


Teachers' Perceptions of a School District's 2013 and 2015 Evaluation Systems

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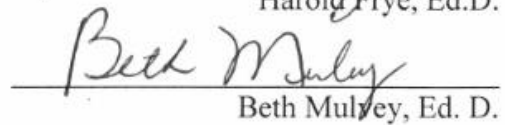
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Abstract

The purpose of this research was to examine teacher perceptions of the 2013 and 2015 teacher evaluation systems used in District X. A second purpose of this study was to examine the extent to which teachers perceived the 2013 and 2015 evaluation systems used improved teachers individually. An additional purpose of this study was to examine the extent teachers perceived 2013 and 2015 evaluation systems used to improve the school district's instruction as a whole. The sample of participants included certified teachers in District X.

This study was a quantitative research design using survey data provided by District X. The population of interest for the study was certified teachers, teaching grades PreK-12 who chose to respond to the surveys in 2013 and 2015. Results from survey data indicated in almost every instance teachers had positive perceptions of the 2013 and 2015 evaluation systems, teachers believed both evaluation systems were used to improve teachers individually, and both evaluation systems were used to improve the overall instruction of District X. Further studies with a larger sample size and qualitative data on teacher perceptions of evaluation systems are recommended to ensure successful implementation of teacher evaluation systems.

Dedication

I want to dedicate this dissertation to my family. Starting first and foremost with my wife Sarah who has done nothing but encourage me throughout this entire journey. When I felt like giving up she encouraged me and always found positives in the work I was doing. This is just another example of your steadfast love and support that I am forever thankful for. For seven long years you have been by my side to get this thing done! I truly do not believe I could have done it without you. I love you and appreciate you!

To my kids, some of whom were not even born when I started on this. Luke, Lexie, Logan, and Lawsen you mean the world to me and I hope in some small way that by me completing this dissertation and earning this degree I will change your life. To my parents who made this possible by helping me to get to Baker the first time around and earn my first college degree. You changed the course of my life and put me on a road to be an educator and set goals to achieve whatever I believed in. Thanks for all the encouragement along the way.

Acknowledgements

In education people often talk about it taking “a village” to get a child through the educational system. When it came to me and completing this coursework and dissertation it truly took a village to pull me through. There were many people who were a part of this journey and I want to acknowledge some of them. Thank you to all of the people who had a part in this. To Dr. Jim Robins who consistently painted a vision of how I was going to get this done, knew how to encourage me but also understood when other things in my life came first. Dr. Peg Waterman was the person I needed to come along with me during this final leg and get me to the finish line. Thank you to Dr. Katie Hole for helping throughout this process. Thank you Dr. Harold Frye for serving on my committee as well as Dr. Beth Mulvey.

I want to thank all of the extended family, friends, colleagues and Cohort 10 friends who encouraged me along the way. Many people would check on me even when I'm sure most were wondering if I would ever complete this. Without everyone in my village I would not be where I am today. Thank you!

Table of Contents

Abstract	ii
Dedication	iii
Acknowledgements	iv
Table of Contents	v
List of Tables	viii
Chapter 1: Introduction	1
Background	2
Statement of the Problem	5
Purpose of the Study	6
Significance of the Study	6
Delimitations	7
Assumptions	7
Research Questions	7
Definition of Terms	8
Organization of the Study	9
Chapter 2: Review of the Literature	10
History of Schools	10
History of Teacher Evaluation	11
Teacher Evaluation in Missouri	16
Clear Expectations for Teachers	17
Differentiated Levels of Performance	20
Probationary Period for New Teachers	23

Teacher Tenure	25
Use of Measures of Student Growth in Learning	26
Ongoing, Deliberate, Meaningful, and Timely Feedback.....	28
Standardized and Periodic Training for Evaluators	29
Evaluation Results to Inform Personnel Employment Determinations	30
Network for Educator Effectiveness Teacher Evaluation Model	32
Every Student Succeeds Act	33
Teacher Perceptions of Evaluation	34
Summary	41
Chapter 3: Methods.....	43
Research Design.....	43
Selection of Participants	43
Measurement.....	44
Data Collection Procedures.....	49
Data Analysis and Hypothesis Testing	50
Limitations	54
Summary	55
Chapter 4: Results	56
Descriptive Statistics.....	56
Hypothesis Testing.....	59
Additional Analyses.....	68
Summary	73

Chapter 5: Interpretation and Recommendations	74
Study Summary.....	74
Overview of the problem	74
Purpose statement and research questions	75
Review of the methodology	76
Major findings.....	76
Findings Related to the Literature.....	77
Conclusions.....	79
Implications for action	79
Recommendations for future research	80
Concluding remarks	80
References	82
Appendices.....	87
Appendix A. Permission from District X	87
Appendix B. Baker University IRB	88

List of Tables

Table 1. Survey Items Used to Measure Variables that Address RQ1 and RQ2.....	45
Table 2. Survey Items Used to Measure Variables that Address RQ3	46
Table 3. Survey Items Used to Measure Variables that Address RQ4	47
Table 4. Survey Items Used to Measure Variables that Address RQ5 and RQ6.....	48
Table 5. Grade Level Taught in District X	57
Table 6. Highest Degree Earned by Teachers in District X	57
Table 7. Years in District X as a Teacher	58
Table 8. Years in Education	58
Table 9. Means, Standard Deviations, and Test Statistics for H1-H3	60
Table 10. Means, Standard Deviations, and Test Statistics for H4-H6	61
Table 11. Means, Standard Deviations, and Test Statistics for H7-H15	63
Table 12. Means, Standard Deviations, and Test Statistics for H16-H24	65
Table 13. Means, Standard Deviations, and Test Statistics for H25-H29	66
Table 14. Means, Standard Deviations, and Test Statistics for H30-H34	68
Table 15. Means, Standard Deviations, and Test Statistics	69
Table 16. Means, Standard Deviations, and Test Statistics	70
Table 17. Means, Standard Deviations, and Test Statistics	71

Chapter 1

Introduction

The most important factor affecting student learning in the classroom is the teacher (Sanders, W. L., Wright, S. P., & Horn, S. P. 1997. p. 63). Successful implementation of a teacher evaluation system may create more effective teachers in a district, partly because clear definitions are being made about effective teaching (Shakman et al., 2012). Evaluation of teachers started as more of an inspection process to point out weaknesses to teachers that would later show up on their end of year performance paperwork. Early evaluation was not necessarily to help the teacher, but rather to serve the needs of the institution by ensuring teachers were meeting the expectations of the system (Ebmeier & Nicklaus, 1999). According to Danielson and McGreal (2000), this style of evaluation, which mimicked an inspection, began to change as institutions began to look at what teachers were doing and how institutions could help teachers improve. A more clinical style of supervision emerged, rooted in Madeline Hunter's work (1973), and focused on basic data to understand how the teacher affected student performance. This style of supervision focused on the teacher's skills and giving them some feedback for change (Danielson & McGreal, 2000). Eventually in the 1980s the formal documentation of classroom visits and summative evaluations became a systematic process. This included identifying weak areas for teachers to strengthen as well as writing specific goals for teachers to work on to improve their teaching pedagogy (Stow & Sweeney, 1981). A trend to begin a more collaborative and reflective approach to the evaluation process emerged in the 1990s up through the 2000s.

A collaborative and reflective approach to the evaluation process requires trust between the evaluator and the teacher being evaluated (Arneson, 2015). Throughout these changes in teacher evaluation systems and their styles, teacher's trust in a system could have influenced their perception of each style and system. A teacher's perception of the evaluation system of a district and trust in the system could possibly be a major factor in whether they see the evaluation process as one of inspection or one of growth (Arneson 2015).

In 2012, Marzano revealed the results of a study in which he surveyed over 3,000 teachers on what they felt was the most important part of a teacher evaluation system, measuring teachers or developing teachers. When responding to this particular survey, 76% of the participants believed teacher evaluation should be a combination of measuring and developing of teachers, with a higher emphasis on development (Marzano 2012). As noted above, the traditional evaluation cycle a majority of teachers are used to may not be focused on developing a teacher. Teacher evaluation systems can be used to grow and improve teachers as well as improve the overall instruction of a school district. In order for a district to have an effective system, teachers must believe the system will improve them as individuals and will improve the overall instruction of a district.

Background

In June 2010, new teacher standards were adopted by the state of Missouri and in 2012 Missouri applied for and was granted a waiver to the national No Child Left Behind legislation (Missouri Department of Elementary and Secondary Education [DESE], 2012). The waiver stated by 2014-2015 all Missouri schools must either adopt the DESE model of teacher evaluation or create their own based on the seven essential principles of

teacher evaluation (DESE, 2010). District X is a Missouri school district that adopted the DESE model of teacher evaluation in order to be in compliance with the No Child Left Behind waiver Missouri was granted. District X chose to adopt the DESE model as the foundation for their teacher evaluation program. The DESE model was developed from a collection of researched and proven practices from educational experts. This includes linking Missouri teacher standards to national standards, as well as a large body of research and theory used to develop the initial model of teacher evaluation from DESE (2012)

District X is located in the city of X, a part of the Kansas City, Missouri suburbs along Interstate 70. The city of X is a growing community with a 2010 census population of around 13,000, and an estimated population in July 2014 of more than 13,000 (U.S. Census Bureau 2018). The School District X population has followed these same growth trends, with a student enrollment of 2,554 in 2006 and 3,949 in 2015. The racial demographics of the district in 2015 included 87.3% White enrollment, 2.2% Black, 6.4% Asian, 2.9% multi-race, and others representing less than 1%. In 2015, District X had a free/reduced lunch percentage of 21.5%. The proportional attendance rate for the district in 2015 was 92.3%, graduation rate was 97.5%, and less than 1% drop out rate for the district. In 2015, 37.3% of District X graduates went on to a 4-year college/university, 31.1% entered a 2-year college, and 7.6% went to a post secondary technical institution (U.S. Census Bureau 2018). In 2015 District X had an overall 18:1 staff-to-student ratio and a 203:1 student-to-administrator ratio. In 2015, teachers in the district averaged 10.7 years of experience, and the average teacher salary was \$47,852 (District Report Card 2018). District X made a change to the educator evaluation system

from Performance Based Teacher Evaluation (PBTE) in 2013 to the model by the Department of Elementary and Secondary Education (DESE) in 2015. The DESE model includes the seven essential principles of effective evaluation (DESE, 2010). Teacher perceptions of efficacy and impact on the classroom by the evaluation system changes were analyzed through surveys administered by the district in 2013 and 2015, before and after the change in evaluation systems (Email communication 2013 & 2015).

District X human resource management systems include a teacher evaluation system and a new teacher induction program with peer mentoring. The DESE model of teacher evaluation includes modifications to the expectations throughout the system for teachers in their early stages of the profession. District X used the DESE model as the basis for their newest revision of teacher evaluation system. According to the DESE website the DESE model includes two summative evaluation forms to be used with teachers. In one of those, labeled the *Summative for New Teachers*, the scoring system with points can be found in the *Summative Evaluation Form* is not a focus. This puts the focus on growth and retention of a new teacher, not on scoring at a certain level for the first two years of teaching. Also included in the DESE model is a timeline for exposing new teachers to indicators in their first two years of teaching (Personal experience). By the end of the first two years teachers are exposed to all 36 indicators (DESE, 2010).

Statement of the Problem

Knowledge of change theories and strategies for successful change processes can be powerful when districts are trying to implement reform that gets results (Fullan 2006). When school districts consider a change in their teacher evaluation systems, they must consider the change process as a whole, as well as the specific factors teachers equate with an effective evaluation system. Evaluation systems that advance the instructional programs of the district, identify teacher strengths & weaknesses, and help teachers grow as professionals are systems that are deemed effective by teacher opinion. Other factors that teachers are concerned about are accurate and reflective summative evaluations, adequate time and length observations, systems that emphasize staff improvement and adequate feedback after each observation. In order for a teacher evaluation system to be effective teachers believe it should be more about the development of the teacher rather than the measurement of a teacher (Marzano, 2012). Each of these components and factors may change from system to system and must be considered by a district when changing a teacher evaluation system.

