

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

---

A Dissertation  
Presented to  
the Faculty of the Graduate School  
University of Missouri-Columbia

---

In Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

---

By  
Tammy Bunch  
Dr. Carole Edmonds, Dissertation Supervisor

May 2013

© Tammy Bunch 2013

All Rights Reserved

The undersigned, appointed by the Dean of the Graduate School, have examined the  
dissertation proposal titled

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

Presented by Tammy Bunch

A candidate for the degree of Doctor of Education

And hereby certify that in their opinion it is worthy of acceptance

---

Dr. Carole Edmonds

---

Dr. Phillip Messner

---

Dr. Kristina Alexander

---

Dr. William Hedge

## DEDICATION

This dissertation is dedicated first to my husband. For the majority of the eighteen years we have been married, I have been a student. He has celebrated with me and encouraged me, but most importantly, he has given 100% support to my love of learning. When others would have left because of my craziness, he stuck next to me. He knew when to “escape” to the golf course, when I needed to laugh, or when I needed to take a brain break. To my Mom and Dad, I still remember sitting in the kitchen after my friends had talked me into joining track in high school. My friends quit and I was begging you to let me do the same. You were both adamant when you said, “You are not a quitter.” Some call it stubbornness, some call it perseverance, some call it tenacity. Whatever word you choose, this is a foundation of my character that has taken me far. The work ethic modeled by the two of you combined with the attitude of “always believing in your dreams” have motivated me to aspire to Oh Sandy, Sister, my Friend! You have cheered me on, believed in me, and always helped me keep things in perspective. We were born sisters, but blessed as friends. No way could I have walked any step of this journey without you. Harlan, your work inspires me daily. By watching you, I have come to understand there is a bigger picture and “that in my own little world, it’s not about me.” Mom and Pops, I’m sure when I married your son 18 years ago, you never imagined how much school would be involved. Thank you for always showing pride and support for my work. My second family, the Listons, your belief in me has been a foundation of what I have undertaken. I am so incredibly blessed that God matched us together. He knew I would be so much better because of you.

Thanks to each of you for standing by me, for the encouragement, for the support, for the love, for always believing in me. Without what you have given me, this accomplishment would never have been realized.



## ACKNOWLEDGMENTS

My life motto is “the journey is the reward.” Some of the greatest gifts of life come from those we encounter on our journey. I have been abundantly blessed with meeting individuals who have challenged, supported, and filled me with happiness.

Mary Laughlin, my colleague and friend appeared on the first day of the journey and has walked by my side all the way through. We have laughed. We have cried. We have learned. We have prayed. Most importantly, we have developed a genuine friendship that is life long. Mary, I am so blessed and excited that I have you by my side.

Danielle Bentley, you are a treasure. When I was filled with doubt, you believed in me. You saw the spark before the fire ignited. You pick me up, when I fall and provide support where I stand. You define my purpose and never hesitate to outline it as frequently as I need. Can’t get enough of you. Now bring on those BUILDINGS!

Amy Ward, you are so incredibly special to me. I am so lucky to have you on my side. When everything feels like chaos, you are there to provide perspective, laughter, or a hug.

Dan Stewart, everyone should be as lucky as I am to have a friend such as you. The pride you have shown has sometimes been the motivation I needed to jump the next hurdle. Your enthusiasm, humor, love, and support have helped me more than you realize.

Stephanie Kice, a friend since kindergarten. Not many people get to say that and, if they do, they aren’t talking about someone as special as Stephanie. I can call you crying and you will have me laughing in no time. Thanks for ALWAYS being there.

Dana, Lisa, Mary, and Stacey, I can't say thank you enough. You have rooted me on from start to finish.

The amazing part of the Educational Leadership and Policy Analysis Program through MU has been the balance of cohort and individual work. My C1 and Kansas City colleagues have helped me grow professionally and personally. I am so lucky to have worked with each of you. Dr. Edmonds, you are simply the BEST of the best!

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
LIST OF FIGURES.....	vi
ABSTRACT.....	vii
CHAPTER 1	
INTRODUCTION TO THE STUDY.....	1
Background	
Problem Statement	
Research Purpose	
Research Questions	
Theoretical Framework	
Conceptual Underpinnings	
Research Design and Methodology	
Significance of the Research	
Chapter Summary	
Description of Key Terms	
CHAPTER 2	
REVIEW OF THE LITERATURE.....	29
Theoretical Framework	
Conceptual Underpinnings	
Chapter Summary	
CHAPTER 3	
RESEARCH DESIGN AND METHODOLOGY.....	55
Research Purpose	
Research Questions	
Research Design and Rationale	
Sample	
Sampling Procedures	
Data Collection Procedures	
Data Analysis	
Strategies to Address Quality	
Study Limitations, Delimitations, and Assumptions	
Chapter Summary	
CHAPTER 4	
DATA ANALYSIS AND FINDINGS.....	73
Research Question	
Case Study Setting	
Data Collection	
Data Analysis	

Findings	
New Learning	
Discussion	
CHAPTER 5	
DISCUSSION OF NEW LEARNING.....	114
Overview of the Case Study	
Summary of Findings	
Implications in Education and Policy	
Future Research	
Finale	
Chapter Summary	
REFERENCES.....	139
APPENDIXES.....	168
A. Missouri Teacher Standards.....	167
B. Missouri Performance Based Teacher Evaluation.....	172
C. Professional Frames.....	238
D. Informed Consent.....	242
E. Interview Questions/Protocol.....	244
F. Letter of Recruitment.....	249
VITA.....	250

## LIST OF FIGURES

Figure 1. Sampling Procedures.....	65
Figure 2. Development of Missouri Performance Based Educator Evaluation.....	74
Figure 3. Emerging Themes from Interviews.....	81
Figure 4. Danielson’s Framework for Teacher Evaluation.....	103
Figure 5. Matrix Showing Relationship Between Themes and Research Questions	116
Figure 6. Six Themes Discovered from Qualitative Study Paralleled with Professional Athlete Metaphor.....	11

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.

## CHAPTER 1

### INTRODUCTION TO THE STUDY

“As a teacher, you are either getting better or getting worse, there is no staying the same” (M. Glover, personal communication, March 20, 2013). Researchers have found that teacher evaluations are one way to ensure teachers continually get better (Danielson, 2010; Weisberg, Sexton, Mulhern, & Keeling, 2009). Additionally, researchers have argued that ensuring students have access to effective teachers needs to be a priority of school districts (Goldhaber, 2009; Gordon, Kane, & Staiger, 2006; Rivkin, Hanushek, & Kain, 2005). Consequently, researchers and policymakers have argued that evaluations must be used to improve and develop teachers.

Early teacher evaluation systems existed to determine job continuation and pay increases (Darling-Hammond, 1986; Stiggins & Bridgeford, 1985; Weisberg, Sexton, Mulhern, & Keeling, 2009). Evaluation is the process by which teachers are assessed professionally and has evolved from a process based on local objectives to a process based on federal objectives (Danielson, 2010; Darling-Hammond, 1986; Weisberg, Sexton, Mulhern, & Keeling, 2009). Teacher evaluations are primarily based on observations conducted by a building administrator, but also include verification of certification and licensure by a human resource department (Weisberg, Sexton, Mulhern, & Keeling, 2009). However, classroom observation by a school administrator constitutes the main part of an evaluation.

Teacher evaluations have been designed as a method for determining employment, promotions, and salary schedules in human resource departments and are not normally used as a tool for the improvement of instruction (Weisberg, Sexton,

Mulhern, & Keeling, 2009). The evaluation process serves as a means for assessing job performance, but in practice it is often superficial, subjective, and based upon insufficient observation (Goldrick, 2002). Charlotte Danielson (2001) describes evaluation as an activity that is done to teachers where they are passive participants. Current state and district policies give school leaders freedom in designing the evaluation process. Yet, policymakers are doing away with this approach in favor of Performance-Based Teacher Evaluations (PBTE), which should increase student achievement (U.S. Department of Education, 2002).

### Background

One of the major results from the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) was the effective schools movement. The movement placed emphasis on minimum requirements to become a teacher in an effort to ensure each student had the means to academic success. Teacher evaluations became a higher priority as a call for effective teachers spread across the United States. In 2002, No Child Left Behind was enacted and policymakers tried to ensure a highly qualified teacher was in every classroom (U.S. Department of Education, 2002). As a result, the National Governors Association named six policy goals to improve student learning: define teacher quality, focus evaluation policy on improving teaching practices, incorporate student learning into teacher evaluation, create professional accountability through developing career ladders, train evaluators in pre-service programs, and broaden participation in evaluation designs (Goldrick, 2002).

Instead of defining teacher quality, increased confusion developed. Clark (1993) articulated three questions that emerged from this movement; “(a) what is an effective



teacher? (b) how can they best be evaluated? and (c) what can we do with this evaluation?” (p. 11). These questions are at the heart of current deliberations about teacher evaluations.

A wide-ranging debate over what constitutes good practice regarding evaluations exists. Common practice is for an evaluation to be based on observations by the building administrator. The National Center for Educational Statistics (NCES) (1999) noted several criticisms of observations: (a) limited competence of the principal, (b) teacher resistance and apathy, (c) role conflict for the principal, and (d) lack of expertise in specialized areas. This was not surprising since earlier research by Wilson and Wood (1996) pointed out a number of flaws with the evaluation system of teachers similar to what NCES criticized. Specifically, Wilson and Wood highlighted, observations did not take teaching differences into account; instead, observers tended to look for the same practices from different teachers and did not consider different teaching styles.

According to many researchers, evaluations serve as a process to measure job performance. However, other researchers suggest the process should be focused on improving teaching practice by providing constructive feedback to teachers and targeting professional development that is aligned with performance-based teaching standards in order to improve instruction (Danielson, 2001; Darling-Hammond, 2000; Goe, Bell, & Little, 2008; Sanders, Wright, & Horn, 1997). Few districts have developed or made use of instruments which would transform the traditional teacher evaluation process into a process that facilitates instructional improvement and increases student achievement.

### *Race To The Top*

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA). The Race to the Top Executive Summary (2009) stated:

The ARRA lays the foundation for education reform by supporting investments in innovative strategies that are most likely to lead to improved results for students, long-term gains in school and school system capacity, and increased productivity and effectiveness (p. 2).

Included in the ARRA was \$4.35 billion for the Race to the Top Fund (RTT). The fund was a grant program designed to encourage and reward States for:

creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers (p. 2).

RTT outlined four education reform areas. Schools must be implementing plans in the four areas to be considered for funding. The four areas were: (a) adoption of standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; (b) building data systems that measure student growth and success, and, at the same time, inform teachers and principals about how they can improve instruction; (c) recruiting, developing, rewarding, and retaining effective teachers and principals; (d) turning around the lowest-achieving schools. Two of the four areas are related to teacher evaluation.

In January 2010, the Missouri Department of Elementary and Secondary Education released an executive summary in which they announced their application for Race To the Top Funds (RTT). They also stated, “With or without this grant, the Department intends to use the Race to the Top application as a framework for redesigning the Department itself and for driving educational reform over the next decade” (p.1). Missouri was not chosen for RTT.

Two years later, June 2012, Missouri was granted an Elementary and Secondary Education Act (ESEA) waiver by the U.S. Department of Education (Missouri Department of Elementary and Secondary Education, 2012). The benefits to states receiving the waiver were flexibility from No Child Left Behind (NCLB) requirements. As a result, Missouri was given permission “to use its own accountability system to more effectively identify struggling schools, to efficiently direct resources to struggling schools and to recognize schools achieving exemplary results” (Missouri Department of Elementary and Secondary Education, 2012).

In March 2011, Missouri announced an education reform plan. A goal of the plan was to “ensure that all students graduate from high school college- and career-ready and for Missouri to become one of the top 10 states in education by the year 2020 (Missouri Department of Elementary and Secondary Education, 2012). As part of the plan, progress will be measured against measurable goals: (a) rigorous, internationally-benchmarked assessment system; (b) longitudinal data system that improves instruction; (c) expanded opportunities for quality early childhood education; (d) a comprehensive system for the recruitment, preparation, selection, support and evaluation of effective educators (Missouri Department of Elementary and Secondary Education, 2011). Not only was

teacher evaluation part of Missouri's reform plan, they were committed to a comprehensive evaluation system.

### Problem Statement

During 2011 and 2012 the Missouri Department of Elementary and Secondary Education rewrote policy regarding teacher evaluation based on new teacher standards (Appendix A). During the 2012-2013 school year, the revised Missouri Performance Based Teacher Evaluation (PBTE) was piloted in districts across the state. There is a lack of information regarding how and why the PBTE policy was written. There is also a deficit of knowledge regarding the views of state elected officials, leaders in state-level education governance, and leaders of public schools concerning their perceptions of the impact Missouri's PBTE will have on public education in Missouri.

### *Policy Analysis*

With the problem being defined as a lack of information regarding the enactment of a new teacher evaluation policy, an analysis of the policy is warranted. Being both analytical and descriptive, policy analysis attempts to explain policies and their development (Burhs & Bartlett, 1993). Anderson (2003) defined policy as a "purposive course of action or inaction undertaken by an actor or set of actors in dealing with a problem or matter of concern" (p. 5). Smith and Larimer (2009) defined policy as purposive and goal oriented patterns of actions taken over time by public authorities. Adding to these definitions, Theodoulou (1995) said that public policy had distinct purposes which include conflict resolution, protecting rights, and behavior regulation. Public policy has generally been defined as a system of laws or regulatory measures created by a governmental entity or its representatives. Those analyzing public policy

have sought to determine if policy was being implemented correctly and achieving its intended purpose.

The study of policy has taken several different forms. Smith and Lamier (2009) identified policy evaluation, policy analysis, and policy process as the most common methods. According to Mohr (1995), policy evaluation occurs after the implementation of a policy and focuses on consequences. In policy analysis the researcher works to determine which policy would work best to address a given problem (Smith and Lamier, 2009). Policy process research focuses on how and why policies are created (Smith and Lamier, 2009). Public policy analysts have identified societal problems which require government action, found solutions for the problems, and assessed the impact of the solutions (deLeon and Varda, 2009).

### *Teacher Evaluation*

Traditionally, teacher evaluations have been performed as a response to bureaucratic responsibilities where teachers are passive participants (Glass & Martinez, 1993). The evaluations have been based on an observation that occurs 1-3 times per year. Building principals assigned the task of evaluating teachers do not always possess the instructional knowledge necessary to recognize good instruction (Glass & Martinez, 1993). Furthermore, they lack the knowledge necessary to provide feedback which would facilitate the development of enhanced instructional practices (Goe, 2007). Because of these and other factors, teachers do not always take evaluations seriously or see them as an opportunity to improve instructional strategies. When aligned with research based best practices, evaluations can be used to improve instructional practices which, in turn, positively impact student achievement.

## *Teacher Effectiveness*

Current literature has identified debates concerning how best to identify an effective teacher. In some cases, especially recruiting practices, education, degrees, years of experience, and certification have been traditional measures of teacher quality. However, these factors are not strongly associated with student achievement (Cohen-Vogel, 2005). Some research has indicated that uncertified teachers perform at approximately the same level as certified teachers (Ballou & Podgursky, 2000; Hanushek, 2002; Hanushek & Rivkin, 2004).

The federal government has been actively involved in guaranteeing that every classroom has an effective teacher. In 2005, all school districts had to provide documentation that all teachers were highly qualified (U.S. Department of Education, 2004). This mandate was centered on teacher education and licensure. In order to be highly qualified teachers must have a bachelor's degree, full state certification or licensure, prove that they know each subject they teach (U.S. Department of Education, 2004). Additionally, middle school and high school teachers must prove knowledge of the subject or content they teach by having a major in the subject they teach, passing a state test, or obtaining a graduate degree (U.S. Department of Education, 2004). Districts have been allowed certain degrees of flexibility if they can prove a teacher is highly qualified based on experience and professional development (U.S. Department of Education, 2004). Many researchers have argued that highly qualified does not equate to effectiveness (Danielson & McGreal, 2000; Goe, 2007; Wenglinsky, 2000).

Making a distinction between a teacher who is highly qualified and a teacher who is effective has created a challenge for school districts when they develop teacher

evaluation instruments. Goe (2007) contended that teacher qualities are inputs such as certification, years of experience, and education, whereas teaching quality is what a teacher does in the classroom. Essentially, teaching quality could be broken down into what teachers do and the student learning fostered by the teacher. Fenstermacher and Richardson (2005) defined effective teaching as, “teaching that produces learning” (p. 186). Studies conducted on effective teaching have recognized that teachers who implemented research based instructional strategies were most effective in the classroom (Daggett, 2011; Danielson, 2010; Marzano, 2003; Sanders and Horn, 1994). As policies have been developed, states have defined effectiveness through the use of standards.

### *Effective Teacher Evaluation Systems*

If teacher evaluation instruments were modified, and teachers given a more active role in the process, teacher evaluation systems could lead to instructional improvement and increased student achievement (Danielson, 2001; Danielson & McGreal 2000; Stronge, 2002). Evaluation systems could foster the growth, development, and capacity of highly effective teachers that are known for increasing student achievement. According to several researchers, an important element for the improvement of instruction is the teacher evaluation process (Danielson & McGreal, 2010; Shinkfield & Stufflebean, 1995; Stronge, 2002). In order to assure quality teachers exist in all classrooms, it is necessary that quality education is the norm. Good teacher evaluation should lead to improved instruction which is aligned to district goals (Danielson and McGreal, 2000; Goe, Bell, & Little, 2008). Currently, this is not the normal outcome. Research says teacher evaluations are deficient in developing teachers and improving

instruction (Brandt, Mathers, Olivia, Brown-Sims, & Hess, 2007; Danielson & McGreal, 2000; Little, Goe, & Bell, 2009).

To facilitate changed classroom practices through teacher evaluation, a shift in evaluation systems must occur. There are systems which can serve as models. Model systems focus evaluation on comprehensive standards and rubrics, multiple-sources of evidence, and at the same time, provide specific feedback and reflective dialogue between the evaluator and teacher (Davis, Pool, & Mits-Cash, 2000; Kimball, 2003; Milanowski & Heneman, 2001). Danielson's (1996) *Enhancing Professional Practice: A Framework for Teaching* is a model which developed standards to assess and promote teacher development across career stages, school levels, subject matter fields, and performance levels. Danielson (2010) has also argued that a shared understanding of quality teaching must exist, administrators must be skilled in evaluation, and evaluation must serve as a basis for the improvement of instruction.

#### Research Purpose

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 pilot policy under study was developed in 2011 and 2012 by a committee of stakeholders from across the state of Missouri. The intent of this 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.



## Research Question(s)

The research questions which guided this study were:

1. Why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned?
2. How did the Missouri Performance Based Teacher Evaluation system move to the piloted Missouri Performance Based Teacher Evaluation pilot which began in 2012?
3. What were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the impact the Missouri Performance Based Teacher Evaluation will have on public education in Missouri?

## Theoretical Framework

The theoretical framework for this study was based in policy theory. Policy theory was used to explain the process of how theory is formulated, adopted, and implemented. Policy theory constituted a framework for understanding how and why Missouri created policy regarding performance based teacher evaluation.

### *Policy Theory*

Policy theory is a means to understand the complex web of interactions and processes involved in developing policy. Policy theory consists of the actors involved in initiating and developing policy, the definition of policy issues, policy agenda, and the arenas in which policies are adopted (Fowler, 2008). To understand policy theory, it is necessary to understand the multifaceted definitions of public policy.

Kruschke and Jackson (1987), defined public policy as the “outputs of a political system, usually in the form of rules, regulations, laws, ordinances, court decisions, administrative decisions, and other forms” (p. 35). Bryson and Crosby (1992) defined public policy as “substantive decisions, commitments, and actions made by those who hold or affect government positions of authority, as they are interpreted by various stakeholders” (p. 63). According to these definitions, an assumption can be made that public policy is an effect of what a government does. Cibulka (1995) argued that public policy also included “inactions of government, not simply what the government does” (p. 106). Fowler (2008) used pieces of these definitions when he defined public policy as “the dynamic and value-laden process through which a political system handles a public problem. It includes a government’s expressed intentions and official enactments, as well as its consistent patterns on activity and inactivity” (p. 4). For the purposes of this framework, Fowler’s definition was used. As such, it is necessary to understand the role policy actors play in public policy.

Policy actors are responsible for initiating and developing policy. Mintrom (1997) and Mintrom and Vergari (1998) break actors into internal and external constituents. Internal constituents could be a governor or anyone in a legislative position, while external constituents could be from a policy network, lobbyists, researchers, think tanks, foundations which sponsor policy, or journalists. External constituents emphasize and utilize political tactics such as lobbying to spread knowledge to bring change in current policy or incite the need for new policy. The first step in a policy process is when actors, both internal and external, establish the need for new policy or the revision of existing policy by turning a problem into a policy issue (Fowler, 2008).

The second step in policy process is policy formulation. Fowler (2008) explained the three processes of policy formulation: (a) policy is expressed in written language; (b) establishment of funding, (c) policy adoption. The origination of a policy determines who writes the policy. In some cases legislators are the authors, in other cases chief executives or interest groups are the authors (Fowler 2008). After the policy is written it goes before different legislative committees where it is either revised or terminated (Fowler, 2008). Researchers have found that a variety of actors play a role in this stage of the policy making process (Baumgartner & Jones, 1993; Kingdon, 2002; Mintrom, 1997; Polsby, 1984). The actors develop strategies to make the importance of the policy known among legislative committees. The actors serve as knowledge brokers to translate and communicate the importance of policy proposals (Koski, 2010). If successful in communicating the necessity of a policy, the actors will push legislators to adopt the policy and it is then implemented (Kingdon, 2002).

### *Political Frame*

Some have contended it is impossible to understand policy, without understanding politics (Bryson & Crosby, 1992; Firestone, 1989; Fowler 2004; Kruschke & Jackson, 1987; Stone, 2012). Bryson and Crosby (1992) defined policy as “substantive decisions, commitments, and actions made by those who hold or affect government positions of authority, as they are interpreted by various stakeholders” (p. 63). In his definition, Firestone (1989) said, “Policy is a chain of decisions stretching from the statehouse to the classroom and is a byproduct of many games and relationships; no one is responsible for the whole thing” (p. 23). Kruschke and Jackson (1987) said public policy is the output of

a political system which appears in the form of rules, regulations, laws, ordinances, court and administrative decisions.

According to Darity (2008), a political system explains the law making process and allocation of resources in a society. Darity also said:

the political system of the United States, for example, focus on how the Congress (House and Senate), the executive (the president and the bureaucracy), and the judiciary (the Supreme Court and lower courts) collectively make, implement, and enforce public policy (p. 317).

Weimer and Vining (1992) said the work of policy analysis frequently involves studying values and the political environment. Traditionally, policy analysis has included the evaluation of government policies in order to decide on the best policy (Nagel, 1997). Currently, policy analysis is more likely to include the development of methods “for implementing, evaluating, and terminating policies” (p. 18). This evolution has resulted in policy analysis being embedded with the understanding of political structure.

### Conceptual Underpinnings

The conceptual underpinnings of this study included policy analysis, human resource management, teacher commitment, teacher practices, teacher impact, and evaluation systems. Policy analysis explained how the PBTE was analyzed for this study. Human resource management addressed how employees can be empowered and motivated. Teacher commitment, practices, and impact explained how teachers can work to improve student achievement. Evaluation systems outlined how evaluations can work to strengthen both an employee and an organization.

## *Policy Analysis*

Policy analysis can be a complex field of study. Colebatch (1998) has worked to explain policy analysis by describing two different perspectives. The first perspective, authorized choice, is focused on the government making decisions. Authorized choice asks questions about the problem that the government was trying to address, options, how a choice was made, and outcome. The second perspective, structured interaction, focuses on the participants involved in the policy. Structured interaction explores the diversity of the understandings of participants, their interactions, and the outcomes of the interaction. Bond (1999) summarized the two perspectives. She concluded that authorized choice was concerned with how policy was developed and structured interaction was concerned with the experience and practice of policy. This summary was important because according to Bond, there is a need to understand processes and outcomes of decision-making, including legislation.

Policy analysis cannot be completed without paying attention to the participants involved. According to Colebatch (2005), researchers must remember, “there are many hands on the wheel, not all of them are the government, and the ones which are governmental are not necessarily steering in the same direction” (p. 15). In earlier research, Davies (1964) identified some of the non-government hands as policy gatekeepers who might be bureaucrats, journalists, association heads, or independent specialists. Because any one or more of these gatekeepers are camped around the source of problem they end up having power on the policy process. Colebatch (2005) stressed that even when policy makers have a clear focus on a problem the variety of gatekeepers with conflicting concerns compound the problem.

Policy is usually written in response to a problem. According to Colebatch (2005), the dominant paradigm of policy is when a group of actors (the government) encounter problems and make choices, which turn into policy. The policies are then enforced by the power of the state. The purpose of policy analysis is to systematically consider the policy and explain it in terms which can be broadly communicated to a larger audience (Bovbjerg, 1985). Stevens (2008) explained policy analysis as an exercise which frames policy for an audience. As a picture frame draws attention to what is inside the frame, policy analysis can help stakeholders focus on key elements of a policy.

### *Human Resource Management*

One conceptual underpinning of this study was human resource management. In their study of organizations, Bolman and Deal (2008) identified several frames as a way to enrich the understanding of organizations. According to Bolman and Deal, managers and leaders working in the human resource frame, empower their employees through participation and openness. At the same time, they make sure employees have the autonomy and the resources they need to do their jobs well. These types of managers and leaders emphasize honest, joint communication as a way to identify issues and resolve differences. "...high-performing companies do a better job of understanding and responding to the needs of both employees and customers. As a result, they [organizations] attract better people who are motivated to do a superior job" (p. 136). Evaluation is a method in which building principals can understand and respond to the needs of teachers.

A second component of the human resource frame was that of investment in employees. In an organization which is human resource oriented, developing human

capital is a priority (Bolman and Deal, 2008). Teachers who are not properly trained are less effective in the classroom. As a school invests in the development of teachers, they are empowering teachers which encourages autonomy, participation, and work that is permeated with meaning. One outcome of teacher evaluation is to define professional development for teachers which builds their capacity. The philosophy of the PBTE includes components of professional development where it says "...offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession" (Missouri Department of Elementary and Secondary Education, 1999, p.9). Professional development needs can be outlined as part of the teacher evaluation systems.

### *Commitment*

Razak, Darmawan, and Keeves (2010) argued that teacher commitment is related to teacher effectiveness. Their study found that teacher level of commitment to the school as an organizational unit, commitment to the students, and commitment to the work of teaching were highly correlated to teacher effectiveness. The state standards analyzed in this study included teacher commitment to the teaching profession. Standard 8: "The teacher is a reflective practitioner who continually assess the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students" (Appendix A). Standard 9: "The teacher has effective working relationships with students, parents, school colleagues, and community members" (Appendix A). Each of these areas of commitment have an impact on teacher effectiveness.

Ross and Gray (2006 b) examined areas of teacher commitment. Their findings were that teachers committed in the areas of working relationships with parents and community members were more effective because parents became more involved in the educational process. These teachers had two-way communication in which they helped build a shared vision with parents, they were less threatened by parent feedback, and communicated to parents that their input was valuable. As a result, teachers and parents develop a team approach to the learning process.

