



Teacher Evaluation Processes that Lead to Professional Growth: The Role of the Principal as Perceived by Administrators and Teachers

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Abstract: This article aims at inspecting the perceptions of administrators and teachers regarding the role of the administrator in improving the teacher's professional growth provided by the Armenian High schools in Beirut; Lebanon. It is also conducted to study, on one hand, the principals' role in the teacher evaluation process, while on the other hand, to determine whether they are capable of improving teacher's professional growth. Both quantitative and qualitative data were gathered from seven Armenian High schools in Lebanon. Quantitative data was gathered through Teacher Evaluation Profile (TEP), where N=10 administrators and N=50 teachers participated in the filling out the questionnaire; Qualitative data was gathered through interview questions, where N=7 administrators and N=14 teachers participated in the interviews. The results of the research conveys the role of the administrators in teacher evaluation process, in addition, it might help them plan evaluation process that helps the teacher's professional growth.

Keywords: Evaluator, Teacher Evaluation, Professional Growth, Teacher Perception, Administrator Perception.

1. Introduction

If schools are to function effectively, then making continuous improvements in every aspect of the school life becomes a must. Thus, supporting and investing in teachers' professional development become a priority to enhance teacher's skills and effectiveness leading eventually to the school overall improvement.

Professional growth has been widely approached by many researchers. Wise (2017) argued that hiring highly qualified teachers is not enough. Teachers need to be "up-to-date on current, well-grounded educational trends and research" (p.38), for teaching pedagogies and methodologies are rapidly evolving (Guskey, 2000).

Danielson (2015) stated that professional growth is not only for novice teachers but also for the experienced ones, for teaching and learning are so complex. Hence, teachers always need to update themselves. Dagen and Bean (2014) defined professional growth to be the experiences that teachers gain in a culture that encourage collaboration and shared leadership. Based on that, teachers acquire the knowledge needed in both content and pedagogy to improve student learning.

Many researchers have studied the positive effect of professional development on teacher growth, teaching practices, overall school improvement and student achievement. Studies have also found that the way professional development is planned and practiced at schools does not lead to the positive changes mentioned above (Guskey, 2000; Joyce and Showers, 2002; McDougall, 2001).

Darling-Hammond (2012) explained that teacher evaluation was an important tool that could be used to improve an educator's quality and therefore improve teaching as a whole. Teacher evaluation provides the opportunity to identify a teacher's strength and weakness.

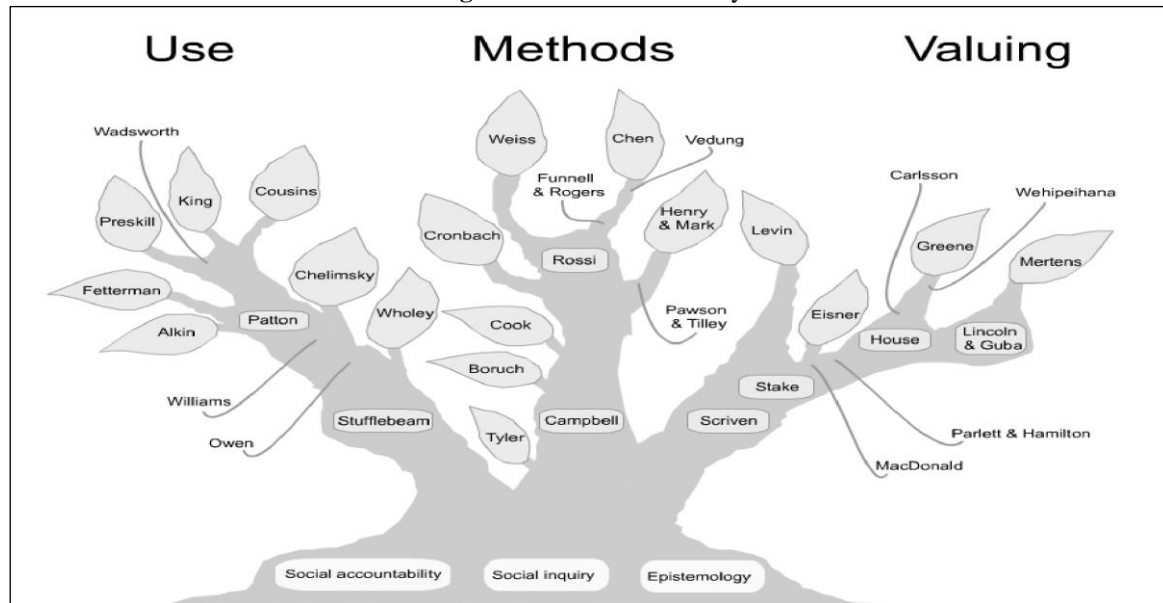
Donaldson (2009) added that teacher evaluation, if used properly, can identify in which areas teachers need growth and where they have grown. This in turn sends a message that what they do is so important to the teaching and learning process.

