Public Abstract

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Title:PERCEIVED IMPORTANCE OF DISTRICT DEVELOPED TEACHER EVALUATION STANDARDS AND CRITERIA AS MEASURED BY TEACHER VALUES SURVEY

In 2009, a PK-12 public school district board of education approved a teacher evaluation tool developed by a volunteer team of teachers and administrators. The Learning Based Teacher Evaluation (LBTE) was constructed with six broad standards and fifteen specific criteria. The standards and criteria were assumed important to professional practice, but developers and administrators wanted that assumption confirmed. The purpose of this study was to confirm the assumed importance, based in a priori knowledge. This study investigated Certificated District Employee (CDE) perceptions regarding District developed Learning Based Teacher Evaluation (LBTE) standards and criteria importance. The Teacher Values Survey (TVS) was researcher designed to collect perception data from a population of 397 potential respondents. The study used SurveyMonkey program to deliver the TVS electronically to potential participants, with 87 responding.

The study was considered a case study, collecting perception data for program evaluation within one school district. The study was of non-experimental survey design. Psychometric methodologies were utilized to confirm the validity and reliability of the TVS. Data analysis was performed to report perceived importance of each LBTE standard and criteria as a whole and by demographic breakdown. Significant differences in perceived importance by demographic subgroups of education level, grade assignment/role, and years of experience were explored. Study results comprised one component of LBTE program evaluation.