Elementary Principal and Teacher Perceptions of the Quality and Accuracy of Teacher Evaluation Ratings: A Causal-Comparative Study

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College of Education

Dissertation submitted to the Faculty of the College of Education

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Doctor of Education in Educational Administration

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Abstract

The purpose of this study was to compare perceptions of elementary principals and teachers in the state of Michigan regarding the quality and accuracy of performance evaluation ratings. Since evaluation reforms were enacted in 2011, student achievement has declined in the state. However, 98% of Michigan teachers are rated effective or highly effective on their annual performance evaluations. The sample of 104 principals and 80 teachers in public elementary schools in Michigan completed complementary surveys to measure perceptions of quality and accuracy of annual performance evaluations, as well as the use of teacher evaluations. Survey results indicated a statistically significant difference regarding quality of teacher evaluations, with principals having more positive perceptions than teachers. A general agreement was found between principals and teachers regarding the accuracy of evaluation ratings. Principal's perceptions were generally more favorable than teachers regarding the use of teacher evaluations for recommending professional development, teacher retention, teacher tenure, and teacher dismissal. Although evaluative feedback is used to identify strengths and weaknesses and make recommendations regarding professional development to correct weaknesses, some teachers may feel that this use of evaluation ratings is not appropriate. Findings suggested that teachers also may perceive that evaluation ratings should not be used to make personnel decisions, while principals might have perceived that teacher performance should be an important consideration in making retention decisions regarding a teacher. Further research is needed to determine if middle and high school principals and teachers have similar perceptions.

Keywords: teacher evaluation ratings, evaluative feedback, quality of teacher evaluations, accuracy of teacher evaluations

Dedication

This work is dedicated to my wife Jennie

and to my sons Andrew, Joseph, and Seth.

It was only through their support and by God's marvelous grace

that I was able to finish this race.

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Chapter 1: Introduction

Introduction to the Problem

  With the passing of Public Acts 102 (2011) and 173 (2015), Michigan increased the emphasis of teacher evaluations as an educational reform that was aligned to federal mandates. Prior to these acts, tenured teachers were evaluated every three years and received ratings of either satisfactory or unsatisfactory. As evaluations were district developed, the process lacked consistency across the state. This legislation required that each Michigan school district adopt an evaluation system for teachers that was rigorous and transparent (Michigan Legislature, 2015). Based on this law, teachers are to receive constructive feedback and an annual evaluation of their job performance. Evaluation systems used to measure teacher performance must include standards identified on the district-adopted observation tool, and student assessment data. Evaluations are used to report teacher performance as (a) ineffective, (b) minimally effective, (c) effective, or (d) highly effective, and inform decisions about tenure, promotion, retention, and removal (Michigan Legislature, 2015).

  The importance of principals' feedback to teachers is recognized as a key factor in developing instructional competency and raising student achievement (Donaldson & Papay, 2014; Erickson, 2014; Range, Scherz, Holt, & Young, 2011; Reeves 2010). Principals regard feedback as the most significant objective of the teacher evaluation process (Danielson, 2012; Long, 2011; Marzano, 2012; Range et al., 2011; Young, Range, Hvidston, & Mette, 2015). With teachers receiving comprehensive feedback as part of the evaluation process, the influence of these reforms might be evidenced by an increase in student achievement. However, recent National Assessment of Education Progress (NAEP) results indicated that Michigan ranks

among the bottom 10 states in student growth and last in the nation in proficiency growth (Jacob, 2017).

Development of high quality teachers who support student learning is identified as the primary objective of the teacher evaluation process in Michigan (Michigan Legislature, 2015). The implementation of high quality teacher evaluations is considered an essential tool in providing teachers with important feedback needed to improve practice (Michigan Department of Education, n.d.c). Principals are concerned that efforts to comply with evaluation mandates have taken priority over outcomes, leaving them with insufficient time or training to conduct quality evaluations (Kersten & Israel, 2005; Kirkpatrick, 2010; Sadeghi & Callahan, 2013; Stronge & Tucker, 1999). In contrast to legislative intentions, research on principals and teachers regarding evaluations suggested that the evaluation process was perceived as excessively time intensive, and served the purpose of satisfying bureaucratic accountability rather than improving instruction meaningfully (Kersten & Israel, 2005; Maslow & Kelly, 2012).

Teacher evaluation legislation in Michigan requires principals to conduct at least two observations and provide teachers with feedback within 30 days of the observation (Michigan Department of Education, n.d.c). In addition to these observations, first-year teachers, and those receiving minimally effective or ineffective ratings, are to be given a mid-year progress report. Michigan principals are required to provide each teacher with an end-of- the-year evaluation and a final performance rating. Teachers also are directed to consult with their building principal when developing performance goals and seeking professional development (Michigan Department of Education, n.d.c). Kersten and Israel (2005) found that the evaluation process takes between five and ten hours per teacher per year, while Kowalski and Dolph (2015) found that 96% of principals perceived the amount of time they vested in the process to be excessive.

Considering the comprehensive and time intensive effort of thorough teacher evaluations in Michigan, evidence of effective implementation should be demonstrated in improved instruction and gains in student achievement.

Background, Context, History, and Conceptual Framework for the Problem

The development of observation based performance evaluation tools have been influenced by theories on educational organization, implementation research, and measurement of teaching effectiveness (Darling-Hammond, Wise & Pease, 2013). The principal may have difficulty in evaluating each teacher's unique ability to express his/her collective knowledge to students (Stephens, 1960). The presumption that principals can identify teacher behavior accurately and apply standards to observed phenomenon is supported by rationalistic theory (Darling-Hammond et al., 2013). According to Darling-Hammond et al. (2013), rationalistic theory provides a basis for evaluating teacher performance based on specific curricular objectives and instructional methods. Although the use of standard-based observation tools can guide the evaluator in providing guidance to teachers, the perceived quality of feedback can be diminished when specific instructional elements are synthesized into an overall effectiveness rating (Eisner, 1998).

The use of standards-based teacher evaluation systems can aid principals when delivering feedback (Coggins & Diffenbaugh, 2013; Coggshall, Ott, Behrstock & Lasagna 2010; Darling-Hammond, 2014; Kirkpatrick, 2010; Taylor & Tyler, 2012; Shough, 2010). However, the many facets that comprise teacher effectiveness contribute to difficulties principals encounter when attempting to accurately evaluate teaching (Eisner, 1998; Hill & Grossman, 2013; Papay, 2012; Sawchuk, 2013). Studies suggest that the evaluation process has been influenced by negative

principal disposition, concerns about impact on interpersonal relationships, and doubts about the outcomes (Donaldson, 2013; Kowalski & Dolph, 2015).

The perceived quality of evaluative feedback may be impacted by an array of factors external to the process. Research suggested that hastily implemented reforms may result in principals having inadequate time to receive training to evaluate teachers accurately. The inadequate training can affect confidence in their ability to effectively conduct evaluations (Kersten & Israel, 2005; Kirkpatrick, 2010; Sadeghi & Callahan, 2013; Stronge & Tucker, 1999). However, principals trained on the use of an evaluation observation tool have the same difficulty predicting teacher effectiveness as those who have not been trained (Strong, Gargani, & Hacifazlioglu, 2011). Although confidence in the fidelity of the evaluation process is important (Darling-Hammond, 2009), teachers have negative perceptions about the effectiveness and usefulness of evaluations (Duffett, Farkas, Rotherham & Silva, 2008). Principals have also been found to perceive their feedback as more influential with nontenured teachers, and less impactful with experienced educators (Barton & Shana, 2010).

The accuracy of performance evaluation feedback may be affected by personal views and standards about the evaluation process. Principals have acknowledged that their evaluative practices are sometimes modified to meet perceived needs in their school and influenced by personal opinions about teachers (Louis & Robinson, 2012; Papay, 2012). The accuracy of final evaluation ratings given to teachers may be compromised when principals adapt standards-based observation tools to conform to their personal views (Goe, Bell & Little, 2008; Papay, 2012). The personal views of principals regarding the measurement of teacher quality coupled with 2015 educator effectiveness data that indicated Michigan principals reported that almost all teachers are effective or highly effective, may point to inaccurate feedback ratings that are not

valued by teachers (Moore, 2015). If a link exists between teacher quality and student performance, NAEP results rank Michigan students near the bottom in both student and proficiency growth contradict evaluation results that rate most Michigan teachers as either effective or highly effective (Jacob, 2017).

The teacher evaluation process is time consuming for both principals and teachers. In addition, ratings may not reflect actual teacher performance. The feedback and rating given as part of the teacher evaluation process may not reflect a consensus between the two on the accuracy of the evaluation. Research on the teacher evaluations have focused primarily on the tools used to evaluate teachers, but have not examined principals' and teachers' perceptions of the quality and accuracy of the evaluation process used since the reforms were mandated in 2011 (Michigan Department of Education, n.d.b). This study attempts to fill the gap in the literature on teacher evaluations in Michigan. The perceptions of teachers and principals about the quality and accuracy of evaluative feedback ratings is the focus of the present study.

Statement of the Problem

Since the implementation of the teacher evaluation reforms in the state of Michigan, there appears to be a disconnect between the accuracy of teacher evaluations and student achievement. While 98% of the teachers in the state are rated as either highly effective or effective (Moore, 2015), the students' overall academic achievement has continued to decline (Jacob, 2017). If the accuracy of teacher evaluations is questionable, then the veracity of the quality of the evaluations also is of concern. It is not known to what extent the perceptions of elementary principals and teachers differ regarding the quality and accuracy of teacher evaluation ratings in the State of Michigan. Educational reform requires teacher evaluations as a way to improve student achievement. Teachers who are rated effective or highly effective are expected to be able to

exhibit good classroom management skills, plan and develop lessons, and use research-based instructional strategies. They should be motivated to seek professional development and contribute to district-based initiatives (Danielson, 2007).

Evaluation systems are commonly used to standardize the dissemination of evaluative feedback to teachers, however evidence exists that suggests external factors may influence the credibility of principal feedback to teachers (Goe, Bell & Little, 2008; Papay, 2012). Evaluative feedback that is affected by personal standards or external pressures may contribute to a lack of teacher confidence in the process of identifying and acknowledging effective instruction. Weisberg, Sexton, Mulhern, and Keeling (2009) suggested that an effective teacher is at the nexus of all educational efforts to improve student achievement. Weisberg et al. (2009) proposed that accurately identifying and responding to variations in teacher performance is a longstanding and failed practice among educators. Danielson and McGreal (2000) asserted that most teachers expect to receive high evaluation ratings, regardless of their actual ability. In contrast, principals may struggle with being completely honest in evaluating teacher performance. The tendency for evaluators to assume that all teachers are effective contributes to an environment where excellence goes unrecognized, while teachers are supplied with feedback that provides a skewed picture of their instructional competency (Danielson & McGreal, 2000; Hall, 2015; Weisberg et al., 2009).

Purpose of the Study

The purpose of this quantitative causal-comparative research study is to examine the differences between the perceptions of elementary principals and teachers regarding the quality and accuracy of teacher evaluation ratings in the State of Michigan. An electronic survey adapted from the Tennessee Consortium on Research, Evaluation, and Development (Ehlert, Pepper,

Parsons, Burns, & Springer, 2013) on the teacher evaluation process being used in Michigan was completed by principals and teachers to measure perceptions of the evaluation process. The comparison of principals and teachers indicated how they perceived the evaluation process and where there are differences regarding the quality and accuracy of the evaluation. Analysis of differences in perceptions regarding the quality and accuracy of the outcomes between elementary teachers and principals, can help start a discussion of how to improve the evaluation process.

Research Questions

1. To what extent do perceptions of the quality of teacher evaluation ratings statistically differ between elementary principals and teachers?

2. To what extent do perceptions of the accuracy of teacher evaluation ratings statistically differ between elementary principals and teachers?

Hypotheses

H_{01}: There will be no statistical difference in the perceptions of the quality of teacher evaluation ratings between elementary principals and teachers.

H_1: There will be a statistical difference in the perceptions of the quality of teacher evaluation ratings between elementary principals and teachers.

H_{02}: There will be no statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.

H_2: There will be a statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.

Rationale, Relevance, and Significance of the Study

Teacher evaluations have moved into the forefront of educational reform and have been

the subject of federal and state mandates. However, teacher evaluations are not always perceived

as valued because of concerns regarding the quality and accuracy of the outcomes.

Understanding differences in perceptions regarding the quality and accuracy of the outcomes

between elementary teachers and principals can help start a discussion of where the disconnect is

occurring. School superintendents and central office personnel can use the findings of this study

to develop professional development programs for principals to make sure that the rubric used

for teacher evaluations are being interpreted consistently across the school district. Programs for

teachers can also be developed to help them understand the role of evaluation and what is needed

to become a highly effective teacher. Instructors in colleges of education need to be aware of the

need to provide graduate courses for potential administrators to help them make objective

observations of teacher behaviors in preparing to complete teacher evaluations. Based on the

findings of the present study and other research on teacher evaluations, policies and procedures

associated with teacher evaluations as dictated by the Michigan Department of Education and the

Michigan legislature need to be reviewed and updated.

Definition of Terms

For the purpose of this study on the perceptions of teachers and principals of feedback

provided on evaluation, the following terms are defined as followed:

Quality. "Quality" evaluative feedback is perceived by the recipient as valuable if it helps

to advance new learning possibilities (Hattie & Timperley, 2007). Feedback provided as part of

the evaluation process may not be of sufficient quality to be valued by teachers (Roberge, 2014).

Teachers and principals suggest that the evaluation process is of value when it promotes

development (Marzano, 2012). The perceived quality of teacher evaluations may be affected by the complex factors that comprise good teaching and the fidelity to which the process is carried out (Eisner, 1998; Papay, 2012; Sawchuk, 2013).

Accuracy. "Accuracy" in respect to teacher evaluation ratings refers to judgement of teaching performance that is worthy of confidence and can be consistently replicated (Danielson & McGreal, 2000). Accurate evaluation ratings provide the teacher with a true appraisal of instructional competency and specify areas where growth is needed to improve performance (Danielson, 2016; Hall, 2015; Hill & Grossman, 2013).

Evaluation rating. "Evaluation rating" refers to a final summative evaluation of a teacher by their principal using information obtained throughout the evaluation process (Danielson & McGreal, 2000). In the state of Michigan teacher performance is to be summarized annually into one of four evaluation ratings: (a) ineffective, (b) minimally effective, (c) effective, or (d) highly effective (Michigan Legislature, 2015).

Highly effective. The highest level of proficiency on the Danielson Framework for Teaching (2013) is referred to as "distinguished." Michigan law requires that the most proficient teachers are rated as "highly effective" (Michigan Legislature, 2015). Teachers performing at a highly effective or distinguished level are recognized as leading a community of learners characterized by student ownership of lessons, student initiated improvements to the lesson, self-monitoring of their own learning, and a student-led culture that supports other learners (Danielson, 2013). A highly effective rating is intended to measure the level of teaching performance during a defined period of time and is not a measure of the quality of a teacher (Danielson & McGreal, 2000).

Effective. Teachers performing at an effective level on the Danielson Framework for Teaching (2013) are referred to as "proficient". Michigan law requires that teachers performing at this level are rated as "effective" (Michigan Legislature, 2015).

Minimally effective. Teachers performing at a minimally effective level on the Danielson Framework for Teaching (2013) are referred to as "basic". Michigan law requires that teachers performing at this level are rated as "minimally effective" (Michigan Legislature, 2015).

Ineffective. Teachers performing at an ineffective effective level on the Danielson Framework for Teaching (2013) are referred to as "unsatisfactory". Michigan law requires that teachers performing at this level are rated as "ineffective" (Michigan Legislature, 2015).

Assumptions, Delimitations, and Limitations

Assumptions. The assumptions of this study include the following. Teachers and principals understand the teacher evaluation process used in their schools and were able to complete the survey. The teachers and principals answered the survey honestly as they were assured that the survey was anonymous.

Limitations. The limitations for this study can affect the generalizability of the findings to the larger population. The study is limited to principals and teachers at the elementary level. The findings may not be relevant to principals and teachers in middle and high school. The study is limited to public elementary schools. The findings may not be generalizable to parochial or private schools because the evaluation process and teacher requirements may differ from those used in public elementary schools. The study is limited to principals and teachers in the state of Michigan. Other states may have different requirements or procedures for evaluating their teachers. The study is limited to elementary principals and teachers who have more than one year

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of experience. These participants experienced at least one year of the evaluation process prior to completing the survey.

Delimitations. The study is delimited to principals in public elementary schools that are included in the Michigan Education Directory. The principals asked one or more teachers to complete the teacher survey instrument. The principals and teachers had a minimum of one year in their present building to ensure that they have been involved in at least one evaluation cycle (e.g., observations, feedback, and final evaluation rating). While all principals were asked to complete the survey, those who had less than one year of experience in their schools were eliminated from the data.

Chapter 1 Summary

The teacher evaluation process is intended to provide accurate feedback to that enables teachers to improve their performance. Standards based evaluation systems are commonly used to aid principals in conducting classroom observations and employed as a vehicle to report performance findings to teachers. Michigan teacher evaluation protocols require principals to base their feedback on multiple observations and summarize their findings into an annual performance rating. This research explored the perceptions of elementary teachers and principals in Michigan concerning the evaluative feedback given in the form of annual educator performance evaluation ratings. Teachers' and principals' perceptions of the quality and accuracy of the feedback may have an impact on the efficacy of this practice to improve instruction and student achievement.

An examination of teachers' and principals' perceptions of evaluative feedback may provide clarity on the impact that mandated evaluations has on teaching and learning. The study also investigated how ratings assigned by principals may be influenced by factors external to the

evaluation process and possible impact upon the perceived quality of the process. If educators in

Michigan perceive the evaluative feedback to be of insufficient quality or accuracy, the effort

expended in this process may not achieve intended goals.

Chapter 1 presents the background of the study, problem statement, purpose, and

significance of the study. A comprehensive review of related literature is included in Chapter 2,

along with the theoretical framework. The methods used to collect and analyze the data are

presented in the third chapter, with results of the statistical analyses used to address the research

question and test the hypotheses included in Chapter 4. A discussion of the findings, implications

for practice, and recommendations for further research are presented in Chapter 5.

Chapter 2: Literature Review

Introduction to the Literature Review

The issue of teacher quality has been a centerpiece of efforts to improve education since the 1800s when supervision began to concentrate on feedback to improve instructional competency (Marzano, Frontier, & Livingston, 2011). In response to the 2010 Race to the Top initiative, teacher evaluation reform became a focus and a required component in a competition among states vying for more than $4 billion dollars in federal stimulus funding to support innovation in education (Njuguna, 2010). Reeling in the wake of the recession of 2008, 40 states and the District of Columbia submitted applications for federal grants that called in part for states to align their teacher performance evaluation systems with federal priorities (Howell, 2015).

Race to the Top reforms called for decisions on teacher compensation, promotion, retention, certification, and dismissal to include evaluation results. These reforms were followed by adoption of shared instructional standards, frequent principal observations of teaching, goal setting, and final evaluation conferences (Toch, 2016). Although lauded by politicians as the latest solution to a perceived crisis in public education, the emphasis on evaluative feedback is often received with muted enthusiasm from principals who have been taxed with the responsibility of evaluating their faculty. Teachers are skeptical about having their professional contributions categorized into a performance rubric and summarized into an overall rating (Rentner, Kober, Frizzell, & Ferguson, 2016; Toch, 2016; Winerip, 2011). This purpose of this research study is to explore teachers' and principals' perceptions regarding the quality and accuracy of evaluative feedback given in the form of annual educator performance evaluation ratings.

In 2010, Michigan joined states across the country that applied for federal Race to the Top funds. The stipulation for these funds required revision of state education polices to meet federal requirements to include annual teacher evaluations (Wolfe, 2010). Michigan lawmakers amended Public Act 451 in 2011 to align with federal requirements calling for principals to conduct performance evaluations on teachers using a standards-based evaluation tool and student achievement data to classify them into one of four effectiveness categories: (a) ineffective, (b) minimally effective, (c) effective, or (d) highly effective (Michigan Legislature, 2015).

Performance evaluations in Michigan are conducted by trained evaluators on a research-based evaluation instrument (Michigan Department of Education, n.d.a). Issues such as the excessive time needed to conduct evaluations and insufficient observer training can affect the efficacy of the process (Danielson, 2012; Donaldson & Papay, 2014; Kowalski & Dolph, 2015; Marshall, 2005). A common argument raised when trying to explain elevated or inaccurate evaluation ratings was that there was insufficient training on the part of the evaluators. Upon implementation of more rigorous performance evaluations, school personnel met implementation challenges that may have influenced the fidelity of the process and the quality of feedback (Sawchuk, 2013). Some of the challenges associated with implementation of the new evaluation process involved training evaluators, adding student growth data to the evaluation process, and familiarizing teachers to the new process.

Several years have passed since Race to the Top reforms and in spite of federal, state, and local guidance on performance evaluations, as well as practical application by principals in the field, accuracy of ratings assigned to teachers and quality of this form of feedback remains suspect (Rentner et al., 2016). Considering the recent changes in evaluation requirements in

Michigan and across the nation, current research that includes teachers' and principals' perception of evaluative feedback is limited.

Educational research has affirmed the importance of feedback as a factor in developing instructional competency and raising student achievement (Donaldson & Papay, 2014; Erickson, 2014; Range, Scherz, Holt, & Young, 2011; Reeves 2010). Although Race to the Top reforms reshaped teacher evaluation practices to align with more rigorous federal mandates, most teachers in Michigan are rated either effective or highly effective, with few rated as minimally effective or ineffective (Sawchuk, 2013). Self-reported data from school districts show wide discrepancies, in which some schools reported that all their teachers are highly effective, while other districts indicate that all their teachers are effective (Moore, 2015). These findings raised questions about the accuracy and usefulness of performance evaluation feedback in Michigan, and merit inquiry into possible causes that may factor into the high feedback ratings given by principals and how teachers perceive this feedback.

Feedback is generally believed to play a prominent role in the promotion and development of quality teaching, yet the perceived worth of the feedback to teachers may be influenced by a variety of factors. Typical principal feedback to teachers may summarize their final evaluation rating results and not connect the feedback to opportunities for improvement (Toch, 2016). Papay (2012) found evidence to support the claim that principals use information not found on the evaluation rubric when evaluating teachers. If principals are employing criteria to evaluate teachers that are not found in the evaluation rubric, some effectiveness scores may be based on personal standards, calling the credibility of the feedback into question. Donaldson (2013) also found that effective evaluations were impeded by school cultures that discouraged

critical, yet honest feedback. These factors raise questions about the fidelity with which

evaluation tools are used by principals and the value that teachers place on this type of feedback

Legislative goals concerning teacher evaluations in Michigan were designed with the

intent of improving the performance of state schools by providing regular instructional feedback

that could lead to increased student performance (Michigan Legislature, 2015). In the present

environment, evaluation processes have been developed to measure teacher quality and provide

feedback. These processes have not yet been shown to meet the objective of measuring teacher

quality or developing a skilled workforce of educators (Marzano, 2012). When most teachers are

informed by their principals that they are doing just fine or great, the quality of and accuracy of

this feedback can affect their motivation to improve (Moore, 2015). Feedback resulting in

positive change and improved instruction should be tied to standards, detailed, and focused on

specific learning needs and strategies (Goe, 2013). This research fills a gap in the literature about

perceptions of Michigan principals and teachers regarding that quality and accuracy of teacher

evaluations.

Conceptual Framework

The present research study exploring teacher and principal perception about the quality

and accuracy of performance evaluation ratings is based on a postpositivist worldview. This

approach presumes that a cause and effect relationship exists between quality and accuracy of

teacher evaluations and improvement of teacher quality (Creswell, 2013). As this study focuses

on the quality and accuracy of performance evaluation ratings, a postpositive approach is

appropriate for observing and measuring the reality that exists through an examination of

perceptions of teachers and principals (Creswell, 2013). Furthermore in postpositivist research

(see Figure 1), "a researcher begins with a theory, collects data that either supports or refutes the

theory, and then makes necessary revisions and conducts additional tests" (Creswell, 2013, p. 37).
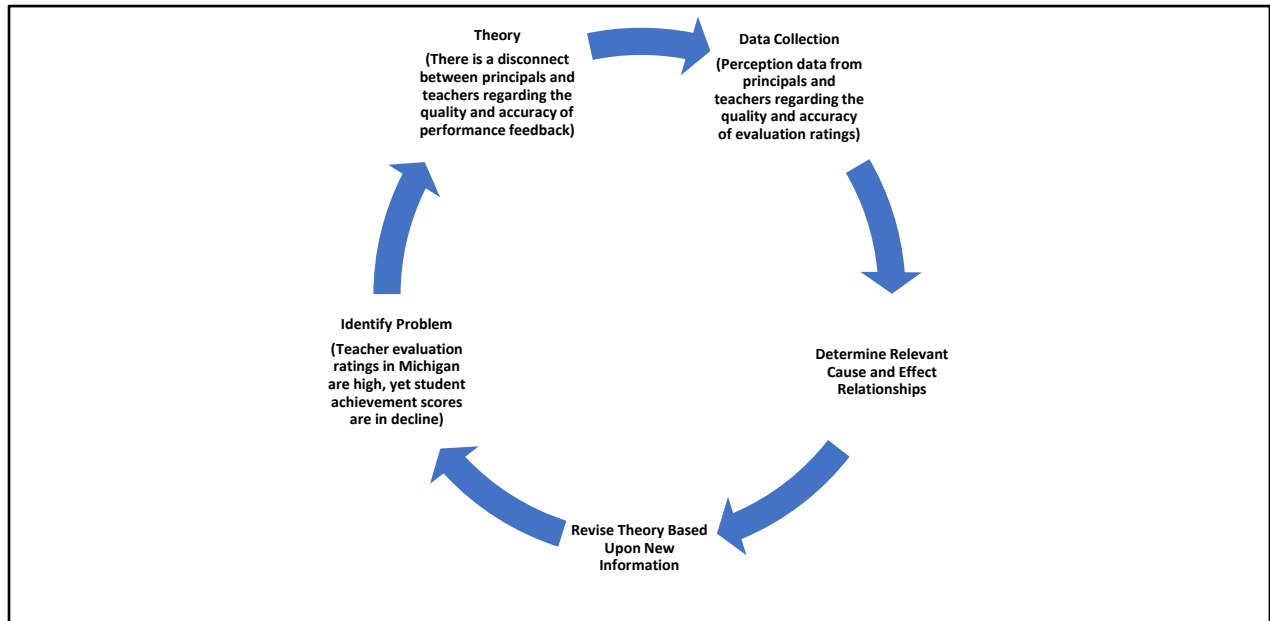
Figure 1. Conceptual Frameworks in Literature and Literature Review Argument (Adapted from Creswell, 2013; Phillips & Burbules, 2000).

Research by Darling-Hammond, Wise, and Pease (2013) suggested that standard observation tools have been shaped and influenced by educational theories on teaching effectiveness, measurement, and organizational and implementation research. The Michigan Department of Education (n.d.b) recommended that districts use tools such as Danielson's Framework for Teaching, the Marzano Teacher Evaluation Model, the Thoughtful Classroom, and the 5 Dimensions of Teaching and Learning. Allowances are made for districts that choose to create their own evaluation instruments; however, the majority of Michigan schools use the Danielson Framework as outlined in Figure 2.
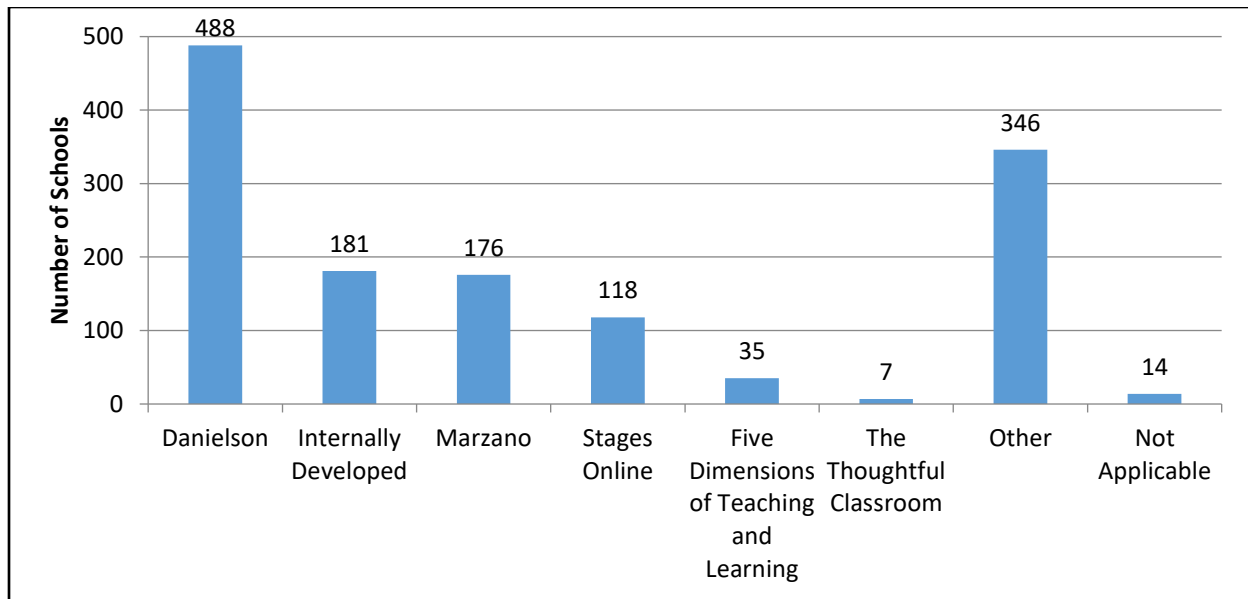
Figure 2. Observation Tools and Frameworks used to Evaluate Instructional practice (Michigan Department of Education, 2014)

Darling-Hammond, et al. (2013) suggested that observation tools have been shaped by specific education theories. The theoretical framework for this research study is based on three educational theories found in the literature: (a) spontaneous theory (Stephens, 1960), (b) rationalistic theory (Darling-Hammond & Wise, 1981), and (c) teaching as an art and craft (Eisner, 1998).