1.2. Theoretical and Conceptual Framework

Teacher evaluation can be incorporated within multiple theories. An explanation of how evaluation can unite multiple theories is offered by Alkin and Christie (2004), who developed a conceptual framework of different teacher evaluation concepts. In their book, *Evaluation Roots* (Alkin,

2004;2012), different evaluation theories were placed on an Evaluation Theory Tree, whose trunk consisted of three main branches, as seen in fig.1. The trunk itself was built on a triple foundation of accountability and control, social inquiry, and epistemology (added in the revised version). These areas support the development of the evaluation field in various ways (Alkin, 2004).

Figure 1. Evaluation Theory Tree



Source: Alkin (2012). Evaluation roots (2nd ed.). Thousand Oaks, CA: Sage.

For the purpose of this article, the concentration will be on the three branches: Methods, Values, and Use.

Methods: This is the central branch of the evaluation tree (Alkin, 2012). It focuses mainly on the methods used to evaluate teachers. Many researchers tried to formulate evaluation systems, using methods that evaluated teachers as objectively as possible (Danielson, 2007; Marzano, 2011), these methods included rubrics that provided clear explanations to the teachers about their performance, instead of supplying teachers with remarks that evolved around general descriptions about their teaching behaviors i.e. proficient, good, fair, etc.

Values: This branch focuses on the role of the evaluator in making judgments and placing value on their observations or research findings. Theorists on this branch believe that evaluators are researchers that have to place value on their findings and examine the outcomes. These theorists see the evaluator as the person with a unique set of skills that make him/her capable of making evaluation statements about programs.

Use: This is the third branch which focuses on decision making. It considers how the evaluation information is going to be used and who will use it in order to increase evaluation findings to provide useful information for program improvement. That is why Alkin (2004) calls these theories decision-oriented theories.

In conclusion, Carden and Alkin (2012) explained that these three branches were not placed as independent from one another. Rather, they complete each other since theorists were placed on each branch to emphasize the different ways of using each branch for a complete evaluation.

Teacher's professional growth and development is important and should be one of the purposes of evaluation. It is a great way to improve teacher's quality, which in return directly affects student's achievement as many researchers proclaim (Danielson and McGreal, 2000; Derrington, 2011; Donaldson, 2009). Therefore, in order to ensure teacher's growth, the literature proposes a number of key factors that needed to be considered.

One of the key factors is that teacher evaluation criteria should be research-based and have an objective tool that measures teacher's weaknesses or expert skills (Danielson and McGreal, 2000; Danielson, 2007; Marzano, 2003;2011).

Another key factor is the way evaluations are conducted. Derrington (2011) found that evaluations were done through a classroom visit by administrators, followed by a completion of a checklist which indicated teachers to be either satisfactory or unsatisfactory. This procedure alone does not lead to the teacher's growth. To ensure teacher's growth, Maslow and Kelley (2012) stated that collaboration

between the teacher and the administrator, followed by useful feedback on how to make changes in their teaching techniques and classroom environment is a must.