Collaboration between teachers and self-reflection have both been related to teachers who yield higher student achievement. When collaborating, teachers develop new teaching strategies and increase their effectiveness by seeking help and problem solving (Goddard, 2002; Somech and Drach-Zahavy, 2000; Looney and Wentzel, 2004). Hord (2009) said teachers who collaborate as professionals are more likely to set intentional learning goals based on student needs. The net result of their shared strategies and practice, feedback, and supportive climate is improved student performance. DuFour (2004) argued that teachers who collaborate are strategic concerning instruction and the outcomes will always benefit students.

### *Practice*

The state teacher standards being analyzed in this study had a list of principles on which districts should base teacher evaluation (Appendix A). The first four standards are related to instructional practice. Standard 1: “The teacher understands the central concepts, structures, and tools of inquiry of the discipline (s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all



students.” Standard 2: “The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.” Standard 3: “The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.” Standard 4: “The teacher uses a variety of instructional strategies to encourage students’ critical thinking, problem solving, and performance skills including instructional resources.” The quality indicators under each standard provide evaluators with evidence that should be found during both observation and dialogue with a teacher.

The standards and quality indicators developed by the state were based on current research. Many researchers have identified strategies which lead to an increase in student achievement. Marzano, Pickering, and Pollock (2001) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. In order for these strategies to be effective, they must be implemented correctly. According to Marzano et al., when these strategies were used correctly, students learned to organize their thinking and reach higher levels of academic success. Daggett (2011) synthesized the research of many others to outline what school districts can do to ensure teachers are effective. His key suggestion was to integrate math and literacy across all content areas while using data to drive instruction. Hattie, Biggs, and Purdie (1999) also identified strategies which increase student achievement. They argued, “The most fundamental component of teaching is imparting information to students, assessing and evaluating the students understanding of this information, and then matching the next teaching act to the

present understandings of the student” (p. 11). According to current research, the implementation of identified strategies will lead teachers to increased effectiveness.

### *Impact*

There are several ways in which a teacher makes an impact on a student. Specifically, a learner centered environment which is engaging and supportive provides the most impact on students (Hernandez, Kaplan, and Schwartz, 2006; Lumkin, 2007; Weimer, 2003). The state standards evaluated in this study included standards and indicators which address the impact of a teacher. Standard 2: “The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students” (Appendix A). Standard 5 outlines the importance of a positive classroom-learning environment. “The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation” (Appendix A). Teachers make the most impact when they create an environment where meaningful learning opportunities are the norm and not random.

According to Lumkin (2007), teachers show they care when they place their students at the center of the learning process. Lumkin stresses the importance of this attribute by saying that with this type of focus “teachers engage students actively in the learning process” (p. 158). This type of teacher uses diverse learning strategies to meet the individual needs of students (Bain, 2004; Brown, Anfara, & Roney, 2004; Shulman, 2004). They also establish clear and realistic expectations (Cabrera, Crissman, & Bernal, 2002; Colbeck, Campbell, & Bjorklund, 2000). Impactful teachers are not as much

concerned with memorization as they are with real life, problem solving and critical thinking skills (Hernandez, Kaplan, & Schwartz, 2006). Lumkin (2007) said teachers who make the most impact show students they care and actively engage their students' minds. Researchers have contended that students work harder for a teacher who cares.

Newman (2002) found that student achievement was improved when teachers created an environment where learning was supported. Students in these types of classrooms will sought help when they needed it, used alternative strategies, and believed their effort would assist their learning (Montaivo, Mansfield, & Miller, 2007).

Furthermore, Montaivo, Mansfield, and Miller found that when a student believed a teacher cared, the student would work harder. Many studies supported that the environment created by a teacher and their attitude was as important as teacher content knowledge when it came to teacher effectiveness (Boex, 2000; Dills & Placone, 2008; Rivken, Hanushek, & Kain, 2005).

### *Evaluation Systems*

Evaluation systems was the final underpinning of this study. This study was an analysis of a state developed teacher evaluation. The standards outlined in the evaluation continuum provided administrators with benchmarks to be used in the assessment of teachers (Appendix B). While the evaluation serves as a requirement for human resources, the tool is more than a human resource policy; the ultimate goal is to develop teachers in an effort to increase student achievement.

Most employees receive a performance review at some point. While some are more frequent than others, they usually serve one of four purposes: (a) identify specific behavior or job performance that should be discontinued or rewarded, (b) serve as an

employee development and coaching tool, (c) assessment for promotion; and/or (d) the foundation for awarding merit pay (Margulies & Murphy, 2004). Over time, employee evaluation methods have been developed on a continuum between traditional, numerical appraisals and collaborative systems between supervisor and employee (Margulies & Murphy, 2004).

A traditional approach to performance reviews is one in which the supervisor uses a checklist. Sometimes, the checklist was numerical and the employee received a rating. In other instances, the checklist was simply a matter of satisfactory or unsatisfactory. In this type of system, performance appraisals are an annual exercise of documentation geared to satisfying the compensation system, but do not provide employees with effective developmental counseling (Margulies & Murphy, 2004). Performance reviews can increase the productivity of organizations through the development of human capital, meaning building teacher capacity.

Instead of a traditional approach to reviews, organizations have been making efforts to design reviews that allow them to develop the strategic value of their people. This concept of the function of a performance review has been changing as organizations begin to realize the potential competency of their people (Wright, McMahan, & McWilliams, 1994). In essence, investing in the strength of organizational members adds to the vigor of the organization.

### Research Design and Methodology

This study was conducted as a policy analysis. According to Smith and Larimer (2009), policy process evaluation examines how and why a particular policy was developed. In 2011 and 2012 the state of Missouri rewrote policy regarding their PBTE.

This study analyzed the policy piloted during the 2012-2013 school year and resulted in a narrative of how and why the policy was developed.

### *Methodology*

The methods used in the evaluation, were qualitative. Data was collected November 2012-March 2013 through interviews with key stakeholders. The researcher interviewed teachers and administrators who served on the committee to write the policy, and members of the teacher quality department with the state department of education. These stakeholders provided the researcher with information regarding how and why the policy was developed. Legislators and state level governance members were interviewed to understand their perception regarding the impact of the PBTE on public education in Missouri.

### *Analysis*

Mertens (2005) described qualitative data analysis as an ongoing process. After initial interviews were conducted the researcher made notes of personal reflections and then identified similar phrases and patterns. Generalizations were created to cover the consistencies throughout the data (Creswell, 2009; Creswell & Plano, 2007; Mertens, 2005). The results of the analysis added to the body of knowledge regarding teacher evaluation policy.

### *Limitations*

Limitations are threats to the validity of the study (Creswell, 2009; Creswell & Plano, 2007;). Collecting data through interviews can lead to limitations in a study. According to Krueger and Casey (2000), it is important that the researcher remain open to unexpected information by way of open-ended questions. The researcher can limit the

study by being closed to information that arises in interviews. Another limitation includes the organization of data. Merriam (1998) advised the researcher to maintain an audit trail to provide information on how the data are collected, categories derived, and decisions made throughout the study since qualitative studies are difficult to replicate.

### *Delimitations*

Delimitations are the ways in which the scope of a study is narrowed (Creswell, 2009; Creswell and Plano, 2007). A delimitation of this study was that it was an analysis of a specific state policy; the results cannot be generalized to policies used by other districts (Creswell and Plano, 2007). Also, a narrow time frame existed in which the study was conducted (November 2012-March 2013) and the study was based on data that was not longitudinal.

### *Assumptions*

The researcher conducting this study has spent ten years as an educator. She has also served on a district level PBTE committee. The researcher considered this study a valuable way to obtain information about how and why the PBTE was developed. The study could be used to improve the PBTE under study and teacher evaluation systems in general for several reasons. First, the research resulted in descriptive narratives based on the perceptions of stakeholders involved in the writing of the state teacher evaluation policy (Creswell, 2009). Secondly, the focus of the research was on the perceptions of participants. After recording these perceptions, the researcher created a meaningful picture of the multiple realities in existence (Fraenkel & Wallen, 1990; Lincon & Guba, 1985). Finally, the knowledge obtained in the study was based on the intuitive knowledge

of the participants which provided the researcher with an understanding of how things actually occurred (Lincon & Guba, 1985; Merriam, 1988).

### Significance of the Research for Leadership Practice

Teacher evaluation instruments should be used as a means to develop teachers. “If the ultimate goal is to improve the academic growth of student populations, one must conclude that improvement of student learning begins with the improvement of relatively ineffective teachers...” (Sanders, Wright, & Horn, 1997, p. 66). This study provided information to educators about best practice concerning teacher evaluation. Specifically, administrators can develop an understanding of their role in evaluations and how evaluations can be used as a tool to improve and develop teachers. Jacob and Lefgran (2007) argued that principals could evaluate teachers on a broad spectrum of educational outputs. “If principals can observe inputs as well as outputs, they may be able to ensure that teachers increase student achievement through improvements in pedagogy, classroom management or curriculum” (p.30). Using these multi-faceted outputs, principals could assist teachers in building capacity and ultimately, increase student achievement.

This study provided assistance to administrators, educators, and policy makers regarding components of evaluation which can be used to change classroom practice and improve instructional strategies. As a result, district personnel will be able to formulate training and support necessary to effectively use the PBTE in ways that will develop teacher skills. Thus, district evaluation systems will become utilization focused rather than a meaningless step in a bureaucracy (Ebersold, 2004).

## Summary

Chapter one has provided an overview of the study including the background and statement of the problem, the purpose of the study and the research question. The significance of the problem was provided in order to provide a rationale for conducting the study. The design and methods explained the ways in which an evaluation will be conducted using qualitative research.

The study has been designed to increase the understanding of how and why Missouri changed their teacher evaluation policy. While literature existed regarding the ineffectiveness of teacher evaluations systems, it was necessary to determine what components of the instrument and process are perceived as helpful in improving instruction so they can be replicated. This analysis was significant in that it will add to the literature about teacher evaluation and how to use the instrument as a way to improve instruction and increase student achievement. Chapter two will provide a review of literature related to the study.



## Definition of Key Terms

There are a few terms that require common working definitions. The terms will be given followed by the definition used in the study.

*Changed Classroom Practice.* A change in the way a teacher instructs or manages a classroom.

*Collaboration.* Working together in a collegial manner.

*Criteria.* Items listed on the evaluation instrument used to evaluate teachers.

*Descriptors.* Phrases which outline and define specific criteria on the evaluation instrument.

*Effective Teaching.* Behaviors exhibited by competent teachers. Expertise in content and pedagogy, reflective, mindful of feedback from students, peers, and evaluators, instructional skills promote student learning, and classroom environment is maintained and managed so students are engaged. (Darling-Hammond, 1998)

*Feedback.* Communication occurring during evaluation process.

*Formal Observation.* Pre arranged observation where administrator observes lesson. The observation is followed by a conference between the administrator and teacher.

*Performance Based Teacher Evaluation.* System for gathering information to assess a teacher. The assessment is based on progress toward standards, criteria, and goals.

*Professional Development.* Structured opportunities and experiences which promote the professional growth of a teacher.

*Teacher Commitment.* Dedication of a teacher to the profession of teaching, to students, and to coworkers.

*Teacher Impact.* The degree to which a teacher is able to effect student achievement.

*Teacher Practice.* The methods a teacher uses to instruct and manage students.

*Tenured Teacher.* A teacher who has signed at least six consecutive teaching contracts with the school.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

Parents want to know that their child is being taught by an effective teacher. School district administrators strive to ensure an effective teacher commands each classroom. State and federal laws mandate evaluation systems, which identify effective teachers. However, current literature exposes the way in which many teacher evaluation instruments are insufficient in recognizing effective teachers.

This study added to the research regarding effective teacher evaluations. The purpose of this case study was to identify the original legislative intent and development of Missouri's Performance Based Teacher Evaluation (PBTE). This chapter will feature literature related to performance based teacher evaluations.

The review of literature has examined research studies and information that reflect current findings and thoughts regarding teacher evaluation. Research regarding teacher evaluation and teacher effectiveness will be presented. Literature regarding the theoretical framework of policy theory and motivation theory is presented. Additionally, research concerning the conceptual underpinnings of the study, policy analysis, human resource management, commitment, practice, impact, and evaluation systems has also been included.

#### *History of Teacher Evaluation*

Teacher evaluation materialized from a need to determine job continuation, pay levels, and promotion (Clark, 1993). As a result, standards for teacher credibility were established and provided a means in which substandard teachers were fired. Teachers were largely evaluated according to local societal beliefs. These beliefs could have been

religious principles or doctrines, democratic principles, and moral responsibilities (Clark, 1993). Teacher evaluations have evolved over time and have been influenced by many factors.

In 1948 researchers tried to determine teacher quality from student learning (McNergney, Imig, & Pearlman, 2002). Using achievement tests as a benchmark, researchers found there was an average correlation of zero between teacher characteristics and student learning. Forty years later, Medley, Coker, and Soar (1984) argued that it was ineffective to measure teacher performance using student achievement because what really mattered was teacher behavior in the classroom. Researchers wanted to clearly describe those teaching behaviors which were most effective (McNergney, Imig, & Pearlman, 2002).

In 1983, *A Nation at Risk: The Imperative for Educational Reform* was released and indicated the educational system of the United States was failing. Clark (1993) argued that teacher evaluations were a core concern to a failing educational system because evaluations allowed poor teachers to continue and did not require any components of quality professional development. Between 1983 and 1992, 20 states enacted their first requirements for performance-based evaluation (Furtwengler, 1995). During the same time, 38 states enacted legislation dealing specifically with requirements for teacher evaluation (Furtwengler, 1995).

As expectations for student performance increased in the 1990's, politicians, parents, teacher unions, and school districts started to examine the goals and procedures associated with teacher evaluations (McNergney, Imig, & Pearlman, 2002). Researchers

like Peterson (2000) argued that evaluation practices did nothing to improve teachers or paint an accurate picture of what happened in classrooms. As a result of increased expectations, standards, and numerous research studies, teacher evaluation has been undergoing significant revision (McNergney, Imig, & Pearlman, 2002).

Evaluations have moved from subjective check off lists to an outcome based system, as education has become more standards based (Drake, 1984). The outcome-based evaluation has included performance standards, self-evaluation, goal setting, student evaluation, achievement data, and portfolios (Piveral, 2000). Stiggins (1986) summarized these changes by describing the former systems as those which were accountability driven, and newer systems as growth oriented.

### *Teacher Evaluation in Missouri*

In 1984 the Missouri Department of Elementary and Secondary Education (DESE) rewrote their evaluation systems and created a new focus for the evaluation process (Hughes, 2006). DESE provided school districts with a PBTE model. As a result, schools revised teacher evaluation systems to reflect the mandate from the Missouri legislature. The revised evaluations shifted from a supervisory system to a developmental system (Hughes, 2006). Prior to the 1984 legislation, evaluations focused on what a teacher did in the classroom and both on accountability and competency were stressed. In 1984, the focus shifted to the process of how a teacher taught, with an emphasis on learning styles, instructional strategies, and research-based best practices (Hughes, 2006).

Several studies were conducted on the PBTE. In 1987, Brown found a correlation

between teacher contact with the principal and positive attitudes toward the PBTE. Brown (1987) suggested this relationship promoted trust and enhanced the professional growth of teachers. Valentine and Harting (1988) found that the focus of the evaluation had moved toward a developmental model where, in the past, it had been a clinical evaluation model. In the past, evaluations had been used only as a measure of teacher competence, but now were expected to foster a teacher's development and growth (Hughes, 2006).

In 1997, DESE created a statewide Performance Based Teacher Evaluation committee (Hughes, 2006). The purpose of the committee was to revise the 1984 PBTE and align it with current research-based best practices of teaching, learning, and evaluation (Hughes, 2006). Hughes, found that the shifting of teacher evaluations toward teacher growth was an effort to increase student academic success.

The 1999 PBTE was different from previous models in that it focused on both student and teacher behaviors and was based on effective teaching research (Hughes, 2006). Additionally, the PBTE encouraged collaboration between a teacher and administrator as opposed to former models which depended solely on administrator observations. Finally, Hughes found the new PBTE integrated professional growth as a component of evaluation. Hughes outlined six areas of emphasis of the PBTE: (a) evaluative and professional development processes; (b) self-directed professional development for teachers; (c) clear criteria and standards, supporting the Show-Me Standards, student performance, and student assessment; (d) an emphasis on training for both teachers and administrators; and (e) a professional collaborative process that is necessary for the development of a learning community.

Belcher and Machell (1999) conducted research to examine the perceptions of administrators and teachers concerning the efficacy, quality, and impact of the piloted 1999 PBTE model. They found the piloted model required more informal interaction between administrator and teacher, used multiple data sources to make evaluative decisions, and emphasized professional growth for administrators and teachers. Their study indicated that teachers had positive perceptions of evaluations when the 1999 PBTE was used.

Between 2008 and 2010 the state of Missouri worked to develop new teacher standards reflecting research based practices which would lead to increased student achievement (Missouri Department of Elementary and Secondary Education, 2012). The standards were adopted in June of 2011. In the fall of 2011, the state developed growth guidelines. During the 2011-2012 school year, the growth guidelines and teacher standards were field-tested (Missouri Department of Elementary and Secondary Education, 2012). Together the growth guidelines and teacher standards, comprise the current PBTE model. In June of 2012, the state board of education authorized the PBTE to be used as a pilot in school districts across the state during the 2012-2013 school year.

### *Teacher Effectiveness*

Research has supported that individual teachers are the most important school-related factor in student achievement gains, effectiveness varies greatly between teachers, and differences in effectiveness are not well predicted by traditional qualifications (Ballou & Podgursky, 2000; Darling-Hammond, Wise, & Pease 1983; Duke & Stiggins, 1990; Sanders & Wright, 2004). Researchers including Wenglinsky (2000) have asserted that teacher effectiveness is the single biggest contributor to student success. Not only do

effective teachers increase student achievement, they make students feel good about schools and learning (Tucker & Stronge, 2005). It is understood that in order to have successful students, effective teachers are necessary.

### *Teacher Evaluations*

A problem has existed in trying to evaluate for teacher effectiveness. Common evaluation practices are such that a teacher is observed at most one to three times a year by a principal who rates the teacher as satisfactory. The evaluation is then removed from a list of bureaucratic responsibilities of the principal for that year. In efforts to improve educational outcomes for students and increase accountability for teachers, policymakers have called for a better approach to teacher evaluation, including more systematic observation of classrooms, use of multiple measures of teacher effectiveness, and more attention to using evidence of teacher effectiveness in improving student outcomes (Hazi & Arredondo, 2009).

While it has been commonly agreed upon that effective teachers are needed to increase student achievement, current literature has identified debate concerning how best to evaluate an effective teacher. In some cases, especially recruiting practices, education, degrees, years of experience, and certification are traditional measures of teacher quality. However, these factors are not strongly associated with student achievement. Some research has indicated that uncertified teachers perform at approximately the same level as certified teachers (Ballou & Podgursky, 2000; Hanushek & Raymond, 2005; Hanushek & Rivkin, 2004). Wenglinsky (2000) wrote of the effort districts across the nation have undertaken to make certain teachers are prepared to help students meet new standards. He



cautioned that many proposals focus on non-classroom aspects of teacher quality such as requiring more education rather than developing existing teacher skills.

Some districts focus on non-classroom aspects of teaching in their evaluations while other districts have developed systems which only assess student growth. The Tennessee Value-Added Assessment System is a statistical model focused on student growth in achievement scores rather than mastery of standards (Sanders, 1998). While this model measures student growth in a given teacher's classroom and teacher effectiveness can be tracked over multiple years, there are disadvantages. The system is based on an annual multiple choice test given to all students and does not take into account all that a teacher does in the classroom and, at the same time, assumes students are randomly distributed in classrooms (Darling-Hammond, 1997; Tucker & Stronge, 2005). This is problematic because students of low socio economic status and students with learning disabilities will not grow academically at the same rate as their non-disadvantaged peers (Eamon, 2005; Payne, 2005). Tucker and Stronge have argued that when districts use student data as the only means to evaluate teachers, evaluators are permitted to make judgments on teaching without ever setting foot in a classroom. This is problematic because evaluations should be used as a means to aid in the development of teachers.

Various studies have been conducted on teacher evaluation systems and have found that classroom observations accurately captured teacher performance (Kane, Taylor, Tyler, and Wooten, 2010; Milanowski, 2003). Jacob and Lefgren (2007) explored the ability of principals to subjectively assess teachers. They found "principal assessments of teachers predict future student achievement significantly better than

teacher experience or education” (p. 30). However, teachers might find their administrators not competent evaluators. There are studies which “depict principals as inaccurate raters both of individual teacher performance behaviors and of overall teacher merit” (Peterson, 2000, p.15). If the evaluation instrument were to be modified, so that it is not just a response to bureaucratic mandates and evaluators are effectively trained, teacher evaluation systems could lead to development of teachers and increased student achievement (Brandt, Mathers, Olivia, Brown-Sims, & Hess, 2007; Danielson & McGreal, 2000; Little, Goe, & Bell, 2009).

According to Danielson (2001), a well-designed teacher evaluation system increases the quality of teaching and student achievement. As a result of teacher evaluation, there should be improved teaching and student learning (Iwinicki, 2002). Existing instruments do little more than identify ineffective teachers (Peterson, Wahlquist, Bone, Thompson, & Chatterton, 2001) while doing nothing to develop teacher skills.

An important element for the improvement of teacher effectiveness is the teacher evaluation (Danielson & McGreal, 2000; Shinkfield & Stufflebeam, 1995; Stronge, 2002). In order to assure quality teachers exist in all classrooms, quality evaluations must be the norm. Research supports the need for teacher evaluations to distinguish between effective and ineffective teachers. In order to do so, evaluation instruments must be developed and used efficiently to develop teacher skills.

## Theoretical Framework

The theoretical framework was the foundation of this research study. It provided support for the study by explaining both policy theory. The purpose of this section of the literature review was to explain how this study fit into existing research. The theoretical framework served as a structure which reinforced this study.

### *Policy Theory*

One intent of educational policy is to ensure all students receive both equal treatment and equal access regarding a free education. Fowler (2008) emphasized this intent when she stated, “Equal opportunity exists when everyone has a similar chance to get a good education to find a decent job, regardless of race, sex, sexual orientation, handicapping condition, age, or national origin” (pp. 111-112). Educational policy also attempts to close any achievement gaps and at the same time raise the bar so that all students are meeting world-class standards. No Child Left Behind required schools to report the percent of students exceeding, reaching, or failing in reading and math based on state testing (Barton and Coley, 2008). As a result, the gap in achievement has been in the media and at the forefront of educational policy discussion (Bainbridge and Lashley, 2002). Equality and achievement have created a public interest in creating policy which will foster educational excellence and ensure equity.

A critical component of policy theory is an understanding of the participants involved. Federal power in educational policy is limited with the state level having much more authority (Fowler, 2008). Fowler identified senators, representatives, state boards of education, and state departments of education as policy participants at the state level. At the local level, Fowler identified superintendents, education interest groups, non-

education groups, policy networks, policy planning organizations, and the media as key participants. These participants are involved in various educational reform agendas which impact the policy process (Honig & Hatch, 2004).

The complexity of the education policy process is a result of both numerous and various demands on the education system. Schools are accountable for improving academic success at unprecedented levels (Honig, 2006) and receive negative sanctions for not meeting standardized testing benchmarks (Massell, 2001; O'Day, 2002). Additionally, there is increasing ethnic and racial diversity of public schools (Ladson-Billings, 2000; Villegas & Lucas, 2002), dwindling resources, and increasing numbers of low socio economic populations ((Baharudin & Luster 1998; Eamon 2005; Jeynes 2002). These demands drive the educational policy process by defining the policy agenda.

According to Kingdon (2002), issues discussed at professional conferences, in educational journals, among government officials, and among the public comprise the policy agenda. To produce policy, it is necessary to move an issue to the government agenda (Fowler, 2008). There are several ways in which this can occur: (a) drawing attention to an issue and relating it to a crisis (Hogwood & Gunn, 1984; Rochefort & Cobb, 1994); (b) the use of media to draw attention to an issue (Manzo, 2001); (c) using the position of public office through press conferences and appearances (Fowler, 2008); (d) or an event which triggers the clarification or necessity of an issue (Baumgartner & Jones, 1993). Policy actors are involved in moving issues to the government agenda which is the first stage in the policy process.

In order for an issue to move from an agenda to an actual policy, intense work is

required. During policy formulation, possible solutions or courses of action are identified (Anderson, 2003; Kingdon, 2002). This step in the policy process typically includes discussion and debate between government officials, interest groups, and individual citizens as obstacles are identified, alternative solutions are suggested, and goals are defined (Fowler, 2008; Kingdon, 2002). Policy adoption occurs when policymakers (government actors) select a course of action (Anderson, 2003; Kingdon, 2002).

### *Political Frame*

While policy process is presented as a linear occurrence, it is often compounded by political activity. According to some observers, all policy is the result of group interaction with individuals having little impact (Cockrel, 1997). There are an increasing numbers of actors trying to influence policy decisions. Ogden (1971) referred to this dynamic as the “web of power”. Groups have more or less influence on policy based on their size, effectiveness, and financial resources (Cockrel, 1997). Bolman and Deal (2008) expounded on the theory of group influence in their political frame.

According to Bolman and Deal (2008), the political dimensions of organizations are comprised of groups with diverging preferences. In order to avoid conflict, the groups agree on ways to distribute power and resources. This phenomenon was further illustrated by Pfeffer (1978):

Since organizations are coalitions, and the different participants have varying interests and preferences, the critical question becomes not how organizations should be designed to maximize effectiveness, but rather, whose preferences and

interests are to be served by the organization (p. 223).

Essentially, one policy might be effective for students, but not staff or the opposite (Pfeffer, 1978). The policy acted upon is determined by who has the most power and resources (Bolman and Deal, 2008). Out of necessity, those involved in politics develop skills which nurture their power.

Bolman and Deal (2008) outlined four skills necessary for political leadership. Agenda setting was the development of a vision and a strategy for achieving the vision. Kanter (1983) insisted a key component of agenda setting was knowing how others think and what they care about so the agenda is responsive to stakeholders. The second skill identified by Bolman and Deal (2008) was mapping the political terrain. This skill consisted of identifying the players, who was in the game; evaluating power, specifically, how much power each player was likely to exercise; and assessing interests, determining what each player wants. In the third skill, Bolman and Deal explained the necessity of networking and building coalitions. Kotter (1985) said that in this step one identified relevant relationships, assessed those who might resist and how strongly, developed links with potential opponents, and selected and implemented methods for moving toward the goal. The final skill, outlined by Bolman and Deal, was bargaining and negotiation. During this process, parties should be able to reach agreement.

An understanding of these political principles is necessary in policy analysis because there are many constituents with varying expectations and demands whenever a policy is being formulated and/or implemented. Bolman and Deal (2008) used education

as an illustration of a complex policy ecosystem. There is no argument that everyone thinks good schools should be a priority. Families want their children to be successful, businesses need literate graduates, teachers want better pay, and taxpayers want to cut extras and keep costs down. These different perspectives create disagreement over how to make schools better. When educational policy is in the stages of development or implementation, distinctive stakeholders hold diverse views on what is best practice based on their perspectives.