According to Stephens (1960), spontaneous theory, teachers are viewed as central figures in the education process and use the abilities inherent within them to spontaneously express their collected knowledge for the betterment of their students. Strong and Hindman (2006) affirmed the role of effective teaching and propose that students with a more effective teacher can be expected to learn content at an accelerated rate when compared to less effective teachers. With the teacher occupying an influential role in the learning process, principals may have difficulty

accurately capturing a teacher's spontaneous dissemination of knowledge using generic

standards on an observation-based performance tool.

Principal perception of the quality and accuracy of evaluative feedback may be

influenced by rationalistic theory (Darling-Hammond & Wise, 1981). This theory rationalizes

teacher actions through the application of specific objectives and provides guidance on

instructional methods identified to aid in meeting objectives, and evaluates the degree to which

objectives were met (Darling-Hammond & Wise, 1981). Rationalistic theory explains teacher

behavior by referring to standards that are components of tools used to provide feedback to

teachers. Using the evaluation tool as a guide, principals share performance appraisals with

teachers to help them meet instructional goals. Rationalistic theory is a basis for the entire

teacher evaluation process and presumes that the evaluator can apply a standard to observed

phenomenon and accurately assess performance competency (Darling-Hammond & Wise, 1981).

Perceptions of the quality and accuracy of performance evaluation feedback derived from

standards on observation tools may be shaped by the educational theory that presents teaching as

an art and craft. Eisner (1998) argued that efforts to scientifically reduce the whole of teaching

into essential parts and then offer these as prescriptive solutions with the intent of standardizing

teaching is difficult. Eisner (1998) suggested teachers need guidance to enable them to

strengthen their craft, rather than conforming to a prescriptive set of standards. Viewing teaching

as a craft entails a required repertoire of techniques that should be accompanied with knowledge

about applying them (Darling-Hammond, et al., 2013). Evaluating the art of teaching may be

elusive as it calls for application of skills, and teacher ability to depart from traditional practices

and develop new ones (Darling-Hammond, et al., 2013; Eisner, 1998). Creativity and intellectual

risk-taking is necessary to develop new approaches in instruction. A fixed set of standards

commonly found in evaluation tools may not capture important components of effective

teaching, raising questions about the quality and accuracy of performance evaluation ratings.

Review of Research Literature and Methodological Literature

Research on teacher evaluations has been focused on teachers' and principals'

perceptions of the evaluation process related to quality and accuracy. In addition, some research

has examined the use of teacher evaluations to improve student outcomes. The studies reviewed

in this section provide information on qualitative, quantitative, and mixed methods research

designs that explore various aspects of the teacher evaluation process.

A research study by Kersten and Israel (2005) surveyed K-8 principals ($N = 102$) in a

suburban Chicago county to gain insight on building level principals' perceptions of teacher

evaluation tools, time demands, and quality of feedback. Principals in 63 K−8 schools completed

and returned their questionnaires. They were asked to indicate the number of teachers they

evaluated in a year and the amount of time spent completing the process with tenured and non-

tenured staff. Furthermore, the principals were asked to rate the tools they used for evaluations

using a 5-point Likert scale, describe benefits and impediments of the process, and identify

activities that they perceived had the greatest effect on teaching. The researchers found that

principals used the same observation tools with tenured and non-tenured staff, but tended to

forgo preobservation conferences with tenured teachers. Principal responses indicated that

evaluation tools had a limited degree of effectiveness with the evaluation process taking five to

10 hours per teacher each year. Principals indicated that teacher goal setting, structured

observations, and identification of strengths and weakness of non-tenured teachers were benefits

of the evaluation process. However, 87% of the principals identified time, unions, and school

culture were impediments influencing the effectiveness of the teacher evaluation process. These

findings suggested that the evaluation process was influenced by factors external to the evaluation tool used, which could impact the quality and accuracy of feedback. Survey data collected in this study included qualitative responses that could be inconsistent with the quantitative responses.

A study by Weisberg, Sexton, Mulhern and Keeling (2009) of 15,000 teachers and 1,300 principals revealed that more than 99% of teachers were rated satisfactory in districts that used only satisfactory and unsatisfactory ratings. The accuracy of evaluative ratings was questioned due to the high number of teachers receiving a satisfactory rating. Recommendations were offered that central office administrators should provide observer training and adopt comprehensive performance evaluation policies and procedures. The researchers did not ask teachers and principals if they valued feedback that rated almost all as satisfactory, or if they perceived these ratings were an accurate appraisal of teacher performance.

The degree to which principals and teachers perceived the worth of evaluative feedback was explored in a study by Shough (2010). Using a mixed methods explanatory design in an Arizona school district, Shough (2010) analyzed evaluation ratings, rubrics, and surveys. She also conducted focus groups to investigate teacher and principal perceptions of the district-adopted evaluation tool that was designed to comply with federal No Child Left Behind (NCLB) mandates. Novice teachers were more likely than veteran teachers to perceive worth in using evaluation data to develop plans to improve instruction. Principals responded more favorably than teachers concerning use of the standards based evaluation as a means to improve instruction (Shough, 2010). The former evaluation tool measured three levels of proficiency: (a) inadequate, (b) developing, and (c) proficient. The newly adopted evaluation tool was changed to include a fourth category of proficiency (excelling) to distinguish the qualities of a master teacher.

Teachers in this study were uncomfortable with this change as they were accustomed to being scored at the highest level under the previous system.

Examining the perceptions of principals' and teachers' regarding educator evaluations is important in understanding how these systems are being implemented (Tuytens & Devos, 2010). A quantitative study of Flemish educators by Tuytens and Devos (2010) investigated the degree to which principals may influence teacher perception of evaluation policy. Questionnaire responses suggested that teachers' perceptions of the practicality of the evaluation process were influenced by the confidence they had in their principal. These findings suggested that behavioral factors apart from the evaluation tool shaped teachers' attitudes toward the efficacy of the process and quality of the feedback provided by their evaluator.

A descriptive qualitative study by Range, Schertz, Holt, and Young (2011) measured the perceptions and actions of principals concerning their roles in supervising and evaluating teachers. In total, 143 principals representing 48 schools in Wyoming responded to survey that included items regarding their attitudes about supervisory and evaluative approaches used to monitor teachers, their greatest frustrations, and how observations were used to inform feedback. Range et al. (2011) found that Wyoming principals viewed the knowledge of subjects being taught, grade level expectations, and state standards was the driving force influencing instruction in their schools. These principals expressed frustration with the evaluation instrument, time needed to complete the evaluation process, and teacher willingness to change. This study did not explore factors that could impact teacher perceptions of the accuracy of feedback, including the degree to which principals actually use the evaluation tool with fidelity.

Principals' observations of their teachers play an important role as part of the formal evaluation process, yet evidence suggests that these systems are not highly regarded by

principals and teachers. In an experimental study, Strong, Gargani and Hacifazlioglu (2011) found that principals who were trained on the observation tool, as well as those who received no training, were both unable to predict teacher effectiveness correctly. A sample of principals from a variety of backgrounds observed teachers' instructional practices with known effectiveness ratings. The observers were only able to identify the more effective teachers accurately one-third of the time.

A quantitative study by Doerr (2012) provided insight on the degree to which teachers value performance indicators on the evaluation tool based on the Danielson Framework for Teaching. A total of 55 teachers from five public schools in Pennsylvania responded to a Likert survey investigating their perceptions relative to the Danielson framework. Doerr (2012) found that teachers perceived that each of the components on the evaluation tool effectively represented important elements in the process of teaching and learning. Teachers from all grade levels, subject areas, and years of experience believed that elements on the evaluation tool were valid components in measuring effective teaching. While this study demonstrated that teachers had a favorable attitude toward components within the framework, Doerr (2012) did not investigate teacher perceptions of how accurately their principal used the tool in measuring their individual teaching performance. Although the teachers in this study indicated that the domains found within the Danielson framework were valid in measuring teacher performance, these teachers were not asked if these elements should be used to evaluate teacher performance.

In a quantitative study using 2,565 teachers from 153 elementary schools in Israel, Bogler and Nir (2012) found that extrinsic jobs satisfaction is a byproduct of earned professional status and respect. The finding suggested that teachers attached significant importance to the respect they gained from their peers. Intrinsic and extrinsic job satisfaction increased in schools where

teachers' contributions were affirmed. Bogler and Nir (2012) concluded that school leaders have the power to influence their teachers' well-being positively by promoting individual autonomy and status within the community. It was unclear from this study how accurate principal feedback perceived as critical by teachers might influence their intrinsic and extrinsic job satisfaction.

Marzano (2012) surveyed 3,000 educators over a one-year period of time to investigate the degree to which measurement of teacher performance should be the sole purpose of evaluation. Although the respondents did not constitute a representative sample, 76% of the educators surveyed believed that teacher evaluation should be used for both measurement and development, but that development should be the more important purpose. Considerable attention has been placed on the measurement of teacher quality in the state of Michigan and around the country in light of Race to the Top reforms. According to Marzano (2012), teacher development, not measurement, was perceived to be the most important outcome of the evaluation process. If educators believed that teacher development was the primary outcome of the process, energy spent on evaluating and ranking teachers could contribute to skepticism about quality and accuracy of evaluative feedback ratings.

Summative evaluation judgment often is associated with evaluation policy and practice. Maslow and Kelly (2012) focused their study on the quality of feedback provided to teachers throughout the process. Using quantitative methods, the researchers interviewed teachers and principals in a Midwestern school district. Maslow and Kelly (2012) found that evaluative feedback is perceived as meaningful in environments where the organizational culture focused on student learning, teachers and principals shared the belief that effective teaching results in high levels of student learning, and opportunities for teachers to collaborate, as well as a safe and orderly school environment. These findings suggested that teachers' perceptions of the quality of

evaluative feedback are influenced by factors external to the summative evaluation tool that was used by principals.

The response of principals and teachers to external federal and state mandates was investigated in a study by Louis and Robinson (2012). The researchers used teacher and principal survey data and case studies of seven principals in a mixed-methods study to explore how their perceptions of external mandates influenced instructional and leadership behavior. Using existing data from a large mixed-methods study, principals and teachers from 175 schools were sent surveys and site visits were made to 36 of these schools. Findings indicated that external policies may have a positive impact on principal leadership and teacher practice, when those policies were perceived as being in alignment with their existing values (Louis & Robinson, 2012). Mandates that were considered valuable by principals were then shaped to meet the needs of the school. When external mandates were perceived as contradicting personal values or not addressing school priorities, both principals and teachers had more negative attitudes regarding the initiative.

Firestone et al. (2013) conducted an assessment of teachers' and principals' perceptions of the New Jersey teacher evaluation system. A total of 2,496 teachers responded to a survey and reported on their experiences and perceptions of the evaluation process, and principals were surveyed twice (spring-154 respondents, and late summer-134 respondents). Concerning the quality of the evaluation rubrics used to provide useful and accurate feedback to teachers, 74% of principals and 32% of teachers indicated that the rubrics assessed teacher performance accurately (Firestone et al., 2013). The researchers found that 94% of principals felt that they had sufficient knowledge and competencies to provide a quality evaluation of teacher performance. In contrast, 54% of teachers shared the same perceptions of their principals' knowledge and competencies.

Firestone et al. (2013) also reported that principals reported substantial difficulties in completing evaluations because of their other tasks and responsibilities.

The manner in which teachers interpret and react to principal feedback was the focus of a study by Roberge (2014). This qualitative phenomenological design explored perceptions of K−12 teachers ($N = 129$) in a Vermont school district. In regard to principal feedback, 78% of teachers answered that it was an important part of the evaluation process. Teachers indicated that principal favoritism, abuse of the process, and principals' lack of specific classroom experience, negatively influenced how they felt about evaluations. Additionally, 96% of teachers thought that principals should support teachers' ideas, actions, and allow them to use their own judgment when solving problems. Teachers felt that the intent of their principal in conducting evaluations was appropriate, however the majority of the participants did not find their principals' feedback to be valuable (Roberge, 2014). The findings of this study raised questions about how teachers perceive the quality of evaluative feedback.

Boyland, Harvey, Quick and Choi (2014) explored the perceptions of 477 Indiana principals in a quantitative study. The researchers investigated the principals' views on the effectiveness of summative evaluations. Principals identified the use of a teacher effectiveness rubric to be an accurate method for communicating teacher performance when used as a formative practice. The evaluative practices that principals perceived to be the most effective included pre and post observation conferences, informal observations, unannounced observations, scheduled observations, and goal setting conferences (Boyland, Harvey, Quick, & Choi, 2014). Less effective practices included the use of student achievement results as part of the evaluation process and providing teachers with only a narrative summary of their

performance. Overall the principals' surveyed perceived their summative evaluation practices to be highly effective and personally implemented with fidelity (Boyland et al., 2014).

Murphy, Cole, Pike, Ansaldo, and Robinson (2014) examined the perceptions of Indiana teachers and principals concerning their beliefs about teacher evaluation and views regarding confidence in evaluator competencies to conduct evaluations. A total of 1585 teachers and 261 principals responded to the survey. The survey assessed three factors: "1) measuring growth and achievement with validity; 2) accurately judging teaching and learning in an evaluation, and 3) the new evaluation system" (p. 4). Comparison between teachers and principals showed that principals had greater confidence in their ability to conduct effective evaluations, than teachers had of their principal's ability (Murphy et al., 2014). Overall 65% of principals reported that changes in the law improved teacher evaluation in their district, while 19% of teachers shared this view.

A meta-analytic research study by Logan (2014) examined the relationship between principals' ratings of teachers and the influence of teacher performance on student achievement scores. This research included 40 correlations from 28 independent samples of 2,480 teachers and examined the relationship between principal ratings of teachers and student performance. The results suggested a modest relationship between principals' perceptions of teacher performance and student achievement that may be a measure of teacher effectiveness. Logan (2014) concluded that although student achievement was one important measure of teacher performance, findings suggested that principals' ratings were likely influenced by teachers' behaviors and contributions to the school rather than by student performance data alone. Feedback given as part of summative evaluation ratings did not produce significant correlations for teacher self-ratings and principal ratings of teachers.

In an embedded single-case study, Khachatryan (2015) concluded that formative feedback was an important variable in improving teaching performance. Teachers had positive perceptions of feedback that validated and affirmed their teaching practices, yet other feedback was met with skepticism. Khachatryan (2015) found that novice teachers were more likely to ask questions and seek clarification about specific feedback comments, while other more experienced teachers were unsure of what needed to occur to meet a particular standard. Eight percent of teachers had concerns about the accuracy of the feedback comments that they received.

A research study investigated principal dispositions toward a more rigorous form of teacher performance evaluation (Kowalski & Dolph, 2015). This evaluation was adopted in Ohio in response to Race to the Top reforms. A sample of 89 principals in three Southwestern Ohio counties indicated their perceptions regarding educator evaluations were negative. The researchers asserted that principals were concerned with the excessive amount of time needed to implement the new performance evaluation system. Many of the principals were opposed to basing 50% of the evaluation on value-added measures, and the majority of them expressed skepticism about developing individual teacher growth plans using evaluation standards. Most of the principals in this study felt that the evaluation process would not produce positive outcomes in school improvement and principal-teacher relationships (Kowalski & Dolph, 2015). The researchers did not explore the influence of negative principal attitudes on their teachers' perceptions of the process.

Rigby (2015) used qualitative methodology to explore first year principals' perceptions of the teacher evaluation process. Through interviews and observations of six principals, Rigby concluded that the principals received mixed messages about conducting evaluations that

influenced how they conducted evaluations on their campuses. The small sample of six principals helped provide insight regarding their personal experience, yet the sample size limits the application of these findings to other first year principals.

Review of Methodological Issues

Research methodologies assume three basic types: quantitative, qualitative, and mixed methods that combine both qualitative and quantitative (Creswell, 2014). Quantitative research designs are further divided into experimental and nonexperimental, with five types of qualitative research designs (i.e., case study, phenomenological, grounded theory, narrative, and ethnographic) available depending on the purpose of the research being conducted. Mixed methods can assume any combination of the quantitative and qualitative research designs.

Experimental quantitative research designs are used in medical and laboratory research that allows the researcher to have control over most facets of the research (Kerlinger & Lee, 1999; Shadish, Cook & Campbell, 2002). However, in education, experimental research can be difficult because of control issues over the experimental conditions and the participants in the study. Random assignment to treatment and control groups is difficult due to class scheduling. Most research in education is conducted using nonexperimental descriptive or correlational designs that provide information at a specific point in time.

A plethora of nonexperimental quantitative studies in education have been published and are appropriate when investigating phenomenon where the independent variable is not manipulated and participants are not subject to treatment or intervention (Vogt & Johnson, 2016). Quantitative research can be susceptible to reporting problems, misinterpretations, and inaccuracies by the researcher (Henson, Hull, & Williams, 2010). A substantial number of research studies on teacher evaluations in the literature are supported by quantitative

methodology that used survey data to gain insight on the perceptions of principals and teachers (Armstrong, 1988; Bogler & Nir, 2012; Boyland et al., 2014; Doerr, 2012; Fisicaro, 2010; Kersten & Israel, 2005; Kowalski & Dolph, 2015; Logan, 2014; Marzano, 2012; Maslow & Kelly, 2012; Murphy et al., 2014; Strong et al., 2011; Tuytens & Devos, 2010; Weisberg et al., 2009).

Perceptions of principals and teachers concerning educator evaluations were explored by researchers using a qualitative design (Khachatryan, 2015; Range et al., 2011; Rigby, 2015; Roberge, 2014). Qualitative methods provide a means to inquire into the lives of subjects by including the feelings and personal responses of participants (Atkins & Wallace, 2012). The analysis, summary, and interpretation of large amounts of data culled in a qualitative study are a primary concern when using this type of methodology (McMillian, 2012). Qualitative studies include detailed descriptions and comprehensive observational notes that are categorized to understand themes and patterns within the data (Wolcott, 1994). Including qualitative data requires a substantial investment of time and may not include the number of participants needed to represent the spectrum of schools, principals, and teachers adequately. The findings of qualitative studies are limited in regards to implementing appropriate evaluation practices in varied settings. .

Few research studies using mixed-methods designs have been undertaken to gain insight on teachers' and principals' perceptions of the teacher evaluation process (Firestone et al., 2013; Louis & Robinson, 2012; Shough, 2010). According to Johnson and Onwuegbuzie (2004) mixed-methods research designs allow the researcher to select components of both qualitative and quantitative approaches to collect data needed to address the research questions. Mixed-methods research may combine qualitative information (e.g., history, culture, artifacts, and

stories of participants) with quantitative data. A mixed-methods study on teacher evaluation may integrate subjective personal stories of the evaluation process and perceptions of teachers and principals using an objective survey. Mixed-method designs allow the researcher to describe in detail influencing factors, allow participants to provide insight by sharing personal experiences, and explore potential causes that may explain practices. The time-intensive and complex nature of mixed-methods research may present challenges for the researcher when presenting and reporting data (Creswell, 2014). Given recent changes in evaluation procedures influenced by Race to the Top reforms, the quantity of current mixed-methods studies on the perceptions of teachers' and principals' concerning quality and accuracy of evaluative feedback is limited.

Synthesis of Research Findings

The necessity of quality and accurate feedback to support instructional improvement. One of the most frequently cited strategies for improving teachers' instructional practices is regular principal feedback. The literature provides support that principals regard feedback as the most important function of the teacher evaluation process (Danielson, 2012; Long, 2011; Marzano, 2012; Range et al., 2011; Young, Range, Hvidston, & Mette, 2015). Teacher feedback emanates from a variety of sources that can include peer observation, parent and student surveys, and administrative observations; yet feedback is commonly formalized through the teacher evaluation process. The convergence of administrative feedback with rigorous teacher performance evaluation systems has helped standardize instructional elements that comprise quality teaching.

The process of measuring and evaluating teacher quality presents challenges for principals due to the complex array of factors that comprise good teaching (Eisner, 1998; Papay, 2012; Sawchuk, 2013). In response to evaluation reforms, school districts and principals have

been required to focus attention on the assessment of teacher quality. The state of Michigan requires annual evaluations of all teachers, with practical feedback provided on professional practices that comprise good teaching (Michigan Legislature, 2015). As teaching is a profession built on mastery, practitioners must be given frequent and quality feedback based on identified standards (Coggins & Diffenbaugh, 2013; Coggshall, Ott, Behrstock & Lasagna 2010). A preferred method for conducting teacher evaluations uses ongoing evaluation systems that measure instruction, professional contributions, collaboration, and student learning data (Darling-Hammond, 2014).

Evaluation processes commonly involve frequent classroom observations by principals to determine the degree to which sound instruction is occurring, followed by feedback from the observer. Tools, such as the InTASC Model of Core Teaching Standards and Learning Progressions of Teachers (Council of Chief State School Officers, 2013) and Danielson Framework for Teaching (Danielson, 2007), are available to support educators in identifying key attributes of teacher effectiveness. One model in use is the Danielson Framework for Teaching which is structured around four domains that comprise effective teachers, including planning and preparation, instruction, classroom environment, and professional responsibilities (see Table 1).

Table 1

Components of Danielson Framework for Teaching, Danielson (2013)

Domains and Criteria for Effective Teaching	
Domain 1: Planning and Preparation	Domain 2: Classroom Environment
- Demonstrating knowledge of content and pedagogy - Demonstrating knowledge of students - Setting instructional outcomes - Demonstrating knowledge of resources - Designing coherent instruction - Designing student assessment	- Creating an environment of respect and rapport - Establishing a culture for learning - Managing classroom procedures - Managing student behavior - Organizing physical space
Domain 3: Instruction	Domain 4: Professional Responsibilities
- Communicating with students - Using questions and discussion techniques - Engaging students in learning - Using assessment in instruction - Demonstrating flexibility and responsiveness	- Reflecting on teaching - Maintaining accurate records - Communicating with families - Participating in the professional community - Growing and developing professionally - Showing professionalism

Note. Adapted from *The Framework for Teaching: Evaluation Instruments*, Danielson (2013)

Teacher effectiveness and development are closely linked to gains in student achievement (Erickson 2014; Stronge & Hindman, 2006; Weisberg, Sexton, Mulhern, & Keeling, 2009). The research suggested that teachers' performance improves with the use of an evaluation system that is based on articulated standards of performance (Kirkpatrick, 2010; Taylor & Tyler, 2012; Shough, 2010). Shough (2010) found that evaluation tools are effective when they serve as a professional development instrument to communicate feedback to teachers. Although there is strong agreement in the field regarding the merits of feedback and recognition of core teaching standards, substantial variability exists among schools and school districts on reporting evaluation results to teachers (Doerr, 2012; Whitehurst, Chingos & Lindquist, 2015).

The school principal generally is responsible for conducing performance evaluations and plays a key role in shaping the perceived value of the process. A study by Kowalski and Dolph (2015) examining principals' dispositions regarding teacher evaluations found that they had concerns about how the evaluation process could negatively impact principal-teacher relationships. Principals identify the purpose of evaluation as improving instruction and identifying poor teachers, yet more than two-thirds of principals surveyed by Donaldson (2013) felt the process did not regularly accomplish either objective. Given the negative dispositions of principals, the entire process could be compromised. According to Maslow and Kelly (2012), the primary purpose of teacher evaluation is bureaucratic accountability.

Many performance evaluation systems have been mandated by state legislatures, and recognizing the negative disposition that some principals and teachers have regarding the process, questions can be raised regarding the degree to which evaluative feedback actually benefits the primary stakeholders. Danielson (2012) recommended that quality evaluation systems must encourage collaborative conversations and shared learning. Furthermore, Rothwell and Chee (2013) suggested that effective feedback should be given with the intent of benefitting the recipient.

The effect of evaluative feedback can be diminished when evaluation systems are viewed to fall short in providing constructive feedback or being perceived as bureaucratic obstacles that are inefficient in fostering teacher improvement (Kersten & Israel, 2005). Transformational feedback is recognized by the recipient as valuable, and valued by the giver as a means to foster new learning possibilities (Hattie & Timperley, 2007). When principal feedback is viewed by the teacher as constructive and relevant to their professional growth, the potential for application is enhanced (Brookhart, 2008). If current evaluation systems accomplish the mutual need of

teachers and principals to grow in their practices, the body of research should indicate a high

degrees of satisfaction with the process. However research findings often suggest the contrary,

and make references to an array of factors that serve as impediments to the teacher evaluation

process.

Impediments to quality feedback. Elements that are not found on performance

evaluation rubrics (e.g., time constraints, negative perceptions, interpersonal dynamics, and

pressure from unions) could influence the quality of principal feedback. Principals have

expressed concerns that compliance with evaluation mandates has taken priority over outcomes,

leaving them unprepared and short of time and training necessary to conduct quality evaluations

(Kersten & Israel, 2005; Kirkpatrick, 2010; Sadeghi & Callahan, 2013; Stronge & Tucker, 1999).

When given adequate training, the research questions the ability of principals to identify and

predict teacher effectiveness accurately. An experimental study by Strong, Gargani and

Hacifazlioglu (2011) found that principals were unable to correctly predict teacher effectiveness

between those who were trained on the observation tool and those who received no training.

Such results raise doubts about the confidence that stakeholders place in the system and its

usefulness as a means to provide accurate feedback.

Confidence in the process is necessary for evaluation reforms to accomplish the intended

goal of improving instruction and student achievement. Teacher effectiveness initiatives have a

greater likelihood of success if they build confidence in the validly of the observation method

used (Darling-Hammond, 2009). Establishing trust between the evaluator and teacher, as well as

fostering confidence in the evaluation method are necessary factors in developing effective

evaluation systems (Darling-Hammond, 2009; Donaldson, 2013; Erickson, 2014). However,

research suggested that the effectiveness of teacher evaluations is diminished by shared negative

views among principals and teachers (Donaldson, 2013). Duffett et al. (2008) found that 26% of the teachers surveyed perceived that their evaluations were effective and useful. Novice teachers' perceptions of the evaluation process was influenced by principals, and those who felt supported by peers and the principal had favorable opinions of the process (O'Pry & Schumacher, 2012). Labeling teachers according to effectiveness may also influence collegial relationships when principal feedback contradicts teachers' self-perceptions of their classroom performance (Gimbel & Leana, 2013).

Principals expressed concerns that performance evaluations were less effective with experienced teachers, and more suitable to nontenured staff (Barton & Shana, 2010). Studies suggested that teachers' perceptions of feedback was more likely to be positive when it affirmed what they were doing, while feedback that did not offer substantive and practical suggestions for improvement was met with skepticism (Frase, & Streshly, 1994; Khachatryan, 2015). Personal attitudes have a bearing on how evaluative feedback is conveyed and received. Beyond these factors, the literature is incomplete in ascertaining specific reasons that principals may knowingly assign ratings that are not of sufficient accuracy to be aligned with standards on the evaluation tool.

Accuracy of performance evaluation feedback. Different views regarding the merit of the evaluation process and uneven use of standards based tools may have an impact on the quality of feedback provided to teachers. Principals reported that it is difficult for them to separate what they know about a teacher outside of the classroom from their actual instructional practice (Papay, 2012). Louis and Robinson (2012) concluded that principals adapt external mandates to meet the needs of their school when they perceive them to align with their own values and beliefs. Furthermore, there is evidence in the research to suggest that principals may

adapt evaluation instruments and use information external to the tool when assigning final ratings to teachers (Goe, Bell & Little, 2008; Papay, 2012). Feedback given in the form of effectiveness ratings may be inaccurate if principals use personal standards when carrying out the evaluation process. Teacher confidence in the evaluation process may be negatively affected if principals assign performance rankings that include their personal views of quality teaching (Goe, Bell & Little, 2008).

