International Teachers' Perceptions of Leadership Practices For Effective Teacher Evaluations: A Qualitative Case Study

Megan E. Geshel

Concordia University - Portland, mgeshel@yahoo.com

Recommended Citation

Geshel, M. E. (2017). *International Teachers' Perceptions of Leadership Practices For Effective Teacher Evaluations: A Qualitative Case Study* (Thesis, Concordia University, St. Paul). Retrieved from https://digitalcommons.csp.edu/cup_commons_grad_edd/137

12-2017

International Teachers' Perceptions of Leadership Practices For Effective Teacher Evaluations: A Qualitative Case Study

Megan E. Geshel
Concordia University - Portland

Concordia University (Portland)

College of Education

Doctorate of Education Program

WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE

CERTIFY THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

Megan Elaine Geshel

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

Christopher Jenkins, Ph.D, Faculty Chair Dissertation Committee

Joanna Gilmore, Ed.D., Content Specialist

Chad Becker, PhD., Content Reader

ACCEPTED BY

Joe Mannion, Ed.D.
Provost, Concordia University, Portland

Sheryl Reinisch, Ed.D.
Dean, College of Education, Concordia University, Portland

Marty A, Bullis, Ph.D.
Director of Doctoral Studies, Concordia University, Portland

International Teachers' Perceptions of Leadership Practices For Effective Teacher Evaluations:

A Qualitative Case Study

Megan Elaine Geshel

Concordia University – Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Educational Administration

Christopher Jenkins, Ph.D, Faculty Chair Dissertation Committee

Joanna Gilmore, Ed.D., Content Specialist

Chad Becker, PhD., Content Reader

Concordia University-Portland

2017

Abstract

Many teacher evaluation systems in use today were developed over 100 years ago and reflect what educators believed about teaching, which included only a few observable behaviors. Furthermore, many teachers find the evaluative process ineffective for professional improvement. The purpose of this qualitative case study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. This study's theoretical framework focused on the attributes found within transformational and transactional leadership practices, and how these affect the evaluation process. The research study provided evidence that teachers want transformational school leaders who are experienced and knowledgeable, and trustworthy. They also want school administrators to have effective communication skills, provide recognition to teachers, and provide specific feedback for improvement. Additionally, they explained that effective teacher evaluations promote self-reflection to improve their professional practice.

   Keywords: leadership, teacher evaluation

Dedication

I dedicate this dissertation to my friends and colleagues with a thankful heart for supporting my

doctoral journey. My buddy Kara's dedication to our friendship was challenged many times

throughout my doctoral journey, but she helped me stay strong and now we are even better

friends. I also want to thank Joanne. She lent a listening ear, encouraging word, and supportive

shoulder to cry on when needed! Thank you.

Acknowledgements

Thank you to my dissertation committee members for their guidance and wisdom throughout the

dissertation process. I appreciate your time and efforts to make my dream become a reality.

Table of Contents

Chapter 1: Introduction

Introduction to the Problem

Internationally, teacher evaluation practices continue to follow procedures and guidelines that were developed decades ago. Traditionally, teacher evaluation systems relied heavily on classroom observations conducted by principals or other school administrators, sometimes with the help of rubrics or checklists. Since the 1990s, teacher supervision and evaluation has shifted towards a standards-based approach with a focus on student learning. This shift has resulted in evaluating teachers based on statements of expectations that detail what teachers should know and be able to do (Campbell, 2013).

Teacher evaluation and professional growth targeted at improving student achievement are among the most complex issues in global education (Beerens, 2000). Research on teacher evaluation systems and leadership practices suggest that effective evaluation systems are more than an evaluative tool; they are a collaborative venture between teacher and school administrator toward instructional improvement.

International schools most often use both traditional teacher evaluation systems; hierarchal or *top-down* which are completed by the administrator using traditional checklists, or standards-based models, and are often affected by the leadership style and strategies practiced by school leaders. Transformational leaders activate the higher order needs of followers-getting teachers to think and act for the sake of the school while making them more aware of the importance and interdependence of their efforts (Fields & Herold, 1997). Therefore, leadership style and the strategies used within the teacher evaluation systems directly impact the teachers' perceptions of whether the evaluations are effective.

Globally, the search for more powerful strategies aimed at improving teacher performance has led policymakers and system leaders to experiment with new teacher evaluation models (Hallinger, Heck & Murphy, 2014). Teacher evaluation systems often create anxiety for teachers partly due to the fact that they often believe that traditional teacher evaluation systems inadequately address quality of instruction and student learning. Teachers are the biggest critics of their current, single-narrative (written solely by one administrator) evaluation systems and the strongest proponents of a more specific and rigorous evaluative approach (Wise, 1985; Danielson & McGreal, 2000). In fact, by the end of 2010, the inadequacies and inconsistencies of teacher evaluation systems were well known and teacher evaluation, long an ignored and obscure policy element in education, had become one of the most prominent and contentious topics in K–12 global education (Marzano & Toth, 2013, Sawchuk, 2016).

History and Background

Significant changes to teacher evaluation in the United States occurred in the 1960s with development of traditional evaluation models, which continued throughout the 1980s (Darling-Hammond & Berry, 1988). Danielson and McGreal (2000) explained that this generation of evaluation systems was based on the work originally done by Madeline Hunter (Hunter, 1982, as cited by Danielson & McGreal, 2000). The research that accompanied these early systems relied on observable teacher behaviors (checklists), as well as student achievement data provided by norm-referenced, machine-scored, and multiple-choice tests, which are limited measurements. (Danielson & McGreal, 2000). For example, multiple-choice tests only measure convergent thinking, and norm-referenced assessments generally are administered in the core content areas of math, reading, science, and social studies. The same can be said of the use of traditional

teacher evaluation systems, which only examine a fraction of the overall professional practice of effective teaching.

More recently, standardized assessments have evolved to measure complex learning, problem solving, and application of knowledge to unfamiliar situations (Danielson & McGreal, 2000). As educational research and assessment development practices have advanced over the past 25 years, classroom practice has followed suit; therefore requiring knowledgeable school leaders to perform teacher evaluations to reflect these newer techniques used in classrooms (Danielson & McGreal, 2000). The new evaluation systems are far more complex than previously used checklists. They consist of several individually scored components, most of them heavily weigh periodic observations of teachers keyed to teaching standards, such as the well-known Teacher Framework developed by Charlotte Danielson (Sawchuk, 2016).

Historians have long recognized effective leadership practices as more than a notion of social exchange between leaders and followers (Bass & Riggio, 2006). Bass and Avolio (1994) explained that during the last two decades, theories about transformational leadership have taken shape. Among these theories, Burns (1978) conceptualized leadership into two leadership styles: transactional or transformational (Bass & Riggio, 2006). Transformational leaders inspire followers, while transactional leaders, on the other hand, are those who lead through social exchange by simply responding to the immediate self-interests of their followers (Bass & Riggio, 2006).

Bass and Riggio (2006) explained that early social science perspectives on leadership focused on the dichotomy of directives from the leader, therefore more task-oriented versus participative, or people oriented. The past notion of transformational leadership being one in the same with charismatic leadership has been modernized to an understanding of charisma as one

part of transformational leadership (Bass & Riggio, 2006). Charisma, content knowledge, teacher support, and collaboration are characteristics of transformational leadership and may contribute to effective teacher evaluations by providing teachers day-to-day professional examples and modeled behavior of those characteristics within schools.

Statement of the Problem

Teacher evaluations are often negatively perceived by teachers due to a misunderstanding of the purpose for the evaluation, lack of specific feedback, or biases that stem from past experiences with evaluations. Evaluation systems are only as effective as the leadership style supports, because leadership style affects the process both negatively and positively. Therefore, teacher evaluations are most useful as tools to improve teaching practices and student achievement when principals provide transformational leadership across various aspects of the school (DeMatthews, 2015). Transformational school leaders behave in ways that achieve superior results by employing one or more of the four core components known as the four I's: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Using teacher evaluation systems as a focus, the four I's can be achieved when school leaders stimulate interest among colleagues and followers to view their work from new perspectives, generate awareness of the mission and vision of the team and organization, develop colleagues and followers to higher levels of ability and potential, and motivate colleagues and followers to look beyond their own interests towards those that will benefit the group (Bass & Riggio, 2006).

The impact of a principal's leadership is mediated by the culture, work processes and people, which recognizes that the principal is important but can only achieve success through the cooperation of others (Hallinger, 2011). The traditional evaluation models currently used in

international schools require transformational leaders to work collaboratively with teachers to form new ideas and creative solutions to improve evaluation systems.

Purpose of the Study

The purpose of this qualitative study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. Leadership research from Bass and Riggio (2006) suggests that transformational leadership typically provides a positive augmentation, or improvement, in leader performance, which includes teacher evaluation systems. Additionally, transformational leadership is an effective form of leadership globally, which is consistent with teachers' prototypes of an ideal leader and evaluator throughout the teacher evaluation process (Bass & Riggio, 2006).

The first goal of this study was to gather teacher insights from the international teachers living and working in Mongolia on how they perceive teacher evaluation systems. Furthermore, the teacher interviews provided an opportunity to share specific advice and input regarding effective teacher evaluative practices and systems. Next, teachers considered the transformational and transactional leadership practices exhibited by their school leadership and provided feedback and input regarding how this impacted evaluation systems. This information contributed to the global understanding of the role of school leadership practices within teacher evaluation systems.

Research Questions

The following research questions were proposed for this study:

1. What leadership practices do teachers perceive to be the most useful and effective for promoting professional growth as part of a teacher evaluation system?

2. What multiple data sources and combinations of data sources do teachers report best capture teaching effectiveness as part of an effective teacher evaluation?

3. What aspects of teacher evaluation systems performed by school leaders do teachers perceive to be the most effective as part of the evaluative process?

The questions were intended to examine teachers' perceptions of leadership practices that enhance teacher evaluation systems. The qualitative case study addressed the research questions and used Bass and Riggio's (2006) transformational leadership methodology, as well as Hoyle's (2012) transactional leadership research, which helped develop the teacher interview questions used in this study.

Rationale, Relevance, and Significance of the Study

The results from the study may provide international educational administrators with a resource for making informed decisions about their evaluation systems and/or improving leadership practices. The literature on transformational and transactional leadership is vast in terms of the effects it has on school leadership in general; however, the specifics of how leadership practices enhance or improve teacher evaluation systems is limited. Leadership and evaluation theories of Danielson and McGreal (2000) and Bass and Riggio (2006) comprise the conceptual framework used to inform the design of the research questions, study, and analysis and interpretation of the data.

The significance of the study will be to provide information about international educators' understandings of school leadership, and examine which leadership practices apply to effective teacher evaluations. Furthermore, significance of the qualitative study comes from the lack of research studies conducted on how leadership affects teacher evaluations. The study investigated the teachers' perceptions of leadership practices on teacher evaluations from

international teachers working in Ulaanbaatar, Mongolia. The teachers from two international schools were invited to participate in the teacher interviews for the case study. Better understanding the beliefs and attitudes from participating teachers about leadership practices for effective evaluations was the aim of the study. Furthermore, the teachers provide a voice to inform school leaders in designing future effective teacher evaluations.

Definition of Terms

The following is a list of conceptual key terms used throughout the study and defined in context to this qualitative research study:

Leadership practices: Leadership practices are the behaviors and actions performed by a school leader, which are used to determine the type of leadership style the leader provides (Bass & Riggio, 2006).

Evaluation: For the context of this study, evaluation refers to the assessment of teacher behaviors or skills displayed in an educational setting (Peterson & Peterson, 2006).

Transformational leadership: School leaders who stimulate and inspire followers to achieve both extraordinary outcomes (goals) and develop their own leadership capacity (Bass & Riggio, 2006).

Effective evaluation: Teacher evaluation potentially is such a powerful feedback mechanism because evaluation is a way of giving meaning to activity (McLaughlin & Pfeifer, 1988). Therefore, effective evaluation will be determined by how the evaluation system is received, if it was 'heard' (the information or advice understood by the teacher and could potentially lead to change), and how well it was acted upon by the individual teacher (McLaughlin & Pfeifer, 1988).

Assumptions, Delimitations, and Limitations

      The assumptions of this study include teachers' abilities to identify leadership practices (transformational or transactional) they have observed from their school leader. They will then use this information to inform the case study as to which leadership practices are most effective for teacher evaluations. The international teachers that participated in this case study formed the bounded system for qualitative research (Merriam & Tisdell, 2016).

      Three limitations are identified in the design and implementation of this study. The first limitation of this study is the sample size. Two international schools containing approximately 30 English-speaking teachers, for a total of approximately 60 possible participants were invited to participate. From this total, 15 teachers actually participated. While the aim of this study was to provide both quantity (many teacher perceptions) and quality feedback to inform the study, the former was sacrificed due to population size, in order to gain the latter. The second limitation of this study could be teacher biases; a negative viewpoint based on experiences with a particular school leader would inform their answers specifically, instead of leadership practices in general. Biases are found in all qualitative studies. The teacher interview questions were developed with possible bias in mind, and were therefore carefully crafted to keep the participant focused on how transformational and/or transactional leadership practices are effective, and not about a specific school leader. The third limitation of this study is confidentiality and reporting practices. The researcher's limited interaction with the teacher participants could hinder the trust needed for participants to honestly and accurately share their perceptions. Teacher apprehension to honestly respond to the survey and interview questions could be a possible limitation.

      The study was limited to English-speaking international teachers located in Ulaanbaatar, Mongolia, because this population of educators are familiar with Western-style teacher

evaluation systems, and have experience working with transformational school leadership practices.

Merriam and Tisdell (2016) explained that the single most defining characteristic of a case study research lies in delimitating the object of study: the case. A delimitation of this study was the international teachers from the two international schools. The schools were chosen based on the target population of teachers that were familiar with a traditional evaluation system, and also their experiences with a variety of leadership styles throughout the evaluative process.

Summary

Transformational leadership practices historically have been well documented as effective in educational research (Bass & Riggio, 2006); however, the impact that transformational leadership style has on teacher evaluation systems is lacking. This study was developed using the conceptual framework from Bass and Riggio (2006). Bass and Riggio have thoroughly researched the effectiveness of transformational leadership within schools. In fact, they explained that in the past 20 years, many studies have examined transformational leadership and school performance in a wide variety of settings (Bass & Riggio, 2006). However, the understanding of transformational leadership practices and the impact it has on teacher evaluation systems requires further investigation, and this study may provide educational leaders with insights to make informed decisions in the future.

This study examines how leadership practices affect the teacher evaluation process practiced in international schools. I conducted interviews with 15 teachers from both the elementary and secondary level, and in a variety of teaching assignments (homeroom & specialist teachers) to understand teacher perceptions of how leadership affects teacher evaluation. Additionally, observations of the school leaders were documented, and the different

9

forms used during the teacher evaluations were compared. The study is organized into five chapters. The goal of Chapter 1 was to introduce the study and provide a brief overview of the problem and purpose of the study. The problem identified is linked to the professional significance and benefits of the study.

In Chapter 2, the literature review related to the research questions and design of the case study. The literature review is divided into two areas of focus: Teacher evaluations and leadership styles.

Chapter 3 describes the purpose and procedures of the qualitative research methodology. The research procedures, research design, data analysis practices, and the study's limitations are explained in Chapter 3.

Chapter 4 provides the findings and data collected for this case study. Data analysis and summary of the findings from the teacher survey and teacher interviews are compared with the three research questions.

Lastly, Chapter 5 provides a summary of how the findings explained in Chapter 4 relate to the theoretical rationale discussed in Chapter 2's literature review. Suggestions for further research on transformational leadership practices, or recommendations for school leaders for improved teacher evaluation practices will complete this study.

Chapter 2: Literature Review

Introduction

Teacher evaluations are complex, and require school leaders to develop an effective balance of feedback, leadership experience, and purposeful professional development opportunities for teachers to improve their practice (Peterson & Peterson, 2006). Research on teacher evaluation systems, and how the different leadership styles found in schools suggest that effective evaluation systems are, in fact, more than an evaluative tool or procedure. Effective teacher evaluation recognizes student achievement, acknowledges good practice, supports teacher goals, shapes performance, motivates to improve on weaknesses, and removes the rare ineffective teacher from the profession (Danielson & McGreal, 2000, Peterson & Peterson, 2006). School leaders, and the professional environment they foster in schools directly impact the effectiveness and accuracy of teacher evaluations.

Conceptual Framework

The conceptual framework for this study is the understanding of two different leadership practices commonly found within schools known as transactional and transformational practices, with considerations of how these two types of leadership practices affect teacher evaluation practices. Current teacher evaluation processes will be described to discover the qualities that form effective teacher evaluations. Teacher evaluations require educational professionals to invest a great deal of time, energy, and resources in developing teacher-evaluation tools that have the potential to improve teaching and learning (DeMatthews, 2015). Furthermore, teacher evaluation is a challenge for school leaders because traditionally it is not easy to serve both individual (e.g., teachers' professional development needs) and organizational needs (e.g.,

holding teachers accountable) without open communication and collaboration (Tuytens &

Devos, 2010).

       Challenges. There are a number of factors that affect teacher evaluation systems, and can

cause them to be less effective. Teacher perceptions of feedback provided as part of an

evaluation is often seen as punitive or inconsistent with the teacher's abilities, which, combined

with a distrust or lack of understanding of purpose for the evaluation can create a negative

evaluation system (McLaughlin & Pfeifer, 1988). Danielson and McGreal (2000) also found that

in some situations the culture surrounding teacher evaluation is so poisoned that there is no trust

between the teachers and school leaders. They continued, that many teacher evaluation systems

serve neither the accountability nor the professional development function. Instead, McLaughlin

and Pfeifer (1988) suggested, "Feedback, the process of giving back information for the purpose

of bringing about change in the behavior of those receiving the information, sits at the heart of

any teacher evaluation effort" (p. 46). Teacher perceptions of their school leadership practices,

and their ability as a constructive leader during the evaluation process play an important role in

the effectiveness of the evaluation.

       A research study conducted by Wise et al. (1984, as cited in Marzano & Toth, 2013) of

the teacher evaluation systems used in 32 United States school districts found great variance

among them. The researchers concluded that teacher evaluation was not well understood in terms

of its purpose and goals. They observed that teachers were evaluated through three dimensions of

teaching: labor, craft, and profession. Labor involved planning for teaching, while craft referred

to the use of specialized skills in teaching. Profession was the ability to use judgment about the

need for specialized skills. Furthermore, Wise et al. (1984, as cited in Marzano & Toth, 2013)

found that the two most frequently cited problems among the 32 schools were a sense that

principals were not effective evaluators and many teachers were resistant to change (Campbell, 2013). Effective teacher evaluations have the potential to enable teachers to improve their practices; however, teacher evaluations are often one dimensional, and contribute to a bureaucratic organizational context in which the school leader is the sole supervisor observing the subordinate teacher, appraising quality of their teaching practices, and single-handedly determining the outcomes (DeMatthews, 2015).

Leadership's role. Danielson and McGreal (2000) explained that traditionally, an administrator's role has been to judge teachers' effectiveness using a hierarchal summative model (pre-observation conversation, classroom observation, post-observation meetings). Peterson and Peterson (2006) argued that teachers liable to the summative decision of the principal to retain employment are reluctant to reveal deficits or even agree to a principal's perceptions of the teacher's performance revealed in an evaluation. Separating formative and summative processes allows for teacher evaluation feedback to be used by the teacher to improve their practice. Therefore, effective teacher evaluations include both formative and summative practices, and to be well implemented, require a clear purpose, criteria, teacher involvement, and staff development (Peterson & Peterson, 2006).

DeMatthews (2015) noted principals who work collaboratively with teachers throughout the evaluation system will develop a common vision that links effective teaching with student achievement. Moreover, through the use of effective evaluation systems teachers will update knowledge and skills over the course of their careers to reflect changes in curricula and new knowledge on effective teaching and learning to better meet diverse student needs (Looney, 2011).

Over the years, the traditional use of teacher evaluations had negative impacts on the evaluation process and included several problems such as lack of consistent teaching standards, no focus on improving practice, and inadequate time and staff to conduct meaningful evaluations (Darling-Hammond, 2013). Some evaluative practices are rife with biases, such as a focus on one style of instruction–lecture, small group, etc.–which will contribute to a negative school environment where teachers are afraid to take instructional risks and will not value feedback received during the evaluative process (DeMatthews, 2015).

Review of Research Literature and Methodological Literature

Starting around the mid-1980s the American public became increasingly more demanding on the school system to raise learning standards and improve student achievement. Along with this emerged the critical focus on the link between school leadership and school effectiveness (Stewart, 2006). Furthermore, with this movement towards greater accountability was the increasing number of research studies attempting to measure the impacts of school leadership (Stewart, 2006). The results have shown that school leadership directly impacts the effectiveness of the school, but the challenge is to add the topic of teacher evaluation into the conversation about leadership.

McLaughlin and Pfeifer (1988) found there is no single recipe or template for effective teacher evaluation. What worked well in one school may fall flat in another setting. While the goals for teacher evaluation may be similar–i.e., improvement–the manner in which the school leader approached the teacher evaluation process may vary. (McLaughlin & Pfeifer, 1988).