### Conceptual Underpinnings

There were six conceptual underpinnings which provided support to this study. Policy analysis provided an understanding of public policy. Human resource management provided an understanding of how employees can be led to increased productivity. Teacher commitment, practice, and impact explained ways teachers could be the most productive both in the classroom and to the school. Finally, evaluation systems provided an insight of effective employee evaluations in organizations outside of education.

#### *Policy Analysis*

Policy analysis can be both analytical and descriptive (Nagel, 1999). For the purpose of this study, policy analysis was a means to explain a policy and its development. According to Kilpatrick (2000), public policy is a system of actions, regulatory measures, laws, and funding in response to a topic declared a problem by a government entity or its representatives. Generally, public policy can be found in constitutions, legislative acts, and judicial decisions (Schuster, 2008).

Creating public policy is a complex process that involves the interaction of numerous individuals and interest groups competing and collaborating to influence policymakers to act in a particular way (Kilpatrick, 2000). In order to be heard, individuals and groups use multiple tactics, which include public avocation, educating supporters and opponents, and mobilization of allies (Kilpatrick, 2000). Fowler (2008) labeled individuals and groups involved in the policy process as policy actors. He broke policy actors into two categories of official and unofficial. According to Fowler, official actors possess statutory or constitutional responsibility and hold legislative, executive, or judiciary positions. Unofficial actors are interest groups or members of the media. Neither of these groups possess legal authority. In many cases, groups and individuals oppose each other or end up working together to gain the policy they want. Ogden (1971) described this collaboration as power clusters. These clusters are related groups, acting independently or joined together, to influence public policy that affects their interests and concerns at the local, state, and national levels.

Public policy is seen as a solution to a problem (Smith & Larimer, 2009). In simplest terms, policy actors present a problem and policy is formulated in an effort to solve it (Lasswell, 1971; Smith & Larimer, 2009). Smith and Larimer suggested public policy as a linear process where policy is implemented in response to a problem. This linear approach is aligned with a rational approach to problem-solving (Shulock, 1997).

When studying educational public policy, one must understand that the federal government, state government, school districts, and others each promote various educational reform agendas that typically converge on schools simultaneously (Honig & Hatch, 2004; Knapp, Bamberg, Ferguson, & Hill, 1998). Characteristically, these reforms



are meant to address ways to increase student achievement (Rorrer, Skria, & Scheurich, 2008). No Child Left Behind, a federal educational policy, established an increased emphasis regarding accountability, efficiency, and standardization in schools (Koyama, 2011). A consequence of this federal presence is that states and districts have had to develop increasing numbers of policies to meet the mandates of No Child Left Behind (Koyama, 2011).

### *Human Resource Management*

The Human Resource Movement (HRM) developed after the turn of the 20<sup>th</sup> century when employers were faced with a need to improve industry (Carson, 2005). In his history of the HRM, Langbert (2002), illustrated how the movement has evolved from the bureaucratic work of Frederick Taylor. Taylor introduced goal setting, specification of work duties, and tight control of workers. Additionally, and most relevant to the HRM, Taylor introduced ideas of training and reward programs. As this work developed, employers searched for ways to reach out to employees and let them know they were valued (Wren, 1994). They wanted employees to understand their welfare was important to the company. As a result of this growing movement, employers developed an understanding of their role in providing suitable conditions so employees could grow and assume added responsibility within the organization (Carson, 2005). Increasing numbers of managers found that with proper leadership they could provide employees with a sense of worth, which would increase the motivation, and productivity of employees (Williams, 1920). Eventually, the movement evolved into the term used today, human resource management. The underlying assumption of human resource management is that it fulfills

the needs of employees and, in turn, develops positive attitudes which result in improved performance outcomes (Edgar & Geare, 2005; Kuvaas, 2008; Meyer & Allen, 1997).

Human resource management is best defined as, management which is designed to enhance the effective and efficient use of employees to achieve organizational goals (Rogelberg, 2007). This type of management ranges from recruiting and hiring employees to developing them. Researchers have found practices such as training, empowerment, and rewards positively affect job satisfaction and organizational commitment (Ashill, Rod, & Carruthers, 2008; Luna-Arocas & Camps, 2008). Saks and Rotman (2006) found autonomy and feedback increase work engagement. Similarly, Bolman and Deal (2008), stated there needs to be opportunity in work for autonomy, influence, and intrinsic rewards. In human resource management, a value is placed on relationships and leaders strive to empower employees (Bolman and Deal, 2008).

As employees are empowered, their performance increases. Yukl (2006) defined human capital as the quality of human resources within an organization and social capital as the quality of human relationships in an organization. He contended, “Collective work is performed more effectively when members are strongly committed to task objectives, they have a high level of mutual trust, and they develop cooperative relationships...” (p. 370). Human resource management placed a priority on the interaction of the individual and the organization. Shafritz, Ott, and Jang (2005) conceptualized human resource management as one in which, “it is assumed that organizational creativity, flexibility, and prosperity flow naturally from employee growth and development” (p. 145).

Human resource management was an underpinning of this study because of its basis of empowering employees and increasing individual performance, which works in

favor of the organization. When teacher evaluations are conducted as a collegial effort between teacher and administrator, human capital can increase. The conversation can be focused on aligning goals of the teacher with those of the school. The conversation itself can lead to increased trust and cooperation. Working collegially, the administrator and teacher can foster growth for the teacher and the school.

### *Commitment*

One component of the Missouri professional frames of a teacher is professional commitment (Appendix C). In the frame, professional commitment is defined as “agreement or pledge as a result of being a teacher”. Specifically, professional commitment was aligned to quality indicators in the PBTE. The quality indicators were effective communication, professional collaboration, curriculum, content knowledge, student assessment data, professional practice, and learning, growth and development. In the Missouri Teacher and Leader Standards, the quality indicators were explained as a measure to recognize professionalism in both teachers and leaders. Both the indicators and standards were based on current research and serve as “an articulation of effective teaching and leading” (Appendix A).

Commitment was a concept studied at the organizational level. It was based on the belief that committed employees demonstrate higher degrees of organizational and individual outcomes (Meyer & Allen 1997). In 1964, Katz said employee commitment was essential for the effectiveness of an organization because committed employees: (a) are more likely to stay with an organization; (b) fulfill their obligations; and (c) go beyond their job description. In an effort to gain a deeper understanding of the role of teacher commitment in regard to student achievement, researchers have conducted

numerous studies.

Research regarding teacher commitment has resulted in varying definitions of the concept. In 1982, Mowday, Porter and Steers defined commitment using three aspects: (a) agreement with values and goals of the organization; (b) motivation to devote extra effort on behalf of the organization; and (c) a sense of obligation to stay in the organization. Riehl and Sipple (1996) defined a committed teacher as one who shares the goals, values, and mission of the school. In 1990, Reyes outlined a definition of a committed teacher. According to his definition a committed teacher: (a) works harder and is less likely to leave the workplace; (b) devotes more time to accomplish the goals of the school or district; (c) produces more quality work; (d) increases student achievement; (e) believes and acts on the goals of the school; (f) exerts extra effort on behalf of school or district goals and; (g) remains in the school system. Firestone and Pennell (1993) asserted that committed teachers have strong psychological ties not only to their students and subject areas, but also to their schools.

The concept of teacher commitment is related to teacher evaluation because commitment affects student achievement. Teacher commitment is believed to be one of the key factors in school effectiveness and success (Huberman, 1993). Tsui and Cheng (1999) suggested that teacher commitment is closely related to teacher quality and effectiveness. According to Darling-Hammond (2000) quality teaching is more predictive of student achievement than background of a student. Additionally, she argued that a teacher of poor quality can cause regression in student achievement. A teacher who is committed to students and the school are “more likely to adopt instructional practices recommended by the organization, assist colleagues, and work harder to achieve

organizational goals” (Ross & Gray, 2006, p. 802). The concept of teacher commitment is important because committed teachers are apt to work in ways which will increase student achievement.

### *Practice*

According to the professional frames of a teacher outlined in the Missouri Teacher and Leader Standards (Appendix A), professional practice is action or process of teaching based on knowledge and skills. Professional practice is linked to the quality indicators of content knowledge, effective communication, curriculum, learning growth and development, positive classroom environment, critical thinking, and use of student data (Appendix A). The expectation is that teachers use the standards and indicators as a way to inform and improve their own practice (Appendix A).

Researchers have asserted that classroom practices are important to learning (Danielson, 2001; Marzano, 2007; Marzano, Pickering, & Pollock, 2001; Wenglinsky, 2000). In his research, Wenglinsky found that what transpires in the classroom is critical and that the way a teacher teaches is important. The work of Sanders (1998) has established that teacher effectiveness is the single biggest contributor to student success. In fact, Sanders and Wenglinsky assert that teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender. In most research effective teaching is understood to be a teacher who uses effective teaching practices.

Research is laden with effective teaching practices. Marzano, Pickering, and Pollock (2001) have outlined research-based strategies which have proven to increase student achievement. Additionally, Marzano (2007) states, “a model of instruction is

powerful only if used as a vehicle for communication as the basis for conversations about effective teaching” (p. 124). Such conversations where teachers are talking about instruction are referred to as reflective dialogue (Louis, Kruse, & Bryk, 1995). Little (2002) and Danielson (2001) claimed reflective dialogue is a useful tool in enhancing instruction. Furthermore, Marzano (2007) argued teachers, in collaboration with their supervisors, should identify goals for improvement. He said the goals should have student learning and engagement as their foundation. Researchers supported goal setting and collaborative conversations around instruction as effective teaching practice. McTighe and O’Connor (2005) asserted, feedback and assessment are types of effective teaching practice.

Different researchers have used different terms and measures to define effective teachers. In 1993, Clark said, “Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher” (p. 10). Vogt (1984) said to the extent a teacher has the ability to differentiate instruction for students with different abilities, determines their effectiveness. Collins (1990), established five criteria for an effective teacher: (a) is committed to students and learning; (b) knows the subject matter; (c) is responsible for managing students; (d) can think systematically about their own practice; and (e) is a member of the learning community (p. 11).

Traditionally, teacher quality has been defined as teachers knowing the content of what they teach. It is now presumed that teachers who know how to teach will move students further (Council of Chief State School Officers, 2010). Examples of how to teach include being able to identify common student misunderstandings, how to connect

concepts, how to use different perspectives, how to engage students in critical and creative thinking, and how to create collaborative problem solving activities which are related to genuine global issues (Council of Chief State School Officer, 2010). Marzano, Pickering, and Pollack (2001) argued that when teachers use research-based instructional strategies, more students will be engaged and learn necessary concepts and skills.

Daggett (2011) claimed it is necessary to improve instructional strategies so students can compete in a global economy. Data based decision making, strong relationships with students, in depth knowledge of content, understanding how to connect with students combined with rigorous and relevant instruction constitute what Daggett asserted is necessary for instruction to be effective. Hattie (1999) argued, instruction can be more effective when teachers and students set specific and challenging goals. His recommendations for improving instruction include teachers and students setting specific and challenging goals. Based on this research, a necessary component of teacher evaluations is the assessment of teacher practice.

### *Impact*

The professional frames of a teacher, outlined in the Missouri Teacher and Leader Standards (MTLS), define impact as an effect or cause that results because of the teaching (Appendix A). According to the professional frames, the impact of a teacher causes a student to obtain knowledge, develop awareness, be responsible, self-reflect, think critically, and problem solve. In the professional frames of the MTLS, impact is linked to the quality indicators of learning, growth, development, student assessment data, effective communication, content knowledge, and critical thinking (Appendix C). There is an expectation that teachers understand best practices regarding instructional

practice and classroom management so learning is meaningful and engaging for all students.

Teacher impact is important in understanding teacher evaluation because in research regarding instruction and teaching, impact is synonymous with teacher effectiveness. A plethora of research exists regarding teacher impact. Many studies have found that teacher effectiveness is a strong determinant of differences in student learning (Jordan, Mendro, & Weerasinghe, 1997; Sanders & Rivers, 1996; Wright, Horn, & Sanders, 1997). Researchers have claimed that teacher impact is so important, that in its absence, it can be detrimental to student learning. In consequence, students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to highly effective teachers in sequence (Sanders & Rivers, 1996). Rice (2003) contended an effective teacher is the most important school-related factor influencing student achievement.

Additionally, researchers such as Sanders (1998) and Wenglinsky (2000) asserted that teacher effectiveness is the single biggest contributor to student success. Their research purported that teacher effectiveness outweighed all other factors, such as class size, socioeconomic status, and gender. A large-scale study in North Carolina found effective teachers could have greater impact than the influence of race and parent education (Clotfelter, Ladd, & Vigdor, 2006). Current research which has quantified the difference in impact between effective and ineffective teachers, has led to an outbreak of policy proposals aimed at promoting teacher quality (Kane, Taylor, Tyler, & Wooten, 2010).



As a result of the link found between effective teaching and student achievement, there is a movement for school districts to develop instruments, which more accurately measure the impact of a teacher and their ability to be a good instructor (Clark, 1993; Danielson, 2001; Darling-Hammond, 2010; Wenglinsky, 2000). Danielson (2001) argued that, if used in the correct manner, teacher evaluation systems could be used to provide teachers with the information they need to make suitable and successful improvements in their instructional practice. In *A Blueprint for Reform* the U.S. Department of Education (2010) instructed:

states and districts to develop and implement systems of teacher and principal evaluation and support, and to identify effective and highly effective teachers and principals on the basis of student growth and other factors (p. 4).

Race To The Top, a program designed by the Obama administration has accelerated the urgency to develop evaluation tools which are sensitive to identifying effective teaching (Kane, Taylor, Tyler, & Wooten, 2010). The identification of teacher impact is becoming essential for educators.

### *Evaluation Systems*

Sometimes called performance reviews or performance appraisals, evaluation systems have many different names and can mean different things to different people. According to Becton, Portis, and Schraeder (2007), an evaluation is an assessment of an employee's job performance. Traditionally, an employee meets with their supervisor once or twice a year. The supervisor fills out a form to document the meeting and the performance of the employee. Organizations conduct evaluations for several reasons.

Murphy and Margulies (2004) identified four of these reasons: pinpointing specific behavior or job performance which should be discontinued or reinforced, development and coaching, readiness for promotions, and to provide a basis for awarding merit pay. Lee (1996) suggested the primary purpose of an evaluation is to improve performance. Benefits of evaluations are not limited to employees.

There are advantages for companies to use evaluations. Taylor (1911) identified one advantage as rewarding workers for contributing to the success of an organization. He also said it can lead to a better connection between supervisors and their employees. Evaluations are more successful when they contain specific attributes. The evaluation should be performed by a supervisor who is familiar with specific job duties and the employee being evaluated (Margulies & Murphy, 2004). Taylor (1991) advised, successful evaluations are objective and based on hard data. In addition, evaluations provide evidence for organizations when faced with employee claims for damage (Francine, 1989). Many have argued that employee evaluations can lead to increased effectiveness for the entire organization when objectives of the evaluation are aligned with organizational objectives (Schraeder, Becton, & Portis, 2007).

Despite their benefits, many employers and employees dread annual evaluations. Some employees report finding details of their evaluation a surprise because their evaluator has not mentioned these findings throughout the year before the meeting (McCarthy, 2000). When evaluations happen annually, employees do not have adequate information to improve their performance (Lee, 1996). Lee also proposed, employees often do not feel part of the evaluation process and instead feel the evaluation is something done to them. When this happens employees either disagree with the

evaluation, do not understand it, or have no idea how to improve their performance (McCarthy, 2000). Supervisor bias can also be a factor in ineffective evaluations. Gwynne (2002) noted a study that found substantial variation in the ratings of like behavior among over 500 supervisors.

Evaluations are a needed tool to judge employee performance. Research suggests ways in which organizations can improve evaluations and make them more meaningful. When organizations use a comprehensive approach with multiple raters, the 360-degree approach, the effectiveness of the evaluation increases (Becton, Portis, & Schraeder, 2007). Lee (1996) recommends frequent performance checks that are ongoing. In this way employers can identify difficulties before they turn into problems. Providing adequate training to evaluators and ensuring they understand the importance of evaluation is another way to increase the effectiveness of evaluations (Alexander, 1989). McCarthy (2000) urged employers to make sure employees understand evaluation ratings and expectations for future performance.

Not only school administrators, but also policy makers deem teacher evaluations necessary as well. Evaluations of teachers vary from district to district. As pointed out in research regarding general evaluation systems, some are meaningful and others are not. Amending teacher evaluations based on best practice has the potential to increase teacher effectiveness and ultimately student achievement.

### Summary

To assist in the development of this study the literature review discussed teacher evaluation and teacher effectiveness. Specifically, the literature review has explored literature, which highlighted incongruities and challenges with traditional and existing

teacher evaluation systems. The literature review provided a framework for the study by explaining the theoretical framework of both policy theory and motivation theory. Literature regarding the conceptual underpinnings of policy analysis, human resource management, commitment, practice, impact, and evaluation systems, has also been included. The literature has revealed that teacher evaluations have not always been valuable in identifying effective teachers. Chapter three will explain the methodology of the study.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

In 1983 the Missouri Legislature enacted law which required the Missouri Department of Elementary and Secondary Education (DESE) to “provide suggested procedures for the purpose of teacher evaluation” (Missouri Department of Elementary and Secondary Education, 1999, p. ii). The Missouri statute mandated the way in which school districts must maintained teacher evaluation records and stated, “the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability” (Missouri Department of Elementary and Secondary Education, 1999, p. iii). As a result, the board of education of each school district in the state was mandated to provide a comprehensive performance based evaluation for each teacher employed by the district. In the end, the evaluation needed to provide evidence that the teacher demonstrated standards of competency and academic ability.

According to Missouri Statute, the philosophy of the performance based teacher evaluation provides information to the administrator and the teacher by doing the following: (a) the system is critical to improving instruction, thus improving student knowledge and performance; (b) the evaluation is intended to assist administrators and teachers in creating a learning environment in which students acquire and apply knowledge and skills; (c) the evaluation system supplies information and feedback regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning

community in which people are encouraged to improve and share insights in the profession (Missouri Department of Elementary and Secondary Education, 1999).

Over the past 50 years improving teacher quality has been a major focus of educational reforms with federal involvement in teacher quality policies having increased over time (Cohen-Vogel, 2005). States have been working to develop new systems to evaluate teachers in response to federal highly qualified teacher requirements (Brandt, C., Mathers, C., Olivia, M., Brown-Sims, M., & Hess, J. 2007). The federal government views teacher quality as essential for improving student achievement and thus promoting a nation's economic competitiveness in the global society. In a 2006 annual report on teacher quality, Secretary of Education Margaret Spellings stated:

In order to strengthen our nation's competitiveness in the global marketplace, as well as our security at home, we must be certain that teacher proficiency in mathematics, science, technology, and foreign languages is sufficient to enable America's students to achieve at grade level and above in these subjects ( p. iii).

Research has supported the need for teacher evaluations to distinguish between effective and ineffective teachers. However, consensus does not exist regarding the definition of an effective teacher. The Widget Effect report (Weisberg, Sexton, Mulhern, & Keeling, 2009) validated the definition of the problem with this remark, "...examines our pervasive and longstanding failure to recognize and respond to variations in the effectiveness of our teachers." In an effort to have a measure of teacher effectiveness, some policy makers support adding a value added component to teacher evaluations

which statistically evaluates student growth over time. While some researchers contend value-added research shows that teachers vary greatly in their contributions to student achievement (Rivkin, Hanushek, & Kain, 2005), other researchers have cautioned that value added measures of teacher effectiveness should not be used to make operational decisions because of the instability of the estimates which cause them to not be fair or reliable (Rubin, Stuart, & Zanutto, 2004).

According to Danielson (2001), a well-designed teacher evaluation system increases the quality of teaching and student achievement. As a result of teacher evaluation, there should be improved teaching and student learning (Iwinicki, 2001). Currently, few districts use effective evaluation instruments (Danielson, 2001; Peterson, Wahlquist, Bone, Thompson, & Chatterton, 2001; Wenglinsky, 2000). Existing instruments do little more than identify ineffective teachers (Peterson et al., 2001) while doing nothing to develop teacher skills such as instruction (Danielson, 2001). Wenglinsky (2000) discussed the effort districts across the nation are making to ensure teachers are prepared to help students meet new standards. He cautioned that many proposals have focused on non- classroom aspects of teacher quality such as requiring more education.

#### Research Purpose

This policy case study intended to identify the original legislative intent of the Missouri Performance Based Teacher Evaluation pilot (PBTE). To better understand the study, a background of the state's political and educational barometers established a foundation for the PBTE system. The purpose of this study, provide an explanation of how and why the policy was developed and include 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.

### Research Question(s)

The research questions which guided this study were:

1. Why did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012?
2. How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012?
3. What were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the impact the Missouri Performance Based Teacher Evaluation will have on public education in Missouri?

### *Missouri's Educator Evaluation System*

New policies and guidelines for Missouri's educator evaluation system were presented to the State Board of Education on June 19<sup>th</sup>, 2012. At that time, formal approval to conduct a full-scale pilot in the 2012-2013 school year using the new system was requested. According to a representative from the Educator Quality Department with the Missouri Department of Elementary and Secondary Education (DESE) revisions to the PBTE resulted because the state had been using one that was almost twenty years old. The representative explained that DESE had a professional obligation to design a system which provided formative development for teachers and leaders so student achievement would increase.

This case study intended to provide an understanding of the PBTE. The research plan was a qualitative research design utilizing case study methods to understand the



rationale for a state legislating performance based teacher evaluation methods.

Qualitative research focused on process, meaning and understanding, with the end product resulting in a rich description (Coghlan & Brannick, 2006; Creswell, 2003; Herr & Anderson, 2005; Merriam, 1998).

### Research Design and Rationale

The purpose of this policy analysis was to shed understanding of the PBTE. Documents used to implement the PBTE were available to the public via the web. However, using qualitative methods, the researcher provided an explanation of how and why the PBTE was developed. A qualitative design was chosen because of its ability to provide “rich, thick descriptions” (Merriam, 1998, p. 211) of key stakeholders involved in composing the PBTE.

#### *Qualitative Case Study*

The research design for this case study was qualitative. Data was collected through the interview process, document analysis, and literature review. According to Merriam (1998), there are five variables fundamental to qualitative research: (a) using the participants’ perspective to understand a phenomenon; (b) the use of the human instrument to gather data; (c) fieldwork; (d) building on nascent data; and (e) rich description. Further, King, Keohane, and Verba (1994) said the qualitative method provides a comprehensive account of an experience. Merriam (1998) said case studies are used to “gain an in-depth understanding of the situation and meaning for those involved (p.19). The qualitative design of this case study allowed for a meaningful interpretation of the PBTE.

The researcher believed qualitative methods were best for this policy study because they provided rich descriptions regarding the PBTE (Merriam, 1998). Creswell (2003) articulated, “a qualitative approach uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from that data” (p. 18). As the data emerged, the researcher developed an understanding of the essence of the policy under study (Coghlan & Brannick, 2006; Creswell, 2003; Merriam, 1998). Using qualitative methods allowed themes to emerge from the data collected in interviews (Creswell, 2003; Krueger & Casey, 2000; Merriam, 1998). With the purpose of creating a comprehensive explanation of the PBTE, the researcher chose a qualitative policy analysis.

#### *Design of the Study*

Qualitative research has provided an understanding of how and why the PBTE was developed as well as revealed perceptions of key stakeholders involved in the process. Mertens (2005) described qualitative research as that where researchers study things in their natural setting. The researcher then attempts to interpret findings in “terms of the meanings people bring to them” (p. 229). Creswell (2007) said qualitative research is necessary in order to study a complex issue where detailed information is necessary to understand an issue. In this study, the issue was the PBTE.

#### *Qualitative Methodology*

The methodology chosen for this study was qualitative. The qualitative methods used took place in a genuine setting. The means for collecting data was interviews, document analysis, and literature review which are considered naturalistic and resulted

from a constructivist paradigm (Guba and Lincoln, 1994). The underlying ontology was that there were multiple realities (Mertens, 2005) and by interviewing stakeholders involved in the development of the PBTE, those realities were unveiled. The researcher “should attempt to understand the complex world of lived experience from the point of view of those who live it” (Mertens, 2005, p. 13). Through interviews and document analysis, the researcher worked collaboratively with participants to construct a meaningful reality (Guba and Lincoln, 1994).

### *Constructivist Paradigm*

A basic assumption of the constructivist paradigm is that knowledge is developed socially (Mertens, 2005). It is understood that the study cannot be conducted in isolation from the values of the researcher. Mertens said, “the inquirer and the inquired-into are interlocked in an interactive process; each influences the other” (p. 14). The researcher was candid in revealing her own values and biases. At the same time, the researcher understood that the data collected disclosed the unique reality of each participant and explicitly identified how interpretations of data were derived (Mertens, 2005).

Mertens (2005) described the constructivist researcher as one who designs the methodology in an effort to understand the meaning people attach to a certain activity. The PBTE affected a large number of people. The intention of the researcher was to discover how and why the PBTE was developed while including the perceptions of key stakeholders involved in the process. Stakeholders involved in developing the PBTE provided the data for this study. Stakeholders included employees from the Missouri Department of Elementary and Secondary Education, legislators, teachers, administrators, and state education association members. By obtaining data in this manner, the researcher

had access to multiple perspectives which yielded stronger meaning to the case study (Lincoln & Guba, 1985). The researcher was seeking to construct meaning of the PBTE by interpreting data obtained through interviews and document analysis.

### *Case Study*

The findings of this study will add to the research regarding effective teacher evaluation systems. In order to gain an in-depth understanding of the PBTE, the researcher conducted a case study. The study was conducted using a teacher evaluation system from one state. Stake (2000) argued when the object of a study is specific and bounded, the study is a case study. Case studies provide insight regarding experiences. When trying to answer a research question such as how, a case study is an advantageous methodology because it allows the researcher to gain a rich understanding (Ellram, 1996). The case study has been shown to provide intensive and thorough insight on a single case using multiple sources of data (Hewitt-Taylor, 2002; Vallis & Tierney, 2000). Corcoran, Walker, and Wals (2004) asserted “the purpose of the case study is to provide a critical analysis of practice that will result in the transformation of practice in others” (p. 10).

Another important component of case study research is the perspectives of key stakeholders. According to Merriam (1998), qualitative methods are key in “understanding the phenomenon of interest from the participants’ perspectives, not the researcher’s” (p. 6). By using a case study, the researcher “collects open-ended, emerging data with the primary intent of developing themes from that data” (Creswell, 2003, p. 18). The transcriptions of the interviews become data from which the researcher can inductively derive themes, categories, and concepts (Merriam, 1998). Conducting a case

study allowed the researcher to provide an in-depth description of the PBTE and contribute findings to the research regarding teacher evaluation.