Inflated or inaccurate ratings constitute skewed feedback and may add confusion to the process of identifying and acknowledging effective instruction (Hill & Grossman, 2013). Evidence suggests that since Race to the Top reforms were enacted, principals in Michigan report that a majority of their teachers are effective or higher. In 2015 over 42% of Michigan teachers were rated as effective, and 56% were deemed highly effective on their year-end performance evaluation (Moore, 2015). Weisberg, Sexton, Mulhern, and Keeling (2009) propose that a "Widget Effect" exists that results in all teachers being rated good or great, creating an environment where excellence goes unrecognized. Inaccurate evaluation ratings may supply feedback to teachers that provides a false picture of instructional competency and lack of specificity in areas where improvement is needed (Hall, 2015; Hill & Grossman, 2013). High scores on evaluations have also been attributed to unfamiliarity with the evaluation process and lack of training (Sawchuk, 2013).

Critique of Previous Research

The research questions presented in this dissertation are intended to gauge the perceived quality and accuracy of principal feedback given in the form of performance ratings on annual teacher evaluations. Studies have been undertaken to gain insight about the merit and quality of feedback given to teachers. Roberge (2014) found that the majority of teachers studied perceived

the intentions of their principal to be good when conducting their evaluation, but they did not find the feedback they received to be valuable. The study did not ask teachers if they perceived the feedback to be an accurate assessment of their performance. It remains unclear as to the specific reasons why teachers did not value the administrative feedback, and it is not known how they perceived the evaluation rating they received.

Khachatryan (2015) studied the feedback teachers received from classroom observations and how it was received and found that principals' feedback tended to simply affirm current practices. However the researcher did not explore the impact of evaluative feedback on teacher performance. Given the small sample size of only four teachers and one principal, it is inadvisable to apply these findings on a broader scale.

Michigan law requires teachers to receive annual effectiveness ratings, yet it is unknown how this feedback is perceived by teachers and how it influences job satisfaction and self-perception of worth. Bogler and Nir's (2012) study of teacher perception found a link between organizational support and job satisfaction. However they did not investigate situations where teachers' self-perception of effectiveness may conflict with the feedback given to them by their principal. It unclear if the assignment of a final rating negates item specific feedback provided within a performance evaluation. Bogler and Nir (2012) also did not investigate the role of the principal in promoting teacher status and respect, or how this may influence the accuracy of principal feedback provided to teachers. A survey of principals exploring perception data regarding their influence on teacher job satisfaction, may provide clarity on how interpersonal dynamics between these parties may influence the quality and accuracy of evaluative feedback.

Principals reported that pressure from union groups, time and school culture can influence the feedback that they provide to teachers (Kersten & Israel, 2005). However, the study

did not seek explore how principals may be disposed to provide positive feedback in order to preserve working relationships and promote a positive school culture. Kowalski and Dolph (2015) conducted a study with principals in close geographical proximity in Southwestern Ohio where 96% of principals indicated that the amount of time they devoted to implementing the performance evaluation system was excessive. The limited scope of principals involved in the study and the close geographical proximity of respondents, may impact the fidelity of applying these findings on a larger scale.

Evaluation reforms have the stated claim to improve teaching, yet much debate surrounds the measurement of teachers. Over a one-year period, Marzano (2012) surveyed more than 3000 educators to determine if they regarded the evaluation process as a vehicle to measure teacher performance, or as a practice intended to promote development. Although there were a large number of participants in this study, it is unclear exactly how they were selected or recruited, which may have bearing on the reliability of these findings. Principals surveyed valued development over measurement, yet teachers were not asked what they believed to be the primary purpose of the evaluation process (Marzano, 2012). The inclusion and examination of data from teachers may reveal significant discrepancies between principals and teachers regarding their perceptions of the purpose of performance evaluations.

Researchers have endeavored to identify perceptions of principals and teachers the regarding their attitudes about evaluations. Erickson (2014) sampled five principals, who reported that they were effective in evaluating teachers, while Range et al., (2011) surveyed 293 principals and found positive perceptions about the evaluation models they used. The scope of these studies was limited to principals, and that they were not asked if their perceived self-efficacy about performing evaluations and using the evaluation tool resulted in quality and

accurate feedback. To the contrary when similar questions were posed to teachers, Shough (2010) found that attitudes pertaining to a new standards-based tool were more negative than the earlier one used. Even in cases where instructional performance improved, teachers questioned administrator expertise as evaluators (Shough, 2010). Whether personal attitudes are favorable or not, the literature is unclear as to the specific value that teachers and principals ascribe to final evaluation ratings.

Developing confidence in an evaluation tool is critical in measuring its' impact (Darling-Hammond, 2009). A study of 36 principals and 71 teachers (Grove, 2011) found that teacher experience correlated with teacher efficacy. Grove's (2011) research did not include performance evaluation data, but relied on external factors to determine teacher effectiveness. This raises questions about how principals and teachers ascribe credit for experience based on years of service and not necessarily on performance.

The accuracy of principal feedback may be hindered and account for significant variability among school districts in how they rate teachers if principals apply standards external to an evaluation rubric (Moore, 2015). Whitehurst et al., (2015) suggested that principals may have preconceived ideas about a teacher's effectiveness and if their opinion is positive, observation scores may be higher. Conversely, if impressions of teachers are less favorable, evaluation ratings may be less indicative of teachers' actual performance. Studies by Grove (2011) and Whitehurst et al. (2015) suggested that factors external to those found on an evaluation tool may be applied by principals and influence teacher performance ratings. It remains unclear from the research how the application of outside standards by principals may impact how teachers perceive the quality and accuracy of feedback on their final evaluation ratings.

Chapter 2 Summary

Education reform efforts influenced by Race to the Top requirements have given prominence to the educator evaluation process as a means to improve the quality of teaching (Sadeghi & Callahan, 2013). In order for the teacher evaluation reforms to improve instruction and student learning, it was informative to determine if teachers' perceive performance ratings are accurate and of sufficient quality to improve their professional practice. Prior to Race to the Top most schools evaluated teachers less frequently and it was common to find teachers classified in general categories such as satisfactory or unsatisfactory, with almost all teachers being deemed satisfactory (Weisberg et al., 2009). Current evaluation practices in Michigan require that teachers receive an annual effectiveness ratings. Since evaluation reforms were implemented, observers have highlighted the fact that the vast majority of teachers in the state of Michigan are being rated as effective or higher (Moore, 2015; Sawchuk, 2013).

Commonly used evaluation systems such as the Danielson Framework for Teaching (Danielson, 2013) include an array of standards intended to pinpoint areas where improvement is needed. In the state of Michigan evaluation tools are used in part to rate teachers according to four levels of proficiency: (a) ineffective, (b) minimally effective, (c) effective, or (d) highly effective. Even though her evaluation protocols are in wide use, Danielson (2016) has raised concerns that although the tracking of teacher accountability began with good intention, current practices may have devolved into fulfilling items on a checklist. Present practices requiring principals to rate effectiveness may not adequately measure teacher performance or provide the accurate feedback necessary for teachers to improve instruction (Danielson, 2016).

Legislative reforms in Michigan were intended to improve the performance of schools through the assessment of teaching quality and evaluative feedback (Michigan Legislature,

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2015). Research literature supports the claim that efforts to improve teaching practices is enhanced when teachers receive accurate and quality feedback (Brookhart, 2008; Hattie & Timperley, 2007; Kersten & Israel, 2005; Long, 2011; Marzano, 2012; Range et al., 2011; Young, et al., 2015). Principal feedback regarded as a high leverage strategy to help develop teachers' competency and assist them in raising student achievement (Erickson 2014; Long, 2011; Marzano, 2012; Range et al., 2011; Stronge & Hindman, 2006; Young et al., 2015). With all Michigan teachers presently receiving annual performance evaluation ratings, added research on how this feedback is perceived may provide stakeholders and policymakers with information to improve the process.

Research literature indicates that factors external to the evaluation instruments used may influence principal and teacher perception of the process. Some research points to the possibility that principals use criteria not found on a performance rubric when giving evaluative feedback ratings (Kersten & Israel, 2005; Maslow & Kelly, 2012; Tuytens & Devos; 2010). Principals express frustration and concerns in fulfilling required mandates citing the quality of evaluative feedback, the amount of time required to conduct evaluations, teacher self-perception of their own effectiveness, and the influence of other external factors that may impact the process (Fisicaro, 2010; Kersten & Israel, 2005, Maslow & Kelly, 2012). In like manner, teachers questioned the accuracy of feedback given to them even in instances where they have a good rapport with their principal and when they reported that their intentions were sincere (Rogberge, 2013).

Research specifically investigating the perceptions of principals and teachers regarding the quality and accuracy of evaluation feedback in Michigan can provide insight on the current progress of this effort to improve teaching and learning. Exploring the evaluative practices of

principals may help bring clarity to why teachers in Michigan are being rated so highly and the degree to which teachers' and principals' value the accuracy of these evaluation ratings. The reasons why principals may deviate from standards-based evaluation protocols when assigning evaluation ratings are unclear. Michigan teachers' perceptions of performance evaluation ratings have not been investigated to determine if they find the process sufficient in helping them to enhance their practice.

Chapter 3: Methodology

Introduction

The purpose of this quantitative causal-comparative research study is to examine the differences between the perceptions of elementary principals and teachers regarding the quality and accuracy of teacher evaluation ratings in the State of Michigan. Recent educational reform efforts in the State of Michigan and across the nation have resulted in the expenditure of considerable time and energy on the part of principals and teachers to fulfill evaluative mandates (DeMonte & Pennington, 2014). Since the research is clear that feedback is one of the most powerful strategies to improve both teacher and student performance, it is important that practitioners critically examine current practices to see if in fact they are effectively accomplishing their intended purposes (Donaldson & Papay, 2014; Erickson, 2014; Range, Scherz, Holt, & Young, 2011; Reeves 2010).

This quantitative causal-comparative study provides clarity on perceptions of elementary principals and teachers on the quality and accuracy of teacher evaluation ratings given as part of year-end performance evaluations. As rigorous performance evaluation systems have been in place in the state of Michigan since 2011, it is an opportune time to examine feedback from principals and teachers to gain insight into their perspective about the quality and accuracy of present evaluation practices.

Purpose of the Study

Yearly performance evaluation ratings given by principals to provide feedback to teachers may not be considered accurate or valuable by stakeholders (Hall, 2015; Hill & Grossman, 2013; Roberge, 2014). Although teacher evaluations are expected to be an unbiased assessment of teacher performance for the school year, most teachers are rated either effective or highly effective (Moore, 2015). Few teachers receive poor reviews. Regardless of the evaluation

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tool that is used, evidence suggests that many factors influence evaluative feedback, leading to ratings that raise questions about the accuracy of reported teacher performance (Goe, Bell, & Little, 2008; Louis & Robinson, 2012; Papay, 2012; Sawchuk, 2013; Toch, 2016). The perceptions of accuracy of teacher evaluations may differ between principals who provide the feedback and teachers who are recipients of the feedback. This research explored differences in perceptions of teachers and principals regarding the quality and accuracy of evaluative feedback on annual educator performance evaluation ratings. Investigating how mandated evaluations are valued is important to determine if the process of teacher evaluation contributes to educational reform.

The purpose of this quantitative causal-comparative research study was to compare perceptions of elementary principals and teachers in Michigan on the quality and accuracy of performance evaluation feedback as an educational reform intended to improve teacher practice. The comparison of principals and teachers provided clarity on how they perceive the evaluation process and identified areas where there were differences regarding the quality and accuracy of the evaluation. Differences found in perceptions regarding the quality and accuracy of the outcomes between elementary teachers and principals, can help start a discussion of how to improve the evaluation process.

Research Questions

1. To what extent do perceptions of the quality of teacher evaluation ratings statistically differ between elementary principals and teachers?

2. To what extent do perceptions of the accuracy of teacher evaluation ratings statistically differ between elementary principals and teachers?

Hypotheses

H_1:   There will be no statistical difference in the perceptions of the quality of teacher

evaluation ratings between elementary principals and teachers.

H_1:   There will be a statistical difference in the perceptions of the quality of teacher

evaluation ratings between elementary principals and teachers.

H_2:   There will be no statistical difference in the perceptions of the accuracy of teacher

evaluation ratings between elementary principals and teachers.

H_2:   There will be a statistical difference in the perceptions of the accuracy of teacher

evaluation ratings between elementary principals and teachers.

Research Design

A nonexperimental, quantitative, causal-comparative research design was used in this

study. A survey used by the state of Tennessee to measure principal and teacher perceptions of

the evaluation process as the primary data collection tool was adapted for use in this study. A

nonexperimental quantitative causal-comparative research design is used when attempting to

compare dependent variables (quality and accuracy of teacher evaluations) using two comparison

groups (principals and teachers; Creswell, 2013; Fraenkel & Wallen, 2009; Schenker & Rumrill,

2004). The purpose of the present research was to compare perceptions of elementary principals

and teachers on the quality and accuracy of teacher evaluation ratings. This type of design is

appropriate when the independent variable is not manipulated and no treatment or intervention is

provided to the participants (Vogt & Johnson, 2016). The causal-comparative research design

compares two groups on the phenomenon of interest. In this study, perceptions of elementary

principals and teachers on the quality and accuracy of performance evaluations were compared.

According to researchers (Creswell, 2013; Fraenkel & Wallen, 2009; Schenker & Rumrill,

2004), this type of research design allows the findings from the sample to be generalized to the population of teachers and principals in the state of Michigan.

Qualitative, experimental, quasi-experimental, and correlational researcher designs were considered for this study, but were found to be inappropriate. As a survey was used to collect data needed to address the research questions and test the associated hypotheses, a qualitative research design using a small number of principals and teachers who participated in face-to-face interviews was eliminated from consideration (Creswell, 2013). Experimental and quasi-experimental research designs were considered inappropriate as the independent variable in this study (position as either principal or teacher) cannot be manipulated (Shadish, Cook, & Campbell, 2002). Correlational research designs were not used because the study compared principals' and teachers' perceptions of the quality and accuracy of teacher evaluations and did not examine relationships among the variable (Gay, Mills, & Airasian, 2011). The use of a nonexperimental, quantitative, causal-comparative research design provided the framework for comparing perceptions of principals and teachers regarding the quality and accuracy of teacher evaluations in the state of Michigan (Gay et al., 2011).

Target Population

Two populations, elementary principals and elementary teachers in the state of Michigan, were the focus of this study. Elementary principals included in this study served as the primary teacher evaluator in their schools for at least one year. The elementary teachers included in the study were in their positions for a minimum of one year and received at least one performance evaluation from their administrator.

The sample included elementary principals and elementary teachers in public schools in Michigan. The public elementary schools that employed these participants provided instruction

to students in kindergarten through fifth grade. Principals and teachers in schools with grade

configurations that include at least one of these grades were included in the study. Elementary

teachers who worked in schools that incorporated other grade levels (e.g., K-8, K-12, preK) were

asked to participate, but teachers in PreK and 6th through 12th grade were excluded from the

study. Approximately 1,500 public elementary schools are providing instruction to students in

the state of Michigan. The inclusion criteria to be in the sample is the teacher must be certified to

teach elementary classes in the state of Michigan, must have completed one year of teaching, and

been evaluated at least once. The principals had at least one year of experience in evaluating

teacher performance and were certified as a building administrator by the state of Michigan. A

listserv of elementary principals in the state of Michigan is publicly available through *The*

Michigan Education Directory (2017). This listserv was used to distribute the link to the survey

on Qualtrics to principals in public elementary schools.

Sampling Method

G*Power 3.1 (Faul, Erdfelder, Buchner, & Lang, 2009) was used to determine the

appropriate sample size needed for the study. The null hypotheses was tested using t-tests for two

independent samples. To calculate the appropriate sample size, with an effect size of 0.50, power

of .80, and alpha level of .05, a sample of 64 principals and 64 teachers was needed for the study.

Based on a post hoc test using G*Power 3.1, the sample size of 104 principals and 80 teachers

yielded a power of .92 for the analysis. See Appendix A for graphs of both the a priori and post

hoc tests to determine the needed sample sizes and the power of the final sample at different

power levels.

Instrumentation

The First to the Top Survey (FTTT) was developed by the Tennessee Consortium on

Research, Evaluation, and Development (Ehlert et al., 2013) to measure administrator and

teacher perceptions of the evaluation process in Tennessee (See Appendix B). The survey was

created to examine teachers and administrators experiences with and perceptions of school

improvement efforts including the teacher evaluation process implemented as part of the Race to

the Top federal government initiative. Principals and teachers completed the same electronic

survey, with skip-logic protocols used to branch to items specific to teachers and principals

(Ehlert et al., 2013). The survey was adapted from the Schools and Staffing Survey developed by

National Center for Education Statistics (NCES, n.d.). This survey has been used to measure

general conditions of schools seven times starting in 1987 and continuing through 2011.

The FTTT Survey was adapted with permission of Ehlert et al. (2013) for use in Michigan. Two

complementary surveys (Teacher Survey Instrument and Administrator Survey; See Appendix C

for adapted surveys) were used to collect and analyze the data needed to address the research

questions and test the associated hypotheses. The principals' and teachers' surveys were divided

into three sections: demographic questionnaire, 23 items measuring the accuracy (8 items: 1, 4,

5, 6, 7, 8, 11, 18) and quality (15 items: 2, 3, 9, 10, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23) of

teacher evaluations, and six items to determine the general usefulness of teacher evaluations. The

items on each survey were specific to the respondent type, principal or teacher.

The changes to the survey involved removing references to Tennessee, the state where

the FTTT had been developed. While the survey items were made specific to the respondent

type, principal and teacher, the wording was not changed. For example, the item from the FTTT

was verbatim on the teacher survey, and the word "I" was changed to "teachers" on the principal's survey.

FTTT item: I believe I can achieve the highest rating on most elements of teaching performance defined in the rubric(s) used in my school's teacher evaluation process.

Teacher Survey: I believe *I* can achieve the highest rating on most elements of teaching performance defined in the rubric(s) used in my school's teacher evaluation process.

Principal Survey: I believe *teachers* can achieve the highest rating on most elements of teaching performance defined in the rubric(s) used in the school's teacher evaluation process.

(See Appendix C for instruments).

Scoring. The items on the survey were rated using a 4-point scale ranging from 1 for disagree to 4 for strongly agree. The responses to the items on the survey were summed to obtain a total score for each of the subscales. The total scores were divided by the number of items on the survey to obtain a mean score that reflects the original scale of measurement and allow direct comparisons between the subscales.

Content validity. The survey was tested for content validity by having three superintendents review the items on the survey. They were asked to provide comments on the items and their relevance to measuring perceptions of the quality and accuracy of teacher evaluations. The three superintendents were asked to make suggestions on the wording of the survey and indicate if any items should be deleted or revised to enhance the clarity of the items. Changes suggested by the superintendents were considered prior to conducting the pretest.

Pretest. As this survey has not been used in this format, the researcher conducted a pretest to determine the clarity of the responses and readability. While the survey was disseminated using Qualtrics software, the pretest used paper and pencil surveys. The participants in the pretest included one principal and three teachers who were not be included in the full sample. The participants in the pretest were asked to complete the survey and make comments regarding the ambiguity of the items, length of time needed to respond to all items. They were also asked to make comments regarding the survey in general and provided suggestions for additions or deletions that could improve the survey. No changes were made to the survey as a result of comments from participants in the pretest.

Validity. Ehlert et al. (2013) reported on the validity of the original FTTT survey. Separate principal components factor analyses using a promax rotation were completed to determine the validity of each of the multi response items. The purpose of this analysis was to eliminate any factors that had eigenvalues less than 1.00 (Ehlert et al., 2013). Eigenvalues greater than 1 indicate the factor is explaining a statistically significant amount of variance in the underlying construct being measured. Survey items that loaded low on factors were eliminated. The results of these analyses were presented in an appendix to their initial report. However, as their results were for the full survey and the present study is only using 23 of the items, their results are not relevant to the present study.

Reliability. Ehlert et al. (2013) examined the internal consistency of each of the multi-response items in the FTTT survey by calculating Cronbach alpha coefficients. The results of these analyses ranged from .60 to .95. However, none of the multi-response items used in the original survey were used in the present study because they were not related to quality and accuracy of teacher evaluations.

The reliability of the survey was tested after collecting data from the full sample. Cronbach alpha coefficients were obtained to determine the internal consistency of the survey items. The obtained alpha coefficient for accuracy was .73 and .87 for quality. Alpha coefficients greater than .70 indicated the instrument had adequate internal consistency to be considered reliable.

Demographic survey. The researcher developed a short demographic survey to obtain information on the personal and professional characteristics of the principals and teachers in the study. The items on the demographic survey for the principals included age, gender, educational level, teaching and administrative history, evaluation responsibilities, number of observations conducted in a year, and who observes teachers in the building. The demographic survey for the teachers included age, gender, educational level, teaching history, evaluation responsibilities, number of times teacher is observed, who observes teachers in the building, most recent rating on their teacher evaluation. The items on both surveys used a combination of forced choice and fill-in-the-blank response formats.

Data Collection

The data collection process used the following steps:

Step 1: Approval was received from the Concordia University-Portland Institutional Review Board (IRB) prior to beginning the data collection process.

Step 2: After IRB approval, the researcher contacted the Michigan Education Directory, Inc. to obtain a file with email addresses of all elementary school principals in Michigan.

Step 3: The researcher sent an introductory email to the principals to indicate the purpose of the study and provide the link to the survey on Qualtrics. The email indicated

that principals send the link to the survey to the teachers in their building. The first page of the survey included the information letter which served as the informed consent. The information sheet used the Concordia University – Portland consent form template that included the purpose of the study, the role of the participants in the study, samples of survey items, assurances of confidentiality, voluntary nature of participation, and contact information for the researcher and the IRB at Concordia University – Portland. The only difference is that the signature of the participant was not obtained. The use of the information sheet provided complete anonymity of the participant as their names were not obtained and they were cautioned to not place any identifying information on the survey.

Step 4: The principals and teachers who agreed to participate were directed to complete the survey. If they indicated that they did not want to participate, they were exited from the survey.

Step 5: The principals and teachers were asked to reply within 10 days after receiving the link to the survey.

Step 6: Two weeks following the initial distribution of the survey, the researcher sent a follow-up email to the principals, thanking those who participated and asking those who did not to complete and submit the survey.

Step 7: All data collection was considered completed six weeks following the initial distribution of the surveys.

Operationalization of Variables

The dependent variables in this study are the perceptions of the accuracy (RQ1) and quality (RQ2) of teacher evaluations. Accuracy of teacher evaluations was the mean score of eight items on the Teacher Evaluation Survey that measured the accuracy of the principal's evaluation of the teacher's performance. The items were rated using a 4-point scale ranging from 1 for strongly disagree to 4 for strongly agree. No neutral point was provided to encourage the participants to respond to each item. The scores on the scale were summed and divided by 8 to obtain a mean score that reflected the original unit of measure. The use of a mean score allows interpretation and allows comparison across the subscales.

The quality of teacher evaluations is measured by 15 items on the Teacher Evaluation Survey. The items were rated using a 4-point scale ranging from 1 for strongly disagree to 4 for strongly agree. The items on the survey were summed to obtain a total score and then divided by 15 to obtain a mean score that reflected the original unit of measure.

Six items on the survey were used to measure the importance of using teacher evaluations for decision making regarding professional development, teacher compensation, teacher advancement, teacher retention, teacher tenure, and teacher dismissal. These items were measured using a 4-point scale ranging from 1 for no importance to 4 for high importance. Each item was considered separately for descriptive purposes.

The independent variable in this study is the type of respondent, principal or teacher. The participants self-identified their positions on the survey. Participants who were in other positions were not included in the final data analysis.

Demographic variables were used to describe the participants' personal and professional characteristics, including age; gender; educational level; as well as years of experience in

education, teaching, and administration. Some of these variables were used as independent

variables to address the research questions and test the associated hypotheses.

Six items on the survey were used to measure the importance of using teacher evaluations

for decision making regarding professional development, teacher compensation, teacher

advancement, teacher retention, teacher tenure, and teacher dismissal. These items were

measured using a 4-point scale ranging from 1 for no importance to 4 for high importance. Each

item was considered separately for descriptive purposes.

Data Analysis

The following steps were used to analyze the data obtained to answer the research

questions and test the associated hypotheses.

Step 1: The survey responses from the principal and teacher surveys were downloaded

from Qualtrics into IBM-SPSS ver. 25.0.

Step 2: The data were reviewed and participants who did not meet the inclusion criteria

were removed from the data set. Elementary principals and teachers must have

been in their schools for a minimum of one year and participate in at least one

evaluation cycle.

Step 3: Using the missing values command on IBM-SPSS ver. 25.0, the data was

analyzed to determine the extent to which there are missing values.

The researcher reviewed the file for missing data and inappropriate responses

using the Missing Values module in IBM-SPSS ver. 25.0. According to Dong and

Peng (2013), there is no specific cut-off point for the percentage of acceptable

missing values. According to Statistics Solutions (n.d.), if 5% or less of the cases

have missing values, they can generally be ignored. The missing values analysis

provided a listing of all cases with missing values, along with the percentage of

missing values for each variable. After reviewing the results of this analysis, a

determination was made to remove the case or eliminate the variable for too many

missing values.

Step 4: Negatively worded items were addressed by recoding the numeric responses for

that item to reflect a positive response.

Step 5: Subscale scores and scale scores were created by summing the responses to obtain

a total score, which was divided by the number of items on the factor to obtain a

mean score that reflected the original unit of measurement.

Step 6: The "explore" command in IBM-SPSS ver. 25.0 examined the shape of the

distributions in terms of skewness and kurtosis. The purpose of this analysis was

to determine if the distribution of scores met the assumptions of the statistical

tests that were used to address the research questions and associated hypotheses.

Step 7: Demographic characteristics that had nominal or ordinal scaling (gender,

educational level, etc.) were summarized using crosstabulations to develop

contingency tables to present information regarding principals and teachers. The

continuous variables (age, experiences in education, etc.) were summarized using

descriptive statistics. These analyses provided comparisons between principals

and teachers on their personal and professional characteristics.

Step 8: t-Tests for independent samples addressed the research questions and tested the

associated hypotheses. These tests compared principals' and teachers' scores on

perceived quality and accuracy of teacher evaluations. Six assumptions were met

to use t-tests for independent samples. These assumptions are:

1. Dependent variable must be continuous (either interval or ratio).

2. Independent variable must have two levels that are independent of one another (principals and teachers).

3. The data for each group must be independent of the other.

4. There should be no significant outliers present in the data.

5. The dependent variable should have normal distributions for each level of the independent variable.

6. The variances in the two data sets must be homogeneous, indicating they were drawn from populations with similar variances (Laerd Statistics, 2017).

All decisions on the statistical significance of the findings were made using a criterion alpha level of .05. See Table 2 for the statistical analyses that were used for each research question and associated hypotheses.

Table 2

Statistical Analyses

Research Questions and Hypotheses	Variables	Statistical Analyses
1. To what extent do perceptions of the quality of teacher evaluation ratings statistically differ between elementary principals and teachers? H_{01}: There will be no statistical difference in the perceptions of the quality of teacher evaluation ratings between elementary principals and teachers. H_1: There will be a statistical difference in the perceptions of the quality of teacher evaluation ratings between elementary principals and teachers.	Dependent Variable Quality of teacher evaluations Independent Variable Type of respondent • Principal • Teacher	t-Tests for two independent variables was used to determine if there is a difference in the perceptions of principals and teachers regarding the quality of teacher evaluations

Research Questions and Hypotheses	Variables	Statistical Analyses
2. To what extent do perceptions of the accuracy of teacher evaluation ratings statistically differ between elementary principals and teachers? H_{02}: There will be no statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers. H_2: There will be a statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.	<u>Dependent Variable</u> Accuracy of teacher evaluations <u>Independent Variable</u> Type of respondent • Principal • Teacher	t-Tests for two independent variables was used to determine if there is a difference in the perceptions of principals and teachers regarding the accuracy of teacher evaluations

Limitations and Delimitations of the Research Design

The major limitation of the research design is the self-report instrument. Self-report instruments are easy to use and allow flexibility in the items included on the survey, with respondents asked to rate items using a scale, generally from strongly agree to strongly disagree Kormos & Gifford, 2014). However, self-report instrument can be inaccurate, with some participants' over- or under-reporting their responses due to social desirability. Kormos and Gifford (2014) cited Edwards who defined social desirable responding as "the tendency of subjects to attribute to themselves in self-description, personality statements with socially desirable scale values, and to reject those with socially undesirable scale values" (p. 360). Another problem with self-report is the use of ambiguous terms, such as often which may have different meanings to different people (Kormos.& Gifford, 2014). One way to minimize this limitation is to avoid these types of terms and provide explicit terms to describe frequency of events.

Internal and External Validity

Threats to internal and external validity are generally related to experimental and quasi-experimental research (Vogt, Gardiner & Haeffele, 2012), but some can affect nonexperimental research. Internal threats to validity include history, maturation, testing, instrumentation, statistical regression, selection biases, experimental mortality, and selection-maturation interaction. Selection bias may affect the outcomes. However, for the purpose of this study, an email was sent to all elementary school principals in the state of Michigan and participation was voluntary. Where selection bias may have had an effect on the outcomes is the manner in which principals informed their teachers of the survey. The principal may have chosen to inform all of their teachers of the link to the survey or shared the link with teachers who are rated as highly effective on their evaluations. While instrumentation could be a threat to internal validity, the survey items that were used in this study were not changed from the original items that had been tested for reliability and validity. As a result, instrumentation was not considered a threat to the internal validity of the present study.