Author of the book *Six Secrets of Change*, Michael Fullan, said the following about his first secret to change, “[the secret] is helping all employees find meaning, increased skill development, and personal satisfaction in making contributions that simultaneously fulfill their own goals and the goals of the organization” (Fullan, 2011). By loving employees and helping them find meaning, trust is built between the employee and employer (Fullan 2011). Trust must be present in evaluator (principal)/teacher relationships otherwise the lack of trust can be detrimental to the school that they work in (Arneson, 2015). A principal or evaluator can build trust through an effective evaluation

of a teacher. Building that trust can lead to an effective evaluation which can then impact both morale and student achievement in a school (Arneson, 2015).

Purpose of the Study

The purpose of this study was to examine teacher perceptions of the 2013 and 2015 teacher evaluation systems used in District X. A second purpose of this study was to examine the extent teachers perceived the 2013 and 2015 evaluation systems were used to improve teachers individually. An additional purpose of this study was to examine the extent to which teachers perceived 2013 and 2015 evaluation systems were used to improve the school district's instruction as a whole.

Significance of the Study

This study is significant because teacher perceptions of the evaluation systems were explored. The study also allowed teachers to suggest changes and modifications in evaluation systems, a model that could be used by other districts. Input from teachers during the change process created investment in systems changed. This study may provide guidance for other school districts with similar characteristics to utilize as they attempt to improve teacher evaluation systems in their districts. This study provides practical help for school districts changing teacher evaluation systems as well as contributing to the overall body of research on the topic of teacher evaluation systems. This study may contribute to the literature on applications of changes to evaluation systems. In addition this study may contribute to the study of the importance of human relationships as it relates to the evaluator and the person being evaluated. Therefore, this study will add to the existing literature on the topic of teacher evaluation.

Delimitations

As noted by Lunenburg and Irby (2008), “delimitations are self-imposed boundaries set by the researcher on the purpose and scope of the study” (p. 134). The study was conducted in one district, District X, using survey response data from certified staff members. The sample for this study was teachers employed by District X during the 2012-2013 and 2014-2015 school years.

Assumptions

This study was based on the following assumptions:

1. All teachers were honest and accurate in answering the survey questions.
2. Teachers responding had adequate knowledge of both evaluation systems.
3. Respondents to the survey were certified classroom teachers.
4. Data obtained from District X were accurate.

Research Questions

Lunenburg and Irby (2008) stated the questions should be “the directional beam of the study” (p. 126). To guide this study, the following research questions were established.

RQ1. What are District X teachers’ perceptions regarding the 2013 evaluation system?

RQ2. What are District X teachers’ perceptions regarding the 2015 evaluation system?

RQ3. To what extent do teachers perceive that the teacher evaluation system used in 2013 was used to improve teachers individually?

RQ4. To what extent do teachers perceive that the teacher evaluation system used in 2015 was used to improve teachers individually?

RQ5. To what extent do teachers perceive that the teacher evaluation system used in 2013 helped the school district as a whole improve instruction?

RQ6. To what extent do teachers perceive that the teacher evaluation system used in 2015 helped school districts as a whole improve instruction?

Definition of Terms

According to Lunenburg and Irby (2008), key terms used throughout a researcher's dissertation should be defined. For this study, the following items are defined.

Certified teacher. Teachers are certified in various areas of early childhood, elementary, middle, secondary, and special education. Certification is based upon completion of an approved teacher education program (DESE, 2014).

Educator growth plan. The document used to articulate the various necessary components of a plan to give a teacher the opportunity for growth is an educator growth plan. This includes both baseline and follow up levels of performance on an indicator (DESE, 2010).

Growth guide. In the DESE model a growth guide is a numerical rating for each level of an indicator in the DESE model, rating of a teacher on a number from 0-7 as *Emerging, Developing, Proficient, or Distinguished* (DESE, 2010).

Non-tenured. In Missouri a non-tenured teacher is an educator who has not been offered a sixth consecutive contract in a Missouri school district (Missouri NEA, 2012).

Summative evaluation. According to Danielson and McGreal (2000), a summative evaluation is a yearly evaluation process focused on making consequential decisions about teacher competence. These evaluations provide an overall assessment of teacher's performance for a specific school year.

Teacher evaluation. Danielson and McGreal (2000) defined teacher evaluation as the process of collecting data and making professional judgments about performance for the purpose of decision-making to include formal and informal observations.

Tenured. A term which, in Missouri, is given to those teachers who have worked in the same district for a minimum of five years and have been offered a sixth contract to begin their sixth year of teaching. When a teacher transfers from one district to another with experience the teacher gains tenure after four years, having been offered a fifth contract (Missouri NEA, 2012).

Organization of the Study

This research study is presented in five chapters. Chapter 1 is an introduction to the study. Chapter 2 is the review of literature and includes a history of schools, history of teacher evaluation, different models of teacher evaluation, and teacher perceptions of the teacher evaluation process. Described in chapter 3 is the methodology including the research design, population and sample, instrumentation, measurement, data collection, and hypothesis testing procedures. In chapter 4, the results of the hypothesis testing are reported. Provided in chapter 5 is a summary of the study, a comparison of the results to what was found in the literature, a statement of conclusions drawn, and recommendations for further study.

Chapter 2

Review of the Literature

The purpose of this study was to examine teacher perceptions of two different teacher evaluation systems used in a school district. In addition, this study examined how effective teachers perceived evaluation systems to be a means to improve teachers individually and a district as a whole. This review of literature gives a history of schools, a history of teacher evaluation, major parts of an evaluation model from the state of Missouri, as well as teacher tenure and the Every Student Succeeds Act. In addition teacher perceptions of evaluation are reviewed to emphasize the importance of this study.

History of Schools

Since the beginning of time, man has taught his fellow man how to live better, improve a skill, or conquer a task. The basic teaching of early life skills evolved into formal schools where people went to learn, and eventually into a system of schools and school districts. During this transformation, formally or informally, people evaluated what qualities were a part of a quality teacher. People based their evaluation of life activities on the popularity of what helped them survive. Survival included the ability to gather or grow food efficiently and find a quality water source. The man or woman that could help show others how to grow crops or gather food or water more easily and more efficiently was likely regarded as a great teacher as it was easy to see the benefit of his or her teaching in mankind's quest to survive.

Much of the history of early societies was only passed down orally to the next generation. At some point, mankind decided to truly evolve they would have to record teachings in order for them to be passed onto future generations. From this developed

early writings, languages and drawings to communicate. As language, writing and communication evolved society formed early schools as places where people could go to learn how to pass this information on to others.

History of Teacher Evaluation

In the earliest days of our country, schools were less formalized and teacher evaluation was largely non-existent. Villages and small town residents, who were fortunate enough to find a person to teach their children, were grateful and did not feel they knew enough to evaluate teachers. Therefore they had blind trust in their abilities and methods. As our society became more urbanized and school districts began to grow, the volume of students and teachers created an entirely different atmosphere. Schools of education within colleges began to produce teachers who were trained in specific disciplines and for different levels of students.

Supervision of teachers emerged in the early 1900s during a time when more children were going to school. Between 1900 and 1940 the enrollment rate of 5- to 19-year-olds in school rose from 51% to nearly 75% (Nces 1993). At this time, school systems were centralized and procedures for standardization were put into place. Along with this standardization, a hierarchical system was developed and a common way of teaching became prevalent. The curriculum of the time reflected the accepted industrial model of management that was prevalent within this time period. During the early 1900s educators believed that there was a certain set of basic skills that all children needed to learn and master. The job of teachers was to give the instruction that would help students master these basic skills. The industrial model of the time stipulated that a supervisor had to inspect and ensure that children were getting these basic skills.

The supervisor model started in the 1900s created a culture of inspection. Teachers were afraid to ask supervisors for help in fear this would show weakness in their teaching that would later show up in their evaluation. This style of supervision limited a teacher's individual development by reducing the possibility of collegiality between supervisor and teacher. There was no collaboration or reflective practice by teachers at this time due to the style of supervision they were receiving. This standardization of schools and bureaucratic system of making sure the teachers were doing their job started the conflict of serving the needs of the institution versus the professional needs of teachers (Ebmeier & Nicklaus, 1999).

Educational experts began to approach teacher supervision differently starting in the 1920s and continuing through the 1950s, moving from the inspection model to a model that emphasized supervision being a way to improve the skill of teachers. In the 1940s and 1950s, educators and researchers focused on specific traits of teachers that were believed to help teachers perform more effectively. Without data to prove their theory regarding specific traits the education world developed a clinical supervision model in the 1960s and 1970s to more accurately describe what was going on inside the classroom. This type of evaluation focused on the behavior of the teacher and how it could be linked to student achievement. This work began to show the impact of teacher behavior and the ability of students to gain basic skills. The research in this era laid the foundation for a set of fundamental skills all teachers should have to be effective (Danielson & McGreal, 2000).

Evaluation systems of today have roots tied to systems developed in the mid-1970s, largely based on work done by Madeline Hunter, now informally known as the

Hunter model. The issue with the research that these systems were based on was the systems only included data from norm-referenced, machine-scorable, multiple choice tests of low-level knowledge. Our knowledge as an education system has evolved, including the need for more complex learning, problem-solving, and application of skill (Danielson & McGreal, 2000). Hunter's model was based on a teacher-centered, structured classroom. In 1973, Madeline Hunter (1973) described a Teacher Appraisal Instrument (T.A.I.) that was used to help predict successful learning and explain successful teaching. Hunter described time as the coin of teaching and taught that teaching practices should focus on things that help the teaching-learning process be effective and efficient. Her keys to making this happen were to guide the teaching process towards an objective, arrange the learning at the right level of difficulty, and to monitor the learning process. Her T.A.I. was designed to ensure those elements of the teaching-learning process were effective and efficient and that the currency of time was not wasted (Hunter, 1973).

In the 1980s, teacher evaluation began to take on a more systemic approach. With experts such as Sweeney leading the way, districts built teacher evaluation systems to help with accountability. Sweeney wrote specific plans and structures to help guide districts on what should be included in a comprehensive evaluation system. This system included a process for forming committees and sub-committees, along with steps to get approval from the local board of education. The work of Sweeney and his colleagues resulted in a format that made the process more institutionalized. This started the process of specific forms to use throughout the process. This included forms such as the "pre-observation data sheet," "formative evaluation report," and "summative evaluation

report.” As a part of the Sweeney driven process for teacher evaluation system, districts also started using forms such as “job improvement targets documents” to identify specific goals for teachers to work on in order to meet evaluation expectations (Stow & Sweeney, 1981).

In the 1980s, teacher evaluation evolved into a more prescriptive cycle. This cycle included a pre-observation conference, classroom observations by the evaluator, and a post-observation conference. This cycle of observation helped guide the evaluator in the conference. The evaluator would develop improvement areas and give feedback in the summative evaluation conference (Stow & Sweeney, 1981). This cycle also encouraged principals to move from the manager of a school to the role of instructional leader. Sweeney built his work on research from the 1970s and described the essential practices of principals who are instructional leaders. This work included principals who emphasized achievement, set instructional strategies, frequently evaluated teacher progress, and supported the teacher (Sweeney, 1982).

The National Commission on Excellence in Education published its report titled *A Nation at Risk* in 1983. This report focused on issues in education such as lengthening the school year and requiring more academic courses. In response to the *A Nation at Risk* report, many high schools added specific requirements such as four years of English, three years of Math including specific classes, three years of science, three years of social studies, and the recommendation for college bound students to have two years of foreign language. (Negroni 1992) Many of these changes can still be seen in high schools today. In the 1990s, educational experts focused on writing and setting challenging academic standards for students. This also included high-stakes assessments that were

tied to those standards (Danielson, 2001). Teacher evaluation of the 1990s began to incorporate the belief that teaching included content instruction, assessment, and student learning. Technology helped in that data was more readily available for schools and districts to analyze effective teaching (Danielson & McGreal, 2000).

According to Danielson and McGreal (2000), during the early 2000s teachers' classroom instruction and the evaluation of instruction continued to be more closely aligned as part of an overall effective system. This included collaborative decision-making, team building, and school improvement. Professional development played a big part, including understanding how adults learn best. Similar to students and learning styles, professional development for teachers needed to be differentiated and meet various learning styles. With the amount of data available, it was important to also take the time to reflect on the impact of teaching while understanding its complex nature. Evaluation systems also began to change traditional practices of supervision and evaluation. This included changes such as peers observing each other, and the reflection process replacing an administrator identifying strengths and weaknesses of teachers (Danielson & McGreal, 2000).