### *Interviews*

One step in the data collection process of this study was one-on-one interviews with people involved in the development of the PBTE. According to DESE, there were hundreds of people who formed committees which were responsible for the creation of the PBTE. Committee members represented K-12 educators from districts across the state, educator preparation programs, and all of the state education associations. As a result of face-to-face, open-ended interviews, the researcher had the opportunity to gain in-depth information on how and why the PBTE was developed (Manning, 1992). The researcher also obtained the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the impact the PBTE will have on public education in Missouri (Creswell, 2003; Krueger & Casey, 2000; Merriam, 1998).

Interviews were chosen as a method for collecting data because they elicit more detailed information and allow the researcher to gather a deeper understanding of the perceptions of the respondents (Kvale, 1996). Typically, qualitative interviews consist of open-ended questions (Merriam, 1998; Weiss, 1994). All participants were asked a similar set of open-ended questions so the researcher could learn as much about the PBTE as possible (Weiss, 1994).

### *Participants*

Qualitative researchers depend on participants to provide their rich experiences and varied perspectives as a way to create understanding. The participants in this study

were a purposeful sample. Merriam (1998) explained a purposeful sample as that in which a researcher can gain insight from those with the most experience. As such, participants for this study were purposefully selected based on their experiences and perspectives with the history and implementation of the PBTE. Their roles and level of experience varied from state-level politicians and representatives from DESE, to district leadership, educator preparation faculty, and education association members. Initial contacts were established through network sampling where initial contacts suggested further possible participants (Merriam, 1998).

### *Document Analysis*

Document analysis was important to the data collection in this study. According to Mertens (2005), the qualitative researcher must analyze documents to gather necessary background information. The PBTE, Teacher Standards, and Professional Frames served the researcher in designing interview questions. Survey results also assisted the researcher in contextualizing perceptions of participants. The documents served as secondary sources and provided background to the researcher before the interviews occurred (Silverman, 2005).

### Sample

The decision to study the PBTE was based on the fact that the state was piloting their new evaluation model in the 2012-2013 school year. The researcher made an initial contact with a representative from DESE. After the initial interview, the representative sent an email to PBTE committee members to solicit possible participants. This was a purposeful sample which was characterized by individuals directly involved with the revisions and execution of the PBTE (Fink, 2009).

## Sampling Procedures

The first step in collecting data for this evaluation was to meet with a representative from DESE. The representative had served as a facilitator of the development of the PBTE model. The representative assisted the researcher in identifying possible interviewees. In an effort to obtain as many perceptions as possible, the researcher hoped to interview at least 10 participants. Creswell (2009) identified this type of sampling as “cross-sectional” (p. 146) and “single stage” (p. 148) because the sampling consisted of participants were from a list provided to the researcher at one point in time (Figure 1).

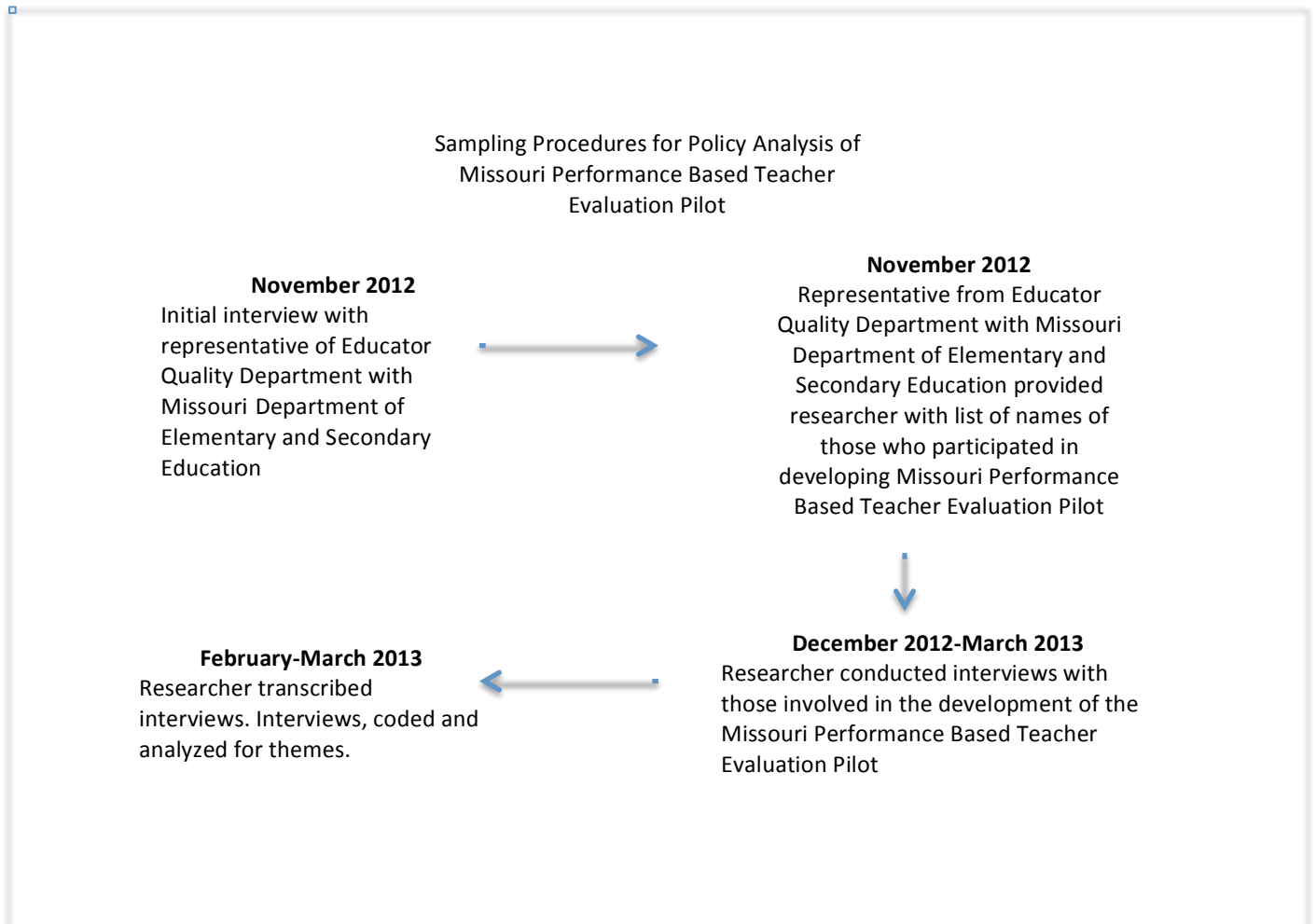


Figure 1. Sampling procedures.

## Data Collection Procedures

Prior to data collection, participants were asked to sign a letter of informed consent (Appendix D). According to Merriam (1998), the researcher needs to articulate five issues with an interview subject prior to conducting an interview. The five issues are (a) the researcher explains her motives and intentions for the research study; (b) the researcher assures the participant of their confidentiality; (c) the researcher determines who has final say over the study's content; (d) the researcher explains that participation is voluntary; and (e) the researcher explains the logistics of the interview including the need to audiotape. Explaining these issues to the participant ensures the participant has a comprehensive understanding of their role in the study.

To ensure quality interviews, expert recommendations were followed. Initially, questions for the interviews were based on the guiding research questions of the study. Questions were developed using a semi-structured interview protocol so as new ideas or themes emerged the researcher could collect additional information and insight (Creswell, 2003; Krueger & Casey, 2000; Merriam, 1998; Appendix E). Merriam (1998) advised the researcher to avoid questions which might lead the interviewee. Creswell (2007) recommended using open-ended questions which allow the interviewee to elaborate with their answers. In conducting interviews, the directives of Krueger and Casey (2000) were followed to ensure familiar language was used in the construction of open-ended questions that asked participants to "tell me about" their experiences with the PBTE.



### *Interview Protocol*

Based on Creswell's (2003) recommendations, an interview protocol was developed for this study (Appendix D). The purpose of the protocol was to ensure the researcher asked all participants the same questions and added to the reliability of the study. Boyce and Neale (2006) explained an interview protocol as instructions which are followed for each interview to guarantee consistency. Boyce and Neal suggested that interview protocols include: (a) What to say to interviewees when setting up the interview; (b) the questions to be asked, including probes to get further information from participants; and (c) what to say to interviewees when finishing the interview.

### *Human Subjects Protection and Other Ethical Considerations*

This study required interaction between the researcher and participants. The researcher took steps to ensure the privacy, confidentiality, rights, and privileges of those participants who provided information for the study (National Institutes of Health). The researcher obtained permission to conduct the study through the Institutional Review Board at the University of Missouri Columbia.

Participants had to understand what it meant to participate in any research study. Informed consent is one method to make sure participants understand what their role in the study is (National Commission for the Protection of Human Subjects, 2012). The researcher developed an informed consent which was approved by the Institutional Review Board through the University of Missouri (Appendix D). In having participants read and sign this form, the researcher was certain that participants made a deliberate decision to participate in the study.

Every effort was made to guarantee that participants had minimal risk. The names of subjects in the study were protected. Each interviewee was given a code name. Only the researcher knows their true identity. The final publication did not contain any “true” names. The audiotapes were stored in a locked box where the researcher was the only person with access for seven years from the graduation date of the researcher. At that point the tapes will be destroyed. Additionally, all participants were asked to sign a consent form which explained the study and their role (Appendix D).

### Data Analysis

Data was collected November 2012 through March 2013. In a qualitative study, analysis of data occurs throughout the collection process (Mertens, 2005). The researcher was aware of and had continuous reflection of impressions and relationships during the data collection process. Interviews and document analysis were the means of data collection. In qualitative research, data analysis includes classifying and categorizing ideas (Creswell, 2009). As different pieces of data were gathered, findings were generated in a systematic manner (Patton, 2002). In a qualitative study, it is important to pull the data apart and put it back together in a meaningful manner (Creswell, 2007).

### *Document Analysis*

The researcher analyzed the PBTE. The PBTE provided the researcher with objectives, criterion, and descriptors of the teacher evaluation system. If needed, the researcher could contact employees at the Missouri Department of Elementary and

Secondary Education to conduct member checks to clarify interpretation of the data found in the instrument (Creswell, 2007; Mertens, 2005). The background information obtained in this analysis was necessary for the researcher to move forward with the next stages of data collection.

### *Interview*

Interviews were conducted with stakeholders involved in developing the PBTE. The interviews were face to face and one on one (Creswell, 2009). The researcher asked for as many volunteers to participate in the interviews as were willing. The study was be enriched by hearing as many perceptions as possible (Creswell, 2009; Krueger and Casey, 2000; Mertens, 2005).

The interviews were audio taped with the permission of participants. Additionally, the researcher took field notes. Data collection and data analysis occurred concurrently in interviews as the researcher was observant of the interaction with the participant as well as what their responses were (Creswell, 2009; Krueger and Casey, 2000). The researcher transcribed the audiotape soon after the interview took place. After transcription, the researcher coded the data.

### *Coding*

The data analysis process consisted of organizing data categorically and chronologically while coding the transcriptions and keeping a list of major ideas that surfaced (Bogdan and Biklen, 1982; Creswell, 2009; Merriam, 1998). After individual interviews, verbatim transcription occurred and then data was examined to develop a broad view of possible patterns (Creswell, 2003, 2007). Experts in qualitative research

recommend the researcher immerse themselves in the data by rereading the interviews several times and making notes in the margins (Creswell, 2007). Open and axial coding were used to identify emerging themes (Creswell, 2009). After codes were identified they were reduced to themes (Creswell, 2007). As patterns developed, the researcher established generalizations that were placed in the findings of the study (Mertens, 2005). The generalizations were the interpretations of the researcher and were used to form large meanings of how and why the PBTE was developed. As Creswell (2007) explained, through the spiral process of data collection in a qualitative study the researcher begins the data analysis process by starting with data and ending with a description.

In order to address reliability and validity of the findings of data, Kvale (1996) suggested verification of the data. Once the audio tapes from the interviews were transcribed, the transcriptions were sent to the respondent. The respondent was asked to verify the transcript increasing the reliability and validity of each interview. Kvale (1996) argued that verification is important throughout a qualitative process, but especially before findings are reported.

#### Strategies to Address Quality

Measures were taken to make sure the study is of high quality and objective. To guide this study ethical principles for conducting qualitative research as defined by Merriam (1998), Creswell (2007) and Mertens, (2005) were used. Written permission was obtained from all participants prior to beginning the interviews (Appendix D). To increase trustworthiness, a script concerning interview protocol was read to interviewees prior to each interview (Appendix E). Creswell (2009) suggested an interview protocol as one way to ensure fidelity between interviews.

Confidentiality in this study was one of the components necessary to assist participants in feeling safe. Through the interviews, the researcher established trust to gain rapport which allowed for honest feedback from the participants. The researcher conducted member checking to verify the accuracy of the transcripts and confirm, for each participant, that their stories were portrayed as intended (Krueger & Casey, 2000). The researcher was the instrument of data collection and maintained a personal commitment to impartial and credible analysis, seeking only to answer the research questions posed (Creswell, 2009; Mertens, 2005).

#### Study Limitations, Delimitations, and Assumptions

The position of the researcher could have biased the interpretation of what the participants said. The researcher served on a Performance Based Teacher Evaluation Committee in a Missouri school district. This could have compromised the ability of the researcher to remain unbiased and compromise the validity of the study (Creswell, 2003). It was essential to build trust so participants expressed their perceptions without fear of administrative repercussion (Creswell 2003; Krueger and Casey 2000; Mertens, 2005). The researcher followed the advice of Krueger and Casey (2000), and remained open to unexpected information by way of open-ended questions. Finally, because qualitative studies cannot be truly replicated, an audit trail was kept to provide in detail how data were collected and categories derived throughout the study (Merriam, 1998).

#### *Limitations*

Limitations are threats to the validity of the study (Creswell, 2007, 2009). The *Hawthorne* effect (Bolman & Deal, 2008; Fink, 2009) could be a limitation of the study. If participants assumed they were in a special experiment, their responses would have

been affected as a result. Another limitation of the study could have been limited participation. Interviews lasted approximately 45 minutes which was a resource potential participants might not have been able to give up.

### *Delimitations*

Delimitations are the ways in which the scope of a study is narrowed (Creswell, 2007, 2009). A delimitation of this study was that it was an evaluation of one state's performance based teacher evaluation; the results cannot be generalized to the instruments used by other states. Also, a narrow time frame existed in which the study was conducted (November 2012-January 2013) and the study was based on data that is not longitudinal.

### Summary

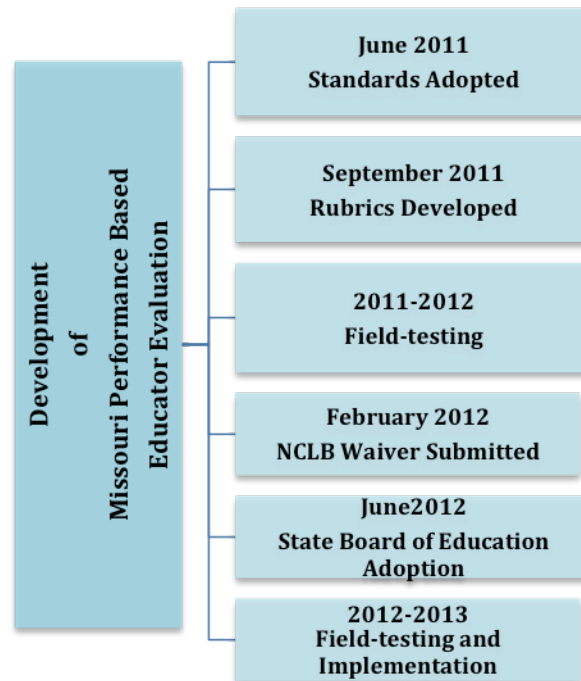
Chapter 3 outlined the researcher's qualitative approach to a policy analysis of Missouri's PBTE. The purpose of the analysis was to determine how and why the PBTE was developed. The rationale for using qualitative methods in this evaluation was explained. The population and sample were described as well as sampling strategies, tools and procedures to gather data. An explanation of data analysis was given as well as a description of measures to ensure quality of the study. Finally, the limitations of the study were addressed.

## CHAPTER FOUR

### DATA ANALYSIS AND FINDINGS

#### Introduction

Federal initiatives and mandates have driven state level departments of education to develop priorities. Race to the Top, authorized under the American Recovery and Reinvestment Act of 2009 (ARRA), is one example of such an impetus (U. S. Department of Education, 2009). This competitive grant rewards states for implementing reform in the areas of enhancing standards and assessments, improving the collection and use of data, increasing teacher effectiveness and achieving equity in teacher distribution, and turning around struggling schools (U.S. Department of Education, 2009). As part of the work to qualify for ARRA funding, states have been making changes to the guidelines for how evaluations are conducted. Missouri is one of the states that has spent time examining their instrumentation and methods of teacher evaluation (Figure 2).



*Figure 2.* Development of the 2012 Missouri Performance Based Educator Evaluation Model.

(Missouri Department of Elementary and Secondary Education, 2012)

Chapter 4 will explain how and why Missouri developed the 2012 Performance Based Teacher Evaluation Model (PBTE). The pilot is currently being tested across the state. This chapter will also analyze the perceptions of key stakeholders regarding the impact the PBTE will have on public education in Missouri. Through the use of archival data and interviews, Missouri’s PBTE journey will be disclosed.

#### Research Question

The purpose of this policy case study was to show how and why the state of Missouri developed a new Performance Based Teacher Evaluation Model (PBTE). Additionally, the study intended to expose the perceptions of stakeholders concerning the impact the PBTE will have on public education in the state of Missouri. The following research questions guided the study and influenced the data analysis process.



1. Why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned?
2. How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012?
3. What were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the need for reform of Missouri's Performance Based Teacher Evaluation system?

To investigate these questions, the researcher designed a qualitative case study of the Missouri Performance Based Teacher Evaluation Model (PBTE). Interviews were conducted with individuals in the educator quality department of the Missouri Department of Elementary and Secondary Education (DESE) committee members responsible for creating the PBTE, educators who had piloted the PBTE, legislators, and a representative from the Missouri School Board. The researcher also analyzed documents relevant to the PBTE to gain data that was rich with both heuristic and textual evidence.

#### Case Study Setting

According to the Missouri School Directory in February of 2013, Missouri was comprised of 520 school districts. Serving 886,396 students K-12 were 84,762 certificated staff with 66,781 of those being classroom teachers. Missouri has spent the last few years developing an educator evaluation model focusing on the formative development of teachers and leaders (Missouri Department of Elementary and Secondary

Education, 2012). The evaluation model included standards for teachers, principals, and superintendents. As such the Missouri PBTE was a system. This study focused on the teacher evaluation portion of the system.

### Data Collection

Data collected for this study included face to face interviews, phone interviews, and document analysis. The researcher used both heuristic and textual information to answer the research questions. The researcher was cognizant of her role in analyzing the data which provided for the voices of participants to be heard and reflected the different forms of data analyzed (Creswell, 2007).

Confidentiality was maintained in part by assigning pseudonyms to participants. Interviews were audio recorded. The researcher was the only person with access to the recordings. To increase trustworthiness, a script concerning the interview protocol was read prior to each interview. Once interviews were transcribed verbatim, member checking was conducted to confirm participant stories were portrayed as intended.

### *Interviews*

A director with Educator Quality Representative with DESE, Dan, worked closely with the researcher to identify and recruit participants for the study. After an initial interview with the researcher, Dan distributed the Letter of Recruitment (Appendix F) through email to committee members who had been involved in the development of the PBTE. Dan also distributed the Letter of Recruitment to key contacts in districts that had piloted the PBTE in the 2012-2013 school year. The researcher used the Internet to identify legislators serving on the Joint Committee on Education to recruit legislative participants. The Internet was also used to identify a member of the Missouri State Board

of Education. Some interviews were conducted face to face and some were conducted over the phone. Face to face interview participants filled out an Informed Consent (Appendix D) in the presence of the researcher. Phone participants emailed an Informed Consent to the researcher. All participants were assured confidentiality. In order to maintain confidentiality, all documents have been locked up and only the researcher has access. All participant names were changed. Aside from identifying the state of Missouri, all other locations, such as specific school districts, were changed as well.

The first individual interview took place November 28<sup>th</sup>, 2012 with Dan, Educator Quality Representative from DESE. Interviews continued to take place through March 2013. To ensure validity, either a digital recorder or Garage Band was used in the interviews. The researcher transcribed the interviews, listened to each interview three times, and read each interview twice to identify categories which were reduced to themes (Strauss & Corbin, 1990).

#### *Document Collection*

DESE's website provided access to the documents which culminated in the PBTE. The researcher analyzed the documents in an effort to gain a deeper understanding of the development of the PBTE. The documents were coded for common themes and these were compared to the themes which emerged from the interviews.

#### Data Analysis

In this qualitative study, interview participants shared their experiences and perceptions with the development and implementation of the PBTE. Interviews were transcribed and coded by the researcher. A colleague who had done her own mixed methods study, served as a "peer-debriefer" and "intercoder" throughout the study

(Creswell, 2009, p. 191-192). Additional data were studied through document analysis (Creswell, 2007; Mertens, 2005). Comparing data from the interviews with data from the document analysis and a thorough literature review allowed for triangulation of data (Mertens, 2005). Mertens (2005) suggested member checking as a means to establish credibility in a qualitative study. For this study, transcripts were sent through email to participants for their review. Participants were able to verify if the researcher had captured their words and meaning accurately. Once member checking was complete, the researcher identified themes using open and axial coding (Creswell, 2009; Strauss & Corbin, 1990). The researcher compared her categories and themes with those of the “peer debriefer” and “intercoder” (Creswell, 2009, p. 191-192). Confidentiality of participants was maintained by using pseudonyms of both participant and location names.

### *Participants*

There were eighteen individuals interviewed for this study. One participant was a representative from the Educator Quality Department of DESE. The Educator Quality Department facilitated the creation of the PBTE. Six interviews were conducted with individuals from around the state of Missouri who had served on the PBTE development committee. One of these individuals currently serves in a school district which has implemented the pilot during the 2012-2013 school year. Six interviews were conducted with individuals who have been implementing the pilot in the 2012-2013 school year. These individuals served either in a building administrator position or at a district level position. Three individuals interviewed serve as a legislator for the state of Missouri. The final participant was a member of the Missouri State School Board.

### *Trustworthiness*

Qualitative research experts recommended various methods necessary to establish the trustworthiness of a study. One way to increase the validity of a study is by member checking which takes place when the researcher takes transcripts back to the participants so they can judge the accuracy of the data (Linclon & Guba, 1985; Merriam, 2002). After interviews were conducted, the researcher transcribed the interview and then sent the interview back to the participant so each participant could ascertain the credibility of the interpretation. Part of ensuring a credible and trustworthy study includes verifying participants' interviews with them to see if the researcher captured correctly what they said. One participant added clarification to his transcript in several places. No other participants changed what the transcripts said. It can be concluded the information is valid.

Another strategy recommended for establishing trustworthiness is hermeneutical phenomenology. In this strategy the researcher analyzes the transcripts to find themes of information (Strauss & Corbin, 1990). van Manen (1990) defined hermeneutical phenomenology as a process in which the researcher makes an interpretation. Analyzing the transcripts of all of the participants "the researcher "mediates" between different meanings" (van Manen, 1990, p. 26). Using this strategy, the researcher found themes related to the PBTE. The researcher listened to the digital recordings and transcribed the interviews, listened to the digital recordings again, six themes emerged. These themes were compared to the literature review in Chapter 2. Literature related to the themes which had not been reviewed in Chapter 2 is shared later in this chapter as New Learning.

Strauss and Corbin (1990) identified coding as another method for ensuring trustworthiness. Creswell (2009) recommended open coding as a way to organize material into small segments to determine meaning. As the researcher read the transcripts, she used color-coding to create categories. Creswell (2007) explained that it is important to reduce themes to five or six. In order to do this the researcher must continue to review the data-base and look for reoccurrence of the themes. After the six themes had been developed the researcher used axial coding to connect the themes (Creswell, 2009; Strauss & Corbin, 1990). Open coding breaks the data apart and allows the researcher to identify some categories (Creswell, 2009; Strauss & Corbin, 1990). Axial coding puts these data back together in new ways by making connections between categories (Creswell, 2009; Strauss & Corbin, 1990).

Multiple strategies have been used to enhance the quality of this study. Reliability was ensured by cross checking (Creswell, 2007; Mertens, 2005). Cross-checking was conducted by a colleague who had completed her doctoral studies. Creswell (2009) argued for the use of cross checking through a “peer-debriefer” and “intercoder”, because it adds to the reliability of a study (p. 191-192). The colleague read the transcripts of the interviews. She created her own list of themes. The researcher compared the colleague’s themes with her own list. The researcher and the colleague reached consensus on which themes emerged from the interviews.

Validity of the study was addressed through member checking and triangulation of data (Creswell, 2007, 2009; Mertens, 2005). Member checking was conducted by sending each participant the transcript of their interview. Participants were asked to read

the transcript and provide any clarification. Triangulation was ensured by comparing transcripts with data analysis and reviewed literature.

### Findings

Through this study, six themes emerged. It became apparent that the development of the PBTE had been *research based*. While the PBTE was focused on *effective teaching*, it was also a *growth model*. The PBTE instrument and methodology were *objective* and required ongoing *administrator training*. There is also a theme of *student achievement*. These themes resulted from a qualitative study which incorporated document analysis and interviews. Figure 3 is a visual representation of the themes.



Figure 3. Emerging themes from interviews.

#### Theme 1: Research Based

A theme that was evident in all interviews conducted with committee members, the representative from the Educator Quality Department, and those implementing the PBTE was the extensive research based used in development of the model. There were

many sources of research used in the development of the PBTE. In response to the research question, Why was it necessary for the PBTE to be redesigned? Dan who was a representative from the Educator Quality Department with DESE explained that the official model the state had out had been created in 1999. He said, “Most people will agree that education has changed pretty dramatically in a decade or more and that you need to update as you go along.” He went on to say that with research such as the Widget Effect and MET, the state had no choice, but to create a PBTE that was aligned to research.

The Widget Effect is a report that was conducted by the New Teacher Project and explained how the United States was failing at acknowledging and acting on differences in teacher effectiveness (Weisberg, Sexton, Mulhern, and Keeling, 2009). Measures of Effective Teaching (MET) was a project conducted by the Bill and Melinda Gates Foundation (2010). This project included a series of reports in which the purpose was to determine if teacher effectiveness could be measured. Dan, a representative from the Educator Quality Department, summarized the MET research:

given the way we evaluate now we have a bout a 30% chance of being right, which means when I make a determination this is a good teacher, I only have a 30% chance of being right and what’s more alarming is that I have a 70% chance of being wrong.

According to Dan, based on this type of research there was no choice, but to make changes to teacher evaluation in Missouri because it was a moral decision.

