A POLICY ANALYSIS OF MISSOURI'S PERFORMANCE BASED
TEACHER EVALUATION PILOT

Tammy Bunch

Dr. Carole Edmonds, Dissertation Supervisor

Abstract

This policy analysis is designed to increase the understanding of Missouri's Performance Based Teacher Evaluation Pilot (PBTE). This policy analysis intended to identify the original intent of the Missouri Department of Elementary and Secondary Education with regard to the Missouri PBTE system. The purpose of the study was to explain the development of PBTE and hear the perceptions of elected officials, leaders in state-level governance, and leaders of public schools with respect to the impact the PBTE will have on public education in Missouri. While much research exists on best practice strategies for teacher evaluation, there is a deficit of knowledge regarding how and why Missouri developed their PBTE. The theoretical framework used to conduct this qualitative case study was policy theory. Policy theory is a means to understand the complex web of interactions and processes involved in developing policy (Fowler, 2008). The concepts, which served as the foundation for the study, were policy analysis, human resource management, commitment, practice, impact, and evaluation systems. This study is significant in that it will add to the literature about performance based teacher evaluation.