Evaluation models. Peterson and Peterson (2006) explained that the hierarchical, or traditional evaluation systems are much like a "factory," which are comprised of checklists of basic teaching skills to be observed in a specific order. The factory evaluation models in use

today were developed by Madeline Hunter in the mid-1970s and early 1980s, and reflect what

educators believed about teaching at that time (Danielson & McGreal, 2000, Peterson &

Peterson, 2006). This generation of evaluation systems relied heavily on the documentation of a

small number of observable behaviors to evaluate teachers, such as lesson planning skills or

classroom behavior management practices. State policymakers used these observable teaching

behaviors as the main criteria when developing state and local teacher evaluation systems.

Moreover, the developers of these evaluation instruments simply provided rating scales and

checklists to accompany the evaluation criteria to encourage a single view of teaching

(Danielson & McGreal, 2000).

Furthermore, Danielson and McGreal (2000) explained most evaluation systems used in

the 1980s and 1990s depended on a single dichotomous scale, such as "satisfactory," "needs

improvement," or a numeric scale such as 1 to 3 to represent "low, medium, or high." These

scales offered school leaders and teachers more objectivity and specificity than a simple

checklist; however, such systems typically fall short because there may be little agreement on

what constitutes a "level 2," or "medium" performance (Danielson & McGreal, 2000).

Traditional evaluation methods which use rating scales have been shown to have several

problems: They are high on inference and subjective in nature, lack reliability over time, are

demotivating for teachers, and reduce, rather than enhance, a teacher's effectiveness (Peterson &

Peterson, 2006). In the absence of clear evaluative criteria, this type of feedback is likely to be

highly idiosyncratic, and in many situations, the evaluated teachers have little trust in the ratings

given (Danielson & McGreal, 2000). Similarly, a study conducted by Wise et al. (1984, as cited

in Marzano & Toth, 2013) noted that teachers were the biggest critics of their current, narrative

evaluation systems and are the strongest proponents for a more specific and rigorous approach to their evaluations.

Principals often do not receive the proper training and critical information regarding how best to deliver teacher evaluations, which results in a lack of evaluative rigor, and devalues the evaluation experience (DeMatthews, 2015). Furthermore, Langlois and Colarusso (1988) explained that regretfully, school leaders often fail to observe and evaluate teachers consistently, or they overrate the teachers they do evaluate because, even if a principal gets the time to conduct evaluations, they lack the know-how to be effective. Moreover, evaluative systems are burdensome, and not helpful for teachers who are looking to improve their professional practice (Danielson & McGreal, 2000).

When the expectations and responsibility of the evaluation are focused on the principal as the sole evaluator, the process will have serious limitations (Peterson & Peterson, 2006, Beerens, 2000). As noted previously, because evaluators are often not well trained or lack content knowledge to provide useful feedback to specialized teachers, this can result in teachers who are more knowledgeable in their content area than the administrator who evaluates their performance resulting in an ineffective evaluation (Beerens, 2000; Danielson & McGreal, 2000). Therefore, the lack of leadership evaluative skills undermines the evaluation process, contributing to the perception that it has little value. A combination of these factors limited administrator expertise, and little shared understanding of the evaluative process, which contributes to low levels of trust between teachers and administrators. Such an atmosphere is not a safe one for taking risk because the culture surrounding teacher evaluation is not one of professional inquiry, and therefore, teachers may not honestly respect the administrator's expertise and role in the evaluative process (Danielson & McGreal, 2000).

By 2010, the inadequacies of teacher evaluation systems were well known by educators and became a matter of public discussion. As Marzano and Toth (2013) noted, teacher evaluation systems have traditionally failed to provide accurate and credible information about the effectiveness of an individual teacher's instructional performance. Practitioners, researchers, and policy makers agree that most current teacher evaluation systems do little to help teachers improve or to support personnel decision-making (Darling-Hammond, Amrein-Beardsley, Haertel & Rothstein, 2012). Most evaluation systems are characterized by top-down communication. In such a traditional system, the teacher is essentially passive; it is the administrator who conducts the observation, takes notes, and summarizes those notes against the evaluative criteria. The administrator conducts the observation and the evaluation and then provides feedback to the teacher about his/her teaching (Danielson & McGreal, 2000).

Policy makers have questioned the results being produced by educational evaluation systems and their managers. Dissatisfaction with system performance has led to an international effort to rethink the organization of schooling as well as its administration (Hallinger, 2005). In Australia, Europe, the USA, and Asia, policy makers have sought more effective and efficient ways to deliver quality education. Not surprisingly, policy makers have subsequently called for revamping administrative training, evaluation, and supervision (Hallinger, 2005).

Teacher evaluation practices are typically not perceived as a tool for improving teacher effectiveness, yet regular, consistent feedback on classroom instruction can be enormously empowering to new and veteran teachers (Oliva, Mathers, & Liane, 2009). Danielson and McGreal (2000) explained the purposes of evaluation as follows: to screen out unqualified persons from certification and selection processes; to provide constructive feedback to individual educators; recognize and help reinforce outstanding service; provide direction for staff

development practices; provide evidence that will withstand professional and judicial scrutiny; aid institutions in terminating incompetent or unproductive personnel; and unify teachers and administrators in their collective efforts to educate students (Haefele, 1993, as cited in Danielson & McGreal, 2000).

In the 10-year period from 1980-1990, teacher supervision and evaluation models experienced more change than any other time in history. The public demanded accountability and wanted to see change in evaluative methods. Policymakers similarly stressed reform through accountability; holding teachers to high expectations was clearly articulated in the literature produced in this decade. This ten-year period paved the way for the next two decades and the eventual shift in focus toward standards-based evaluative systems that rely on multiple data sources (Campbell, 2013).

There is a myriad of choices for teacher evaluations. Ingvarson and Rowe (2008) explained that policies with respect to teacher quality fall into two main groups: Policies designed to affect the composition of the teacher workforce, and the policies designed to improve the capacity of individual teachers. Improving the feedback teachers receive requires better data systems, improved teacher assessments, and more frequent and higher-quality classroom observations (Coggins & Diffenbaugh, 2013). It is beyond the scope of this study to examine all teacher evaluation types and styles. As mentioned previously, no single data source is valid or feasible for each and every teacher in a school, and multiple data sources are needed to accurately and fairly evaluate all teachers (Peterson & Peterson, 2006). However, Looney (2011) explained that there are six clear directions for teacher evaluation policy:

1. Teacher evaluations need to tie to clear standards and competencies

2. Teacher evaluations need to be integrated with a broader assessment and

18

evaluation framework

3. Teacher evaluations should be based upon multiple measurements

4. Evaluations should emphasize timely feedback linked to specific ideas for improving instructional strategies and opportunities to practice

5. Professional development should align with identified needs for development and encourage the development of communities of practice within and among schools

6. Evaluation for improvement (formative) should align with evaluations with summative impact (for career advancement)

Policy-makers should recognize that some of the criteria on which teachers are rated might involve the use of specific sources of data, such as standardized test scores, and may be limited in terms of validity and/or practicality (Kyriakides et al., 2007). If teachers are to be held accountable for student learning, patterns of student learning must be established and not based on single snapshots of performance (Stronge & Tucker, 2000). Furthermore, Whitehurst, Chingos, (Bass & Riggio, 2006) and Lindquist (2015) explained that teacher evaluation systems should incorporate multiple sources of information, including systematic classroom observations, student and parent surveys, measures of professionalism and commitment to the school community, and standards-based goals.

Leadership feedback. McLaughlin and Pfeifer's (1988) teacher evaluation theory included four procedures for effective feedback: timeliness, specificity, credibility, and intent. Timeliness of feedback from the leader to the teacher is best provided when the observed lesson is fresh in both the leader and teacher's mind. If feedback is provided weeks or months after the observation the time to 'hear' and use the information has long since passed (McLaughlin &

19

Pfeifer). Specificity is critical in effective evaluations because it enables the evaluator to engage the evaluation of certain skills and practices, as opposed to an overall assessment that may not find specific areas of need (McLaughlin & Pfeifer). For example, if the teacher is a veteran teacher and does not necessarily 'see' that there is a need to improve their classroom behavior management skills the leader can document the observed examples and present them in a concrete way for the teacher to consider.

Transformational leadership's affect on evaluation

Bass and Riggio (2006) presented research literature from around the world that suggests transformational leadership practices typically provide positively augmented leader performance beyond the effects of transactional leadership. Transformational leaders consider the individuals within the learning organization when creating new learning opportunities along with a supportive climate (Bass & Riggio, 2006). This individualized attention also applies to teacher evaluations. The leader delegates tasks as a means of developing followers. These delegated tasks are monitored to see if the followers need additional direction or support and to assess progress (Bass & Riggo, 2006).

Bass and Riggio (2006) explained that transformational leaders motivate others to do more than they originally thought possible. Furthermore, a transformational leader articulates a focused vision for teacher evaluations, and possesses the communication skills to deliver the information for effective evaluation. Additionally, they found that transformational leaders elicited greater qualitative performance from their followers, as opposed to transactional leaders, who elicited greater quantitative performance expectations. The inference the researchers drew was that transformational leaders provide a level of trust between their followers and themselves that allowed their followers to focus more on the quality of their performance. Furthermore, they

20

are equipped to motivate their followers to be more creative in their efforts and problem solving. Transactional leaders can produce impressive results in terms of job completion; however, they lack the inspirational motivation that transformational leadership provides. Bass and Riggio explained:

> Transformational leadership is an expansion of transactional leadership. Transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards they will receive if they fulfill those requirements (Bass & Riggio, 2006, p. 3).

Additionally, transformational leaders go beyond simple exchanges or agreements of transactional leadership. They achieve results by employing Bass and Riggio's "Four I's": Idealized influence, followers trust and respect their leader and want to emulate them; Inspirational motivation; transformational leaders motivate followers with communication of the goals and expectations through inspiration; Intellectual stimulation, creativity is encouraged by the transformational leader, and new ideas and creative problem solutions are solicited from followers with teamwork; and Individualized consideration, transformational leaders consider the individual needs of their followers, and offers new learning opportunities within a supportive environment (Bass & Riggio, 2006).

Transformational leaders develop the sense of awareness and interest in their teachers' individual professional growth by gradually moving followers from the concerns of the evaluation system and guiding them toward their personal concerns for achievement and professional growth (Bass & Riggio, 1994). Similarly, McLaughlin and Pfeifer (1988) noted that for an individual teacher to recognize a problem or need for change, he or she must first perceive

their leader's feedback comes from a respected source with legitimate claims to expertise. Lastly, intent of the teacher evaluation could be the most critical feature of effective feedback (McLaughlin & Pfeifer, 1988). Evaluated teachers often express anxiety, and perceived punitive consequences during an evaluation process. McLaughlin and Pfeifer explained, when teachers perceive evaluations to be punitive the value of concrete feedback could become lost in an effort to undermine the system and hide their professional shortcomings.

To address the three research questions posed in my case study, I first incorporated the four procedural characteristics for effective teacher evaluation provided by McLaughlin and Pfeifer's teacher evaluation framework (1988). The interview questions inquired about the limitations associated with teacher evaluations and how transformational and/or transactional leadership affects the process. Second, I described several leadership variables (both transactional and transformational leadership practices) that have positive influence on school environment and teacher evaluations. Third, using Bass and Riggio's (1994) transformational leadership theory I considered how teachers and school leaders working relationships impact the evaluative process.

Standards-based approach to teacher evaluation. Efforts to improve teacher quality through performance evaluation have assumed an increasingly high-profile position in the platform of education reforms undertaken by international governments (Hallinger, Heck & Murphy, 2014). Teacher evaluations may be a growth opportunity on one hand or a threatening control tool on the other hand, depending on the school leadership's strategies of communication and practice (Peterson & Peterson, 2006). In 2000, Danielson and McGreal paved the way for new focus on teacher evaluation. They developed a set of teaching standards to support teacher growth and development, with a focus on helping teachers reflect on their practice and engage in

22

professional conversations that identified strengths and areas for improvement (Campbell, 2013).

In 2005, Tucker and Stronge continued the standards-based approach to teacher evaluation and

included an additional component of linking teacher performance to student performance.

Incorporating student performance to the teacher standards helped improve student learning

(Stronge & Tucker, 2005 as cited in Campbell, 2013).

Kennedy (2010) explained that standards-based evaluation of teachers have five central

themes: (a) the teacher's resolve to students and learning process; (b) content knowledge (c)

thinking analytically; (d) the ability to make adjustments based on new learning; and (e)

participating in the learning with colleagues. Danielson (2009) reminded us that students learn

best when they are given timely, specific feedback based on a set of standards for improvement.

She argued that the same holds true for teachers – the feedback provided by administrators needs

to be timely and specific and based on standards (Danielson, 2009). Principals can foster good

teacher evaluations by knowing the developments of the past 25 years, which go beyond

behavioral standards checklists to develop more robust and effective teacher evaluation systems

(Peterson & Peterson, 2006).

Classroom walk-throughs. Classroom walk-throughs have a strong potential to be part

of an effective teacher evaluation system. Walk-throughs are brief (three to six minutes),

opportunistic, unscheduled and informal classroom visits (Peterson & Peterson, 2006). They may

replace clinical supervision (formal evaluation practices). Walk-throughs allow for short

interactions and inspections of teacher performance and provide teachers with timely feedback

(Peterson & Peterson, 2006). The brief, recurrent feedback provided to teachers as a result of

walk-throughs is a valuable contribution to the overall evaluation process. Regular walk-

throughs performed by principals paired with the collection of multiple and diverse data sources,

including student-achievement data, and teacher collaboration are necessary for effective evaluation systems (Peterson & Peterson, 2006).

Peterson and Peterson (2006) explained that during walk-throughs the principal may take notes on behaviors, or skills each individual teacher asked the administrator to watch for. These could include, how much feedback he or she wants from the principal after the observation, a list of topics discussed by the principal and teachers, or a record of informal feedback delivered. Therefore, some administrators dedicate 30 minutes each day to walk-throughs. Walk-throughs can be a more valuable data source than formal observations because they sample more accurately with a greater number of observations, are less intrusive to ongoing instruction, and are more flexible in focusing on what makes a difference in school functioning and student learning (Peterson & Peterson, 2006). Moreover, walk-throughs provide school leadership benefits in addition to good teacher evaluation practice. They provide the principal visibility in schools, to teachers and students, which are recognized by teachers as one of the most important administrator influences on school effectiveness (Peterson & Peterson, 2006).

Student data. Given the technical issues that surround student growth measures, multiple data sources seem to be an absolute necessity if school leaders are to accurately measure teacher effectiveness (Marzano & Toth, 2013). Furthermore, multiple, diverse data sources are needed to accurately and fairly evaluate all teachers, taking into account their setting, style, actual performance (not mere compliance with a checklist) and documented results (Peterson & Peterson, 2006). Within the changing global context, the search for more powerful strategies aimed at improving student performance has led policymakers and system leaders to experiment with new models of teacher evaluation (Hallinger et al., 2014).

Danielson and McGreal (2000) explained students experience their teachers' skill not only through direct instruction; they also encounter artifacts created and selected by their teachers, such as assignments, assessments, and project directions. Such artifacts, as noted by Danielson and McGreal (2000), represent an important aspect of teacher performance and can be assessed as part of the teacher evaluation system. Furthermore, when teaching artifacts are included in a system for evaluation, they provide a window into classroom life not accessible through planning documents or checklists alone (Danielson & McGreal, 2000). Therefore, the need for a diverse collection of teacher artifacts should be used in conjunction with student achievement data (Peterson & Peterson, 2006).

Schools around the world are increasingly evaluating teachers for proof of student learning (Danielson & McGreal, 2000). Peterson and Peterson (2006) explained that a teacher evaluation system without some use of student achievement data is simply not credible, and allows for trivial indicators of teacher quality, such as popularity, outspokenness, or merely inheriting high-performing students. Moreover, student achievement data ought to determine who will receive successful evaluations. Therefore, student achievement data ought to be included as part of the evaluative system (Peterson & Peterson, 2006).

Standardized test scores, of course, provide one indication of student learning; however, schools should use such student achievement data cautiously to demonstrate the effectiveness of individual teachers (Danielson & McGreal, 2000). Standardized testing data inform teacher instruction on particular topics, not necessarily an indicator of the overall teacher performance in the classroom. Many evaluation systems, in particular Value-Added Measures, use standardized test data to estimate a teachers' contribution to student learning and progress.

Value-added measures. Value-added practices are gaining attention as researchers seek to measure the impact a single teacher can have on student performance (Beerens, 2000). As noted previously by Danielson and McGreal (2000), evaluation systems based on the use of standardized achievement data in systems are difficult to implement fairly. Therefore, when teachers provide evidence of student learning from their classwork it could avoid some of the technical measurement difficulties from a single assessment. Furthermore, it offers teachers the opportunity to demonstrate their instructional skill as manifested in improved student performance through a collaborative teacher evaluation system.

Supporters of using value-added measures for teacher effectiveness contend that such models can accurately rank teachers within a district by their contributions to student learning (Croft & Goe, 2009). Teacher effectiveness rankings are calculated in value-added models based on whether students meet, exceed, or fail to reach their predicted scores on a test (Croft & Goe, 2009). In contrast, many argue that the scores from standardized tests, with their narrow scope of student understanding, cannot be solely attributed to teachers' influence, and that value-added measures scores are not consistent or fair when used in teacher evaluation systems (Croft & Goe, 2009). Additionally, tying teacher evaluations or merit pay to student achievement has produced difficulties in the past, and unless new ways can be found to account for variables in standardized test scores, we may be doomed to repeat past mistakes in regards to ineffective teacher evaluations (Beerens, 2000).

Formative versus summative. Existing formal teacher evaluation systems rarely help teachers to improve. It is difficult to clearly distinguish which teachers are succeeding from those who are struggling, and the tools that are used during the evaluation do not always represent the important features of teaching (Darling-Hammond, 2013). If a teacher evaluation system is to be

valid, schools and districts must develop a definition of effective teaching (evaluative criteria) and use instruments and procedures to assess teachers according to those criteria (Danielson & McGreal, 2000). Legislators and policymakers in the U.S. tend to value the summative purposes, those of quality assurance and accountability, while educators, on the other hand, tend to think that teacher evaluation should be designed for the purpose of professional development and the improvement of teaching (Danielson & McGreal, 2000).

A study noted by Peterson and Peterson (2006) explained that teachers liable to the summative decision of the principal to retain employment are reluctant to reveal deficits or even agree to a principal's perceptions of the teacher's performance. Therefore, separating formative and summative processes could provide equitable data collection opportunities, and deemed more useful for improved practice. Danielson and McGreal (2000) explained that teacher evaluation can be divided into two categories: the purposes defined by summative evaluation (for the purpose of making consequential decisions) and those defined as formative evaluation (for the purpose of enhancing the professional skills of teachers). Screening out unsuitable candidates and dismissing incompetent teachers are summative functions; providing feedback and recognizing and reinforcing outstanding teacher practice could be formative functions (Danielson & McGreal, 2000). Research shows that school leaders are seldom in the classroom, and rarely give constructive feedback; (Pritchett, Sparks, & Taylor-Johnson, 2010) therefore, it is imperative that teacher evaluations establish different mechanisms for formative and summative data for effective teacher evaluations (Demetriou & Kyrikides, 2006).

Evaluative systems that help teachers improve and support timely and efficient personnel decisions use good evaluative instruments; multiple classroom observations across the year by expert evaluators looking at a variety of sources of data, which provides meaningful feedback to

27

teachers (Darling-Hammond et al., 2012). If the education system cannot provide meaningful, ongoing and formative and summative feedback to teachers, it relinquishes significant opportunities to influence teacher practice and, ultimately, student achievement (Oliva et al, 2009). Wenglinsky (2000) explained that teacher input, professional development and classroom practices all influence student achievement. Therefore, a purposeful evaluation system will measure teaching outcomes, not simply teaching behaviors (Goldrick, 2002).

Teacher involvement in teacher evaluations. A major factor in more effective teacher evaluation, noted by Peterson and Peterson (2006), is increased participation by teachers. Instead of principals being in complete control of evaluations, teachers can be included in the teacher evaluation process as well as decision-making about the timing, data sources, and documentation required by the evaluation system (Peterson & Peterson, 2006). The collaborative participation from both teachers and administrators is perhaps most critical because they must develop a sense of ownership (Stronge & Tucker, 1999).

Effective school principals who perform teacher evaluations allow teachers to reflect on their practice during the initial collaborative conference, because teacher evaluations are not static and are subject to frequent revision (DeMatthews, 2015). As long as improvement is dependent on a single person it will fail because teacher evaluative practices must be a collective and collaborative effort (Lambert, 1998). "It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community" (Lambert, 1998, p. 5).

Teachers and administrators mutual involvement in the design and development process for teacher evaluations encourages three fundamental attributes of effective evaluation systems: a) Participants accept the validity of the system, b) Participants understand the mechanics of the

system, and c) Participants know that the performance criteria have a clear, consistent rationale (Stronge & Tucker, 1999). Effective teacher evaluations will provide teachers with an opportunity to set professional goals, reflect, and receive feedback, which are all parts of a shared evaluative process (Stronge & Tucker, 1999).