The initial development of the standards used expertise from a variety of Missouri practitioners. Dan’s department was responsible for facilitating the development of the



standards. They started by bringing 150 people together. Dan said invitations to participate went to teacher preparation programs across the state, K-12 practitioners, representatives from the Missouri State Teacher's Association, representatives from Missouri National Education Association, and regional professional development committees. The 150 people were broken into ten groups which was one group per standard. The groups initially worked on identifying indicators they felt encompassed the standard. Next they broke it across a continuum which ranged from beginning teacher to distinguished teacher, they worked on identifying evidence needed to support the indicators, and then the groups were shuffled so they were looking at the work of different groups to determine if each standard was encompassed by indicators and artifacts. Between meetings of these groups, the Teacher Quality Department was sharing work at national conferences, comparing it to the work of experts in the field and talking with experts in the field such as Marzano, Marshall, and Lemov. Feedback gained from national conferences and experts was shared with committee members and revisions were made.

Another committee member, Dave discussed that the committee spent much time discussing the importance of having a system which was research based. As a result they looked at the teacher evaluation work from Vanderbilt University. They also looked at Dr. Laura Goe's work. In May of 2010, Dr. Goe had released a guide to help states build good evaluation systems. Dan explained that Kim Marshall's work on Rethinking Teacher Supervision was used. When the committee looked at industry performance management research and organizational management research to determine how effective business organizations evaluate employees they found the same processes that

Kim Marshall had discovered. In the interview with committee member Chris, it was explained that the work of the committee was aligned with the work of Marzano. Chris said:

We had lots of discussion about the bottom line of the evaluation being impact. It was fascinating because we were tossing stuff around and at the same time, Bob Marzano was looking at it. He was saying here's the way it fits in my research and you guys are on the right track.

In addition to serving on the committee for developing the PBTE, Chris was a district official in a district piloting the model. She developed a committee in her district and had committee members doing their own research. The purpose of the district led research was so that committee members could learn the underpinnings of effective evaluations. Part of the research they looked at included articles in the Kappan which discussed the need for teacher evaluations to move away from announced observations which turn into a “dog and pony show” by the teacher ((Darling-Hammond, Amrein-Beardsley, Haertal, & Rothstein, 2012). These articles also discussed value-added evaluations. As a result of their research, the committee in this district had concluded that rather than an announced opportunity for an administrator to come into a classroom for a “dog and pony show”, administrators should be in classrooms much more frequently.

Another committee member, Darlene, explained how the evaluation was sent to McRel. McRel is an organization which employs experienced education consultants who provide states, districts, and schools with “research-based, tailored guidance, and innovative solutions to help focus on what matters most in raising student achievement” (<http://www.mcrel.org/about-us/what-we-do>). Part of McRel's work includes evaluation

and analysis of programs, standards, assessments, and performance evaluation systems. When McRel looked at Missouri's work they aligned it to best practices and national research. They were able to identify areas where gaps existed. After their analysis the committee came back together to continue their work.

Darlene also explained the involvement of The Interstate Teacher Assessment and Support Consortium (InTASC) in the development of the PBTE. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers ([http://www.ccsso.org/resources/programs/interstate\\_teacher\\_assessment\\_consortium\\_\(intasc\).html](http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html)). Sending Missouri's work to this organization was another step to make certain the work aligned with current research. Additionally, Mary discussed that as a committee member she had the opportunity to attend a couple of national level meetings with the Council of Chief State School Officers. She said, "It became very apparent that Missouri was using both a sophisticated and systematic process for getting input from stakeholders and aligning the work with research."

According to committee member Harlan, as the state was working on the PBTE, they sought feedback and critiques from experts in the field such as Vanderbilt, Marzano, and Kim Marshall. They created crosswalks of all of the work to ensure the end product was aligned with research based best practice. Several committee members claimed that creating these crosswalks, asking for input from experts, and analysis by outside consultants brought a high level of sophistication to the PBTE.

## *Theme 2: Effective Teaching*

The theme of effective teaching was viewed by many participants as the impetus for the PBTE. According to Dan, the representative from the Educator Quality of Department with DESE, “When we created the PBTE, we started with the standards and professional continuum and developed an instrument to measure those performance targets.” The work of developing the standards had started in 2008.

Mary, a committee member who originally worked on developing the standards said, “there was an obvious theme of the research that effective teachers have the greatest impact on student performance.” Mary compared the pilot to the old model Missouri had used and concluded that a critical difference was that the new PBTE looked at the practice of teachers. According to Mary, this was a significant component because “we know that certain practices result in greater gains in student learning.” In using the PBTE, an administrator did not evaluate every indicator in one standard. Instead they “identify the greatest needs for growth of students and that is what is focused on.”

Some participants shared that the new model was a philosophical shift in evaluation methods. Dave shared that in the new model teachers had to take an honest look at what they can and can't do and work on the areas where improvement was needed. According to Dave for the past 15 years teacher evaluation had been based on a dog and pony show. Depending on where a teacher was in their evaluation cycle there was one class period each year or every third year where the teacher knew they were being observed and did nothing to expose an area of weakness during that time. Committee member, Darlene felt that the new model put “the emphasis back on how

teaching performance produces learning.” In the new model it was not up to the teacher alone to pick on which standard they are working.

According to committee member Darlene, teachers would pick standards in which they wanted to improve, but administrators would have a say as well. If the school as a whole had a goal or the district had an overall goal, it could be decided that all teachers were going to work on those standards. The model encouraged collaboration between teacher and administrator when choosing standards.

When Stephanie, an elementary school principal, piloted the PBTE, she gave teachers no choice. They were required to look at standard 7.1 “Student Assessment and Data Analysis-Effective Use of Assessments” and standard 7.2 “Student Assessment and Data Analysis-Assessment Data to Improve Student Learning” (Appendix A). Stephanie chose those standards because she “wanted to see if teachers could set goals with students in order to look at assessment that would drive instruction and hopefully close some achievement gaps.” Another elementary principal who piloted the PBTE, Amy, also chose standard 7. Her school had been in Level one of school improvement and needed to have an increase in student achievement to meet Safe Harbor with the Missouri Assessment Program (Level 1 School Improvement is for a school that did not meet adequate yearly progress on the Missouri Assessment Program. There were sanctions against schools which were outlined by the state. Safe Harbor was a way for schools to meet annual yearly progress goals by using sub group performance [Missouri Department of Elementary and Secondary Education, 2011]). Amy’s school had worked together to develop their school improvement plan and she wanted the evaluation standard to marry

the school improvement plan. Both principals shared that they felt their teachers went deeper in their teaching as they became more aware of student progress.

Chris, a committee member and district level administrator involved in piloting the model stated teachers and administrators should be able to go deeper using this model. She said, “It’s no longer based on one or two formal observations. Now principals should be in classrooms frequently. They should be having reflective conversations with their teachers about the standards on which they are working.” She further talked about the feedback teachers receive as a means to build “teaching capacity.”

### *Theme 3: Growth Model*

Repeatedly participants talked about the PBTE being a growth model. In the development of the PBTE, a continuum was created. For each standard, there was an explanation of what should be exhibited by a new, developing, proficient, and distinguished teacher (Appendix B). Dan from the Department of Educator Quality, said, “The benefit of the continuum is that you get a picture of what it looks like all the way across the profession. The continuum spells out what it looks like for a teacher just entering the profession to the 30 year veteran.”

Ray, a member of the Missouri State School Board, spoke about the importance of growth in any evaluation. Ray worked in the business sector. He said the key to any good evaluation was not to weed out employees. Rather, it was to make good employees great employees. He referred to Good to Great a book by Jim Collins. Ray said that in the book the author said good was the enemy of great and good enough was not good enough. His hope for any evaluation, and especially the PBTE, was that we will move teachers from good to great.

Darlene, a committee member, expounded on Dan's explanation. She said the continuum spelled out the essential knowledge and skills a teacher should have. Darlene explained that when the continuum was first developed it was done as a continuum of professional development. According to Darlene, committee members understood that a teacher starts in one place, but doesn't stay there. They were continually asking "what would that look like for someone just graduated, what would that look like a few years in, or what would that look like after you've had some experience?" She went on to say that while all teachers should be judged by the same standards, it would look different across the course of a career.

Several committee members spoke specifically to the new teacher portion of the continuum. Harlan said, "When universities use the continuum, college prep can be aligned with the skills we expect a candidate to graduate with." Another committee member, Bill worked in the field of higher education. He stressed that teacher preparation programs needed to not only be speaking the same language, but "preparing people for the level they are going to be expected to perform when they get out into the public schools."

When Amy piloted the PBTE, she viewed the process as "an avenue that would promote reflection for an educator" because as she was meeting with them they were continually examining where the teacher was on the continuum. They could see where they were and what they needed to do to move further along the continuum. Her opinion was the process set the teachers up for success. Stephanie, who also implemented the pilot, appreciated the beginning teacher piece. She believed that teachers could "self reflect and evaluate where they are knowing that there is a progression" from where a

teacher begins and where they would be as a proficient or distinguished teacher.

Stephanie went on to say “helping to define the targets whether it is an evaluator or someone being evaluated is far more helpful than saying here’s the criteria and yes you’ve met it or you haven’t.”

Chris who helped create the PBTE as well as pilot it, discussed how professional development plans used to be separate from evaluations. The new model combined those two in a “more comprehensive system.” She explained that districts used to have professional development plans, first year teacher mentoring plans, and evaluations. “Now it’s going to be a system. Professional development will be a piece of it, mentoring will be a piece of it.”

Dan, a committee member, compared supporting teachers to supporting students. He described walking into a classroom where a second grader is struggling with reading comprehension. He said, “We don’t ignore it. We can’t ignore it. We have to work on it with him so we put strategies in place to support him and move him forward as a reader.” Dan said the PBTE served as a rubric to determine if there were areas where a teacher was struggling. He argued that once this was determined, building administrators couldn’t let a teacher continue to struggle nor could they let a mediocre teacher remain mediocre. “As a result of the PBTE, we provide feedback, support and scaffolding. The bottom line is we want these teachers to get better and it is our responsibility to help them do so.”

Since professional development was a key component of the PBTE, participants discussed what this meant for teachers and evaluators. A committee member, Darlene, said there was a thread through the development of the PBTE that it was not about “oh



gotcha now we're going to fire you, but instead, look in order to teach kids you have know and be able to do these things.”

#### *Theme 4: Objective*

Another theme found through data analysis was that the PBTE was objective. Both legislators spoke about the objectivity of the PBTE being an asset to Missouri's education system. Bob shared that while the jury was still out on the pilot because it doesn't end until May, “I'm hopeful it will turn into an objective performance measure for our teachers so it will be a good tool for our school districts.” Mike who had spent over 30 years serving as an educator before becoming a legislator stated, “It has been a goal of legislators for a long time to get something that is objective in grading teachers. It is very difficult to judge a teacher on anything other than performance.”

Dan, Educator Quality representative, shared that in the development of the PBTE, the committee knew that the system would only work if it was objective. As a result, the committee spent a lot of time identifying evidence that would support each standard. Dan said, “Instead of someone saying ‘I feel’, it has to be I see these things and it places this teacher here on the continuum.”

Chris, a committee member, said one of the big benefits of the PBTE system to administrators was that they could look at the instrument and say ‘here's the qualification of a developing teacher.’ Former evaluations had been based on check lists. The new system wasn't just a check-list. According to Chris, the new PBTE articulated what an administrator should see for each standard because indicators and artifacts supported each standard.

Another committee member, Darlene, stressed that the development of a standards based evaluation was done with the intention of having an objective way to evaluate teachers. Bill supported this by explaining how hard the committee worked on developing descriptors and scoring guides. He said, “We wanted it to be so when a principal walked in and saw certain kinds of instruction, they knew what they were looking at and if it was effective or not.” The system was not designed so that observation would be the only means of assessing a teacher. Dave explained that while some pieces would be detected in a formal evaluation or walk through, others would be present in artifacts or curriculum presentation. All of the committee members felt this added to the objectivity of the system because it was no longer based on one to three formal observations a year. It was a more holistic approach.

Another component of the system that added to the objectivity, according to committee members, were the professional frames (Appendix C). The professional frames explained what a teacher would exhibit in each of three areas. The instrument listed evidence of commitment, evidence of practice, and evidence of impact. Harlan explained this as “the commitment level would be the prep work going into the standard, the practice is what you actually see the teacher doing, and the impact is what you see the students doing or what they should be able to do.” This level of specificity was intentionally articulated to increase the level of objectivity.

The administrators who have been piloting the system expressed that the objectivity made the evaluation more user friendly and more effective than previous evaluations. According to Stephanie, “The rubric for this system is extremely strong. They have defined a lot of indicators. They have gone to the work to differentiate and

define those types of behaviors and artifacts that might be used to help explain what is acceptable or unacceptable.” She said the system was beneficial because:

We are really defining key attributes or key behaviors or key outcomes to help us articulate more clearly what makes one be in this category versus this category of practice. It also then literally brings up a clearer target for us to know in our practice what I need to do...is it a matter of consistency? I may do some of those things, but I don't do them consistently enough to be where I want to be or is it that I didn't realize that I needed to do that particular set of practices or behaviors to get that particular type of outcome?

Amy said, “The rubric is essentially a timeline of what a new teacher might be doing or what a developing teacher might be doing. I can put that in front of them and together we can figure out how to move them forward.” Both administrators spoke of the importance of the rubric in assisting teachers to become more reflective. They discussed the importance of teachers asking what worked, what didn't, what do I need to do to refine, what do I need to revise and how the rubric helps facilitate that reflection. It was their opinion that the objectivity of the PBTE would drive teacher reflection.

#### *Theme 5: Administrator Training*

Administrator training was discussed by many of the participants. It was important to understand the state of Missouri doesn't mandate that all districts use the PBTE. Dan, representative from the Educator Quality Department, explained that when Missouri applied for a waiver for the Elementary and Secondary Education Act (ESEA), they had to include a process for supporting teachers and leaders. Dan said the work they

had been doing in creating the standards was the start of that process, but as part of the waiver there had to be an evaluation component. According to Dan:

The issue in Missouri is that we don't tell districts exactly what tools to use. We make recommendations about how they do it, but not what tools they use. We've been trying to be very clear with districts that this is a system that we've developed and you don't have to use it, but you do have to evaluate in a way that supports effective teachers and leaders.

As a result, in the fall of 2012 DESE hosted 77 orientation meetings across the state. Districts in attendance were able to learn about the new system and audit their own. In the future, they will have to report a core data component where superintendents will be asked about their evaluation. In essence, districts can adopt the entire system or take from the system what they want. Local board policy will decide how evaluation gets done because in Missouri it is a local decision. Dan explained that the state does not have the resources to police districts, but if a district was struggling, DESE could comb through the evaluation as part of a site visit.

Some committee members expressed concern with training. Bill explained that "we don't want to train administrators one time, we want to retrain them and retrain them to keep them trained." Bill had been involved with the development of the previous evaluation model and explained the lack of training led it to be misused. He believed it was never used to its greatest capacity because of the lack of training involved. According to Dave training administrators was "very critical." He explained the 520 districts in Missouri were scattered on a continuum. Some had built their own high quality system, others had adopted the Missouri model and were doing it right, and at the

other end were districts who turned the paper work into DESE without really doing evaluation effectively. “I’m worried about how you effectively work with that group that is simply jumping through the hoops and really haven’t changed anything,” Dave.

Darlene said that it was a great system, but without the proper training it would not be successful. She cautioned that the system would “empower teachers as long as the steps are followed properly.” Mary explained that the foundation of this system was solid. She cautioned that the biggest challenge would be to provide the essential skills to principals so they could effectively use the tool.

The principals who had been piloting the system and participated in this study didn’t discuss training in their interviews. As pilot schools, they had received extensive training and were in continued communication with the Educator Quality Department. However, one principal, Amy stated, “When this was first shared with us, it was overwhelming.” She said that as she spent more time with it the overwhelming feeling lessened, but she was concerned some principals might not see the value in it because the learning curve is so high. This example exhibited that, even with training, the PBTE could be daunting. In order to achieve the goals established by the committee, training is necessary.

#### *Theme 6: Student Achievement*

Student achievement was discussed in every interview except three. One legislator had immediate family in the education field. During his interview he disclosed that those involved in education reform were most adamant about having an evaluation with a legitimate performance measure for teachers. He argued that these people were displeased with how teachers were doing and were looking for a way to “fix” education.

His view was that “we should get out of the way of teachers and let them teach because for the most part they do a great job.” According to his thoughts, the PBTE was a response to reformists.

Another legislator argued that we must have something objective in which to grade teachers. He felt the only way this could be measured was by standardized test scores. Dan, a representative from the Educator Quality Department, articulated that in order to be granted the waiver, they had to write to accountability in the application. However, he said that student growth was something that was a struggle. The state had a few years to get it solved in order to maintain the waiver. He also spoke in general terms about student achievement when he explained that the key to having a new evaluation is that “kids are experiencing better learning because teachers are experiencing better teaching.”

Ray, a member of the Missouri State School Board, spoke about the need for accountability. He said, “A weakness in professional education from higher education down to preschool is the lack of accountability. Part of an evaluation is holding people accountable for their work.” He stressed that we have to pay attention to accountability and if we don’t an “evaluation is just an exercise on paper that holds no meaning.”

One committee member spoke to the uniqueness of Missouri’s stance on the student achievement piece. While many states went to a law or some sort of regulation that said a certain percentage of a teacher’s evaluation had to be based on standardized test scores, “Missouri understands we need to look at multiple measures and those may be unique from district to district or even from school to school,” Mary. A committee member responsible for implementation in her district, Chris, shared Mary’s perspective.

She commended Missouri for holding firm on not making a certain percentage of a teacher's evaluation based on student achievement nor for tying it to MAP scores. At the same time, Chris said, "from my perspective it's a no brainer. You have to have people being responsible for student learning. No matter how hard it is."

Darlene, another committee member echoed the perceptions of Mary and Chris. She explained that Race To The Top was pushing states to say 40-60% of a teacher's evaluation would be based on student achievement, but Missouri said no. Instead they were intent on developing a system that takes student achievement as one marker of teacher effectiveness because it is a complex process. She further explained that in developing the evaluation, "The emphasis was on professional development, but ultimately on student achievement because the belief system that underlies this system is that effective teachers will produce student learning."

A principal described student achievement as "the elephant in the room." As she described the elephant she said "people are looking at it in different ways because we don't have a definition of what 'significant' means." We don't know what data points are supposed to be used. Are we supposed to come up with an algorithm that is fed different scores?" In the case of algorithms, she said districts would have to employ "phenomenal data statisticians" to take care of that piece and then it ends up with teachers feeling like they have no control because of numerous testing variables.

Chris, a committee member who was implementing the pilot in her district shared conversations which had been happening among their committee members. If they decided to use "reading data, math data, MAP data, and common benchmark assessments," teachers were being held accountable for reading and math. "What does

that mean for the PE teacher?” The committee knew the PE teacher couldn’t be evaluated on reading and math scores, but if they created a PE rubric it could be argued that “PE isn’t as rigorous as classroom teaching.” According to Chris, “I’m not going there.” These were necessary conversations because somewhere student growth had to be part of evaluation. Yet, as Chris went on to say the committee was considering that students should make a year’s growth and “bottom line is, if your class is consistently behind everybody else and your class is consistently not making a year’s growth, that’s a big deal.” She then talked about research that shows students with an underperforming teacher two years in a row never recover. She finished her thoughts about student achievement, “Bottom line is, we owe it to the kids.”

## New Learning

### *Research Based*

In 2009 *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* was published (Weisberg, Sexton, Mulhern, and Keeling). Results of the report revealed that frequently teachers were evaluated using low standards, they rarely received feedback that helped them improve, and almost all teachers were labeled as good or great regardless of the progress of their students. In the fall of 2009, the Measures of Effective Teaching (MET) project was launched to test new approaches to evaluate effective teaching. The ultimate goal of the MET project was to add to the quality of information about teaching effectiveness. The project was intended to provide information that would help states and districts build fair and reliable systems for measuring teacher effectiveness (Bill and Melinda Gates Foundation, 2009).

The MET project found that classroom observations were limited in that they



were only a snapshot of a teacher's performance (Bill and Melinda Gates, Foundation, 2009). As such, evaluations should not be based on observations solely because of their incomplete nature. Another finding was that there was a gap between evaluation ratings and actual classroom performance. The authors argued that evaluations should be based on multiple measures of a teacher's performance. Weisberg, Sexton, Mulhern, and Keeling (2009) argued that, based on their research, evaluations were only effective if administrators provided meaningful feedback to teachers as part of the evaluation. The authors contended that, in the absence of meaningful feedback, teachers were not given the opportunity to develop their craft.

Danielson (2010) has developed the Framework for Teaching which can be used as a foundation for a district's evaluation process. Danielson has recommended three strategies which will enhance teacher evaluations. She said that for evaluations to be transparent and credible, administrators and teachers must understand the components of good practice. Next, administrators and teachers must be given the opportunity to engage in meaningful conversations about practice. Finally, in reflective conversations after observations, administrators and teachers must focus on the important issues of teaching and learning. To have effective evaluations, Danielson argued, "Evaluators need to be able to assess accurately, provide meaningful feedback, and engage teachers in productive conversations about practice (p. 38).

Research based teacher evaluations go beyond observations (Bill and Melinda Gates Foundation, 2009; Danielson, 2010; Weisberg, Sexton, Mulhern, & Keeling, 2009). Research has provided evidence that teacher evaluation must include reflective teachers who self assess. Approaches which include reflection and critical conversations

about the practice of teaching, provide opportunities for teacher growth and development.

### *Growth Model*

Research supported that teacher evaluations should be used to develop teachers and help them grow professionally. Weisberg, Sexton, Mulhern and Keeling (2009) found that “only 43% of teachers agree that evaluation helps them improve” (p. 14). Teachers blame this on the absence of meaningful feedback. These authors felt that in order to have meaningful observations which impacted instructional practice there were two necessary components. First, teachers must have frequent and regular feedback about how their teaching performance compared to standards. Second, there must be professional development linked to performance standards and individual teacher needs. Marzano (2012) stated that the ideal evaluation model was a professional development model.

Goe, Biggers, and Croft (2012) identified six practices which must be aligned to teacher evaluation in order to achieve higher levels of teacher practice. They argued that teacher evaluation systems should include professional development components. Archibald, Coggsall, Croft, & Goe (2011) have suggested that effective professional development is not only aligned with school goals, state and district standards and assessments, but also formative teacher evaluation. In their research, Croft, Coggsall, Dolan, Powers, and Killion (2010) found that job embedded professional development played an important role in creating opportunities for teachers to make changes in their day-to-day practice that would impact student learning.

Danielson (2010) has repeated that the culture of schools should support

continued learning and professional inquiry. Furthermore, Danielson argued that in order to avoid the traditional teacher passivity involved with evaluation, professional development and evaluation should be linked to lead to ongoing professional growth and active teacher participation. In Danielson's (2013) widely used Framework for Teaching, teaching is described, as not only something that occurs in the classroom, but behind-the-scenes work of professional development.

Researchers in the field of teacher evaluation were adamant that teacher evaluation must include professional development. In the absence of professional development, the evaluation is a mere check-list and bureaucratic tool (Danielson, 2010; Goe, Biggers, & Croft, 2012; Weisberg, Sexton, Mulhern and Keeling, 2009). When professional development is linked to teacher evaluation, the evaluation becomes a tool for improvement and growth (Danielson, 2010). According to Danielson (2010), "A commitment to professional learning is important, not because teaching is of poor quality and must be "fixed," but rather because teaching is so *hard* that we can always improve it" (p. 38).

van Veen, Zwart, and Meirink (2011) concluded that when professional development is related to classroom practice, subject content, pedagogical content knowledge, and student learning processes an increase in teacher quality and student learning results. Weisberg, Sexton, Mulhern and Keeling (2009) said the purpose of evaluation should be to maximize teacher growth. In order to do that professional development must be based on teacher needs and linked to performance standards.

## *Objective*

In order to make certain teacher evaluations are objective, researchers have spent time developing rubrics to use as an evaluation tool. Danielson's (2013) framework is a rubric administrators can use to assess teachers objectively. The administrator marks the teacher as unsatisfactory, basic, proficient, or distinguished in a variety of constructs. Figure 4 is an example of what an administrator would mark for a teacher's level of performance in questioning and discussion techniques using Danielson's framework.

<b>Quality of Questions</b>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and a single correct response. They are also asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Figure 4. Danielson's framework for teacher evaluation.

Danielson (2010) has developed the framework because in traditional models of teacher evaluation there are comments such as "needs improvement," "satisfactory," and "outstanding" without any consistency as to what those words mean" (p. 35). Danielson and other researchers have worked hard to make evaluations as objective as possible so administrators aren't left to guess.

While Weisberg, Sexton, Mulhern and Keeling (2009) have not created an evaluation, they found that evaluations should contain distinct rating options that allowed administrators to precisely describe and compare differences in instructional performance. They argued this adds to the credibility of a teacher evaluation system. Goe,

Biggers, and Croft (2012) found that conversations between administrators and teachers were critical to the evaluation process. However, the benefits only occurred when the evaluations were evidence-based.

Marzano (2012) cited one of the problems with traditional teacher evaluations was lack of agreement among observers when rating performance. Consequently, evaluations were typically mechanical compliance exercises that rated all teachers “good” or “great” and yielded little useful information. Marzano’s report argued that the summative evaluation ratings of teachers should roughly mirror patterns of student academic growth. Further, Marshall (2009) contended that rating scales, which were simply satisfactory or unsatisfactory, did not allow an administrator to make essential judgments on different levels of proficiency. He said these types of evaluations were “superficial and often miss the target” which do not lead to change.

### *Administrator Training*

Administrators must be trained in order to have effective teacher evaluations. Danielson (2010) defined skilled evaluators as being able to identify components of effective practice, interpret specific levels of performance, and lead teachers in reflective conversation about practice. Danielson identified trained administrators as one component of a credible teacher evaluation system. She said, evaluations “require higher levels of proficiency of evaluators than the old checklist, “drive-by” observation model” (p. 38).

Weisberg, Sexton, Mulhern and Keeling (2009) found that a consistent pattern in teacher evaluation was that administrators failed to document poor performance

adequately and refused to provide struggling teachers with sufficient support. Furthermore, they stated “When it comes to officially appraising performance and supporting improvement, a culture of indifference about the quality of instruction in each classroom dominates” (p. 2). Weisberg and his colleagues contended that a teacher’s effectiveness was the most important factor related to increasing student achievement and administrators are not trained to identify it.

Goe, Biggers, and Croft (2012) found that when administrators were well-trained their evaluation data were more reliable. They also found that the type of feedback provided to teachers and how it was given often varied. Goe, Biggers, and Croft contended it was essential that administrators receive ongoing training to deepen their understanding of evaluation. In this way, evaluations could be used to improve teacher practice. Goe, Biggers and Croft stated, “without training, scores on observations and other measures are based on personal judgment rather than evidence” (p. 13).

Administrators need to be trained in the importance of feedback during the observation process. Little (2006) conducted a longitudinal case study of schools and found that an element present in successful schools was feedback. He reported the importance of “...focused and timely feedback on individual performance and on aspects of classroom or school practice” (p. 22). Danielson (2010) expanded on feedback by saying it included discussing and reflecting on teaching practices in a manner that supported professional learning. She went on to say that when an administrator actively engaged a teacher in self-reflection and professional discussion the evaluation was more constructive.

