2010). Using a variety of teaching methods aligned to different lesson goals and students learning styles could help accomplish an effective classroom instruction. Many attempts have taken place to define the link between student achievement and effective teaching methodology. In seeking accountability, principals are starting to evaluate teachers with regard to student achievement and teaching (Allen and Ziel, 2008).

The student learning seems to be associated with clinical supervision. The model of clinical supervision emerged in the 1970's at Harvard School of Education (Cogan, 1973; Gold-Hammer, 1969). In this model of human relations the teacher is the main element for transformation. The role of the principal is to achieve a plan for



the development of the teacher. Consequently, the role of principals and teachers become more collaborative in essence.

Cogan (1973) and Gold-Hammer (1969) delineated five steps encompassing clinical supervision. The initial step of the supervisor or principal is to hold a pre-observation conference to build a relationship with the teacher and to allocate the focus of the supervision. The second step is to aid in a lesson plan in order to reach the identified results. During the third step, the principal observes and collects data. The fourth step includes teacher and principal holding a post-conference to analyze the observation data collected. In the final step, the process is evaluated and improvements are set for the following supervision cycle. Clinical supervision, together with other evaluation systems embodies pre-conference, observation, and post-conference; however, some models tend to miss the factors of teacher inner-drive and self-evaluation in development (Blasé & Blasé, 2004). Recently, the clinical supervision structure has been revised and summarized into four steps. The “assistance in lesson planning” was eliminated from the final cycle (Glickman et al, 2010).

In its essence, clinical supervision is non-judgmental and aims to improve the teacher’s instruction. It assists the teacher to devise and implant an active plan to achieve instructional improvement targets (Minnear-Peplinski, 2009). It can be said that clinical supervision is related to formative assessment aiming to improve the teacher’s instruction. Glickman et. al( 2010) state that to evaluate classroom teachers without observation is reinforcing that teaching is insignificant. For the previous reason, the importance of arranging the observation, feedback and discussion of classroom teaching sends a powerful message for the development of teachers. Moreover, engaging teachers in conversations about developing their practices is

deemed essential by skillful principals (Danielson, 2011). Professional growth is effectively obtained when professional dialogue takes place where teachers are engaged in reflection and self- assessment.

### C. Teacher Observation Strategies Impacting Instructional Supervision

Teaching practice is assessed by classroom observations that foster reliability and validity (Milanowski, 2011). The reliability or consistency in the teaching practices relates to the assignments and activities implemented in the classroom. The validity of the teaching practice can be obtained through the content knowledge that is associated with those teaching practices. Educational theorists in the field of supervision argue that most times teachers content knowledge is evaluated by principals whose background knowledge in the subject matter differs from the teacher's. Based on that argument, the observation of instructional practices should be directed to include aspects that support teaching such as: student behavior management, use of instructional time, rapport with students, student engagement, and lesson adjustment among others. When providing feedback, the school leader is targeting specific teaching and management practices that help improve teachers' performance. The ultimate goal of the observation and feedback is to develop and enhance the quality of instruction received by students.

#### D. Teacher Evaluation in Non-Egyptian School Systems

Measures of teachers' performance and competencies vary from one educational system to another. The British system, for example, applied in many international schools in Egypt, follows the Cambridge International Examinations (CIE). The CIE ensures effective teaching by supporting professional development (code of practice). Teachers are offered full support in the form of training, events, teaching and learning resources and a global community membership (University of Cambridge International Examinations, 2011). In order to support the professional development of teachers, the British system has created different venues. For instance, online courses, yearly training courses, "ask the examiner" courses, and attendance of an annual international conference are part of an orchestrated and systematic plan for teachers. There are three types of online training currently available in several centers: introductory self-study, online tutor-led, and online seminars. These training events provide new and veteran teachers with the necessary information to be qualified, to enhance classroom practices and share resources, and to become proficient on syllabus development changes and examination training.

Another important aspect of CIE is the qualification and competence of school principals. The role of school principals in supporting the development of teachers calls for the enforcement of the professional development set by Cambridge. They facilitate the use of various resources to enhance learning and sustain the level of education. The school principals provide good role models for the staff and they collaborate with teachers to improve the learning environment (University of

Cambridge International Examinations, 2011). It is clear that the purpose behind the professional development of the British International Schools in Cairo is to provide instructional and management guidance to teachers for performance purposes not only from teachers but from students as well.

#### E. American Diploma in Egypt

In 1997, the Ministry of Education endorsed requirements for schools that offer the American diploma. The school has to fulfill certain procedures before being licensed to offer the diploma. Schools are under supervision and inspection from the Ministry of Education (Abdoun, 2008). International accreditation is awarded by AdvancED. Prior granting accreditation for five years the AdvancEd requires specific standards for quality as follows (AdvancED Accreditation, 2012):

- Standard 1: Purpose and Direction.
- Standard 2: Governance and Leadership.
- Standard 3: Teaching and Assessing for Learning.
- Standard 4: Resources and Support Systems.
- Standard 5: Using Results for Continuous Improvement.

The SAT is the basic requirement for enrolling in universities. From 1997 till 2004, 60% of the grade was allocated to the GPA and 40% to the SAT, in which students could take several times. In 2004, the Ministry of Education changed the percentage to GPA 40% and 60% to SAT scores.

Distinguishing good teacher evaluation has been a goal of school principals and administrators for many years. A study administered to 242 primary classroom teachers and branch teachers of grades one through six in central province of Ankara, in Turkey, showed that they favored and were more confident of traditional evaluation methods to improve students' achievement. The same study revealed that student's self-evaluation methods to be the least favorable evaluation method for teachers (Gelbal & Kelecioğlu, 2007). It would be inferred that there is an urging need to educate teachers on modern evaluation methods and that teachers would prefer methods about which they are most qualified.

In spite of the fact that teachers understand that evaluation methods are the tools to transform education, draining happens along the way. In the United States, the *No Child Left Behind* Act proclaimed in 2001 dictated evaluation procedures, rules and norms to measure performance of school administration. One of those rules dealt with evaluation of teacher performance. It recommends continuous evaluation for the effectiveness of teaching and providing planned support to reduce achievement gaps for those who lack the required standards (Stump, 2006).

The evaluation differs from state to another, however; for example, in Ohio the evaluation process requires achieving 100 points on the Ohio highly qualified teacher rubric (Learning point Associates, 2008).

#### F. Supervision and Evaluation of Teacher Performance

Collegial and collaborative learning are the products of mindful education (Fox, 2006). One of the roles of supervisors and principals is encouraging peer

supervision. Teachers trust their colleagues and their instructional feedback is much higher appreciated than that of school leaders in many instances. Many schools across the globe are using peer evaluations to assess novice teachers as well as teachers who seek improvement through the supervisory eyes of their colleagues. Teachers perceive that their counterparts have similar knowledge based on instructional methods and techniques and that their feedback is more often sincere and unbiased.

Zepeda (2007) supports the inclusion of three aspects of supervision to develop teaching. Her model of supervision comprises instructional supervision, professional development and evaluation. In the education field, evaluation is regarded as judgment, while supervision is a means of facilitating teacher development. Nolan and Hoover (2008) state that appropriate evaluation of teachers improve instruction. But it is teacher supervision that continues evolving into massive novice ideas and theories.