An evaluation system is only as good as its acceptance by those who will use it (Danielson & McGreal, 2000). Therefore, if the system is discredited by a significant segment of teachers, it will lose stature in the eyes of all teachers (Danielson & McGreal, 2000). Teachers behave more responsibly towards teacher evaluations when they share the authority involved in the development of the system, and when teachers are central to their own evaluation, they can commit to their own growth and pinpoint effective change (Sosanya-Tellez, 2010). In addition, many teachers welcome the opportunity to engage in a process of defining good teaching and to improve their own practice (Danielson & McGreal, 2000). Teachers want to know their efforts are having an effect, want to be recognized for that, and want to help colleagues reach more students (Coggins & Diffenbaugh, 2013).

Undertaking the work of implementing and monitoring an effective evaluation and teacher support system is both complex and time consuming; however, based upon the powerful correlation between teachers and school leaders effectiveness to student learning and growth, this work is imperative and of the upmost importance (Oregon Department of Education, 2013). Furthermore, collaboration between administrator and teacher is a means for developing and maintaining trust and mutuality in the evaluation process and in building productive professional relationships (Stronge & Tucker, 1999).

Collaboration. Collaborative practices between teachers and school administrators as part of an evaluation process provides opportunities for critical reflection on the process.

Mezirow (1991) defined reflection as, "the process of critically assessing the content, process and premise(s) of our efforts to interpret and give meaning to an experience" (as cited by Kreber, 2012, p. 104). The ability to reflect critically on the assumptions underlying what is communicated to us, and those informing our own perceptions, thoughts, feelings, and actions are of fundamental importance in order to address the challenges, responsibilities, and complexities associated with professional collaboration (Kreber, 2012).

Educational researchers such as Danielson, and McGreal (2000), Beerens (2000), and Peterson and Peterson (2006) have argued the importance of principal-teacher collaborative efforts to create and implement standards-based teacher evaluation systems. Danielson and McGreal (2000) explained that many school districts have concluded that an evaluation committee should be created and co-chaired by representatives of both the school administration and teachers for designing an effective teacher evaluation system. An evaluative committee could address the problem of principals placed in the conflicting role of both supporter and judge, because often the same person conducts both the formative and summative evaluations for teachers (Peterson & Peterson, 2006). Charlotte Danielson developed and published a framework for teaching in 1996, which included a comprehensive way to evaluate the four main areas of teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities (Beerens, 2000). Danielson's framework took the ambiguity and subjectivity out of teacher evaluations and included collaboration between principal and teachers (Beerens, 2000).

Peterson and Peterson (2006) recognize that principals promote effective teacher evaluation when they know and apply sound principles. Their twelve-principle evaluation system outlines the purpose for teacher evaluation (to document good practices and support teacher

improvement), and best practices (e.g., collaboration) for effective teacher evaluations (Peterson & Peterson, 2006). Additionally, Beerens (2000) developed a teacher evaluation system based on Danielson's framework. The Growth-Focused Evaluation System (GFE) requires teacher responsibility for his/her own learning and to be an active participant in the evaluation process. Furthermore, the GFE believes that teaching is a very complex activity and is not reducible to a set of teaching behaviors, and supervision and evaluation have several aspects, and the role of principal as sole evaluator has serious limitations (Beerens, 2000). Professional growth is at the forefront of effective evaluation; growth for the teacher using the system requires them to take responsibility for his or her own learning and to be an active participant (Beerens, 2000). An informal teacher survey conducted by Marzano and Toth (2013) on the purpose of teacher evaluations showed that the majority of teachers believe that teacher evaluations should be used for both measurement and development.

Review of Methodological Issues

   Research strategy. The research for this study was conducted primarily using the online databases available from Concordia University–Portland's George R. White library. There are a variety of databases available; however, three specific databases were utilized most often-ERIC (ProQuest), Education Source, and JSTOR. Additional digital articles and journals were accessed as needed, but these were a comparatively small number from the total literature reviewed.

   There were a large number of search terms utilized to ensure an ample number of relevant research was found. The following phrases were used in a variety of combinations, and pairings in an effort to return pertinent literature: education leadership, leadership practices, teacher evaluation, effective evaluations, transformational leadership, multiple data sources, and collaboration. An example of a search could include the use of "educational leadership" and

"teacher evaluation." This was chosen so that the focus for the teacher evaluation literature would be in conjunction with school leadership, and not yielding unwanted research with a different focus such as teacher evaluation and the frequency of the evaluations.

Online text purchasing websites were also utilized as part of the review. When a resource or researcher's name was noted multiple times within the library's research articles and journals, the name of the original text was then researched using Amazon or iTunes book libraries. If these full texts were unavailable from Concordia's library they were then purchased digitally. These full texts provided important research and information used in the literature review.

Selection criteria. The articles, journals and full texts were examined with a focus of: relevance, and quality of the data. The search process using the journals and articles included reading the text's abstract first to determine whether or not the article or journal was relevant. If the abstract did not include the key search phrases, or ended up not actually about the research topic then it was excluded. Articles or journals that presented one or two key phrase or word were still read through to ensure relevancy. The full texts were read through with a focus on the quality of its references and resources used within the text.

The quality of the data was a concern throughout the research process. The majority of the research for the study included data from credible resources. This included researchers in the field of leadership education and teacher evaluation who have presented multiple studies and research. There was the inclusion of work from lesser-known researchers or studies that have not been replicated because the data was found to be relevant to this study.

Study description. The research utilized in this review was primarily qualitative, which was drawn from expert opinion, case studies, or historical information on the development of teacher evaluations and educational leadership practices in schools. Frequently these two areas

would overlap. An expert on effective teacher evaluations might also interpret the importance of school leadership throughout the process. Additionally, the history of teacher evaluation processes, or educational leadership practices were often used as an argument for why the modern trends in both fields are found. For example, the history surrounding the modern day teacher evaluation process began with Madeline Hunter's 1978 observable checklist evaluation process. It is from her foundations that future researchers expanded teacher evaluations processes to include a more comprehensive, standards-based approach.

Methodological considerations. When reviewing the research used in the literature review it was important to consider two issues: the challenges of self-reporting, and researcher bias. The first issue comes from the tendency for qualitative research on teacher evaluations to rely heavily on a particular teacher population (Public school) or particular region (United States), which can limit the data. This qualitative data collection offered a limitation because the population and self-reporting had a tendency for teacher participants to provide the researcher with desired information for their case study. The lack of international research studies on teacher evaluations processes was noted. Additionally, the potential for researcher bias to interfere with the data results was a concern. There were a few studies abandoned for the literature review due to observable researcher bias. This bias was found to be a lack of arguable data in their studies, or to offer multiple resources to support their data and findings.

Synthesis of Research Findings

Teacher evaluations that are standards-based and are performed using a collaborative process will not require superficial teacher praise from the evaluator, which can add to the validity of the results and feedback. Furthermore, schools interested in developing teacher performance evaluation systems that are comprehensive and take into account student

achievement, teacher collaboration, and teacher professional growth will also face critical challenges (Ovando, 2001). Similarly, evaluations that are well designed and integrated with curriculum and professional standards can accomplish more than assuring basic competence (Goldrick, 2002). Timely and specific feedback is important in the evaluation process as well as in training and professional development (Looney, 2011), which are all part of an effective evaluation process.

Goals of teacher evaluation. The purpose of evaluating teachers must remain related to improving student achievement (Beerens, 2000). There are three main aspects that should be considered when developing a comprehensive teacher evaluation system: evaluation purposes, evaluation criteria, and process for collecting relevant data (Demetriou & Kyriakides, 2007). Teacher acceptance of evaluation can be increased when teachers see it to be more pertinent to their situation, less dependent on a single individual, under some teacher control, and fair (Peterson & Peterson, 2006). Fairness of evaluative practices is paramount to an effective teacher evaluation. Fairness means not all teachers are evaluated the same way but that each has a chance to document his or her specific merit, value, and impact (Peterson & Peterson, 2006).

The school principal is usually the person to carry out the many functions linked to teacher evaluations, which include: coaching, mentoring, encouraging, developing, and assisting the teacher throughout the year and then at the end of the year making a judgment about the competence of the teacher (Beerens, 2000). Therefore, one school leader is responsible for both the formative and summative aspect of teacher evaluations, which results in conflict of interest and a lack of trust between teacher and administrator (Beerens, 2000). What are needed from teacher evaluation processes are better data and collaboration with others on the evaluation of teachers (Peterson and Peterson, 2006).

Transformative evaluation. Teacher evaluation should include teacher self-evaluation, peer observations, and peer coaching. Teachers must be freed from the fear of negative evaluation if they are going to engage willingly in a process to improve the quality of their professional work (Lezotte, 1993, as cited in Beerens, 2000, p. 11). When principals are placed in an evaluative role, they often focus on superficial issues because the teacher denies them access to the real issues and dilemmas he or she faces daily (Blumberg & Jones, as cited by Beerens, 2000). However, transformative evaluation systems show high regard for teacher knowledge and require teachers to self-evaluate as part of the process. Examples of transformative evaluation systems, and recent developments in the field of teacher evaluation, also address learning engagements through peer coaching, cognitive coaching, portfolio development, and three-minute walk-throughs, using rubrics to assess a proficiency level, surveys, and student data (Peterson & Peterson, 2006).

Effective teacher evaluation recognizes student achievement, acknowledges good teaching practices, supports teacher goals, shapes performance, motivates to improve weaknesses, and removes the rare bad teacher from the profession (Sosanya-Tellez, 2010). Hindman (2007) explained that teacher effectiveness and student achievement could be part of the teacher evaluation process.

> The clear and undeniable link that exists between teacher effectiveness and student learning, the use of student achievement information, when it is curriculum based, can provide an invaluable tool to explore the classroom practices of teachers who enhance student learning beyond predicted levels of accomplishment (Stronge, Tucker & Hindman, 2007, p. 181)

Moreover, given the central role that teachers play in successful schools, connecting teacher performance and student performance as part of an effective evaluation system is a natural extension of the educational reform resulting from transformative teacher evaluations (Stronge et al., 2007). Organizations that are successful are focused, have consistent leadership at the center, invest in frontline leadership and peer-based learning, and use data to confirm success and make corrections (Fullan, 2011).

Development of a comprehensive teacher evaluation system. There are three main aspects that should be considered to develop a comprehensive teacher evaluation system including the evaluation purposes (formative or summative), the evaluation criteria and the sources for collecting relevant data (Ellett et al., 1996, as cited in Kyriakides et al., 2007). One of the major problems that confront most educational organizations concerns the need for developing a valid personnel evaluation system based on a strong theoretical framework (Kyriakides et al., 2007). To be effective, collaboration between the teachers and school leaders is paramount for successful implementation of a teacher evaluation system.

To build a collaborative culture, it is important to consider Fullan's (2011) five action steps of a collaborative culture:

1. Set a small number of core goals

2. Form a guiding coalition

3. Aim for collective capacity building

4. Work on individual capacity building

5. Reap the benefits of collaborative competition

Fullan (2011) further explained that it is worth restating that the goal of having a collaborative culture is not that employees will do the work for a resolute leader, but rather that they become

collectively engaged in work that is also meaningful to them (Fullan, 2011). When educators work collaboratively toward the same goals, they increase the capacity of the school and school system to improve learning for all students (Ash & D'Auria, 2013). Ash and D'Auria (2013) added that collaboration in all directions means that within each school and throughout the district, every educator collaborates with others regularly in order to develop more effective educational approaches. Furthermore, they acknowledged that some teachers may have found teamwork frustrating and sometimes a waste of time (Ash & D'Auria, 2013).

Professional development. Teachers are passionate about their craft and wish to improve their practice as they progress in the profession (Coggins & Diffenbaugh, 2013). Danielson and McGreal (2000) assert that it is possible to merge the two (passion and development) into one teacher evaluation system; in fact, they argue they are complementary and strengthen one another. They further explained that evaluation should be viewed as a continuous process and include the characteristic of differentiation to fit the diverse teacher needs found in a culture of professional learning (Musser, 2013). Establishing a profession focused on mastery means more thoughtfully matching the skills of teachers with the responsibilities of the job (Coggins & Diffenbaugh, 2013). When people experience something new, it connects with their feelings first, then their minds. When this leads to new behavior, the connection to practices is strong because it has emotional meaning (Fullan, 2011).

Implementation of teacher evaluation. Principal leadership is critical to the success of educational programs such as teacher evaluations (Hallinger et al.,2014). Teacher ownership and buy-in are very important in the design and functioning of practical but complex teacher evaluation systems (Peterson & Peterson, 2006). Principals are frustrated with teacher evaluations. Even when committed to evaluate teachers, principals must prioritize their time;

they focus on struggling teachers and may minimally interact with high performing teachers. In fact, Sosanya-Tellez (2010) explained that 26% of respondents to a U.S. Government survey reported that their building principal or supervisor did not evaluate them in the previous year. Wise (1985) shared that the implementation of any school policy, including a teacher evaluation system requires a continuous interplay among diverse policy goals, established rules, and procedures. Furthermore, for purposes of accountability, teacher evaluation processes must be capable of yielding fairly objective, standardized, and externally defensible information about teacher performance (Wise, 1985).

Importance of leadership support and trust. During the 1980s, a preoccupation among international policy makers with issues of educational productivity recast the issue of administrative leadership in teacher evaluations (Bickman, Davis, & Hallinger,1996). Efforts to improve teacher quality through performance evaluation systems have a high profile position in the platform of education reforms undertaken by governments internationally (Hallinger, 2005). Teacher evaluation necessarily embodies the values and expectations of the school community regarding teaching and learning and requires the integration of keen technical and political skills by school leaders (Stronge & Tucker, 1999).

Teachers who trust the school leadership will be more positive about performance appraisals and evaluation practices (Devos & Tuytens, 2010). "High-performing cooperative teams have quality connections to each other, they share common goals and purpose, they trust the intentions of each other, and they are highly engaged in the work" (Lassiter, 2012, p. 34). School leaders must be strong instructional leaders who interact collaboratively with their teachers about their teaching in order to be effective transformational evaluators (Devos & Tuytens, 2010). The support provided by school leaders should increase the trust between

teacher and the school leader, not control it, by providing elaborate feedback to teachers which

nurtures their development (Devos & Tuytens, 2010). Teachers will be more likely to react

positively on feedback provided by their principal if they believe their principal is credible and

dedicated to professional improvement (Devos & Tuytens, 2010).

Increased teacher involvement in the evaluation process adds respect to the activity,

improves data quality, furnishes needed perspectives, and results in expanded use of the results

(Devos & Tuytens, 2010). There is a necessity of trust in the evaluator for good teacher

evaluations. Fullan (2011) identified trust in the principal as an important indicator for the

willingness of teachers to go along with reform. "Trust is an outcome of modeling-proving

yourself through your action over time. Being open is a powerful step in the right direction"

(Fullan, 2011, p. 116). Schools that are meeting and exceeding the challenges they face are doing

so by creating cultures that value cooperation, collaboration, and teamwork (Lassiter, 2012).

Critique of previous research

Principals are powerful: They are the primary catalysts for creating a lasting foundation

for learning, driving school performance, and shaping the long-term impact of school

improvement efforts (Schooley, 2010). Good leaders demonstrate both a high skill level of

competence and motivation for improvement, which makes their organizations places that are

fueled by their passion (Beerens, 2000). Effective school leaders model the desire for feedback

and improvement, which remind teachers that high performers are always interested in, and seek

out, feedback (Beerens, 2000).

Effective leadership. Leadership style consists of a leader's general personality,

demeanor, and communication patterns in guiding others toward reaching organizational or

professional goals (Hoyle, 2012). Cultivating and preparing school leaders for tasks such as

teacher evaluations can enhance the quality of instruction and make the evaluations more accurate and more consistent (Goldrick, 2002). Principals play an important role in transforming teacher evaluation systems into mechanisms for improving teacher instruction and student learning (Oliva et al., 2009). Early leadership style theories from the 1950s, and later 1970s, explored the behaviors and concepts of leadership styles, which were divided into two categories: 1) Considerate leadership, or supportive concern for subordinates, and 2) Initiating structure, in which leaders structure their own roles and the roles of their subordinates (Catano & Stronge, 2006).

Educational research from the mid-1980s built on the earlier leadership practices, and re-identified two major leadership models for school leaders: instructional leadership (or transactional) and transformational leadership (Devos & Tuytens, 2010). Scholars of leadership theory have debated the distinctions between types of leadership, whether they are contextually driven, and whether they are all present within a general leadership dimension of educational leadership (Catano & Stronge, 2006).

Devos and Tuytens's (2011) research demonstrated that all perceived leadership variables associated with transformational leadership directly influence the perceived utility of feedback and indirectly influence the professional learning of teachers. They asserted that transformational leadership are important in the context of teacher evaluation. Principals find themselves at the nexus of accountability and school improvement with the expectation that they will function as transformational leaders (Hallinger, 2005). Research provided by Bickman, Davis, and Hallinger (1996) showed no direct effects of principal instructional leadership on student achievement, however, the results did support the belief that principals indirectly affect school effectiveness

through their actions that shape the school's learning climate and culture (transformational leadership qualities).

Transformational and transactional leadership practices. Success in leadership and success in life has been, is now, and will continue to be a function of how well people work and get along with one another (Kouzes & Posner, 2003). In 1978, James MacGregor Burns conceptualized leadership as either transactional or transformational (Bass & Riggio, 2000). Transactional leaders are those who emphasize the transactions or exchanges that take place among leaders, colleagues, and followers. For example, to motivate people within the community, the transactional leader may initially have to appeal to their basic and lower-level transactional nature by emphasizing the advantage of such activities in terms of their personal interests (Avolio & Bass, 1994). Transformational leaders; however, stimulate and inspire subordinates to grow and develop into leaders by responding to their needs and empowering them by collaboratively aligning their individual needs and goals with the organization's vision (Bass & Riggio, 2000).

Transformational leadership is supportive and seeks to build the organization's capacity to select its purposes and to support the development of changes to practices of teaching and learning (Devos & Tuytens, 2010). Both transformational and transactional leadership indicate that vision is a key dimension in school leadership (Devos & Tuytens, 2010). Also, both models stress that school leaders must provide support for their team members (Devos & Tuytens, 2010). On the other hand, transformational leadership assumes an understanding of the needs of individual teachers. These leadership perspectives helps teachers to develop, try out, and refine new and innovative practices (Devos & Tuytens, 2010). Transformational leaders demonstrate an elixir of human understanding (Hoyle, 2012).

Leaders using this style create an environment where every person is empowered to

fulfill his or her highest needs and becomes a member of a productive learning

community. Transformational leaders are servants to others and guide them in creating

and embracing a vision for the organization that inspires and brings forth top

performance and creates a belief system of integrity, a cause beyond oneself, diversity of

thought, and inclusiveness for all races and gender (Hoyle, 2012, p. 2).

Hauserman and Stick (2013) explained transformational leadership as an effort to satisfy

followers' needs and move followers to a higher level of work performance and organizational

involvement by displaying respect and encouraging participation. Moreover, transformational

leaders sought new ways of doing things and were less likely to support the status quo

(Hauserman & Stick, 2013). Hallinger (2011) tells us that transformational leadership when

applied to education does not appear to measure all of the processes by which leader impact

teaching and learning. Transformational leaders focus on restructuring the school by improving

school conditions (Stewart, 2006), therefore, high-functioning schools have transformational

leaders who shape the school vision and learning processes within the organization, thus creating

a positive learning culture (Hauserman & Stick, 2013).

Transactional leadership is focused on the individual transaction or exchange that takes

place among the members of a school community instead of a collaborative, team effort (Bass &

Riggio, 2006). Furthermore, this exchange (or set of instructions) is based on the leader

discussing with others what is required and specifying the conditions and rewards the followers

will receive if they fulfill those requirements. Transformational leadership, however, raises

leadership to the next level with all followers working towards a common goal (Bass & Riggio,

2006).

Chapter 2 Summary

Teacher evaluations are a legitimate concern for schools, and while the profession is still some years away from creating an evaluation system that meets the levels of accuracy and fairness, a knowledge base founded in standards-based, and performed collaboratively can improve on evaluation systems of the past (Marzano & Toth, 2013). For well over a decade, the research has consistently demonstrated that an individual classroom teacher can have a powerful, positive effect on the learning of his or her students (Marzano & Toth, 2013), therefore teacher evaluations can identify and celebrate effective teachers. Ultimately, school leaders are responsible for teacher effectiveness.

Current and popular teacher evaluation practices are flawed. Oliva et al., (2009) noted four areas that lead to ineffective teacher evaluation practices: a. Who Evaluates Teachers: The reality is that school administrators are the most (And often only) evaluators, b. Frequency of Evaluation: Non-tenured teachers typically are evaluated twice a year; tenured teachers are evaluated once every two to five years, c. Training of Evaluators: Districts and schools rarely require evaluators to be trained, and d. Communication: Teachers are not always informed of the criteria, the process, or the potential implications of the evaluation. To improve evaluation practices and enhance instruction Oliva et al., (2009) recommended that principals should not be the only person evaluating teachers. Therefore, teacher evaluation systems benefit from collaborative endeavors (Ovando, 2001).