Threats to external validity are concerned with generalizability of the findings (Vogt et al., 2012). The factors that could negatively affect the external validity include reactive or interaction effect of testing, interaction effects of selection biases and the experimental variable, reactive effects of experimental arrangements, and multiple-treatment interference. These factors were more likely to occur in experimental and quasi-experimental research. Multiple-treatment interference could affect the external validity of the present study especially if the teacher or principal has had a bad experience with teacher evaluations in the past. These threats did not affect the generalizability of the findings.

Expected Findings

The research is expected to indicate differences between teachers and principals on both the quality and accuracy of teacher evaluations. Teachers will rate teacher evaluations as less accurate than the principals. The quality of the teacher evaluations will be rated higher by principals than teachers. Similar findings are expected regarding the quality of the teacher evaluation. The results of this study can provide insight into the value of teacher evaluations given the current trend in accountability of schools to provide excellent educational experiences to all students.

Ethical Issues in the Study

To control for ethical issues in this study, the researcher used an informed consent form that detailed the purpose of the study and role of the participant in the study. In addition, the informed consent informed the teachers and principals of the voluntary nature of participation in completing the survey. The participants were informed that they could withdraw from the study prior to submitting their completed survey, but were not be able to withdraw once their surveys were submitted because no identifying information was included on the survey. The informed consent form indicated that participants were anonymous as Qualtrics assigned an ID number and no identifying information (school district or school name, participant name, etc.) was included on the survey. To assure the participants further, the informed consent form indicated that all information was presented in aggregate. The researcher is a principal and is responsible for evaluating teachers in his building. He did not include the teachers in his building as part of the sample to avoid any appearances of coercion.

Chapter 3 Summary

The purpose of the study is to compare perceptions of elementary teachers and principals regarding the quality and accuracy of evaluative feedback conveyed through summative ratings on annual performance evaluations. Elementary principals in a large Midwestern state were asked to complete an electronic survey on Qualtrics and to provide their teachers with a link to the survey. Email addresses of all elementary principals in Michigan were obtained from the *Michigan Education Directory* (2017). The survey that was used in the study was adapted from an instrument developed by the Tennessee Consortium on Research, Evaluation, and Development to measure administrator and teacher perceptions of the evaluation process in Tennessee. The instrument has been tested extensively for reliability and validity using exploratory and confirmatory factor analyses and Cronbach alpha coefficients (Ehlert et al., 2013). However, as the present study is using an adapted version of the survey, no information is available on the reliability of the new version. A pretest of the adapted survey including one principal and three teachers was used to determine the content validity and internal consistency of the instrument. Principals and teachers were asked to rate the 23 items on the survey using a 4-point scale ranging from strongly disagree to strongly agree. In addition, the importance of specific areas of decision making based on teacher evaluations was rated using a 4-point scale ranging from no importance to high importance. The data obtained from Qualtrics was analyzed using IBM-SPSS ver. 25.0 to address the two research questions and associated hypotheses. The demographic variables were summarized using descriptive statistics and the research questions were addressed using inferential statistical analyses. The major threat to the internal validity of the design is selection bias as the principals had the option of selecting teachers to participate in the study. The study incorporated an informed consent form that ensured that participation was

voluntary, results were anonymous, and assurances that all ethical issues were addressed. The

results of the data analysis are presented in Chapter 4, while a discussion of the findings along

with implications for administrators and recommendations for future research is presented in

Chapter 5.

Chapter 4: Data Analysis and Results

Introduction

The purpose of this quantitative causal-comparative research study is to examine the differences between the perceptions of elementary principals and teachers regarding the quality and accuracy of teacher evaluation ratings in the State of Michigan. The elementary principals and teachers in the State of Michigan were asked to complete an online survey that measured the quality and accuracy of teacher evaluations. The survey used for the study was adapted with permission from The First to the Top Survey (FTTT) was developed by the Tennessee Consortium on Research, Evaluation, and Development (Ehlert et al., 2013). Details of the adaptations are provided in Chapter 3. The survey responses were used to address the two research questions and associated hypotheses developed for this study:

1. To what extent do perceptions of the quality of teacher evaluation ratings statistically differ between elementary principals and teachers?

   H_{01}: There will be no statistical difference in the perceptions of the quality of teacher evaluation ratings between elementary principals and teachers.

   H_1: There will be a statistical difference in the perceptions of the quality of teacher evaluation ratings between elementary principals and teachers.

2. To what extent do perceptions of the accuracy of teacher evaluation ratings statistically differ between elementary principals and teachers?

   H_{02}: There will be no statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.

   H_2: There will be a statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.

Emails were sent to all elementary school principals in the state of Michigan, with each participating principal asked to have at least one teacher in his/her school complete the survey. As the participants were not asked to identify their school district or school, pairing teachers and principals was not done.

The data were downloaded from the Qualtrics website into an IBM-SPSS ver. 25 data file. The data were examined to remove partially completed surveys. A total of 239 principals and teachers accessed the survey. Three potential participants did not agree to participate and were exited from the program. Of the 236 who agreed to participate, 124 were principals and 108 were teachers. Four participants did not answer the question, what is your position, principal or teacher. These four participants were eliminated from the data analysis. In examining the data file, 20 principals and 28 teachers did not complete the survey and were removed from the data file. The remaining 104 principals and 80 teachers were included in the data analysis.

The data were analyzed using IBM-SPSS ver. 25. The two subscales measuring quality (15 items: 2, 3, 9, 10, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23) and accuracy (8 items: 1, 4, 5, 6, 7, 8, 11, 18) of teacher evaluations were created by reverse coding the negatively worded items and then summing the numeric responses. Mean scores for each subscale was obtained by dividing the total score by the number of items on the scale. A missing values analysis was used to determine the number of missing values. The results of this analysis indicated that the two subscales, quality and accuracy, had no missing values.

Description of the Sample

The principals and teachers were asked to provide personal and professional characteristics on their respective instruments. Some of the items were the same on both surveys.

These items will be analyzed together using crosstabulations and descriptive statistics. The first item is the age of the respondent. Table 3 presents the results of this analysis.

Table 3

Descriptive Statistics – Age of Participant (N = 184)

					Range	
Position	*N*	Mean	*SD*	Median	Minimum	Maximum
Principal	99	46.36	7.41	46.00	31.00	67.00
Teacher	76	45.50	10.91	45.50	24.00	85.00

Note. Missing   Principals   5
                       Teachers   4

The principals had a mean age of 46.36 (*SD* = 7.41) years with a median of 46.00 years. The range of ages of the principals was from 31 to 67 years. The range of age of teachers was from 24 to 85 years, with a median of 45.50 years. The mean age of the teachers was 45.50 (*SD* = 10.91) years. Five principals and 4 teachers did not provide a response to this question.

The principals and teachers provided their gender and educational level on the survey. Their responses were crosstabulated by position. The results of this analysis are presented in Table 4.

Table 4

*Crosstabulations – Gender and Education by Position (*N *= 184)*

	Position					
	Principal		Teacher		Total	
Gender and Education	*N*	%	*N*	%	*N*	%
Gender						
Male	47	45.2	3	3.8	50	27.2
Female	57	54.8	77	96.2	134	72.8
Total	104	100.0	80	100.0	184	100.0
Education						
Bachelor Degree	1	1.0	18	22.5	19	10.3
Master Degree	75	72.1	59	73.7	134	72.8
Education	19	18.3	3	3.8	22	12.0
Specialist	7	6.7	0	0.0	7	3.8
PhD/EdD	2	1.9	0	0.0	2	1.1
Other	104	100.0	80	100.0	184	100.0
Total						

The majority of both principals (*n* = 57, 54.8%) and teachers (*n* = 77, 96.2%) were female. One (1.0%) principal and 18 (22.5%) teachers had completed a bachelor degree, with 75 (72.1%) principals and 59 (73.7%) teachers reporting they had obtained master degrees. Education specialist degrees were completed by 19 (18.3%) principals and 3 (3.8%) teachers. Seven (6.7%) principals had obtained either a PhD or EdD, with 2 (1.9%) principals indicating other. They did not provide any additional information regarding their educational level.

The principals and teachers were asked to indicate their experiences in education. The responses to this set of questions were summarized using descriptive statistics. The results of these analyses are presented in Table 5.

Table 5

*Descriptive Statistics – Educational Experiences (*N *= 184)*

Position	*N*	Mean	*SD*	Median	Range Minimum	Range Maximum
Years as an educator						
Principal	102	22.47	7.18	23.00	9.00	45.00
Teacher	75	19.60	9.85	19.00	1.00	57.00
Years as a teacher						
Principal	96	11.60	5.89	10.00	0.00	29.00
Teacher	78	18.85	8.97	20.00	1.00	40.00
Years as a teacher in present building	80	12.83	8.76	12.50	1.00	35.00
Years as a Principal	104	10.33	7.14	9.00	1.00	38.00
Years as a Principal in your present building	98	6.99	5.71	5.00	1.00	37.00
Years in other positions in education - Principal	78	9.94	9.12	8.50	0.00	32.00

Principals had a mean of 22.47 (*SD* = 7.18) years in education, with a median of 23.00 years. The range of time in education for principals was from 9 to 45 years. The mean number of years teachers had been in education was 19.60 (*SD* = 9.85) years, with a median of 19.00 years. The range of time in education was from 1 to 57 years for teachers.

The principals had taught for a mean of 11.60 (*SD* = 5.89) years, with a median of 10 years. The number of years teaching for the principals ranged from 0 to 29 years. The mean number of years teaching for the teachers was 18.85 (*SD* = 8.97), with a median of 20 years. The range of time teaching was from 1 to 40 years. When the teachers were asked how long they had been teaching in their present building, the mean number of years was 12.83 (*SD* = 8.76) years, with a median of 12.50 years. The range of years teaching in their present building was from 1 to 35 years.

The mean number of years the principals had been in their positions was 10.33 (*SD* = 7.14), with a median of 9.00 years. The range of time as a principal was from 1 to 38 years. The mean length of time the principals had been in their present building was 6.99 (*SD* = 5.71) years, with a median of 5.00 years. The range of time in their present building was from 1.00 to 37.00 years. The principals were asked to indicate the years they had worked in other positions in education. The mean number of years was 9.94 (*SD* = 9.12), with a median of 8.50 years. The range of time in other positions was from 0 to 32 years.

Principal's Role in Teacher Evaluation Process

The principals were asked if they were responsible for evaluating teachers in their buildings. All of the principals who participated in the study indicated that they were responsible for evaluating teachers in their buildings. They were then asked to indicate the number of times during the school year that they had evaluated tenured and nontenured teachers in their classrooms. Descriptive statistics were used to summarize their responses to these questions. Table 6 presents results of these analyses.

Table 6

*Descriptive Statistics – Times Teachers were Observed in their Classrooms (*N = *104)*

					Range	
Position	*N*	Mean	*SD*	Median	Minimum	Maximum
Tenured	103	3.35	1.92	3	1	15
Nontenured	103	4.44	2.47	4	2	20

Note. Missing 1

The principals reported that they observed tenured teachers in their classroom from 1 to 15 times during the school year. The mean number of times that tenured teachers were observed

in their classrooms ranged from 3.35 (*SD* = 1.92), with a median of 3 times. The nontenured

teachers were observed in their classrooms a mean of 4.44 (*SD* = 2.47) times during the school

year, with a median of 4 times. The range of times nontenured teachers were observed ranged

from 2 to 20 times during the school year.

The principals were asked to indicate which individuals in their buildings observed

teaching as part of the teacher evaluation process. The participants were given a list of possible

individuals who could observe teachers. The results of the frequency distributions for these

individuals are presented in Table 7.

Table 7

*Crosstabulations – Individuals who Observe Teachers (*N = 104)

Individuals who observe teachers	*N*	%
Principal	103	99.0
Assistant principal	15	14.4
Instructional coach	11	10.6
Other		
Central Office	1	1.0
Curriculum Director	1	1.0
Teachers – Peer	1	1.0
Academic Engagement Administrator	2	1.9

All but one principal (*n* = 103, 99.0%) reported they observed teachers in their building

as part of the teacher evaluation process, with 15 (14.4%) assistant principals assigned to observe

teachers in their classrooms. Eleven (10.6%) instructional coaches also observed teachers as part

of the teacher evaluation process. Five principals indicated other, including 1 (1.0%) central

office administrator, 1 (1.0%) curriculum director, 1 (1.0%) teacher–peer, and 2 (1.9) academic

engagement administrator.

Teacher Role in Teacher Evaluation Process

The teachers were asked to indicate the number of times they are observed in their classrooms as part of the teacher evaluation process. The mean number of times observed was 2.84 (*SD* =1.53), with a median of 2.50 times. The range of times observed in their classrooms ranged from 0 to 9 times.

The teachers were asked to indicate who observed their teaching as part of the teacher evaluation process. The teachers were given a list of possible individuals who could observe teachers in their classrooms. Frequency distribution were used to summarize the responses to each role. Table 8 presents results of this analysis.

Table 8

*Frequency Distributions – Individuals who Observed Teachers in their Classrooms (*N = 80*)*

Individuals who observed teachers in their classrooms	*N*	%
Principal	73	91.3
Assistant principal	12	15.0
Instructional coach	5	6.3
Other		
Curriculum director	1	1.3
Dean	1	1.3
Head Start representative	1	1.3
School board members	1	1.3
Superintendent	2	2.5

Seventy-three (91.3%) teachers indicated their principals had observed them in their classrooms as part of the teacher evaluation process. Twelve (15.0%) assistant principals and 5 (6.3%) instructional coaches had observed teachers during the school year. In addition, 7 teachers indicated other, with their explanations including 1 (1.3%) curriculum director, 1 (1.3%) dean, 1 (1.3%) Head Start representative, 1 (1.3%) school board members, and 2 (2.5%)

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superintendents. One teacher indicated she/he was exempt from teacher observations because of receiving highly effective ratings on the three most current evaluations.

The teachers were asked to indicate the rating on their most recent teacher evaluations. Frequency distributions were used to summarize the teachers' responses to this question. Table 9 presents results of this analysis.

Table 9

Frequency Distributions – Most Current Teacher Evaluation Rating (N = 80)

Most Current Teacher Evaluation Rating	N	%
Highly effective	37	46.3
Effective	43	53.7
Total	80	100.0

Thirty-seven (46.3%) of teachers reported they were rated as highly effective in their most current teacher evaluations. The remaining 43 (53.7%) teachers were rated as effective. None of the teachers participating in the study received ratings of minimally effective or ineffective on their most current evaluations.

Summary of the Results

The research questions and associated hypotheses were tested using t-tests for two independent samples. These analyses compared elementary principals and teachers on their perceptions of the quality and accuracy of the teacher evaluations. The first research question and associated hypothesis compared perceived quality of teacher evaluations between the principals and teachers. The results were statistically significant, $t(133.78) = 4.99$, $p < .001$, $d = .76$, with principals having significantly higher scores for the quality of teacher evaluations than teachers. To address the second research question and associated hypothesis, perceived accuracy

was compared between principals and teachers. The results of the analysis for perceived

accuracy of the teacher evaluations between principals and teachers was not statistically

significant, t (141.44) = 1.77, p = .079. d = .31. This finding provided evidence that principals

and teachers did not differ on the accuracy of the evaluation.

Detailed analysis. Two research questions and associated hypotheses were developed for

the study. Each of these hypotheses were tested using t-tests for two independent samples. All

decisions on the statistical significance of the findings were made using a criterion alpha level of

.05.

1. To what extent do perceptions of the quality of teacher evaluation ratings statistically

    differ between elementary principals and teachers?

    H_{01}: There will be no statistical difference in the perceptions of the quality of teacher

    evaluation ratings between elementary principals and teachers.

    H_1: There will be a statistical difference in the perceptions of the quality of teacher

    evaluation ratings between elementary principals and teachers.

Table 10 presents results of this analysis.

Table 10

*t-tests for Independent Samples – Perceived Quality of Teacher Evaluations by Positi*on

Position	N	Mean	SD	df	t	p	d
Principal	104	2.83	.37	133.78	4.99	<.001	.76
Teacher	80	2.48	.54				

The comparison of the mean scores for principals (M = 2.83, SD = .37) and teachers (M =

2.48, SD = .54) on their perceptions of the quality of teacher evaluations was statistically

significant, t (133.78) = 4.99, p < .001, d = .76. This result provided evidence that principals and

teachers differed significantly on the quality of teacher evaluations. The obtained Cohen's *d* of .76 attested to the practical significance of the analysis. Based on this analysis, the hypothesis of no difference between principals and teachers on their perceptions of the quality of teacher evaluations was rejected. Principals had more positive perceptions of the quality of teacher evaluations than the teachers.

2. To what extent do perceptions of the accuracy of teacher evaluation ratings statistically differ between elementary principals and teachers?

H_{02}: There will be no statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.

H_2: There will be a statistical difference in the perceptions of the accuracy of teacher evaluation ratings between elementary principals and teachers.

An independent t-test was conducted. Table 11 presents results of this analysis.

Table 11

*t-tests for Independent Samples – Perceived Accuracy of Teacher Evaluations by Positi*on

Position	N	Mean	SD	df	t	p	d
Principal	104	2.74	.45	141.44	1.77	.079	.31
Teacher	80	2.60	.60				

The comparison of the perceived accuracy of teacher evaluations between principals (M = 2.74, *SD* = .45) and teachers (*M* = 2.60, *SD* = .60) was not statistically significant, *t* (141.44) = 1.77, *p* = .079, *d* = .31. Although the findings were not statistically significant, the effect size of .31 was indicative of a medium effect, indicating that the comparison has some practical significance. Based on the nonsignificant findings, the null hypothesis is retained.

Nonhypothesized findings. The teachers were divided into two groups, those rated as highly effective (*n* = 37, 46.3%) and those who were rated as effective (*n* = 43, 53.7%). The teachers' perceptions of the quality and accuracy of teacher evaluations were used as the dependent variables in t-tests for independent samples, with the evaluation ratings used as the independent variable. Prior to running the t-tests, Levine's test for equality of variances was used to assure that the assumption that the samples had been drawn from populations with equal variances. The findings for both the quality and accuracy of teacher evaluations were not statistically significant, indicating the assumption had been met. Table 12 presents results of the t-tests for independent samples.

Table 12

t-tests for Independent Samples – Perceived Quality and Accuracy of Teacher Evaluations by Rating (Teachers only)

Ratings	*N*	Mean	*SD*	*df*	*t*	*p*	*d*
Quality of Teacher Evaluations							
Highly Effective	37	2.58	.49	78	1.54	.127	.64
Effective	43	2.40	.57				
Accuracy of Teacher Evaluations							
Highly Effective	37	2.82	.51	78	3.18	.002	.73
Effective	43	2.41	.61				

The comparison of the quality of teacher evaluations between elementary teachers rated as highly effective (*M* = 2.58, *SD* = .49) and teachers rated as effective (*M* = 2.40, *SD* = .57) was not statistically significant, *t* (78) = 1.54, *p* = .127, *d* = .64. Although the difference between teachers rated as highly effective and those who were rated effective was not statistically significant, the Cohen's *d* of .64 indicated the difference had high practical significance. The

comparison of the perceived accuracy of teacher evaluations between teachers rated highly

effective (M = 2.82, SD = .51) and those rated effective (M = 2.41, SD = .61) was statistically

significant, t (78) = 3.18, p = .002, d = .73. While the difference between teachers rated highly

effective and effective was statistically significant, Cohen's d of .73 provide evidence of the

practical significance of the findings.

The elementary principals and teachers rated six items regarding the use of teacher

evaluations. The responses to each of these questions were compared between principals and

teachers using chi-square test for independence. Table 13 presents results of these analyses.

Table 13

Chi-square Test for Independence – Uses of Teacher Evaluations

Use of Teacher Evaluations	No Importance		Low Importance		Moderate Importance		High Importance		DF	χ^2	*p*
	n	%	*n*	%	*n*	%	*n*	%			
Professional development for teachers											
Principal	1	1.0	10	9.6	44	42.3	49	47.1	3	9.70	.021
Teacher	2	2.5	11	13.8	47	58.7	20	25.0			
Teacher compensation											
Principal	14	13.5	51	49.0	33	31.7	6	5.8	3	6.09	.107
Teacher	16	20.0	25	31.2	32	40.0	7	8.8			
Teacher advancement											
Principal	6	5.8	22	53.7	50	54.3	26	25.0	3	2.16	.541
Teacher	6	7.5	19	23.8	42	52.4	13	16.3			
Teacher retention											
Principal	3	2.9	9	8.7	43	41.3	49	47.1	3	26.49	<.001
Teacher	6	7.5	24	30.0	37	46.2	13	16.3			
Teacher tenure											
Principal	5	4.8	17	16.3	40	38.5	42	40.4	3	13.34	.004
Teacher	0	0.0	25	31.3	37	46.2	18	22.5			
Teacher dismissal											
Principal	1	1.0	7	6.7	25	24.0	71	68.3	3	39.88	<.001
Teacher	2	2.5	22	27.5	38	47.5	18	22.5			

The comparison of the use of evaluations for professional development for teachers between elementary principals and teachers was statistically significant, $\chi2$ (3) = 9.70, *p* = .021. Principals (*n* = 49, 47.1%) were more likely to place high importance on using teacher evaluations for professional development than teachers (*n* = 20, 25.0%).

In comparing responses for the use of teacher evaluations for the use of teacher evaluations for teacher compensation, principals ($n = 51$, 49.0%) were more likely to indicate this use as having low importance. In contrast, teachers ($n = 32$, 40.0%) tended to rate this use of teacher evaluations as having moderate importance. The results of the chi-square test for independence was not statistically significant ($\chi2$ (3) = 6.09, $p = .107$), indicating use of teacher evaluations for teacher compensation was dependent on type of respondent, principal or teacher.

Principals' responses to the use of teacher evaluations for teacher advancement were either moderately important ($n = 50$, 54.3%) or highly important ($n = 26$, 25.0%). In comparison, teachers were more likely to rate this use of teacher evaluations as either having low importance ($n = 19$, 23.8%) or moderate importance ($n = 42$, 52.4%). The chi-square test for independence was not statistically significant ($\chi2$ (3) = 2.16, $p = .541$), providing support that the use of teacher evaluations for teacher advancement was not associated with the type of respondent.

The use of teacher evaluations for teacher retention was rated as either moderately important ($n = 43$, 41.3%) or highly important ($n = 49$, 47.1%) by the principals. The teachers, in contrast, rated this use of teacher evaluations as having low importance ($n = 24$, 30.0%) or moderately important ($n = 37$, 46.2%). The results of the chi-square test for independence was statistically significant ($\chi2$ (3) = 26.49, $p < .001$), indicating an independence between the use of teacher evaluations for teacher retention and the type of respondent, principal or teacher.

Principals were likely to rate teacher tenure as a use of teacher evaluations as moderately important ($n = 40$, 38.5%) or highly important ($n = 42$, 40.4%), while teachers rated this use of teacher evaluations as having low importance ($n = 25$, 31.3%) or moderate importance ($n = 37$, 46.2%). The chi-square test of independence was statistically significant (χ^2 (3) = 13.34, $p =$

.004), indicating that the use of teacher evaluations for teacher tenure was independent of the type of respondent.

The use of teacher evaluations for teacher dismissal differed between principals and teachers. The principals were likely to rate this use of teacher evaluations as either moderately important ($n = 25$, 24.0%) or highly important ($n = 71$, 68.3%). In comparison, teachers were likely to indicate this use of teacher evaluations as low importance ($n = 22$, 27.5%) or moderate importance ($n = 38$, 47.5%). The results of the chi-square test for independence χ^2 (3) = 39.88, $p < .001$), provided support that the responses regarding this use of teacher evaluations was independent of type of respondent.

Chapter 4 Summary

The purpose of this quantitative causal-comparative research study was to examine the differences between the perceptions of elementary principals and teachers regarding the quality and accuracy of teacher evaluations. A total of 104 elementary principals and 80 teachers from a large midwestern state participated in the study. Principals had a mean age of 46.36 ($SD = 7.41$) years, with a mean age of 45.50 ($SD = 10.91$) for the teachers. The majority of elementary principals and teachers was female, with most in both groups indicating the completion of a master's degree. Principals had been in education for a mean of 22.47 ($SD = 7.18$) years, while teachers had been in education for a mean of 19.60 ($SD = 9.85$) years. The time as a teacher was shorter for principals ($M = 11.60$, $SD = 5.89$) than for teachers ($M = 18.85$, $SD = 8.97$). Teachers had been in their present building for a mean of 12.83 ($SD = 8.76$) years, while principals had been in their present building for a mean of 6.99 ($SD = 5.71$) years. The mean length of time the principals had been an administrator was 10.33 ($SD = 7.14$). The principals reported that they had observed tenured teachers a mean of 3.35 ($SD = 1.92$) times during the year. The mean

number of times that nontenured teachers were observed was 4.44 (*SD* = 2.47) times. When

asked who observes teachers, the principals comprised the largest group, followed by assistant

principals and instructional coaches.

The teachers indicated that the principals were most likely to observe them in their

classrooms, followed by assistant principals and instructional coaches. When asked to indicate

the ratings on their most current teacher evaluation, the majority indicated they were rated

effective (*n* = 43, 53.7%), with the remaining 37 (46.3%) reporting their teacher evaluations

rated them as highly effective.

The research questions and associated hypotheses were tested using t-tests for

independent samples. For the first research question and associated hypothesis, the comparison

of perceptions of quality of teacher evaluations between principals and teachers was statistically

significant, with principals having significantly higher mean scores than teachers. The effect size

of .76 provided additional support that the result had good practical significance. The results of

the second research question testing the accuracy of teacher evaluations was not statistically

significant. Principals had higher scores than teachers, but the differences were not substantial.

However, the obtained Cohen's *d* of .31 provided some indication that the comparison had some

practical significance. As a result of these findings, the first hypothesis was rejected, and the

second hypothesis was retained.

The results of the analysis comparing perceptions of principals and teachers regarding

their use of teacher evaluations were compared using chi-square test for independence. Four

items, professional development for teachers, teacher retention, teacher tenure and teacher

dismissal, were statistically significant, with principals rating these uses of teacher evaluations as

more important than teachers. Chapter 5 provides a discussion of these results and implications

for principals and central office administrators regarding teacher evaluations.

Chapter 5: Discussion and Conclusions

Introduction

The purpose of this quantitative causal-comparative research study was to examine differences between perceptions of elementary principals and teachers regarding the quality and accuracy of teacher evaluation ratings in the State of Michigan. The practice of evaluating teachers in the state of Michigan and has undergone substantial change with reforms prompted by Race to the Top, a federal initiative to improve student academic outcomes. The outcomes of a teacher's evaluation carries greater significance as a result of Race to the Top, as decisions on teacher promotion and dismissal must include evaluation results.

Prior to evaluation reforms, a principal's evaluation of teacher performance remained largely a private matter between an administrator and teacher and was focused primarily on development. With legislative changes, the evaluation process entered into the public realm with schools required to annually report teacher proficiency (Michigan Legislature, 2015). Publicly released data on Michigan teachers indicated that more than 98% of teachers are rated either effective or highly effective on their annual performance evaluations (Moore, 2015; Sawchuk, 2013).

Under Michigan law, the building principal is primarily responsible for providing evaluative feedback to the teacher (Michigan Legislature, 2015). Principals in Michigan use evaluation frameworks that identify various standards that comprise good teaching. Several evaluation systems have been recommended for use by the Michigan Department of Education (n.d.b.), with the majority of schools using the Danielson Framework for Teaching. Researchers indicated that both principals and teachers agreed professional standards outlined in these tools were key elements of effective teaching (Doerr, 2012; Range et al., 2011). With legislative

changes under Michigan law, specific indicators outlined in teacher evaluation systems must be synthesized and converted into a final evaluation ranking by the principal.

In the state of Michigan, the performance ratings of Michigan teachers are published annually to provide the public with insight about the quality of instruction in state schools (citation). A review of teacher performance data in Michigan indicated that 98% of teachers are rated effective and highly effective (Moore, 2015; Sawchuk, 2013). The reportedly positive level of teacher performance has not translated into statewide gains in achievement (Jacob, 2017).

Although research suggested that teachers assign value to feedback given through specific performance indicators, Michigan teachers' perceptions of the quality and accuracy of the cumulative rating they received on their annual performance evaluation is unknown. With legislative efforts focused on improving teacher quality, this study compared perceptions of elementary principals giving the feedback and teachers who received it. Wiggins (2012) asserted that true feedback provided the recipient with information that could enable them to reach a goal. If teacher evaluations are to achieve their intended purpose of improving instruction for Michigan students, the quality and accuracy of evaluative feedback needs to be valued by the giver and recipient. This research study provided insight into elementary principals' and teachers' perceptions of evaluative feedback ratings.