## CHAPTER THREE: RESEARCH PROBLEM

### Research Problem

Based on the literature review that confirms the importance of the evaluation of teacher performance, this study seeks to analyze the nature and extent of the evaluation of teacher performance in international schools located in northern and central parts of Egypt, specifically Cairo and Alexandria. It also identifies and describes the utilization of the clinical supervision components (pre-conference, observation and post-conference) in the evaluation process of classroom teachers of selected schools.

## CHAPTER FOUR: METHODOLOGY

### Methodology

This is a qualitative study, where in-depth interviews and focus groups were considered the most suitable methods to conduct the study. The qualitative approach applied as the research design in this study helps reveal trends and motives behind teachers' behaviors and experiences.

#### A. Subjects

The participants of this study were novice and veteran teachers of international schools located in Alexandria and Cairo. Schools were chosen for comparative purposes. Two international schools located in Alexandria and two international schools located in Cairo constituted the sites of this study. For the sensitivity of the topic and the risks the study might involve, I kept the names of the schools and participants confidential.

I aimed to determine if the geographical differences could have an impact on the teachers' perception. Also, Alexandria and Cairo are the two major cities in Egypt where international schools are widely located. They could represent a good indicator for the vast majority of professional teachers.



A national school in Egypt refers to a school that follows the Egyptian National Curriculum. An international school is defined as a school that follows an international curriculum. Schools in Alexandria and Cairo differ not only because of their location but also because of their infrastructure. Cairo is the capital of Egypt with a population of approximately 17 million people (Cairo population, 2012). It is located on the banks of the river Nile in the north of Egypt. Alexandria is a city of 4,586,000 people, located in the north western region of Egypt.

The participation was absolutely voluntary. About five teachers from each school were chosen on the basis of a convenience sample. Principals from all schools are all participants in the study.

## B. Schools' Description

The following table shows information concerning the four schools included in the study.

Table (1)

### *School Information*

<b>Description</b>	<b>School A</b>	<b>School B</b>	<b>School C</b>	<b>School D</b>
Year of establishment	1992	1997	1988	1929
International division	British	American	American	British
start year	1996	1997	2000	1996
Number of students in international division	613	560	650	300
Number of teachers in international division	21	22	23	20
Number of classes	25	20	21	15
Average number of students per class	20	20	20	20

### **School (A):**

#### **School Vision:**

To prepare a creative generation distinguished academically and ethically proud to express their points of view and respect other opinions, initiating to take part in team work and technological process.

**Mission Statement:**

Achieve the vision by offering academic progress, become distinguished, aspire towards perfection and provide a suitable educational environment which fulfills the goal of both students and teachers.

In order to achieve this, the school administration is working hard according to scheduled programs to:

1. Expose students to various activities and technological means so as to develop and enhance their potentials, help them acquire academic and practical experiences that go side by side with their educational curriculum.
2. Depend on dedicated teachers devoted to the educational mission and to provide them with continuous professional updated programs.
3. Create a secure environment where every student is provided and psychological care and where both administration and parents co-operate to overcome any serious problems.
4. Provide an academic atmosphere where the students feel happy and safe following a firm organized system.
5. Facilitate communication and co-operation between the school and the local community.

**School (B):****School Vision and Mission:**

- Build self-confident, creative leaders who communicate effectively, think critically and accept others, while maintaining a strong Egyptian identity.
- Provide a high quality comprehensive educational system that enables students to function as a member of a group and as a productive member of the society.
- Encourage the individual freedom of the students within the boundaries of cultural traditions and beliefs.
- Encourage positive relationships and mutual respect among and between students and staff so that students learn with passion, act with integrity and serve with respect.
- Teach students that they are responsible for their own actions and will be held accountable for their choices.
- Create awareness of duties, responsibilities and rights.
- Build characters capable of facing challenges with strong decision making skills.
- Encourage consistent positive contribution through team work.
- Encourage the use of technology and scientific thinking in development and planning.
- Extracurricular activities play an important role to enhance the students' soft skills, general
- Interests and cultural awareness.

**School (C):****School vision:**

The ultimate goal of education is to prepare students for life-long learning and success in an ever changing society. Cutting edge technologies provide tremendous opportunities for students and educators to improve academic achievement in all areas.

Students, parents, and educators use communication and information technologies to enhance and expand the traditional role of education. This technology integration plan outlines the strategies for turning this vision into reality.

**Mission statement:**

Provide a learning environment where students are encouraged to reach their maximum potential and develop into responsible, educated, productive citizens who are able to meet the challenges of an ever-changing global environment.

**School (D):****School vision:**

Being a distinguished school to introduce a highly qualified student in accordance with his/her psychological, educational, moral, scientific, creative, cultural and sport skills.

**Mission statement:**

- Spreading values.
- Professional development.
- Spreading voluntary spirit.
- Parents co-operation.

- Publishing school data.
- Developing accountancy knowledge among employees.
- Perfect use of technology.
- Communication and cohesion among all employees who are concerned with the educational process.

### C. Research Design

The qualitative approach applied as the research design in this study helps reveal trends and motives behind teachers' behaviors and experiences.

Data were collected through structured interviews in which teachers and school principals were formally interviewed with a specific set of questions that elicited information on similar topics from the respondents. A standardized interview was used so that all participants were asked the same questions in the same order. I included both open-ended and closed ended questions to allow both lengthy and short responses. Interviews lasted approximately thirty minutes each. An interview permits the acquisition of data on teachers' and school leaders' perceptions on evaluation of teacher performance, teacher evaluation strategies and techniques, clinical supervision as a tool for teacher performance, instructional motivation, and teacher performance evaluation ratings. In-depth interviews provide a chance for reflecting upon in-depth qualitative data about teachers' attitudes and actions. The interview method provides the ability to go through many content issues and is relatively cheap and an efficient approach to gather a wide and yet deep thoughts of teachers and principals interviewed (Marczyk, Matteo, & Festinger, 2005). Conducting interviews on a one-to-one basis helped to smooth the flow of data from participants and speak more

openly about specific issues in the research. In addition, interviews allowed me to further discuss any ambiguous areas in the research whether on the side of the interviewer or interviewee.

As mentioned earlier, focus groups were applied with the in-depth interviews to enhance the quality of the data gathered. The focus group technique is beneficial in identifying individuals' impressions and concerns about certain issues. Focus groups have been a principal method of qualitative research for decades. One advantage of focus groups is the opportunity it provides for interactions among participants and between the researcher as a moderator and the participants. Upon choosing the participants (teachers) in the focus group, I focused on choosing individuals who had similar characteristics, demographic or interests related to the topic studied (teacher evaluation).

My presence in the focus group as a moderator was critical to the focus group process success. As a moderator, I discussed issues of confidentiality pertaining to the school and information discussed during the focus group session. Among other advantages of focus groups technique was the relatively free atmosphere for participants to discuss and clearly explain their opinions. Focus groups enjoyed a high level of ecological validity, which is according to the Psychology Glossary "the degree to which the behaviors observed and recorded in a study reflect the behaviors that actually occur in natural settings". This is similar to active and dynamic discussions that take place between people in their daily lives (Bloor et al, 2000). The questions used in the interviews were the same used in the focus groups.