Transformational leadership and transactional leadership have emerged as two of the most frequently studied models of school leadership (Stewart, 2006). What distinguishes these models from others is the focus on how administrators and teachers improve teaching and learning through teacher evaluation processes (Stewart, 2006). A major factor in effective

43

teacher evaluation as noted by Peterson and Peterson (2006) is increased teacher participation. They continue, when teachers see good evaluation to be in their best interest they are more likely to add the time, insight, and initiative to the efforts of their principal. Principals can do much to increase the importance and use of effective teacher evaluation for teachers, and promote improved teacher evaluation by installing and modeling self-reflection techniques, apply principles of teacher evaluation, including multiple and variable data sources, and involve teachers in the teacher evaluation process (Peterson & Peterson, 2006).

Improved teacher evaluation provides principals a chance to optimize professional roles and relationships with teachers in their schools. Instead of principals controlling teachers' evaluations, teachers will be included in timing, selection of data sources, documentation, and presentation of data. Teachers who have some control of evaluation take it more seriously, contribute time and ideas, share responsibility, help other teachers to be evaluated rigorously and fairly, and benefit from the results (Peterson & Peterson, 2006).

Principals play the most important role in ensuring that excellent teaching occurs in their school through the professional development opportunities they provide teachers (Donaldson, 2011). Professional development needs are identified from effective teacher evaluative practices. The school leader, and their actions, play a critical role in how successful a teacher evaluation program will be. "In order for professional collaboration to become part of the school culture, staff members must be provided time, practice, and feedback to improve their work" (Lassiter, 2012, p. 37). Leadership has been, and will continue to be, a major focus in the era of school accountability and school restructuring (Stewart, 2006) and effective teacher evaluation systems.

Chapter 3: Methodology for Qualitative Research

Introduction to Chapter 3

Evaluation systems have undergone significant changes in recent years, moving away from traditional evaluation practices to incorporate more transformational leadership practices, however, the need to conduct research that centers on how leadership styles affect teacher evaluations still remains (Sawchuk, 2016). The purpose of this qualitative study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. The study focused on two areas: Teacher evaluation systems used in international schools, and international teacher perceptions' of how leadership strategies affect the evaluative process.

The qualitative case study design was comprised of an electronic invitation to participate in a one-on-one interview, which provided the researcher with a means for collecting data on the teachers' perceptions of leadership styles. The individual interviews followed a set list of pre-determined interview questions. Additional questions were asked during the interview to glean further understanding or clarification. Additionally, there were informal observations of the school leaders, and a comparison between the different evaluation forms used during teacher evaluations.

Interested teachers had a 2-week window to respond and accept to participate in one-on-one teacher interviews. The goal was to interview 15 teachers for the case study. This qualitative study was chosen to elicit an understanding of leadership styles and their impact on effective teacher evaluation processes.

Research Questions

The following research questions were developed to investigate international teachers' perceptions of the teacher evaluation systems. Little is known about international teachers perceptions and experiences with teacher evaluation systems, as well as their understanding of the effects school leadership can have on teacher evaluations:

1. What leadership practices do teachers perceive to be the most useful and effective for promoting professional growth as part of a teacher evaluation system?

2. What multiple data sources and combinations of data sources do teachers report best capture teaching effectiveness as part of an effective teacher evaluation?

3. What aspects of teacher evaluation systems performed by school leaders do teachers perceive to be the most effective as part of the evaluative process?

Purpose and Design of the Study

The purpose of this qualitative study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. Currently, there are no available research studies written specifically about the leadership practices and teacher evaluation systems used in international schools in Mongolia. The results from this study may provide international school leaders with a resource for making research-based decisions regarding their school's teacher evaluation systems.

Merriam and Tisdell (2016) explained that qualitative case study is an in-depth description and analysis of a bounded system. Creswell (2013) concurs that case study research is a qualitative approach in which the investigator explores a bounded system through detailed, in-depth data collection involving multiple sources of information (e.g. teacher interviews, school leader observations, and evaluation document comparison). A case study research design

is a basic qualitative study. Case studies share the goal of understanding how people (in this case study, teachers) make sense of their experiences (Merriam & Tisdell, 2016).

Case study research and analysis affords the opportunity to dig beneath surface responses and better understand the qualities and behaviors of the participants (Hauserman & Stick, 2013). The single most distinctive aspect of qualitative research is the personal involvement of the researcher in the process of gathering and analyzing data (Posavac, 2011). The qualitative case study design was chosen for this study because it best focuses on meaning in educational context and requires a data collection instrument (teacher interviews) that is sensitive to underlying meaning when gathering and interpreting data (Merriam & Tisdell, 2016). Qualitative research is commonly found in the field of education, health, social work, and other fields that deal with the everyday concerns of people's lives (Merriam & Tisdell, 2016). In fact, Merriam and Tisdell further explained that qualitative research focuses on discovery, insight, and understanding from the individuals being studied, which can offer the greatest promise of making a difference in people's lives (2016).

> Decades before what we now call 'qualitative research' began was simply
> anthropologists and sociologists asking questions about the people's lives, the social and
> cultural contexts in which they lived, the ways in which they understood their worlds, and
> so on" (Merriam & Tisdell, 2016, p. 6)

In addition to the early work of anthropologists and sociologists, people in professional fields such as education have often been interested in specific cases for understanding phenomena (Merriam & Tisdell, 2016). "For example, Jean Piaget derived his theory of cognitive development by studying his own two children" (Merriam & Tisdell, 2016, p. 7). With regard to the development of our modern day qualitative research understanding, two important

mid-20th-century publications by Barney Glaser and Anselm Strauss contributed to the case for building theory from inductively analyzing a social phenomenon (Merriam & Tisdell, 2016).

The late 1970s and 1980s produced a growing number of publications contributing to the discovery-oriented research model we know as qualitative research. Today there are hundreds of books on various aspects of qualitative research, as well as journals devoted to qualitative research (Merriam & Tisdell, 2016). There is a general consensus that qualitative inquirers need to demonstrate that their studies are credible or valid. To enhance credibility, triangulation of data included the data from the teacher interviews, a comparison between the teacher evaluation forms used by two different school leaders, and researcher informal observations of school leadership throughout the data collection time frame. This triangulation involved cross-checking the consistency of given factual data items from different sources through various methods at different times (Patton, 2002).

Qualitative case studies provide meaning and understanding, and help employ the researcher as the primary instrument of data collection and analysis, and use inductive investigative strategy (teacher interviews and member-checking), and result in an end product that is richly descriptive (Merriam & Tisdell, 2016). Interpretive research, which is the most common type of qualitative research, assumes that reality is socially constructed, and there are multiple interpretations of a single event (Merriam & Tisdell, 2016). Furthermore, qualitative research encompasses a number of philosophical orientations and approaches; specifically, the goal is to find understandings and meaning using a qualitative case study approach. As part of the qualitative research method, the teacher interviews will provide first-hand knowledge of teacher experiences with transformational and/or transactional leadership, which will further explain their understandings of how these leadership practices impact teacher evaluation

systems. Documents used by school leaders during teacher observations were analyzed. Lastly, observations of school leaders by the researcher were completed to gain understanding of leadership's role in effective observations.

The conceptual framework for this study is the understanding of two different leadership practices commonly found within schools known as transactional and transformational practices, with considerations of how these two types of leadership practices affect teacher evaluation practices. The conceptual framework is based on the work of Bass and Riggio's (2006) transformational leadership theory, and teacher evaluation theory from Danielson and McGreal (2000). Those comprehensive frameworks were chosen because they thoroughly explain the what and how of effective evaluations through the use of transformational leadership practices. Furthermore, Danielson and McGreal's (2000) teacher evaluation theory is comprehensive and concise, which are necessary for effective teacher evaluation systems framework. Their teacher evaluation framework recommends school leaders and teachers to work collaboratively on teacher goal setting and planning to achieve a learning-focused vision for effective teacher evaluations (Danielson & McGreal, 2000).

As a qualitative researcher, I am interested in understanding how teachers interpret their experiences, how they construct their worlds as educators, and what meaning they attribute to their experiences (Merriam & Tisdell, 2016). For example, researchers determine how long to remain in the field, whether the data are saturated to establish themes or categories, and how the analysis of the data evolves into a persuasive narrative (Creswell, 2013). The themes for this study emerged from the transcribed interview data, school leader observations, and evaluation form comparisons, which will be further examined and explained in Chapter 4.

The study included an electronic invitation to participate in the qualitative research interviews to attain the teachers' perceptions and observations of transformational or transactional leadership as they engage in and make meaning of their evaluation experiences (Merriam & Tisdell, 2016). The goal of the invitation was to have 15 participants for the one-one interviews. The interview consisted of eleven pre-determined questions as well as follow-up questions that occurred naturally during the interview for clarification or elaboration on answers provided by the teachers.

The one-on-one interviews comprised of open-ended questions about transformational and transactional leadership practices, and how these practices affect evaluation systems. The open-ended questions were developed for teachers with the opportunity to explain their perceptions of how leadership affects the teacher evaluation process in both positive and negative ways. The teacher participants signed and dated an interview permission form, which outlined the purpose of the study and the confidentiality of their personal information gathered throughout the interview. Each interview was recorded separately and transcribed by the interviewer. Before the researcher began the coding process, the transcribed interviews were shared with the interviewee, and checked for accuracy of their perceptions.

Research Population and Sampling Method

The population for this study included international teachers working for two different K-12 international schools located in Ulaanbaatar, Mongolia. The data from this study provided insight into the evaluative experiences and leadership practices that teachers found most beneficial for professional improvement. The population for this study included international, English speaking teachers. The choice of the international, English speaking staff was intentional because the population will have been exposed to a wide variety of teacher evaluative practices

due to their transient, international professional experiences. Additionally, this choice means that the interview questions did not require any translation from English.

The English speaking teaching staff from two international schools is the targeted population for this research study. Two international schools located in Ulaanbaatar, Mongolia employ approximately 90 internationally trained and certified teachers. Teachers come from a variety of countries including the United States, Canada, South Africa, Uzbekistan, Philippines, and more, which service the international and Mongolian student population of Ulaanbaatar. The international schools use different teaching curriculum, have different student population totals and demographics, but both hire international, English speaking staff to teach their students their international curricula. International, English-speaking staff members from the international schools are the general population for this study. The interview data provided a qualitative description of trends in attitudes, and opinions of the English-speaking staff by studying a sample of the total international teaching staff from the international schools (Creswell, 2014).

The international staff sampled varied in their teacher evaluation experiences. Some have worked internationally for 10-plus years and have been exposed to a variety of formative and summative evaluation systems, while others have just moved into international education and may only have limited experiences with professional evaluations. The different teaching experiences, teaching credentials, teacher evaluation methods, and understandings of leadership styles provided information about how teachers perceived transformational or transactional leadership practices and their relation to effective evaluation processes.

The international school leaders observed for the study also varied in years of teaching experience as well as leadership experience. One of the leaders has worked for many years in the Canadian public schools and First Nations school system prior to her international experience.

Another principal completed a career outside of the education sector; working and living internationally before moving into a teaching career and eventual leadership position. The third principal has many years of working internationally for a variety of schools including the Middle East, Asia and Canada. Their leadership practices were observed to be very different.

Invitation letters explaining the study purpose were sent via email to the two international school principals seeking approval to invite teachers to participate. The observed school leaders were told about the study and teacher invitations. The intended population of this study was important to the research because it provides a variety of data indicative of those characteristics of the different schools' evaluative processes and will add to the larger understanding of teacher evaluation systems. The study also incorporated data from teachers about their understandings, opinions, and feelings conveyed through the open-ended questions posed in the teacher interviews.

Instrumentation

The teacher interview participants were chosen based on their willingness to participate, and asked specifically how transformational or transactional leadership behaviors affect the evaluative systems currently used in their school. Teachers' perceptions regarding the procedures, transparency, and frequency of their evaluations provided valuable data into how teachers perceived the effectiveness of transformational or transactional leadership practices, and in regards to the various evaluation systems they have experienced. The data used in this study elaborated the link between teacher perceptions and understandings of effective leadership strategies (Transformational or transactional) that impact the effectiveness of teacher evaluation systems.

The teachers from international schools in Ulaanbaatar, Mongolia considered how transformational or transactional leadership practices affect their current evaluative systems. The purpose was to glean an understanding of teacher perceptions of effective school leadership practices that support the evaluative system currently used by their international schools. Hallinger (2011) considered the influence of effective school leadership styles and attributes (charismatic leadership, content knowledge, and teacher support) with procedural characteristics (teacher participation in the evaluative process, collaboration, feedback, and critical reflection) were crucial for effective teacher evaluations. The interview questions asked teachers to identify the observed leadership practices, and how these leadership practices affected the teacher evaluation system.

Data Collection

In operationalizing this research study, a qualitative method was used to gain a comprehensive understanding of the issues of school leadership practices and the perceived effects they have on teacher evaluations (Kumar, 2007). Merriam and Tisdell (2016) noted that an important characteristic of all forms of qualitative research is that the researcher is the primary instrument for data collection and analysis. Understanding is the goal of qualitative research, and the human instrument, which is able to respond, adapt, and process information would be the ideal means of collecting and analyzing data (Merriam & Tisdell, 2016). The qualitative evaluator can be viewed as one of the measurement instruments found in qualitative research studies (Posavac, 2011).

The volunteer teacher participants from the invitations were contacted again via email to confirm their participation. The interviews were conducted one-on-one in a location specified by the participant. The 11 pre-determined, open-ended questions presented to teachers during the

interviews allowed for follow-up questions as the interview progressed naturally. The interviews were recorded using a voice-recording device and saved as individual audio files. The data collected through interviews was analyzed inductively to address the research questions posed (Merriam & Tisdell, 2016). The fifteen recorded teacher interviews were transcribed and reviewed by the researcher for coding categories.

Miles and Huberman (1994, as cited in Basit, 2003) explained that case study researchers may not want to pre-code any datum until it has been collected because the pre-determined codes could cause biases. Therefore, I did not create any pre-interview codes. Instead, I created categories as I collected the data and determined how best to organize the emerging themes. The interviews were necessary because the information collected presented the participants' feelings and how they interpret the world around them (Merriam & Tisdell, 2016). The interview structure consisted of pre-determined questions; however, the format of the interviews was less structured so that the individual teachers could respond to, and define the world in unique ways (Merriam & Tisdell, 2016).

The goal was to gain an understanding of how school leadership practices affect teacher evaluation systems, as part of the case study. The interview questions, and the answers provided, helped to answer the research questions. Specifically, interview questions 2, 4, 5, 10 and 11 are linked to research question one. Interview questions 1, 3 and 6 help to answer research question number two. Finally, interview questions 4, 7, 8 and 9 focused on research question number three.

The observation data collected on the school leaders was completed during informal conversations, weekly administration meetings, staff meetings, parent-teacher group meetings, and weekly collaborative planning meetings. The observations and notes were written in a

journal that was kept in a locked file cabinet when not in use during the school day. The notes were digitally updated as needed. The evaluation forms used by the school leaders were compared using the teacher feedback collected during the interviews. Additionally, the forms were discussed informally with the school leaders to gauge how the forms were used and frequency of usage. One of the leaders used the rubric-based form for a teacher appraisal process as part of the traditional evaluation process, and they were completed one time a year for all teachers. The other two leaders used written observations and notes to collect teacher evaluation data and provided this to teachers when asked or required for other decision-making purposes.

Identification of Attributes

The following terms are used throughout the study and defined in context to this qualitative research study:

*Leadership practice*s. Leadership practices are the behaviors and actions performed by a school leader, which are used to determine the type of leadership style the leader is: Transformational, transactional, or Lassiez-fare.

Evaluation. For the context of this study, evaluation refers to the assessment of teacher behaviors or skills displayed in an educational setting.

Transformational leadership. School leaders who stimulate and inspire followers to achieve both extraordinary outcomes (goals) and develop their own leadership capacity (Bass & Riggio, 2006).

Data Analysis Procedures

Qualitative research designs presupposes a certain view of the world that in turn defines how a researcher selects a sample, collects data, analyzes data, and approaches the issues of validity, reliability, and ethics (Merriam & Tisdell, 2016). Rigor in the qualitative data collected

and how it will be analyzed derives from the interpretation of perceptions, and rich, thick description from the participants (Merriam & Tisdell, 2016). Noted by Merriam and Tisdell (2016) qualitative research designs are emergent, and the process of data collection and analyzes is recursive and dynamic.

Qualitative case studies may provide the researcher an opportunity to first analyze the findings (e.g., themes) found within the data through the process of coding, which will direct the investigator's attention to certain data or gaps in the data to refine the focus (Creswell, 2014). In the initial coding process, the repeated themes (themes noted in each transcript) were first recorded and compared with the research questions to find possible gaps between the data and the findings. An example of this comes from the first read-through of Participant 11's transcript. After the first read-through there was support, or data to address research question three using the coded leadership feedback. This code (leadership feedback) turned out to be an important coding theme to the study because it was also noted by most participants.

The use of open-ended questions required teachers to further explain their perceptions and understandings of how leadership practices affect evaluations as part of effective teacher evaluation systems. The transcribed interviews were validated through the process of member checking. Member checking involved the individual interview recording transcripts emailed to the participants individually. Each participant was asked to review the transcript of their interview and provide any revisions for the researcher. The participants had one week from the day the transcripts were sent, via email, to revise their transcript and to make sure it was correct.

After the transcripts have had final revisions made the coding process began. Codes or categories are tags or labels for allocating units of meaning to the descriptive or inferential information compiled during the study (Basit, 2003). A code in qualitative inquiry is most often

a word or short phrase that symbolically assigns a summative attribute for a portion of language-based data (Saldaña, 2016). Furthermore, in qualitative analysis, a code is a researcher-based construct that symbolizes data, and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, assertion or theory building (Saldaña, 2016). The 15 transcripts coded during the first cycle of the coding process included manual coding methods (i.e., paper-and-pencil). Basit (2003) explained that creating the coding categories that suits the data, which helps to answer the research questions and compare across the data. Coding the data is an important step in the qualitative case study design, and allows for the unexpected to crop up as common themes emerge that might not have otherwise been realized (Saldaña, 2016). Coding the data identified the meaningful concepts across different responses to the same set of open-ended questions presented to teachers (Basit, 2003). Saldaña (2016) explained that coding is a cyclical process that requires the researcher to recode not once but twice, and in some cases more. The cyclical coding process used in this study included both first cycle coding and second cycle coding methods.

To manually code the transcripts, first, I prepared my workstation by laying out the individual printed copies of the interview transcripts. Next, I read through the first transcript line-by-line, and using a pencil I began making preliminary notes in the margins and underlining words or phrases that popped out (big ideas or key words), which were my preliminary codes. Saldaña also noted that the researcher must become attuned to the participants' voice or meaning. Furthermore, if the same words, phrases, or variations are used over and over by the same participant, then it warrants a code.

During the second read-through of the data, I re-formatted the transcript into a three-column document. The first column was labeled, "Raw Data" and included the original

transcription. The second column was labeled, "Preliminary Data" and included my noted preliminary coding words and phrases. The third column was labeled, "Final Codes." The Final Codes was added after the third read-through of the transcription, and the final coding words and phrases had been identified. The same three-step coding process was followed for all 15 transcribed interviews.

The second cycle coding methods used in my study included Pattern Coding, which is also known as Focused Coding (Saldaña, 2016). Second cycle coding methods are advanced ways to reorganize coded data from the first cycle method (Saldaña, 2016). First, I read through the Final Codes column from each of the 15 transcripts. Using sticky notes I documented the words or phrases common between the transcripts. The common codes written on the sticky notes were organized into categories. The categories and their collective meaning became major components of my research study and write-up when compared with my research questions (Saldaña, 2016). Saldaña explained that the goal of the second cycle coding method was to identify how everything fits together by reducing the number of codes and by transforming the numerous preliminary codes and sub-codes into categories for reflection and analysis.

Triangulation involves cross-checking the consistency of given factual data items from different sources through various methods at different times (Patton, 2002). As part of the triangulation process for this study, I requested a blank copy of the evaluation forms used by the school leaders of the schools where the participants worked. The forms varied in format, or layout of the questions, but all were used to evaluate basic teaching competencies. Lastly, I observed the school leaders' behaviors and practices during the school day and through informal conversations about teacher evaluations. This data was collected through field notes and analyzed using the scope of the study's three research questions. I analyzed the field notes by

comparing the informal data with the coded data provided by the teacher interviews. I considered the teachers perceptions about the formal evaluation forms used by their current school leaders with the literature from this study. The teachers explained their perspectives on formal evaluation methods, and their role in a effective teacher evaluation process.

Limitations of the Research Design

One limitation of this study stems from the international teachers' previous experiences with teacher evaluations, which could cause biases based on positive or negative experiences of evaluation systems. Some participants may have vast experiences with different leadership styles and/or evaluation systems, while others may be new to the teaching profession with very little experience. The human instrument (primary researcher) also has shortcomings and biases that can have an impact on the study (Merriam & Tisdell, 2016). Additionally, the total number of teachers participating in the interviews may be considered small, therefore limiting the study. In the case of fewer than 15 interviews the study would had needed to be adapted and the addition of international schools outside of Mongolia may have been needed.