A causal-comparative research design was used to frame this study. Elementary principals ($n = 104$) and teachers ($n = 80$) in the state of Michigan completed a survey to measure the quality and accuracy of teacher evaluations, as well as determine perceptions of the uses of teacher evaluations. The survey was adapted from the First to the Top Survey (FTTT) developed by the Tennessee Consortium on Research, Evaluation, and Development (Ehlert,

Pepper, Parsons, Burns, & Springer, 2013) to measure administrator and teacher perceptions of the evaluation process in Tennessee.

Summary of Results

The principals and teachers who participated in the study were compared on demographic characteristics. The mean age of the principals was 46.36 ($SD = 7.41$) years, with teachers having a mean age of 45.50 ($SD = 10.91$) years. Most participants reported their gender as female and had completed master's degrees. The years in education was similar between the two groups, with principals having a mean of 22.47 ($SD = 7.18$) years and teachers had a mean of 19.60 ($SD = 9.85$) years. Principals tended to spend less time employed as a teacher ($M = 11.60$, $SD = 5.89$) than the teachers surveyed ($M = 18.85$, $SD = 8.97$). Teachers were in their present building ($M = 12.83$, $SD = 8.76$) longer than principals who had been in their present building for a mean of 6.99 ($SD = 5.71$) years. The mean length of time the principals had been an administrator was 10.33 ($SD = 7.14$).

Principals reported that tenured teachers were observed a mean of 3.35 ($SD = 1.92$) times during the year, while nontenured teachers were observed 4.44 ($SD = 2.47$) times. Generally, the elementary principal observed their teachers, but assistant principals and instructional coaches also were responsible for observing teachers in some schools. The majority of teachers ($n = 43$, 53.7%) participating in this study reported that they were rated effective and 37 (46.3%) teachers indicated they received a highly effective evaluation rating on their most recent evaluation.

The first research question and associated hypothesis on the perceptions of the quality of teacher evaluations were tested using t-tests for independent samples. The results yielded a statistically significant difference between principals and teachers on the perceptions of the quality of teacher evaluations. The mean scores of principals concerning the quality of

evaluations was significantly higher when compared to teachers' responses. The magnitude of difference in perceptions between principals and teachers was evidenced with an effect size of .76, showing the results had practical significance. The first hypothesis was rejected as a result of these findings.

The second research question and associated hypothesis on the accuracy of teacher evaluations were tested using t-tests for independent samples and found to not be statistically significant. Principals scores on the accuracy of teacher evaluations was higher than that of teachers, however the differences were not substantial. Although the second hypothesis was retained, the comparison in perceptions of the accuracy of teacher evaluations between principals and teachers did have some practical significance as evidenced in a Cohen's *d* of .31.

The perceptions of principals and teachers regarding the use of teacher evaluations was compared using t-tests for independent samples. This analysis yielded results that were statistically significant with principals having a more positive perception than teachers regarding the use of evaluations for professional development for teachers, teacher retention, and teacher dismissal. The effect sizes for these three items were high (professional development .43, teacher retention .78, teacher dismissal .98), and indicated that these findings had practical significance.

The principals and teachers were asked to indicate the importance of six uses of teacher evaluations, including professional development for teachers, teacher compensation, teacher advancement, teacher retention, teacher tenure, and teacher dismissal. Four statistically significant differences were found, including professional development for teachers, teacher retention, teacher tenure, and teacher dismissal, with principals indicating more importance than teachers. The remaining two uses of teacher evaluations, teacher compensation and teacher advancement were not statistically significant.

Discussion of the Results

The comparison of perceptions of the quality and accuracy of teacher evaluations between elementary principals and teachers was the focus of this study. Principals are responsible for observing teachers in their classrooms and then evaluating them on their performances. The number of observations for nontenured teachers was greater than the number of times principals observed their tenured teachers. Nontenured teachers, who are new to the profession, are given constructive feedback on their performance and provided with suggestions to improve their instructional practices. In addition to providing immediate feedback to teachers based on the observations, principals use the observations to evaluate the overall performance of the teachers annually.

The items on the original test had been validated and tested for reliability by Ehlert et al. (2013) for use in "Race to the Top" in Tennessee. The adapted survey was reviewed by three school superintendents for content validity. The Cronbach alpha coefficients of .87 for quality and .73 for accuracy were indicators that the adapted instrument was reliable.

The quality of teacher evaluations is subjective, with teachers having significantly lower scores than principals. The mean scores ($M = 2.83$, $SD = .37$) for principals on this scale were above the midpoint, while teachers ($M = 2.48$, $SD = .54$) were slightly below the midpoint, indicating a disconnect between principals and teachers on the quality of the evaluation ratings. Principals want to provide an objective evaluation of teacher performance based on formal and informal observations made throughout the school year. However, teachers may perceive that these observations do not encompass all that they do in the classroom and that their principals may not witness some of their best efforts.

Although the differences in the perceived accuracy of teacher evaluations did not differ significantly between elementary principals and teachers, indicating a general agreement that teacher evaluations were accurate. The teacher ratings as reported by the teachers in the sample were either highly effective or effective. These ratings may indicate a bias in the sample, as none of the teachers reported being rated minimally effective or ineffective.

The quality and accuracy of teacher evaluations were compared between teachers who were rated highly effective and those who were effective. While no difference was found between the two groups of teachers on the quality of teacher evaluations, a significant difference was obtained for the accuracy. This finding may indicate that teachers who were rated effective may have thought they should have been rated highly effective, while the teachers rated highly effective were satisfied with their ratings.

The use of teacher evaluation ratings to inform professional development for teachers differed between principals and teachers, with principals giving this use more importance than teachers. One purpose of teacher evaluations is to provide feedback to teachers regarding areas of strengths and weaknesses. If the principal rated a teacher deficient in some area of instruction and recommended that professional development could help ameliorate this deficiency, the feedback might not be valued by the teacher.

Teacher retention was more important to principals than to teachers. Teachers may not have thought that a poor evaluation should be a factor in determining retention. The decision to retain a teacher should not be based solely on teacher evaluations. Similar results were obtained for teacher dismissal. Teachers need to have ineffective teacher evaluations three years in a row before they can lose their positions (Michigan Department of Education, n.d.c). Principals have a responsibility to provide feedback, recommend professional development, and help teachers who

are rated as less than effective. By helping these teachers when they are first rated as minimally effective or ineffective, they have opportunities to improve and move into the effective range.

Discussion of the Results in Relation to the Literature

Legislative mandates in the State of Michigan ensure that at a minimum, all public school teachers receive an annual evaluation of their performance (Michigan Legislature, 2015). The building principal has the primary responsibility for assessing teacher performance using an evaluation tool and synthesizing their observations into a final rating. This rating serves as an important piece of feedback for teachers, as it holistically quantifies their performance. If accurate, evaluation ratings would provide important performance feedback and can be instrumental in shaping decisions about needed professional development and appropriate placement.

Michigan elementary principals participating in this study were found to have more favorable perceptions of the value of the feedback they provide through performance evaluation ratings. The value of instructional feedback is frequently cited in the literature by principals to be an important practice that contributes to improved teacher performance (Danielson, 2012; Long, 2011; Marzano, 2012; Range et al., 2011; Young, Range, Hvidston, & Mette, 2015). Researchers indicated that feedback must be frequent and focused upon specific performance indicators to have value (Coggins & Diffenbaugh, 2013; Coggshall, Ott, Behrstock & Lasagna, 2010). Although the responses of principals included in this study supported findings in the literature, Michigan elementary teachers were less likely than principals to perceive performance evaluation feedback was of sufficient quality.

Substantial variability was found among study participants regarding the number of times teachers were observed by their principal. Tenured teachers were observed a mean of 3.35 times

and nontenured teachers were observed a mean of 4.44, with a range between 1 and 20

observations for study participants. Discrepancies in the perceptions of principals and teachers

regarding the quality of evaluative feedback could have been influenced by the number of times

teachers were observed.

The quality of the feedback provided on the teacher evaluations may have been related to

Stephens' (1960) spontaneous theory. This theory suggested teacher effectiveness was shaped by

inherent skills that were expressed to their students spontaneously. Under this premise, teachers

might have questioned the principal's ability to appraise their performance comprehensively

given the time-bound and limited number of observations. The quality of principal feedback may

be hindered when performance indicators are used as prescriptive solutions rather than as guides

to enhance the art and craft of teaching (Eisner, 1998). The number of observations and

evaluations that principals were responsible for performing also might hinder the collaborative

conversations about specific performance indicators that are integral components of quality

evaluation systems (Danielson, 2012; Darling-Hammond & Wise, 1981).

The comparison of perceived accuracy of evaluations between principals (M = 2.74, SD =

.45) and teachers (M = 2.60, SD = .60) was not statistically significant. Both principals and

teachers were in agreement that the performance evaluation ratings given to teachers were

generally accurate. Given the high percentage (98%) of Michigan teachers who were rated

effective or highly effective (Moore, 2015), stakeholders could question the accuracy of these

ratings given the poor student outcomes statewide (Jacob, 2017). The lack of variability in

teacher ratings was not a local problem, but present across the nation. For example, a study by

Grissom and Loeb (2017) found that although only 3% of teachers in Florida were rated at the

lowest level of proficiency, principals indicated that on average they would classify 15% of their

teachers as unsatisfactory. These contradictory findings regarding the actual and perceived confidence related to teacher evaluation ratings may compromise support for the quality of performance evaluation feedback ratings.

Perceptions of elementary teachers' participating in this study might have been influenced by how they were rated on their most recent performance evaluation. When comparing responses of teachers' perceptions of accuracy of teacher evaluations rated highly effective ($M = 2.82$, $SD = .51$) with those rated effective ($M = 2.41$, $SD = .61$), the difference had both statistical and practical significance (t [78] = 3.18, $p = .002$, $d = .73$). This finding suggested that teachers were more inclined to perceive their performance evaluation as a more accurate appraisal of their ability when they were rated at the highest level. These results supported other research findings that indicated teachers were more likely to agree with performance appraisals that validated or affirmed self-perceptions of their ability (Frase & Streshly, 1994; Khachatryan, 2015).

The objective of the teacher evaluation process in the State of Michigan is to develop high quality teachers (Michigan Legislature, 2015), however differences were found between principals and teachers in perceptions of study participants regarding uses of teacher evaluation. This finding supported previous research that found discrepancies in the views of principals and teachers concerning the usefulness of evaluations (Donaldson, 2013; Shough, 2010). Elementary principals were more positive about the value of the evaluative feedback they provided to inform professional development recommendations (elementary principals $M = 3.36$, $SD = .70$; teachers $M = 3.06$, $SD = .70$; t [182] = 2.83, $p = .005$, $d = .43$). These results suggested that although performance evaluation feedback was championed as a means to promote teacher development, teachers were less inclined to support this premise.

The evaluative performance ratings of teachers in Michigan are directly linked to their ability to maintain employment (Michigan Legislature, 2015). Teachers who participated in this study had less positive perceptions about using evaluations to make decisions regarding dismissal than principals ($M = 3.60$, $SD = .66$) and teachers ($M = 2.90$, $SD .77$, t [182] = 6.58, $d = .98$). Although only 2% of teachers in Michigan were rated as less than effective (Moore, 2015), elementary teachers in this study were less supportive of the use of evaluation ratings to dismiss teachers who were rated poorly than principals. These results suggested that the confidence necessary to uphold effective evaluation systems (Darling-Hammond, 2009; Donaldson, 2013; Erickson, 2014) varied significantly between elementary principals and teachers in Michigan.

Regarding the use of teacher evaluations, elementary principals had more positive perceptions than teachers in all but one area, teacher compensation. Previous research found that principal self-perceptions of their ability to provide quality evaluations was high, while teachers has a less favorable view of principals' competency to provide them with meaningful assessments of their performance (Firestone et al., 2013). Every teacher participating in this study reported that they were rated effective or highly effective. These ratings suggested that although teachers are recipients of positive feedback from their principal, they collectively are less supportive than principals on the use of evaluations to make decisions regarding professional development, teacher advancement, teacher retention, teacher tenure, and teacher dismissal.

Limitations

Generalizations of the findings were limited to the population sampled in this study. Since principals were asked to send a survey link to at least one teacher, the sample was limited to teachers who received the link. The sample might have been biased if the principals sent the link to their best teacher and not one who was randomly selected. The teachers in the study may

have responded to the items based on their perceptions of the feedback they had received from their last performance evaluation. In addition, since all respondents were elementary principals and teachers, the findings many not be relevant to middle and high school educators. As this study was limited to public elementary schools governed by state law on performance evaluations, the findings may not be generalizable to parochial or private schools. As participants in this study were from the State of Michigan, principals and teachers in other states may be subject to different performance evaluation requirements or procedures.

Implication of the Results for Practice

The results of this study pointed to a difference in the perceived quality of performance evaluation ratings between Michigan elementary principals and teachers. The present reality exists despite state teacher evaluation laws that define the purpose of the process, and specifically dictate the protocols that local stakeholders are expected to follow. This research provides additional information that can assist policymakers, local school districts, principals, and teachers increase the effect that teacher evaluations have on shaping quality teaching and learning.

School central office personnel need to revisit local evaluation guidelines to improve perceptions that teachers have regarding the quality and use of evaluation feedback. An effort by local school districts to engage stakeholders in dialogue about the quality of teacher performance ratings may increase confidence in the process and lead to improved outcomes. Evaluation committees comprised of central office personnel, elementary principals, and teachers can develop local guidelines to heighten the confidence that stakeholders have in the quality of ratings to improve teaching and learning. Findings of this study also can be used by district

leadership to create professional development programs for principals to increase the probability that evaluations are consistent and represent accurate appraisals of teacher performance.

Results of this study can be used to develop programs for elementary teachers to better understand how evaluation ratings can be a valuable form of professional feedback. Teachers should be involved in developing recommendations for the effective use of performance evaluations. With the exception of teacher compensation, Michigan elementary teachers had less favorable perceptions than principals about using evaluations to inform decisions regarding professional development, teacher advancement, tenure, retention, and dismissal. In moving forward, teachers and principals need to develop similar views to enhance the usefulness of the process. With differences in perceptions between elementary principals and teachers about the quality and accuracy of teacher performance ratings, the usefulness of this effort to improve teaching and learning may be hindered.

State policymakers can use study results to clarify elements in the law that may be contributing to differences in perceptions of principals and teachers regarding the quality of performance evaluation feedback ratings. Current practices in the State of Michigan afford considerable flexibility to districts regarding the choice of the evaluation tool, which might explain differences in perceptions about the usefulness of the process. Although all teachers who participated in the study appear to be benefiting from the process, as evidenced by their ratings of either effective or highly effective, they may not value the feedback enough to allow it to direct important decisions outlined in state law.

Recommendations for Further Research

The findings for this research provide an initial step into understanding how elementary principals and teachers perceive the quality and accuracy of teacher evaluation ratings. Additional research is needed to further explore teacher evaluations and their usefulness in fostering improvement in student achievement. Specifically, from the results of the present study it did not appear that principals and teachers were in agreement regarding the use of evaluation ratings for informing professional development recommendations.

Research is needed to determine how other stakeholders in the school district view the role of teacher evaluations. Perceptions of central office personnel, including the superintendent, regarding the use of performance evaluation ratings need to be examined to understand how principals conduct evaluations and how teachers value them.

Parents' perceptions of teacher effectiveness may be based on criteria that is not used by the principal to evaluate the teachers. Research on the elements that parents perceive are important in determining effectiveness and their influence on teacher performance is needed to gain an understanding of what parents expect from their children's teachers.

The study should be replicated using a sample of middle and high school principals and teachers to determine how teacher evaluation ratings are perceived at these levels. As middle and high school teachers are often subject specific, research is needed to determine if the generalist type of teacher evaluations is appropriate for all different subject areas. Additional research is needed to determine which type of administrator is qualified to evaluate teachers. For example, should a department head conduct the observations and then report to the principal who will then write the evaluation.

A qualitative research design using a case study approach could provide indepth information on the uses of teacher evaluations The sources of information that could be used would include semi-structured interviews with teachers and administrators and outcomes on focus group using parents. Based on the results of the analyses of these data, consensus could be reached on the appropriate uses of teacher evaluations.

Conclusion

The purpose of this quantitative causal-comparative research study was to examine the differences between the perceptions of elementary principals and teachers regarding the quality and accuracy of teacher evaluation ratings in the State of Michigan. The literature indicated that education professionals and researchers strongly affirmed that teachers benefit from high quality feedback focused on helping them improve their performance (Donaldson & Papay, 2014; Erickson, 2014; Range, Scherz, Holt, & Young, 2011; Reeves 2010). Although, agreement as found among study participants regarding the accuracy of performance evaluation ratings, principals and teachers have different perceptions regarding the quality of this form of feedback. Current legislative requirements in the State of Michigan ensures that performance feedback is summarized into a final rating. This study found that teachers agreed with the accuracy of their performance rating, while more were inclined to question the quality of evaluative feedback than principals who were responsible for providing these ratings. These results might suggest that the inherent value of performance feedback could be compromised by perceptions of the mandated high stakes evaluative systems.

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Appendix A: G-Power Analysis
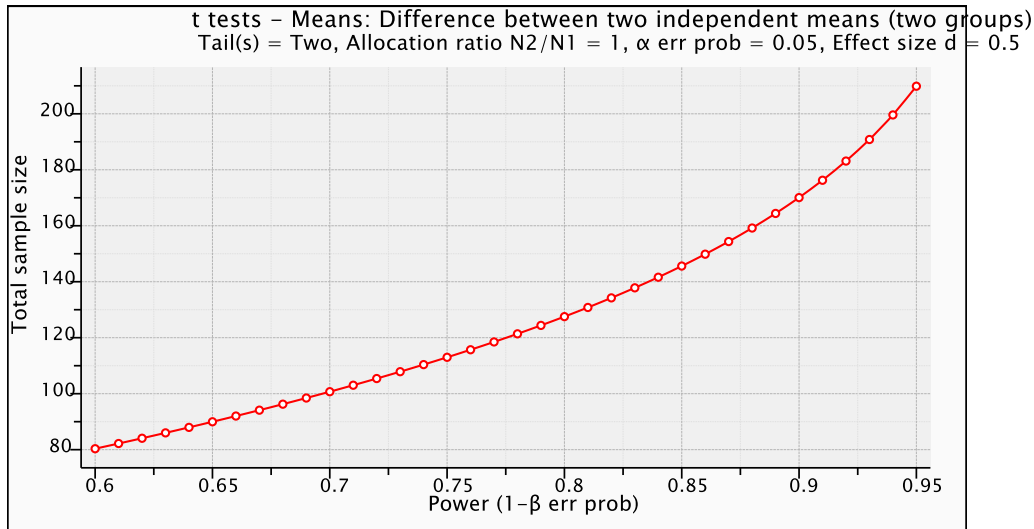
Figure A-1. Sample size indicator for varying power levels (Faul, Erdfelder, Buchner, & Lang, 2009)

t tests – Means: Difference between two independent means (two groups)
Analysis: A priori: Compute required sample size
Input: Tail(s)   = Two
              Effect size d   = 0.5
              α err prob   = 0.05
              Power (1–β err prob)   = 0.80
              Allocation ratio N2/N1   = 1
Output: Noncentrality parameter δ =2.8284271
              Critical t   = 1.9789706
              Df   = 126
              Sample size group 1   = 64
              Sample size group 2   = 64
              Total sample size   = 128
              Actual power   = 0.8014596

G*Power 3.1 Post Hoc Analysis

t tests – Means: Difference between two independent means (two groups)
Tail(s) = Two, Effect size d = 0.5, Allocation ratio N2/N1 = 0.769231, α err prob = 0.05
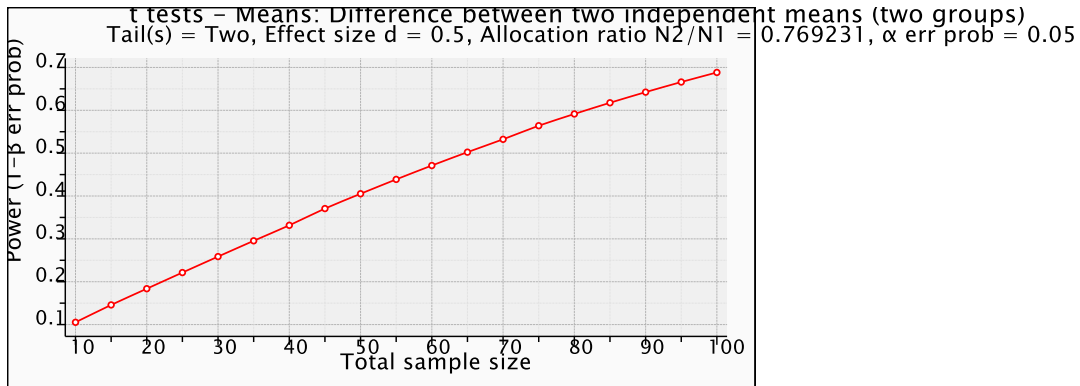
t tests – Means: Difference between two independent means (two groups)

Analysis: Post Hoc: Compute achieved power

Input:

Tail(s)	=	Two
Effect size d	=	0.5
α err prob	=	0.05
Sample Size Group 1	=	104
Sample Size Group 2	=	80

Output:

Noncentrality parameter δ	=	3.37
Critical t	=	1.97
Df	=	182
Power (1 – β err prob)	=	0.92

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Tennessee First to the Top Survey for Teachers and Administrators Spring 2013

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* Required Information

Tennessee's Consortium on Research, Evaluation, and Development (the Consortium) is responsible for carrying out a detailed, focused program of research as part of Tennessee's Race to the Top grant. This survey will collect information regarding perceptions and experiences related to educator evaluation in Tennessee. Professor Matthew G. Springer at Vanderbilt University is Director of the Consortium and the principal investigator for this research study.

Your feedback regarding Tennessee's evaluation efforts will enable us to better understand your personal views and experiences with Tennessee's new evaluation models. This feedback will also be provided in an aggregated form to the Tennessee Department of Education as they consider future revisions to the evaluation process. Survey results from the 2011-12 school year were utilized by the Tennessee Department of Education in its review and modification of evaluation models, and many of the questions on this survey are specifically designed to probe teacher perceptions on potential modifications. You may view a Short Report of the 2011-12 survey results by clicking here.

Your completion of this survey is voluntary, and you may refuse to answer specific questions if you do not wish to answer them. The information you provide will be kept strictly confidential. We will not share individual responses with state, district, or school level staff or anyone else outside the project, except as required by law. We will not identify any individuals by name in our study reports; your responses will be combined with others and, as stated above, reported only in the aggregate. At the end of the study, we will destroy any personally identifiable information.

It should take you approximately 20 minutes to complete this survey. We ask that you complete the survey between now and May 17, 2013.

If you have questions about the survey or about technical issues, or if you have questions about the Consortium generally or about our work regarding teacher and principal evaluation, please contact us via email (tnconsortium@vanderbilt.edu) or by phone (615-322-5538).

Thank you for your participation!

1. **[POPULATED: Respondent does not see this question] Evaluator Model**
   a. 1
   b. 2
   c. 3

2. **[PRE-POPULATED: Respondent does not see this question] Evaluator District**

a.	171	ii.	542	qqq.	500	yyyy.	710
b.	51	jj.	240	rrr.	951	zzzz.	720
c.	10	kk.	521	sss.	531	aaaaa.	581
d.	541	ll.	250	ttt.	510	bbbbb.	730
e.	20	mm.	260	uuu.	391	ccccc.	740
f.	172	nn.	941	vvv.	520	ddddd.	371
g.	30	oo.	275	www.	530	eeeee.	750
h.	40	pp.	280	xxx.	560	fffff.	760
i.	50	qq.	290	yyy.	570	ggggg.	770
j.	274	rr.	300	zzz.	161	hhhhh.	780
k.	60	ss.	301	aaaa.	580	iiiii.	790
l.	821	tt.	310	bbbb.	590	jjjjj.	800
m.	70	uu.	320	cccc.	52	kkkkk.	95
n.	80	vv.	330	dddd.	600	lllll.	999
o.	90	ww.	340	eeee.	94	mmmmm.	810
p.	100	xx.	350	ffff.	540	nnnnn.	820
q.	110	yy.	360	gggg.	550	ooooo.	830
r.	120	zz.	370	hhhh.	610	ppppp.	621
s.	130	aaa.	380	iiii.	791	qqqqq.	840
t.	140	bbb.	390	jjjj.	272	rrrrr.	273
u.	61	ccc.	400	kkkk.	620	sssss.	850
v.	11	ddd.	410	llll.	630	ttttt.	162
w.	150	eee.	92	mmmm.	640	uuuuu.	860

x.	160	fff.	420	nnnn.	650	vvvvv.	661
y.	170	ggg.	271	oooo.	751	wwwww.	870
z.	180	hhh.	430	pppp.	151	xxxxx.	880
aa.	190	iii.	93	qqqq.	12	yyyyy.	890
bb.	721	jjj.	450	rrrr.	660	zzzzz.	900
cc.	200	kkk.	901	ssss.	761	aaaaaa.	910
dd.	210	lll.	460	tttt.	670	bbbbbb.	920
ee.	220	mmm.	822	uuuu.	401	cccccc.	97
ff.	230	nnn.	470	vvvv.	680	dddddd.	930
gg.	231	ooo.	480	wwww.	690	eeeeee.	940
hh.	101	ppp.	490	xxxx.	700	ffffff.	950

3. ***Please select the option below that best describes your professional position/role during the 2012-2013 school year.**
   a. Principal of a single school   **Go to Question 7**
   b. Assistant principal or vice principal of a single school   **Go to Question 7**
   c. Instructional coach/mentor, reading/math specialist, etc. at a single school (you serve in one of these capacities at least 50% of your time)   **Go to Question 7**
   d. Teacher   **CONTINUE to Question 4**
   e. Central office staff member   **Go to Question 87**
   f. A position that has responsibilities at more than one School   **Go to Question 87**
   g. Other (please specify)_____   **Go to Question 7**

4. **Including this school year (2012-2013), how many years have you worked as a teacher in your current school?**

a.	1	b.	2	c.	3	d.	4	e.	5
f.	6	g.	7	h.	8	i.	9	j.	10
k.	11	l.	12	m.	13	n.	14	o.	15
p.	16	q.	17	r.	18	s.	19	t.	20
u.	21	v.	22	w.	23	x.	24	y.	25
z.	26	aa.	27	bb.	28	cc.	29	dd.	30
ee.	31	ff.	32	gg.	33	hh.	34	ii.	35
jj.	36	kk.	37	ll.	38	mm.	39	nn.	40
oo.	41	pp.	42	qq.	43	rr.	44	ss.	45
tt.	46	uu.	47	vv.	48	ww.	49	xx.	50

5. **Do any of your students take either the TCAP Achievement or TCAP End Of Course assessment?**
   a. Yes
   b. No

6. **Are you teaching in a grade and subject area this year that will result in you receiving your own teacher-level TVAAS score?**
   a. Yes   **Go to Question 11**
   b. No   **Go to Question 11**
   c. I don't know   **Go to Question 11**

7. **Including this school year (2012-2013), how many years have you held a position like your current one (e.g., principal, assistant principal, instructional coach/mentor, reading/math specialist, etc.)?**

a. Overall

a. 1	b. 2	c. 3	d. 4	e. 5
f. 6	g. 7	h. 8	i. 9	j. 10
k. 11	l. 12	m. 13	n. 14	o. 15
p. 16	q. 17	r. 18	s. 19	t. 20
u. 21	v. 22	w. 23	x. 24	y. 25
z. 26	aa. 27	bb. 28	cc. 29	dd. 30
ee. 31	ff. 32	gg. 33	hh. 34	ii. 35
jj. 36	kk. 37	ll. 38	mm. 39	nn. 40
oo. 41	pp. 42	qq. 43	rr. 44	ss. 45
tt. 46	uu. 47	vv. 48	ww. 49	xx. 50

b. In your present school

a. 1	b. 2	c. 3	d. 4	e. 5
f. 6	g. 7	h. 8	i. 9	j. 10
k. 11	l. 12	m. 13	n. 14	o. 15
p. 16	q. 17	r. 18	s. 19	t. 20
u. 21	v. 22	w. 23	x. 24	y. 25
z. 26	aa. 27	bb. 28	cc. 29	dd. 30
ee. 31	ff. 32	gg. 33	hh. 34	ii. 35
jj. 36	kk. 37	ll. 38	mm. 39	nn. 40
oo. 41	pp. 42	qq. 43	rr. 44	ss. 45
tt. 46	uu. 47	vv. 48	ww. 49	xx. 50

8. **How many years have you worked as a teacher? (If you have never worked as a teacher, please answer "0".)**

a. Years (Select one option)

a. 0 (I have never worked as a teacher)				**Go to Question 11**
b. 1	c. 2	d. 3	e. 4	f. 5
g. 6	h. 7	i. 8	j. 9	k. 10
l. 11	m. 12	n. 13	o. 14	p. 15
q. 16	r. 17	s. 18	t. 19	u. 20
v. 21	w. 22	x. 23	y. 24	z. 25
aa. 26	bb. 27	cc. 28	dd. 29	ee. 30
ff. 31	gg. 32	hh. 33	ii. 34	jj. 35
kk. 36	ll. 37	mm. 38	nn. 39	oo. 40
pp. 41	qq. 42	rr. 43	ss. 44	tt. 45
uu. 46	vv. 47	ww. 48	xx. 49	yy. 50

9. At which level(s) have you worked as a teacher? Mark all that apply.

a. Early childhood	d. High School
b. Elementary	e. Other
c. Middle/Junior High	

10. Which subjects did you teach? Mark all that apply.

a. Self-contained classroom teacher (all core subjects)	|_|
b. English / language arts / reading	|_|
c. Mathematics	|_|
d. Science	|_|
e. Social studies or history	|_|
f. Foreign language	|_|
g. English as a second language (ESL) or special instruction for English language learners (ELL) or limited English proficient (LEP) students	|_|
h. Visual or performing arts	|_|
i. Special education	|_|
j. Physical education	|_|
k. Other	|_|

DEFINITION: For the purpose of this survey, a teaching observation is an event that is part of the teacher evaluation process during which one or more evaluators observes what occurs in the classroom with the intention of providing to the teacher some type of verbal and/or written feedback.