Researchers agreed it was imperative that administrators be held accountable for effectively evaluating teachers. Weisberg, Sexton, Mulhern and Keeling (2009) argued districts must provide rigorous training and ongoing support to administrators so they can “make fair and consistent assessments of performance” and “provide constructive feedback and differentiated support to teachers” (p. 7). Providing intense training was a manner in which evaluations could be more effective.

### *Student Achievement*

Student achievement was a common theme in discussions of teacher evaluation. In his remarks to the Education Writers Association in 2009, Arne Duncan (2009) stated:

I have an open mind about teacher evaluation, but we need to find a way to measure classroom success and teacher effectiveness. Pretending that student outcomes are not part of the equation is like pretending that professional basketball has nothing to do with the score.

Researchers agreed that the primary responsibility of a teacher was to ensure student learning and therefore, student achievement should be a piece of teacher evaluation (Bill and Melinda Gates Foundation, 2010).

While there was consensus that student achievement should be a part of teacher evaluations, authors contended that teacher performance could not be based on one score. Kane and Staiger (2012) cautioned that when using achievement data in evaluations, multiple measures were necessary to understand the full range of a teacher’s abilities. Goe, Biggers, and Croft (2012) also warned “No one measure can provide all of the information needed to accurately assess a teacher’s performance for accountability or



professional learning purposes” (p. 6).

These thoughts were echoed in The New Teacher Project where authors said basing teacher evaluation on standardized tests or any single assessment would be unreliable and invalid (Milner, 2010). However, “teachers should be accountable for helping students make measurable progress against ambitious learning standards” (Milner, 2010, p. 2). Stronge and Tucker (2000) developed a value-added system to compare a student’s growth to their previous growth rate. This was a sophisticated statistical system which was said to compensate for pre-existing differences among students.

Other researchers argued that value added models have significant variance depending on the model used (Briggs & Domingue, 2011; Newton, Darling-Hammond, Haertel, & Thomas, 2010; Rothstein, 2009). The value added scores of teachers varied depending on the model used to calculate and the tests used to assess students (Bill & Melinda Gates Foundation, 2010; Briggs & Domingue, 2011; Lockwood, McCaffrey, Hamilton, Stetcher, Le, & Martinez, 2007). Concerns existed about how to accurately use student achievement scores to measure the effectiveness of teachers.

#### Discussion

Missouri created a PBTE which was being piloted in school districts across the state during the 2012-2013 school year. Participants discussed how and why the PBTE was developed. They also compared the pilot with former models of teacher evaluation. Through interviews, there was discussion of the impact the PBTE would have on public education in Missouri.

### *Research Based*

The state of Missouri created the PBTE using current research regarding teacher evaluation. It was described as a moral decision. The morality of the decision to develop the PBTE stemmed from the fact that the old PBTE had been developed over ten years prior, coupled with the rapid changes in education over the past decade. During the process of the development of the PBTE, federal initiatives were issued which mandated that states align evaluation systems to research based best practices.

Missouri developed a committee of practitioners from across the state to develop the PBTE. The committee was comprised of members from higher education, K-12, Missouri State Teachers Association, Missouri National Education Association, and Missouri Advisory Council of Certification for Educators. The committee brought their expertise and experience with teacher evaluation as a first stage of research. Additionally, committee members read national research as part of their work.

In addition to the experience of practitioners, Missouri worked with experts in the field of teacher evaluation. The committee developed components which were then sent to Mid-Continent Research for Education and Learning (McREL) for alignment against research based best practices. Missouri also sought the counsel of Marzano, Goe, Marshall, and the work of Charlotte Danielson. Moreover, Vanderbilt University where a lot of work had taken place with teacher evaluation was consulted for feedback. The committee also used research regarding effective evaluation practices in industry and other organizations outside of education.

### *Effective Teaching*

In 2008 Missouri started the work of developing standards for teachers. The momentum for this work stemmed from the plethora of research that showed effective teachers had the greatest impact on student achievement. Various studies had shown that certain practices resulted in greater gains in student learning. The standards resulted in an emphasis of the outcomes of teaching performance.

The development of teaching standards was the first stage of the development of the PBTE. The instrumentation of the actual evaluation came second to the development of the standards. Since the PBTE was based on standards it required teachers to honestly look at areas of strength and weakness.

No longer could teachers focus only on areas of strength in their evaluation. They were encouraged to pick standards in which they had room to grow. Participants shared that all teachers have areas which could lead to improvement. Choosing which standards to work on as part of an evaluation was not left solely to the discretion of a teacher. The standards could have been linked to either a district or building wide goal as well as teacher selection.

### *Growth Model*

Intentionally, Missouri developed the PBTE as a growth model. It became a continuum with an explanation of what a new, developing, proficient, and distinguished teacher should exhibit through observation, artifacts, and practice. The continuum was explicit in the knowledge and skills a teacher should have at every juncture of their career.

According to participants, an important component of the continuum was that of the new teacher. This component provided a common language between teacher preparation programs and the expectations of K-12 teachers. As a result, first year teachers should be better prepared for the level at which they are expected to perform during their first year in the classroom.

The development of the PBTE was linked to professional development. Feedback, support, and scaffolding were provided to teachers. Participants who were administrators felt strongly that this was their responsibility as the evaluator. If a teacher was struggling in a specific area, professional development would be tied to that area. As much as teachers were responsible for student learning, administrators were responsible for moving teachers forward in their practice.

### *Objective*

A primary intention of the PBTE was making it objective. The PBTE was designed with standards that were supported by indicators and artifacts. Participants who were committee members shared that a lot of effort was put into the development of descriptors and scoring guides. The PBTE was designed so that administrators could look at certain kinds of instruction and know if it was effective or not.

The PBTE was designed to be a holistic approach in comparison to the former model which had been based primarily on one to three formal observations per year. These observations were often referred to as dog and pony shows where a teacher was able to show off their best instruction. The new PBTE involved observations in addition to artifacts, curriculum presentation, and reflective dialogue between administrators and teachers.

Participants also referred to three different lenses as an objective component of the PBTE. Evidence of commitment, practice, and impact enhanced the level of specificity present in the rubric. The lenses added to the indicators revealed behaviors and skills which defined acceptable or unacceptable teaching practices. Not only did these components make things more explicit for administrators they also assisted teachers in determining areas for refinement and revision during their reflection.

#### *Administrator Training*

The state of Missouri realized the importance of rigorous training for the effective implementation of the PBTE. Initially, the state provided 77 orientation meetings across the state to teach districts about the new model. Missouri did not require districts to adopt the PBTE in its entirety or at all. However, it was mandatory that districts have evaluations which support teachers. Committee members expressed concern with administrator training. The concerns were that training would be inadequate and deter from the effectiveness of the evaluation. Participants shared that previous evaluations had ended up being misused because of a lack of training.

Those involved in piloting the evaluation, spoke to its overwhelming nature. Administrators who had been involved with the pilot, had received extensive training. They cautioned that even with their training, it took a while to develop a level of comfort with the PBTE. The participants explained that the PBTE had a solid foundation, but if administrators weren't provided essential skills in how to use it, it would not be effective.

#### *Student Achievement*

Most participants spoke about student achievement in their interviews. It was agreed that the student achievement piece was still a challenge. Consensus existed that a

standardized test score was not the answer and instead, multiple measures must be used. Those measures had yet to be determined for Missouri. Participants explained that in response to federal mandates, some states are mandating a certain percentage of teacher evaluation be based on student achievement. In some cases this is 40-60%. Missouri had remained adamant that this would not happen.

Several participants described student achievement as the “elephant in the room”. There was not a definition of what “significant” student achievement meant. Students came to the classroom with different learning styles, backgrounds, and experiences. For those students who were significantly behind, participants felt it was unrealistic to hold teachers accountable. However, all participants agreed that teachers were responsible for student learning, they were uncertain as to how that should be measured and secured to teacher evaluation.

### Summary

A qualitative study was conducted to narrate how and why Missouri developed a PBTE model. Through interviews, the study also disclosed the perceptions of a representative from the Educator Quality Department with DESE, committee members responsible for creating the PBTE, educators who had piloted the PBTE, legislators, and a representative from the Missouri State School Board. The data revealed six themes associated with the PBTE: research based, effective teaching, objective, growth model, administrator training, and student achievement. Each theme was discussed in detail. Additionally, literature surrounding the themes was shared. The chapter ended with a discussion of the findings. A summary of the study will be provided in Chapter five.

Included in the summary will be implications of the study and recommendations for future research.

## CHAPTER FIVE

### DISCUSSION OF NEW LEARNING

#### Introduction to the Study

The purpose of the study was to explain how and why the state of Missouri developed a new Performance Based Teacher Evaluation Model (PBTE). A qualitative case study was used to develop an understanding of the development of the PBTE and to explain the perceptions of key stakeholders regarding the impact the PBTE would have on public education in the state of Missouri. This chapter presents: (a) a summary of the findings based around the six themes; (b) a discussion of the findings as the related to the literature (c) conclusions and implications for research, policy and practice.

Performance based teacher evaluations are typically used to meet school board policies for the purpose of retaining or dismissing teachers (Danielson, 2010; Darling-Hammond, 2000; Weisburg, Sexton, Mulhern, & Keeling, 2009). Research in the area of performance based teacher evaluation has shown that evaluations can and should be used to develop teachers (Danielson, 2010; Hanushek & Raymond, 2005; McNergney, Imig, & Pearlman, 2008; Rivkin, Hanushek, Kain, 2005). When used in this way, student achievement is shown to increase. Missouri combined the expertise of K-12 and higher education practitioners from the state to develop their model. They relied heavily on experts who had added to the research in the field of public education. Missouri developed a new model which was being field tested across the state during the 2012-2013 school year.



## Overview of the Case Study

The setting for this single bounded case study was the state of Missouri. Seventeen interviews were conducted. Participants were members of the committee responsible for developing the Missouri PBTE, representatives from the Missouri Department of Elementary and Secondary Education Educator Quality Department, legislators, a representative from the Missouri State School Board, and administrators who had piloted the PBTE during the 2012-2013 school year. Interviews were conducted either face-to-face or over the phone during a three month period. Data analysis was another component of the study. Interview transcriptions were coded and documents were analyzed until saturation was achieved.

Confidentiality was maintained in part by assigning pseudonyms to participants. Interviews were audio recorded. The researcher was the only person with access to the recordings. To increase trustworthiness, a script concerning the interview protocol was read prior to each interview. Once interviews were transcribed verbatim, member checking was conducted to confirm participant stories were portrayed as intended.

## Summary of Findings

A summary of the findings from the interviews and document analysis are shared in this section. This study was framed by three research questions:

1. Why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned?
2. How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012?

3. What were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the impact the Missouri Performance Based Teacher Evaluation will have on public education in Missouri?

From these questions, using qualitative methods, six themes emerged. Figure 5 explained the relationship between the themes and the research questions.

Research Questions	Themes					
	Research Based	Effective Teaching	Growth Model	Objective	Administrator Training	Student Achievement
Why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned?	✓	✓				✓
How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012?	✓	✓	✓	✓	✓	
What were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the impact the Missouri Performance Based Teacher Evaluation will have on public education in Missouri?			✓	✓	✓	✓

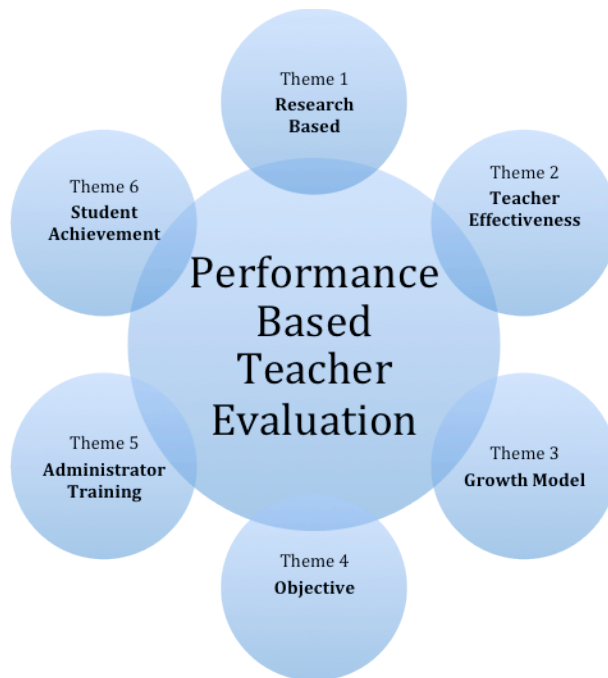
Figure 5. Matrix showing relationship between themes and research questions.

### *Discussion of the Findings*

This study was chosen because research said teacher evaluations could be used to increase student achievement (Danielson, 2010; Duke & Stiggins, 1990; Gallagher, 2004; Goddard, 2002; Goe, 2007; Marzano, 2007; Weisberg, Sexton, Mulhern, & Keeling,

2009). Recent federal mandates, have driven states to create teacher evaluation systems which include a component of teacher performance based on student growth. The state of Missouri had spent the past two years developing teacher standards and PBTE. Missouri aligned their PBTE to directives outlined in Race To The Top.

The metaphor of a professional athlete was chosen to provide a deeper understanding for this study. Professional athletes are evaluated on multiple measures to determine the merit of their performance. Using objective measures, professional athletes are measured on a performance basis. In this component, wins and losses are used with other attributes of athletic performance as an element of evaluation. Standards set by other athletes are used to evaluate individual performance. Athletes are continually assessed on achievement. The effectiveness of an athlete is determined by their stats and performance. Training is another component of athletic evaluation. Assessment leads coaches to encourage training which will further develop athletic skills. As evaluations are ongoing, coaches provide feedback to athletes in an effort to increase performance. Evaluations of professional athletes are a multi faceted approach to develop the skills and performance of an athlete.



*Figure 6.* Six Themes discovered from qualitative study paralleled with the professional athlete metaphor.

Policy theory was used as a framework for understanding how and why Missouri developed a PBTE. This framework allowed the research to filter the findings and further understand the complex web of interactions and processes involved in developing a policy (Fowler, 2008). Additionally, the researcher filtered findings through the political frame to understand how political systems shape the law making process.

### *Themes*

*Research Based.* The PBTE was based on an extensive research base. In order to develop a fundamental understanding of effective teacher evaluation, the committee first turned to research. According to the Missouri Department of Elementary and Secondary Education (DESE) (2012), “Numerous sources and bodies of research informed the development of Missouri’s teacher and leader standards, professional continuum, professional frames and the model Educator Evaluation System.” There was alignment between the resource list published on DESE’s web site and the literature review for this study.

All interviews conducted with committee members, those involved in the pilot, and the representative from the Educator Quality Department spoke to the vast amount of research used to inform the development of the PBTE. To avoid sanctions and attain rewards from the federal government, Missouri had to have a research based plan to evaluate teachers and leaders in a way that led to further support (United States Department of Education, 2012). Missouri will not mandate districts to use the state developed model. Districts choosing not to use the state model will be required to evaluate in a way that supports effective teachers and leaders. Missouri said districts must align evaluations to seven principles in order to ensure teachers and leaders are

supported. The seven principles were: (a) Establishes clear expectations of performance based on the research of national standards and aligned to legislation (Missouri Senate Bill 291) directing districts to set teaching standards, (b) Measures performance across differentiated levels from pre-service on through four levels at the practitioner level, (c) Highlights the probationary period as a time of intensive support, (d) includes student performance measures to ensure the impact of student learning, (e) identifies feedback as a critical component for improving effective practice, (f) Acknowledges evaluator training as a highly significant factor for reliably evaluating performance, (g) Maintains that evaluation results drive employment decisions and policy (Missouri Department of Elementary and Secondary Education, 2012). The Missouri model was research based and districts could use it in whole or at least use it as a way to structure their own.

The PBTE aligned directly with human resource management literature. Bolman and Deal (2008) explained human resource management as an organizational structure where employees are empowered. An underlying philosophy of the PBTE was that evaluation was formative and led to continuous improvement (Missouri Department of Elementary and Secondary Education, 2012). The PBTE had the primary purpose of promoting growth. According to Bolman and Deal, human resource organizations put a priority on developing human capital.

Research from evaluations used by organizations outside of education was also used in the development of the PBTE. According to the literature reviewed for this study, organizations were working to develop performance reviews which allow them to develop employees rather than just providing annual documentation (Margulies & Murphy, 2004). There is an understanding that developing employees strengthens the

organization as a whole.

Basing the PBTE on a broad research base was analogous to the metaphoric example of the professional athlete. It is impossible to be a successful professional athlete and work in absence of current research surrounding a specific sport. Regardless of a team or individual sport, athletes watch the performance of others, research strategies to improve performance, and engage in rigorous approaches to optimize performance. The PBTE committee worked to embed research based best practices that, when used, will lead to improved performance of a teacher.

The theme of research base answered the first research question for this study: Why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned. Many participants answered this question by mentioning that the prior evaluation was outdated. In the years since the prior system had been developed, copious research regarding the link between teacher evaluations, effective teaching, and student achievement had been conducted. The research base theme also answered the second research question: How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012? Participants involved in the development of the PBTE spoke of the research base being fundamental to the formation of the model.

*Effective Teaching.* The PBTE was created as a way to ensure effective teaching in all classrooms. Whereas traditional evaluation models were more of a bureaucratic check-list for human resource departments, the new PBTE is designed differently. The PBTE was designed so administrators (evaluators) were looking for effective teaching

and, in its absence, working with teachers to improve their practice. In developing the PBTE, Missouri built on the foundation that the teacher is the most significant factor in a student's learning (Missouri Department of Elementary and Secondary Education, 2012).

There is a plethora of research defining effective teaching. While variations exist, the common denominator of effective teaching definitions is that effective teachers lead to increases in student achievement. The standards and quality indicators that comprise the PBTE were established on a research base, which support that, when used, these criteria will lead to an increase in student performance by improving the practice of teachers (Missouri Department of Elementary and Secondary Education, 2012).

Professional frames of educators were a component of the PBTE (C). Specific to the theme of effective teaching was the professional practice frame (Missouri Department of Elementary and Secondary Education, 2012). The professional practice frame was a source of evidence related to specific effective actions or behaviors in which a teacher and leader engages, or the measure of their teaching and leading. Participants in this study felt that the PBTE has been developed in a way that illustrates effective teaching. As such, administrators are able to identify effective teaching and its components when they see it. The PBTE demonstrated how a teacher could move from where they were to levels of increased effectiveness as a result of the continuum (Appendix B).

The continuum portion of the PBTE was discussed at length by participants (Appendix B). Participants continually discussed the development of a teacher throughout their career. The continuum spelled out what effectiveness looked like for a new, developing, proficient, and distinguished teacher. A rationale in the PBTE stated:



In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning and skills will lead to the improvement of effective practice resulting in improved learning for students (Missouri Department of Elementary and Secondary Education, 2012, p. 6).

There was research which said teachers gain effectiveness as they gain experience (Nye et al, 2004; Rockoff, 2004; Clotfelter et al., 2007b; Clotfelter et al, 2007c; Harris and Sass 2007). Through interviews and document analysis, the researcher observed evidence of criteria aligned with effective teaching.

In the metaphor of the professional athlete, an athlete is measured on their effectiveness. For the professional athlete, effectiveness is derived from stats and performance to determine their value to an organization. For teachers, effectiveness is derived from the observance of research based instructional practices.

Effective teaching was tied to both the first and second research questions for this study: Why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned and How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012? Participants spoke about the impact a teacher can have on student learning. The participants articulated that the PBTE was developed with teacher impact as a priority. As a result, the PBTE was designed so teachers were evaluated on effective practices.

*Growth Model.* The third theme revealed in the research was a growth model.

Participants insisted the PBTE was a means to developing teachers. Committee members expressed that during the creation of the PBTE professional development was a focus because teachers needed this support in order to lead to improved instructional strategies. Each standard in the PBTE had a growth guide which explicitly identified the knowledge and skills a new, developing, proficient, and distinguished teacher should possess. In addition to the knowledge and skills, example artifacts were also identified in the PBTE.

Goe, Biggers, and Croft (2012) have urged districts to design evaluation systems as a means to inform professional growth. “Professional development is the process by which competent teacher achieve higher professional competence and expand their understanding of self, role, context, and career” (Danielson and McGreal, 2000, p. 99). Danielson and McGreal argued that professional development should be a dominant thread of teacher evaluation systems. Participants of this study, shared that teachers who are evaluated with the PBTE, should experience professional development opportunities as a result. It was explained that the professional development might not be formal, but could result from peer observation, mentors, opportunity to observe colleagues, or collaboration.

Multiple participants spoke about the need to provide teachers with support and scaffolding. One participant, who had spent his career in the business sector, expressed his opinion that the most important part of any evaluation is to help employees become better at what they do. Dave, a committee member, shared, “Another key piece to this system is you can’t just measure it and say oh you need to get better and walk away. Yes we need feedback, but then we need to follow that up with support so they can improve.” Those who had piloted the PBTE have used it to guide collaboration and professional

development. In contrast to traditional evaluation methods where things ended with a post observation conference, administrators are required to provide continued follow up and support to teachers in the new PBTE.

Professional athletes work continually to develop their skills and increase their achievement. To reach their potential, athletes incorporate feedback which is based on their current level of performance. Even after a win, evaluation occurs to determine how to replicate success in the future. The ongoing training that athletes participate in is based on their current level of performance and skill set to drive them to higher levels of production. The PBTE is designed as a model which will provide teachers with ongoing feedback and scaffolding to improve their practice. A fundamental appurtenance of the PBTE is to provide training and support to teachers which will lead to their growth and development as professionals.

The growth model theme answered How did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012? After the teacher standards were developed, the PBTE committee created quality indicators for each standard. The quality indicators established what had to be present if the standard was being met. The committee realized a teacher had different levels of competency at different stages of their career. Consequently, they developed a continuum which acknowledged differences between new, developing, proficient, and distinguished teachers.

*Objective.* The new PBTE was designed as an objective measure of teacher performance. It was built on a set of standards which identified expectations for teachers

(Appendix A). The PBTE was an instrument to measure performance targets outlined in the standards and professional continuum (Appendix B). The committee knew the PBTE would only be effective if it was evidence based.

The representative from the Educator Quality Department explained that it couldn't be the administrator saying I feel, but instead "I see these things and it places you here on the continuum." As a result, the committee spent time identifying artifacts which would need to be evident for each standard at each level of the continuum. It was only after those components were in place that the process and instrumentation were developed.

A major component of the PBTE was the continuum. On this continuum teachers were identified as new, developing, proficient, or distinguished. Participants discussed the importance of recognizing that there are acceptable differences between new teachers and distinguished teachers. The continuum indicated the characteristics and qualifications of teachers at each level of the continuum. This component established objectivity of the PBTE by eliminating guess work on the behalf of administrators as they are evaluating. Teachers contribute to student learning in ways that can largely be observed and measured. The New Teacher Project explains that through objective measures such as the PBTE's continuum, it is more likely that administrators will be more accurate in classifying effective teaching (Milner, 2010).

In reference to the metaphor of a professional athlete, objectivity is a large part of evaluation. It is somewhat easier to understand the objective components of an athlete. In most cases an athletic skill set, athletic performance, speed, or wins versus losses make a

demarcation between effective and ineffective athletes. While an athlete has blatant stats upon which to base evaluation, it is not as easy to identify the delineation between effective and ineffective teachers. Ensuring objectivity in the PBTE, makes it easier to identify effective teaching.

Objective answered the question, how did the Missouri Performance Based Teacher Evaluation move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012? As the committee developed the model, they paid particular attention to the alignment of the evaluation with teacher standards and provided indicators. The rationale was that an administrator should be able to see evidence of a standard rather than marking an evaluation based on a feeling.

The objective theme also answered the question, what were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the impact the Missouri Performance Based Teacher Evaluation would have on public education in Missouri? Participants shared that having an objective evaluation would make evaluations easier for administrators and teachers. Several participants shared that effective evaluations, no matter what the industry, are objective and designed to develop employees.

*Administrator Training.* The theme of administrator training was discussed by participants who had been on the PBTE committee and those involved in the pilot. These participants discussed the necessity of ongoing administrator training. They felt a one time training would be insufficient. Specifically, the participants shared the PBTE would be ineffective without proper administrator training.

The PBTE was designed as a model that pronounces if certain things are done then there will be definite positive results. One committee member shared that “if people use this in the same way they used the old model, then it’s just a legal process and teachers know they just have to put on a good show a few times a year.” Administrators need to be trained to use the PBTE in the way it is intended in order to expect improved performance from teachers.

Essentially, participants shared a shift in philosophy about evaluation on the part of administrators is necessary. One committee member shared that if you polled teachers after one to three years of using the new PBTE, “I fear the teachers will tell you nothing has changed. There’s new words and new forms, but it’s basically the same old gig. They don’t come into my room very often and they don’t give me good feedback.” Other committee members shared their experiences with older evaluations. In these experiences “extreme misuse” was used to describe how the former evaluation had been used. In order to use the PBTE to it’s greatest capacity, administrator training will need to be a priority.

Participants who had implemented the pilot signified the need for intense administrator training. They spoke of how overwhelming the instrument is because of it’s length. They expressed their concern that because it is vastly different from the old document there is a steep learning curve to develop a level of comfort with both the process and instrumentation. They all felt it was beneficial to developing teachers, but, at the same time, a huge time commitment. Without adequate training and collaboration, these participants felt administrators would flounder and not use the PBTE as it is intended.

Professional athlete performance is under the constant scrutiny of coaches and trainers. Coach and trainer observations lead to immediate feedback for athletes. Based on this feedback, athletes are able to monitor and adjust to improve performance. Sometimes, the feedback happens in the middle of a sporting event. At the very least, feedback happens immediately following an event. In the same way, administrators need to be trained to provide ongoing support for teachers. Traditional teacher evaluations would have administrators providing feedback after an observation which was one to three times a year. In the new PBTE, administrators have a more active and constant role in supporting teachers.

Administrator training was discussed in answering how did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012. The Missouri Department of Elementary and Secondary Education conducted training across the state for district personnel. Administrators who were part of the study shared the extensive training provided to them before beginning the pilot. However, some participants also viewed administrator training as a negative part of the PBTE. It was shared that if administrators are not thoroughly trained in the beginning and provided ongoing “retraining”, the PBTE would not be effective. Participants involved in the pilot shared their concern with the instrument being enormous and overwhelming. They said that even with the extensive training they received as part of the pilot, it was still a lot of work to become somewhat comfortable with the instrument.

*Student Achievement.* The final theme which emerged in this study was student achievement. It was frequently referred to as “the elephant in the room”. Traditionally,

student achievement has not been part of teacher evaluation. However, in order to receive funding through Race To The Top, states must include a component of student achievement in teacher evaluations. The representative from the Educator Quality department explained that, even in the new PBTE, the student growth component is still a challenge.

While researchers agree that teachers are the most important factor in student achievement there are many other factors which play into the academic growth of a student. Consequently, educators are apprehensive about exactly how to hold teachers accountable. However, all participants agreed that teachers should be responsible and accountable for student learning. Participants were also united in their thinking that multiple measures should be used to determine if a teacher is causing student learning.