Credibility and Dependability

Ensuring validity and reliability in qualitative research involved conducting the investigation in a trustworthy manner (Merriam & Tisdell, 2016). The case study design had the potential for understanding the teacher perceptions of both the teacher evaluation system and the school leader who is part of the process. Therefore, the qualitative data provided a foundation to support the study's credibility.

Prior to 1990, the concept of objectivity, reliability, and internal validity were used to assess qualitative research (Merriam & Tisdell, 2016). Creswell's (2013) criteria for evaluating how 'good' a narrative study includes whether the researcher is able to tell an engaging story,

makes a compelling case that the topic of the study is important, is clear about how the study is done, and makes a convincing presentation of the study findings.

Internal validity deals with the extent to which findings match reality (Merriam & Tisdell, 2016). The data collected from the teacher interviews provided trends and opinions of the teachers' perceptions about the evaluative systems they have experienced and effective leadership strategies were checked against the literature and researcher's anecdotal observations.

The dependability found in the study stems from the trustworthy data collection and data analysis procedures used. The study could be replicated by following the steps outlined in this chapter, supporting transparency. Additionally, the data collection process followed the qualitative case study process provided by Merriam and Tisdell (2016). They note that validity and dependability are concerns that can be approached through the careful attention to the study's conceptualization and the way in which the data are collected, analyzed, interpreted, and the way in which the findings are presented.

Expected Findings

School leaders promote effective teacher evaluations when they know and apply sound principles (Peterson & Peterson, 2006). These principles include taking initiatives to collect valid teacher data, and supporting teachers as they work collaboratively through the evaluation process, are found at the epicenter of transformational leadership (Peterson & Peterson, 2006). I expected to find that teachers would view transformational leadership practices required for effective teacher evaluations. The open-ended questions aided the interviews to collect teacher perceptions of the leadership strategies they found most effective for teacher evaluations.

The expected findings included that teachers would be able to identify transformational leadership skills practiced by their school leader, and then describe how these transformational

skills and practices transfer to an effective teacher evaluation system. As stated by Hoyle (2012) leadership style consists of a leader's general personality, demeanor, and communication patterns in guiding others toward reaching organizational or professional goals. The collaborative practice between a transformational leader and teacher is necessary to identify professional goals, as well as the support and guidance from a transformational school leader for planned teacher improvement.

Prior to beginning the study, I selected a site with a vested interest in the outcome of my study; one of the international schools is interested in adapting new teacher evaluation practices, and the results from this study may impact future decision-making and development of a new school-wide teacher evaluation system.

Ethical issues.

Research ethics issues emerge most saliently at the intersection of design and sampling (Gardner, Haeffele & Vogt, 2012), therefore the research and data collected for this study is from and about people and was kept confidential. Hay and Israel (2006) explained that researchers must protect their research participants, develop a trust with them, promote integrity of research, and guard against misconduct. Prior to conducting the study, I gained permission from the School Principals from the international schools through an invitation letter, which explained the purpose of my study, and how all staff members' data and identities will be protected. Participation in the study was voluntarily, and without pressure or judgment from the school or researcher.

Conflict of interest assessment. The data gathered and analyzed for this study was to add to the discussion in educational research about the affects leadership practices have on effective teacher evaluations. The possible conflict of interest from this study could be from the

schools in which the participants work for, and their possible disapproval of the study's findings. The data collection procedures were used to insure confidentiality of the teacher participants, observed school leaders, and the specific schools in which they work. No identifying names, dates, or personal data was used or shared.

Researcher's position. The results, or feedback provided to teachers during an evaluation process is personal because it directly relates to what they do in their classrooms and schools. The affects that leadership could have on the process are also personal perspectives depending on the experiences teacher have with the process. My own perspective must remain out of the data collection process during the teacher interviews. It is possible that I agreed or disagreed with a participant's understandings, but as a researcher I had to remain neutral and not reveal my possible biases on the topic.

Ethical Issues

The nature of the study was non-invasive for participants, and therefore respect and consideration for privacy was provided. Teachers were invited to participate in the study via email. The study did not disrupt the school staff members' day-to-day activities because staff members could respond to the invitation any time that best suited their schedules. The individual interviews were conducted based on the individual teachers' schedules and availability.

Chapter 3 Summary

Research on teacher evaluation processes, and the different leadership styles impact on the process suggests that effective evaluation process is, in fact, more than an evaluative tool or procedure (Danielson & McGreal, 2000). The professional working relationship between the school leader and the teacher being evaluated is an important factor for effective teacher evaluations. The purpose of this qualitative study was to understand the teacher evaluation

process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. The teacher interviews fulfilled the qualitative research method and provided evidence for the teacher perceived understanding of effective leadership practices that directly link to an effective teacher evaluation process. The large amount of qualitative data provided by the teacher interviews were sorted, selected, and woven into a coherent case study format to answer the research questions regarding teacher perceptions. The benefits of the study's results may lead to organizational change of how school leaders' approach teacher evaluations and to make appropriate policy changes to produce more effective teacher evaluations.

Chapter 4: Data Analysis and Results

Introduction

The purpose of this qualitative study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. Teacher evaluations, as indicated by this case study and literature review, are viewed as a potentially important school-based method for improving teachers' skills and require experienced leaders. The data analysis found in this study engaged fifteen international teachers through interviews to examine their perceptions on their experiences and understandings of teacher evaluation processes, and what role leadership plays in their effectiveness. The following research questions guided the study of teacher perceptions of leadership practices and how those practices provide effective teacher evaluations:

1. What leadership practices do teachers perceive to be the most useful and effective for promoting professional growth as part of a teacher evaluation system?

2. What multiple data sources and combinations of data sources do teachers report best capture teaching effectiveness as part of an effective teacher evaluation?

3. What aspects of teacher evaluation systems performed by school leaders do teachers perceive to be the most effective as part of the evaluation process?

The study utilized a data collection process of teacher audio-recorded interviews and note-taking. The participants were supplied the transcripts of their interview to validate its accuracy. After verification of the transcripts, the transcripts were read individually for identifying themes and coding purposes. Main themes were identified and noted on the transcripts based on the research questions. Subcategories, or common themes found between the transcripts emerged when the all the transcripts were reviewed multiple times. From the three

main categories; Trust, communication, and recognition, there were 6 subcategories that emerged and provided further information in support of the three main categories. The six subcategories included: Trust, communication, self-reflection, recognition, experienced and knowledgeable, and feedback. The data analysis and results provided a better understanding of the participants' experience of leadership practices and how they perceive that these practices impact the effectiveness of teacher evaluations.

Description of the Sample

The sample for this study was 15 educators working and teaching in a privately owned international school in Asia. The teacher participants varied in their level of teaching experience and backgrounds (years teaching), gender, race/ethnicity, and subjects taught. Participants have taught grades 2–4 at the elementary level, history at the secondary level, English as a Second Language (ESL), Resource, music, art, and library at both the elementary and secondary level.

Participant 1 is new to teaching. She was educated in the United States and completed her student-teaching requirement of one semester in public schools in the Chicago suburbs. Additionally, she worked in France as an assistant teacher, which entailed pullout reading help for students. Before moving to Mongolia she worked for 2 years in Mozambique with high school and college level students. Her experiences with teacher evaluation processes included three formal evaluations from her school leader in Mozambique, and two evaluations from her teacher-leader and school leaders in the United States. The formal evaluations she experienced entailed the school leader or teacher leader sitting down with her and having a conversation about the things they have observed in her teaching, and asking her questions about her professional duties; on-time arrival to school, dedication to profession, and rapport with students. She noted that the questions were similar to those during a job interview. These observations and

the feedback were completed at the end of the school year. The feedback included strengths and weaknesses. Additionally, she expressed that self-evaluation during the formal evaluation process was most useful because the feedback from her school leaders were general and couldn't concretely be put into practice.

Participant 2 is originally from the United States. She graduated from university in 1996 and got her first teaching job directly after graduation. She worked with special needs students in the United States before moving overseas and working in a variety of schools in Asia. In her 20 years of teaching provided her with one to two formal evaluations throughout the school year. She explained that the formal evaluation process involved her principal sitting in the back of the classroom to observe her lesson, and the feedback was provided to her within the week after the evaluation was completed. Most of the feedback was provided in both written and oral form. She explained that the feedback was something 'heard' but did not impact her practice, or was not used for instructional improvements. She noted that most of the time her school leaders had little to no experience in special education and therefore they couldn't offer her specific or useful feedback.

Participant 3 is from the United States. She completed 10 years in both public and private schools in Colorado before moving to Mongolia. She has experienced 9 formal evaluations, which included a formal document, or rubric that the school leader followed during the observation. The rubric graded her using a 1-4 scale on a variety of areas such as: organization, attention to detail, or professionalism. This form also included an area for written feedback or comments from the school leader. The form was discussed during a post-observation. She noted that the feedback from the formal evaluations were areas or attributes she already knew about herself as an educator through her own self-reflection.

Participant 4 is also from the United States. He began his teaching career for a university pre-school, and then moved overseas and worked in a high school in Taiwan, grade school in Indonesia, kindergarten in China, grade school in Colombia and Kazakhstan, and kindergarten in Albania before moving to Mongolia. He has not experienced many formal evaluations. He remembered only having two formal evaluations completed, which included the school leader came into his classroom to observe a lesson, take a few notes, and provided some verbal feedback afterwards. No follow-up was provided to see if the feedback provided was 'heard.' He noted that the feedback did not affect his teaching practice.

Participant 5 is originally from Mongolia. She completed her bachelors at a public university in Mongolia. She taught for 1 year at the same university before moving to the United States to complete her Masters degree. She taught three years as a teaching assistant in Illinois as she worked to compete her Doctorate degree. She moved to Chicago after completing her doctoral degree and continued teaching at the university level for eight years. She was also a private tutor during her fifteen years of teaching and was only formally evaluated in the university setting. She noted that the last formal evaluation she has experienced was over 10 years ago, and the feedback provided was minimal. The feedback from her university experiences provided her with specific areas for improvement; however, they were specific areas of need at the time and have not necessarily impacted her career overall.

Participant 6 is originally from the United States. She began her teaching career directly after university when she moved to teach elementary students in South Korea. Her 12 years of teaching have taken her to Bahrain, United Arab Emirates, China, and Mongolia. She has worked with ten different school leaders and experienced formal observations with each school leader. The formal evaluations included a pre-observation conversation, a scheduled observation, and

again post-observation meeting to discuss the feedback from the observation. She noted that the feedback from the school leaders were always trivial suggestions, such as "you could play music in your classroom." From her perspective, they never involved any concrete or specific recommendations to improve her practice.

Participant 7 is from South Africa, and has taught for 15 years. She began her career in South Africa before moving to Bahrain, and then onto Mongolia. The formal observations she has experienced included the school leader observing her lesson and providing feedback afterwards. The feedback provided after the observation was useful for her in terms of how she projected her voice, and tips she acquired on behavior management.

Participant 8 is from United Kingdom. He has been teaching for seven years and has worked internationally for schools in South Korea, China and Mongolia. The formal evaluations he has experienced were pre-arranged and included a pre-observation conversation, the actual observation, and post observation conversation where the school leader provided him with a form with the written feedback and they discussed the observations together. He noted that he appreciated the feedback from the observations, whether or not it directly impacted his practice. He wanted to hear what his school leader observed about him as a teacher.

Participant 9 is from Canada. She began her career in early childhood during her university studies and degree completion. She taught in South Korea as an English teacher before moving to Mongolia. She noted that over her 6-year career she has not received formal evaluation or feedback. She felt that the feedback she has received informally has never directly impacted her practice perhaps because she noted that the feedback has not been explicit about how she can improve as an educator.

Participant 10 is from the United States. He began his career in a public school in Kansas for one school year after graduating from university. He joined the Peace Corp and taught for two years in the Mongolian countryside before joining the international school setting in Mongolia. The formal evaluations he experienced included the school leader observing his classroom for 15 minutes and providing feedback afterwards. He noted that because he is a new teacher that the feedback he was given was 'heard' by him and was used to improve his practice.

Participant 11 is originally from the United States. She began her ten-year teaching career internationally, working for schools in Czech Republic, Japan, Chile, South Korea, Turkey, Saudi Arabia, Tanzania, and Mongolia. She has experience with a variety of age ranges from elementary age students to adult students. She explained that the formal evaluations she has experienced always included a form that listed the qualities the evaluator or school leader were looking for, and that the feedback was provided both orally and in written form. She noted that she liked the "stamp of approval" she felt she received from the formal observations; however, the feedback was usually too general and not specific enough to make real change or improvement to her practice.

Participant 12 is from the United States. She taught all grades kindergarten through grade five for in public schools for one district in California. After semi-retiring she moved to East Timor before teaching in Mongolia for four years. Over her 30+ years of teaching she has experienced many formal evaluations. She noted that the evaluations always included a pre-observation conversation, the observation and post-observation conversation. The feedback was provided both in written and verbal forms, but she explained the most useful feedback always came from the professional conversations she had with her school leaders after the observations.

Participant 13 is from the United Kingdom. She began her three-year teaching career in Mongolia. The few formal evaluations she has experienced included the pre-observation conversation, observation and post-observation conversation process. She noted that the feedback from the formal evaluations was limited and that she wanted specific feedback on how to improve not general, or overall feedback; however, she does consider formal evaluations valuable. She explained, "I think formal observations should definitely be part of an effective evaluation system. I do feel like they have the potential to provide a lot of valuable feedback, and also allows the administrator to get a feel for what's really going on in the classroom." She explained that she must trust the leader providing the feedback to be someone who is knowledgeable in order to 'hear' the feedback to make improvements to her practice.

Participant 14 is from Mongolia and has taught for eight years. She began her career in South Korea teaching English to middle school students. She also tutored in small student groups. She has taught a variety of subjects including math, cooking, and art. She then moved back to Mongolia at the elementary level. She has experienced a few observations in her career. In South Korea she explained that the observations were mostly about how her classroom environment looked or if she was teaching from the assigned text. She was never provided with formal written feedback in South Korea. She has had one formal evaluation in Mongolia, which included the pre-observation conversation, observation, and post-observation conversation. The feedback she was provided was general and did not directly impact her teaching practice.

Participant 15 is from the United States. She has taught for ten years in both South Korea and Mongolia. Her experience with formal evaluations in South Korea were noted as "intense." She explained that the school leader and other teachers would come into her classroom as a group and sit in the back of the room to observe. She noted that she would prepare for these

evaluations over weeks to make sure she was prepared. Students would actually come in during their free periods to 'practice' for the evaluation. She explained that she never received feedback from her Korean school leader. The other formal evaluations she experienced provided very little feedback. Only positive notes were given and did not affect her practice.

Research Methodology and Analysis

The purpose of this qualitative study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. The data collection and analysis of the fifteen teacher in-depth interviews was collected and coded using emerging themes from the answers provided from the teachers. The case study methodology outlined in Chapter 3 was chosen for this study to learn about effective teacher evaluation practices and how leadership impacts the evaluation practices. The research was conducted through interviews with 15 participants who were asked to describe teacher evaluation practices from their viewpoint and experiences. Additionally, they were asked questions about how the school leader impacted or affected the evaluation process, how feedback is best 'heard' and what skills must an effective leader possess. The 6 subcategories from the coded interview data: Trust & Recognition, Communication, and Leadership Personality & Skills are outlined under the 3 main categories, which are based on the study's research questions.

Summary of the Findings

In summarizing case study results, it was found that all 15 participants experienced similar evaluation procedures, regardless of years of experience or teaching location. The participant data is presented in Table 1.

Table 1

Teacher Participants Background Information

Participant	Gender	Number of Years Teaching	Employment Locations	Number of Formal Evaluations	Number of School Leaders
1	F	2	Africa, Asia, America	5	3
2	F	18	Asia, America	8	8
3	F	12	Asia, America	9	6
4	M	10	Asia, South America, America	2	8
5	F	17	Asia, America	1-2	4
6	F	12	Asia, Middle East	10	10
7	F	15	Africa, Middle East, Asia	13	15
8	M	7	Asia	10	6
9	F	6	Asia, Canada	4	5
10	M	4	Asia, America	4	6
11	F	10	Europe, Asia, South America, Africa, Middle East	10	10
12	F	30+	Asia, America	30+	10
13	F	3	Asia	3	3
14	F	8	Asia	8	8
15	F	10	Asia	9	7

Furthermore, all teachers explained the three-stage formal evaluation process, which included a pre-observation conversation with the school leader (either the principal or vice-principal), the classroom observation, and post-observation conversation with leader to review the results. Participant 12 described,

I have had many formal evaluations they are basically all the same: I fill out a sheet a pre-observation sheet and sit down with the administrator to talk about what they are going to see and how does this fit in with my goals and curriculum. Then we set up a time with the administrator for them to come in and watch a lesson, and after that lesson I meet with that person and go over the observation, and I'm also asked my thoughts on how I think I did in the different areas and how I meet the needs of the children

All participants noted that a lack of additional data sources were missing from a typical formal evaluation. Specifically, peer teacher reviews, student data sources, and parent surveys were not part of the evaluation process.

Results from the evaluator's observation were always communicated using some sort of form or formal school document and presented by the school leader during a one-on-one conversation with the participant. These written reports included notes from the school leaders about the individual's strengths and weaknesses. Additionally, both the teachers and school leaders noted that the formal observations lacked authenticity. Marshall (2013) explained that many teachers prepare a glamorized lesson for the pre-arranged evaluation visit and played it safe by not showcasing their more adventurous, risk-taking classroom activities.

All participants mentioned the need for improved communication about the specific feedback provided by the school leader. Furthermore, the participants noted often that the main problem stemmed from their school leader's lack of specific feedback regarding how the teacher could improve. Participants described a sense of frustration about the communication from their school leaders and that they were not provided with resources, professional training options, peer mentoring, or other professional strategies for improvement. The strengths and weaknesses of the

individuals were provided in a general manner and the actual leadership skills exhibited, or guidance from the school's leadership was lacking.

The concept of trust was noted as a most important quality of effective evaluations by each of the participants. With respect to the teachers' role in the evaluation process they have to trust that their leader as a professional to have knowledge and experience to provide effective feedback, trust that their evaluative information will be kept confidential, and trust that they will support the teacher when they require help or guidance. Leaders that provide a supported environment throughout the evaluation process enabled teachers to self-reflect and to be open-minded towards the feedback provided.

Participants in the study also noted the need for professional respect of their school leaders. The respect for a leader is earned by their communication skills, years of experience in the classroom, and their listening skills. When asked whether or not the years of experience a school leader had to be in a similar teaching situation as the participant (i.e., music teacher, classroom teacher, PE teacher, etc.) the response was more general. The leaders did not have to have the same educational experience or specialization as the teacher participant, but the leader was expected to have many years experience in a classroom setting, or 'in the trenches' experience in order for respect to be earned.

As part of the data triangulation I obtained copies of the teacher observation form from the school leaders' from the schools my participants work. These forms were analyzed using the study's three research questions as a focus. For example, one evaluation form, which I have titled, "Form 1," had the observable teaching skills and behaviors listed as "Domains." The domain would have a descriptor such as: Commitment to Students and Students learning, which was followed by 2-5 specific teaching skill or behavior. By comparison, the other form ("Form

2") has the observable skills and behaviors the school leader is looking for listed in the form of a question. For example: Where, when and how does the teacher acknowledge the students entering the classroom? Or How well did the teacher achieve the desired goals? Further down the document, the form asks for the school leader to provide examples of observed behaviors: Describe the relationships within the classroom; provide objective description, not an evaluation of the relationships; or Describe any regular routines or procedures you noticed.

Form 1 also included a checklist of job expectations and/or duties as part of the evaluation form under the heading additional competencies. These included attendance and punctuality, tolerance of frustration, receptiveness to feedback, adaptability and flexibility, and contribution to positive staff morale. Contrastingly, Form 2 simply ends with 'Other notes.' The main comparison between the two documents is that both documents could be used effectively to provide the teachers with effective feedback if the document was used as evidence during one-on-one conversations with the teacher. Both forms were created by the school leaders, which were based on a selection of questions, skills, or ideas from other evaluation documents to fit the leader's needs.

Presentation of the Data and Results

The data collection and analysis procedures for this case study design included the 15 participants' coded interview transcripts on how teacher evaluations are affected by leadership practices. The three research questions provided the main headings to organize the collected data. The coded data from the transcripts addressed the three research questions, and an additional six subcategories (Trust, Parent feedback, Self-reflection, Leadership feedback, Recognition and Experienced and Knowledgeable leaders) were identified as support to the

research questions. The individual participant data is presented in the form of both direct quotes and summaries.

Research question 1: What leadership practices do teachers perceive to be the most useful and effective for promoting professional growth as part of a teacher evaluation system?

Trust. Leaders build the necessary trust through who they are, the actions they take, and how they respond to others. As Participant 7 explained, "Trust [is important] because you go to administration and share certain things, and you share with them because you trust that they will keep it to themselves because you have nobody else to trust, and you hope they won't turn around and use it against you or their own gain. You have to trust people in a leadership position." Trust in the school leadership also applies to what goes on in the classrooms. Participant 10 noted that teachers make mistakes, "but if something happens are you going to be left out to dry, or is your school going to get behind you?" The support provided to teachers from their school leader in times of parent conflict helps to build trust. Participant 10 explained,

> I want to know that if a parent comes after me for a reason that is unfounded, then I want
> to be able to go to this person and say, 'this is happening' and get their support. If I didn't
> trust them then I wouldn't feel very stable

> Additionally, Participant 1 described trust as how the leader is perceived by the school
community.