The third key factor is that professional development activities should be related to teacher's needs and weaknesses that could be included through teacher's evaluation. Papay (2012) indicated that teacher's evaluation could be a helpful tool in indicating a teacher's areas of weakness, and accordingly creating programs or trainings for improving the identified weakness, Peña-López (2009) conducted an international survey on teacher's evaluation and found that school professional development was usually unrelated to teacher's needs and weaknesses. These evaluations missed the needed follow-ups. Many times, teachers who were indicated as being in need of professional development were ignored.

The time factor was another key point indicated by the researchers, where the lack of administrative time to conduct evaluations and provide feedback hindered teacher's evaluation from being used to its full potential. A study done by McKenzie and Santiago (2005) showed that administrators did not devote enough time for evaluating teachers through classroom observations, which prevented teachers from receiving helpful feedback. Although, in a research study done by Young *et al.* (2015) to view principals' perceptions regarding the purpose for teacher evaluation, they found that principals agreed that the most important purpose for a teacher's evaluation was growth oriented, that is to provide formative feedback for teachers.

Finally, the feedback was another key factor indicated by researchers Ovando and Ramirez (2007) explained that the most important factor in an evaluation process is the quality feedback. Machell (1995) found that according to teachers' perceptions, the "feedback that was in-depth, specific, immediate, and reflective of the teaching standards was related to the overall quality" (p. 270-271). For the evaluation to have a positive impact on their teaching practices, these teachers believed that the feedback they receive should be in-depth, specific, and nonjudgmental; in addition, the suggestions given should be time adequate and frequent.

Tuytens and Devos (2017) also explained that feedback should not be simply perceived as the information provided by the evaluator to the teacher; rather, it should be an active conversation, where both the teacher and the evaluator get engaged in a reflective dialogue about teachers' performance. Thus, if evaluators wanted to accomplish a successful evaluation, feedback procedures should be planned with care.

Many researchers have declared principals to be the key to educational development and institutional effectiveness, and suggested tasks they can perform to improve teacher's instructional practices like visiting classrooms, carrying out formal evaluations, and holding individual meetings with teachers to discuss approaches for instruction (Astor, 2005; Barton and Shana, 2010; Bradley, 2014; Bredeson, 2000; Wise, 2017; Zepeda, 2013).

Nelson and Sassi (2005) explained that principals, being both the teacher evaluator and the one responsible for their professional growth, might not be a perfect match. When it comes to discussing weaknesses with teachers and their need for growth, they might not be sincere enough, since they might not be able to disengage from the idea that the principal is also the evaluator. This might decrease the principals' capacity of being a mentor. A research study done by Astor in 2005 confirmed the difficulty mentioned above. This study found that although the principal tried hard to increase the level of trust when having conversations with teachers, 40% of the teachers still perceived the meeting with the principal to be evaluative in nature. Derrington and Martinez (2019) also explained that since principals are the ones to make summative judgments about teachers' career, their study indicated that this role negatively affected teachers' relationship with the principal, which made building trust and perceiving their principals' feedback for improvement purposes, even harder.

A central question that must be addressed is that if the research indicates that the way professional development is planned and practiced does not lead to professional growth, then what planning steps should be taken to lead to professional growth; and if teacher evaluation has the potential to improve teaching, then how should it be used to reach its full potential. Hence which approach might be the best approach to lead to teacher professional growth? Is it the role of the evaluator? Is it using different sources to evaluate teachers? Or are there other processes as perceived by administrators and teachers of the Armenian High schools in Lebanon?

1.3. Purpose of the Study

The purpose of this study is to examine the views of administrators and teachers regarding the role of the administrators in conducting effective teacher's evaluation processes that increase teacher's professional growth. A mixed method was used to examine perceptions in four areas: a) An overview of

the teacher evaluation processes in Armenian schools and its overall effectiveness, b) The role of the administrators in using variety of sources to evaluate teachers, c) The role of the administrators in providing post-evaluation feedback, d) Suggestions for improving the process. This is important specially for the administrators to recognize how to improve the evaluation processes in their schools, and their role in the evaluation process, in order to increase the impact of the teacher evaluation processes on teacher professional growth.