11. *Did you conduct teaching observations (serve as an observer) as part of the teacher evaluation process used in your school this school year (2012-2013)?
   a. Yes
   b. No

Branching Instructions:

Follow the branching rules in the sequence given below. Jump to the question as specified in the branching rule if all the conditions specified in the rule are satisfied.

Rule 1: IF ANSWER TO Q11 is (Yes) AND Q3 is (Instructional coach/mentor, reading/math specialist, etc. at a single school (you serve in one of these capacities at least 50% of your time) OR Teacher OR Other (please specify) THEN go to Question 60

Rule 2: IF ANSWER TO Q3 is (Principal of a single school OR Assistant principal or vice principal of a single school) AND Q11 is (Yes) THEN go to Question 55

Rule 3: IF ANSWER TO Q11 is (No) AND Q3 is (Teacher) THEN Continue to Question 12

Rule 4: IF ANSWER TO Q11 is (No) AND Q3 is (Principal of a single school OR Assistant principal or vice principal of a single school) THEN go to Question 55

Rule 5: IF ANSWER TO Q11 is (No) AND Q3 is (Instructional coach/mentor, reading/math specialist, etc. at a single school (you serve in one of these capacities at least 50% of your time) OR Other (please specify) THEN go to Question 79

12. *Has your teaching been observed this year as part of the teacher evaluation process used at your school?

    a. Yes   **Continue to Question 13**

    b. No   **Go to Question 40**

13. Who has observed your teaching this year (2012-2013) as part of the teacher evaluation process? Mark all that apply.

    a. A principal

    b. An assistant or vice principal

    c. A department head

    d. An instructional coach

    e. A senior teacher from the school, such as a mentor, master, or lead teacher

    f. An observer not working at your school

    g. Other (please specify) _____

14. How much TOTAL TIME have you spent on the following activities related to observations of your teaching during this school year (2012-2032)?

	0 minutes	Less than 1 hour	1 to 2 hours	2 to 3 hours	3 to 5 hours	Over 5 hours
a. Preparation for observations	1	2	3	4	5	6
b. Pre‑‑conferences	1	2	3	4	5	6
c. Being observed	1	2	3	4	5	6
d. Receiving and/or reviewing feedback from observations	1	2	3	4	5	6

Branching Instructions

Follow the branching rules in the sequence given below. Jump to the question as specified in the branching rule if all the conditions specified in the rule are satisfied.

Rule 1: IF ANSWER TO Q1 is (1) THEN go to Question 15 Rule 2: IF ANSWER TO Q1 is (2) THEN go to Question 16 Rule 3: IF ANSWER TO Q1 is (3) THEN go to Question 17 Rule 4: IF ANSWER TO Q1 is (4) THEN go to Question 18

15. **Think now about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From the list below please select the indicator on which you received the HIGHEST RATING from your evaluator. (If you received the same high rating on more than one performance item, select the one you believe is the strongest aspect of your teaching.)**
    a. INSTRUCTION: Standards and Objectives
    b. INSTRUCTION: Motivating Students
    c. INSTRUCTION: Presenting Instructional Content
    d. INSTRUCTION: Lesson Structure and Pacing
    e. INSTRUCTION: Activities and Materials
    f. INSTRUCTION: Questioning
    g. INSTRUCTION: Academic Feedback
    h. INSTRUCTION: Grouping students
    i. INSTRUCTION: Teacher content Knowledge
    j. INSTRUCTION: Thinking
    k. INSTRUCTION: Problem Solving
    l. PLANNING: Instructional Plans
    m. PLANNING: Student Work
    n. PLANNING: Assessment
    o. ENVIRONMENT: Expectations
    p. ENVIRONMENT: Managing Student Behavior
    q. ENVIRONMENT: Environment
    r. ENVIRONMENT: Respectful Culture
    s. PROFESSIONALISM: Professional Growth and Learning
    t. PROFESSIONALISM: Use of Data
    u. PROFESSIONALISM: School and Community Involvement
    v. PROFESSIONALISM: Leadership   **Go to Question 19**

16. **Think now about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From the list below please select the indicator on which you received the HIGHEST RATING from your evaluator. (If you received the same high rating on more than one performance item, select the one you believe is the strongest aspect of your teaching.)**
    a. PLANNING AND PREPARATION: Knowledge of the Learning Process
    b. PLANNING AND PREPARATION: Value, Sequence, and Alignment
    c. PLANNING AND PREPARATION: Suitability for Diverse Learners
    d. PLANNING AND PREPARATION: Learning Activities
    e. PLANNING AND PREPARATION: Design of Formative Assessments
    f. THE CLASSROOM ENVIRONMENT: Teacher Interaction with Students
    g. THE CLASSROOM ENVIRONMENT: Importance of the Content
    h. THE CLASSROOM ENVIRONMENT: Management of Instructional Groups
    i. THE CLASSROOM ENVIRONMENT: Management of Transitions
    j. THE CLASSROOM ENVIRONMENT: Management of Materials and Supplies
    k. THE CLASSROOM ENVIRONMENT: Expectations
    l. THE CLASSROOM ENVIRONMENT: Monitoring of Student Behavior
    m. THE CLASSROOM ENVIRONMENT: Response to Student Misbehavior
    n. THE CLASSROOM ENVIRONMENT: Safety and Accessibility
    o. INSTRUCTION: Expectations for Learning and Achievement
    p. INSTRUCTION: Directions, Procedures and Explanations of Content
    q. INSTRUCTION: Use of Oral and Written Language
    r. INSTRUCTION: Quality of Questions
    s. INSTRUCTION: Student Participation
    t. INSTRUCTION: Activities and Assignments
    u. INSTRUCTION: Grouping of Students
    v. INSTRUCTION: Instructional Materials and Resources
    w. INSTRUCTION: Structure and Pacing
    x. INSTRUCTION: Assessment Criteria
    y. INSTRUCTION: Monitoring of Student Learning
    z. INSTRUCTION: Feedback to Students
    aa. INSTRUCTION: Student Self-Assessment and Monitoring of Progress bb. INSTRUCTION: Response to Students
    cc. PROFESSIONAL RESPONSIBILITIES: Accuracy and Use in Future Teaching dd. PROFESSIONAL RESPONSIBILITIES: Information about Individual Students
    ee. PROFESSIONAL RESPONSIBILITIES: Professional Relationships with Colleagues and Receptivity to Feedback from Colleagues
    ff. PROFESSIONAL RESPONSIBILITIES: Enhancement of Content Knowledge and Pedagogical Skill
    gg. PROFESSIONAL RESPONSIBILITIES: Integrity and Ethical Conduct hh. PROFESSIONAL RESPONSIBILITIES: Decision Making
    ii. PROFESSIONAL RESPONSIBILITIES: Compliance with School and District Regulations and Handling of Non-Instructional Records **Go to Question 19**

17. **Think now about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From**

the list below please select the indicator on which you received the HIGHEST RATING from your evaluator. (If you received the same high rating on more than one performance item, select the one you believe is the strongest aspect of your teaching.)

a. PLAN: Know your students in order to plan your instruction effectively
b. PLAN: Site through-course and end-of-course goals
c. PLAN: Create or adapt standards-based instructional plans and assessments guided by pacing and content from instructional maps
d. TEACH: Engage students in objective-driven lessons based on content standards
e. TEACH: Explain content clearly and accurately
f. TEACH: Engage students at all learning leaves in appropriately challenging work
g. TEACH: Provide students multiple ways to engage with content
h. TEACH: Use strategies that develop higher-level thinking skills
i. TEACH: Check for understanding and respond appropriately during the lesson
j. TEACH: Maximize instructional time
k. CULTIVATE LEARNING ENVIRONMENT: Build a respectful, learning-focused classroom community
l. CULTIVATE LEARNING ENVIRONMENT: Develop classroom procedures and routines
m. CULTIVATE LEARNING ENVIRONMENT: Use classroom space and resources to support instruction
n. CULTIVATE LEARNING ENVIRONMENT: Manage student behavior
o. REFLECT AND ADJUST: Monitor progress relative to through-course and end-of-course goals
p. REFLECT AND ADJUST: Use student data to inform and modify instructional practice

18. **Think now about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From the list below please select the indicator on which you received the HIGHEST RATING from your evaluator. (If you received the same high rating on more than one performance item, select the one you believe is the strongest aspect of your teaching.)**

a. PLANNING AND PREPARATION FOR LEARNING: Alignment
b. PLANNING AND PREPARATION FOR LEARNING: Mapping
c. PLANNING AND PREPARATION FOR LEARNING: Lessons
d. PLANNING AND PREPARATION FOR LEARNING: Resources
e. PLANNING AND PREPARATION FOR LEARNING: Scheduling (Secondary counselors only)
f. CLASSROOM MANAGEMENT: Environment
g. CLASSROOM MANAGEMENT: Expectations
h. CLASSROOM MANAGEMENT: Relationships
i. CLASSROOM MANAGEMENT: Respect
j. CLASSROOM MANAGEMENT: Routines
k. CLASSROOM MANAGEMENT: Repertoire
l. CLASSROOM MANAGEMENT: Efficiency
m. CLASSROOM MANAGEMENT: Social-emotional (Counselors only)
n. DELIVERY OF INSTRUCTION: Expectations
o. DELIVERY OF INSTRUCTION: Goals/objectives
p. DELIVERY OF INSTRUCTION: Connections
q. DELIVERY OF INSTRUCTION: Clarity
r. DELIVERY OF INSTRUCTION: Repertoire
s. DELIVERY OF INSTRUCTION: Engagement
t. DELIVERY OF INSTRUCTION: Differentiation
u. DELIVERY OF INSTRUCTION: Flexibility
v. DELIVERY OF INSTRUCTION: Delivery System (Counselors only)
w. MONITORING, ASSESSMENT, AND FOLLOW-UP: Diagnosis
x. MONITORING, ASSESSMENT, AND FOLLOW-UP: Checks for understanding
y. MONITORING, ASSESSMENT, AND FOLLOW-UP: Self-assessment
z. MONITORING, ASSESSMENT, AND FOLLOW-UP: Recognition aa. MONITORING, ASSESSMENT, AND FOLLOW-UP: Analysis
bb. MONITORING, ASSESSMENT, AND FOLLOW-UP: Support cc. MONITORING, ASSESSMENT, AND FOLLOW-UP: Reflection
dd. FAMILY AND COMMUNITY: Communication ee. FAMILY AND COMMUNITY: Reporting
ff. FAMILY AND COMMUNITY: Technology gg. FAMILY AND COMMUNITY: Respect
hh. PROFESSIONAL RESPONSIBILITIES: Attendance
ii. PROFESSIONAL RESPONSIBILITIES: Reliability jj. PROFESSIONAL RESPONSIBILITIES: Judgment kk. PROFESSIONAL RESPONSIBILITIES: Teamwork
ll. PROFESSIONAL RESPONSIBILITIES: Contributions mm. PROFESSIONAL RESPONSIBILITIES: Communication nn. PROFESSIONAL RESPONSIBILITIES: Receptive
oo. PROFESSIONAL RESPONSIBILITIES: Collaboration
pp. PROFESSIONAL RESPONSIBILITIES: Professional Development
qq. PROFESSIONAL RESPONSIBILITIES: Knowledge   **Go to Question 19**

19. Do you agree that this indicator is a teaching strength of yours?
   a. Yes
   b. No
   c. I don't know

20. Did your evaluator provide suggestions targeted towards improving in this area?
   a. Yes
   b. No
   c. I don't know/I don't remember

21. Did your evaluator provide suggestions for sharing this strength with others in your school?
   a. Yes
   b. No
   c. I don't know/I don't remember

<u>Branching Instructions</u>

Follow the branching rules in the sequence given below. Jump to the question as specified in the branching rule if all the conditions specified in the rule are satisfied.

<u>Rule 1:</u> IF ANSWER TO Q1 is (1) THEN go to Question 22 <u>Rule 2:</u> IF ANSWER TO Q1 is (2) THEN go to Question 23 <u>Rule 3:</u> IF ANSWER TO Q1 is (3) THEN go to Question 24 <u>Rule 4:</u> IF ANSWER TO Q1 is (4) THEN go to Question 25

22. **Think again about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From the list below please select the indicator from any of your observations that your evaluator identified as the one NEEDING TO BE IMPROVED THE MOST. If several areas were identified as needing improvement, please select the one area that you believe needs to be improved the most.**
    a. INSTRUCTION: Standards and Objectives
    b. INSTRUCTION: Motivating Students
    c. INSTRUCTION: Presenting Instructional Content
    d. INSTRUCTION: Lesson Structure and Pacing
    e. INSTRUCTION: Activities and Materials
    f. INSTRUCTION: Questioning
    g. INSTRUCTION: Academic Feedback
    h. INSTRUCTION: Grouping students
    i. INSTRUCTION: Teacher content Knowledge
    j. INSTRUCTION: Thinking
    k. INSTRUCTION: Problem Solving
    l. PLANNING: Instructional Plans
    m. PLANNING: Student Work
    n. PLANNING: Assessment
    o. ENVIRONMENT: Expectations
    p. ENVIRONMENT: Managing Student Behavior
    q. ENVIRONMENT: Environment
    r. ENVIRONMENT: Respectful Culture
    s. PROFESSIONALISM: Professional Growth and Learning
    t. PROFESSIONALISM: Use of Data
    u. PROFESSIONALISM: School and Community Involvement
    v. PROFESSIONALISM: Leadership   **Go to Question 26**

23. **Think again about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From the list below please select the indicator from any of your observations that your evaluator identified as the one NEEDING TO BE IMPROVED THE MOST. If several areas were identified as needing improvement, please select the one area that you believe needs to be improved the most.**
    a. PLANNING AND PREPARATION: Knowledge of the Learning Process
    b. PLANNING AND PREPARATION: Value, Sequence, and Alignment
    c. PLANNING AND PREPARATION: Suitability for Diverse Learners
    d. PLANNING AND PREPARATION: Learning Activities
    e. PLANNING AND PREPARATION: Design of Formative Assessments
    f. THE CLASSROOM ENVIRONMENT: Teacher Interaction with Students
    g. THE CLASSROOM ENVIRONMENT: Importance of the Content
    h. THE CLASSROOM ENVIRONMENT: Management of Instructional Groups
    i. THE CLASSROOM ENVIRONMENT: Management of Transitions
    j. THE CLASSROOM ENVIRONMENT: Management of Materials and Supplies
    k. THE CLASSROOM ENVIRONMENT: Expectations
    l. THE CLASSROOM ENVIRONMENT: Monitoring of Student Behavior
    m. THE CLASSROOM ENVIRONMENT: Response to Student Misbehavior
    n. THE CLASSROOM ENVIRONMENT: Safety and Accessibility
    o. INSTRUCTION: Expectations for Learning and Achievement
    p. INSTRUCTION: Directions, Procedures and Explanations of Content
    q. INSTRUCTION: Use of Oral and Written Language
    r. INSTRUCTION: Quality of Questions
    s. INSTRUCTION: Student Participation
    t. INSTRUCTION: Activities and Assignments
    u. INSTRUCTION: Grouping of Students
    v. INSTRUCTION: Instructional Materials and Resources
    w. INSTRUCTION: Structure and Pacing
    x. INSTRUCTION: Assessment Criteria
    y. INSTRUCTION: Monitoring of Student Learning
    z. INSTRUCTION: Feedback to Students
    aa. INSTRUCTION: Student Self-Assessment and Monitoring of Progress bb. INSTRUCTION: Response to Students
    cc. PROFESSIONAL RESPONSIBILITIES: Accuracy and Use in Future Teaching dd. PROFESSIONAL RESPONSIBILITIES: Information about Individual Students
    ee. PROFESSIONAL RESPONSIBILITIES: Professional Relationships with Colleagues and Receptivity to Feedback from Colleagues
    ff. PROFESSIONAL RESPONSIBILITIES: Enhancement of Content Knowledge and Pedagogical Skill
    gg. PROFESSIONAL RESPONSIBILITIES: Integrity and Ethical Conduct hh. PROFESSIONAL RESPONSIBILITIES: Decision Making
    ii. PROFESSIONAL RESPONSIBILITIES: Compliance with School and District Regulations and Handling of Non-Instructional Records **Go to Question 2**

24. **Think again about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From**

the list below please select the indicator from any of your observations that your evaluator identified as the one NEEDING TO BE IMPROVED THE MOST. If several areas were identified as needing improvement, please select the one area that you believe needs to be improved the most.

a. PLAN: Know your students in order to plan your instruction effectively
b. PLAN: Site through-course and end-of-course goals
c. PLAN: Create or adapt standards-based instructional plans and assessments guided by pacing and content from instructional maps
d. TEACH: Engage students in objective-driven lessons based on content standards
e. TEACH: Explain content clearly and accurately
f. TEACH: Engage students at all learning leaves in appropriately challenging work
g. TEACH: Provide students multiple ways to engage with content
h. TEACH: Use strategies that develop higher-level thinking skills
i. TEACH: Check for understanding and respond appropriately during the lesson
j. TEACH: Maximize instructional time
k. CULTIVATE LEARNING ENVIRONMENT: Build a respectful, learning--focused classroom community
l. CULTIVATE LEARNING ENVIRONMENT: Develop classroom procedures and routines
m. CULTIVATE LEARNING ENVIRONMENT: Use classroom space and resources to support instruction
n. CULTIVATE LEARNING ENVIRONMENT: Manage student behavior
o. REFLECT AND ADJUST: Monitor progress relative to through-course and end-of-course goals
p. REFLECT AND ADJUST: Use student data to inform and modify instructional practice

25. **Think again about the observation feedback you received as part of the teacher evaluation process used at your school during this school year (2012-2013). From the list below please select the indicator from any of your observations that your evaluator identified as the one NEEDING TO BE IMPROVED THE MOST. If several areas were identified as needing improvement, please select the one area that you believe needs to be improved the most.**

a. PLANNING AND PREPARATION FOR LEARNING: Alignment
b. PLANNING AND PREPARATION FOR LEARNING: Mapping
c. PLANNING AND PREPARATION FOR LEARNING: Lessons
d. PLANNING AND PREPARATION FOR LEARNING: Resources
e. PLANNING AND PREPARATION FOR LEARNING: Scheduling (Secondary counselors only)
f. CLASSROOM MANAGEMENT: Environment
g. CLASSROOM MANAGEMENT: Expectations
h. CLASSROOM MANAGEMENT: Relationships
i. CLASSROOM MANAGEMENT: Respect
j. CLASSROOM MANAGEMENT: Routines
k. CLASSROOM MANAGEMENT: Repertoire
l. CLASSROOM MANAGEMENT: Efficiency
m. CLASSROOM MANAGEMENT: Social-emotional (Counselors only)
n. DELIVERY OF INSTRUCTION: Expectations
o. DELIVERY OF INSTRUCTION: Goals/objectives
p. DELIVERY OF INSTRUCTION: Connections
q. DELIVERY OF INSTRUCTION: Clarity
r. DELIVERY OF INSTRUCTION: Repertoire
s. DELIVERY OF INSTRUCTION: Engagement
t. DELIVERY OF INSTRUCTION: Differentiation
u. DELIVERY OF INSTRUCTION: Flexibility
v. DELIVERY OF INSTRUCTION: Delivery System (Counselors only)
w. MONITORING, ASSESSMENT, AND FOLLOW-UP: Diagnosis
x. MONITORING, ASSESSMENT, AND FOLLOW-UP: Checks for understanding
y. MONITORING, ASSESSMENT, AND FOLLOW-UP: Self-assessment
z. MONITORING, ASSESSMENT, AND FOLLOW-UP: Recognition aa. MONITORING, ASSESSMENT, AND FOLLOW-UP: Analysis
bb. MONITORING, ASSESSMENT, AND FOLLOW-UP: Support cc. MONITORING, ASSESSMENT, AND FOLLOW-UP: Reflection
dd. FAMILY AND COMMUNITY: Communication ee. FAMILY AND COMMUNITY: Reporting
ff. FAMILY AND COMMUNITY: Technology gg. FAMILY AND COMMUNITY: Respect
hh. PROFESSIONAL RESPONSIBILITIES: Attendance
ii. PROFESSIONAL RESPONSIBILITIES: Reliability jj. PROFESSIONAL RESPONSIBILITIES: Judgment kk. PROFESSIONAL RESPONSIBILITIES: Teamwork
ll. PROFESSIONAL RESPONSIBILITIES: Contributions mm. PROFESSIONAL RESPONSIBILITIES: Communication nn. PROFESSIONAL RESPONSIBILITIES: Receptive
oo. PROFESSIONAL RESPONSIBILITIES: Collaboration
pp. PROFESSIONAL RESPONSIBILITIES: Professional Development
qq. PROFESSIONAL RESPONSIBILITIES: Knowledge   **Go to Question 26**

26. **What was your initial rating on this indicator?**
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5
    f. I don't know/I don't remember

27. **Did you understand why your observer rated you at the level he or she did?**
    a. Yes
    b. No
    c. I don't know

28. **Do you agree with this initial rating?**
    a. Yes
    b. No
    c. I don't know

29. **Which of the following actions/resources were RECOMMENDED to you as part of your observation feedback to help you improve your performance in this area? Mark all that apply.**
    a. Nothing was recommended to me to help me improve my performance in this area
    b. Professional development opportunities (workshops) available to all teachers within my district
    c. Professional development opportunities (workshops) available to all teachers within my school
    d. One-on-one work with a mentor teacher
    e. One-on-one work with an instructional coach
    f. College/University courses
    g. Self-directed reading/learning
    h. Informally consult with peers
    i. Observe other teachers
    j. Videos of model lessons
    k. Resources available from the Tennessee Department of Education
    l. Other (please specify) _____

We are interested in knowing the actions you took and resources you utilized to improve your performance in this area.

30. **Did you take steps to address the indicator from your observations your evaluator identified as the one needing to be improved the most?**
    a. Yes (Please CONTINUE to the next question)
    b. No (Please SKIP the next question)

Please indicate which of the following actions/resources YOU ACTUALLY PARTICIPATED IN OR USED to help improve your performance in this area. (Items may be checked here even if they were not checked on the recommended list.) If you participated in or utilized an action/resource, the please indicate the extent to which the utilized resource helped you improve your teaching within the second question.

31. Did you participate in or use the following? Mark all that apply.

a. Professional development opportunities (workshops) available to all teachers within my district	|_|
b. Professional development opportunities (workshops) available to all teachers within my school	|_|
c. One-on-one work with a mentor teacher	|_|
d. One-on-one work with an instructional coach	|_|
e. College/University courses	|_|
f. Self-directed reading/learning	|_|
g. Informally consult with peers	|_|
h. Observe other teachers	|_|
i. Videos of model lessons	|_|
j. Resources available from the Tennessee Department of Education	|_|
k. Other	|_|

Note: Question 32 should be answered only if the answer to Question 31 is in Column 1.

32. Please indicate the extent to which the resource helped you improve your teaching.
   a. Hindered my ability to improve my teaching
   b. Did not help me improve my teaching
   c. Helped me improve my teaching a little
   d. Helped me improve my teaching a lot

33. How many times did your observer follow up with you about your response to this area identified as needing improvement?
   a. Never
   b. One time
   c. Between two and four times
   d. Five times or more

34. **We would like to know more about how you perceive the feedback you received from the teacher evaluation process used at your school this school year (2012-2013). Was the feedback you received more focused on helping you improve your teaching or was it more focused on making a judgment about your performance? Please select one of the following three options:**
   a. The feedback that I received from my evaluator was focused **MORE** on **HELPING ME IMPROVE** my teaching than making a judgment about my performance.
   b. The feedback that I received from my evaluator was focused **MORE** on **MAKING A JUDGMENT** about my performance than helping be improve my teaching.
   c. The feedback that I received from my evaluator was **EQUALLY FOCUSED** on helping me improve my teaching and making a judgment about my performance.

Think about the teacher evaluation process used in your school and respond to the following.

35. **Please indicate the extent to which you agree or disagree with each statement about the rubrics used as part of the teacher evaluation process used in your school.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The specific indicators of teaching performance in the rubric(s) used in my school's teacher evaluation process accurately reflect what teachers know and do.	1	2	3	4
b. My evaluator uses the rubric(s) from our teacher evaluation process as a basis for discussing feedback from teaching observations.	1	2	3	4
c. My evaluator uses the rubric(s) from our teacher evaluation process as a basis for suggesting how I can improve my teaching.	1	2	3	4
d. I believe I can achieve the highest rating on most elements of teaching performance defined in the rubric(s) used in my school's teacher evaluation process.	1	2	3	4
e. Teachers must receive a score of 4 or higher on all indicators on the rubric(s) used for teaching observations to be rated as an effective teacher.	1	2	3	4
f. The rubric(s) used in my school's teacher evaluation process clearly describe the teaching performance needed to earn each rating score.	1	2	3	4
g. The rubric(s) omit important aspects of teaching that should be considered when evaluating teachers.	1	2	3	4

36. Think about the measures and ratings used in the teacher evaluation process used in your school. How strongly do you agree or disagree with each of the following statements about these measures?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I believe that the GROWTH MEASURE included in my overall effectiveness rating accurately reflects my contribution to student learning.	1	2	3	4
b. I believe that the ACHIEVEMENT MEASURE included in my overall effectiveness rating accurately reflects my contribution to student learning.	1	2	3	4
c. I believe that the QUALITATIVE MEASURE based on teaching observations and other qualitative measures (e.g., previous evaluations, student surveys) included in my overall effectiveness rating accurately reflects my contribution to student learning.	1	2	3	4
d. My evaluator and I agree on which approved measure to use for my ACHIEVEMENT MEASURE.	1	2	3	4
e. I understand how my overall teacher effectiveness rating is calculated.	1	2	3	4

We are interested in knowing more about the teacher evaluation scores you received from the 2011-2012 school year. For most teachers this was the first year that they participated in the new evaluation process.

37. Please indicate when you learned what your 2011-2012 teacher evaluation score was on each of the following.

	(Column 1) I have not yet received this score	(Column 2) In the spring, 2012 semester	(Column 3) In the summer of 2012	(Column 4) In the fall, 2012 semester	(Column 5) In the spring, 2013 semester
a. 35% Growth Measure	1	2	3	4	5
b. 15% Achievement Measure	1	2	3	4	5
c. 50% Qualitative Measure	1	2	3	4	5
d. My overall effectiveness rating	1	2	3	4	5

Note: Question 38 should only be answered if the answer to Question 37 is in Column 2, 3, 4, or 5

38. Did you discuss this score with your evaluator?

	Yes	No
a. 35% Growth Measure	1	2
b. 15% Achievement Measure	1	2
c. 50% Qualitative Measure	1	2
d. My overall effectiveness rating	1	2

Think about the following changes made to the teacher evaluation process used in your school this year (2012-2013), and respond to the following.

39. The following changes to the teacher evaluation process were implemented during the 2012-2013 school year. For each change, please indicate the extent to which you agree this change has improved the teacher evaluation process.

