Public Abstract

First Name:Angela

Middle Name:Lorene

Last Name:Chandler

Adviser's First Name:Sarah

Adviser's Last Name:Diem

Co-Adviser's First Name:

Co-Adviser's Last Name:

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Title:AN EXAMINATION OF FEEDBACK GIVEN TO TEACHERS IN SCHOOLS WITHIN THE NETWORK FOR EDUCATOR EFFECTIVENESS SYSTEM IN MISSOURI

The current study examined the frequency of face-to-face feedback, type of feedback, and content of feedback given in schools participating in the Network for Educator Effectiveness (NEE) system in Missouri.

The primary purpose of the study is to provide information to the NEE system, Title I department in Jefferson City, Missouri, and Missouri schools in an effort to assist decision making regarding administrator professional development in the process of giving feedback to teachers.

This study included 206 Missouri NEE schools surveyed with an average of 3187 teachers responding to all five survey questions. The NEE schools' 2015 English Language Arts Missouri Assessment Program Index scores were then compared to the remaining 1575 school districts in Missouri with 2015 ELA MAP Index scores. Data collected included five survey questions about feedback added to the annual survey with 42 questions sent out by NEE. Demographic data collected from DESE included 2015 free and reduced lunch status, 2015 enrollment, and 2014 ELA MAP Index scores. Three research questions were addressed that focused on feedback in NEE schools, and answered using descriptive statistics, correlation analysis, and multiple regression analysis.

Results of the study revealed findings consistent with previous research with regard to the lack of face-to-face feedback in lower performing schools. Face-to-face feedback was lower overall in occurrence while feedback given in areas needing improvement was next to lowest. When comparing feedback and student achievement, there was no significant relationship found between face-to-face feedback within two working days of an observation, type, and content of feedback given and academic performance in NEE schools.

Future research is necessary in order to determine any longitudinal effects of feedback in relation to student academic performance. This study was limited to one year, whereas it would be beneficial to collect data over a longer time period. Focusing on collecting longitudinal data might yield a clearer picture of incremental increases in student achievement over time when focusing on giving feedback in a school setting. Implementing feedback training programs for administrators will be necessary in an effort to assess the fidelity of effective feedback given to teachers and the impact on student achievement.