2. Method

2.1. Research Design

This study used a mixed-method approach, including both quantitative and qualitative methods to gather data. Quantitative study was done to gather numerical data using the Teacher Evaluation Profile (TEP) questionnaire (Stiggins and Duke, 1988), qualitative data was used to confirm findings and support the quantitative data by interviewing both administrators and teachers, using a set of questions to explore their perceptions regarding the evaluation processes.

2.2. Sample Population

This research included all the Armenian high schools in the Greater Beirut area. Seven Armenian high schools participated in this research study. Within these schools, all the administrators involved directly in evaluating teachers, N=10 and all the teachers who taught Math and Language Arts among the two levels: Elementary and Secondary, N=50 were invited to fill the survey and participate in this study. Concerning the interview, one administrator from each school N=7, and two teachers N=14 were randomly selected to participate in the interviews. Each interview session lasted approximately 30 minutes.

2.3. Instrumentation

To provide context for the quantitative study, it is worthy to note that the TEP was first developed by Stiggins and Duke (1988) at the Northwest Regional Educational Laboratory. The modified version which was revised by other researchers (Colby, 2001; Doherty, 2009; Hughes, 2006; Rindler, 1994) used the Likert Response Scale from 1 to 5, with 1 being the least favorable and 5 being the most favorable. Due to the Covid-19 pandemic, interviews were conducted through online Zoom meetings.

3. Data Analysis and Discussion

3.1. An Overview of the Overall Impact of the Evaluation Process

The following section is analyzed by using the perceptions of administrators and teachers regarding the overall impact of the TEP on teacher professional growth, as shown in Table 1.

Table 1. Mean Scores of the Perceptions of Administrators and Teachers Regarding the Overall Quality and Impact of the Evaluation Process

		Mean Score	SD
Overall quality of evaluation	Administrator	3.5	0.52
	Teacher	3.52	0.88
Overall impact of evaluation on teacher professional growth	Administrator	3.5	0.52
	Teacher	3.58	1.05

When administrators and teachers were asked to rate on a Likert scale ranged from 1 to 5, the overall quality and the impact of the evaluation process on their professional growth, both groups, agreed that the teacher's evaluation profile had some impact on teacher's professional growth.

However, upon describing the evaluation process, they both agreed that they do not have a clear evaluation process. There is a discussion of the general standards and norms that are expected from the teachers at the beginning of the school year. Then, throughout the year informal observations are carried out on a daily basis, through observing externally for 1 to 2 minutes. Formal observations are conducted once a year (in general), either by the Principal or the Head of Department, in case the position was available at the school. Formal observations had follow-up meetings with the evaluator, while informal observations were followed by discussing with the teachers in case particular concerns were noticed. Hence, mainly information about teachers is gathered through informal feedback received from parents

and students. In addition to formal and informal observations, rarely are self-evaluations done, as an evaluation activity.

Administrators mention that the professional growth of the teachers depends on the mindset, character, and the age of the teacher. That is, older teachers find it hard to accept criticism or change their teaching process. Administrators added that when teachers are open to feedback and accept constructive criticism, they find the evaluation an opportunity to see themselves from someone else's view and might consider this as an opportunity for improvement. This is consistent with a research study done by Tyler J. H. *et al.* (2010), which used classroom observation data and found out that only the teachers with positive attitudes, who used professional practices, helped their students' academic growth.

It is also noted by administrators that to help teacher's professional growth, the level of effectiveness of the evaluation conducted is of vital importance and including mandatory self evaluation for teachers is a must. Thus, administrators had in mind that the evaluations conducted needed to be reconsidered to maximize effectiveness. This is consistent with what recent research indicates that administrators need to reconsider their evaluation system to convert it from simply being a tool for teacher accountability to an effective one that improves both instruction and student achievement (Liebowitz, 2021; Taylor and Tyler, 2012).