	Strongly Disagree	Disagree	Agree	Strongly Agree	I am unaware of this change/Not applicable
a. Decreasing observation requirements for teachers who previously scored a 5 on his or her overall evaluation or individual growth score was an improvement to the teacher evaluation process.	1	2	3	4	5

b. Requiring evaluators to conduct an initial coaching conversation with teachers who previously scored a 1 on his or her overall evaluation or individual growth score was an improvement to the teacher evaluation process.	1	2	3	4	5
c. Increasing the weighting for observations from 50% to 60% and decreasing the weighting for growth from 35% to 25% for teachers without an individual growth score (e.g., TVAAS) was an improvement to the evaluation process.	1	2	3	4	5
d. Including special education students in the calculation of individual growth scores was an improvement to the evaluation process.	1	2	3	4	5

40. **Will results from student surveys (e.g., Tripod) be utilized as a component of the teacher evaluation process used in your school during this school year (2012-2013)?**
   a. Yes
   b. No
   c. I don't know

41. **To what extent do you agree that results from student surveys focused on what happens in a classroom can provide useful information for improving teaching?**
   a. Strongly Disagree
   b. Disagree
   c. Agree
   d. Strongly Agree

42. **We would like to understand the extent you support incorporating the following measures into an overall teacher effectiveness rating. Please select the weighting option you think is most appropriate for each listed measure.**

	0 %: This measure should not be incorporated into a teacher effectiveness rating	5% ‑‑‑ 15%: Minor weight	20% ‑‑‑ 30%: Moderate weight	35% ‑‑‑ 50%: Major weight

a. Results from teacher observations	1	2	3	4
b. Teacher-level measures based on classroom growth (e.g., teacher-level TVAAS)	1	2	3	4
c. Schoolwide measure based on schoolwide growth (e.g., schoolwide TVAAS)	1	2	3	4
d. The level of student achievement (e.g., TCAP, EOC or other test scores)	1	2	3	4
e. Results from student surveys	1	2	3	4

Branching Instructions

Follow the branching rules in the sequence given below. Jump to the question as specified in the branching rule if all the conditions specified in the rule are satisfied.

Rule 1: IF ANSWER TO Q12 is (No) THEN go to Question 48 Rule 2: IF ANSWER TO Q12 is (Yes) THEN go to Question 43

Think about the teacher evaluation process used in your school this year (2012-2013) and respond to the following.

43. **Please indicate how strongly you agree or disagree with each of the following statements about the teacher evaluation process used in your school during this school year (2012-2013).**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The processes used to conduct my teacher evaluation are fair to me.	1	2	3	4
b. The teacher evaluation process causes me a lot of stress.	1	2	3	4
c. The teacher evaluation process helps me improve as a professional.	1	2	3	4
d. The process of evaluating my teaching performance takes more effort than the results are worth.	1	2	3	4
e. The teacher evaluation process clearly defines what is expected of me.	1	2	3	4
f. My observers are qualified to evaluate my teaching.	1	2	3	4

g. Teaching observations disrupt my classroom instruction.	1	2	3	4
h. Feedback from my teacher evaluation influences the professional development activities in which I participate.	1	2	3	4
i. The teacher evaluation process used in my school will improve my teaching.	1	2	3	4
j. The teacher evaluation process used in my school will improve my students' achievement.	1	2	3	4
k. Overall, I am satisfied with the teacher evaluation process used in my school.	1	2	3	4

44. **Please indicate how strongly you agree or disagree with each of the following statements about how your school's teacher evaluation process will affect YOUR SCHOOL.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. In general, teacher evaluation processes used in my school are fair to all teachers.	1	2	3	4
b. In general, I believe that the teacher evaluation process used in my school will improve teaching.	1	2	3	4
c. In general, I believe that the teacher evaluation process used in my school will improve student achievement.	1	2	3	4
d. In general, the teacher evaluation process used in my school takes more effort than the results are worth.	1	2	3	4

We would like to know your opinion about how results from the teacher evaluation process should inform decisions within your school.

45. **To what extent should teacher effectiveness ratings be given importance when making decisions concerning…**

	No Importance	Low Importance	Moderate Importance	High Importance
a. …professional development for teachers?	1	2	3	4
b. …teacher compensation?	1	2	3	4
c. …teacher advancement?	1	2	3	4
d. …teacher retention?	1	2	3	4
e. …teacher tenure?	1	2	3	4

46. **Generally speaking, what BENEFITS have you experienced from the teacher**

evaluation process being used at your school this year (2012-2013)?

47. **Generally speaking, what CHALLENGES have you encountered with the teacher evaluation process being used at your school this year (2012-2013)?**

The state of Tennessee has committed to adopting the Common Core State Standards (CCSS) and associated assessments, and has begun training personnel and working with school districts to pilot implementation and support this transition.

48. **Please indicate which of the following Common Core State Standards trainings you have attended or plan to attend during the 2012-2013 school year. Mark all that apply.**
    a. Tennessee Department of Education training session(s) during summer, 2012
    b. Tennessee Department of Education training session(s) during summer, 2013
    c. School- or district-wide training conducted by my school or district
    d. Training conducted by an educational vendor
    e. I have not attended Common Core training nor do I have plans to attend Common Core training this year.

49. **Please indicate the degree to which you agree with the following statements about the Common Core State Standards initiative.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The state's plans for transitioning to the Common Core State Standards have been clearly communicated to me.	1	2	3	4
b. The state's plans for changing statewide assessments to reflect Common Core State Standards have been clearly communicated to me.	1	2	3	4
c. Teaching to the Common Core State Standards will NOT require me to change how I teach.	1	2	3	4
d. Moving to the Common Core State Standards will improve the quality of my teaching.	1	2	3	4
e. Moving to the Common Core State Standards will improve student learning.	1	2	3	4

50. **Please indicate how you interacted with Common Core Coaches throughout the 2012- 2013 school year on issues related to Common Core State Standards implementation. Mark all that apply.**
    a. I did not interact with any Common Core Coaches this school year.
    b. On a one-on-one basis

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c. Through small group training session(s) with my PLC, department team, or grade-level team
d. At school-level training session(s)
e. At district-level training session(s)

At this point, respondents were directed to one of six survey modules, each designed to capture teacher experiences of and attitudes toward other First to the Top reform areas. After completing the module, respondents were directed to Question 51. Please see page 41 for questions contained in the survey modules.

Think generally about this school year (2012-2013) and respond to the following.

51. To what extent do you agree or disagree with each of the following statements concerning this school year (2012-2013)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The stress and disappointments involved in being at this school aren't really worth it.	1	2	3	4
b. The staff at this school like being here; I would describe us as a satisfied group.	1	2	3	4
c. I like the way things are run at this school.	1	2	3	4
d. If I could get a higher paying job I'd leave education as soon as possible.	1	2	3	4
e. I think about transferring to another school.	1	2	3	4
f. I don't seem to have as much enthusiasm now as I did when I began in education.	1	2	3	4
g. I think about staying home from school because I'm just too tired to go.	1	2	3	4

52. If you could go back to your college days and start over again, would you become an educator or not?
a. Certainly would become an educator.
b. Probably would become an educator.
c. Chances about even to become an educator.
d. Probably would not become an educator.
e. Certainly would not become an educator.

53. How long do you plan to remain in education?
a. As long as I am able.
b. Until I am eligible for retirement benefits from this job.
c. Until I am eligible for retirement benefits from a previous job.
d. Until I am eligible for Social Security benefits.
e. Until a specific life event occurs (e.g., parenthood, marriage).
f. Definitely plan to leave as soon as I can.
g. Undecided at this time.

54. Do you plan to return to this school next year?
    a. Yes   b. No   c. I don't know   **Go to End of Survey**

Think about the ADMINISTRATOR evaluation process used in your district this year (2012–2013) and respond to the following.

55. **How many times has an evaluator observed you doing your job this school year (2012–2013) as part of the ADMINISTRATOR evaluation process?**
    a. I have not yet been observed this school year and do NOT expect to be observed.
    b. I have not yet been observed this school year but DO expect to be observed before the end of this school year.
    c. One time
    d. Two times
    e. More than two times

56. **How much total time have you spent on the following activities related to your administrator evaluation during this school year (2012–2032)?**

	0 minutes	Less than 1 hour	1 to 2 hours	2 to 3 hours	3 to 5 hours	Over 5 hours
a. My self–reflection	1	2	3	4	5	6
b. My formative assessment (coaching/mentoring)	1	2	3	4	5	6
c. Being observed	1	2	3	4	5	6
d. Summative conference	1	2	3	4	5	6

57. How strongly do you agree or disagree with each of the following statements about the administrator evaluation process used in your school during this school year (2012-2013)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I believe that the 35% SCHOOL-WIDE COMPOSITE GROWTH MEASURE included in my administrator summative rating accurately reflects my contribution to student learning in my school.	1	2	3	4
b. I believe that the 15% ACHIEVEMENT MEASURE included in my administrator summative rating accurately reflects my contribution to student learning in my school.	1	2	3	4
c. I believe that the 35% QUALITATIVE STANDARDS measure (based on TILS) included in my administrator summative rating accurately reflects my job performance.	1	2	3	4
d. I believe that the 15% STANDARD A: QUALITY OF TEACHER EVALUATIONS included in my administrator summative rating accurately reflects my job performance.	1	2	3	4
e. I understand how my administrator summative rating is calculated.	1	2	3	4

58. One component of each administrator's evaluation is the quality of teacher evaluations he or she conducted. Please indicate which of the following kinds of evidence your evaluator(s) used to determine your rating on this measure. Mark all that apply.

a. I have not been rated on this measure.
b. I do not know what kinds of evidence my evaluator(s) used.
c. Observations of me conducting some or all parts of teacher evaluations (e.g., A co-observation, observing a pre- or post-conference, etc.)
d. Reviewed documentation of the evaluation process (e.g., Reviewed sample sets of evidence notes, reviewed sample sets of post-conference plans)
e. Reviewed data from observations and evaluations I conducted (e.g., School level reports from CODE, comparison of observation scores and benchmark assessment results, etc.)
f. Asked teachers (e.g., Conducted a staff survey or had one-on-one conversations with teachers)

59. How strongly do you agree or disagree with each of the following statements about Tennessee's administrator evaluation process during this school year (2012-2013)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The processes used to conduct my administrator evaluation are fair to me.	1	2	3	4
b. The administrator evaluation process causes me a lot of stress.	1	2	3	4
c. The administrator evaluation process helps me improve as a professional.	1	2	3	4
d. The process of evaluating my professional practice takes more effort than the results are worth.	1	2	3	4
e. The Tennessee instructional leadership standards (TILS) clearly define what is expected of me as an administrator.	1	2	3	4
f. The individual responsible for completing my evaluation is qualified to evaluate my performance as an administrator.	1	2	3	4
g. Being observed interferes with my ability to complete my job duties.	1	2	3	4
h. Feedback from my administrator evaluation influences the professional development activities in which I participate.	1	2	3	4
i. Tennessee's instructional leadership standards (TILS) clearly describe the performance needed to earn each rating score.	1	2	3	4
j. Tennessee's instructional leadership standards (TILS) accurately define the important aspects of performance that should be considered when evaluating PRINCIPALS.	1	2	3	4
k. Tennessee's instructional leadership standards (TILS) accurately define the important aspects of performance that should be considered when evaluating ASSISTANT PRINCIPALS.	1	2	3	4
l. Tennessee's administrator evaluation process has improved my professional practice.	1	2	3	4
m. Tennessee's administrator evaluation process has improved student learning in our school.	1	2	3	4
n. Overall, I am satisfied with Tennessee's administrator evaluation process.	1	2	3	4

Now think about the TEACHER evaluation process, including observations, used in your school during the 2012--2013 school year.

DEFINITION: For the purpose of this survey, a TEACHING OBSERVATION is an event that is part of the teacher evaluation process during which one or more evaluators observes the classroom with the intention of providing to the teacher some type of verbal and/or written feedback (this includes "walk--throughs" conducted as part of teacher evaluations).

60. **Please select from the following options the choice that best represents your participation during the 2012--2013 school year (including summer 2012) in training on the teacher evaluation process used in your school.**
    a. I did not participate in any training during the 2012--2013 school year on the teacher evaluation process used in my school
    b. I participated in the TEAM Recertification Training during the 2012--2013 school year.
    c. I participated in the TEAM New Evaluator Training during the 2012--2013 school year.
    d. I participated in less than 5 hours of training on COACH, TIGER or TEM model during the 2012--2013 school year.
    e. I participated in 5 hours or more of training on COACH, TIGER or TEM model during the 2012--2013 school year.

Think about the training you participated in to implement the teacher evaluation process in your school this year (2012-2013).

61. How prepared were you this year (2012-2013) to carry out the following aspects of the teaching observation evaluation process?

	Not at all prepared	Somewhat prepared	Adequately prepared	Very prepared	Not applicable to the evaluation process in my school
a. Beginning-of-the-year coaching conversations	1	2	3	4	5
b. Conducting pre-conferences	1	2	3	4	5
c. Scripting the observation	1	2	3	4	5
d. Assigning observation scores for each indicator	1	2	3	4	5
e. Conducting post conferences	1	2	3	4	5
f. Explaining the calculation of the overall effectiveness rating	1	2	3	4	5

62. What issues and/or struggles did you encounter with items for which you answered "Not at all prepared" or "Somewhat prepared"?

63. Who observed teaching (served as an observer) as a part of the teacher evaluation process used in your school this school year (2012-2013)? Mark all that apply.
a. Principals
b. Assistant or vice principals
c. Department heads
d. Instructional coaches
e. Senior teachers from the school, such as mentor, master, or lead teachers
f. Observers not working at your school
g. Others (please specify) _____

64. To date, how many TOTAL times during this school year (2012-2013) have you conducted a teaching observation (including "walk-throughs")?
a. 1 to 5
b. 6 to 10
c. 11 to 20
d. 21 to 30
e. 31 to 40
f. 41 to 50
g. 51 to 60
h. 61 to 70
i. 71 to 80
j. 81 to 90 k. 91 to 100
l. Over 100

65. On average, how many hours per week did you spend on work related to teacher evaluations (e.g., conducting pre-conferences and coaching conversations, observing teachers, preparing and sharing feedback, recording evaluation results, etc.)
a. 0 to 3
b. 4 to 6
c. 7 to 9
d. 10 to 12
e. 13 to 16
f. Over 16 hours per week

Think about the rubrics utilized as part of the teacher evaluation process used in your school and respond to the following.

66. **Please indicate the extent to which you agree or disagree with each statement about the rubrics used as part of the teacher evaluation process used in your school. Questions should be answered based on your experience during this school year (2012–2013).**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The specific indicators of teaching performance in the rubric(s) used in my school's teacher evaluation process accurately reflect what teachers know and do.	1	2	3	4
b. I use the rubric(s) from our teacher evaluation process as a basis for discussing feedback from teaching observations.	1	2	3	4
c. I use the rubric(s) from our teacher evaluation process as a basis for suggesting how teachers can improve their teaching.	1	2	3	4
d. I believe teachers in my school can achieve the highest rating on most elements of teaching performance scored on the rubric(s) used in my school's teacher evaluation process.	1	2	3	4
e. The teachers in my school must receive a score of 4 or higher on all indicators on the rubric(s) used for teaching observations to be rated as an effective teacher.	1	2	3	4
f. The rubric(s) used in my school's teacher evaluation process clearly describe the teaching performance needed to earn each rating score.	1	2	3	4
g. The rubric(s) omit important aspects of teaching that should be considered when evaluating teachers.	1	2	3	4
h. Rubrics available to me are not appropriate for some of the positions that I have to evaluate.	1	2	3	4

67. **We would like to know how you perceive the focus of the feedback you provided to teachers during the teacher evaluation process used at your school this school year (2012-2013). Overall, was the feedback you provided focused more on helping teachers improve their teaching or was it more focused on making a judgment about their performance? Please select one of the following three options:**
   a. The feedback I provided was focused **MORE** on **HELPING TEACHERS IMPROVE** their teaching than making a judgment about their performance.
   b. The feedback I provided was focused **MORE** on **MAKING A JUDGMENT** about teachers' performance than helping them improve their teaching.
   c. The feedback I provided was **EQUALLY FOCUSED** on helping teachers improve their teaching and making a judgment about their performance.

68. **During a typical post-conference, how much do you focus on each of the following topics?**

	None	Only a Little	Some	A Significant Amount
a. Reviewing the strategy and goal(s) discussed in the pre-conference	1	2	3	4
b. Using the rubric to explain the ratings you assigned based on the teaching observation	1	2	3	4
c. Discussing area(s) identified for refinement	1	2	3	4
d. Discussing area(s) identified for reinforcement	1	2	3	4
e. Suggesting resources teachers might pursue to address area(s) identified for refinement	1	2	3	4

We are interested in learning more about the way that you assist struggling teachers (e.g., teachers scoring an effectiveness rating of 1 or 2).

69. **Please select the frequency that you assign the following "homework" to struggling teachers during post-conferences.**

	Never	Seldom (Less than 10% of the time)	Sometimes (10% to 30% of the time)	Frequently (31% to 50% of the time)	Usually (51% to 75% of the time)	Almost Always (more than 75% of the time)
a. Professional development opportunities (workshops) available to all teachers within my district	1	2	3	4	5	6
b. Professional development opportunities (workshops) available to all teachers within my school	1	2	3	4	5	6
c. One-on-one work with a mentor teacher	1	2	3	4	5	6
d. One-on-one work with an instructional coach	1	2	3	4	5	6
e. College/University courses	1	2	3	4	5	6
f. Self-directed reading/learning	1	2	3	4	5	6
g. Informal consulting with peers	1	2	3	4	5	6
h. Structured observations of other teachers	1	2	3	4	5	6
i. Videos of model lessons	1	2	3	4	5	6
j. Resources available from the Tennessee Department of Education	1	2	3	4	5	6

70. Please add additional pertinent information concerning the processes and resources you utilize to assist struggling teachers below.

_____

Think about the measures and ratings used in the teacher evaluation process and respond to the following.

71. How strongly do you agree or disagree with each of the following statements about the teacher evaluation process used in your school during this school year (2012-2013)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I believe that the GROWTH MEASURE included in my teachers' overall effectiveness rating accurately reflects their contribution to student learning.	1	2	3	4
b. I believe that the ACHIEVEMENT MEASURE included in my teachers' overall effectiveness rating accurately reflects their contribution to student learning.	1	2	3	4
c. I believe that the QUALITATIVE/OBSERVATION MEASURE included in my teachers' overall effectiveness rating accurately reflects their contribution to student learning.	1	2	3	4
d. Generally speaking, teachers and I agree on which approved measure to use for the ACHIEVEMENT MEASURE.	1	2	3	4
e. I understand how a teacher's overall teacher effectiveness rating is calculated.	1	2	3	4
f. Teachers understand how their overall teacher effectiveness rating is calculated.	1	2	3	4

72. Will results from student surveys (e.g., Tripod) be utilized as a component of the teacher evaluation process used in your school during this school year (2012-2013)?
a. Yes
b. No
c. I don't know

73. To what extent do you agree that results from student surveys focused on what happens in a classroom can provide useful information for improving teaching?
a. Strongly Disagree
b. Disagree
c. Agree
d. Strongly Agree

We would like to understand the extent you support incorporating the following measures into an overall teacher effectiveness rating.

74. Please select the weighting option you think is most appropriate for each listed measure.

	0%: This measure should not be incorporated into a teacher effectiveness rating	5% ... 15%: Minor weight	20% ... 30%: Moderate weight	35% ... 50%: Major weight
a. Results from teacher observations	1	2	3	4
b. Teacher-level measures based on classroom growth (e.g., teacher-level TVAAS)	1	2	3	4
c. Schoolwide measure based on schoolwide growth (e.g., schoolwide TVAAS)	1	2	3	4
d. The level of student achievement (e.g., TCAP, EOC or other test scores)	1	2	3	4
e. Results from student surveys	1	2	3	4

Think about the teacher evaluation process used in your school this year (2012-2013) and respond to the following.

75. Please indicate how strongly you agree or disagree with each of the following statements about the teacher evaluation process used in your school during this school year (2012-2013).

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teacher evaluation processes used in my school are fair to my teachers.	1	2	3	4
b. The teacher evaluation process causes me a lot of stress.	1	2	3	4
c. The teacher evaluation process helps teachers to improve their teaching	1	2	3	4
d. The teacher evaluation process is burdensome for me.	1	2	3	4

e. Teacher evaluation outcomes influence the professional development activities conducted at my school.	1	2	3	4
f. Teaching observations disrupt classroom instruction	1	2	3	4
g. Feedback to individual teachers based on their evaluations influences the professional development in which they participate.	1	2	3	4
h. I am qualified to evaluate teaching.	1	2	3	4
i. In general, I believe that the teacher evaluation process used in my school will improve student achievement.	1	2	3	4
j. In general, the teacher evaluation process used in my school takes more effort than the results are worth.	1	2	3	4
k. Overall, I am satisfied with the teacher evaluation process used in my school.	1	2	3	4

We would like to know your opinion about how results from the teacher evaluation process should inform decisions within your school.

76. To what extent should the overall teacher effectiveness rating factor into decisions concerning each of the items listed below?

	No Importance	Low Importance	Moderate Importance	High Importance
a. Professional development for teachers	1	2	3	4
b. Teacher compensation	1	2	3	4
c. Teacher advancement	1	2	3	4
d. Teacher retention	1	2	3	4
e. Teacher tenure	1	2	3	4
f. Assigning students to teachers	1	2	3	4
g. Assigning mentors or coaches to teachers	1	2	3	4
h. Developing or designing interventions for students	1	2	3	4

77. Generally speaking, what BENEFITS have you experienced from the teacher evaluation process being used at your school this year (2012-2013)?

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78. Generally speaking, what CHALLENGES have you encountered with the teacher evaluation process being used at your school this year (2012-2013)?

Think about how you have spent your time and effort during this year (2012-2013) compared to last year (2011-2012) and respond to the following.

79. Please indicate if you increased or decreased the time and effort you spent in the following kinds of activities during the current school year (2012-2013) compared to last year (2011-2012).

	Less time and effort than last year	The same amount of time and effort as last year	More time and effort than last year	Not Applicable
a. Identifying topics requiring more or less emphasis in teachers' instruction	1	2	3	4
b. Encouraging parent involvement in student learning	1	2	3	4
c. Finding and engaging in professional development opportunities to improve my content knowledge	1	2	3	4
d. Finding and engaging in professional development opportunities to improve my pedagogical knowledge	1	2	3	4
e. Attending district- or school-sponsored workshops	1	2	3	4
f. Disciplining students	1	2	3	4
g. Interacting with teachers about their teaching	1	2	3	4
h. Completing tasks required for teaching observations and evaluation activities	1	2	3	4
i. Analyzing student performance data	1	2	3	4
j. Promoting and sustaining collaborative staff efforts (e.g., professional learning communities)	1	2	3	4
k. Addressing "nuts and bolts" organizational issues such as building maintenance, budgeting, and technological infrastructure	1	2	3	4
l. Communicating with staff about district and state policy changes	1	2	3	4
m. Attending district-level meetings (e.g., committees, task forces, administrator meetings, etc.)	1	2	3	4

n. Building and supporting a positive school culture	1	2	3	4			
o. Planning professional development for teachers	1	2	3	4			
p. Locating instructional resources for teachers	1	2	3	4			

80. For each subject shown below, indicate which source is MOST IMPORTANT to your teachers for determining what students should learn in their classrooms.

	N/A, not taught in my school	Tennessee Curriculum Standards	Common Core Standards	District Curriculum	Text-book(s)	Teacher-Developed Lesson Plans & Materials	Other Source
a. Mathematics (includes Algebra, Geometry, and other specialized high school math courses)	1	2	3	4	5	6	7
b. English / language arts	1	2	3	4	5	6	7
c. Science	1	2	3	4	5	6	7
d. Social Studies (includes history, civics, general business, etc.)	1	2	3	4	5	6	7
e. Health and Physical Education	1	2	3	4	5	6	7
f. Art	1	2	3	4	5	6	7
g. Music	1	2	3	4	5	6	7
h. Family and Consumer Science	1	2	3	4	5	6	7
i. Industrial Technology	1	2	3	4	5	6	7
j. Computer-Based Subjects	1	2	3	4	5	6	7

k. Career Education Programs (e.g., Marketing, Business, Health Occupations, Trade, Industrial programs, etc.)	1	2	3	4	5	6	7

For each of the resources listed below please indicate the frequency with which you have utilized the resource during the 2012-2013 school year and your overall perception of its usefulness.

81. How often have you used the following resource during the 2012-2013 school year?

	(Column 1) Never	(Column 2) Once or twice a semester	(Column 3) Once or twice a month	(Column 4) Once or twice a week	(Column 5) Almost daily
a. Tennessee Department of Education (TDOE) Report Card	1	2	3	4	5
b. TDOE Electronic Learning Center (ELC)	1	2	3	4	5
c. Student-level TCAP results (e.g., TCAP Achievement or EOC Individual Profile Report)	1	2	3	4	5
d. School- or subgroup-level TCAP results (e.g., TCAP Achievement or EOC Class- or grade-level report or School Disaggregation Summary Report)	1	2	3	4	5
e. Data that show how close students are to performance levels (Below Basic, Basic, Proficient, and Advanced)	1	2	3	4	5
f. Tennessee Value-Added Assessment System (TVAAS) Reports	1	2	3	4	5
g. Battelle for Kids' Tennessee Student Progress Portal	1	2	3	4	5

h. Reports from "benchmark" tests given periodically to measure student progress (e.g., Discovery, AIMSWeb)	1	2	3	4	5
i. Cluster- or school-level Instructional Coach (a staff member focused on pedagogy and/or content knowledge)	1	2	3	4	5
j. Cluster- or school-level Data Coach (a staff member focused on helping make data-based instructional decisions)	1	2	3	4	5
k. NIET Best Practices Portal	1	2	3	4	5
l. The CODE System Teacher Evaluation Data Platform	1	2	3	4	5
m. The TNCore.org website	1	2	3	4	5
n. The Team-TN.org website	1	2	3	4	5

NOTE: Question 82 should only be answered if the answer to Question 81 is in Column 2, 3, 4, or 5

82. What is your overall perception about the usefulness of this resource?

	Not Useful	Somewhat Useful	Useful	Very Useful
a. Tennessee Department of Education (TDOE) Report Card	1	2	3	4
b. TDOE Electronic Learning Center (ELC)	1	2	3	4
c. Student-level TCAP results (e.g., TCAP Achievement or EOC Individual Profile Report)	1	2	3	4
d. School- or subgroup-level TCAP results (e.g., TCAP Achievement or EOC Class- or grade-level report or School Disaggregation Summary Report)	1	2	3	4
e. Data that show how close students are to performance levels (Below Basic, Basic, Proficient, and Advanced)	1	2	3	4
f. Tennessee Value-Added Assessment System (TVAAS) Reports	1	2	3	4
g. Battelle for Kids' Tennessee Student Progress Portal	1	2	3	4

h. Reports from "benchmark" tests given periodically to measure student progress (e.g., Discovery, AIMSWeb)	1	2	3	4
i. Cluster-- or school--level Instructional Coach (a staff member focused on pedagogy and/or content knowledge)	1	2	3	4
j. Cluster-- or school--level Data Coach (a staff member focused on helping make data--based instructional decisions)	1	2	3	4
k. NIET Best Practices Portal	1	2	3	4
l. The CODE System Teacher Evaluation Data Platform	1	2	3	4
m. The TNCore.org website	1	2	3	4
n. The Team--TN.org website	1	2	3	4

Think generally about this school year (2012--2013) and respond to the following.

83. To what extent do you agree or disagree with each of the following statements concerning this school year (2012--2013)?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The stress and disappointments involved in being at this school aren't really worth it.	1	2	3	4
b. The staff at this school like being here; I would describe us as a satisfied group.	1	2	3	4
c. I like the way things are run at this school.	1	2	3	4
d. If I could get a higher paying job I'd leave education as soon as possible.	1	2	3	4
e. I think about transferring to another school.	1	2	3	4
f. I don't seem to have as much enthusiasm now as I did when I began in education.	1	2	3	4
g. I think about staying home from school because I'm just too tired to go.	1	2	3	4

84. If you could go back to your college days and start over again, would you become an educator or not?
   a. Certainly would become an educator.
   b. Probably would become an educator.
   c. Chances about even to become an educator.
   d. Probably would not become an educator.
   e. Certainly would not become an educator.

85. **How long do you plan to remain in education?**
    a. As long as I am able.
    b. Until I am eligible for retirement benefits from this job.
    c. Until I am eligible for retirement benefits from a previous job.
    d. Until I am eligible for Social Security benefits.
    e. Until a specific life event occurs (e.g., parenthood, marriage).
    f. Definitely plan to leave as soon as I can.
    g. Undecided at this time.

86. **Do you plan to return to this school next year?**
    a. Yes
    b. No
    c. I don't know   **Go to End of Survey**

87. **This survey is targeted towards educators who work within a single school. Thank you for your time. Please share any feedback you have about educator evaluation in the box below.**

Part III: Survey Modules for Teachers Module 1: Great Teachers and Leaders

Think about interactions that you have had with other teachers in your school this year (2012-2013) and respond to the following.

1. **How frequently have you done each of the following with other teachers in your school during the 2012-2013 school year?**

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost Daily
a. Shared and/or discussed beliefs about teaching and learning	1	2	3	4	5
b. Shared and/or discussed what was learned at a workshop or conference	1	2	3	4	5
c. Shared and/or discussed student work	1	2	3	4	5
d. Shared and/or discussed specific lessons that were not successful	1	2	3	4	5
e. Shared and/or discussed specific lessons that were particularly effective	1	2	3	4	5
f. Shared and/or discussed effective instructional practices for English Language Learners	1	2	3	4	5
g. Shared and/or discussed effective instructional practices for low-performing students	1	2	3	4	5
h. Shared and/or discussed effective instructional practices for high-performing students	1	2	3	4	5
i. Shared and/or discussed effective instructional practices for students with disabilities	1	2	3	4	5
j. Shared and/or discussed instructional resources	1	2	3	4	5

Think about teachers and students in your school this year (2012-2013) and respond to the following.

