Public Abstract
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Title: A POLICY ANALYSIS OF MISSOURIS PERFORMANCE BASED TEACHER EVALUATION PILOT

This policy analysis was designed to increase the understanding of Missouri's Performance Based Teacher Evaluation Pilot (PBTE). The 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 how and why the PBTE was developed 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 existed on best practice strategies for teacher evaluation, there was 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 was 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 was significant in that it added to the literature about performance based teacher evaluation.