However, the teachers participating in the focus groups were different from those chosen for the in-depth one-to-one basis interviews. The reason behind that was to allow the participant to freely express his/her opinion in the individual interview as

they may feel not at ease expressing their opinions within the group session and may be affected by other participants' points of view and attitudes. The open-ended structure of the questions provided the opportunity for participants to express themselves more freely and had a good chance to elaborate more on specific issues.

While conducting the research, participants were eager about discussions and debates raised by their colleagues. Interesting arguments used to come up about what they would not have thought of or built upon by themselves individually. In other words, discussions generate opportunities to brain storm and widen the scope of important aspects. This phenomenon is known as the *snowball effect*. Wimmer and Dominick (2006, p.130) describe it as a situation where "one respondent's remarks tend to simulate others to pursue lines of thinking that might not have been elicited in a situation involving just one individual."

There were four focus groups: one in each school. School A focus group comprised five teachers of different subjects for students ranging between grades 7 and 10 in the British division. School B focus group consisted of three teachers for students ranging between grades 7 and 10 in the American division. School C focus group comprised four teachers for students ranging between grades 8 and 12 in the American division. Finally, School D focus group comprised 4 teachers for students ranging between grades 9 and 12 in the British division.

Unfortunately, the focus group method has its own limitations and disadvantages. Among these are that the information gathered may not be representative of the population in general due to the relatively small sample sizes. It is very common that one participant gets affected by other participants' points of view and thus can change his/her own ideas according to group influence. Last but not least, the data gathered remains qualitative and is difficult to quantify.



## CHAPTER FIVE: DATA ANALYSIS

### Data Analysis

In this section, I present the themes from interviews and focus groups in an attempt to reveal practices of teachers' evaluation from teachers' and principals' perspectives. I analyzed the data within approximately four weeks. The appendices include two sets of interview questions for both teachers and principals.

#### A. Teachers' Perspective:

From in-depth interviews and focus groups, the researcher was able to code the following themes and concepts:

- Teachers' Performance
- Student-teacher relation
- Communication and relationship with supervisor
- Professional development
- Challenges facing teachers

## 1. Teachers' Performance

The majority of teachers believe that teacher evaluation draws the teachers' attention to their strengths as well as their weaknesses; hence through constructive feedbacks they would be able to improve their performance which would definitely benefit the students.

“Teacher evaluation is an advanced and useful means that gives an outcome of great help in enriching the educational process and gives a feedback for each teacher to enhance his/her assets”.

They agree that listening to judgments allows them to improve and plan better. However, teachers promote constant criteria for evaluation. It should be done in a collegial and smart way and also help the teacher to solve the problem to enhance performance.

On the other hand, a veteran math teacher argues that poor evaluation is commonly the reason behind disparaging or even ignoring the whole process of teacher evaluation. This perspective aligns with another teacher's opinion, who perceives that teacher evaluation is complex as not only knowledge of subject matter is assessed, but also other aspects are taken into consideration such as class management, rapport with students, time,...etc.

## 2. Student Teacher Relation

This tool of evaluation has generated a heated debate among the participants. The majority senses that it is critical and risky and should be dealt with great care as motives and personal preferences interfere. Others added that only mature students

and those who acquire a good standard of education could be relied on. It is informal and cannot be regarded as an accurate fair method.

“It’s too risky because students can be immature and emotional rather than rationale”. A good number of participants went to the extreme and perceived it as an inefficient tool and not necessarily beneficial in Egyptian schools. Few teachers absolutely refused it on the grounds of the interference of emotions, hence students will base their evaluation on whether they like you or not. They suggested that students could assess their activities.

On the other hand, a minority of teachers regarded it as the most effective tool for evaluation. They believe that it helps them to improve by being aware of how the students feel and what they need.

“Very valuable”. “Important, it helps teachers to realize their weak points.”

### 3. Communication and Relationships with Supervisors

With respect to this theme, all participants approved the effective communication skills. They believe that building a collegial and trustful relation with the supervisor is the key for professional development and success. Communicating and interacting using body language and eye contact are highly regarded by teachers. Teachers are self-contented about their relation with supervisors.

“Great relation, thank God”. “Teachers and supervisors are one unity for the success of students”.

They added that their relation with supervisors is full of respect and sometimes, friendship is built out of the scope of work. Teachers enjoy doing their job without feeling the superiority of their supervisors.

Novice teachers listen to supervisors and work on their professional improvement in a collaborative way.

“Being sort of new teachers, supervision guides us positively and puts us on the right track”. Few teachers regard their relation with supervisors as “distant relation”. They argue that they do not learn much, and they meet because it is a must”.

Apropos student-teacher relationship few teachers believe that building rapport with students is one of the necessary keys to effective communication with students. Not only that, but also students would accept teachers’ critique and would try to please their teachers. Good rapport definitely affects students’ performance.

#### 4. Professional Development:

Participants’ response to self-reflection as a tool for professional development widely varied. Some teachers perceive self-reflection as a tool for professional development, but it is not sufficient. They agreed that honesty and sincerity are vital criteria for a successful result. Others added that it should play a minor role, as they point out the importance of a second opinion that could make a difference.

Others support the view that self-reflection is valuable as it stimulates ideas and opportunities. It allows teachers to revisit their lesson plans to adjust according to students’ needs. Teachers highlighted that when they reflect on their lesson plan and performance, they become conscious of what changes should take place.

“An action starts with a thought. It inspires our up-coming lessons”.

Peer coaching as a tool for professional development has been viewed from different perspectives. Many participants regard peer coaching as a means for collaborative learning. They seemed to believe it is more effective if the peer has

more experience. It involves co-operation and sharing. A veteran teacher said “it reduces the cost of training by involving each participant as an equal partner in the process”.

Apart from the benefits of peer coaching mentioned above, it reduces isolation among teachers as well as share successful practices. Some participants argue that it is only useful when teachers are equal in experience and it should be done according to specific criteria. Besides, it is an informal tool for professional development that should be done on a friendly basis.

“A good spirit is needed”.

One teacher expressed her view commenting that “peer coaching” is a mirror image to me”. Contrary to the previous, some novice teachers are almost reserved about applying this tool as they said:

“We have not tried it before, but we think it would be really embarrassing and would not help since the remarks might be out of jealousy”.

They are worried about competition that leads to jealousy. Very few have not heard about it at all.

Clinical observation is highly favored by veterans and novice teachers because of the ample space of feedback and reform. It is perceived as one of the best tools for professional development. Teachers are not criticized in meetings. They discuss and share ideas to promote learning.

“I believe attending a session and seeing how students interact and the end result of the session is the best way of seeing a teacher’s success”.

“Although I hate it when anyone attends my lessons, it always teaches me something”, one of the novice teachers said.

A fairly good number recommended the following as best tools for evaluation:

1. Self-reflection.
2. Student evaluation
3. Knowledge of subject content.
4. Questionnaires.
5. Students' grades.
6. Ability to cope with the educational environment, including colleagues, schools, students, class visits.
7. Interaction with learners.
8. Discipline.

##### 5. Challenges Facing Teachers

Challenges that impede professional development according to participants' responses varied. Among the most obstacles are parents. They claim that parents interfere in all types of decisions on behalf of teachers. "Parents interfere and you cannot satisfy all".