> A leader should be someone who listens and who teachers feel comfortable approaching
> with problems…trusted with information but also trusted to use this information in a
> positive way to improve the school or community or who will do the best for people in
> general. And when it comes to school administrators so many people have to trust them

the teachers need to trust them and be able to approach them with any situation and trust that they can be resolved. Parents and students need to trust them and be able to come to them with any problems with teachers.

Trust in a leader's ability to provide meaningful and useful feedback is also important. Participant 9 noted that if the school leader does not provide their teachers with feedback it is similar to a lack of trust in their leader's skills. She explained, "when I first started teaching in Mongolia, it was my first year teaching, and because I didn't have much feedback I didn't know what I needed to do to improve, so that really didn't help much in becoming a better teacher." The lack of professional guidance for her as a new teacher became a lack of trust in her school leader and leadership practices.

Trust in one's leader can ease the stress from the evaluation process because the teacher knows that the leader will support and guide them towards improvement. Teachers need to trust that any information they might share about their struggles as a teacher will not be used against them in the evaluation process (Ash & D'Auria, 2013). Participant 10 explained that trust requires a balance, "It doesn't necessarily mean taking your back, but supportive. Support doesn't mean that they are agreeing with you if something [unprofessional] happened, but that they are there for you to create avenues and that for me builds trust knowing that if you make a mistake or if something happens that you have a safety net and that takes time to build." Furthermore, Devos, and Tuytens (2010) explained that it is necessary for teachers to trust their school leader to achieve meaningful teacher evaluations, and that being honest and open about your beliefs as a teacher is only possible if there is a relationship based on trust.

Teachers will be more likely to respect and follow feedback and advice from a leader they trust. Participant 12 stated, "I think trust and respect go together. I think you can disagree,

and there is nothing wrong with that, vehemently in fact, but as long as you do it in a respectful way, both for the teacher and administrator, but you have to respect the job and you have to respect the person [leader]." Teachers will be more likely to react on feedback provided by their school leader if they believe their principal is credible (Devos & Tuytens, 2010).

Communication. During the interviews, teachers discussed the importance of clear communication between school leaders and teachers. The teachers noted that effective communication during teacher observations is crucial for improvement. Participant 5 explained that for evaluations, the teachers have to know where they stand with the school leader, and communication about the necessary expectations will foster improvement. Educators must believe they are safe with the information they share during an evaluation, and the leader listening will not hurt them when they share their vulnerabilities (Ash & D'Auria, 2013). Participant 4 added, "Certainly [leaders] need to communicate clearly and be certain that they are understood. I've noticed a lot of times that they make the assumption that everything is clear and then move on, which can cause problems later on. So, direct, clear communication is number one. Where you get the sense that the leader knows where they are going and know what they want, but also willing to get there with everybody's help. I like to feel that if an idea is not used at least it is heard and considered."

Participant 13 explained that for effective evaluations, "They [leaders] are good communicators and making sure everybody knows what they are doing all of the time. There is never any question of should I have done that? In particular, I want to know how I can improve in that area, yes I know I can improve, but particularly how I can go about that?" She continued and connected effective communication skills to respect,

I suppose all of those things like knowing what you are actually talking about and making

sure that what you are communicating is building towards the respect that you earned [as

a leader]. I mean I don't actually have to like you as a human being but I have to realize

that you're, they are my boss and they know what they are talking about and that there

are efficient at what they are doing would be respect in my eyes.

Effective communication during the teacher evaluation process must be delivered in a

respectful manner. Participants noted that leaders who come across with know it all attitudes

were less trusted to provide meaningful feedback during evaluations. Participant 6 explained that

administrators who are very condescending, or make teachers feel like they are being talked

down to is one of the quickest ways to shut someone down, and become resistant to what that the

leader is trying to communicate.

Additionally, Participant 3 discussed how important it is for leaders to communicate why

or how things are changing. She noted that leaders that are not willing to collaborate or listen to

others' ideas will make it difficult to trust that leader's decisions.

I think as a teacher, as anybody we want to be heard. To diffuse a situation you have to

be heard first. I've been on some places, or situations, or schools where administrators

come to the situation leading. They already know what kind of result they want for

whatever the event or the curriculum issue or whatever it is. At one school, it was we are

going to be teaching boys and girls in different classes. You can tell in a meeting, or

sessions, or whatever, and if an administrator already came in knowing what they want

but asking you to share ideas, it becomes very quickly and apparent that I don't want to

listen. So, here is the thing with that if it is a non-negotiate/mandate then say that, own it

be accountable, don't hide it or put it under a façade of we're all going to participate because it's a team effort but we're going to do it this way – I don't like that.

Participant 7 also discussed the importance of school leaders listening,

For me in the past they only hear what they want to hear. They only listen with half of an ear, or only hear half of the story that has been told. And, they have to listen to get to because the administrator is also a problem solver. If I come to you with a problem you have to be able to solve the problem and you cannot do that if you are not a good listener.

Participant 8 concurred that listening is an important part of communication. He explained, "OK, with approachability it's like projecting the image that you are someone who wants to listen, and connects with openness. You know what's going on a kind of transparency. You don't find yourself second-guessing when things are happening." Participant 15 also noted the importance of clear communication when changes occur,

Why? Why do we have to do it? Why is there no discussion about it? I think I'm a person who likes to discuss things. Okay I have no problem doing that but why can't we discuss it and once they say why their reasoning is then I have no problem with that but I think most people are like that and want to know why? Why is it like that? 'Well it's because it's the Mongolian law' 'oh okay I can understand that I just wanted to know why.

Participant 14 explained the importance of a leader's ability to communicate with the possible different personality types.

I think it would be best if we had a variety of working with different people from different perspectives. Everyone has different ways of teaching and looking at things and if they have that kind of experience [communicating] then they can combine what he or she knows and relate to others and their experiences.

Participant 12 also noted communication skills are needed throughout the whole evaluation process, "As a teacher you have to sit down and formulate your lesson not that you don't do it. You have to write it down 'what is my goal here, what is my purpose?' Where are these kids at, and am I meeting their needs? Or, is this just a lesson to do to impress the administrator? It's how am I connecting with these kids? Are they getting it and are they where they should be? So you have to sit down and make a formal plan, and then you have to sit down with the administrator and talk about this and get some feedback. He or she is going to ask you some questions and I think it's good to go through. I know we as teachers think 'oh my gosh I'm just going to present the best lesson' and that's okay, you know, there are still areas for improvement for everybody and a good administrator will give you the good points and some areas that you need for improvement."

Research Question 2: What multiple data sources and combinations of data sources do teachers report best capture teaching effectiveness as part of an effective teacher evaluation?

Parent, student, and peer feedback for authentic evaluations. Teachers agreed that evaluation data should include student feedback, parent feedback, peer teacher input, teacher's self-reflection, and feedback from both summative and formative evaluations completed by their school leaders. The participants noted that the there should be a variety of data sources included in an effective evaluative process. Participant 3 expressed, "What an effective evaluation system look like is a really good question. The more data collected is better because having all that data helps you look at things from different angles, no one piece of data will qualitatively measure how good a teacher a teacher really is." Ash and D'Auria (2013) explained that when teachers and parents feel that their views and feelings are genuinely respected, and the leader's behavior

81

demonstrates thoughtfulness, care, concern, and regard for the employees, students and parents, it can go a long way in slowing down the erosion of trust in teacher evaluations.

Parent surveys and student feedback as part of the evaluation process was met with hesitation from half of the participants because of the potential biases while the other half of the participants could see its value. Participant 1 noted,

> I think often parent communication and student data leaves more room for bias to come out. Sometimes the teacher has to sit down with the parents and talk in a negative manner with them and the parents could take that of the teacher and provide a negative review and maybe that was necessary for the child.

Participant 2 concurred with potential parent biases; however, she thought it would be better to incorporate some informal parent feedback into teacher evaluations as part of a comprehensive teacher evaluation. She explained,

> I think taking parent feedback would be nice, but again you have to look at everything with a grain of salt too. I do think the best way is for someone to come in a see what [we are doing in the classroom] with their own eyes, and that is what I say to parents that are concerned about what is happening in the classroom. Come in and judge for yourself. I can explain everything that I do and explain the reasoning behind why I do it if someone has a question.

Participant 15 could see the value of adding student reflections to teacher evaluations, "But I do think that even as low as first grade the end of first grade it would be a great idea to give the students surveys to ask how they feel about their teachers like, 'Is your teacher friendly?' or 'does your teacher answer your questions when you ask them?' Simple questions like that would be helpful." Additionally, Participant 6 discussed the importance of adding parent

and student feedback to teacher evaluations. "I would be interested in hearing what parents and students have to say. I know that sometimes they are not the best judges because they also have personal biases and they also have stakes in their own and their child's education, but um I think its helpful for us as teachers to know, you know, these kids hate you so we can begin to question why? What am I doing? I've definitely had classes of kids that we didn't connect and if I had feedback from them then I would know what I can do to make them understand that I do care about them and I do want them to be successful." Participant 3 also discussed the importance of having varied sources of data to include during the evaluative process. She explained,

> Honestly, I would want all of the teachers and all the people I work with to evaluate me and give that to the principal. Whether I see it or not, it would be important. Student feedback. I would love to get student feedback from classes. When I have my own classes I often have an opportunity for students to anonymously fill out a form about what worked well with this unit and what didn't. I think everyone likes getting those spontaneous reactions to things, so it would be nice to get student feedback.

During the interviews, teachers found the use of formal, or traditional classroom observations to be inauthentic. When the teacher already knows when the observation will occur, the lesson observed becomes more of a 'show' compared with an average, everyday lesson. The preparation and effort displayed in these formal, or planned observations do not accurately capture the teacher's abilities. Participant 8 explained,

> I always found with formal observations, one, you know that someone is observing so you're kind of like 'oh, ok , I'm going to be dotting my I's and crossing the T's.' But another thing I always find that it affects the kids. I seem to have a good rapport with my classes and I like that, and I find that with observations they want to make you look good

so they're not themselves, which changes your rapport with them because its all of a sudden not natural.

Participant 4 explained the importance of having informal observations and the possible effective feedback from this experience. He explained,

[Evaluations] don't necessarily have to be planned either. I say that now, but in real life just to come in [even if] I'm having a bad day, and to see me at my worst I will probably get a lot of pointers from that too. I don't want the pop in all the time but just like, "Um, next week I'll be stopping by" something like that so I have a little head's up. I'll try to be on my game but I don't know when it is coming. I think that would be a good way to consistently look at what I'm doing as well.

Participant 5 suggested that effective evaluations should include formal observations completed by peer teachers:

Teaching is something else. If you are a doctor coming in and watching, observing in my class you would think differently than a teacher who is coming in and watching my class. So I would say teacher evaluations, [Peer evaluators] to look at what is unique about me as a teacher, where I am strong and where I can still improve, would be really helpful as well.

Participant 13 agreed that peer observations would provide valuable feedback because teachers in the same grade level, or teachers that have certain strengths could observe and provide more useful comments to support improvement. Although, Participant 13 supported peer-evaluation, she also noted that there would need to be specific guidelines for peer-evaluations.

You would need certain guidelines about how you are going to handle those evaluations and how you are going to handle the feedback. Because I think it is quite scary to have somebody come in and watch you and then turn around and say, "this was a problem and this was a problem" and that can cause tension between colleagues I figure so would need rules and guidelines in what you particularly want that person to look for.

Peer-evaluations could offer new perspectives because they may be more collaborative Participant 15 explained,

Those [peer evaluations] should be more informal like, 'what have you noticed about this teacher's teaching practices that were positive' maybe what are thinking you learned form them after observing that lesson. I think it should be more of positive type statements there could be an area where they could put what areas could they improve on but it should be more focus for the positive aspects. And then being able to discuss it, maybe in a small group, with a facilitator such as a head of department or administrator, but it should be more of a positive atmosphere.

Participants were asked how observations could become more authentic, or natural. The teachers identified a variety of possible methods in response. Participant 10 would prefer the school leader to perform unannounced classroom walk through observations. "Because then you can see what the teacher is really like because if you know it is going to happen then you, no matter how much you tell yourself, it will come off as a show and that's not helpful for either party." This belief was echoed by Participant 13 who explained "I do like the idea of the sort of informal pop-in observations because you get to see things in the sort of natural state. Because nobody is prepared for you to come in and you are seeing things as they are no fancy five day planned lessons." The fancy lesson mentioned by Participant 13 is similar to what Danielson and

McGreal (2000) refer to as a canned lesson. The canned lesson is designed, and practiced, by the teacher to demonstrate all the checklist behaviors the teacher knows their observer will look for during the scheduled observation. This may even be the same lesson that was taught for the past 5 years of observations, and it may be a good lesson, but the school leader is unlikely to learn anything about the teacher that they didn't already know, and the post-observation conversation is unlikely to be professionally rewarding for either the teacher or the school leader.

Self-reflection. Self-reflection is an important part of professional growth and improvement. The participants agreed that effective teacher evaluations require self-reflection. The feedback provided by school leaders needs to be clearly communicated, but for the feedback to be effective the teacher must also take time to listen and process the information provided. Participant 1 described self-reflection as part of a self-evaluation process, which would involve considering questions such as, "What needs to be improved? What are my strengths? Who can help me improve my practice?" Participant 1 further explained, "The fact that I had self-evaluated before, I think it made me a lot more aware of my strengths and really helped me to become more confident and really know those parts about me that other people noticed that I hadn't noticed about myself I really started to get a better idea of what makes a good teacher in the eyes of others."

Participant 14 combined self-reflection with the recognition or type of feedback she received from an evaluator. "I think everybody [teachers] needs a lot of encouragement to go on. If it [feedback] was negative, I can still look into it, like 'what did I do wrong that this person couldn't really see me?' but I can always go back and do self judge or look at it [feedback] a different way." Participant 5 also noted that during the feedback portion of the evaluation, she

listens for ways to improve. "I'm more focused on the things the person observing says needs improvement and those are the areas I would work a little more."

Participant 11 explained that most of the time, her self-reflection matches up with the feedback from her school leader because her evaluations may not be authentic to show her areas for improvement. "But I have never been surprised by any of the information I received or the feedback I was given. You sort of already know what your weaknesses are without being told. And in fact I think more often than not your evaluations are more positive than not. I think you are more self-critical than your evaluators. And then you also tend to be on your best behavior so they don't really see what's going on."

Research Question 3: What aspects of teacher evaluation systems performed by school leaders do teachers perceive to be the most effective as part of the evaluative process?

Leadership feedback. Participants in this study described the importance of feedback for effective evaluations. They defined the evaluation process as a means for professional improvement, but in order to improve, they must first be provided with feedback on their strengths and weaknesses. Participant 12 described how important it is for teachers to be open to suggestions and feedback. They explained that teachers often experience 'tunnel vision' and get caught up in the day-to-day lessons, so to have someone else observe their instruction and identify things that maybe teachers can't see is important for the improvement process. Again, trust was emphasized by Participant 10 when describing the importance of feedback, "I think about it [feedback] but I also would recognize that it was coming from someone who is experienced and has gone through this process before and hopefully it is a person I have had experience and trust with because it is important to have trust." Participant 15 extended the

definition of trust by adding comfortable to the list of how best teachers can receive feedback. She explained,

> Because when you feel comfortable, you can ask for things like, "I'm struggling in this area can you help me?" "I'm having difficulty with this aspect of teaching this students" or approach them various things, because that's what creates a comfortable learning environment for students as well as teachers.

Additionally, some participants indicated that feedback is particularly crucial for those who are new to teaching. Participant 13 added,

> As a new teacher, having that feedback is really important for me. I'm always making sure that I'm not messing up or screwing up so it's nice to have that kind of confirmation of that "yes, you do sort of know what you are doing." Ideally I would think that once I was told what my weaknesses are I can go about improving them. I would then be able to go and speak to other teachers and talk about that topic or aspect and ask, "how are you doing this in your classroom" and using that feedback to sort of play with it in my own classroom and see if it's working for me.

She continued with, "In particular I want to know how I can improve in that [challenging] area, yes I know I can improve, but particularly how I can go about that. Another skill they [leaders] have to be respected by the work that they work for and seen as somebody you can go to with problems."

Participant 9 noted that the lack of quality feedback during her evaluations has led her to believe that she has to seek out her own professional development to improve. She explained,

> I've gotten recently is, "oh that was good [lesson]" like "good job." But there wasn't anything like, "do you know what would really make this even better?" or anything that

would help me build on it. I didn't get any of that feedback, and that could be because it's a new thing, for me, like professional developing, I've had to seek that out myself.

She continued with how the professional development she seeks out on her own looks. "I'll just take it from what I do [self-evaluation] and when I don't feel like something is going well I research it or find other articles of what other people have done that have worked." Marzano and Toth (2013) explained that teacher self-evaluation, which allows teachers to identify their pedagogical strengths and weaknesses could be part of the evaluation process, but that feedback that is skill or practice specific is needed for professional growth.

Sincerity of the feedback and circumstances in which it is provided was important to Participant 4. He explained,

It [feedback] doesn't have to be formal but I do need to know that it is sincere, like of it's a one time deal I will reflect on it. I'm not going to just disregard it, but I'm much more likely to get a lot more out of it [feedback] if they are going to follow through. Like an informal, 'Oh, I noticed this before, how's it going?' If they show more interest in the advice they gave me I'm much more likely to follow up on it as well.

Participant 6 wanted honest feedback for professional growth, which means she needed to provide an authentic representation of her everyday teaching practices. She explained,

I chose the lesson that will show me in the best light, but I didn't spend hours after school preparing so that they only see what I want them to see because I do want feedback and to grow as a teacher and even at my twelfth year I know there is things I can improve in and by shutting off the lights and spotlighting only what I want them to see, I don't feel that I give my self the best opportunity to do that.

Participant 3 considered the importance of feedback in terms of her professional relationships between the members of her school community. She explains,

I will say that administrators have to work with teachers' differently than teachers' work with each other, and I'm kind of in the middle. I'm not a straight teacher and I'm certainly not an administrator, but I'm like something in the middle. I call myself an 'island person.' I think counselors are island people – people who are the only one that does their job in the building they're in. So, I'm kind of in between so I can say that administrators can be helpful and give me feedback on how to work with members of the staff for a faculty that is difficult because they have navigate more different interactions I think, sometimes I've have positive advice or suggestions on how to navigate the mine field of faculty, because as a teacher librarian, I work with students but my first interaction is through a teacher, so I have to build the relationships with my teachers first.

Recognition. Teacher recognition from a school leader for the effort and time they put into their teaching practice was expressed as important by all participants. Their individual preferences for how they would like to be recognized varied. Some of the teachers would prefer a formal, public recognition for their efforts, while others do not want a public display. The school leader observations in this study on the topic of teacher recognition were very different. One of the school leaders understands that the teacher's personality will determine how he or she approaches public or private recognition. Another school leader used greeting cards, or 'thank you' cards to provide recognition. A third reported using whole staff emails to highlight, or recognize staff members that follow directions, completes tasks, or go above and beyond their expected teaching duties.

The participants noted how important recognition from a school leader is for school climate and morale. Participant 10 explained, "I think it helps with the morale [In the school] because it is nice to be recognized, but I also know that being a teacher goes with not being recognized as well. But more importantly I do think that a teacher wants to be recognized as a reflection of their students. That's what gets me to work every day is to have my students perform well. It feels good to be recognized and especially when it comes from your boss." Similarly, when teachers are recognized, or not recognized, by their leaders it directly affects motivation. Participant 1 explained, "If a person doesn't feel important or valued then they don't have the intrinsic motivation to do a good job."

Participant 8 described that often when teachers are performing well they get overlooked. The lack of recognition is telling of certain leadership styles. He explained,

I think there is a lot to be said of leadership when they say, 'good job.' More often than not we talk to the leadership, interact with leadership [only] when we do something wrong. If you are consistently doing everything right you don't hear anything, which depending on your personality can mess with your head. Thinking 'am I doing things right, or am I that terrible?' So being recognized for doing your job the way you are supposed to do your job. That's nice.

Participant 11 explained recognition similarly, "It's kind of nice to get that 'stamp of approval' from your bosses knowing that you're doing the right things and that they are happy with you. It is useful in that you can feel like you can relax in some ways knowing that they think you're doing a good job, at least you hope they do if it's a positive evaluation! And to me because I care that, it kind of eases the fear of, 'am I doing what they want?'"

New skills observed during an evaluation were recognized by Participant 3. She explained,

He [Principal] saw a teacher in me and I didn't know it was there, yes, I wanted to be a librarian and I was one, but librarians are teachers, but I didn't know that I wanted that full emersion into the classroom, like 4 rotations of language arts and reading, but because he saw that in me, I already had an English degree so it was easy to take the test and getting the additional certification, but without him seeing that in me that way and giving me positive feedback, not just on the formal observations, but informally too I don't know if I'd taken that route. It made me realize something in myself that I never – I never grew up thinking I would be a teacher one day, but he saw that in me, so that was one result.