In July 2009, President Barack Obama and Secretary of Education Arne Duncan announced the education initiative Race to the Top (RTT). This grant program offered to states significant funding if they would overhaul their teacher evaluation systems. The state of Missouri applied for this grant. RTT required each state to implement systems including student learning gains as a component of teachers' yearly evaluation scores (Marzano, 2013). In March 2010, Missouri was notified they were not one of the top 16

finalists for the RTT initiative and would not receive the \$750 million dollars that had been requested as a part of the grant (Children's Education Alliance of Missouri, 2010).

This rejection motivated Missouri to build a model teacher evaluation system based on new teacher and leader standards that could be more easily evaluated. In June 2010, new teacher standards were adopted by the State of Missouri. In 2012, Missouri applied for and was granted a waiver from the national No Child Left Behind (NCLB) legislation, meaning Missouri would not fall under the federal stipulations of NCLB, but rather would write its own program for educational success in the state (DESE, 2012). This waiver stipulated that by 2014-2015 all Missouri schools must have an evaluation system that meets the seven essential principles of teacher evaluation (DESE, 2012).

Teacher Evaluation in Missouri

According to the model evaluation system published by the Department of Elementary and Secondary Education for the state of Missouri, there are seven essential principles for an effective teacher evaluation system. These principles are clear expectations, differentiated performance levels, probationary period, student measures, regular meaningful feedback, evaluator training, and use of evaluation results (DESE, 2012). Major educator theorists whose ideas contributed to DESE model Educator Evaluation system include Robert Marzano, Kim Marshall, Charlotte Danielson, John Hattie, and Doug Lemov. Their work helped build the standards, growth guides, frames, and model system.

Clear expectations for teachers. According to DESE (2012) there are seven essential principles to a teacher evaluation system. The first essential principle is clear expectations. In order to have continuous improvement there should be criteria based on student performance by teachers and leaders, the evaluation system must be aligned to clearly articulated, research-based performance targets. For the state of Missouri, these targets in the DESE model evaluation system were aligned to appropriate state and national standards and include evidence linked to student performance. New standards for educators were released by DESE in June 2010 and became the basis for the new teacher evaluation model. Based on the DESE model, a key component of clear expectations was ensuring districts adopted teaching standards that demonstrate the teacher is prepared and knowledgeable of the subject matter, and that the teacher acts as a responsible professional in the overall mission of the school (DESE, 2012).

DESE's teaching standards for the model evaluation system are divided into nine overall standards, with 36 quality indicators that are organized within one of these nine standards. These standards set the expectations of performance for teachers in the state of Missouri. According to DESE (2010)

The standards are based on teaching theory indicating effective teachers are caring, reflective practitioners and lifelong learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. (p.3)

The idea behind the standards is teachers are continuously improving their skill by working to achieve the next developmental sequence from the continuum laid out in the DESE model evaluation system (DESE, 2010).

The Missouri Teacher Standards, a product of DESE, are organized into nine broad areas which capture all parts of an effective educator's job. These nine standards are

1. Content knowledge aligned with appropriate instruction,
2. Student learning, growth and development,
3. Curriculum implementation,
4. Critical thinking,
5. Positive classroom environment,
6. Effective communication,
7. Student assessment and data analysis,
8. Professionalism, and
9. Professional collaboration.

A continuum of skill level is used in the DESE model. The continuum places educators into a category based on how well they meet the criteria of the descriptors of each level. The different levels are emerging, developing, proficient and distinguished. The continuum is applied to each of the standards to provide a teacher with an indication of where they rank as a professional. When a teacher is evaluated using this instrument, the goal is to move the teacher from one level to the next higher level (DESE, 2010).

Marzano (2013) emphasized a teacher evaluation system with a primary purpose of developing a teacher they must be comprehensive and specific. The model would identify and give specific classroom strategies that allowed for focus when a teacher was developing skills. It also gives clear expectations and behavior for the teaching and learning process. For example, one Marzano strategy was for the teacher to provide a

clearly stated learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal. The teacher behavior for this strategy was the teacher posted the learning goals so all students can see the goals, used the goal as a clear statement of knowledge or information and not an activity or assignment, and made reference to the goal throughout the lesson and used a scale or rubric. Marzano (2013) outlined a comprehensive model that is divided into three major categories:

1. routine strategies
2. content strategies
3. strategies enacted on the spot

Marzano (2013) also showed the relationship between the three major areas by asking questions a teacher should be able to answer if they are meeting the clear expectations of an evaluation system. Marzano & Toth's (2013) work asked teachers the following questions regarding their instruction:

What will I do to engage my students?

What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?

What will I do to establish and maintain effective relationships with students?

What will I do to communicate high expectations for students?

(Marzano, & Toth 2013).

The work of Kim Marshall (2013) was cited throughout the DESE model. Kim Marshall's 2013 major competencies of effective teaching are

1. Planning and preparation for learning;
2. Classroom management;

3. Delivery of instruction;
4. Monitoring, assessment, and follow up;
5. Family and community outreach; and
6. Professional responsibilities.

Marshall developed a rubric with a four-point scale for each of these six competencies. The four levels corresponding to Marshall's 4-3-2-1 scale are *Highly Effective*, *Effective*, *Improvement Necessary*, and *Does Not Meet Standards*. Marshall developed a four-point scale to provide evaluators a clear division between the top two levels. By having four levels the scale does not allow a middle ground for the evaluator. The evaluator must choose which half of the rubric exemplifies the person they are evaluating. The competencies in Marshall's model provide clear expectations of teacher performance in each category (Marshall, 2013).

Differentiated Levels of Performance

The principle of having differentiated levels of performance is designed to allow teachers opportunity for growth based on performance, not years of service. Differentiated levels of performance across a professional continuum include clearly articulated descriptions of components at each level. Within the DESE model, these levels are Emerging, Developing, Proficient, and Distinguished. These terms are used throughout growth guides which describe what it means to be at each level for all nine standards and 36 indicators which are a part of the DESE model evaluation system (DESE, 2012).

Marzano is a key contributor to the research on differentiated levels of performance in the DESE model. Marzano's teacher evaluation is based on four domains:

1. Classrooms strategies and behaviors;
2. Planning and preparing;
3. Reflecting on teaching; and
4. Collegiality and professionalism.

Within these four domains are 60 elements that Marzano defined as the knowledge base for teaching (Marzano 2018). Marzano's research provided specific strategies that became a basis for the DESE teacher evaluation system. The strategies have been aligned to specific Missouri standards as part of the DESE model of teacher evaluation (DESE, 2012). Ten questions are asked as part of the instructional design of his research. Major points that can be seen throughout the DESE model include learning goals, student engagement, classroom management, student relationships, and effective lesson plan and unit design (Marzano, 2007). The questions related to these major points are answered throughout his research with results to show the effect size. For example, Marzano used research results of synthesis studies on goal setting to show when the strategy is effectively used, it can have an average effect size of 0.55, or a 21 percentile gain for students whose teachers use this specific strategy (Marzano, 2007). Marzano specified actions steps which are part of effective classroom instruction. These action steps can be seen in the teacher growth guides with specific links to Marzano strategies, including what the student will do and what the teacher will do as part of effective instruction (DESE, 2012). Marzano's most current work can be found in *Teacher*

Evaluation That Makes a Difference: A New Model for Teacher Growth and Student Achievement. Marzano and Toth acknowledged the landscape of teacher evaluation was changing, and more work needed to be done to provide an accurate measure of teacher competence. They also examined student learning as a part of the evaluation (Marzano & Toth, 2013). Marzano and Toth also addressed the way student test scores and performance should be utilized to evaluate a teacher. They advocated the use of multiple measures of growth in order to effectively show the teachers' effect on students (Marzano & Toth, 2013).

Lemov (2010) used effect size research to specify teaching strategies used to give teachers simple ways to improve their teaching and help students succeed. Lemov's strategies are numbered 1-49 and named with simple phrases for easy use. These strategies can be used by a teacher to advance from one level to the next on the DESE growth guides found in the DESE teacher evaluation system. Lemov's #10, Double Plan; #6 Begin with the End, strategy #7, 4 Ms; and strategy #18 Checking for Understanding (DESE, 2010; Lemov, 2010). Lemov emphasizes when a teacher plans they must plan for both what the teacher and the student will be doing. In strategy #10, Double Plan; Lemov stated that most lesson plans focus on what the teacher will be doing and fail to plan for what the students will be doing. In strategy #6 Begin with the End, Lemov provided information about lesson planning for teachers and how they must know the objective of their lesson for that day, plan short daily assessments, and plan a sequence of activities that lead to mastery of the objective. Strategy #7, 4 Ms, refers to criteria for effective objectives when writing lessons. According to Lemov (2010), effective objectives are manageable, measurable, made first, and most important. Strategy #18,

Checking for Understanding focuses on gathering data constantly while teaching, and then acting on the data to make changes quickly during the lesson (Lemov, 2010).

Marshall (2013) labeled different levels of performance as highly effective, effective, improvement necessary and does not meet standards. These levels are used within rubrics to rate teachers and give them specific feedback on areas of strength and areas where growth in their teaching is needed. Within Marshall's rubrics, each level provides a clear description regarding each level of performance and the teacher behaviors observed for each level. For instance, under the competency titled *delivery of instruction*, there are 10 subcategories. One of the subcategories is expectations. Under each of the different levels of performance there is a description for expectations. An example is at the *Effective* level, within expectations subcategory, the rubric language states the teacher "conveys to students: this is important, you can do it, and I'm not going to give up on you." The different levels of performance as well as rubrics allow supervisors to give specific feedback for improvement (Marshall, 2013).

Probationary Period for New Teachers

The DESE model (2010) states that the first five years of a teacher's career are considered a probationary period. During the first five years, it is an expectation of school districts teachers receive mentoring, at a minimum, during their first two years. The five-year period at the beginning of a teacher's career allows for the accumulation of data about the novice educator and how they can grow as a professional (DESE, 2010). If a teacher has been employed full time for five consecutive years and signs a sixth consecutive teaching contract in a district, the teacher acquires tenure or permanent teacher status. If these conditions are met, a school district in Missouri must

award tenure. The granting of tenure to a teacher includes due process rights in the evaluation process. The teacher is considered a permanent teacher and is not required to sign a teaching contract each year (Missouri National Education Association, 2012).

A major issue for Missouri school districts is the financial impact of teacher turnover. In 2007, the National Commission on Teaching and America's Future (NCTAF) produced a policy brief titled *The High Cost of Teacher Turnover*. The brief NCTAF detailed the high cost of teacher turnover, the impact to school districts, and to education as a profession. NCTAF estimates teacher turnover costs the United States over \$7 billion dollars a year. In addition, the cost has a negative effect on teacher quality. According to NCTAF, the national teacher turnover rate is 16.8% annually. This is a concern to all citizens because the cost of teacher turnover is and will continue to drain tax dollars if a solution is not found. One recommendation for change given by the NCTAF was a comprehensive induction program for new teachers. According to NCTAF, this induction program should include a peer mentoring process that helps teachers, especially young teachers, make the decision to stay in the profession. The NCTAF indicates that an induction program is a key component of human resource management systems (NCTAF 2007).

Teacher Tenure

Teacher evaluation and tenure vary from state to state. According to the data compiled by the National Council on Teacher Quality (NCTQ, 2015), 32 states grant tenure to teachers after just three years of teaching. The NCTQ reports six states require five years of teaching for tenure, four states require four years, four states require two years, one state requires just one year and four states do not have a tenure policy (the

District of Columbia is included in this data). Within these states, some allow districts to make the decision on teacher tenure. At times, this can be because of the student performance in these areas. For instance, the school district for the city of Cleveland, Ohio has a 7-year probationary period for its teachers as part of the Cleveland transformation plan, adopted by that district in 2012. In contrast to this, two districts in the state of Mississippi allow a teacher to earn tenure after just one year of teaching (Nctq.org, 2015).

In 2014, Kansas legislation made a controversial decision in eliminating teacher tenure. Kansas teacher tenure laws had been in place since 1957. The legislation repealed a law that gave teachers who faced dismissal after three years in the classroom a right to an independent review of their case. Teachers in the state of Kansas argued the law protected them from unjust firings. Legislators believed this change in law was necessary to remove incompetent teachers from the classroom. The legislation gave the ultimate decision regarding teacher tenure to the local school boards in Kansas. As a result of this legislation, some school boards have reinstated policies similar to those that were previously in place (Gardner, 2015).