Most of the teachers are positive about the impact of the teacher's evaluation in making some kind of improvement in their teaching and performance. That is, they benefit from the remarks, instructions, and advice given, especially that these remarks are given in a positive approach. They serve as a reminder for teachers in using new teaching techniques and helping teachers realize their strengths and weaknesses. The positive approach of the evaluator helps teachers approach the evaluation process favorably. As Bredeson (2000) demonstrated the importance of using positive and effective communication to create a collective view for professional practices and professional self-efficacy. Yet the research findings of Reddy *et al.* (2018), showed that after receiving feedback from the principal, all teachers felt motivated but did not always change their instructional practices. Thus, feeling positive about the teacher's evaluation is important but not enough, it is of vital importance to find out the degree to which teachers are capable of improving their practices as a result of the evaluation processes.

In addition, remarks reinforce teachers to become more confident than they are on the right track. While 70% of the teachers perceive teacher's evaluation simply as an activity that reinforces, that they are on the right track, the other 30% perceive that the teacher's evaluation might be an opportunity to reflect on their teaching, learning from their mistakes, and planning more effectively. This would be the case if they were followed by supportive instructional coaching, done by an evaluator who was knowledgeable and experienced. For teachers, their evaluation was not structured with the latter in mind, and as such was not helping their professional growth. Thus, one of the most important problems with the evaluations is that they focus on general behaviors instead of providing content-specific feedback, especially that most evaluators are untrained. Researchers declare the importance of employing instructional coaches to provide content specific feedback to teachers (Derrington and Martinez, 2019), including a scale or rubric to provide effective feedback and help teachers track their developmental level (Marzano, 2012); and having two different evaluation systems, one for accountability purposes and the other for professional growth (Liebowitz, 2021; Marzano, 2012).

3.2. Different Sources of Performance Information

The different sources of performance information considered as part of the evaluation included the observation of the classroom performance, meetings with the evaluator, examination of artifacts, lesson plans, materials, home/school communications, examination of student performance, student evaluation, peer evaluation, and self-evaluation. Duke and Stiggins (1986) advised the evaluators to use multiple sources of information about teachers if the goal is their growth. To analyze this part, administrators and teachers were asked about their perception regarding the different sources used in the teacher evaluation process as shown table 2.

Table 2. Administrator and Teacher perceptions on the sources of performance information considered as part of the evaluation

Attribute on TEP Question Number (Admin/Teacher)	Administrator Mean score	Teacher Mean Score
Observation of classroom performance	3.1	3.46
Meetings with evaluator	4.3	3.12

Examination of artifacts	4.2	3.64
Examination of student performance	4.6	3.78
Student evaluation	3.4	3.52
Peer evaluation	2.4	2.44
Self-evaluation	3	2.98

The mean scores in Table 2 show that regarding the observation of classroom performance, both administrators and teachers perceived it as an area that needs improvement. During the interviews, both administrators and teachers have mentioned that most of the evaluation is done through informal observations from outside the classroom for few seconds, while formal observations were done once per year on average. Thus, both administrators and teachers perceived that this area needed improvement. Hence, the crucial role of conducting formal classroom observations is not doubtable (Marshall *et al.*, 2016), yet observations should not be the only tool used to measure teacher effectiveness (Skedsmo and Huber, 2018).

Meetings with the evaluator is perceived as an area of strength for administrators, and an area that needs improvement for teachers, meaning that teachers need more time and discussions with their evaluator; there was not enough communication between the evaluator and the teacher. The importance of discussions between teachers and evaluator was also stressed by Lipowsky and Rzejak (2015) who highlighted this issue explaining that teachers need to receive feedback from their evaluators to be able to make improvements.

Examination of artifacts and examination of student performance were both considered as areas of strength by both administrators and teachers. One of the teachers explained during the interview: “We’re not being observed a lot, however, we are constantly being evaluated through our lesson plans, the assessments we prepare, and students’ performance results.”

On one hand, the student’s evaluation is perceived as an area of weakness for administrators since they explained during interviews that formal student evaluations were not conducted, except rarely for secondary classes. While on the other hand, teachers perceived it as an area of strength, explaining that although formal student evaluations were not done, administrators are very open to concern. This makes teachers believe that they are being evaluated greatly by the students.