In the PBTE, Missouri did not specify that a certain percentage of an evaluation should be based on student achievement. Nor did they say a certain percentage of an evaluation should be based on standardized test scores. As a result, districts are working to discern how to hold teachers accountable for student achievement in the evaluation. In one district which was piloting the PBTE, conversations had developed around student achievement and fairness. The example that was shared with the researcher was, “Is it fair to hold classroom teachers accountable for reading, math, and science, but the physical education teacher is only accountable for physical activity? These are the discussions we are having right now.” A committee member shared that Missouri is different from other states because:

a lot of states went to a law or regulation that said a certain percentage of a



teacher's evaluation had to be based on standardized test scores. The understanding Missouri got was that we need to look at multiple measures and those may be unique from district to district or even from school to school.

While it is mandatory, the student achievement component of the PBTE was quite ambivalent.

Some districts were considering using reading and math scores from district wide assessments. In some cases, these scores came from assessments which had been nationally normed. In other cases, districts had developed their own assessments to gauge student achievement. Participants agreed that a state standardized test score such as the Missouri Assessment Program (MAP) should not be the measure of student achievement for teacher evaluation. They felt the MAP is more of a snapshot of a student's performance at one point in time and not an adequate measure of growth.

The evaluation of a professional athlete is based on performance. When a professional athlete does not reach benchmarks of performance they are either released from their team or, in individual sports, they are not eligible for participation. Athletic performance is typically measured over time. It is understood that even the best athletes are going to have a below par game. As student achievement is woven into teacher evaluations, districts are searching for a justifiable and precise way to hold teachers accountable.

Student achievement was addressed in the question, why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned. In order to continue to receive Race To The Top funding, Missouri has to include a component of

student growth in their evaluation. Participants shared that this is still a challenge and districts are still trying to figure out what this will entail. Student achievement was further discussed when answering what were the perceptions of state elected officials, leaders in state level education governance, and leaders of public schools with respect to the impact the Missouri Performance Based Teacher Evaluation will have on public education in Missouri.

In summary, there was not a theme that answered all three questions. All of the themes were referenced in two questions. Research based, effective teaching, and student achievement all answered the research question, why was it necessary for the Missouri Performance Based Teacher Evaluation system to be redesigned. The themes research based, effective teaching, growth model, objective, and administrator training answered how did the Missouri Performance Based Teacher Evaluation system move to the Missouri Performance Based Teacher Evaluation pilot which began in 2012. Finally, the themes of growth model, objective, administrator training, and student achievement answered what were the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the implications the Missouri Performance Based Teacher Evaluation model will have on public education in Missouri.

### Implications in Education and Policy

The themes and literature reviewed earlier in this chapter have several implications for educator evaluation systems. First, teachers are being held more accountable as education reform drives policy. In theory, teachers have always had the

responsibility of increasing student achievement. Theory is now being turned into practice as states rewrite teacher evaluation policy in response to federal mandates. Consequently, the manner in which evaluations are conducted is changing. These changes will have implications for public education.

### *Changing Evaluation Practice*

Historically, evaluations have been conducted as a response to human resource policy. They have been used to determine if a teacher should maintain employment (Danielson, 2010; Darling-Hammond, 2000; Weisburg, Sexton, Mulhern, & Keeling, 2009). While evaluations need to produce information that districts can factor into important decisions about teacher tenure, compensation, development, hiring, promotion and dismissal, research suggests they need to do far more. In the past teacher evaluations were a checklist used by the administrator. The administrator conducted one to three announced observations per year. After the observation, the teacher and administrator had a conference where the administrator shared what they observed. While there might have been some reflection on behalf of the teacher and some feedback from the administrator, there was not an emphasis for this to occur. It has not been a priority to provide a teacher with support and scaffolding which would help them develop their practice.

The new PBTE model is a complex multi measure assessment of a teacher's performance. As opposed to traditional teacher evaluation models where a teacher was marked as satisfactory or unsatisfactory in different areas, the PBTE is a continuum based on three professional frames. Together, the frames, teacher commitment, practice, and impact, establish fortitude of teacher effect. The frames are also a way to organize sources of data to assess a teacher. The frames are in contrast to former teacher

evaluation where the measure was based on a few observations a year.

In the new PBTE the administrator is expected to provide support to teachers. Also, the instrument is not a checklist. Using the continuum requires administrators to have an in depth understanding of a teacher's strengths and weaknesses. The new process commands more of an administrator than classroom observations. Additionally, administrators and teachers will have to put forth effort to develop a comprehensive understanding of what types of artifacts provide the best picture of a teacher's practice, commitment, and impact.

Repeated throughout research is the idea that teachers are the most important determinate of student achievement (Danielson, 2010; Marzano 2007; Weisberg, Sexton, Mulhern, & Keeling, 2009). Wenglinsky (2000) asserted that "teacher effectiveness is the single biggest contributor to student success." Further Wenglinsky's research found that teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender. In order to ensure that every child learns from the most effective teachers, administrators must be able to assess the performance of teachers objectively and accurately. The PBTE requires administrators to step into a more active role in the evaluation of teachers. Consequently, administrators must put a priority on the importance of the PBTE in regard to developing and supporting teachers.

### *Student Achievement*

According to current educational reform, the way to improve education in the United States is to hold teachers to a higher level of accountability for increasing student achievement. Consequently, federal policymakers are mandating that student

achievement be a portion of teacher evaluations. The findings of this study have shown that Missouri is not mandating how districts incorporate student achievement, but it must be present in the evaluation. Furthermore, the findings revealed a sense of uncertainty among participants about what measure of student achievement should be used.

Integrating student achievement into teacher evaluations is a hefty transference in public education. Researchers agree that a teacher's performance cannot be explained by a single data point. Possible measures include student performance on district or teacher created assessments. In order to provide accuracy, student assessments need to be both valid and reliable. If student achievement is not based on trustworthy assessments, then teacher effectiveness cannot be determined.

The literature reviewed for this study revealed consensus that effective teachers produce student learning. Research also discusses the need to evaluate teachers only on what they are responsible for teaching. This leads to further questions about how to evaluate certified teachers who do not teach in the classroom such as physical education, music, and art teachers. There is also considerable literature concerning the evaluation of teachers who teach in low income schools where students do not have the same access as their peers in higher income schools. Research has proven that low socioeconomic and minority students enter school behind their middle to upper socioeconomic peers with far more challenges in their learning.

Based on the literature review and interviews for this study, there is considerable confusion about how to incorporate student achievement in teacher evaluation. While some states and districts are working with value added models, others are not sure that is the correct method. Mandated at the federal level, states have no choice but to figure out

how to accurately assess teachers using student achievement.

### Future Research

This qualitative case study examined how and why the Missouri Performance Based Teacher Evaluation (PBTE) was developed. The study also analyzed the perspectives of key stakeholders across the state in regard to the impact the PBTE will have on education in Missouri. At the time of the study, the 2012-2013 school year, the PBTE was in its first year of a pilot. Districts across the state were working with the pilot and providing feedback to the Missouri Department of Elementary and Secondary Education. Many districts involved in the pilot were not using it as a district wide evaluation. Administrators were using it with a few teachers as they tried it out. Hence, one implication for future research would be to conduct further research once the PBTE is more widely used.

The participants in this study were K-12 educators who had served on the PBTE committee, a representative from the Educator Quality Department, district and building level administrators involved in the pilot, a representative from the Missouri State School Board, and state level legislators. There were no teachers interviewed for the study. When speaking with building level administrators about the possibility of interviewing teachers, the researcher was told the teachers didn't have enough experience to participate in the study. This response was the consensus from five different districts. It would be beneficial to incorporate the perceptions of teachers in future research.

One of the principles outlined in the Race To The Top initiative is that evaluations should inform teachers and principals about how they can make changes to improve instruction. The perceptions of teachers will be most valid to determine if the PBTE is

actually providing this feedback and support. Interviewing teachers to hear their perceptions regarding the PBTE is another area for research.

The focus of this study has been a PBTE developed at the state level. Districts in Missouri have developed or modified their own evaluations to meet federal requirements. Other states have developed PBTEs as well. Further research should be conducted on those evaluations.

#### Finale: Concluding Remarks

Performance evaluations are conducted across all industries. In some cases they serve human resource departments as a way to determine compensation, firing, development, and promotion. At this point, experts view teacher evaluation as a way to “fix” the education system. Federal policymakers are implementing mandates to ensure teacher evaluations are tied to student achievement. The researcher believes further research needs to be conducted to determine (a) if merging student achievement data and teacher evaluation has an impact on improvement of education and (b) how student achievement can be merged to teacher evaluation in a way that is effective and just. Further study is necessary to create a process of evaluation which results in support and scaffolding for teachers and ultimately leads to increases in student achievement.

Overall, this study provided some insight to the complexity of effective teacher evaluation.

- **Training**-If principals are not trained correctly and provided ongoing training in the area of teacher evaluation, the evaluation will not be effective. The PBTE is a complex model which requires a comprehensive understanding by administrators in order to be effective.

- **Teachers as Active Participants**-Teachers are no longer passive participants in their evaluation. Instead of having an evaluation “done to” them, they will be active participants in the evaluation process. They will provide evidence of their growth, self reflect, and collaborate with their administrator.
- **Priority**-Until teacher evaluation is valued as a priority by administrators, it will remain a task to be completed each year. When administrators begin to understand the evaluation as a means to developing and supporting teachers, the evaluation model will be used effectively and in the way it was designed.



## References

- Alderfer, C. P. (1972). *Existence, Relatedness, and Growth: Human Needs in Organizational Settings*. New York: Free Press.
- Alexander, F. (1989). Performance appraisals. *Small Business Reports*, 14(3), 20-30.
- Anderson, J. E. (2003). *Public policymaking: An introduction*. Boston: Houghton Mifflin Company.
- Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011). *High-quality professional development for all teachers: Effectively allocating resources*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved March 19, 2012, from <http://www.tqsource.org/publications/HighQualityProfessionalDevelopment.pdf>
- Ashill, N.J., Rod, M. & Carruthers, J. (2008). The effect of management commitment to Service quality on front line employees' job attitudes, turnover intentions and Service recovery performance in a new public management context. *Journal of Strategic Marketing*, 16(5), 437-462.
- Baharudin R, Luster T 1998. Factors related to the quality of home environment and children's achievement. *Journal of Family Issues*, 19, 375-403.
- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bainbridge, W. & Lashley, T. (2002). Demographics, diversity, and k-12 accountability: The challenge of closing the achievement gap. *Education and Urban Society*. 34(4), 422-437.
- Ballou, D. & Podgursky, M. (2000). Reforming teacher preparation and licensing: What is the evidence, *Teachers College Record*, 102(1), 5-27.

- Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1994). Self-efficacy. In R. J. Corsini (Ed.), *Encyclopedia of psychology* (2nd ed., Vol. 3, pp. 368-369). New York: Wiley.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Barnet, T. & Simmering, M. (2012). Motivation and motivation theory. In M.M. Helms (Ed.), *Encyclopedia of Management* (5<sup>th</sup> ed., pp. 563-566). Detroit: Gale, 2006.
- Barton, P. & Coley, R. (2008). *Windows on achievement and inequality*. Princeton, NJ: Educational Testing Service, Policy Evaluation and Research Center.
- Baumgartner F.R., & Jones, B. D. (1993). *Agendas and instability in American politics*. Chicago: University of Chicago Press.
- Becton, J.B., Portis, R., & Schraeder, M. (2007). A critical examination of performance appraisal: An organization's friend or foe? *The Journal for Quality and Participation*, 30, 20-25.
- Bill & Melinda Gates Foundation. (2010). *Learning about teaching: Initial findings from the Measures of Effective Teaching (MET) Project*. Seattle, WA: Author. Retrieved March 19, 2012, from [http://www.metproject.org/downloads/Preliminary\\_Findings-Research\\_Paper.pdf](http://www.metproject.org/downloads/Preliminary_Findings-Research_Paper.pdf)
- Boex, L. F. J. (2000). Attributes of effective economics instructors: An analysis of student evaluations. *The Journal of Economic Education*, 31(3), 211-227.
- Bogdan, R., & Biklen. S. (1982). *Qualitative research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.

- Bolman, L. G. & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice and Leadership* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.
- Bond, M. (1999). Policy analysis. *Nurse Researcher*, 7(1), 66-74.
- Bovbjerg, R. (1985). What is policy analysis? *Journal of Policy Analysis and Management*, 5(1), 154-158.
- Boyce, C., & Neale, P. (2006). *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*. Watertown, MA: Pathfinder International.
- Brandt, C., Mathers, C., Oliva, M., Brown-Sims, M., & Hess, J. (2007). *Examining district guidance to schools on teacher evaluation policies in the Midwest Region* (Issues & Answers Report, REL 2007–No. 030). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. Retrieved June 11, 2011 from <http://ies.ed.gov/ncee/edlabs>.
- Briggs, D. & Domingue, B. (2011). *Due diligence and the evaluation of teachers: A review of the value-added analysis underlying the effectiveness rankings of Los Angeles Unified School District teachers by the Los Angeles Times*. Boulder, CO: National Education Policy Center. Retrieved June 12, 2012 from <http://nepc.colorado.edu/publication/due-diligence>.
- Brown, K. M., Anfara, V. A., & Roney, K. (2004). Student achievement in high performing, suburban middle schools and low performing, urban middle schools: Plausible explanations for the differences. *Education and Urban Society*, 36(4), 428-456.

- Bryson, J. M. & Crosby, B. C. (1992). *Leadership for the common good: Tackling public problems in a shared power world*. San Francisco: Jossey-Bass.
- Burhs, T. & Bartlett, R.V. (1993). *Environmental policy in New Zealand. The politics of clean and green*. Oxford University Press.
- Cabrera, A. F., Crissman, J. L., & Bernal, E. M. (2002). Collaborative learning: Its impact on college students' development and diversity. *Journal of College Student Development*, 43(1), 20-34.
- Carson, C. M. (2005). A historical view of Douglas McGregor's Theory Y. *Management Decision*, 43(3), 450-460.
- Chandler, A. D., Jr. (1956). *Henry Varnum Poor: Business editor, analyst, and reformer*. Cambridge, MA: Harvard University Press.
- Cibulka, J. G. (1995). Policy analysis and the study of the politics of education. In J. D. Scribner and D. Layton (Eds.), *The study of educational politics*. London: Falmer Press.
- Clark, D. (1993). *Teacher evaluation: A review of the literature with implications for educators*. Unpublished Seminar Paper, California State University at Long Beach.
- Clotfelter, C.T., Ladd, H.F., & Vigdor, J. L. (2006). Teacher-student matching and the assessment of teacher effectiveness. *Journal of Human Resources*, (4), 778- 820.
- Cockrel, J. (1997). *Public policymaking in America*. University of Kentucky College of Agriculture: Cooperative Extension Service.
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007a). Teacher credentials and student achievement: Longitudinal analysis with student fixed effects. *Economics of*

- Education Review.*
- Clotfelter, C. T., Ladd, H. F., & Vigdor, J. L. (2007b). How and why do teacher credentials matter for student achievement? CALDER Working Paper 2. Washington, D.C.: The Urban Institute.
- Cohen-Vogel, L. (2005). Federal role in teacher quality: Redefinition or policy alignment? *Educational Policy, 19* (1).
- Coghlan, D., & Brannick, T. (2001). *Doing Action Research in Your Own Organization*. London: Sage Publications
- Colbeck, C. L., Campbell, S. E., & Bjorklund, S. A. (2000). Grouping in the dark: What college students learn from group projects. *Journal of Higher Education, 71*(1), 60-83.
- Colebatch, H. K. (1998). *Concepts in social thought*. Minneapolis: University of Minnesota Press.
- Colebatch, H. K. (2005). Policy analysis, policy practice and political science. *Australian Journal of Public Administration, 64*(3), 14-23.
- Collins, A. (1990, March). *Transforming the assessment of teachers: Notes on a theory of assessment for the 21st century*. Paper presented at the annual meeting of the National Catholic Education Association, Boston, MA.
- Corcoran, P. B., Walker, K. E., & Wals, A. (2004). Case studies, make-your-case studies, and case stories: a critique of case-study methodology in sustainability in higher education. *Environmental Education Research, 10*(1), 7-21.
- Council of Chief State School Officers. (2010). *Interstate Teacher Assessment and*

- Support Consortium (InTASC) Model Core Teaching Standards* (Draft for public comment). Washington, DC: Author.
- Cousins, J. B. & Earl, L. M. (1995). Participatory evaluation: Enhancing evaluation use and organizational learning capacity. *Evaluation Exchange* 1(3), Retrieved March 29, 2012, from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/participatory-evaluation/participatory-evaluation-enhancing-evaluation-use-and-organizational-learning-capacity>.
- Creswell, J. W. (2003). *Research design: Quantitative, qualitative, and mixed methods Approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Creswell, J.W. & Plano, V. L. (2007). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Creswell, J.W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Los Angeles: Sage.
- Croft, A., Cogshall, J., Dolan, M., Powers, E., & Killion, J. (2010). *Job-embedded professional development: What it is, who is responsible, and how to get it done well* Washington, DC, and Oxford, OH: National Comprehensive Center for Teacher Quality, Mid-Atlantic Comprehensive Center, and National Staff Development Council.
- Daggett, W.R. (2011, June). The Daggett system for effective instruction: Where research and best practices meet. *International Center for Leadership in Education*. Rexford, NY: International Center for Leadership in Education.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*.

- Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2001). New Trends in Teacher Evaluation. *Educational Leadership*, 14, 12-15.
- Danielson, C. (2010). Evaluations that help teachers learn. *Educational Leadership*, 68(4), 35-39.
- Danielson, C. (2013). *The framework for teacher evaluation*. Princeton, NJ: The Danielson Group.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional learning*. Princeton, NJ: Educational Testing Service.
- Darity, W. A. (Jr.) (2008). *International encyclopedia of the social sciences*. Detroit: Macmillan Reference USA.
- Darling-Hammond, L. (1986). A proposal for evaluation in the teaching profession. *The Elementary School Journal*, 86(4), 530-551.
- Darling-Hammond, L. (1997). Toward what end? The evaluation of student learning for the improvement of teaching. In J. Millman (Ed.), *Grading teachers, grading schools: Is student achievement a valid evaluation measure?* (pp. 248-263). Thousand Oaks, CA: Corwin Press.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1). Retrieved February 1, 2011 from <http://epaa.asu.edu/epaa/v8n1>.
- Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. *Phi Delta Kappan*, 93(6), 8-15.
- Davies, A.F. (1964). *Australian democracy: An introduction to the political system*. Croydon, Vic.: Longmans, Green.

- Davis, D. R., Pool, J. E., & Mits-Cash, M. (2000). Issues in implementing a new teacher assessment system in a large urban school district: Results of a qualitative field study. *Journal of Personnel Evaluation in Education, 14*(4), 285-306.
- Darling-Hammond, L., Wise, A. E., Pease, S. R. (1983). Teacher evaluation in the Organizational context: A review of the literature. *Review of Educational Research, 53*(3), 285-328.
- deCharms, R. (1968). *Personal causation: The internal affective determinants of behavior*. New York: Academic Press.
- DeLeon, P., & Varda, D. M. (2009). Toward a theory of collaborative policy networks: identifying structural tendencies. *Policy Studies Journal, 37*(1), 59-74.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personal and Social Psychology, 18*, 105-115.
- Deci, E. L. & Ryan, M. R. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry, 11*(4), 227-268.
- Dills, A. K., & Placone, D. (2008). Teacher characteristics and student learning. *Journal of Economics and Economics Research, 9*(3), 15-28.
- Drake, Jackson M. (1984). *Improving Teacher Performance through Evaluation and Supervision*. Reston, VA: National Association of Secondary School Principals.
- DuFour, R. (2004). What is a professional learning community. *Educational Leadership, 61*(8), 6-11.
- Duke, D. & Stiggins, R. J. (1990). Beyond minimum competence: Evaluation for Professional development. In J. Millman & L. Darling-Hammond (Eds.), *The new handbook of teacher evaluation: Assessing elementary and secondary*



- school teachers* (pp. 116-132). Newbury Park: Sage.
- Duncan, A. (2009). U.S. Secretary of Education, Remarks to the Education Writers Association April 30th, 2009.
- Eamon, M. (2005). Social-demographic, school, neighborhood, and parenting influences on academic achievement of Latino young adolescents. *Journal of Youth and Adolescence*, 34(2), 163-175.
- Ebersold, M. D. (2004). *A utilization-focused evaluation of the growth-oriented teacher evaluation model in a selected Missouri school district*. Unpublished dissertation, University of Missouri-Columbia.
- Edgar, F. & Geare, A. (2005). HRM practice and employee attitudes: Different measures different results. *Personnel Review*, 34(5), 534-549.
- Ellram, L. M. (1996). The use of the case study methodology in logistics research. *Journal of Business Logistics*, 17(2), 93-138.
- Fenstermacher, G. D., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record*, 107(1), 186-215.
- Fink, A. (2009). *How to conduct surveys: A step-by-step guide* (4<sup>th</sup> ed.). Los Angeles: Sage.
- Firestone, W. A. (1989). Educational policy as an ecology of games. *Educational Researcher*, 18(7), 18-24.
- Firestone, W and Pennell, J (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63(4), 489-525.
- Fowler, F. C. (2008). *Policy studies for educational leaders: An introduction* (2nd ed.). Boston, MA: Allyn & Bacon.
- Frase, L. E. & Streshly, W. (1994). Lack of accuracy, feedback and commitment in

- teacher evaluation. *Journal of Personnel Evaluation in Education*, 8(1), 47-57.
- Fraenkel, J. R., & Wallen, N. E. (1990). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Furtwengler, C. (1995). *State actions for personnel evaluation: Analysis of reform policies, 1983-1992*. Retrieved June 10, 2011 from <http://olam.ed.asu.edu/epaa/v3n4.html>
- Gagne, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 46(4), 331-362.
- Gallagher, H. A. (2004). Vaughn Elementary innovative teacher evaluation system: Are teacher evaluation scores related to growth in student achievement? *Peabody Journal of Education*, 79(4), 79-107.
- Glass, G.V. (1990). Using student test scores to evaluate teachers. In J. Millman & L. Darling-Hammond (Ed.), *The new handbook of teacher evaluation: Assessing elementary and secondary school teachers* (pp. 229-240). Newbury Park, CA: SAGE.
- Glass, G. & Martinez, B.A. (1993). *Politics of teacher evaluation*. Paper presented at Cross-cutting Theory Conference, Los Angeles, CA.
- Goddard, R. D. (2002). Collective efficacy and school organization: A multi level analysis of teacher influence in schools. *Theory and Research in Educational Administration*, 1, 169-184.
- Goe, L. (2007). *The link between teacher quality and student outcomes: A research synthesis*. Washington, D.C.: National Comprehensive Center for Teacher Quality.
- Goe, L. (2010). *Evaluating teachers with multiple measures*. Washington, DC: American Federation of Teachers.

- Goe, L., Bell, C. & Little, O. (2008). *Approaches to evaluating teacher effectiveness: A Research synthesis*. Washington, D.C.: National Comprehensive Center for Teacher Quality.
- Goe, L., Biggers, K., & Croft, A. (2012). *Linking teacher evaluation to professional development: Focusing on improving teaching and learning*. National Comprehensive Center for Teacher Quality.
- Goldhaber, D. (2009). *Creating a new teaching profession*. Washington, D.C.: Urban Institute Press.
- Goldrick, L. (2002). *Improving Teacher Evaluation to Improve Teaching Quality*. National Governors Association for Best Practices.
- Gordon, R., Kane, T.J., & Staiger, D.O. (2006, April). *Identifying effective teachers using performance on the job*. The Brookings Institution.
- Guba, E.G. and Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research* (3<sup>rd</sup> ed., pp. 105-117). Thousand Oaks, CA: Sage.
- Gwynne, P. (2002). How consistent are performance review criteria? MIT *Sloan Management Review*, 43, 15.
- Halverson, R. R., & Clifford, M.A. (2006). Evaluation in the wild: A distributed cognition perspective on teacher assessment.” *Educational Administration Quarterly*, 42(4) 578-619.
- Hanushek, E. A. (2002). Teacher quality. In L. T. Izumi and W. M. Evers (Eds.), *Teacher quality* (pp. 1–12). Stanford, CA: Hoover Press.

- Hanushek, E. A. & Raymond, M. E. (2005). Does school accountability lead to improved student performance? *Journal of Policy Analysis and Management*, 24(2), 297-327.
- Hanushek, E. & Rivkin, S. (2004). *How to improve the supply of high quality teachers*. In D. Ravitch (Ed.), *Brookings papers on education policy*. Washington, DC: The Brookings Institution.
- Harris, D. N., & Sass, T. R. (2007). *Teacher training, teacher quality and student achievement*. CALDER Working Paper 3. Washington, DC: The Urban Institute.
- Hattie, J. (1999). *Influences on student learning*. Inaugural professorial lecture, University of Auckland.
- Hattie, J., Biggs, J., & Purdie, N. (1999). Effects of learning skills interventions on student learning: A meta-analysis. *Review of Educational Research*, 66(2), 99-136.
- Hazi, H. M, & Rucinski, D.A. (2009). Teacher evaluation as a policy target for improved Student learning: A fifty-state review of statute and regulatory action since NCLB. *Education Policy Analysis Archives*, 17(5).
- Heider, F. (1958). *The psychology of interpersonal relations*. New York: Wiley
- Hernandez, A., Kaplan, M. A., & Schwartz, R. (2006). For the sake of argument. *Educational Leadership*, 64(2), 48-52.
- Herr, K. & Anderson, G.L.(2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage Pub.
- Herzberg, Frederick, B. Mausner, & B. Snyderman. (1959). *The Motivation to Work*. New York: McGraw-Hill, 1959.
- Hewitt-Taylor, J. (2002). Case study: an approach to qualitative enquiry. *Nursing Standard*, 16(20), 33-37.

- Hogwood, B. W., & Gunn, L. A. (1984). *Policy analysis for the real world*. Oxford: University Press.
- Honig, M. I. (2006). Street-level bureaucracy revisited: Frontline district central-office administrators as boundary spanners in education policy implementation. *Educational Evaluation and Policy Analysis, 28*(4), 357-383.
- Honig, M. I., & Hatch, T. J. (2004). Crafting coherence: How schools strategically manage external demands. *Educational Researcher, 33*(8), 16–30.
- Hord, S. M. (2009). Professional Learning Communities: Educators working toward a shared purpose- improving student learning. *Journal of Staff Development, 30*(1), 40-43.
- Huberman, M. (1993). The model of the independent artisan in teachers' professional relations, in J. W. Little & M. W. McLaughlin (Eds) *Teachers' Work: Individuals, colleagues, and contexts*. New York: Teachers College Press.
- Hughes, V. (2006). *Teacher evaluation practices and teacher job satisfaction*. Dissertation, University of Missouri, Columbia.
- Iwanicki, E. F. (2002). Focusing teacher evaluations on student learning. *Educational Leadership, 58*(5), 57-59.
- Jacob, B. & Lefgren, L. (2007). *Principals as agents: Subjective performance in education*, Working Paper (NBER Working Paper No. 11463). Retrieved February 28, 2011 from <http://www.nber.org/papers/w11463>.
- Jeynes, W. H. (2002). *Divorce, family structure, and the academic success of children*. Binghamton, New York: Haworth Press.
- Jordan, H. R., Mendro, R., & Weerasinghe, D. (1997). *Teacher effects on longitudinal student achievement: A preliminary report on research on teacher effectiveness*.