With Kansas being a neighboring state to Missouri, the debate regarding the merits of teacher tenure resurfaced in Missouri. This debate included potential changes to Missouri tenure laws. In 2014, Rex Sinefeld proposed an amendment to the Missouri constitution that would have linked teacher evaluations to student performance and ended tenure protections. The goal of this amendment was to remove tenure protections for teachers by limiting teacher contracts to a maximum of three years. Sinefeld believed by eliminating tenure, it would be possible to improve teacher

performance. It was his belief the loss of teacher security would be a motivator to improve teacher performance. The Amendment failed in November 2014 after large pro-education groups rallied against it (Springfield News-Leader, 2015).

Use of measures of student growth in learning. The fourth essential principle, use of measures of student growth in learning, is based on one of the ultimate goals in education which is an improvement of student performance. This principle holds educators accountable for the improvement of students performance data across time. This data can be a contributing factor to the evaluation process. The DESE (2010) model includes the following specification:

measures of growth in student learning that provide multiple years of comparable student data may include, but are not limited, to: common, benchmark and formative and summative district-generated assessments; peer-reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; valid, reliable, timely and meaningful information from standardized testing; as well as state assessments where available.

The DESE model has six professional growth indicators that directly relate to the use of measures of student growth in learning. One of those indicators is the effective use of assessments by a teacher in the classroom. According to DESE (2010), a proficient teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and

develop. DESE also lists possible sources of evidence for showing the professional impact of a teacher. These sources include, but are not limited to samples of pre and post assessments, data information, assessment results, samples of progress reports using concrete student data, and instructional records of individual student progress (DESE, 2010).

Another way to show the growth of a student as a learner is through the use of student learning objectives (SLOs). One educational researcher, Robert Marzano, described these as learning goals individual to each student. Validating students meeting these objectives within a timeframe is quantified and used to show student growth (Marzano & Toth, 2013). DESE (2015) defined a SLO as a measurable, long-term goal of academic growth that represents a teacher's impact on student learning. The process of showing academic growth requires gathering and analyzing student data and using it to set goals. From this data, a determination is made if students have met those goals (DESE, 2015)

Part of this process involves teachers gathering overall student performance data over multiple years to show the teacher's impact on learning each year. The DESE model (2010) of evaluation requires this data be considered when determining re-employment of the teacher. DESE recommends using state assessment data from previous years to help write SLOs for the teachers most current year. SLOs can be focused on an area from either local or state assessment data. As a part of a teacher writing a SLO, the teacher must show student learning growth over "two points in time". The growth then becomes a part of the teacher's summative evaluation with the supervisor. Gathering student data and the impact teachers on learning has been a part of

many Missouri school districts as they strived to become Professional Learning Communities. Now it is simply becoming a part of the evaluation process (DESE, 2010).

Ongoing, Deliberate, Meaningful, and Timely Feedback

Marshall (2009) addressed new systems and approaches needed by building level administrators to help improve the overall effect of teacher evaluation by principals. Marshall discussed the idea of “mini-observations” based on three basic principles: all teachers need reassurance; teachers know they are not perfect so all feedback cannot be positive; and teachers need candid, specific, constructive criticism to improve their craft. Marshall described the length of time an observation should be, and how many “mini-observations” a principal should conduct in a school year for each teacher. He distinguished his definition of mini-observation as different from others who have written about walk throughs and learning walks. Marshall (2012) stated “for these reasons, I believe we should call short, unannounced classroom visits *mini-observations*, clearly distinguish them from *learning walks* and to avoid the term *walk-through* to prevent confusion” (p.63). Marshall stated, in reference to amount of time an observer should spend in the classroom, the second an observer walks into a classroom they are flooded with information. However, after 5-10 minutes that flow of information tapers off. Marshall demonstrated how the insight plateaus from 5-20 minutes of observation and then starts to decrease (Marshall 2012). Marshall explained each principal has to find what works for him or her, but when he was a principal he set a goal of five classroom mini observations per day. If done would produce about 19 visits for each teacher in one year for his staff of 40 teachers. According to Marshall, an important piece of mini observations is feedback and follow up within 24 hours. This can only be

done if the observations are quick and informal. He also says face-to-face feedback has strong advantages and all teachers are eager for feedback (Marshall, 2009).

Standardized and Periodic Training for Evaluators

To provide training for evaluators using the DESE model, a tool called the Missouri Observation Simulation Tool (MOST) was developed. Within the MOST system, evaluators watch videos of actual teaching lessons, analyze the lesson and prepare simulated feedback for the teacher in the observation. Simulated teacher observation using these videos gives administrators an opportunity to assign a performance rating to each observation and allows administrators to refine their skills through practice. The MOST tool is used to help administrators become more consistent and reliable in their observation. Observation scores can be compared to a master score, as well as scores from administrators across the state. The MOST system has an online library of videos available for ongoing training for evaluators using the DESE model of teacher evaluation. This tool also includes training plans that can be created by districts in order to help train evaluators to observe multiple indicators in one classroom observation. The master score attached to each training gives a rationale for the score and helps in the standardized training for evaluators (Mlpelevate.com, 2015).

Evaluation Results to Inform Personnel Employment Determinations, Decisions, and Policy

Danielson and McGreal (2000) described some key steps to implementing a teacher evaluation system. A first step, according to Danielson and McGreal, was new evaluation systems should be directly linked to the mission of the school district. Their work was focused on the idea schools perform better when all parts of a district work

together. Danielson and McGreal also stated there must be a commitment from districts to allocate resources to allow new systems to be successful. This may include resources for training evaluators and those being evaluated, and teachers time away from the classroom for support and ongoing support for teachers and supervisors (Danielson and McGreal 2000). With this push for investment in teacher evaluation, Danielson and McGreal also defined a blueprint for teacher evaluation that includes three key elements: a coherent definition of the domain of teaching, techniques, and procedures for assessing all aspects of teaching, and trained evaluators who can make consistent judgments. Missouri first started with a new set of Educator standards in 2010 (DESE, 2010). Danielson and McGreal (2000) described how there has to be an establishment of levels of performance. For the state of Missouri, these levels of performance included the labels emerging, developing, proficient, distinguished (DESE 2010)

Using a growth guide document, performance levels are set to a scale from 0-7 describing teachers' level of performance on a particular quality indicator (DESE, 2010). Danielson and McGreal (2000) placed emphasis on the training of evaluators in the evaluation process. Evaluators have to be able to observe and recognize examples of evaluative criteria in action and interpret what they are seeing. An evaluator must also be able to understand there is more than one possible interpretation of an event and align what they see to evaluation criteria. An evaluator must be able to make a judgment about a teacher's performance and then hold reflective conversations and provide feedback (Danielson & McGreal, 2000).

In the DESE model of teacher evaluation, the summative evaluation for teachers can be used as a determining factor in future employment decisions and as a document to

give feedback for growth. This model evaluates educators on all nine Missouri teacher standards. There are three categories available to the evaluator. For each standard, the evaluator marks one of three boxes on the summative form: “Area of Concern,” “Growth Opportunity,” or “Meets Expectations.” In addition, the evaluator must mark one of two boxes in regards to the employment decision, either “recommended for reemployment” or “do not recommend for re-employment.” This mark determines whether or not an educator is offered a teaching contract for the following school year after the summative evaluation is sent for approval to the local board of education (DESE, 2010).

Network for Educator Effectiveness Teacher Evaluation Model

The Network for Educator Effectiveness (NEE, 2015), an organization in the College of Education at the University of Missouri, created a teacher evaluation model being used by 269 out of 460 districts in the State of Missouri. This model is an alternative to the DESE model for school districts in Missouri who do not have a district model of their own (NEE, 2015). This model meets the seven essential principles of effective evaluation needed to be accepted in the State of Missouri. NEE literature suggests that one of its advantages is it exceeds the seven requirements for the Missouri teacher evaluation model. NEE provides training, evaluation, and data management for measuring all certified employees in a school district. The NEE model has web-based accessibility with the ability for districts to archive evaluation data. The mission of NEE is to improve student achievement by training evaluators to make consistent and reliable classroom observations. The NEE model attempts to improve teachers’ professional skills through frequent observations followed by relevant feedback.

One major difference between the NEE model and the DESE model is there is a cost for districts. The DESE model is provided by the Department free to districts. Another major difference is the data collection procedure within the NEE. Data collected through classroom observations is compared with all other districts across the state of Missouri that also use the NEE system. This allows observers to compare data points from their observations to similar certified staff members across the state. Data comparison within the NEE system gives districts feedback on specific indicators within the Missouri standards and helps guide professional development of districts (NEE, 2015).

The NEE was designed to help teachers by giving them frequent observations followed by feedback. NEE also recognizes effective teaching and places an emphasis on the growth and development of a teacher (Nee.missouri.edu, 2015). Education leaders in the state of Missouri have given testimonials in regards to the NEE system. Dr. Jeffrey C Miller, Assistant Superintendent for Human Resources in the Lee's Summit R-7 School district said

The Lee's Summit R-7 School District did an intensive review of teacher evaluation models after learning of the DESE mandates for the 2014-2015 school year. After reviewing many models ranging from Marzano to DESE's suggested model and based upon the latest research for instructional improvement in the classroom, Lee's Summit chose NEE. This model is research-based, offers the flexibility and support required for a district our size, provides comparative data from other Missouri School Districts, and is user friendly. The NEE model also

provides for in-depth administrator training in the area of evaluation, which provides for internal equity in a district of our size. (NEE 2012)

Every Student Succeeds Act

In December of 2015, President Barack Obama signed the Every Student Succeeds Act (ESSA) into law. The Every Student Succeeds Act replaced No Child Left Behind, the previous federal law guiding education reform. ESSA's goal is to ensure all students have opportunity to a high quality education especially those students who are in rural and low-income schools. The Missouri plan for ESSA is a part of an overall plan for improvement of Missouri Schools included in the Missouri School Improvement Plan (MSIP). Missouri presented a plan for public education under ESSA that was approved by the U.S. Department of Education. One component of the ESSA Missouri Plan is the continuation of Teacher Evaluation that meets the seven essential principles of effective evaluation (DESE 2010) The Missouri Plan for ESSA was submitted in September of 2017 and the U.S Secretary of Education approved final revisions in January of 2018 (DESE, 2018). The Every Student Succeeds Act will guide the State of Missouri moving forward until further revisions of the Missouri School Improvement Plan are completed.

With the ESSA, each school district in the state of Missouri must either use the DESE model of evaluation or show that the model they are using is aligned to the seven essential principles of effective evaluation. Each district submits data to show how many teachers their district has at each level of performance. This is a part of the yearly core data collection used to monitor schools and their effective evaluation of teachers (DESE 2017)

Teacher Perceptions of Evaluation

The communication during the evaluation process can be a major factor in forming a teacher's perception of the process. Arneson, an author, trainer, and consultant for the Danielson Group researched teacher trust in principals (Arneson, 2012). Arneson (2012) encouraged principals to talk with teachers, not to them. By doing so, evaluators could help teachers reverse a common feeling evaluation is something done to them, not with them. Arneson explained there are two reasons why principals or evaluators sometimes hurry through the process and make teachers feel like they are being talked at. The number one reason is the time constraints placed on both the evaluator and the teacher. Both parties simply feel like they do not have time to engage in conversation regarding teaching practice. The other reason is the fear of the unknown. Teachers and principals do not know how to go beyond surface level conversations, and therefore, the process lacks reflection that is needed to help a teacher grow in his or her practice (Arneson, 2015).

Arneson (2015) suggested shifting the culture of teacher evaluation from that of inspection to one of reflection. In order to do so, she suggested overcoming the two major hurdles to a productive evaluation process. To make better use of time during the evaluation process, Arneson suggested narrowing the topic of conversation during conferences. Instead of talking in broad generalities about the teaching process, evaluators should narrow the conversation to what was seen during the observation and the evaluator should ask specific questions to help the teacher reflect on the recent observation. For example, an observer could ask the teacher to reflect on the transitions between parts of their teaching lesson instead of asking a broad question. To overcome

the second hurdle, which is the fear of the unknown, evaluators must be willing to talk with teachers and be honest they do not know the answers to everything. Arneson suggested when a principal is honest with teachers they don't know all the answers, teachers know they can trust the evaluator (Arneson, 2015).