Peer evaluation was considered as an area of weakness for both administrators and teachers. During interviews, teachers suggested increasing these types of activities in addition to holding planned discussion sessions with their peers, highlighting its importance in their professional growth. This is consistent with what researchers have explained that when administrators carefully plan the sessions, where peers sit together to collaborate with each other (King, 2016); and when they create a culture where teachers feel free to express their ideas and disagreements (Anderson, 2012), and when administrators work on building trust between the team members (Hallam *et al.*, 2015), then peers use this time effectively and improve. Hence, peer observations and student evaluations are rarely considered as part of the process. Although researchers have extensively found that students have the ability to make indications of their effective and ineffective teachers, if asked the right questions (Ripley, 2012).

Finally, self-evaluation was considered by both administrators and teachers as an area of weakness and needed to be considered. During interviews, when administrators were asked to suggest improvements for the evaluation process, they clearly mentioned making peer-evaluation and self-evaluation mandatory. Other administrators explained that although they had done it for teachers, it’s not part of their yearly routine. Teachers also stressed the importance of self-evaluation and reflection during the interviews, some of them explaining that they use workshops to evaluate themselves and reflect on their own practice.

Thus, while its importance was recognized by both groups, teachers were not provided with planned opportunities to evaluate themselves. This is consistent with what many researchers explained that self-evaluations and reflections should not be left to be a choice but should be carefully planned helping teachers to set goals. Then, following up with them in the implication process, clarifying to teachers which content to reflect on, and accordingly plan for improvements (Glickman *et al.*, 2012; Owen, 2015; Philpott and Oates, 2017; Steeg, 2016).

For some teachers, classroom observations are one of the most effective aspects of evaluation, while others consider student test results as more effective. Although self-evaluation and reflection were mentioned by some administrators, yet it wasn’t clear how these activities were used by the administrators to help teachers’ growth. Whether teachers had gotten the chance to discuss these

reflections, their needs had been assessed, or they had been given a plan for growth and were held accountable for taking serious steps towards improvement was also uncertain. Thus, for teachers, what administrators do is helpful in some way, but not enough. The evaluation process in their schools is giving them general guidelines in teaching processes.

However, what is needed is more specific guidelines, mentoring, and improvement plans.

3.3. The Role of the Administrator in Providing Feedback

To analyze the role of the administrators in providing feedback, administrators and teachers were asked to rate their perceptions regarding attributes of the feedback received during the evaluation process. These attributes included the amount of information, frequency of formal feedback, frequency of informal feedback, depth of information provided, quality of the ideas and suggestions, specificity of information provided, nature of information provided, timing of feedback, and feedback focused on standards. Table 3 represents the perceptions of administrators and teachers regarding the post-evaluation feedback received during the evaluation process.

Table 3. Administrator and Teacher Perception of the Feedback Received During the Evaluation Process

Attribute on TEP Question Number Administrator/Teacher	Administrator Mean Score	Teacher Mean score
Amount of information	3.7	3.24
Frequency of formal feedback	2.7	3.02
Frequency of informal feedback	3.8	2.96
Depth of information provided	3.6	3.06
Quality of the ideas and suggestions	4.1	3.26
Specificity of information provided	4.4	3
Nature of information provided	4.2	3.24
Timing of feedback	3.8	3.24
Feedback focused on standards	2.9	3.08

While rating themselves, administrators perceive all the areas related to give feedback to the teachers, as areas of strength, except for the frequency of formal feedback. They explain that they do not have formal observations. Feedback focused on standards is another criterion that they feel was an exception since they do not have special standards for the evaluation process. Teachers on the other hand perceive all the areas related to feedback received from the administrators as areas that need improvement and the frequency of informal feedback, as an area of weakness. As many researchers explained that having rubric is essential for providing effective and detailed feedback to teachers (Derrington and Martinez, 2019); and that providing meaningful feedback needs time, resources and trainings (Dodson, 2015; Marzano, 2012).