They disagree about parents interfering in everything including punishment, and homework. "Parents want the curriculum handmade".

"Parents are my obstacle as sometimes, when they try to help their children, they only make it worse".

Also, some parents tend not to encourage their children to do homework, which affects both students and teachers.

Some challenges for teachers are the class of mixed abilities, lazy and swinging moods of students, big number of students, over-scheduled classes, and the over load of work.

Furthermore, teachers regard the current circumstances occurring in Egypt for the past few years as obstacles impeding the education system in general. For instance high absence rate for swine flu, as well as the 25<sup>th</sup> January revolution, have affected the quality of learning.

In addition to the above, teachers oppose the stress on paper work and preparation notebook. They believe it wastes their time.

Last but not least, low salaries force them to seek additional source of income, so eventually they are exhausted, which negatively affects their input during school day.

## B. Principals' Perspective

The following themes have been coded from the principal's responses:

- Professional development.
- Teacher evaluation and student achievement.
- Challenges principals face during evaluation.
- Principals' qualifications to evaluate.

### 1. Professional Development

The goal of teacher evaluation is to empower teachers to become good educators. Primarily, the four school principals agreed that head teachers are responsible for teacher evaluation. One principal added that principals observe speech time of teacher compared to students, relationship between teachers and students and active participation of students. Besides, observation should vary in number and aspects according to teachers' acceptance to observation.

They all tend to admit that teachers at the beginning of the year are reluctant and nervous because they are not familiar with the process and have negative notions about supervision and observation. When the process is applied and they improve and develop, they become more receptive, but not at 100% scale.

Observation is the step that helps evaluators follow up on professional growth plan.

“When you adequately identify the strengths of a teacher, it’s an opportunity to cherish them, and when you identify the weaknesses, it is an opportunity to help empower the teacher with proper guidance”. Guidance is provided by workshops and training.

One principal seemed to be aware of restricted budgets and facilities that help teachers enhance their profession.

Only one principal referred to peer coaching as a fruitful tool for professional development. Teachers learn from each other by observing and discussing.

Further aspects that help principals determine strengths and weaknesses of teachers is a pre-conference, holistic clinical, focused clinical, scripting analysis, post conference, and a professional growth plan for each teacher. Another principal suggested using audio visual aids in lesson planning and integrating extra curricula activities. Tangible and achievable plans should be taken into consideration.



## 2. Teacher Evaluation and Student Achievement

Three principals approved linking teacher evaluation to students' achievement and believe they are interrelated. One principal confined the link between teacher evaluation and students' achievements to primary stages. Children's fluency in languages and oral work are good indicators to what teachers are doing. At upper grades, private tuition is extensive, which eventually makes it difficult to link their achievements to the class teacher.

## 3. Challenges of Teacher Evaluation:

All principals are aware of the complexity of teacher evaluation as one of them said: "They require a phenomenal amount of time, practice and work". It involves great responsibility in order to be fair, precise and accurate. This finding is aligned with the evaluation of teachers in Tennessee mentioned earlier in the literature review; with regards to scripting and filling out papers that consumes a lot of time.

Another principal recalled her experience when she was a teacher and how her head teacher had an authoritative attitude which made her discard all her remarks. Hence, she became very tactful and careful when she took her position. Therefore, trust and effective communication skills are necessary.

"Be objective, put personal feelings aside, make sure you end up with a win win situation". The success of the principal is the ultimate goal of teacher evaluation.

#### 4. Principals' Qualification to Evaluate

Experience as a requirement for principals to evaluate teachers has been shared by all. Two principals received their training in their master program as well as previous training from work. One of the principals was trained in England and while working in an organization. They all agree that qualification is vital. One principal added that sense of humor and patience are necessary requirements. Finally, they should not be fault finders.

## CHAPTER SIX: DISCUSSION

### Discussion

Based on the above analysis for the four schools, I could tie in the research problem that directed the study to the findings. No doubt, school principals play a major role in the evaluation of teachers' performance. Principals can empower teachers by promoting motivation, guidance and facilitating work conditions. Professional development configured by principals ensures enhancing students' learning principals must possess certain knowledge skills and experience to assess and promote teachers' performance.

The research findings reveal the importance and effectiveness of clinical observation that escalates professional growth plan, which in turn promotes students' learning and achievement.

Another important aspect the study confirms is that instructional motivation in classroom is directly linked to students' engagement, and interaction. The rapport between teachers and students affects the learning process.

Although teachers are to some extent nervous about principals' evaluation, they feel relaxed when principals start with the positive remarks and express sincere willingness to help teachers overcome their weaknesses.

What is really impressive is that principals and teachers are fully aware of the importance of utilizing assessment for professional development through observation, self-reflection, peer observation, class visits.

Finally both principals and teachers in the four schools advocate teacher evaluation when it provides a new lens for the benefit of education.

## CHAPTER SEVEN: CONCLUSION

### Conclusion

The research conducted in two international schools in Cairo and two in Alexandria on teachers' and principals' perspective about the best strategies and techniques on teachers' evaluation did not reveal any significant differences among the participants. There seemed to be consensus about the importance of teacher evaluation if it was done for professional development and met the objective of learning for enhancing students' knowledge. Perhaps the only difference was reflected in peer observation, as in one school in Cairo, it seemed not to be flourishing, while in one school in Alexandria it was not favored.

The study findings are directly related to the literature review. It sheds light and advocates the vitality of evaluating teachers' classroom performance as the main pivot for improving teaching quality.

A common point of agreement amongst all participants is that, form and check list are not favored. Alternatively, the process of evaluation requires investing in professional development that successfully enhances teachers' experience. Directing the philosophy of supervision to reinforce progress and practice is the core of evaluation rather than penalizing. In other words, the focus should change to supporting teachers. Teachers embrace rigorous assessments if they are fairly and realistically conducted.

It is evident that teachers regard self-reflection as imprecise as mentioned in the literature review (Derrington, 2011). This is due to the necessity of high maturity level.

In an attempt to link teacher evaluation to students' achievement, some principals opposed the accountability of this measurement due to the nature of private tuition in the Egyptian culture.

It appears that clinical supervision is highly favored for its nature of arranging the observation, feedback and discussion. The essence of the process is to develop and enhance the quality of instruction.

For all participants teachers and principals alike, skillful communication, relationship, interacting with students, collegiality and collaboration are the emblem for developing a productive education environment.

Some participants appreciate peer observation for its friendly approach. School principals should promote this approach as not only does it widen the scope of knowledge, but it also creates a collaborative harmonious community among teachers.

Finally, this research has been done on a small sample of four international schools. Therefore, for future research intense groups discussions and in-depth interviews should be carried out to explore a wider perspective of principals and teachers. It is also hoped that a prospective research covers governmental schools and other locations to help improve the quality of teachers' instruction and development.

## CHAPTER EIGHT: RECOMMENDATIONS

### Recommendations

#### A. Public and private national schools in Egypt

Based upon the study conducted, the researcher, recommends educators, instructors and school principals to avoid using checklists as the only tool for teacher evaluation, since, teachers can easily win a satisfactory result by preparing one lesson for the supervisor that would normally cover the checklist requirement. To improve teacher evaluation, it is fundamental to provide training sessions for evaluators on how to develop strategies and structures for enhancing instruction.