Kim Marshall (2013) discussed using multiple mini-observations with feedback to build trust versus full-lesson observations with pre- and post- conferences and write-ups. He cited when he first started doing mini observations teachers eventually only wanted the shorter observations and the style became effective because he was honest with teachers in his feedback and teachers trusted his style was to help them, criticize on a summative evaluation (Marshall, 2013). Marshall also said there is a great opportunity for trust building through the praise and suggestive coaching of a mini-observation that builds trust with teachers. His research focused on the trust that must be built between teacher and principal in order for the evaluation process to be perceived as positive

Principals who understand teaching is complex and there are many dimensions to quality teaching are seen as more competent evaluators by teachers (Arneson, 2015). Danielson (2007) broke the complexity of teaching into four domains and 22 components. Arneson (2015) gave several communication tips she said are key to communicating well with teachers during the evaluation process. Principals must listen at least as much as they speak in order to be trusted by the person they are evaluating. Allowing the teacher to talk and reflect is part of a positive perception. Body language is a key to positive communication with teachers. For example, sitting beside the teacher when going over the evaluation and nodding are two simple strategies (Arneson, 2015). In today's world, where much of the communication in a school

happens via electronic means such as email, it is important to make sure email is used effectively as a communication tool. It is important for a principal to decide if email communication or face to face is the best form of communication when sending out information. It is also important for the principal, as a reader of an email, to make sure the teacher being sent an email truly understands what the sender is trying to convey and what that person may be asking (Arneson, 2011).

Arneson (2011) stated “When crafting feedback for teachers, it is important to invite dialogue around the topic” (p.52) . Two-way dialogue between evaluator and teacher helps develop the reflection mindset of a professional educator. Dialogue also builds trust in the relationship. Trust between two professionals is a key factor in having a positive perception of the evaluation process. Arneson’s research also showed many teachers said it mattered to them when a principal asked about their family and their personal life. This personal connection made for more meaningful relationships and stronger conversations about the teaching practice (Arneson, 2011).

Stephen Covey, author of *7 Habits of Highly Effective People*, wrote about people having emotional bank accounts. In a relationship, each person has the ability to make either deposits or withdrawals in the emotional bank account of the other person (Covey, 2004). Arneson (2015) applied this idea to the principal-teacher relationship when it comes to the evaluation process. Arneson (2015), asserting that if a principal and teacher have a good relationship, a principal can share criticism with a teacher, which is seen as a withdrawal, but still have enough in the emotional bank account maintain a positive relationship. Trust is the foundation of this relationship according to both Arneson and

Covey. With trust, principals and teachers can begin to collaborate around issues such as teacher evaluation, teaching practices, and student impact (Arneson, 2015).

Author Rebecca Merrill has written or co-authored many books on the subjects of relationships and trust. Working with Rebecca Merrill, Stephen Covey revealed the importance of trust in relationships with employees and the overall success of an organization. Covey and Merrill (2006) suggest trust is a product of both character and competence. Character is made of high integrity and good intent, whereas competence comes from good credentials and track record. Integrity of a principal comes through general intentions towards stakeholders in the school setting. Competence from a principal shows through their capabilities and the ability to produce results in the school. Arneson (2015) said in a time when principals are being asked to evaluate teachers in a way that might impact tenure or pay, a balance of character and competence is important. Balance builds the trust necessary for principals to complete the evaluation process with teachers without having them not feel like it is done to them. For principals to make the process a reflective process for the teacher with a focus on growth, there has to be excellent communication on behalf of the principal (Arneson, 2015).

Arneson listed specific skills for principals who want to build better communication with those they evaluate. An open door policy with staff which allows principals to be a listening ear when staff need it should be practice. Principals must be visible in the school and be able to answer questions from staff. This includes being able to answer the many questions a teacher may have when implementing a new teacher evaluation system. Arneson cautioned principals one way to lose trust very quickly is to communicate in a way that tells teachers you are too busy to talk with them. Arneson

specifies “It’s not what you say; it’s how you say it,” which helps principals think about how they give feedback to teachers in a way that will not be lost as a negative statement. A final specific skill from Arneson (2015) is “Three kisses and a wish,” which encourages principals to give three good news items in regards to evaluation before giving constructive criticism regarding their teaching.

Calahan (2014) suggested fostering trust between administrator and teacher based on the four essential principles of transparency, well-defined expectations, compassion and flexibility. The principles can be especially important during the change process in evaluation systems according to Calahan. Transparency during changes means the principal will share relevant information regarding the change, answering questions and helping navigate unforeseen events during a change. Sharing rubrics and exploring them alongside teachers helps to build the teacher-principal trust and also sets well-defined expectations of evaluation. Using compassion and understanding during the evaluation process, while also remaining flexible to work with the teacher if lessons or an unannounced visit do not go as planned (Calahan, 2014).

Mike Rutherford and Rutherford Learning Group have developed specific tips for crafting feedback for teachers. Rutherford states although teacher evaluation is required, it may not necessarily grow teachers in their craft. Non-evaluative, growth-evoking feedback is the key to helping a teacher improve at the art of teaching. Rutherford suggests evaluators be gentle, skillful, and positive when giving feedback. Although a teacher may want you to really open up in this type of feedback, choose words carefully, lead with a positive before giving critical feedback and positive nonverbal cues. Being positive includes showing genuine interest in the teacher and their lesson, thus building

the trust of the person receiving the feedback (Rutherford 2013). Rutherford worked with principals throughout the state of Missouri during the change in evaluation systems in order to help administrators develop the skills to give feedback and gain trust.

In Arneson's (2012) research on trust, participants indicated several barriers to trusting the leadership in their school. One of the biggest barriers mentioned was not sharing leadership opportunities within the school. Participants comments included that the leadership did not know how to delegate, micromanaged, excluded stakeholders, was controlling, never asked for input, and was not willing to try new ideas (Arneson, 2012). This has been applied to general leadership of a school but also specifically to the teacher evaluation process. Arneson suggested shared decision making between a principal and teachers would lead to a great level of trust. Principals need to be willing to allow input on tasks traditionally only done by a principal such as budget, scheduling, or leading faculty meetings. By asking for shared decision making in these areas, those being evaluated by the principal would have a greater trust in that leader (Arneson, 2015).

One potential objection to the evaluation process from those being evaluated might be that the evaluator is not objective. This could open up the discussion to allegations the person was not evaluated fairly because of past interactions between the two people, or a poor relationship, or the evaluator does not like the person they are evaluating. Arneson (2015) suggested three strategies to help evaluators stay objective in their evaluation, thus gaining trust from the person they are evaluating. The first is to make it about the teaching and not the teacher. The evaluator should focus on the teaching and learning process, seeing things from the students perspective, asking students questions to help understand what they know, and trying to eliminate your own

personal biases in regards to how the teacher manages their classroom. By evaluating with this mindset, the evaluator focuses on the teaching and can make a more objective evaluation. Another strategy to enhance objectivity is for the evaluator to reflect on the learning taking place; knowing what is stated on paper that students will learn and comparing that to what the evaluator actually sees happening during the observation. The third strategy is for the evaluator to question how they know what they are seeing. Arneson gives an example of an evaluator saying “students understood the directions”, her suggestion is for the evaluator to ask themselves how they knew students understood the directions. Is it because they met the learning objective, mastered a skill, or it was evident that they “got it”. For the evaluator, it is being very clear in what they see and communicating this objectively to the teacher.

Summary

Provided in this review of the literature was a compilation of current and past research on the teacher evaluation process in American schools. The shift in teacher evaluation by the state of Missouri was built on seven essential principles researched in chapter two. Comparison of the DESE model to other models in the state was explored. Studies related to the teachers’ perceptions of the evaluation process, as well as what principals can do to build trust and communicate effectively were highlighted. The research is clear that effective school leaders must possess a comprehensive knowledge base which includes both theory and practice. Improvement of student achievement can only occur when evaluators are skilled in both personal communication and effective classroom practices.

Chapter 3

Methods

This research study was conducted to examine teacher perceptions of the 2013 and 2015 teacher evaluation systems used in District X. Additional purposes of this study were to examine the extent to which teachers perceived the 2013 and 2015 evaluation systems as a method to improve teachers individually and to improve the school district's quality of instruction as a whole. Chapter 3 includes the research design, selection of participants, measurement, data collection procedures, data analysis, hypothesis testing, and limitations.

Research Design

This quantitative study was conducted using survey methodology. Using surveys conducted by District X, data was accessed through archived data from the district. The variables of interest in this study were the perceptions of teachers towards the 2013 and 2015 evaluation systems. These included teachers' general perceptions, their perceptions of the extent to which the evaluation systems improved teachers as individuals, and their perceptions of the extent to which the systems improved the overall classroom instruction in the district.

Selection of Participants

The population of interest for this study was certified teachers in District X who had an interest in the change in evaluation systems. The sample was comprised of certified teachers employed in District X who had participated in a district survey in 2013 or 2015. According to Lunenburg and Irby (2008), purposive sampling involves selecting a sample based on the researcher's experience or knowledge of the group to be

sampled. For this study purposive sampling was used because participants who took the surveys were certified teachers in District X during the 2013 or 2015 school years.

Measurement

In 2013 and 2015 District X developed surveys to gauge the perceptions of teachers in the district regarding the teacher evaluation systems. District X's surveys for certified teachers in 2013 and 2015 were used to measure teacher perceptions of teacher evaluation systems. Surveys were administered using an electronic format with a total of 32 items on the survey. Each survey included items that measured demographic information including years in District X, years in education, grade level of students taught, and highest college degree earned by the respondent. In addition surveys included items with responses on a Likert-type scale that included the responses strongly disagree, disagree, neutral, agree and strongly agree. Open-ended response items were also included in each survey that measured what teachers liked about each system, what in each system teachers felt helped them grow as a professional, what teachers would like to see changed, what in each system teachers would like to see the district eliminate and an opportunity for any other comments, questions, or concerns. For the purpose of this study, questions that used the agreement scale were used. To take the survey, certified teachers in District X responded to an email with the link to a survey in both 2013 and 2015.

District X did not evaluate the survey for validity or reliability. To ensure the validity of the survey, input was obtained from a panel of experts composed of teachers and administrators who did not work in District X. According to Lunenburg and Irby

(2008) reliability is “the degree to which an instrument consistently measures whatever it is measuring” (p.182) .

Table 1 contains the survey items that measured the teachers’ overall perceptions of the 2013 and 2015 evaluation systems. Three hypotheses were specified to address RQ1. Items 08, 32 and 12 from the 2013 survey provide measurement for the variables in those hypotheses. Three hypotheses were specified to address RQ2. Items 03, 04, and 08 from the 2015 survey provide measurement for the variables in those hypotheses.

Table 1

Survey Items Used to Measure Variables that Address RQ1 and RQ2

RQ	H	Survey Items
RQ1. What are District X ‘’ perceptions regarding the 2013 evaluation system?	H1	2013-08. The current PBTE system is ongoing and has sufficient specificity to provide sufficient evidence towards its standards.
	H2	2013-32. The current PBTE system is ongoing and has sufficient frequency to provide sufficient evidence towards its standards.
	H3	2013-12. The current PBTE system determines whether performance meets the degree of competency required for continued employment.
RQ 2. What are District X teachers’ perceptions regarding the 2015 evaluation system.	H4	2015-03. The new Educator Evaluation processes are ongoing and have sufficient specificity to provide sufficient evidence towards its standards.
	H5	2015-04. The new Educator Evaluation process provides more frequency to ensure evidence towards the standards than the previous system.
	H6	2015-08. The new system determines whether performance meets the degree of competency required for continued employment.

Table 2 contains the survey items that measured the teachers' perceptions of the 2013 teacher evaluation system and how it was used to improve teachers individually. Nine hypotheses were specified to address RQ3. Items 10,11,13,14,15,16,17,20 and 22 from the 2013 survey provide measurement for the variables in those hypotheses.