Teachers describe the nature of the feedback they receive by stating that feedback is effective, providing them with clear and specific details. They explain that whether general or specific, positive or negative, feedback is constructive, discussed in an explanatory method, always with a positive attitude, and essential in improving teaching methods. This is consistent with the research findings done by Harris (2012), who found that most teachers are positive about the feedback provided during a post-observation conference and regard it as constructive criticism.

Regarding the follow-ups with teachers, 60% of administrators admit that no follow-up is done. The other 40% explain that follow-ups are done during the next meeting through discussing with the teacher whether the improvements agreed upon were implemented or not.

This is consistent with the research findings done by Reddy *et al.* (2018) where feedback was provided to teachers, yet there was no follow up for implementation, and it was up to the teacher to choose what feedback to accept and implement.

Regarding whether the recommendations affect teachers' instructional practices, administrators are all convinced that their recommendations and remarks made a difference in teachers' behavior and teaching process. Sometimes teachers are receptive because of the good relationship administrators have with the staff, and at other times because evaluations in general made teachers feel accountable and responsible for their growth, as perceived by administrators.

Teachers are also very positive about the evaluator's recommendations regarding their teaching practices, where 12 out of 14 teachers clarified three reasons why administrators' recommendations are

helpful in enhancing their performance. They explain that these recommendations improve their perspective and help them become aware of things they have not realized. These recommendations presented to teachers to provide a clear picture about administrators' expectations. They clarify the criteria they have to focus on, make the transition easier, and help teachers re-evaluate themselves and improve. However, teachers who are positive about the recommendations received also clarify that recommendations would have been much more helpful and effective if teachers were also offered professional coaching on a regular basis. This is because recommendations do not provide certain techniques to help teachers implement the given remarks. [Duke and Stiggins \(1986\)](#) explain the importance of providing specific feedback by describing specific aspects of the observed teaching. This is on the condition that the feedback provided is tied to both the goals set by the teacher and the standards of the evaluation ([Halverson et al., 2004](#)). Telling teachers their strengths and weaknesses without improvement plans and regular follow-ups did not seem to improve teacher practices ([Danielson and McGreal, 2000](#)). However, only 2 out of 14 teachers report not getting helpful recommendations or any recommendations at all.

Most of the times, administrators were the evaluators, and no matter how hard they tried to give useful suggestions, their suggestions evolve around general teaching behaviors and general methodology. Whereas teachers, to be persuaded with the rationale for suggestions, need deeper remarks, more related to the subject and the content they are teaching. Teachers explained during the interviews that an effective professional coaching, offered on a regular basis would solve the problem.

3.4. Which Approach Leads to Teacher Professional Growth?

In four out of seven schools, the main evaluator, and sometimes the only evaluator was the administrator. It was the only job of the administrator to go into the classroom and observe teachers. The other two out of seven schools, had coordinators and head of divisions, who helped the administrator with the evaluation process, through observing teachers in the classroom and reporting the administrators, of course in addition to the observations, there were follow up through checking the lesson plans and student assessment scores.

The teachers of these six schools were the ones asking for improvements related to the way workshops were presented, in addition to mentoring or professional coaching. Only one out of the seven schools had a different approach for presenting workshops and evaluating teachers. This school got external support, through making an agreement with one of the Lebanese universities, this university sent a professional who would present a new approach to teaching through workshops, and enhance teachers' knowledge and use of methodology through trainings, after which, this same trainer would go into the teachers' classrooms monthly, to observe their performance and provide immediate feedback and guidance through a discussion session. This was consistent with the research findings of [Lipowsky and Rzejak \(2015\)](#) who explained that after each training, providing teachers with detailed feedback about their performance while they practice new knowledge in the classroom is a crucial factor in making improvement possible.