Educators should wisely acknowledge before evaluating teachers' performance that they should reflect on the importance of trust as an important catalyst to reduce the tension between the evaluator and the teacher.

There is a compelling need to re-consider involving multiple professional development tools. Besides, not only the inspector should evaluate teachers, but also, peers, teacher self-reflection, students, head teachers, and school principals.

## B. International Schools

Unlike public and private national schools, the study reveals that teacher evaluation though complex shows awareness of multiple strategies. However, the researcher advocates the importance of collaborative professional communities with peers through internet, seminars and meetings during school days. Helping teachers improve is highly recommended by continuously providing support that includes both moral and professional development.



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## APPENDICES

### Appendix 1: Interview questions

Interviewee: Teacher:

1. How do you feel about teacher evaluation?
2. What in your opinion are the best instruments for teacher evaluation?
3. What is your role in teacher observation?
4. What is your opinion about self-reflection as a tool for professional development?
5. What is your opinion about student-teacher evaluation?
6. What changes would you like to see in your job as a teacher in order to improve professional development?
7. What challenges you think that impedes your job as a teacher?
8. What type of relation do you have with your supervision?
9. How do you respond to judgments of evaluation?
10. What is your opinion about peer coaching?
11. In what ways do you share in teacher evaluation?
12. Describe the best evaluation tool in your opinion?

Interviewee: Principal:

1. Who will conduct the teacher observation?
  - a) Principals
  - b) Head teachers
  - c) Peers
2. How often will observations be required?
3. Will observation vary according to teachers' levels of experience?
4. What do you think the teachers feel about the evaluation process?
5. What qualification should an evaluator acquire to evaluate?
6. What training, if any, have you had for evaluation?
7. Recall when you were a teacher. What is your memory and perception of the evaluation experience? How has that experience impacted how you do evaluations of teacher now?
8. What in your opinion are the challenges of evaluation?
9. What is your opinion about linking students' achievement to teacher evaluation?
10. How will evaluation results function to improve professional development?
11. Which tools do you use to determine strengths and weak nesses of teachers?
12. How many evaluation cycles will be used to ensure that opportunity for professional growth is provided?
13. What is it like to visit classrooms?
14. What is the most satisfying aspect of evaluation?
15. What is the least satisfying aspect of evaluation?
16. What would you change to the process if you could?

17. What is the goal of evaluation?
18. What opportunities and support do you provide to ineffective teachers?

## Appendix 2: School (A)

### Focus group (5 teachers)

1. Teacher evaluation draws the teachers' attention to their strengths as well as their weaknesses and hence, through the suggested points to consider, the teacher would be able to improve his/her performance which would definitely benefit the students,
2. The best instrument for teacher evaluation, in our opinion is the teacher's rapport with the students. Through good rapport, students would be more than happy to accept the teacher's negative comments about them, even more than the positive ones just seeking to please their teachers. This will definitely affect the students' performance.
3. Having a well-organized lesson plan, abiding by it and sticking to the time limit would be the teacher's main role. A teacher should also bear in mind the students' need to ask questions and should be ready with their answers.
4. As long as the teacher is honest and sincere, self-reflection would be a very good tool but would still not be the best, a second trusted opinion makes a difference.
5. Student-teacher evaluation has to have a lot of restrictions. Only mature trusted students can be chosen for this task.
6. More discipline at school should be paid attention to in which all school members should coordinate. Besides, teachers should be given regular trainings and workshops to have a visible progress in the educational system.



7. A teacher is challenged by all sorts of challenges throughout her career. To start with, a class with different abilities needs very hard work from the teacher to move with the same pace. Moreover, lazy students who refuse to work are really troublesome. There are also the nosy parents who interfere in all sorts of decisions taken by teachers. Finally, there are sometimes some things one cannot avoid, such as the birds flu, the swine flu and the revolution in Egypt which counts for three consecutive years.
8. Being sort of new teachers, supervision guides us positively and puts us on the right track.
9. Very acceptingly unless the suggested method doesn't suit for any reason the class.
10. We haven't tried it before but we think it would be really embarrassing and would not help since the remarks might be out of jealousy.
11. We are being evaluated.
12. Checklist.

#### Teacher 1

1. Evaluation helps improvement of teaching techniques.
2. I think that student teacher evaluation is effective. I always pass out evaluation questionnaire to help improve notes, ways of teaching.
3. I am being observed by my students.
4. One always thinks that he is doing best but when you get feedback from your students this always tends to highlight many defects that one may not see in himself.
5. I think that this is the most effective way of evaluation.

6. Continuous & ongoing training (in fields of teaching techniques & in subject matter).
7. Time, lab set up,...
8. Great relation (Thank God).
9. I try to put all points mentioned into consideration & most of the time I do alter my ways to cope with what they ask.
10. Peer coaching is effective but it will be helpful if the peer is more experienced.  
When I started teaching I was coached by my dear first teacher I owe her a lot.
11. I observe my fellow IT teachers & conduct feedback meetings.
12. Best evaluation tool is self-reflection & student evaluation.

#### Teacher 2

1. It is essential to improve performance.
2. Subject content/ability to reach  
students/pedagogy/attitude/commitment/collaboration with colleagues.
3. Teachers who are models must attend for learning many things such as student relation and subject content. If a teacher observed does something wrong advice is necessary.
4. It is important to self-reflect on performance to avoid future mistakes and what things I intend to change and my relation with students.
5. On one condition. The student is on good level education wise and is one of the popular students known by good manners.
6. Change in curriculum as not to depend on quantity but quality. Balance in content between grades, e.g. grade 7 is difficult while 8 is easy. Repetition for the same lesson methodology depending on the book as a sole resource of

learning. Research is important/discussion/students should have the choice to select subjects.

7. Routine/stress on paper work and preparation notebook. It is a waste of time. Inspectors refuse computer based preparation and insist on hand written. Admin pressure also impedes as low salaries make me work in the afternoon, so eventually I'm tired next day.
8. Teachers and supervisors are one unity for the success of students. Supervising students everywhere.
9. I will regard and reflect with supervisor to rectify mistakes. If I feel injustice I will defend myself. Generally I respect seniors.
10. It is personal and relies on the person himself. Jealousy might occur because we compete.
11. No because I'm young.
12. Knowledge of subject content this is the base, relation with students is necessary student evaluation by student.

### Teacher 3

1. It is very difficult to accurately evaluate a teacher as you need to evaluate her on different aspects not only academically.
2. Classroom – visits, questionnaires.
3. I observe how flexible and resourceful a teacher is when exposed to different unexpected situations. The extent of her command of the academic material she is presenting which is shown in her answers to students questions and variation in methods of presentation. I observe whether she has set tasks to evaluate her performance and as students comprehension of new information.

4. Much made of, a teacher as the first one who can accurately assess her own performance. I believe that if you think about you become aware of it & ultimately do something to change it. An action starts with a thought.
5. Usually students personal preferences interfere. It cannot be regarded as an accurate fair method.
6. Classroom visits between teachers in different countries who are concerned with the same syllabus. Whole lessons uploaded on the net. Workshops and conferences where everybody is actively involved including students.
7. Students indifference, lack of care and mood swings.
8. Excellent, she is very helpful.
9. I reflect upon it & try to do something about it.
10. Very useful
11. Through classroom visits.
12. Observation & questionnaires.