Table 2

Survey Items Used to Measure Variables that Address RQ3

RQ	H	Survey Items
RQ3. To what extent do teachers perceive the teacher evaluation system used in 2013 was used to improve teachers individually.	H7	2013-10. The current PBTE system is an effective evaluation tool identifying teaching strengths and weaknesses.
	H8	2013-11. The current PBTE system provides direction for improving teacher skills through professional development activities.
	H9	2013-13. The current PBTE system helps me to grow as a professional.
	H10	2013-14. In using the current PBTE system, my supervisor has explained to me all standards and criteria on which I will be evaluated.
	H11	2013-15. The summative evaluation given to me is accurately reflective of me as a teacher.
	H12	2013-16. My supervisor observes my classroom enough to make an appropriate evaluation.
	H13	2013-17. The summative evaluation conference gave me helpful information to help me grow as a professional.
	H14	2013-20. My supervisor gave me adequate feedback after each observation.

H15	2013-22. My supervisor helps me write a Professional Development Plan each year.
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Table 3 contains the survey items that measured the teachers' perceptions of the 2015 teacher evaluation system and how it was used to improve teachers individually. Nine hypotheses were specified to address RQ4. Items 06,07,09,10,11,12,13,16 and 17 from the 2015 survey provide measurement for the variables in those hypotheses.

Table 3

Survey Items Used to Measure Variables that Address RQ4

RQ	H	Survey Items
RQ4. To what extent to teachers believe the teacher evaluation system used in 2015 was used to improve teachers individually?	H16	2015-06. The new Educator Evaluation processes are an effective evaluation tool in identifying teacher strengths and weaknesses.
	H17	2015-07. The new system provides direction for improving teacher skills through professional development activities.
	H18	2015-09. The new system helps me to grow as a professional.
	H19	2015-10. In using the new system, my supervisor has explained to me all standards and criteria on which I will be evaluated.
	H20	2015-11. The summative evaluation given to me is accurately reflective of me as a teacher.
	H21	2015-12. My supervisor observed my classroom this year enough to make an appropriate evaluation.

H22	2015-13. The summative evaluation conference gave me helpful information to help me grow as a professional.
H23	2015-16. My supervisor gave me adequate feedback after each observation.
H24	2015-17. My supervisor helped me write a Professional Growth Plan this year.

Table 4 contains the survey items that measured the teachers' perceptions of the 2013 and 2015 teacher evaluation systems and how they were used to improve overall district classroom instruction. Five hypotheses were specified to address RQ5. Items 6,7,9,18, and 19 from the 2013 survey provide measurement for the variables in those hypotheses. Five hypotheses were specified to address RQ6. Items 1,2,5,14 and 15 from the 2015 survey provide measurement for the variables in those hypotheses.

Table 4

Survey Items Used to Measure Variables that Address RQ5 and RQ6

RQ	H	Survey Items
RQ5. To what extent do teachers believe the teacher evaluation system that was in place when teachers were surveyed in 2013 was used to improve overall district classroom instruction?	H25	2013-6. The current PBTE system assures high quality professional staff performance.
	H26	2013-7. The current PBTE system is used to advance the instructional programs of the district.
	H27	2013-9. The current PBTE system is used to facilitate improvement of instruction that enhances student learning.
	H28	2013-18. The current PBTE system provides quality assurances that every classroom has a competent teacher who enhances student learning.
	H29	2013-19. The current PBTE system emphasizes staff improvement.
RQ6. To what extent do teachers believe the teacher evaluation system used in 2015 helped school districts as a whole improve instruction?	H30	2015-1. The new Educator Evaluation processes assures high quality professional staff performance.
	H31	2015-2. Teachers perceive that the 2015 evaluation system was used to advance the instructional programs of the district.
	H32	2015-5. The new Educator Evaluation processes are used to facilitate the improvement of instruction that enhances student learning.
	H33	2015-14. The new system provides quality assurances that every classroom has a competent teacher who enhances student learning.

H34 2015-15. The new system emphasizes staff improvement.

Data Collection Procedures

Data was obtained by seeking permission from District X to use archived data. A copy of the letter granting permission is included in Appendix A. A District X employee downloaded data to an Excel spreadsheet and the data was electronically transmitted to the researcher. Prior to using the archived data from District X, the researcher obtained permission to conduct the study from the Institutional Review Board of Baker University, a copy of this approval can be found in the Appendix B. To complete the process, data was uploaded to SPSS® Statistics 35 for Windows for data analysis.

Data Analysis and Hypothesis Testing

Six research questions guided this study. Each research question had hypotheses to test the question and a statistical analysis for each specific research question.

RQ1. What are District X teachers' perceptions regarding the 2013 evaluation system?

H1. Teachers perceive that the 2013 PBTE system had enough specificity to provide sufficient evidence towards its standards.

H2. Teachers perceive that the 2013 PBTE system had enough frequency to provide sufficient evidence towards its standards.

H3. Teachers perceive that the 2013 PBTE system adequately evaluated the degree of competency required for continued employment

Three one-sample t tests were conducted to test H1-H3. For each test, the sample mean was compared to a null value of 3. The level of significance was set at .05.

RQ2. What are District X teachers' perceptions regarding the 2015 evaluation system?

H4. Teachers perceive that the 2015 evaluation system had enough specificity to provide sufficient evidence towards it standards.

H5. Teachers perceive that the 2015 evaluation system had enough frequency to provide sufficient evidence towards it standards.

H6. Teachers perceive that the 2015 system adequately evaluated the degree of competency required for continued employment.

Three one-sample t tests were conducted to test H4-H6. For each test, the sample mean was compared to a null value of 3. The level of significance was set to .05.

RQ3. To what extent do teachers perceive the teacher evaluation system used in 2013 was used to improve teachers individually?

H7. Teachers perceive that the 2013 PBTE system is an effective tool in identifying teaching strengths and weaknesses.

H8. Teachers perceive that the 2013 PBTE system provides direction for improving teacher skills through professional development activities.

H9. Teachers perceive that the 2013 PBTE system helps teachers grow as professionals.

H10. Teachers perceive that supervisors using the 2013 PBTE system explained all standards and criteria on which the teacher was evaluated.

H11. Teachers perceive that the 2013 PBTE system summative evaluation was accurate of them as a teacher.

H12. Teachers perceive that supervisors using the 2013 PBTE system were in their room enough to make an appropriate evaluation.

H13. Teachers the 2013 PBTE system summative evaluation conference gave them helpful information to help them grow as a professional.

H14. Teachers perceive that supervisors using the 2013 PBTE system gave adequate feedback after each observation.

H15. Teachers perceive that supervisors using the 2013 PBTE system helped them write a professional development plan each year.

Nine one-sample t tests were conducted to test H7-H15. For each test, the sample mean was compared to a null value of 3. The level of significance was set to .05

RQ4. To what extent do teachers believe the teacher evaluation system used in 2015 was used to improve teachers individually?

H16. Teachers perceive that the 2015 evaluation system is an effective tool in identifying teaching strengths and weaknesses.

H17. Teachers perceive that the 2015 evaluation system provides direction for improving teacher skills through professional development activities.

H18. Teachers perceive that the 2015 evaluation system helps teachers grow as professionals.

H19. Teachers perceive that supervisors using the 2015 evaluation system explained all standards and criteria on which the teacher was evaluated.

H20. Teachers perceive that the 2015 evaluation system summative evaluation was accurate of them as a teacher.

H21. Teachers perceive that supervisors using the 2015 evaluation system were in their room enough to make an appropriate evaluation.

H22. Teachers the 2015 evaluation system summative evaluation conference gave them helpful information to help them grow as a professional.

H23. Teachers perceive that supervisors using the 2015 evaluation system gave adequate feedback after each observation.

H24. Teachers perceive that supervisors using the 2015 evaluation system helped them write a professional development plan each year.

Nine one-sample t tests were conducted to test H16-H24. For each test, the sample mean was compared to a null value of 3. The level of significance was set to .05.

RQ5. To what extent do teachers believe the teacher evaluation system that was in place when teachers were surveyed in 2013 was used to improve overall district classroom instruction?

H25. Teachers perceive that the 2013 PBTE system assured high quality staff performance.

H26. Teachers perceive that the 2013 PBTE system was used to advance the instructional programs of the district.

H27. Teachers perceive that the 2013 PBTE system was used to facilitate the improvement of instruction that enhanced student learning.

H28. Teachers perceive that the 2013 PBTE system provides quality assurances that every classroom has a competent teacher who enhances student learning.

H29. Teachers perceive that the 2013 PBTE system emphasizes staff improvement.

Five one-sample *t* tests were conducted to test H25-H29. For each test, the sample mean was compared to a null value of 3. The level of significance was set to .05.

RQ6. To what extent do teachers believe the teacher evaluation system used in 2015 helped school districts as a whole improve instruction?

H30. Teachers perceive that the 2015 evaluation system assured high quality staff performance.

H31. Teachers perceive that the 2015 evaluation system was used to advance the instructional programs of the district.

H32. Teachers perceive that the 2015 evaluation system was used to facilitate the improvement of instruction that enhanced student learning.

H33. Teachers perceive that the 2015 evaluation system provides quality assurances that every classroom has a competent teacher who enhances student learning.

H34. Teachers perceive that the 2015 evaluation system emphasizes staff improvement.

Five one-sample *t* tests were conducted to test H30-H34. For each test, the sample mean was compared to a null value of 3. The level of significance was set to .05.

Limitations

Lunenburg and Irby (2008) said the limitations of a study were those factors that may have an effect on the explanation of the findings or generalizability of the results and are not under the control of the researcher. Potential limitations existing within this study included:

1. Data is limited to certified teachers in District X who chose to fill out the survey.
2. Data is limited by certified teachers attitudes or bias toward the evaluation process based on their individual experiences with evaluation.
3. Data is potentially limited to two different respondent groups, one from 2013 and one from 2015. Teachers may or may not have been in both groups.

Summary

Chapter 3 included the research design for this quantitative study. The participants were teachers within District X during the 2013 or 2015 school years. The data collection and analysis procedures were discussed for each of the six research questions and 34 hypotheses. The limitations of the study were presented. Chapter 4 provides the results of the hypothesis testing and presents the calculation of the descriptive statistics.

Chapter 4

Results

The purposes of this study were to examine teacher perceptions of the 2013 and 2015 teacher evaluation systems used in District X, to examine the extent teachers perceived the 2013 and 2015 evaluation systems were used to improve teachers individually and to examine the extent teachers perceived 2013 and 2015 evaluation systems were used to improve the school district's instruction as a whole. Included in this chapter are the descriptive statistics, hypothesis testing, a presentation of the results of the data analysis and additional analysis. Data is presented from this quantitative study both in table and descriptive format.

Descriptive Statistics

The descriptive statistics in this section provide the details of the variables in the research questions from this study. Participants were identified by the grade level they taught in District X, highest degree earned, and years in District X. Participants were also analyzed by their total years in education. The sample was separated into subgroups and evaluated as a percentage of the total number of teachers in the sample meeting those descriptors.

The table below lists the number of teachers from each grade level taught out of the total number of teachers sampled from District X. The highest number is 178 teachers who teach PreK-5 grade levels, totaling 57.3% of respondents. See Table 5 for a full description.

Table 5

Grade Level Taught in District X

Grade Level	Number of Teachers	Percentage of Total
PreK-5	178	57.3
Middle School 6-8	61	19.6
High School 9-12	72	23.2
Total	311	

Included in the table below is the highest degree earned and number of teachers who earned that degree in District X. The highest number is 251 teachers who have a Masters degree, totaling nearly 81% of respondents. This compares to only 5.8% of teachers who have an Educational Specialist degree.

Table 6

Highest Degree Earned by Teachers in District X

Degree	Number of Teachers	Percentage of Total
Bachelors	42	13.5
Masters	251	80.7
Ed Specialist	18	5.8
Total	311	

Presented in Table 7 is the number of years each respondent has been a teacher in District X. The highest number is 125 teachers who have 6-10 years experience, totaling nearly 40.2% of respondents. This compares to only 4.2% of teachers who have 21 or more years of experience in District X. See Table for a full description.

Table 7

Years in District X as a Teacher

Years	Number of Teachers	Percentage of Total
1-5	64	20.6
6-10	125	40.2
11-15	78	25.1
16-20	31	10
21+	13	4.2
Total	311	

The table below presents the total number of years in education each respondent has. The highest numbers are teachers who have 6-10 total years of experience in education and teachers who have 11-15 years experience. Teachers with 6-10 years total 86 people, 27.7% of respondents, and teachers with 11-15 years experience total 84 people, 27.0% of respondents. This compares to only 11.9% of teachers who have 1-5 years total experience in education. See Table for a full description.