Teachers of this school were not only positive about their workshops and found the suggestions they received useful and effective, but also were positive about the observations which were conducted once per month. Because they were trained and knew what they were supposed to do in the classroom, they knew the standards they were going to be observed upon; in addition, these observations were formative observations, conducted to help teachers apply the new knowledge gained more effectively. Thus, the trainings they received did not only have a special goal, but also included constant follow up through observations and discussion sessions, and individual guidance. This was consistent with the research findings done by [Takahashi and McDougal \(2016\)](#) who found that involving an expert who is knowledgeable and can provide both trainings and support was an important factor.

3.5. Results of the Study in Regard with the Theoretical Framework

The Evaluation Theory Tree developed by [Alkin \(2012\)](#), the theoretical framework of this research study suggests that any evaluation system should focus on three important parts. These parts were presented as three branches: Methods, Value, and Use.

Methods: This central branch of the evaluation theory tree is mainly about the methods used to conduct the evaluation. This study supported [Tyler R. W. \(1942\)](#) idea that the methods used to evaluate teachers should be as objective as possible. The methods used by the administrators were mainly concentrated on informal observations and few formal observations, using a checklist and/or their notes, which did not provide the chance for more details and effective feedback and for gathering information

about teachers from variety of sources. The results of the study suggest that clear, research-based standards are needed, presented in a form of rubric; multidimensional tools are needed to gather a more holistic view of teachers' work; in addition, more systematic evaluations are needed which include both formative and summative evaluations.

Values: The second branch of the evaluation theory is about the role of the evaluator in making judgments to place value on their findings and examine outcomes. Thus, evaluators need a unique set of skills to make judgments. This research ought to study the role of the administrator in the evaluation process and whether they are able to improve teacher professional growth. Findings suggest that the administrators are usually the only evaluators. Although they have the interpersonal skills needed, the ability to create a positive climate and have earned the trust of their teachers, they need reliable evaluation frameworks and trainings to improve their skills in providing detailed feedback on teachers' work. Another important finding is that who helps teacher's professional growth through formative evaluations, conducted after providing teachers with the trainings needed, followed by observations and discussions, preferably by an external professional.

Use: This is the third branch which focuses on decision making. It considers the ways evaluation results are used to improve the education program. This research sought to study whether there are follow up for the observations after discussing with teachers their strengths and weaknesses, or follow up after providing them with the trainings needed. The results of the study show that discussions followed after every formal observation. However, teachers' "need assessment" to plan future workshops is needed. Standards and rubrics are needed to have teachers' strengths and weaknesses documented. Moreover, more systematic follow up is needed through more classroom observations to discuss trials and errors. Thus, there were no clear indications whether evaluation results are used to plan for improvements.

4. Conclusion

This research study has discovered that although teachers are positive about the impact of the evaluation process on their professional growth, explain that the evaluation has the potential to do more than just be a reminder for where they stand in their profession. They think that these evaluations would be an opportunity for them to reflect on their teaching, learning from their mistakes, and planning more effectively. This is so if followed by supportive instructional coaching, and done by an evaluator who has experience in that particular subject area. Administrators are also aware that reconsidering the level of effectiveness of their evaluations conducted, and including the practice of self-evaluations for teachers would make the effectiveness of the evaluation process on the professional growth of the teachers even better.

Thus, this research study concludes that although work needs to be done in creating an effective teacher evaluation system in Armenian schools in Lebanon, and improving the processes already in place, the administrators' role is sometimes overemphasized in the literature regarding the teacher evaluation. Administrators can and should work on providing an effective evaluation system that includes various methods and activities to evaluate teachers effectively and impact their professional growth; it is the job of the administrator to plan how these processes should be implemented and by whom. Administrators need trainings to improve their observational skills, improve their knowledge to provide specific, deep and bias free feedback, yet it is not totally the job of the administrator to perform the whole evaluation system, if the aim is teacher's growth. For it is the job of the administrator as the instructional leader of the school to have part in the teacher's evaluation process, especially in conducting summative evaluations, however, this research study reveals that including various formative evaluations, conducted by an external evaluator, who is knowledgeable in the content area, who can provide trainings, instructional coaching, classroom observations and follow up discussions about the trials and errors, would best serve teacher professional growth.

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