#### Teacher 4

1. A necessary evil.
2. Informal observations
3. Observe/observed.
4. It depends how honest the teacher is.
5. Possibly good, possibly dangerous.
6. N/A.
7. Additional duties, inconsistent application of school rules.
8. Friendly.
9. It depends how it's delivered.

10. Very useful.

11. I'm head of department, it is part of my job.

12. Informal observations.

#### Teacher 5

1. OK.

2. Observation.

3. Peer observer.

4. Very valuable.

5. Very valuable.

6. I would like resources.

7. Lack of resources.

8. Good relationship.

9. Well, I like them.

10. I like it.

11. I go watch my friends teach.

12. Observation.

Principal:

1. Head teacher, peers do not evaluate formally, principals observe speaking time of teacher compared to students. Relationship between teacher and student, student active participation, problem solving as peer assessment.
2. At least once a term
3. Vary according to the teachers' performance.
4. Some teachers feel uncomfortable while other are ok, but not 100%.
5. Qualified definitely for that.
6. Trained in England and in Egypt while I was working for the British Council.
7. When I was a teacher I appreciated peer observations, I admired when they start of positive critical criticism is indirect.
8. Challenges are great. Teacher is greatly affected. Positive feedback with constructive guidance and professional development.
9. It is important in lower stages. Upper grades because students do a lot of private tuition. Link achievement to oral work and fluency can tell what the teachers are doing.
10. Concentrate on areas that need development.
11. Objectives/aims, tangible, achievable.
12. At least 10 cycles.
13. I enjoy it. I go back to the classroom seeing the success of the teacher.
14. Success of a teacher and relation with students.
15. When the students are bored.
16. More peer observation & evaluation.

17. Assess the teacher and help her constructively develop a lesson plan for the sake of education.

### Appendix 3: School (B)

#### Focus group (3 teachers)

1. Evaluation forms should not be limited to check boxes. Their need to be levels and layers under every indicator. Include a rubric with every evaluation form.
2. Rubrics included, open ended questions, do not include any yes or no questions.
3. Peer visits.
4. Awesome. We do this most of the time. It inspires our upcoming lessons. An amazing tool.
5. Student – teacher (done informally).
6. Get offers when it comes to taking courses. Attend international seminars, professional community.
7. The parents, learning disabilities.
8. Distant relation.
9. The evaluation should be done in a smart way. The feedback should be given also in a smart way to be taken into consideration.
10. It is helpful, very productive.
11. I show my teacher a display of her board, ask her what she thinks? To put herself in her students' shoes & start a two way thing from here.
12. Ongoing evaluation, positive and continuous open channels.

#### Teacher 1

1. I think it brings out points of strength and weakness. It has to be done from different angles though. Peer teachers, seniors and most importantly students themselves should evaluate the teachers. Students are the best judges. The teacher being evaluated must also take a look on the evaluation to put more stress on her/his point of strength and improve areas of weakness.
2. A complete reflective essay.
3. Although I hate it when anyone attends my lessons, it always teaches me something observing others also teaches a lot.
4. I have done before in a “teaching strategies” course. It proved to be perfect. You evaluate your own self, you get to realize what it is that you did best and how exactly you can improve.
5. Students give feelings, it helps the teacher improve her way to be the best she can for them.
6. I would like to receive courses from the school-the school must offer help.
7. An experienced senior must exist in all subject areas. Salaries are not good. Parents interfere badly.
8. One relation is very professional, we meet for it’s a must and I don’t learn much. Another senior is great – focuses on details but not when stressed.
9. Love it. Makes me a bit sad when figure out a mistake that I have done. Must be from one who understands thoroughly.
10. Improves one’s teaching. A good spirit is needed.
11. Never shared the ones/ I observe only once, it felt bad because I had to say bad stuff. I got evaluated twice with one person, loved her tips and tried my best to improve.
12. Definitely self-reflection.



## Teacher 2

1. Good trend toward good way.
2. Explanation, communication with students.
3. Being observed.
4. By evaluating myself daily on my work.
5. Wrong.
6. Tools (stationary tools).
7. Parents (a little), students (a little).
8. Friendly.
9. By trying to improve my way if there is a comment on it.
10. Informal visit and it helps a lot.
11. From students response.
12. Discipline.

## Teacher 3

1. Helps me to improve my weak points.
2. Attending the classes and see the communication with the students during the class.
3. I am observed by my senior.
4. I think that I am always checking and reflecting back to my work which helps me sometimes to find a different way and method to give the information.
5. Students can only evaluate the teachers in one case, that they do understand the lessons and moving on track with her or not.
6. I think we should add more activities during the class work which needs to give us more time to interact with students more.

7. The challenge is to prove myself as a new teacher plus to be professional and the same time keep an excellent relation & communication with the kids.
8. Professional relation full of respect and sometime friendship out of the scope of work.
9. Responding and trying to improve.
10. Responding and trying to get some from her experience.
11. Attending her classes and making class visits.
12. Attending class and ask student feedback.

#### Teacher 4

1. It depends on who is evaluating me, if it done through a supervisor, then of course I would love to have a feedback and any comments. However, a parent might not be giving a well evaluated point as for the sake of their child.
2. Observation through attending classes with the teacher.
3. I am being observed by my supervisor.
4. I think self-reflection is a really effective tool, however, certain criteria have to be available before doing that.
5. Student teacher evaluation is not a really effective tool as every student will have their attitude according to their personal feelings towards the teacher.
6. More training courses given in certified places by real professionals in the field.
7. Parents are my real obstacles as sometimes when they try to help their children, they only make it worse. Also getting the students to enjoy what they are doing.

8. Our relation with our supervisor is more than good as she makes us not feel being supervised while doing her job. She draws our attention to all the points in a really friendly way.
9. I respond according to who is giving it and how. It has to be given by a professional, thus my reaction will be taking everything into consideration and taking action.
10. It is really helpful. We share ideas and assist each other with whatever hinders us.
11. I do not share in teacher evaluation other than after attending classes with friends, I only give feedback.
12. Class visits either by a supervisor or a colleague.

#### Teacher 5

1. Should be present as not all teachers do the work on their own.
2. Teacher observation for more than one lesson and paper written criteria.
3. To guide my teachers, to reach the best way to communicate with students and best way of teaching.
4. It is important to know how students are accepting me as a teacher to be able to communicate with them.
5. Not needed as students usually depend in their opinion on whether they like the teacher or not.
6. Attend as many workshops and courses that may improve my way of teaching or evaluating my staff.
7. Students that are not willing to learn and their parents who do not come.
8. Friendship – respect.
9. I try to improve the points that I have defects in.