Experienced and knowledgeable leaders. Another significant factor that teachers identified as part of effective evaluations is a school leader having multiple years of teaching experience. The participants recalled that they find it hard to listen to the advice or feedback from an administrator who has little to no classroom experience. Participant 12 shared, "I think they have to have a background in teaching, and being in the classroom. I think it's important for them to know what their teachers are dealing with." Participant 11 also described the importance of an experienced leader. She expects her leader to be knowledgeable of how an effective classroom runs, and when needed how to review and understand current educational practices and educational philosophies, theories, and trends in education to present to the teaching staff. Participant 13 noted how important classroom experience is:

Someone who has been on the 'ground' so if you're talking education someone who has actually been in the classroom and knows the challenges facing teachers on a day-to-day

basis. Having to deal with children with different academic needs and having to deal with

that effectively with a classroom with 20 or more kids and understanding the reality of

that and what are practical ways for assisting all of those children and what's unrealistic.

The participants did not always provide an exact number of years of experience they

expected their leaders to have had, but it was mentioned by two of the participants that leaders

with less than 10 years of teaching experience would not provide effective feedback or

evaluations. Participant 13 explained, "I do think that at least having taught for at least eight to

ten years to provide informed feedback." Participant 2 also noted her concerns for inexperienced

administrators,

What kind of concerns me is the background where they [Leader] are coming from.

Particularly the principals I am thinking of have maybe taught for only one or two years,

so one, the experience worries me a little bit, and there is the joke that you never count

your first year teaching because it's a disaster! So there is always the concern that their

lack of experience in teaching will pour over into the evaluation too.

Additionally, participants noted that leaders with a lack of classroom experience will also

lack the skills needed for effective evaluations. According to Participant 6, if the school leader

has not experienced many of the situations, or issues that his/her teachers are experiencing then

they are unable to provide advice or feedback for dealing with issues or improving. "I think they

need the skills that they are evaluating on if they don't know how to manage a classroom, then

how can they tell me how to manage a classroom?" Participant 15 also noted that the feedback

from a school leader that lacks knowledge or experience is not useful, and they end up "going

through the motions" of an evaluation. She explained,

I vaguely remember the feedback…I went into the principal's office and it started out with things, positive things that I did well, maybe he was answering questions on a sheet he had. I don't remember him saying anything that I could have improved on. It was mostly just positive things and like 10-15 minute session. And then we discussed things like, 'so why did you do this…?' and just talking about the lesson.

Participant 15 was able to expand on why experienced leaders were necessary in the evaluative process and continued with,

Personally for me I will take feedback from an administrator who has teaching experience. And if they have had little to no teaching experience then it is hard for me to really take their feedback. Because being in the classroom with the students is a completely different story. The day to day grind of it and it's the developing of the relationship with the students that, let's say that an administrator comes in to evaluate me and they have a lot of experience and they see a student that is struggling, or maybe their behavior is not good, or there is some kind of situation that happens during that observation. Someone who has taught for many years is going to be like, 'you know what I had a student like that. I get that you are actually doing quite well considering the behavior problems that kid has.' But someone who may not, let's say an admin. that has taught very few years or none are going to come in and be like 'this is what I would do' I can guarantee that most teacher would be like, 'but you've not taught, you have little teaching experience. Who are you to suggest that that was not handled well?'

Participant 3 also explained that to be knowledgeable, the leader must inspire others to want to continue their own studies by modeling this behavior. "I think I admire leaders that are always trying to better their practice. When I see a leader trying to improve their skills, their

94

approach, or their practice, somebody that is always trying to better themselves is going to inspire me to better myself."

Chapter 4 Summary

Teachers recognize the need for an evaluation system, but they too are not convinced that one tool or process will accurately assess what they do, nor will it provide the necessary feedback needed for improvements. Not surprisingly, teachers expressed the importance of a knowledgeable, experienced, and trustworthy school leader for effective evaluations. Communication about what is expected from teachers, and the feedback about how to improve should be combined with teacher self-reflection. Lastly, teachers need recognition from their school leader as a means to support and motivate teachers and this recognition should be part of an effective evaluation process.

Chapter 5: Discussion and Conclusions

Introduction

The purpose of this qualitative study was to understand the teacher evaluation process, and how international teachers perceive the impact of school leadership practices for effective teacher evaluation. Participants in this study shared their perceptions of what effective leadership practices are, and how these practices directly impact evaluations. They were asked what artifacts, surveys, or other data could be part of the evaluation process to effectively evaluate their professional practice. The information provided by the participants has the potential to promote certain leadership practices in schools, and how these practices affect teacher evaluations. The study was important because it provided participants a voice to describe effective leadership practices, and how these practices are part of the evaluative process. This chapter presents a summary of the result; a discussion of the results; a discussion of the results in relation to the literature; limitations; implications of the results for practice, policy, and theory; recommendations for further research; and a conclusion.

Summary of the Results

This study discussed teachers' perceptions of effective leadership practices and how these practices affect teacher evaluations. During the interviews, the teachers all explained their experiences with how a typical or traditional evaluation process works. When asked if this process was effective, they explained that it could be if their school leader possessed the following leadership attributes or practices: communication, feedback, trust, classroom experience, and are knowledgeable on different best practices of teaching.

Because observations were conducted one or two times per year by the school leader, the feedback provided was often 'heard' by the teacher but had little impact on day-to-day teaching

practices because the teacher did not see the relevance. Furthermore, the traditional pre-observation conversation, observation, post-observation conversation cycle left little room for the teacher to discuss with their school on *how* to make changes or improvements. Danielson (2009) says this (process) goes against everything we know about how adults actually learn. For teachers to get anything out of the evaluation process they must be active, reflective participants. Teachers, when speaking of themselves as professionals and their feelings toward the process of evaluation, focus on the complexity of the teaching profession – that it is not just about instruction, and that instruction is not just about one observation. The teacher, as a professional, performs a multitude of functions that not only affect students' lives academically, emotionally, and socially, but also impact the professional lives of their colleagues and climate of the school (Musser, 2013)

Teachers recognize the need and purpose of an evaluation system, and expressed this need and want for feedback during the interviews, but they too are not convinced that one tool or process will accurately assess what they do, nor will one to two observations and post-observation conversation with their school leader provide what's necessary for change. Effective teacher evaluation and development can potentially play a vital role in improving the quality of teaching practices, but there is still much work to be done at both the conceptual and empirical levels, in terms of designing and studying effective strategies to inform teacher evaluation policy and implementation (Looney, 2011).

Discussion of the Results

Through the data analysis of the teacher interview data involving first and second cycle coding, as well as conducting comparisons between the evaluation documents and informal leadership observations the following themes were most salient:

97

1. The leadership practices teachers perceive to be effective was trustworthiness

2. Teachers want their leaders to provide timely and consistent feedback through more observations during the school year

3. School leaders must be knowledgeable if they are to provide effective feedback, which includes many years of classroom teaching experience

Trust. Education in the United States in the 19th century consisted of the one-room schoolhouse, which included one teacher who taught alone and very rarely met with his or her supervisor. Since these teachers were solo practitioners, collegial trust was not a concern (Ash & D'Auria, 2013). Education in the 21st century includes complex student learning needs in diverse educational facilities that often offer multi-cultural and experiential learning. In these environments, trust between faculty members is essential. If the goal is to break down teacher isolation and build a professional collaborative school culture, there must be trust between teachers and school leaders (Ash & D'Auria, 2013). To build a collaborative school culture where all faculty members trust each other to support their professional improvement, the school leader must promote openness for teachers to share ideas and inquiry to improve the level of teaching (McLaughlin & Pfeifer, 1988). Mentorship programs or peer coaching are examples of such openness and professional development. Beerens (2000) explained that the benefits found in the use of peer coaching program in place of a traditional teacher evaluation system had many positive benefits including: increased collegiality, reduced isolation, and continued support between the teachers to support and implement new ideas or practices.

Lengeling (1996) explained that one classroom observation visit does not give a complete idea of the teacher and the performance of that teacher. Trust is required between the teachers

98

and school leaders for open communication about the observation. If trust exists the teachers can discuss openly with their school leader about how to effectively evaluate their skills.

Ash and D'Auria (2013) explained that while trust is a word that is used frequently, there is not often a common understanding of what it means. For this study, trust is multi-faceted, and was described by the participants in a variety of ways. For example, one teacher explained the need to trust their school leader will support them if a parent complaint or issue arises. Another teacher explained trust in terms of feedback to know that the feedback provided during evaluations comes from a qualified, experienced, and knowledgeable educator who understands and can offer effective feedback during the observations. Credibility of the leader's feedback depends on the level of trust between the teacher and school leader (Ahmad & Goolamally, 2014).

Trust is something that must be earned by the school leader. Marshall (2013) noted that when teachers receive compliments or criticisms from their leader during the evaluative process that they often do not trust the feedback. The teacher, instead, thinks, "what does he/she really think of my teaching?" Beerens (2000) explained that once trust has been established between leaders and followers; followers are ready to learn from and together with a leader they respect.

Feedback. All of the participants discussed feedback from their school leader as important. It was noted that the feedback, both negative and positive, is valuable for teachers. One participant noted, "I think formal observations should definitely be part of an effective evaluation system. I do feel like they have the potential to provide a lot of valuable feedback, and also allows the administrator to get a feel for what's really going on in the classroom." Looney (2011) explained the effectiveness of formative teacher evaluation and development depended in

large part on the manner in which feedback was given and on whether teachers had opportunities to discuss teaching methods, and were able to take on new approaches over time.

Teachers also want more frequent observations and feedback from their school leader in order for the evaluations to be effective. The limited number of classroom observations, typically one or two per year, on which school leaders often base their perceptions and decisions about teacher performance are not effective (Marshall, 2009). The limited number of classroom observations could be attributed to the limited time during the school day, week, or months for a school leader to complete consistent classroom observations. The school leaders would often make a plan to observe in classrooms in hopes of gathering more data about their teachers, but the demands on the leadership along with unexpected interruptions were to blame for not conducting more than a few observations in a month.

Knowledgeable and experienced leaders. McLaughlin and Pfeifer (1988) noted that for an individual to recognize a problem or acknowledge a needed change, he or she must first perceive that feedback comes from a respected source with legitimate claims of expertise. Participants in this study explained the importance in their school leader having classroom teaching experience. One teacher explained that she believes a leader should have taught for a significant amount of time, such as 8-10 years was needed in order to give informed feedback. She further explained that this is because the main purpose is for a leader to provide help and support to make improvement in (her) teaching. Another participant explained the need for an experienced leader because,

> Being in the classroom with the students is a completely different story, the day-to-day grind of it and it's the developing of the relationship with the students that let's say that an administrator comes in to evaluate me and they have lots of experience and they see a

student that is struggling, or maybe their (student) behavior is not good, there is some situation that happens during the observation and someone who has taught for many years is going to be like, 'you know what? I had a student like that and I get that you are actually doing quite well considering the behavior problems that kid has

The feelings about an experienced leader were echoed by most of the participants. They want their leader to come into their classroom with realistic expectations, and to provide first-hand feedback for improvement. Two other participants expected their leader to have a minimum of five years of classroom teaching experience in order to provide effective feedback. Marshall (2013) explained there's no better way to build knowledge and skills than to engage in frequent observations and communicate the feedback from the observations with teachers.

The elective subject teachers in the study discussed how they feel like an "island teacher" because their leaders are not often knowledgeable about their subject. However, the feeling of an "island" did not cause them to dismiss feedback from their school leader. Participant 6 explained that,

> As an elective subject teacher the way I mark work is different from most of the core subjects, there are some similarities, but I think it would be helpful to know that they [school leader] have seen my assessment practices and, you know, given me feedback because art, music PE, we are kind of off on our own. I don't know if it's [a leader experienced in teaching her subject matter] to give relevant useful feedback, but I think it's more important to look at it and discuss it [feedback] with the teachers. I want to know that at least it [her teaching] is to be analyzed and that some thought has been given to it.

Participant 8 also discussed how his school leader does not have to have experience in teaching his same subject area in order to 'hear' the feedback.

Because like them or not they are my boss and they are the person who, you know, I'm trusting to be qualified or in the position to assess me. Experience counts for a lot I think. If it is someone I know has been in the business for 30 years and they are in that administrative position, but not necessarily have a Master's of Education, or training certificate [in his subject area], will not be that much of a barrier because I still prefer to get feedback from someone who has had the job longer than I have.

Communication. Teacher evaluations engage fundamental concerns – the value, quality, and effectiveness of the teacher's work, which all must be clearly communicated during the evaluation process (McLaughlin & Pfeifer, 1988). The teachers mentioned the importance of their school leaders' communication skills. Effective communication skills prove a leader's ability to communicate feedback during the evaluation, but more importantly the skill to explain the purpose and need for the teacher evaluations. Teachers are willing to follow their leader if he or she clearly communicates the steps (e.g., pre-observation conversation, observation, and post-observation conversation) and goals (e.g., professional goals setting expectation) needed for effective evaluations. Transformational leaders are intellectually stimulating, expanding the followers' use of their abilities, and provide their followers with support, mentoring, and coaching through effective communication (Bass & Riggio, 2006)

Parent, student, and peer feedback. Danielson and McGreal (2000) explained that often teachers are more knowledgeable about specific grade levels or content areas, discipline, pedagogical approaches, or the developmental characteristics of the students they teach compared to the administrators who evaluate them. The participants in this study agreed that the

feedback from their peer teachers would be a beneficial component to the evaluative process because their fellow teachers could provide specific advice or guidance. That said, not all of the participants were too keen on the idea of peer observation. Many agreed that if they were to have a peer teacher observe and provide feedback on their teaching skills they wanted clear guidelines and forms for communication. They expressed a fear of negative feedback based on personal differences instead of professional strengths and weaknesses. Providing timely and ongoing feedback requires attending to data flow structures, scheduling, meetings that bring data and people together, and creating a system that is firm on goal attainment, but lenient on teachers that need more time to change or improve their skills (Ash & D'Auria, 2013).

Parent surveys and feedback were also viewed as not needed in formal teacher evaluations. Again, the possible personal biases were the reason for not wanting parent feedback. One teacher in particular said he feared that his school leader would hear the negative and biased comments from a parent and that one component would overshadow all of the other positive things he does in his classroom. There were a couple of teachers that noted the benefit of receiving informal parent feedback, both negative and positive to support their professional improvement.

Marzano and Toth (2013) explained that the importance of student surveys and feedback has been widely recognized in the extant literature. The participants in this study concur that student data and feedback is important, but they did not necessarily think it should be a component of their evaluation process. They noted that elementary students could provide feedback on teacher rapport, quality of how ideas are shared, and the classroom environment. The secondary teachers agreed that their students could offer feedback on whether their teacher was approachable, available to help and had effective communication skills; however, both

elementary and secondary level teachers noted that students were not appropriate sources for feedback about how well the curriculum was taught, time management, professional duties, or contract renewal decisions.

Lengeling (1996) explained that student ratings of teachers have been the largest traditional means of evaluation since the early 1920s, and continue to grow in popularity among administrators. The reason for this is the ease of administration to students and scoring and valuable insights are gained about the teacher. Furthermore, students provide helpful information concerning rapport, communication, teacher effectiveness and quality of instruction (Lengeling, 1996). She concluded that students evaluations of teachers can be coupled with a teacher evaluation to provide a broader, more realistic, and more complete idea of how a teacher is performing (Lengeling, 1996). Additionally, Peterson and Peterson (2006) also see the validity and benefit from using student and parent feedback as part of an effective evaluation system. They explained,

> Students and parents can tell us many things (but not everything) about the quality of a teacher's work. Students see the teacher's classroom performance over a long period of time, know their own case of learning very well, have a strong interest in good teaching, and have recently seen other teachers for comparison. Parents see and hear their child's reaction to schooling, observe evidence of subject matter learning, talk over their child's views about the teacher, meet with the teacher at parent conferences, and read report cards and teacher notes or newsletters. It makes sense to be able to systematically include student and parent views in the evaluation of at least some teachers (p.48).

Self-reflection. Stronge (2006 as cited by Devos & Tyutens, 2014) explained that effective teacher evaluation serves a double cause: holding teachers accountable for their actions

in the classroom and helping them improve their classroom practice, both of which could benefit from teacher self-reflection during the evaluative process. Research shared by Devos and Tuytens (2014) showed that individual teacher reflection was an important activity through which the individual can learn in their own surroundings. Danielson and McGreal (2000) explained that teachers tend to know where their areas of strength and relative weakness lie and are keen to bring all areas of their practice to higher levels. If provided with a safe and respectful environment, most teachers will choose to concentrate their efforts in those areas in which they have the greatest need. Therefore, evaluation systems should include opportunities for self-reflection and assessment.

Discussion of the Results in Relation to the Literature

Educators generally concur that even highly formalized evaluation systems do not help teachers, either individually or collectively, to improve their skills (Duke & Stiggins, 1988). The participants agreed with Duke and Stiggins in that formalized evaluations, which generally included one to two observations per year, do not result in substantial change. Despite that, they did argue that the feedback provided by their school leader was important because it provided some idea of how their school leaders felt about their teaching. Teacher evaluations require certain leadership skills and abilities to be implemented during the process to be effective. The specific leadership skills perceived most effective from participants in this study included: communication skills, trustworthiness, and a solid understanding of experience in classroom teaching. Any evaluation and professional growth system must incorporate the best principles of leadership if it is to have a long-term chance of success (Beerens, 2000). The participants also noted that it would be ideal to have a good working relationship with their school leaders, it was not crucial in order to 'hear' the feedback and make changes in their instruction. When leaders

105

can demonstrate respect, competence, personal regard for others, and integrity, others begin to experience trust within their work environment (Ash & D'Auria, 2013).

Teachers and school leaders function best within an environment characterized by mutual support, and by respect and concern for professional growth. Where such an environment exists, teacher evaluation offers greater potential for helping teachers learn to teach better (Duke & Stiggins, 1988). In this environment, the effectiveness and purpose of teacher evaluations should be clearly communicated to teachers (DeMatthews, 2015). However, Bass and Riggio (2006) noted that teachers are an increasingly diverse group, and one leadership style cannot work with them all. It should be noted that transformational leaders help followers develop into leaders by responding to their individual needs, and empowering them by aligning the objectives and goals of the individual follower, the leader, the group and the larger organization (Bass & Riggio, 2006). In terms of evaluation, transformational leadership will set challenging expectations and empower their teachers to self-reflect and goal set for personal and professional development. Transformational leaders are considerate, but they intellectually stimulate and challenge their followers. They are attentive and supportive, but they also inspire and serve as leadership exemplars (Bass & Riggio, 2006).

In the last decade, researchers and school leaders have used student achievement data to quantify teacher performance and thereby measure differences in teacher quality (Whitehurst et al., 2015). The teacher participants in this study did not find that their teaching abilities and overall quality is directly linked to student achievement data. Instead, they noted that peer observations and feedback, student surveys, and parent feedback could be ways to assess their strengths and weaknesses.

Additionally, the structure, frequency, and quality of the classroom observation component in the teacher evaluation process are also important (Whitehurst et al., 2015). The participants' agreed that authentic classroom observations would yield useful information, but that they required more than feedback that consisted of "good job" from their leaders. If the classroom observation component is to be useful, it must be the catalyst for clearly communicated, specific feedback with suggestions for how to improve, or support collaborative conversations to support their professional needs. Darling-Hammond and Lieberman (2012) explained that enabling teachers to continue to grow, learn, and be excited about their work depends on the high quality learning opportunities that enable them to share their expertise in a variety of ways. Teacher evaluations and the feedback between teacher and school leaders provide a learning opportunity and builds trust between teachers and their leaders.

McLaughlin and Pfeifer (1988) explained that teacher involvement is essential for effective teacher evaluations. The participants agreed that their involvement in the process, such as self-reflection before and after the classroom observation, goal setting, observing a peer teacher, or a discussion with their leader, are all important for their own professional growth. Avolio and Bass (1994) noted that transformational leaders develop their followers to the point where followers are able to take on the leadership roles and perform beyond the established goals. Therefore, a transformational school leader will inspire and support the teachers during the evaluation process as active participants in the purpose and goals for the evaluations. Ash and D'Auria (2013) explained that collaboration is a vital aspect of the culture within a vibrant learning environment. They shared that effective collaboration includes a shared vision and vales, solutions sought through open mindedness and communication, continuous improvement based on an evaluation of outcomes, and reflection in order to study the operation and impacts of

actions taken. All of these practices have found to positively affect teacher evaluation processes (DuFour & Eaker, 1998 as cited by Ash & D'Auria, 2013).

Limitations

The structured interviews conducted for this study were the main data source that informed the results. This limited any observable insight into how teachers interacted with their school leaders over a long period of time. Because social phenomena are so enmeshed, it results in the fact that triangulation increases the understanding of human nature in its full complexity (Merriam & Tisdell, 2016). Despite the benefits of triangulation, there are also limitations. The findings from this study, for example, were not calculated in a statistical sense and therefore could be considered less reliable.