Table 8

Years in Education

Years	Number of Teachers	Percentage of Total
1-5	37	11.9%
6-10	86	27.7%
11-15	84	27.0%
16-20	50	16.1%
21+	54	17.4%
Total	311	

Hypothesis Testing

Hypotheses were developed to address the study's research questions. For the purpose of this study, the significance level for analyses was set at $\alpha = .05$. This section includes the research questions, hypotheses, and the results of the analyses conducted to test the hypotheses.

RQ1. What are District X teachers' perceptions regarding the 2013 evaluation system?

H1. Teachers perceive that the 2013 PBTE system had enough specificity to provide sufficient evidence towards its standards.

H2. Teachers perceive that the 2013 PBTE system had enough frequency to provide sufficient evidence towards its standards.

H3. Teachers perceive that the 2013 PBTE system adequately evaluated the degree of competency required for continued employment

The results of the three one-sample *t* tests used to address RQ1 indicated the means were significantly different from the null value (3). See Table 9 for the means, standard deviations, and test statistics from the analyses. These results support H1-H3. Teachers agreed that the 2013 PBTE system had enough specificity to provide sufficient evidence towards its standards, enough frequency to provide sufficient evidence towards its standards, and adequately evaluated the degree of competency required for continued employment.

Table 9

Means, Standard Deviations, and Test Statistics for H1-H3

H	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1	3.23	0.97	3.190	183	.002
2	3.23	0.93	3.401	183	.001
3	3.43	0.94	6.208	183	.000

RQ2. What are District X teachers' perceptions regarding the 2015 evaluation system?

H4. Teachers perceive that the 2015 evaluation system had enough specificity to provide sufficient evidence towards its standards.

H5. Teachers perceive that the 2015 evaluation system had enough frequency to provide sufficient evidence towards its standards.

H6. Teachers perceive that the 2015 system adequately evaluated the degree of competency required for continued employment.

The results of the three one-sample *t* tests used to address RQ2 indicated the means were significantly different from the null value (3). See Table 10 for the means, standard deviations, and test statistics from the analyses. These results support H4-H6. Teachers agreed that the 2015 evaluation system had enough specificity to provide sufficient evidence towards its standards, enough frequency to provide sufficient evidence towards its standards, and adequately evaluated the degree of competency required for continued employment.

Table 10

Means, Standard Deviations, and Test Statistics for H4-H6

H	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
4	3.92	0.77	11.69	96	.000
5	3.94	0.80	11.47	94	.000
6	3.64	0.97	5.99	80	.000

RQ3. To what extent do teachers perceive the teacher evaluation system used in 2013 was used to improve teachers individually?

H7. Teachers perceive that the 2013 PBTE system is an effective tool in identifying teaching strengths and weaknesses.

H8. Teachers perceive that the 2013 PBTE system provides direction for improving teacher skills through professional development activities.

H9. Teachers perceive that the 2013 PBTE system helps teachers grow as professionals.

H10. Teachers perceive that supervisors using the 2013 PBTE system explained all standards and criteria on which the teacher was evaluated.

H11. Teachers perceive that the 2013 PBTE system summative evaluation was accurate of them as a teacher.

H12. Teachers perceive that supervisors using the 2013 PBTE system were in their room enough to make an appropriate evaluation.

H13. Teachers perceive the 2013 PBTE system summative evaluation conference gave them helpful information to help them grow as professionals.

H14. Teachers perceive that supervisors using the 2013 PBTE system gave adequate feedback after each observation.

H15. Teachers perceive that supervisors using the 2013 PBTE system helped them write a professional development plan each year.

The results of the nine one-sample *t* tests used to address RQ3 indicated the means were significantly different from the null value (3) for H7-H14. See Table 3 for the means, standard deviations, and test statistics from the analyses. These results support H7-H14. Teachers agreed that the 2013 PBTE system was effective in identifying teacher strengths and weaknesses, provided direction for improving teacher skills through professional development activities, and helped teachers grow as a professional; the supervisors using the system explained all standards and criteria on which the teacher was evaluated; the summative evaluation was accurate of them as a teacher; supervisors using the system were in their room enough to make an appropriate evaluation; summative conferences gave them helpful information to grow as professionals, and that supervisors using the 2013 PBTE system gave adequate feedback after each observation. Teachers did not agree that supervisors using the 2013 PBTE system helped them write a professional development plan each year, therefore H15 was not supported.

Table 11

Means, Standard Deviations, and Test Statistics for H7-H15

H	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
7	3.37	0.99	5.11	183	.000
8	3.22	1.02	2.90	183	.004
9	3.26	1.05	3.36	183	.001
10	3.46	1.12	5.55	183	.000
11	3.67	0.93	9.74	183	.000
12	3.30	1.23	3.36	183	.001
13	3.44	0.92	6.48	183	.000
14	3.60	1.06	7.68	183	.000
15	2.90	1.07	-1.24	183	.217

RQ4. To what extent do teachers believe the teacher evaluation system used in 2015 was used to improve teachers individually?

H16. Teachers perceive that the 2015 evaluation system is an effective tool in identifying teaching strengths and weaknesses.

H17. Teachers perceive that the 2015 evaluation system provides direction for improving teacher skills through professional development activities.

H18. Teachers perceive that the 2015 evaluation system helps teachers grow as professionals.

H19. Teachers perceive that supervisors using the 2015 evaluation system explained all standards and criteria on which the teacher the was evaluated.

H20. Teachers perceive that the 2015 evaluation system summative evaluation was accurate of them as a teacher.

H21. Teachers perceive that supervisors using the 2015 evaluation system were in their room enough to make an appropriate evaluation.

H22. Teachers the 2015 evaluation system summative evaluation conference gave them helpful information to help them grow as a professional.

H23. Teachers perceive that supervisors using the 2015 evaluation system gave adequate feedback after each observation.

H24. Teachers perceive that supervisors using the 2015 evaluation system helped them write a professional development plan each year.

The results of the nine one-sample t tests used to address RQ4 indicated the means were significantly different from the null value (3) for H16-H24. See Table 12 for the means, standard deviations, and test statistics from the analyses. These results support H16-H24. Teachers agreed that the 2015 evaluation system was effective in identifying teacher strengths and weaknesses, provided direction for improving teacher skills through professional development activities, and helped teachers grow as a professional; the supervisors using the system explained all standards and criteria on which the teacher was evaluated; the summative evaluation was accurate of them as a teacher; supervisors using the system were in their room enough to make an appropriate evaluation; summative conferences gave them helpful information to grow as professionals; that supervisors using the 2015 evaluation system gave adequate feedback after each observation; and that supervisors using the 2015 evaluation system helped them write a professional development plan each year.

Table 12

Means, Standard Deviations, and Test Statistics for H16-H24

H	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
16	3.64	0.98	6.29	91	0.000
17	3.66	0.95	6.56	88	0.000
18	3.78	0.88	9.30	109	0.000
19	4.07	0.75	15.66	120	0.000
20	3.90	0.79	11.34	98	0.000
21	3.62	1.16	5.75	115	0.000
22	3.90	0.82	11.39	107	0.000
23	3.77	0.99	8.37	114	0.000
24	4.19	0.77	17.17	123	0.000

RQ5. To what extent do teachers believe the teacher evaluation system that was in place when teachers were surveyed in 2013 was used to improve overall district classroom instruction?

H25. Teachers perceive that the 2013 PBTE system assured high quality staff performance.

H26. Teachers perceive that the 2013 PBTE system was used to advance the instructional programs of the district.

H27. Teachers perceive that the 2013 PBTE system was used to facilitate the improvement of instruction that enhanced student learning.

H28. Teachers perceive that the 2013 PBTE system provides quality assurances that every classroom has a competent teacher who enhances student learning.

H29. Teachers perceive that the 2013 PBTE system emphasizes staff improvement.

The results of the five one-sample t tests used to address RQ5 indicated the means were significantly different from the null value (3). See Table 13 for the means, standard deviations, and test statistics from the analyses. These results support H25-H29.

Teachers agreed that the 2013 PBTE system assured high quality staff performance, was used to advance the instructional programs of the district, was used to facilitate the improvement of instruction that enhanced student learning, provided quality assurances that every classroom has a competent teacher who enhanced student learning, and that the 2013 PBTE system emphasized staff improvement.

Table 13

Means, Standard Deviations, and Test Statistics for H25-H29

H	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
25	3.41	0.90	6.22	183	.000
26	3.28	0.94	4.01	183	.000
27	3.36	0.98	5.06	183	.000
28	3.29	1.00	3.88	183	.000
29	3.35	1.00	4.71	183	.000

RQ6. To what extent do teachers believe the teacher evaluation system used in 2015 helped school districts as a whole improve instruction?

H30. Teachers perceive that the 2015 evaluation system assured high quality staff performance.

H31. Teachers perceive that the 2015 evaluation system was used to advance the instructional programs of the district.

H32. Teachers perceive that the 2015 evaluation system was used to facilitate the improvement of instruction that enhanced student learning.

H33. Teachers perceive that the 2015 evaluation system provides quality assurances that every classroom has a competent teacher who enhances student learning.

H34. Teachers perceive that the 2015 evaluation system emphasizes staff improvement.

The results of the five one-sample t tests used to address RQ6 indicated the means were significantly different from the null value (3). See Table 6 for the means, standard deviations, and test statistics from the analyses. These results support H30-H34.

Teachers perceive that the 2015 evaluation system assured high quality staff performance, was used to advance the instructional programs of the district, was used to facilitate the improvement of instruction that enhanced student learning, provides quality assurances that every classroom has a competent teacher who enhances student learning, and the 2015 evaluation system emphasizes staff improvement.

Table 14

Means, Standard Deviations, and Test Statistics for H30-H34

H	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
30	3.77	0.91	8.20	92	.000
31	3.98	0.70	13.79	95	.000
32	4.04	0.62	17.34	105	.000
33	3.73	0.87	7.87	87	.000
34	3.96	0.73	14.18	115	.000

The results of the five one-sample *t* tests used to address RQ5 indicated the means were significantly different from the null value (3). See Table 14 for the means, standard deviations, and test statistics from the analyses. These results support H30-H34.

Teachers agreed that the 2013 PBTE system assured high quality staff performance, was used to advance the instructional programs of the district, was used to facilitate the improvement of instruction that enhanced student learning, provided quality assurances that every classroom has a competent teacher who enhanced student learning, and that the 2013 PBTE system emphasized staff improvement.

Additional Analyses

During the data analyses used to address the research questions the researcher observed that the 2015 evaluation system appeared to be evaluated more positively than the 2013 evaluation system. Additional analyses were conducted to determine if the differences were statistically significant. Below the analyses used, the results, and conclusions about those results are included.

Independent samples *t* tests were conducted to determine if differences exist in teachers' perceptions that the 2013 and 2015 evaluation systems had enough specificity to provide sufficient evidence towards the standards, enough frequency to provide sufficient evidence towards the standards, and adequately evaluated the degree of competency required for continued employment. See Table 15 for the means, standard deviations, and test statistics for these analyses. The results indicated that teachers' agreement was significantly stronger when they responded about the 2015 evaluation system than when they responded about the 2013 evaluation system.

Table 15

Means, Standard Deviations, and Test Statistics

Variable	Year	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Specific	2013	3.23	0.97	-6.053	279	.000*
	2015	3.92	0.77			
Frequent	2013	3.23	0.93	-6.266	277	.000*
	2015	3.94	0.80			
Adequate	2013	3.43	0.94	-1.684	263	.093
	2015	3.64	0.97			

Note. Specific = variable specified in H1 and H4; Frequent = variable specified in H2 and H5; Adequate = variable specified in H3 and H6.

Results are significant at $p < .01^*$

Independent samples t tests were conducted to determine if differences exist in teachers' perceptions that the 2013 and 2015 evaluation systems were an effective evaluation tool identifying teaching strengths and weaknesses, providing direction for improving teacher skills through professional development activities, system helped the teacher grow as a professional, supervisor explains all the standards and criteria, summative evaluation given is an accurate reflection of the teacher, supervisor observes the classroom enough to make an appropriate evaluation, summative conference gives the teacher helpful information to grow as a professional, supervisor gives adequate feedback after each observation and supervisor helps write a professional development plan each year. See Table 16 for the means, standard deviations, and test statistics for these analyses. The results indicated that teachers' agreement was significantly stronger when they responded about the 2015 evaluation system than when they responded about the 2013 evaluation system except when they responded about how the teacher evaluation system gave adequate feedback after each observation.