10. It is very important as we can detect our mistakes with one of the classes.

11. I friendly guide the new teachers.

12. Attending two lessons for the same teacher, one she previously knows about and the other all of a sudden.

#### Teacher 6

1. It is very important to detect any defects and to pinpoint minor problems before they increase.
2. Attending a session and seeing how classroom management is well handled. Preparation and aids used. Observing the smooth running of the lesson.
3. To communicate with my junior teachers and passing over my experience will help teach them how to observe their students better.
4. It is important to detect my faults in my career and to keep space for any improvements.
5. A double edged weapon because students can be immature and emotional rather than rationale. But in some cases that students can help me improve my sessions by better understanding their needs.
6. The schedules have to be less stressful to help me accommodate the work needed for professional development.
7. Parents tend to leave the kids without supervision and so students do not work much at home and this affects their academic level.
8. Friendly but firm relationship providing support and at the same time abide by the school system.
9. Discussing the evaluations is very important to convince the teacher of how she can improve herself.

10. Peer coaching is always essential to help me better see my approach to any ...  
(mirror image to myself).
11. Guidance and advice.
12. I believe attending a session and seeing how students interact and end result of the session is the best way of seeing a teachers success.

## Principal

1 - Head teacher.

2 - Twice per term ( 4 times / academic year )

3 - Yes

4 - Usually teachers are not happy about it but, if they are assured that it is not a way to criticize their work but ,it is to help them improve and develop their performance , then they would welcome it ( it all depends on the way you do it ).

5 - More years of experience, excellent knowledge of subject, friendly approach (should not be a fault finder), patience, sense of humor.

6 - 21 years of experience in the field of education in different stages.

7 - One of my head teachers had a bossy attitude which made me rebel all her remarks, so when I became in a position to evaluate others I am very careful , I chose every word and prepare my objective remarks before saying them .

8 - Be objective - put personal feelings towards teacher aside - make sure you end up with a win win situation - follow up after evaluation teacher's performance.

9 - Very strong link in most cases .

10 - By correct effective evaluation we can decide on the proper needs of teachers, and formulate suitable training and workshops required to enhance their performance.

11 - Their ability to use audio visual aids in lesson planning - integrate extra curricular activities in lesson planning.

12 - In my opinion 4 cycles / academic year.

13 - Enjoyable.

14 - When you feel you were able to add something to the teacher you are evaluating and they benefit from your remarks.

15 - When you cannot convey the message to the teacher clearly and they take it personal.

16 - Nothing.

17 - It is the key to plan effective professional development workshops.

#### Appendix 4: School (C)

##### Focus group (4 teachers)

1. It is important for improvement on drawbacks.
2. Clinical observation/ one to one/ teacher's own notes.
3. Peer observation / work on drawbacks comments.
4. Very beneficial only one can really evaluate. Tell yourself the truth.
5. We prefer students assess their activities. They could be asked about how they react. If teachers are not loved. They are badly criticized.
6. Courses paid by schools/deals for workshops. Specific courses specifically related to subjects that are certified: Appreciation.
7. Parents interference you can't satisfy all. Students that lack basics. School policy that you can't do because of school regulations. High absence of school regulations. High absence rate cause of swine flu and revolution. Parents even interfere in punishment. Parents are never satisfied. They want the curriculum handmade.
8. Mother/daughter relation/very collegial.
9. Listen and work on it. Explain point of view. We have input. If the teacher is not professional she listens to advice.

10. Peer coaching is useful because we share same experience. To exchange experience when they are equal. There should be a criteria. It has to be done friendly. Sometimes jealousy motivates. It could be beneficial if she understands. Guidance for peer observation is necessary.
11. Seniors evaluate us on punctuality /class observation/documents/common mistakes in exams to guide teachers/give teachers clue for explanation /some teachers are tensed but when the comment is said friendly it is accepted.
12. Our own notes-senior evaluation – student progress, self up grade.

Teacher 1:

1. Very beneficial for perception. To know where we are standing. To enhance our profession.
2. Peer observation/ clinical observation by senior/class visit by head teacher. Learners feedback on activities for the practical part.
3. Class visits. If there is a problem, we tell the teacher one to one in a friendly way. It is never done in meetings. You can act a demo lesson new teachers attend demos. “Reflective teaching month in Summer”.
4. It helps to enhance and correct ways and all lesson plans working on other activities. Work on defects.
5. Not all students to a certain limit. It works better in activities.
6. Working according to the circumstances, work with the facilities that we have.
7. Class control with management and to be loved by students. Try to satisfy all students. Act addressing multiple intelligence of students. Parents are not satisfied.
8. Excellent relation.



9. Accept because it's for our development.
10. It is very useful. Teamwork asking people around us. We share experience.  
We share material together.
11. Peer/ self-reflection/clinical/class visits. When we ask for it, it is very important.
12. Feedback on tools/class discussion with students. We don't believe in grades.  
Senior visits because they tell. Eye contact and body language. Interaction of kids. Students responses.

Teacher 2:

1. It is important / beneficial/ keeps track of achievement. Gives chance to learn.
2. Observation/feedback from supervisor/conversation/class visits/discussion on comments from observer.
3. Very beneficial, it adds a lot.
4. Vital to know how far we are going to ameliorate.
5. It is beneficial to an extent depending on the maturity of students/the topic draw attention to problem.
6. Taking courses and peer observation should be more structured.
7. Students who are either very active/ or not intended/the culture changes.
8. Friendly / professional.
9. Very positive. They are talented and we gain positive.
10. We do it all the time. We add to each other and we transfer class room experience.
11. Feedback after class visits/ discussing positive /negative/following up.
12. Mixture/student/peer and senior observation.

## Teacher 3:

1. Good and not annoying.
2. Children and parents feedback.
3. I'm the one who is always observed.
4. Not enough.
5. Important, it helps teachers to realize their weak points.
6. More training courses.
7. Reaching through different levels of skills at the same time.
8. Great.
9. Objectively.
10. Effective, it helps to earn extra experience.
11. I get evaluated.
12. Children and parents feedback.

## Teacher 4:

1. It's a must so to know strengths and weaknesses of the teacher.
2. Attending classes with them, asking students and parents.
3. I don't observe.
4. Very difficult and needs someone who is true about himself.
5. Based according to the student.
6. Less paper work.
7. How to improve more and how to develop as a teacher.
8. A very good relation, we give feedbacks and communicate about anything we want.
9. I listen to the judgments and try to see points of improvement and strength.

10. Very good because sometimes you just need to see how things are done differently.
11. Every way.
12. Being in class and checking performance and how teachers are delivering information.

Teacher 5:

1. It will benefit when the one evaluating the teacher gives his comments and solve it together.
2. Discussion only.
3. Nothing.
4. Very difficult and needs someone who is true about himself.
5. I think it will be useful for a teacher.
6. More technology tools to use it.
7. Learn them more useful programs, help them in the future with a simple and lovely way.
8. So friendly and lovely.
9. With smile and acceptance.
10. Not bad.
11. Good way because it helps us.
12. May be record a video during the class and after that we (who did evaluations & teacher) sit together to discuss strong points and weak points to solve it.

Teacher 6:

1. It's important. It helps me learn but sometimes it's unfair.

2. A specific form that identifies the needed skills.
3. Nothing. I am the one being observed.
4. It's ok, but it's not enough.
5. May be, but students if they don't like the teacher will just say bad things.
6. Professionalism. When you are friends with the supervisor, you can do anything and get away with it.
7. Too many classes, the work is too much.
8. It's good, but very moody.
9. If I think it's fair, I will sign it.
10. I don't know what that is.
11. We talk off the records in my department.
12. It should be fair and clear.