Another limitation of this study was that it relied on retrospective reporting. It involved gathering data about teacher evaluation processes that were often experienced many months ago. The participants were asked to recall their evaluative experiences and synthesize these memories with their current understanding of effective leadership practices to inform teacher evaluations. Additionally, specific leadership practices were generally noted in the interviews and perhaps if the participants were provided more time to reflect on the questions concerning specific effective leadership practices or the teacher evaluation processes, the data may have included richer descriptions. The individual interviews were not given a time limit nor where they 'rushed'; however, if perhaps given more time to reflect on the questions at home or outside of the interview session, participants could have provided more details and insights.

Implication of the Results for Practice, Policy, and Theory

Transformational leadership and teacher evaluation theory informed this study, which provided the framework to consider the impact leadership practices have on teacher evaluations.

Teacher perceptions of feedback provided from one to two formal evaluations a year is often

seen as inconsistent and can be viewed with distrust or lack of understanding for the purpose for

the evaluation (McLaughlin & Pfeifer, 1988). To offset the distrust during the evaluation process

requires the leadership skills practiced by transformational leaders. The transformational

leadership skills provide a foundation of trust, which is critical as part of the evaluation process.

Teacher evaluations are professional practice yet are personal for both the teachers and school

leaders, and require certain practices and skills from the leader (Duke & Stiggins, 1988).

Teachers reported that trust in their school leader was crucial for effective evaluation.

The extent to which teachers grow professionally as a result of the teacher evaluation

process depends on the quality and perceived usefulness of the feedback they received (Duke &

Stiggins, 1988). The feedback provided during the evaluation must be clearly communicated, but

more importantly the leader providing the feedback must be considered a trusted, and

knowledgeable person who can provide support for the teacher receiving the feedback. Campbell

(2013) explained, authentic conversations between the teacher and school leader allowed

teachers to implement recommendations from the direct feedback more quickly. Likewise,

Stronge and Tucker (1999) noted that clarity of the message is fundamental to an effective

performance evaluation system. The teachers from this study noted the importance of one-on-one

feedback sessions. Further, the teacher could ask questions about the feedback, and clarify the

recommendations provided by the school leader. The most critical interpersonal link between

the teacher and the school leader occurs when the teacher is provided with information on his or

her performance, and delivered in a sensitive, caring manner (Duke & Stiggins, 1986). The

feedback provided during the evaluation process must be specific and meaningful to the

individual's practice and areas of need. The participants in this study were expressive about the

need for leader's to recognize their areas of strength, but also and more importantly have the capacity to clearly communicate which areas in their pedagogy or skills that need to be improved. Additionally, how to improve these skills should be followed up with the individual in a timely manner to continue the on-going evaluative process.

Recommendations for Further Research

Since the middle of the 20th century, the concept of leadership has been widely researched (Ahmad & Goolamally, 2014). There are copious amounts of research on both teacher evaluations and leadership practices, particularly from that past two decades. The literature has focused primarily on the varied teacher evaluation methods such as mini observations, standards-based teacher evaluation, or value-added models. Similarly, the literature on leadership practices and styles include research on transformational and transactional leaders, as well as studies on effective leadership skills.

Further research of how the different leadership styles impact the evaluation process would help more school leaders to not only identify their particular leader style, but also to inform them on how best to conduct effective evaluations. The future research should include data from international schools so as to inform a larger learning community about how leadership practices affect a transient population of teachers and how this population could benefit from teachers evaluations provided by transformational school leaders.

Conclusion

This research gained a better understanding of what teachers' perceive as effective leadership practices and how these practices link to effective teacher evaluations. The researcher used qualitative research methods to find answers to the three research questions: 1. What leadership practices do teachers perceive to be the most useful and effective for promoting

professional growth as part of a teacher evaluation system? 2. What multiple data sources and combinations of data sources do teachers report best capture teaching effectiveness as part of an effective teacher evaluation? 3. What aspects of teacher evaluation systems performed by school leaders do teachers perceive to be the most effective as part of the evaluation process? The research questions were the focus for the study and data was collected through 15 one-on-one teacher interviews, analysis of the evaluation forms used during evaluations, and observed leadership practices during the data collection process. The interview data was coded and categorized to help identify meaningful themes and concepts to help answer the research questions.

The results of this study show that the 15 participants believed that teacher evaluations are important; however, the frequency of classroom observations should increase to provide both the teacher and school leader the opportunity to glean a better understanding of the teachers' abilities. The feedback provided by the school leader from the observations is best received when the school leader has the traits of an effective leader. The leadership traits most valued by the participants included: An effective leader must be trusted, have effective communication skills, provide recognition and feedback to teachers, and is someone who is knowledgeable on educational practices and trends, and has classroom experience. These implications for leadership practices and how they affect teacher evaluation processes provide recommendations for future research.

References

Ahmad, J. & Goolamally, N. (2014). *Attributes of school leaders towards achieving*

   sustainable leadership: A factor analysis. Journal of Education and Learning, *3(1)*, 122-

   133. Retrieved from http://cupdx.idm.oclc.org/login?url=https://search-proquest-

   com.cupdx.idm.oclc.org/docview/1871587324?accountid=10248

Ash, P. & D'Auria, J. (2013). *School systems that learn: Improving the professional*

   practice, overcoming limitations, and diffusing innovation. Thousand Oaks, CA: Corwin.

Basit, T. N. (2003). *Manual or electronic? the role of coding in qualitative data analysis*.

   Educational Research *45*(2), 143-54.

Bass, B. M., & Avolio, B. J. (1994). Improving organizational effectiveness through

   transformational leadership. Thousand Oaks, CA: Sage.

Bass, B. M., & Riggio, R. E. (1994). *Improving organizational effectiveness through*

   transformational leadership. Thousand Oaks, CA: Sage Publications.

Bass, B.M. & Riggio, R.E (2006). *Transformational leadership*. Mahwah, NJ:

   Lawrence Erlbaum Associates.

Bickman, L., Davis, K. & Hallinger, P. (1996). School context, principal leadership, and student

   reading achievement. The Elementary School Journal, *96(5)*, 527–549.

Burns, J.M. (1978). *Leadership*. New York, NY: Harper and Raw.

Beerens, D. (2000). *Evaluating teachers for growth creating a culture of motivation*

   and learning. Thousand Oaks, CA: Corwin

Campbell, T (2013). *Teacher supervision and evaluation: A case study of*

   administrators' and teachers' perceptions of mini observations (Doctoral dissertation).

   Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/1330365211/fulltextPDF/5734380B8CF74D98PQ/

1?accountid=10248

Catano, N., & Stronge, J. H. (2006). *What are principals expected to do? congruence*

between principal evaluation and performance standards. National Association of

Secondary School Principals. Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/216017023/fulltextPDF/3061087CF0814824PQ/1?

accountid=10248

Coggins, C., & Diffenbaugh, P. (2013). *Teachers with drive*. Educational Leadership,

71(2), 42-45. Retrieved from http://www.ascd.org/publications/educational-

leadership/oct13/vol71/num02/Teachers-with-Drive.aspx

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed*

methods approaches (4th ed.). Los Angeles, CA: Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five*

approaches (3rd ed.). Los Angeles, CA: Sage Publications.

Croft, A. & Goe., L. (2009). *Methods of evaluating teacher effectiveness.*

Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved from

http://www.tqsource.org/publications /RestoPractice_

EvaluatingTeacherEffectiveness. pdf

Danielson, C., (1996). *Enhancing professional practice: A Framework*. Alexandria,

VA: Association for Supervision and Curriculum Development.

Danielson, C (2009). *Talk about teaching*. Thousand Oaks, CA: Corwin Press.

Danielson, C., & McGreal, T. (2000). *Teacher evaluation to enhance professional*

practice. Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement.* New York, NY: Teachers College Press.

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). *Evaluating teacher evaluation*. Phi Delta Kappan,93(6), 8. Retrieved from http://go.galegroup.com.cupdx.idm.oclc.org/ps/retrieve.do?tabID=T002&resultListType= RESULT_LIST&searchResultsType=SingleTab&searchType=AdvancedSearchForm&c urrentPosition=1&docId=GALE%7CA284016616&docType=Article&sort=RELEVAN CE&contentSegment=&prodId=AONE&contentSet=GALE%7CA284016616&searchId =R1&userGroupName=conu&inPS=true

Darling-Hammond, L. & B. Berry (1988). *The evolution of teacher policy*. Santa Monica, CA: Rand.

Darling-Hammond, L. & Lieberman, A. (2012). *Teacher education around the world: Changing policies and practices*. London and New York, NY: Routledge Taylor & Francis Group.

DeMatthews, D. (2015). *Getting teacher evaluation right: What principals need to know.* The Educational Forum, *79(1)*. Retrieved from http://dx.doi.org/10.1080/00131725.2014.971992

Demetriou, D. & Kyriakides, L. (2007). *Introducing a teacher evaluation system based on teacher effectiveness research: An investigation of stakeholders' perceptions.* Journal of Personnel Evaluation in Education, 20(1), 22. Retrieved from http://search.proquest.com /docview/61933256?accountid=10248

Devos, G. & Tuytens, M. (2010). *The influence of school leadership on teachers'*

perception of teacher evaluation policy. Educational Studies, 36(5), 521-536. Retrieved

    from http://search.proquest.com.cupdx.idm.oclc.org/docview

    /762467136?accountid=10248

Devos, G. & Tuytens, M. (2011). *Stimulating professional learning through teacher evaluation:*

    An impossible task for the school leader? Teaching and Teacher Education, 27, 891 –

    899.

Devos, G. & Tuytens, M. (2014). *How to activate teachers through teacher*

    evaluation? School Effectiveness and School Improvement, 25(4), 509-530. Retrieved

    from http://search.proquest.com.cupdx.idm.oclc.org/docview

    /1651858960?accountid=10248

Donaldson, M. (2011). *Principals' approaches to developing teacher quality:*

    Constraints and opportunities in hiring, assigning, evaluating, and developing

    teachers. Center for American Progress. Retrieved from https://files-eric-ed-

    gov.cupdx.idm.oclc.org/fulltext/ED535861.pdf

Duke, D. L., & Stiggins, R. J. (1986). *Teacher evaluation: Five keys to growth.* NEA

    Publications Order Department, West Haven, CT. Retrieved from https://files-eric-ed-

    gov.cupdx.idm.oclc.org/fulltext/ED275069.pdf

Duke, D. L. & Stiggins, R. J. (1988). *The case for commitment to teacher growth: Research on*

    teacher evaluation. New York, NY: State University of New York Press.

Fields, D. L., & Herold, D. M. (1997). *Using the leadership practices inventory to*

    measure transformational and transactional leadership. Educational and Psychological

    Measurement. *57(4)* (Aug. 1997): Sage Publications, Inc.

Fullan, M. (2011), *Change leader: Learning to do what matters most.* San Francisco,

CA: John Wiley & Sons.

Gardner, D. C., Haeffele, L. M., & Vogt, P. W. (2012). *When to use what research design.* Guilford Press. 72 Spring Street, New York, NY 10012. Retrieved from http://cupdx.idm.oclc.org/login?url=http://search.proquest.com. cupdx.idm.oclc.org/docview/1011395543?accountid=10248

Goldrick, L. (2002). *Improving teacher evaluation to improve teaching quality.* National Governors' Association. Retrieved from http://www.nga.org/cda/files/1202IMPROVINGTEACHEVAL.pdf

Hallinger, P. (2005). *Instructional leadership and the school principal: A passing fancy that refuses to fade away*. Taylor & Francis, Philadelphia, PA. Retrieved from http://www.tandfonline.com.cupdx.idm.oclc.org/doi/full/10.1080/15700760500244793?scroll=top&needAccess=true

Hallinger, P. (2011). *Leadership for learning: Lessons from 40 years of empirical research. Journal of Educational Administration, 49*(2), Retrieved from http://dx.doi.org.cupdx.idm.oclc.org/10.1108/09578231111116699

Hallinger, P., Heck, R. H., & Murphy, J. (2014). *Teacher evaluation and school improvement: An analysis of the evidence.* Educational Assessment, Evaluation and Accountability*, 26(1),* 5-28. doi: http://dx.doi.org.cupdx.idm.oclc.org/10.1007/s11092-013-9179-5

Hauserman, C. P., & Stick, S. L. (2013). *The leadership teachers want from principals: Transformational.* Canadian Journal of Education, 36(3), 184-203. Retrieved

116

from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/1540744756/fulltextPDF/1FCCA900044042C5PQ

/1?accountid=10248

Hoyle, J. R. (2012). *Leadership styles*. In F. W. English (Ed.), Encyclopedia of

educational leadership and administration (pp. 595-598).Thousand Oaks, CA: Sage

Publications. Retrieved from http://www.sagepub.com/northouse6e

/study/materials/reference/reference4.1.pdf

Ingvarson, L., & Rowe, K. (2008). *Conceptualising and evaluating teacher quality:*

Substantive and methodological issues. Australian Journal of Education, 52(1), 5-35.

Retrieved from: https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/205858285/fulltextPDF/3C7851CB45A8453BPQ/

1?accountid=10248

Kennedy, M. (2010). *Approaches to annual performance assessment*. In M. M.

Kennedy (Ed.), *Teacher assessment and the quest for teacher quality: A handbook* (pp.

225- 250). San Francisco, CA: Jossey-Bass

Kouzes, J. M. & Posner, B. Z. (2003). *The leadership challenge workbook*. San

Francisco, CA: Jossey-Bass

Kreber, C. (2012). *Critical reflection and transformative learning*. In Edward W.

Taylor & Patricia Cranton (Eds.).The Handbook of Transformative Learning: Theory,

Research, and Practice (323-341). San Francisco, CA: John Wiley &

Sons.

Kumar, M. (2007). *Mixed methodology research design in educational technology*. Alberta

Journal of Educational Research, 53(1), 34-44. Retrieved from

http://cupdx.idm.oclc.org/login?url=http://search.proquest.com.

cupdx.idm.oclc.org/docview/228671961?accountid=10248

Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: ASCD.

Langlois, D. E., & Colarusso, M. R. (1988). *Improving teacher evaluation*. The

Education Digest, *54(3),* 13. Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/201569735/fulltextPDF/DDA3F6B6E04F4954PQ/

1?accountid=10248

Lassiter, C. J. (2012). *The secrets and simple truths of high-performing school

cultures.* Englewood, CO: Lead and Learn Press.

Lengeling, M. M. (1996). *The complexities of evaluating teachers*. Retrieved

from http://cupdx.idm.oclc.org/login?url=https://search-proquest-

com.cupdx.idm.oclc.org/docview/62560592?accountid=10248

Looney, J. (2011). *Developing high-quality teachers: Teacher evaluation for

improvement*. European Journal of Education, 46(4), 440-455. Retrieved from

http://search.proquest.com/docview/964179223?accountid=10248

Marshall, K. (2013). *Rethinking teacher supervision and evaluation: How to work smart,

build collaboration, and close the achievement gap* (2nd ed.). San Francisco, CA: Jossey-

Bass.

Marzano, R. & Toth, M. (2013). *Teacher evaluation that makes a difference*. Virginia:

ASCD.

McLaughlin, M. W., & Pfeifer, R.S. (1988). *Teacher evaluation improvement,

accountability, and effective learning.* New York, NY: Teachers College Press.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass, 1996.

Musser, S. (2013). *From traditional to transformative evaluation promoting teacher excellence through a learning-oriented process*. Retrieved from http: search.proquest.com/docview/1355756349?accountid=10248

Oliva, M., Mathers, C., & Liane, S. (2009). *Effective evaluation*. Principal Leadership, *9(7),* 16-21. Retrieved from http://search.proquest.com/docview/234998866?accountid=10248

Oregon Department of Education. (2013). *Oregon framework for teacher and administrator evaluation and support systems.* Retrieved from http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-framework--for-eval-and-support-systems.pdf

Ovando, M. (2001). *Teachers' perceptions of a learner-centered teacher evaluation system*. Journal of Personnel Evaluation in Education, *15(3),* 213. Retrieved from http://search.proquest.com/docview/201509230?accountid=10248

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Peterson, K. & Peterson, C. (2006). *Effective teacher evaluation a guide for principals.* California: Corwin Press, Sage Publications.

Posavac, E. J. (2011) *Program evaluation: Methods and case studies* Boston, MA: Prentice Hall.

Pritchett, J., Sparks, T. J., & Taylor-Johnson, T. (2010). *An analysis of teacher*

quality, evaluation, professional development and tenure as it relates to student

achievement (Order No. 3437867). Available from ProQuest Education Journals.

(821590306). Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/821590306/fulltextPDF/313AC41FB58E451APQ/

1?accountid=10248

Saldaña, J. (2016). *The coding manual for qualitative researchers.* Los Angeles, CA: Sage

publishing.

Sawchuk, S. (2016). *Teacher Performance Evaluation: Definitions, research, models,*

and more. Education Week. 2016 Editorial Projects in Education, 10 Aug. 2016. Web. 21

Nov. 2016.

Schooley, M. (2010). *Power source*. Power (Reston, VA.). Retrieved from

http://webehost.ezproxy.cu-portland.edu/ehost/delivery?sid=28adb18c-1183-4eec-902e

Sosanya-Tellez, C. (2010). *Transformative teacher evaluation: Self-evaluation for*

high performing teachers (Order No. 3404707). Available from ProQuest Education

Journals. (527837211). Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/527837211/fulltextPDF/81E42D7E86314972PQ/1

?accountid=10248

Stewart, J. (2006). *Transformational leadership: An evolving concept examined*

through the works of Burns, Bass, Avolio, and Leithwood. Canadian Journal of

Educational Administration and Policy, *(54),* 1-29. Retrieved from

http://search.proquest.com.cupdx.idm.oclc.org/docview/61867096?accountid=10248

Stronge, J. H., & Tucker, P. D. (1999). The politics of teacher evaluation: A case

study of new system design and implementation. Journal of Personnel Evaluation in

Education, *13(4),* 339. Retrieved from https://search-proquest-

com.cupdx.idm.oclc.org/eric/docview/201486904/fulltextPDF/9CA11E9ABE2D4347PQ/

1?accountid=10248

Stronge, J. H., & Tucker, P. D. (2000). *Guidelines for linking student achievement to*

teacher evaluation. School Administrator, *57(9)*, 16. Retrieved from

http://search.proquest.com/docview/219217716?accountid=10248

Stronge, J. H., & Tucker, P.D., & Hindman, J. L. (2007). *Principal leadership*, 9(7),

16-21. Retrieved from http://search.proquest.com.docview/234998866? accountid=10248

Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into*

discussions of teacher quality. Retrieved from http://search.proquest.com

/docview/62355408?accountid=10248

Whitehurst, G., Chingos, M., & Lindquist, K. (2015). *Getting classroom*

observations right. The Education Digest, *80(7)*, 20-28. Retrieved from

http://search.proquest.com/docview/1659974876?accountid=10248

Wise, A. E. (1985). *Teacher evaluation: A study of effective practices.* Elementary

School Journal, *86(1),* 61-121. Retrieved from

http://search.proquest.com.cupdx.idm.oclc.org/docview/63300796?accountid=1024

Appendix A: Participant Interview Questions

1. Transformational leadership is defined as leadership that is supportive and seeks to build the organization's capacity, and to support the development of teaching and learning practices (Tuytens & Devos, 2010). Describe any transformational leaders you have worked with and how their leadership style impacted the teacher evaluation process.

2. Transactional leadership is defined as leadership that emphasizes the transactions or exchanges that take place among leaders, colleagues, and followers. The exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. (Bass & Riggio, 2000). Describe any transactional leaders you have worked with and how their leadership style affected the evaluation process.

3. How best do you receive feedback about your teaching skills?

4. What data should be collected (student data, parent feedback, etc.) or checklists, observations, etc. are most useful as part of an effective teacher evaluation system?

5. How do you use the feedback provided on your teacher evaluations?

6. How could teacher evaluations be a collaborative effort between you and your school leader?

7. What skills must an individual possess to be an effective leader?

8. What skills must leaders possess in order to provide effective evaluations?

9. How could evaluation training for school leaders and teachers help the evaluation process?

10. How does your professional relationship (e.g. how often you communicate with you school leader, types of support you receive) with your school leader(s) have any bearing on whether your evaluation are effective?

11. In what ways do negative leadership aspects impact the teacher evaluation process?

Additional Participant Background Questions:

1. How many years have you been teaching?

2. Where have you taught and what types of teaching positions did you have?

3. How many formal/traditional evaluations have you had done before?

4. What does a formal/traditional evaluation look like?

5. How many school leaders/administrators have you worked for?

Appendix B: Observation Form

Date of Observation:
Code for the school administrator:

Focus: Note observations and how this relates to your research questions. Include detail on aspects of the research problem and the theoretical methodology underpinning the research.

Details about geography of the space, relations among persons and objects, activities participants are engaged in, and atmosphere or tone of site.

Focus: Note thoughts and insights from the observation.

Additional thoughts, ideas, questions, and concerns. Include insights about what you have observed and speculate as to why specific phenomenon occurred.

Appendix D: Statement of Original Work

Statement of Original Work

I attest that:

    1. I have read, understood, and complied with all aspects of the Concordia University Portland Academic Integrity Policy during the development and writing of this dissertation.

    2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the Publication Manual of The American Psychological Association

    Digital Signature

    Megan Elaine Geshel

    Name (Typed)

    January 28, 2018

    Date