2. **To what extent do you agree or disagree with the following statements about your school during the 2012-2013 school year.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. When making important decisions, teachers in this school always focus on what's best for student learning.	1	2	3	4
b. Teachers in this school have high expectations for our students' achievement.	1	2	3	4
c. Teachers in this school think it's important that all students do well in their classes.	1	2	3	4
d. Teachers in this school encourage students to keep trying even when the work is challenging.	1	2	3	4
e. Students at this school are expected to master the content they are working on before moving to new topics.	1	2	3	4
f. Teachers in this school stress the importance of "trying hard" to the students.	1	2	3	4
g. Teachers in this school let students know that making mistakes is OK as long as they are learning and improving.	1	2	3	4
h. Teachers in this school place an emphasis on really understanding schoolwork, not just memorizing it.	1	2	3	4

Think about your principal's leadership during this school year (2012-2013) and respond to the following.

} **To what extent do you agree or disagree with each of the following statements about your principal during this school year (2012-2013)?**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The principal at my school monitors student academic progress.	1	2	3	4
b. The principal at my school interacts regularly with students about their learning.	1	2	3	4
c. My principal is doing a good job.	1	2	3	4
d. The principal at my school presses teachers to implement what they have learned in professional development.	1	2	3	4
e. The principal at my school communicates a clear vision for this school.	1	2	3	4
f. I am pleased with the way my principal runs this school.	1	2	3	4
g. The principal at my school sets high standards for student learning.	1	2	3	4
h. The principal at my school sets high standards for teaching.	1	2	3	4
i. I would be happy to continue working with my principal in the future.	1	2	3	4
j. The principal at my school makes clear to the staff his or her expectations for meeting instructional goals.	1	2	3	4
k. The principal at my school is available to teachers to discuss teacher evaluation results.	1	2	3	4

Think about your school during the 2012-2013 school year and respond to the following.

4. **To what extent do you agree or disagree with the following statements about the conditions at your school during the 2011-12 school year?**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Leaders value teachers' ideas.	1	2	3	4
b. Leaders in this school trust the professional judgment of teachers.	1	2	3	4
c. Leaders take time to praise teachers that perform well.	1	2	3	4
d. Teachers are involved in the decision-making process.	1	2	3	4
e. Leaders in our school facilitate teachers working together.	1	2	3	4
f. Teachers are kept informed on current issues in the school.	1	2	3	4
g. Teachers' involvement in policy or decision-making is taken seriously.	1	2	3	4
h. Teachers are rewarded for experimenting with new ideas and techniques.	1	2	3	4
i. Leaders support risk-taking and innovation in teaching.	1	2	3	4
j. Administrators protect instructional time.	1	2	3	4
k. Administrators protect planning time.	1	2	3	4
l. Teachers are encouraged to share ideas.	1	2	3	4
m. Teachers and leaders regularly engage in conversations about improving instruction.	1	2	3	4

Module 2: Professional Development

Think about your experiences with professional development during the current school year (2012-2013) and respond to the following.

1. **Did your evaluator(s) recommend that you participate in professional development in any of the following areas?**

	Yes	No
a. Pedagogy: Strategies for teaching my subject area(s)	1	2
b. Content: In-depth study of topics in my subject area(s)	1	2
c. Preparing students to take the TCAP	1	2
d. Analyzing and interpreting student achievement data	1	2
e. Student behavior management	1	2
f. Classroom organization	1	2
g. Teaching special student populations (e.g., English Language Learners and students with disabilities)	1	2
h. Addressing students' socio-emotional development	1	2
i. Reviewing standards and curriculum to determine learning outcomes for my students	1	2

2. **About how many total hours of professional development have you received so far this year (2012-2013) in each of the following areas?**

	(Column 1) None	(Column 2) 1-5 hours	(Column 3) 6-20 hours	(Column 4) 21-40 hours	(Column 5) More than 40 hours
a. Pedagogy: Strategies for teaching my subject area(s)	1	2	3	4	5
b. Content: In-depth study of topics in my subject area(s)	1	2	3	4	5
c. Preparing students to take the TCAP	1	2	3	4	5
d. Analyzing and interpreting student achievement data	1	2	3	4	5
e. Student behavior management	1	2	3	4	5
f. Classroom organization	1	2	3	4	5
g. Teaching special student populations (e.g., English Language Learners and students with disabilities)	1	2	3	4	5
h. Addressing students' socio-emotional development	1	2	3	4	5

i. Reviewing standards and curriculum to determine learning outcomes for my students	1	2	3	4	5

NOTE: Question 3 should be answered only if the answer to Question 2 is in Column 2, 3, 4, or 5.

3. **Please indicate how valuable you found this professional development for helping you improve your teaching?**

	Hindered my ability to improve my teaching	Did not help me improve my teaching	Helped me improve my teaching a little	Helped me improve my teaching a lot
a. Pedagogy: Strategies for teaching my subject area(s)	1	2	3	4
b. Content: In-depth study of topics in my subject area(s)	1	2	3	4
c. Preparing students to take the TCAP	1	2	3	4
d. Analyzing and interpreting student achievement data	1	2	3	4
e. Student behavior management	1	2	3	4
f. Classroom organization	1	2	3	4
g. Teaching special student populations (e.g., English Language Learners and students with disabilities)	1	2	3	4
h. Addressing students' socio-emotional development	1	2	3	4
i. Reviewing standards and curriculum to determine learning outcomes for my students	1	2	3	4

4. **Please rank how important each of the following factors was in determining which professional development activities you participated in during this school year. The factor that had the most influence should be ranked 1, the factor that has the second most influence should be ranked 2, etc. For factors that had no influence please input a 0.**
   a. __ Required attendance at school-based professional development
   b. __ Required attendance at district-based professional development
   c. __ Required attendance at professional development offered by the Tennessee DOE
   d. __ My personal assessment of areas where I need to improve
   e. __ Mandates from my administrator based on results from my teaching evaluation
   f. __ Suggestions from other teachers in my school

To what extent do you agree or disagree with the following statements concerning your experiences with professional development during the 2012-2013 school year?

5. Overall, professional development experiences this year (2012-2013)…

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Included opportunities to work with teachers from other schools.	1	2	3	4
b. Included opportunities to try and evaluate new ideas.	1	2	3	4
c. Helped staff in my school work better together.	1	2	3	4
d. Improved my knowledge of the subject(s) I teach.	1	2	3	4
e. Helped me understand my students better.	1	2	3	4
f. Have been sustained and coherently focused.	1	2	3	4
g. Included opportunities to work with colleagues in my school.	1	2	3	4
h. Led me to make changes in my teaching.	1	2	3	4
i. Addressed the needs of the students in my classes.	1	2	3	4
j. Have included follow-up sessions or additional training.	1	2	3	4
k. Have been followed by support from school leaders in applying what I have learned.	1	2	3	4
l. Have been short term and unrelated.	1	2	3	4
m. Provided opportunities to address areas for improvement noted in feedback from the teacher evaluation process used in my school.	1	2	3	4
n. Was aligned with my teaching assignment for the current school year (i.e., was job embedded).	1	2	3	4
o. Included opportunities to review student work related to classes I taught.	1	2	3	4

Module 3: Data Systems & Resources to Support Instruction

For each of the resources listed below please indicate how frequently you used the resource during the 2012-2013 school year and your overall perception of its usefulness.

1. How often do you use the following?

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost Daily
a. Tennessee Department of Education (TDOE) Report Card	1	2	3	4	5
b. TDOE Electronic Learning Center (ELC)	1	2	3	4	5
c. Student-level TCAP results (e.g., TCAP Achievement or EOC Individual Profile Report)	1	2	3	4	5
d. School- or subgroup-level TCAP results (e.g., TCAP Achievement or EOC Class- or Grade-level Report or School Disaggregation Summary Report)	1	2	3	4	5
e. Data that show how close students are to TCAP performance levels, provided by your district, Pearson Access, or another source	1	2	3	4	5
f. Tennessee Value-Added Assessment System (TVAAS) Reports (e.g., School Value Added, Accelerate, Performance Diagnostic, etc.)	1	2	3	4	5
g. Battelle for Kids' Tennessee Student Progress Portal	1	2	3	4	5
h. Reports from "benchmark" tests given periodically to measure student progress (e.g., Discovery, AIMSWeb)	1	2	3	4	5
i. Cluster- or School-Level Instructional Coach (a staff member focused on pedagogy and/or content knowledge)	1	2	3	4	5
j. Cluster- or School-Level Data Coach (a staff member focused on helping make data-based instructional decisions)	1	2	3	4	5
k. NIET Best Practices Portal	1	2	3	4	5
l. The CODE System Teacher Evaluation Data Platform	1	2	3	4	5
m. The TNCore.org website	1	2	3	4	5
n. The Team-TN.org website	1	2	3	4	5

Note: Question 2 should be answered only if the answer to Question 1 is in Column 2, 3, 4, or 5.

2. **What is your overall perception about the usefulness of each of the following resources?**

	Not Useful	Somewhat useful	Useful	Very Useful
a. Tennessee Department of Education (TDOE) Report Card	1	2	3	4
b. TDOE Electronic Learning Center (ELC)	1	2	3	4
c. Student-level TCAP results (e.g., TCAP Achievement or EOC Individual Profile Report)	1	2	3	4
d. School- or subgroup-level TCAP results (e.g., TCAP Achievement or EOC Class- or Grade-level Report or School Disaggregation Summary Report)	1	2	3	4
e. Data that show how close students are to performance levels (Below Basic, Basic, Proficient, and Advanced)	1	2	3	4
f. Tennessee Value-Added Assessment System (TVAAS) Reports (e.g., School Value Added, Accelerate, Performance Diagnostic, etc.)	1	2	3	4
g. Battelle for Kids' Tennessee Student Progress Portal	1	2	3	4
h. Reports from "benchmark" tests given periodically to measure student progress (e.g., Discovery, AIMSWeb)	1	2	3	4
i. Cluster- or School-Level Instructional Coach (a staff member focused on pedagogy and/or content knowledge)	1	2	3	4
j. Cluster- or School-Level Data Coach (a staff member focused on helping make data-based instructional decisions)	1	2	3	4
k. NIET Best Practices Portal	1	2	3	4
l. The CODE System Teacher Evaluation Data Platform	1	2	3	4
m. The TNCore.org website	1	2	3	4
n. The Team-TN.org website	1	2	3	4

3. **Did you log into the TVAAS restricted-use data website at any time during the 2012-2013 school year using a personal login assigned to you**?
   a. Yes
   b. No

How often do you use student test score data for each of the following purposes? Please consider all of different types of tests (TCAP, formative, classroom) when you answer. If you teach more than one subject or class, answer in terms of your typical practice in those classes in which tests are administered.

4. How often do you use student test score data for the following purposes?

	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost Daily
a. Identify individual students who need additional assistance	1	2	3	4	5
b. Set learning goals for individual students	1	2	3	4	5
c. Tailor instruction to individual students' needs	1	2	3	4	5
d. Develop recommendations for tutoring or other educational support services	1	2	3	4	5
e. Assign or reassign students to groups within my class	1	2	3	4	5
f. Identify topics requiring more or less emphasis in instruction	1	2	3	4	5
g. Encourage parent involvement in student learning	1	2	3	4	5
h. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4	5
i. Discuss teaching and learning with my inquiry team or other teachers, coaches, etc.	1	2	3	4	5

Think about your experiences with assessment data during the 2012-2013 school year and respond to the following.

5. **To what extent do you agree or disagree with each of the following statements based on your experiences during the 2012-2013 school year?**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. STATE assessment data are available to me in a timely manner.	1	2	3	4
b. LOCAL assessment data are available to me in a timely manner.	1	2	3	4
c. I receive adequate training to help me utilize student data to guide instruction.	1	2	3	4
d. There is enough time built into my schedule to review student data.	1	2	3	4
e. I struggle with understanding how to change my practice through the use of student data.	1	2	3	4
f. There is a clear expectation within this school that teachers should use student data to guide instruction.	1	2	3	4

Module 4: Standards and Assessment & Knowledge of and Attitudes Toward Reform

1. **Have teachers in at least one grade in your school implemented Common Core State Standards in MATHEMATICS this year (2012-2013)?**
   a. Yes
   b. No
   c. I don't know

2. **Have teachers in at least one grade in your school implemented Common Core State Standards in ENGLISH/LANGUAGE ARTS this year (2012-2013)?**
   a. Yes
   b. No
   c. I don't know

3. **Have at teachers in at least one grade in your school implemented Common Core State Literacy Standards in content areas such as Science or Social Studies this year (2012-2013)?**
   a. Yes
   b. No
   c. I don't know

4. **Are you using Common Core State Standards to guide instruction in one or more**

subjects that you teach?
a. Yes   **Continue to Question 5**
b. No   **Go to Question 7**

5 **I am using Common Core State Standards to guide my teaching in the following subject areas. (Mark all that apply.)**
a. English/Language Arts
b. Mathematics
c. Other (please specify)_____

6 **To what extent do you agree or disagree with the following statements about the Common Core State Standards?**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I know how to access Common Core State Standards for the subject(s) that I teach.	1	2	3	4
b. I have received adequate training on Common Core State Standards for the subject(s) that I teach.	1	2	3	4
c. I am familiar with the Common Core State Standards for the subject(s) that I teach.	1	2	3	4
d. I would benefit from more guidance around the Common Core State Standards.	1	2	3	4
e. The Common Core State Standards communicate expectations clearly and concisely to TEACHERS.	1	2	3	4
f. There is sufficient time within the school year to adequately cover the Common Core State Standards for the grade(s) and subject(s) I teach.	1	2	3	4
g. I believe I can effectively use the Common Core State Standards for the grades and subject I teach.	1	2	3	4
h. The Common Core State Standards allow me sufficient flexibility to adapt my instruction to the needs of ALL of my students.	1	2	3	4
i. I have sufficient resources (textbooks, technology, instructional materials, etc.) to help my students master the Common Core State Standards in the grade(s) and subject(s) I teach.	1	2	3	4
j. I have adequate professional development to help my students master the Common Core State Standards in the grade(s) and subject(s) I teach.	1	2	3	4

k. I have adequate administrative support to help my students master the Common Core State Standards in the grade(s) and subject(s) I teach.				
l. I feel prepared to help ALL of my students master the Common Core State Standards in the grade(s) and subject(s) I teach.	1	2	3	4

7 **To what extent do you agree or disagree with the following statements about Tennessee's Curriculum Standards?**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have received adequate training on Tennessee's Curriculum Standards.	1	2	3	4
b. I would benefit from more guidance in interpreting Tennessee's Curriculum Standards.	1	2	3	4
c. Tennessee's Curriculum Standards communicate expectations clearly and concisely to TEACHERS.	1	2	3	4
d. Tennessee's Curriculum Standards are attainable within the school year for the grade(s) and subject(s) I teach.	1	2	3	4
e. Tennessee's Curriculum Standards allow me sufficient flexibility to adapt my instruction to the needs of ALL of my students.	1	2	3	4
f. I have sufficient resources (textbooks, technology, instructional materials, etc.) to help my students master Tennessee's Curriculum Standards in the grade(s) and subject(s) I teach.	1	2	3	4
g. I have adequate support (professional development, administrative support etc.) to help my students master Tennessee's Curriculum Standards in the grade(s) and subject(s) I teach.	1	2	3	4
h. I feel prepared to help ALL of my students master Tennessee's Curriculum Standards in the grade(s) and subject(s) I teach.	1	2	3	4

Module 5: Instructional Practices and Testing

Think generally about this school year (2012-2013) and respond to the following.

1. **Please indicate if you increased or decreased the time and effort you spent in the following kinds of activities during the current school year (2012-2013) compared to last year (2011-2012).**

	Less time and effort than last year	The same amount of time and effort as last year	More time and effort than last year	Not Applicable
a. Preparing lessons	1	2	3	4
b. Re-teaching topics or skills based on students' performance on classroom tests	1	2	3	4
c. Attending district- or school-sponsored professional development workshops	1	2	3	4
d. Engaging in other self-selected professional development opportunities to improve my content knowledge and/or teaching skills	1	2	3	4
e. Assigning or reassigning students to groups within my class	1	2	3	4
f. Differentiating instruction to address individual student needs	1	2	3	4
g. Focusing on the content covered by TCAP	1	2	3	4
h. Disciplining students	1	2	3	4
i. Reflecting on and discussing teaching and learning with my inquiry team or other teachers, coaches, etc.	1	2	3	4
j. Tutoring individuals or small groups of students outside of class time	1	2	3	4
k. Engaging in informal self-directed learning (e.g., reading a mathematics education journal, using the Internet to enrich knowledge and skills)	1	2	3	4
l. Completing tasks required for teaching observations and teacher evaluation activities	1	2	3	4
m. Communicating with parents orally or in writing	1	2	3	4
n. Integrating material from multiple subjects into lessons I teach (e.g., incorporating mathematics content into science or social studies classes)	1	2	3	4

2. **For each subject shown below, indicate which source is MOST IMPORTANT to you for determining what students should learn in your classroom.**

	N/A, I do not teach this subject	Tennessee Curriculum Standards	Common Core Standards	District Curriculum	Text-book(s)	Teacher-Developed Plans and Materials
a. Mathematics (includes Algebra, Geometry, and other specialized high school math courses)	1	2	3	4	5	6
b. English / language arts	1	2	3	4	5	6
c. Science	1	2	3	4	5	6
d. Social Studies (includes history, civics, general business, etc.)	1	2	3	4	5	6
e. Health and Physical Education	1	2	3	4	5	6
f. Art	1	2	3	4	5	6
g. Music	1	2	3	4	5	6
h. Family and Consumer Science	1	2	3	4	5	6
i. Industrial Technology	1	2	3	4	5	6
j. Computer Science / applications	1	2	3	4	5	6
k. Career Education Program (e.g., Marketing, Business, Health Occupations, Trade and Industrial programs, etc.)	1	2	3	4	5	6
l. Other	1	2	3	4	5	6

3. **Approximately how much total time throughout this school year did each student in your class(es) spend taking district-required assessments (e.g. Discovery/ThinkLink, DIBELS, STAR Math)?**
   a. None
   b. 1-5 hours
   c. 6-10 hours
   d. 11-20 hours
   e. 21-30 hours
   f. 31 to 40 hours
   g. More than 40 hours

4. **Please indicate the extent to which you agree or disagree with the following statements concerning assessment during the 2012-2013 school year.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I spend too much instructional time helping students prepare for state-mandated assessments (e.g., TCAP Achievement, EOC, Writing).	1	2	3	4
b. I spend too much instructional time helping students prepare for district-required assessments.	1	2	3	4
c. My students spend too much time taking assessments.	1	2	3	4
d. The majority of my students try their best on state-mandated assessments.	1	2	3	4
e. Overall, the benefits to my students from district-required assessments are worth the investment of my time and effort.	1	2	3	4
f. Overall, the benefits to my students from state-mandated assessments are worth the investment of my time and effort.	1	2	3	4

Module 6: Teacher Compensation

We are interested in knowing your thoughts about how the statements below might be influenced – if at all – by the way in which teachers are paid.

Compared to teachers being paid on the traditional salary schedule (i.e., based on experience and education/degree) without any pay tied to performance, do you believe each statement below is (1) more likely to occur, (2) less likely to occur, or (3) equally likely to occur if teachers are paid – at least in part – based on performance?

Note: Performance pay could be based on measures of individual teacher performance, group performance, or school-wide performance.

1. **Compared to teachers being paid on the traditional salary schedule without any pay tied to performance…**

	Less likely to occur if teachers are paid – at least in part – based on performance.	Equally likely to occur if teachers are paid – at least in part – based on performance.	More likely to occur if teachers are paid – at least in part – based on performance.
a. Teachers will be successful at helping their students learn.	1	2	3
b. Teachers will work together to identify and share successful teaching strategies and materials.	1	2	3
c. Individuals with the abilities to help students learn will be attracted to the teaching profession.	1	2	3
d. Teachers who are successful at helping their students learn will be more likely to remain in the teaching profession.	1	2	3
e. Teachers will resent the way in which they are compensated.	1	2	3
f. Teachers will feel satisfied with their jobs.	1	2	3
g. Teachers will feel valued as professionals.	1	2	3
h. Student learning will improve.	1	2	3

Imagine you are designing a new SALARY SCHEDULE for teachers that would be used to determine increases to teachers' annual base salary.

Within the next question, please rate the importance of each of 12 possible factors that might be used to determine increases to teachers' base salary every year.

2. **How important would each of the following factors be in determining increases to a teachers' annual base salary in a compensation program that you are designing?**

	Not Important	Low Importance	Moderate Importance	Very Important
a. Time spent in professional development.	1	2	3	4
b. High test scores by students on a standardized test.	1	2	3	4
c. Students' gains on TCAP as measured by the Tennessee Value-Added Assessment System (TVAAS).	1	2	3	4
d. The outcome of classroom observations completed under Tennessee's new teacher evaluation system, TEAM (or an alternative model being used in your school, such as TIGER) this 2012-13 school year.	1	2	3	4
e. Summative evaluation scores under Tennessee's new teacher evaluation system, TEAM (or an alternative model being used in your school, such as TIGER) this 2011-12 school year.	1	2	3	4
f. Teaching in hard-to-staff fields (i.e., subjects for which it is difficult to find and retain qualified and effective teachers).	1	2	3	4
g. Teaching in hard-to-staff schools (i.e., schools that have difficulty finding and retaining qualified and effective teachers).	1	2	3	4
h. Success at helping other teachers improve their professional practice (as reflected in their students' outcomes).	1	2	3	4
i. National Board for Professional Teaching Standards (NBPTS) certification.	1	2	3	4
j. Working with students outside of class time.	1	2	3	4
k. Years of experience teaching.	1	2	3	4
l. Level of education/degrees earned.	1	2	3	4

Adapted Teacher Survey Instrument

Age	Gender	Educational Level
_____	☐ Male	☐ Bachelor's Degree
	☐ Female	☐ Master's Degree
		☐ Education Specialist
		☐ PhD/EdD
		☐ Other _____

Are you ☐ Tenured or ☐ Not tenured?

How long have you been:
An Educator   _____ Years
Teacher   _____ Years
Teaching in your present building   _____ Years
Building Administrator   _____ Years
Other Position in Education   _____ Years

How many times in a school year, does your principal observe your teaching? _____

Who has observed your teaching this year as part of the teacher evaluation process?
Mark all that apply.
☐ A principal
☐ Assistant principal
☐ Instructional coach
☐ A head (lead) teacher
☐ Other _____

What was your rating on your most recent teacher evaluation?
☐ Highly effective
☐ Effective
☐ Minimally effective
☐ Ineffective
☐ Don't know

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Place a check mark in the column that indicates the extent to which you agree or disagree with each statement about the rubrics used as part of the teacher evaluation process used in your school.	1	2	3	4
1. The specific indicators of teaching performance in the rubric(s) used in the teacher evaluation process accurately reflect what teachers know and do.				
2. My evaluator uses the rubric(s) from our teacher evaluation process as a basis for discussing feedback from teaching observations.				
3. My evaluator uses the rubric(s) from our teacher evaluation process as a basis for suggesting how I can improve my teaching.				
4. I believe I can achieve the highest rating on most elements of teaching performance defined in the rubric(s) used in my school's teacher evaluation process.				
5. Teachers must receive a score of 4 or higher on all indicators on the rubric(s) used for teaching observations to be rated as a highly effective teacher.				
6. The rubrics used in my school's teacher evaluation process clearly describe the teaching performance needed to earn each rating score.				
7. The rubric(s) omit important aspects of teaching that should be considered when evaluating teachers.				
8. The processes used to conduct my teacher evaluation are fair to me.				
9. The teacher evaluation process causes me a lot of stress.				
10. The process of evaluating my teaching performance takes more effort than the results are worth.				
11. The teacher evaluation process clearly defines what is expected of me.				
12. My observer is qualified to evaluate my teaching.				
13. Teaching observations disrupt my classroom instruction.				

1	2	3	4
Strongly Disagree	Disagree	Agree	Strongly Agree

Place a check mark in the column that indicates the extent to which you agree or disagree with each statement about the rubrics used as part of the teacher evaluation process used in your school.	1	2	3	4
14. Feedback from my teacher evaluation influences the professional development activities in which I participate.				
15. The teacher evaluation process used in my school will improve my teaching.				
16. The teacher evaluation process used in my school will improve my students' achievement.				
17. Overall, I am satisfied with the teacher evaluation process used in my school.				
18. The final evaluation rating I receive from my evaluator is an accurate representation of my performance.				
19. The feedback I receive from my final evaluation rating is valuable in improving my teaching practices.				
20. In general, teacher evaluation processes used in my school are fair to all teachers.				
21. In general, I believe that the teacher evaluation process used in my school will improve teaching.				
22. In general, I believe that the teacher evaluation process used in my school will improve student achievement.				
23. In general, the teacher evaluation process used in my school takes more effort than the results are worth.				

1	2	3	4
No Importance	Low Importance	Moderate Importance	High Importance

To what extent should teacher effectiveness ratings be given importance when making decisions concerning . . .	1	2	3	4
1. Professional development for teachers				
2. Teacher compensation				
3. Teacher advancement				
4. Teacher retention				
5. Teacher tenure				
6. Teacher dismissal				

Adapted from "*Educator evaluation in Tennessee: Initial Findings from the 2013 First to the Top Survey"* by M. Ehlert, M. Pepper, E. Parsons, S. Burns, & M. Springer. Tennessee Consortium on Research, Evaluation and Development. Adapted with permission.

Adapted Administrator Survey Instrument

Age   Gender   Educational Level
_____   ☐ Male   ☐ Bachelor's Degree
                             ☐ Female   ☐ Master's Degree
                                                       ☐ Education Specialist
                                                       ☐ PhD/EdD
                                                       ☐ Other _____

How long have you been:
An Educator   _____ Years
Teacher   _____ Years
Building Administrator   _____ Years
Principal in your present building   _____ Years
Other Position in Education   _____ Years

Are you responsible for evaluating teachers in your building ☐ Yes   ☐ No

How many times in a school year, do you observe teachers in their classrooms?
Non-tenured teachers   _____
Tenured teachers   _____

Who observes teaching in your building as part of the teacher evaluation process? Mark all that apply.
☐ A principal
☐ Assistant principal
☐ Instructional coach
☐ A head (lead) teacher
☐ Other _____

1	2	3	4		
Strongly Disagree	Disagree	Agree	Strongly Agree		

Place a check mark in the column that indicates the extent to which you agree or disagree with each statement about the rubrics used as part of the teacher evaluation process used in your school.	1	2	3	4
1. The specific indicators of teaching performance in the rubric(s) used in the teacher evaluation process accurately reflect what teachers know and do.				
2. I use the rubric(s) from our teacher evaluation process as a basis for discussing feedback from teaching observations.				
3. I use the rubric(s) from our teacher evaluation process as a basis for suggesting how teachers can improve.				
4. I believe teachers can achieve the highest rating on most elements of teaching performance defined in the rubric(s) used in the school's teacher evaluation process.				
5. Teachers must receive a score of 4 or higher on all indicators on the rubric(s) used for teaching observations to be rated as a highly effective teacher.				
6. The rubrics used in the school's teacher evaluation process clearly describe the teaching performance needed to earn each rating score.				
7. The rubric(s) omit important aspects of teaching that should be considered when evaluating teachers.				
8. The processes used to conduct teacher evaluations are fair.				
9. The teacher evaluation process causes me a lot of stress.				
10. The process of evaluating teacher's performance takes more effort than the results are worth.				
11. The evaluation process clearly defines what is expected of teachers.				
12. I am qualified to evaluate teachers in my building.				
13. Teaching observations disrupt classroom instruction.				
14. Feedback from teacher evaluations influences the professional development activities in my building.				
15. The teacher evaluation process used in my school will improve teaching.				
16. The teacher evaluation process used in my school will improve students' achievement.				
17. Overall, I am satisfied with the teacher evaluation process used in my school.				
18. The final evaluation rating is an accurate representation of teacher performance.				
19. The feedback received from final evaluation ratings is valuable in improving teaching practices.				

20. In general, teacher evaluation processes used in my school are fair to all teachers.				
21. In general, I believe that the teacher evaluation process used in my school will improve teaching.				
22. In general, I believe that the teacher evaluation process used in my school will improve student achievement.				
23. In general, the teacher evaluation process used in my school takes more effort than the results are worth.				

1	2	3	4
No Importance	Low Importance	Moderate Importance	High Importance

To what extent should teacher effectiveness ratings be given importance when making decisions concerning . . .	1	2	3	4
1. Professional development for teachers				
2. Teacher compensation				
3. Teacher advancement				
4. Teacher retention				
5. Teacher tenure				
6. Teacher dismissal				

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Appendix D: 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*

George Lewis

Digital Signature

George Lewis

Name (Typed)

March 10, 2018

Date