Principal:

1. Both principals & head teachers
2. Weekly
3. The focus and approach changes.
4. It is fairly conducted
5. Charlotte Danielson's teaching framework is used 5 dimensions.
6. M.A. in education – 2 diplomas in teaching.
7. No one gave a formal presentation.
8. Fairness, preciseness & accuracy, communication.
9. It's part of the evaluation – student's level at the beginning of the year is compared to the end of the year.
10. It does not due to lack of budget & facilities.
11. Clinical observation tools: wide range of wide & close lens tools.
12. 3 cycles
13. Part of the job description – required.
14. Giving teachers their due.
15. Handling marginal teachers.
16. Linking evaluation.
17. Improving classroom instruction – teachers' professional development.
18. Mentoring – continuous observation & feedback.

Appendix 5: School (D)

Focus Group (4 teachers)

1. It is important, it allows the teacher to improve on their skills/techniques/awareness.
2. Observations and discussions.
3. I am observed/I observe teachers.
4. Important.
5. Not necessarily useful in schools in Egypt.
6. More courses provided by the school for teachers.
7. Lack of discipline on behalf of parents/students/school.
8. Good communication.
9. Constructively.
10. Can be useful if done professionally.
11. I talk to my peers if I notice something.
12. Observations and self-reflection.

Teacher 1:

1. Teacher evaluation is a measurement tool that can be used by the teacher to self-improve, so I like it very much.
2. Peers.
3. I play the teacher.
4. It should play a minor role, your peers fill in the gap.
5. I don't like it.
6. More personal interaction.
7. Dumb kids.
8. Super.
9. I cry into my pillow.

10. Should be fun, let's try it.
11. We copy answers.
12. The soul burning state of disappointment of my supervisor.

Teacher 2:

1. It is important, it allows the teacher to improve on their skills/techniques/awareness.
2. Observations and discussions.
3. I am observed/I observe teachers.
4. Important.
5. Not necessarily useful in schools in Egypt.
6. More courses provided by the school for teachers.
7. Lack of discipline on behalf of parents/students/school.
8. Good communication.
9. Constructively.
10. Can be useful if done professionally.
11. I talk to my peers if I notice something.
12. Observations and self-reflection.

Teacher 3:

1. A necessary evil.
2. Informal observations
3. Observe/observed.
4. It depends how honest the teacher is.
5. Possibly good, possibly dangerous.

6. N/A.
7. Additional duties, inconsistent application of school rules.
8. Friendly.
9. It depends how it's delivered.
10. Very useful.
11. I'm head of department; it is part of my job.
12. Informal observations.

Teacher 4:

1. OK.
2. Observation.
3. Peer observer.
4. Very valuable.
5. Very valuable.
6. I would like resources.
7. Lack of resources.
8. Good relationship.
9. Well, I like them.
10. I like it.
11. I go watch my friends teach.
12. Observation.

Teacher 5:

1. Good and not annoying.
2. Children and parents feedback.



3. I'm the one who is always observed.
4. Not enough.
5. Important, it helps teachers to realize their weak points.
6. More training courses.
7. Reaching through different levels of skills at the same time.
8. Great.
9. Objectively.
10. Effective, it helps to earn extra experience.
11. I get evaluated.
12. Children and parents feedback.

Teacher 6:

1. It's a must so to know strengths and weaknesses of the teacher.
2. Attending classes with them, asking students and parents.
3. I don't observe.
4. Very difficult and needs someone who is true about himself.
5. Based according to the student.
6. Less paper work.
7. How to improve more and how to develop as a teacher.
8. A very good relation, we give feedbacks and communicate about anything we want.
9. I listen to the judgments and try to see points of improvement and strength.
10. Very good because sometimes you just need to see how things are done differently.
11. Every way.

12. Being in class and checking performance and how teachers are delivering information.

Teacher 7:

1. It will benefit when the one evaluating the teacher gives his comments and solve it together.
2. Discussion only.
3. Nothing.
4. Very difficult and needs someone who is true about himself.
5. I think it will be useful for a teacher.
6. More technology tools to use it.
7. Learn them more useful programs, help them in the future with a simple and lovely way.
8. So friendly and lovely.
9. With smile and acceptance.
10. Not bad.
11. Good way because it helps us.
12. May be record a video during the class and after that we (who did evaluations & teacher) sit together to discuss strong points and weak points to solve it.

Teacher 8:

1. It's important. It helps me learn but sometimes it's unfair.
2. A specific form that identifies the needed skills.
3. Nothing. I am the one being observed.
4. It's ok, but it's not enough.

5. May be, but students if they don't like the teacher will just say bad things.
6. Professionalism. When you are friends with the supervisor, you can do anything and get away with it.
7. Too many classes, the work is too much.
8. It's good, but very moody.
9. If I think it's fair, I will sign it.
10. I don't know what that is.
11. We talk off the records in my department.
12. It should be fair and clear.

## Principal

1. Principals, head of departments, Academic dean's office.
2. 100% of staff must be achieved at least twice (clinical), and at least 3 times (informal) from the beginning to the end of the year.
3. No, all initial observations are holistic and an individual growth plan will be devised for each teacher.
4. At the beginning of the year, they were very nervous because they were not familiar with the process and harbored negative feelings about supervision and observation. We used the informal observations as a rehearsal for the clinical and used those experiences to help lift the pressure from the teacher's. They are now far more receptive.
5. They should undergo a deep understanding of why we do observations and how we do observations. Also, it is vitally important for all observers to become very familiar with the tools they use.
6. I received my training from AUC MA program for International and Comparative Education and the supervisors at school received their training from me and my school principal who holds the same MA degree from Ireland.
7. How has that experience impacted how you do evaluations of teacher now? I had no faith in the qualification of my observers. I found them unqualified and incompetent and still feel the same way about them. It has made me very cautious to do things the right way and the best way, so that I am not regarded the same way I saw my observers, and because everyone deserves a fair equitable evaluation.

8. They require a phenomenal amount of time and practice and work. Doing this is not easy and comes with great responsibility and specific obligation.
9. They are interrelated, of course.
10. It is one step that leads to an individualized, and followed up professional growth plan. When you adequately identify the strengths of a teacher, it's an opportunity to celebrate them, and when you identify the weaknesses, it is an opportunity to help empower the teacher with proper guidance.
11. A pre-conference, holistic clinical, focused clinical, scripting process, scripting analysis, post-conference, and professional growth plan for each teacher.
12. Three informal, one clinical, and as many follow-ups as required to meet any of the specified objectives (this could be 1 or 10 or more).
13. Very exciting and very interesting. But sometimes it feels as though my hand will bleed from all the scripting.
14. Seeing how much the teacher is learning and how much happier are as they take the steps that allow them to succeed.
15. Difficult teachers who do not want to recognize their weaknesses even when they are faced with the specific instances.
16. Absolutely nothing.
17. Empowering teachers to become true educators. Offering the necessary guidance.
18. We take every opportunity to guide them and teach them. Professional development at school, open-door policy with the Academic dean, in-class co-teaching, peer observations, classroom interventions (when needed), a library of related literature available by soft and hard copy.