Table 16

Means, Standard Deviations, and Test Statistics

Variable	Year	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
TeachStreng	2013	3.38	0.99	--2.11	274	.000*
	2015	3.64	0.98			
TeachSkill	2013	3.22	1.02	-3.45	271	.000*
	2015	3.66	0.95			
GrowProf	2013	3.26	1.05	-4.35	292	.000*
	2015	3.78	0.88			
ExpStand	2013	3.46	1.12	-5.34	303	.000*
	2015	4.07	0.75			
SumEval	2013	3.67	0.93	-2.10	281	.041*
	2015	3.90	0.79			
ObsEnough	2013	3.30	1.23	-2.22	298	.030*
	2015	3.62	1.16			
EvalConf	2013	3.44	0.92	-4.27	290	.000*
	2015	3.90	0.82			
AdeqFeed	2013	3.60	1.06	-1.435	297	.152
	2015	3.77	0.99			
PDPlan	2013	2.90	1.07	-11.49	306	.000*
	2015	4.19	.77			

Note. TeachStreng = variable specified in H7 and H16; TeachSkill = variable specified in H8 and H17; GrowProf = variable specified in H9 and H18; ExpStand = variable specified in H10 and H19; SumEval = variable specified in H11 and H20; ObsEnough = variable specified in H12 and H21; EvalConf = variable specified in H13 and H22; AdeqFeed = variable specified in H14 and H23; PDPlan = variable specified in H15 and H24

Results are significant at $p < .05^*$

Independent samples *t* tests were conducted to determine if differences exist in teachers' perceptions that the 2013 and 2015 evaluation systems assure high quality professional staff performance, advance the instructional programs of the district, facilitate improvement of instruction that enhances student learning, provides high quality assurances that every classroom has a competent teacher, and emphasizes staff improvement. See Table 17 for the means, standard deviations, and test statistics for these analyses. The results indicated that teachers' agreement was significantly stronger when they responded about the 2015 evaluation system than when they responded about the 2013 evaluation system.

Table 17

Means, Standard Deviations, and Test Statistics

Variable	Year	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
ProfStaf	2013	3.41	0.90	-3.14	275	.002*
	2015	3.77	0.91			
AdVinst	2013	3.28	0.94	-6.46	278	.000*
	2015	3.98	0.70			
EnhLearn	2013	3.36	0.98	-6.40	288	.000*
	2015	4.04	0.62			
CompTeach	2013	3.29	1.00	-3.51	270	.001*
	2015	3.73	0.87			
StaffImp	2013	3.35	1.00	-5.67	298	.000*
	2015	3.96	.73			

Note. ProfStaf = variable specified in H25 and H30; AdVinst = variable specified in H26 and H31; EnhLearn = variable specified in H27 and H32; CompTeach = variable specified in H28 and H33; StaffImp = variable specified in H29 and H34.

Summary

This chapter presented the results of the testing used to analyze the data collected in this study. These results of the statistical analysis were utilized to answer research questions 1, 2, 3, 4, 5 and 6. The results for these hypothesis tests were mixed. The results of the additional analyses indicated that teachers' agreement was significantly stronger when they responded about the 2015 evaluation system than when they responded about the 2013 evaluation system except for teacher agreement about adequate feedback after each observation. Chapter 5 presents a summary of the study, research findings, how the findings relate to the literature, implications for action, and recommendations for further research.

Chapter 5

Interpretation and Recommendations

Chapter 5 concludes this study by including the overview of the problem, the purpose of statement and research questions, the methodology, the major findings of this research, and a summary of the study. A discussion of the findings related to the literature follows. Chapter 5 also contains implications for action and recommendations for future research, which will lead to suggestions for extensions of the study. This chapter ends with the concluding remarks.

Study Summary

Many school districts use evaluation systems to maintain quality in their district. The topic of this study was to evaluate two evaluation systems in District X, the 2013 evaluation system and the 2015 evaluation system. This study examined teachers' overall perceptions of both systems, whether each system improves teachers individually and if each evaluation system improves overall district classroom instruction. In this section, the overview of the problem, the purpose statement, and researched questions, a review of the methodology, and the major findings are included.

Overview of the problem.

School districts that change evaluation systems want to know teachers' perceptions of those changes and of each evaluation system. District X wanted to know what teachers' overall perceptions of each system were, and if teachers perceived that each evaluation system improved teachers individually and also improved the overall instruction of the district. If evaluation systems are going to be effective, teacher perceptions of them are very important to a school district.

Purpose statement and research questions. The purpose of this study was to examine teacher perceptions of the 2013 and 2015 teacher evaluation systems used in District X. A second purpose of this study was to examine the extent teachers perceived the 2013 and 2015 evaluation systems were used to improve teachers individually. An additional purpose of this study was to examine the extent teachers perceived 2013 and 2015 evaluation systems as a way to improve the school district's instruction as a whole.

The research questions were:

1. What are District X teachers perceptions regarding the 2013 evaluation system?
2. What are District X teachers perceptions regarding the 2015 evaluation system?
3. To what extent do teachers perceive that the teacher evaluation system used in 2013 was used to improve teachers individually?
4. To what extent do teachers perceive that the teacher evaluation system used in 2015 was used to improve teachers individually?
5. To what extent do teachers perceive that the teacher evaluation system used in 2013 helped the school district as a whole improve instruction?
6. To what extent do teachers perceive that the teacher evaluation system used in 2015 helped school districts as a whole improve instruction?

Review of the methodology. This quantitative study was conducted using survey methodology. Using surveys conducted by District X, data was accessed through archived data from the district. The variables of interest in this study were the perceptions of teachers towards the 2013 and 2015 evaluation systems. These included general perceptions of teachers, their perceptions of the extent to which the evaluation systems improved teachers as individuals, and their perceptions of the extent to which the systems improved the overall classroom instruction in the district.

Major findings. Major findings of this study were derived from six research questions. Thirty-four hypotheses were tested to determine teachers' perceptions of the 2013 and 2015 evaluation systems in District X, to what extent teachers perceived 2013 and 2015 evaluation systems were used to improve teachers individually, and to what extent 2013 and 2015 evaluation systems were used to improve the overall district classroom instruction. The results indicate teachers agree that both the 2013 and 2015 evaluation systems had enough specificity to provide sufficient evidence towards the evaluation standards, enough frequency to provide sufficient evidence towards the standards and adequately evaluated the degree of competency required for continued employment. Results further concluded in all but one hypothesis, teachers' perceptions were that 2013 and 2015 evaluation systems helped teachers improve individually. In H15, teachers did not agree the 2013 evaluation system helped them write a professional development plan and therefore was not supported. Data also revealed teachers' perception of both the 2013 and 2015 evaluation systems helped school districts as a whole improve instruction. Further findings from the additional analyses indicated that

respondents evaluated the 2015 evaluation system more positively than the 2013 system except when teachers responded about adequate feedback after each observation.

Findings Related to the Literature

Research questions 1 and 2 regarding District X teachers' perceptions regarding the 2013 and 2015 evaluation systems align with the literature of Danielson and McGreal (2000) as described in Chapter 2. Danielson and McGreal described collaborative decision-making, team building, school improvement and professional development as key factors in an effective evaluation system. Findings regarding both RQ1 and RQ2 showed teachers perceived both the 2013 and 2015 teacher evaluation systems had enough specificity to provide sufficient evidence towards its standards, enough frequency to provide sufficient evidence towards its standards and adequately evaluate the degree of competency required for continued employment.

The ability of an evaluation system to improve teachers individually was the subject of Research questions 3 and 4. In RQ3 and RQ4, the researcher sought information regarding perceptions of its impact on the improvement of individual teachers. This included hypotheses regarding identifying teacher strengths and weaknesses, and improving teacher skills through professional development activities. As stated in Chapter 2, Rutherford (2013) and professional learning group developed specific tips for crafting feedback to teachers. Growth evoking feedback has been found to help teachers grow as professionals as described by Rutherford. Danielson and McGreal (2000) stated professional development activities are key to the professional growth of teachers individually. The results of RQ3 and RQ4 show teachers agreed the 2013 and 2015 teacher evaluation system helped them to grow as individuals. An area of

disagreement was found in the area of writing professional development plans. The disagreement was regarding the 2013 evaluation system and helping them write a professional development plan each year. Teachers in 2013 did not agree and hypothesis 15 was not supported by the research. This disagreement aligns with the preponderance of literature suggesting teachers believe they improve through professional development activities and a plan for those activities.

In research questions 5 and 6 respondents were asked their perceptions of teacher evaluation systems and if they were used to improve overall district classroom instruction. Data from this study indicated teacher agreement that both the 2013 and 2015 evaluation systems assured high quality staff performance and both systems were used to facilitate the improvement of instruction that enhanced student learning. Marzano (2013) described the primary purpose of a teacher evaluation system was to develop a teacher. Marzano offered strategies to improve the overall classroom instruction of a district. Chapter 2 described major categories of strategies by Marzano; routine strategies, content strategies and strategies enacted on the spot.

Marshall (2009) discussed mini observations as shorter than the traditional observation but more frequent. With mini observations Marshall believed feedback within 24 hours was important. Marshall also believed face to face feedback was most effective for improvement. The results of the study indicate teacher agreement with Marshall. Teachers in both 2013 and 2015 evaluation systems concurred with his analysis.

Conclusions

The conclusion section contains the implications for action, which include how the results of this study can be applied to the field of education. Further research in the area of teacher perceptions of evaluation models is suggested. Last, concluding remarks are presented.

Implications for action. The results of the current research study provide implications for action for school administrators. Teacher evaluation is essential to the development of effective teachers within a district. District X can rely on the details provided within the current study to use the 2015 evaluation system to ensure high quality teachers throughout the district and promote the success of every educator within the district. Specific recommendations for future action are warranted based on the results of this study. An effective teacher evaluation system can impact both teachers as individuals and districts as a whole. In order for an evaluation to be effective the evaluator may need additional training outside of the system. This could mean building trust with the people they supervise, how to have fierce but professional conversations and how the social dynamics of evaluation can improve the morale of a school building and district. By providing additional training from a legal perspective evaluators can frame conversations and evaluations in a way that encourages growth and development of teachers but can also be used as an additional factor in employment decisions.

Recommendations for future research.

The first recommendation is to change the variables based on demographics or sample size to strengthen the study's findings. This study was limited to one sample of teachers in one school district. By expanding the research, researchers may be able to gather even more useful information.

The second recommendation is to survey District X again with their most current evaluation system. This study used data from 2013 and 2015, recommendation would be to survey again and compare to two previous data sets. This would allow District X to assure a higher quality teacher evaluation system.

A third recommendation is to utilize a qualitative study to ask questions that may be difficult to answer in a survey response. Qualitative study would allow the researcher to expand on the answers of the respondent and gather useful information to help improve the processes of the district. Answers to these questions can help further explain the relationship between the person being evaluated and their evaluator.

A fourth recommendation would be for future researchers to study the effects of student population size within a school district and how student population impacts perceptions of teacher evaluations. Exploring the results of larger districts compared to smaller districts could possibly provide useful information for evaluators in each district.

Concluding remarks. This study is a part of the body of work researching how teacher evaluation systems and how these systems improve teachers individually and districts as a whole. The results of the present study can be contributed to the existing research on teacher evaluation systems. As school districts continue to strive for highly

effective educators in each classroom, it is imperative the instrument used for evaluation is supported by those being evaluated.

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Appendices

Appendix A- Permission from District X



August 27, 2018

RE: [REDACTED] Teacher Survey Data Use

To Whom it May Concern,

Jarrod Steffens has permission to use archived [REDACTED] School District teacher perception data collected in surveys in 2013 and 2015 regarding views about teacher evaluation systems for use in his dissertation study.

Sincerely,

[REDACTED]
[REDACTED]
Deputy Superintendent
[REDACTED]
(816) [REDACTED]



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Appendix B- Baker University IRB



Baker University Institutional Review Board

September 21, 2017

Dear Jarrod Stephens and Dr. Robins,

The Baker University IRB has reviewed your research project application and approved this project under Exempt Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,

Nathan Poell, MA
Chair, Baker University IRB

Baker University IRB Committee
Scott Crenshaw
Erin Morris, PhD
Jamin Perry, PhD
Susan Rogers, PhD