- Paper presented at the National Evaluation Institute, Indianapolis, IN.
- Kane, T. J., & Staiger, D. O. (2012). *Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains* (MET Project Policy & Practice Brief). Seattle, WA: Bill & Melinda Gates Foundation.
- Kane, T.J., Taylor, E. S., Tyler, J.H., & Wooten, A.L. (2010). *Identifying effective classroom practices using student achievement data* (NBER Working Paper 15803). Cambridge, MA: National Bureau of Economic Research. Retrieved February 28, 2011 from <http://www.nber.org/papers/w15803.pdf>
- Kanter, R. M. (1983). *The Change Masters: Innovations for Productivity in the American Corporation*. New York: Simon & Schuster.
- Katz, D. (1964). Motivational basis of organizational behavior. *Behavioral Science*, 9, 131–146.
- Kilpatrick, Dean G. (2000), *Definitions of public policy and the law*. University of South Carolina: National Violence Against Women Prevention Research Center.
- Kimball, S.M. (2003). Analysis of feedback, enabling conditions and fairness perceptions Of teachers in three school districts with new standards-based evaluation systems. *Journal of Personnel Evaluation in Education*, 16(4), 241-269.
- King, G., Keohane, R. O. & Verba, S. (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
- Kingdon, J. W. (2002). *Agendas, alternatives, and public policies* (2<sup>nd</sup> ed.). New York: Longman.
- Knapp, M. S., Bamburg, J., Ferguson, M., & Hill, P. (1998). Converging reforms and the

- working lives of front-line professionals. *Education Policy*, 12(4), 397-418.
- Koppich, J. E., & Showalter, C. (2008). *Strategic management of human capital: A cross-case analysis of five districts*. Madison, WI: Strategic Management of Human Capital.
- Koski, C. (2010). Greening America's skylines: The diffusion of low-salience policies. *Policy Studies Journal*, 38 (1), 93-117.
- Kotter, J. P. (1985). *Power and Influence: Beyond Formal Authority*. New York: Free Press.
- Koyama, Jill P. (2011). Principals, Power, and Policy: Enacting Supplemental Educational Services. *Anthropology and Education Quarterly*, 42(1), 20-36.
- Krueger, R. A. & Casey, M.A. (2000). *Focus Groups: A Practical Guide for Applied Research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Kruschke, E. R., & Jackson, B. M. (1987). *The public policy dictionary*. Santa Barbara, Calif: ABC-CLIO.
- Kuvaas, B. (2008). An exploration of how the employee-organization relationship affects the linkage between perception of developmental human resource practices and employee outcomes. *Journal of Management Studies*, 45(1), 1-25.
- Kvale, S. (1996). *Interviews and introduction to qualitative research interviewing*, Sage Publications.
- Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African

- American students. *Journal of Teacher Education*, 52, 206-214.
- Langbert, M. (2002). Continuous improvement in the history of human resource management. *Management Decision*, 40(10), 932-937.
- Lee, C. (1996). Performance appraisal. *Training*, 33(5), 44-59.
- Lewis, A. (2007). Looking beyond NCLB. *Phi Delta Kappan*, 88(7), 483-484.
- Lincoln, Y.S. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage.
- Little, J. W. (2002). Locating learning in teachers' communities of practice: opening up problems of analysis in records of everyday work. *Teaching and Teacher Education*, 18(8), 917-946.
- Little, J. W. (2006). *Professional community and professional development in the learning-centered school* (NEA Best Practices Working Paper Series). Berkeley, CA: University of California, Berkeley.
- Little, O., Goe, L., & Bell, C. (2009). *A practical guide to evaluating teacher effectiveness*. Washington, DC: National Comprehensive Center for Teacher Quality. Retrieved April 15, 2011, from [www.tqsource.org/publications/practicalGuide.pdf](http://www.tqsource.org/publications/practicalGuide.pdf)
- Lockwood, J., McCaffrey, D., Hamilton, L., Stetcher, B., Le, V.N., & Martinez, J. (2007). The sensitivity of value-added teacher effect estimates to different mathematics achievement measures. *Journal of Educational Measurement*, 44 (1), 47-67.
- Looney, L., & Wentzel, K. R. (2004). *Understanding teachers' efficacy beliefs: The role of professional community*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Louis, K.S., Kruse, S. & Bryk, A.S. (1995). Professionalism and community: What is it



- and why is it important in urban schools? In K. S. Louis, S. Kruse & Associates (1995) *Professionalism and community: Perspectives on reforming urban schools*. Long Oaks, CA: Corwin.
- Lumkin, A. (2007). Caring teachers: The key to student learning. *Kappa Delta Pi*, 43(4).
- Luna-Arocas, R. & Camps, J. (2008). A model of high performance work practices and turnover intentions. *Personnel Review*, 37(1), 26-46.
- Macky, K. & Boxall, P. (2007). The relationship between ‘high-performance work practices’ and employee attitudes: An investigation of additive and interaction effects. *International Journal of Human Resource Management*, 18(4), 537-567.
- Manning, K. (1992). A rationale for using qualitative research in student affairs. *Journal of College Student Development*, 33, 131-136.
- Manzo, K. K. (2005). Social studies losing out to reading and math. *Education Week*, (24)27, 1-17.
- Margulies, J., & Murphy, T. H. (2004). *Performance Appraisals*. Retrieved July 11, 2011, from <http://www.bnabooks.com/ababna/eeo/2004/eeo55.pdf>
- Marshall, K. (2009). *Rethinking teacher supervision and evaluation*. San Francisco, CA: Wiley, Johns & Sons, Incorporated.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2007). Using action research and local models of instruction to enhance teaching. *Journal of Personnel Evaluation in Education*, 20(3), 117-128.
- Marzano, R. (2007). *The art and science of teaching*. Alexandria, VA: The Association for Supervision and Curriculum Development.
- Marzano, R. J. (2012). *Becoming a reflective teacher*. Bloomington, IN: Marzano

- Research Laboratory.
- Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maslow, Abraham H. *Motivation and Personality*. New York: Harper & Row, 1954.
- Massell, D. (2001). The theory and practice of using data to build capacity: State and local strategies and their effects. In S. H. Fuhrman (Ed.), *From the capitol to the classroom: Standards-based reform in the states* (pp. 148–169). Chicago: University of Chicago Press.
- McCarthy, J. (2000). Performance evaluations. *Journal of Property Management*, 65(5), 22-25.
- McGregor, D. (1960). *The Human Side of Enterprise*. New York: McGraw-Hill.
- McNergney, R.F., Imig, S.R., and Pearlman, M.A. (2008). *Teacher evaluation: Overview, methods*. Stateuniversity.com. Retrieved August 11, 2010 from <http://education.stateuniversity.com/pages/2482/Teacher-Evaluation.html>
- McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Medley, D. M. and Coker, H. (1987). The accuracy of principals' judgments of teacher performance. *Journal of Educational Research*, 80(4), 242–247.
- Merriam, S. B. (2002). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey Bass.
- Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

- Meyer, J. P. & Allen, N. J. (1997). *Commitment in the workplace: Theory, research, and application*. Thousand Oaks (C.A.): Sage Publications.
- Milanowski, A. T. (2003). The varieties of knowledge and skill-based pay design: A comparison of seven new pay systems for K–12 teachers. *Education Policy Analysis Archives, 11*(4).
- Milanowski, A. T., & Heneman, H. G., III. (2001). Assessment of teacher reactions to a standards-based teacher evaluation system: A pilot study. *Journal of Personnel Evaluation in Education, 15*(3), 193-212.
- Millman, J. & Darling-Hammond, L. (Eds.) (1989). *The New Handbook of Teacher Evaluation*. Newbury Park, CA: SAGE Publications.
- Milner, H.R. IV (2010). Review of teacher evaluation 2.0. Boulder : National Education Policy Center.
- Mintrom, M. (1997). Policy entrepreneurs and the diffusion of innovation. *American Journal of Political Science, 41*, 738-770.
- Mintrom, M. & Vergari, S. (1998). Policy networks and innovation diffusion: The case of state education reforms. *Journal of Politics, 60*, 126-148.
- Missouri Department of Elementary and Secondary Education. (1999). Guidelines for performance-based teacher evaluation. Retrieved October 31, 2010 from <http://dese.mo.gov/divteachqual/leadership/profdev/pbeguide.htm>
- Missouri Department of Elementary and Secondary Education. (2010). Missouri race to the top executive summary. Retrieved February 9, 2013 from <http://dese.mo.gov/news/2010/documents/RT3Sum.pdf>
- Missouri Department of Elementary and Secondary Education. (2011). Education reform plan summary. Retrieved February 9, 2012 from

- <http://dese.mo.gov/top10by20/documents/10x20-education-reform-plan-summary.pdf>
- Missouri Department of Elementary and Secondary Education. (2012). Missouri's ESEA flexibility waiver approved. Retrieved February 9, 2013 from <http://dese.mo.gov/news/2012/waiver-approved.htm>
- Mohr, L. B. (1995) *Impact analysis for program evaluation*. Thousand Oaks, CA: SAGE
- Montaivo, G. P., Mansfield, E. A., & Miller, R. B. (2007). Liking or disliking the teacher: Student motivation, engagement and achievement. *Evaluation and Research in Education*, 20(3), 144-158.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee-organization linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic Press.
- Nagel, J. H. (1997), Editor's introduction. *Journal of Policy Analysis and Management* 16(3) 349–356.
- National Center for Educational Statistics (1999). *The condition of education* (NCES 1999-022). Washington, DC: U.S. Department of Education.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report. Ethical Principles and Guidelines for the Protection of Human Subjects of Research*. Washington, DC: National Institutes of Health. Retrieved March 31, 2012, from <http://ohsr.od.nih.gov/guidelines/belmont.html>
- National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: GPO. Retrieved November 30, 2010, from <http://www2.ed.gov/pubs/NatAtRisk/index.html>.

- National Institute of Health, Office of Human Subjects Research. (n.d.) *Information sheets/forms*. Retrieved March 31, 2012, from <http://ohsr.od.nih.gov/info/sheet8.html>.
- Newman, R. (2002). What do I need to do to succeed when I don't understand what I'm doing: Developmental influences on student adaptive help seeking. In A. Wigfield and S. Eccles (Eds.), *Development of Achievement Motivation* San Diego, CA: Academic Press.
- Newton, X., Darling-Hammond, L., Haertel, E., & Thomas, E. (2010). Value-added modeling of teacher effectiveness: An exploration of stability across models and contexts. *Educational Policy Analysis Archives, 18* (23).
- Nye, B., Konstantopoulos, S., & Hedges, L. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis, 26*(3).
- O'Day, J. A. (2002). Complexity, accountability, and school improvement. *Harvard Educational Review, 73*(3), 293-327.
- Ogden, Daniel M., Jr. 1971. "How National Policy Is Made." In: *Increasing Understanding of Public Problems and Policies — 1971*. Oak Brook, Illinois: Farm Foundation.
- Patton, M.Q. (1994). Developmental evaluation. *Evaluation Practice, 15*(3), 311-320.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Patton, M.Q. (2008). *Utilization-focused evaluation* (4<sup>th</sup> ed.). Los Angeles: Sage.
- Payne, R. K. (2005). *A Framework for Understanding Poverty*. Highlands, TX: aha!Process, Inc.
- Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and*

- practices* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Peterson, K.D., Wahlquist, C., Bone, K., Thompson, J., and Chatterton, K. (2001). Using more data sources to evaluate teachers. *Educational Leadership*, 58 (5), 40-43.
- Pfeffer, J. (1978). *Organizational Design*. Arlington Heights, Ill: AHM Publishing.
- Piveral, J. (2000). *Quality and Impact of performance based teacher evaluations as perceived by administrators and teachers participating in a pilot program*.  
Doctoral dissertation, University of Missouri, Columbia.
- Podgursky, M. (2007). Teams versus bureaucracies: Personnel policy, wage-setting, and teacher quality in traditional, public, charter, and private schools. In M. Berends, M. G. Springer, & H. J. Walberg (Eds.), *Charter school outcomes* (pp. 61-84). New York: Lawrence Erlbaum Associates.
- Polsby, N. (1984). *Political innovation in America*. New Haven, CT: Yale University Press.
- Porter, L. W., & Lawler, E. E. (1968). *Managerial Attitudes and Performance*.  
Homewood, IL: Richard D. Irwin, Inc.
- Razak, N., Darmawan, I.G.N., & Keeves, J.P. (2010). The influence of culture on teacher commitment. *Social Psychology of Education*, 13, 185-205.
- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*.  
Washington DC: Economic Policy Institute.
- Riehl, C., & Sipple, J. (1996). Making the most of time and talent: Secondary school organizational climates, teaching task environments, and teacher commitment. *American Educational Research Journal*, 33(4), 873 – 901.
- Rivkin, S. G., Hanushek, E.A., Kain, J. F. (2005). Teachers, schools, and academic

- achievement. *Econometrica*, 73(2), 417-458.
- Rocheffort, D. A. & Cobb, R. W. (1992). Framing and claiming the homelessness Problem. *New England Journal of Public Policy* 8, 49-65.
- Rogelberg, S. G. (Ed.). (2007). *Encyclopedia of industrial and organizational psychology* (Vol 1, pp. 329-331). Thousand Oaks, CA: Sage Reference.
- Rorrer, A., Skria, L., & Scheurich, J. (2008). Districts as institutional actors in Educational Reform. *Educational Administration Quarterly*, 44, 307-358.
- Ross, J. A., & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17(2), 179-199.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Rothstein, J. (2009). Student sorting and bias in value-added estimation: Selection on observables and unobservables. *Education Finance and Policy*, 4(4), 537–571.
- Rubin, D. B., Stuart, E. A., and Zanutto, L. (2004). Potential outcomes view of value-added Assessment in education. *Journal of Educational and Behavioral Statistics*, 29, 103-116.
- Saks, A. M. & Rotman, J. L. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, 21(7), 600-619.
- Sanders, J. (1994). *The program evaluation standards*, (2<sup>nd</sup> ed.). Joint committee on Standards for educational evaluation. Thousand Oaks, CA: Sage Publications, Inc.
- Sanders, W.L. (1998). Value-added assessment. *School Administrator*, 11(55), 24-27.
- Sanders, W. L. & Horn, S. (1994). The Tennessee value-added assessment system (TVAAS): Mixed-model methodology in educational assessment. *Journal of*

- Personnel Evaluation in Education*, 8(3), 299-311.
- Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future students academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center. Retrieved December 6, 2011, from <http://www.mccsc.edu/~curriculum/cumulative%20and%20residual%20effects%20of%20teachers.pdf>.
- Sanders, W., Wright, W., & Horn, S. (1997). Teacher and classroom context effects on student and achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 4(1), 3-7.
- Schraeder, M., Becton, J. B., & Portis, R. (2007). A critical examination of performance appraisals: An organizations friend or foe. *The Journal for Quality and Participation*, 30(1), 20-25.
- Schuster, M. W. (2008). For the greater good: The use of public policy considerations in confirming chapter 11 plans of reorganization. *Houston Law Review*, 46, 467-492.
- Scriven, M. (1991). *Evaluation Thesaurus* (4<sup>th</sup> ed.). Newbury Park, CA: Sage.
- Shafritz, J.M., Ott, J.S., and Jang, Y.S. (2005). *Classics of Organization Theory*. (6<sup>th</sup> ed.). Boston MA: Thomson Wadsworth.
- Shinkfield, A.J., & Stufflebeam, D.L. (1995). *Teacher evaluation: guide to effective practice*. Boston: Springer.
- Shulman, L. S. (2004). *Teaching as community property: Essays on higher education*.



- San Francisco: Jossey-Bass.
- Shulock, N. (1997). The paradox of policy analysis: If it is not used, why do we produce so much of it? *Journal of Policy Analysis and Management*, 18(2), 226-244.
- Silverman, D. (2005). *Doing qualitative research: A practical handbook* (2<sup>nd</sup> ed.). London: Sage.
- Smith, A. (1776). *An inquiry into the nature and causes of the wealth of nations*. Edinburgh: Black.
- Smith, K. B. & Larimer, C. (2009). *The public policy theory primer*. Philadelphia, PA: Westview Press.
- Somech, A. & Drach-Zahavy, A. (2000). Understanding extra-role behavior in schools: The relationships between job satisfaction, sense of efficacy, and teachers' extra role behavior. *Teaching and Teacher Education*, 16, 649-659.
- Stake, R. E. (2000). Case studies. In N. K. Denzin and Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2<sup>nd</sup> ed., p. 435-454). Thousand Oaks, CA: Sage.
- Stevens, L. P. (2008). Adolescent literacy policy. *Journal of Adolescent and Adult Literacy*, 52(1), 70-73.
- Stiggins, R. J. (1986). A commentary on the role of student achievement data in the evaluation of teachers. *Journal of Personnel Evaluation in Education*, 3(1), 7-15.
- Stiggins, R. J., & Bridgeford, N. J. (1985). Performance assessment for teacher development. *Educational Evaluation and Policy Analysis*, 7(1), 85-97.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Strizek, G.A., Pittsonberger, J.L., Riordan, K.E., Lyter, D.M., and Orlofsky, G.F. (2006).

- Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States: 2003-04 Schools and Staffing Survey* (NCES 2006-313 Revised). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Stronge, J.H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stronge, J. H. & Tucker, P. D. (2000). *Teacher evaluation and student achievement*. Washington DC: National Education Association.
- Taylor, F. W. (1911). *The principles of scientific management*. New York: McGraw Hill.
- Taylor-Powell, E., Steele, S., & Douglass, M. (1996). *Planning a program evaluation*. Program Development and Evaluation. Program Development and Evaluation: University of Wisconsin-Cooperative Extension.
- Taylor, G. S. (1991). Using Performance Appraisals of Dispatchers to Reduce Driver Turnover. *Transportation Journal*, 30, 49-55.
- Theodoulou, S. Z. (1995). Making public policy. In S. Z. Theodoulou & M. A. Cahn (Eds.), *Public policy: The essential readings* (pp. 86-96). Upper Saddle River, NJ: Prentice Hall
- Toch, Thomas (2008). Fixing teacher evaluation. *Educational Leadership*, 66(2), 32-37.
- Tsui, K. T., & Cheng, Y. C. (1999). School organizational health and teacher commitment: A contingency study with multi-level analysis. *Educational Research and Evaluation*, 5, 249-268.
- Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- U.S. Department of Education, Office of Postsecondary Education. (2002). *Meeting the*

- Highly Qualified Teachers Challenge: The Secretary's Annual Report on Teacher Quality*, Washington, D.C.: U.S. Department of Education.
- U.S. Department of Education, Office of Postsecondary Education. (2006). *The Secretary's Fifth Annual Report on Teacher Quality: A Highly Qualified Teacher in Every Classroom*, Washington, D.C: U.S. Government Printing Office.
- U.S. Department of Education. (2009). Race to the top executive summary. Retrieved February 9, 2013 from <http://www2.ed.gov/programs/racetothetop/executive-summary.pdf>
- U.S. Department of Education. (2010). A blueprint for reform: The reauthorization of the elementary and secondary education act. Retrieved April 1, 2012 from Retrieved from [www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf](http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf).
- Vallis, J. & Tierney, A. (2000). Issues in case study analysis. *Nurse Researcher*, 7(2), 19-35.
- van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: State University of New York Press.
- Van Veen, K., Zwart, R.C., & Meirink, J.A. (2011). What makes teacher professional development effective? A literature review. In M. Kooy & K. van Veen (Eds.), *Teacher learning that matters* (pp. 3-21). New York: Routledge.
- Villegas, A. M., & Lucas, T. (2002). *Educating culturally responsive teachers*. Albany, NY: State University of New York Press.
- Vogt, W. (1984). Developing a teacher evaluation system. *Spectrum*, 2(1), 41-46.
- Weimer, M. (2003). Focus on learning, transform teaching. *Change*, 35(5), 48-54.
- Weimer, D. L., & Vining, A. R. (1992). *Policy Analysis: Concepts and Practice*. New Jersey: Prentice Hall.
- Weiss, R. (1994). *Learning From Strangers; The Art and Method of Qualitative*

- Interview Studies*. New York: The Free Press.
- Weisberg, D., Sexton, S., Mulhern, J., Keeling, D. (2009). *The widget effect: Our National failure to acknowledge and act on differences in teacher effectiveness*. Brooklyn: The New Teacher Project. Available online at <http://widgeteffect.org/>
- Wenglinsky, H. (2000). *How teaching matters: Bringing the classroom back into discussions of teacher quality*. Princeton, NJ: Educational Testing Service.
- Williams, W. (1920). *What's on the worker's mind? By one who puts on overalls to find out*. New York: Charles Scriber's Sons.
- Wilson, B. & Wood, J.A. (1996). Teacher evaluation: A national dilemma. *Journal of Personnel Evaluation in Education*, 10(1), p75-82.
- Wren, D. A. (1994). *The evolution of management thought* (4<sup>th</sup> ed.). New York: Wiley.
- Wright, P.M., McMahan, G.C. and McWilliams, A. (1994). Human resources and sustained competitive advantage: A resource-based perspective. *International Journal of Human Resource Management*, 5(2), 301-326.
- Wright, S. P., Horn, S. P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, (11), 57-67.
- Yukl, G. (2006). *Leadership in organizations* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Zuckerman, M., Porac, J., Lathin, D., Smith, R., & Deci, E. L. (1978). On the importance of self-determination or intrinsically motivated behavior. *Personality and Social Psychology Bulletin*, 4, 443-446.

# Appendix A

## Missouri Teacher Standards

### Missouri Teacher Standards

#### Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

#### **Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction.**

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.** [SB 291 Section 161.380.2 (3)  
*The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

#### **Standard #2 Student Learning, Growth and Development**

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.** [SB 291 Section 161.380.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

June, 2012 FINAL

## Missouri Teacher Standards

### Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

### **Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction.**

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.** [SB 291 Section 161.380.2 (3)  
*The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

### **Standard #2 Student Learning, Growth and Development**

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.** [SB 291 Section 161.380.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

June, 2012 FINAL

## Missouri Teacher Standards

### Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

### **Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction.**

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.** [SB 291 Section 161.380.2 (3)  
*The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

### **Standard #2 Student Learning, Growth and Development**

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.** [SB 291 Section 161.380.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

June, 2012 FINAL

## Missouri Teacher Standards

### Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

### **Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction.**

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.** [SB 291 Section 161.380.2 (3)  
*The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

### **Standard #2 Student Learning, Growth and Development**

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.** [SB 291 Section 161.380.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

June, 2012 FINAL



## Missouri Teacher Standards

### Introduction

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. **Thus these standards recognize that teachers continuously develop knowledge and skills.** Therefore the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

### **Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction.**

**The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.** [SB 291 Section 161.380.2 (3)  
*The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.*]

- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

### **Standard #2 Student Learning, Growth and Development**

**The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.** [SB 291 Section 161.380.2 (1) *Students actively participate and are successful in the learning process;* (5) *The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.*]

- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community

June, 2012 FINAL

## Appendix B

### Missouri Performance Based Teacher Evaluation



# Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Teacher Evaluation Protocol

### Introduction

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following seven steps:

### Step 1: Identification of the indicators to be assessed

#### Rationale

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

#### Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers and the beginning of the year for first year teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A minimum of three indicators per teacher per year that are:
  - Based on student needs
  - Represents priorities of the building/district leadership for that teacher
  - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal

4. At a minimum two of the indicators address metrics on both practice and impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

#### Example

Based on student data, some third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her principal, has identified Indicator 7.3 "Student-led assessment strategies" in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 "Self-assessment and improvement" would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson's area of focus will be on the three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes commitment, practice and impact metrics; indicator 7.3 has metrics for practice and impact; and indicator 8.1 has commitment and practice metrics.

### Step 2: Determine average baseline score for the identified indicators for each teacher

#### Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an accurate assessment of status as well as growth on an indicator.

#### Description

The rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating, serving as a "pre-test", establishes an average baseline score and creates an expectation for growth (see Step 6). The average baseline score for returning teachers working on the same indicator will use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator.

The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The average baseline indicator score is determined by doing the following:

1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator

<b>RATING SCALE</b>	
Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)



**Example**

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of “4 Developing” on Indicator 1.1
- A score of “4 Developing” on Indicator 7.3
- A score of “2 New” on Indicator 8.1

The combined total of 10 is then divided by 3 since she was assessed on 3 indicators overall. This yields an average indicator score of 3.33. This average baseline score provides her a starting point on each indicator and establishes her expectation for growth (see Step 6). ( i.e. Total Score 10 / 3 Assessed Indicators = 3.33 as an Average Indicator Score – AIS)

### Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

#### Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into realized growth.

#### Description

The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing new learning and skills to achieve the expectation of growth.

The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of new learning, the practice of skills and timelines. The plan of study includes the following:

1. Corresponds to the examples of evidence provided in the appropriate growth guide
2. Is written in a Plan/Do/Study/Act format
3. Includes specific strategies for application of new learning
4. Utilizes as appropriate building and district human and material resources

#### Example

Using the growth guides for her identified indicators, Mrs. Johnson consults the possible sources of evidence document to determine which new learning and skills would be most appropriate given the particular needs of her 3<sup>rd</sup> grade class. She articulates the following in her Growth Plan:

- Content knowledge and academic language 1.1  
Focuses instruction on the most important concepts of the content so students use academic language related to their discipline with ease
- Student-led assessment strategies 7.3  
Purposefully teach students about their own learning by having them participate in personal goal setting
- Self-assessment and improvement 8.1  
She regularly reflects on their progress and documents it in her Growth Plan

She will support these with appropriate articles and research. Her local Professional Development Committee (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in the building.

#### Step 4: Regularly assess progress on the growth plan

##### Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

##### Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five follow-up assessments should occur on each identified indicator
2. All follow-up assessments should include formal and/or informal feedback
3. Less formal follow-up assessments may be completed by mentors, coaches, peers, external consultants, etc.
4. Formal follow-up session(s) may also be completed by the administrator. Local practice should determine this decision by the administrator and be documented in the growth plan.
5. Numerical scoring for follow-up assessments is optional, but is often helpful to accurately determine progress

##### Example

Mrs. Johnson monitors progress on the particular skills she has chosen in her Growth Plan. The PDC provides access to information for her to review and the district coach agrees to participate in some informal observations. The coach watches for demonstration of the skills she is working on and provides her targeted feedback on her progress. The regional professional development center informs her of additional resources as well. Based on this feedback, Mrs. Johnson begins to make progress acquiring new knowledge and applying new skills.



## Step 5: Determine an average final score for the identified indicators for each teacher

### Rationale

To determine growth on an indicator, it is necessary to compare the final average score to the baseline average score. The comparison provides a measure of growth while the final average score a determination of status on each identified indicator.

### Description

A rating scale provides a numerical placement on each identified indicator. The total of those scores divided by the number of identified indicators creates the average indicator score. This numerical rating establishes a final average score and serves as a type of “post-test” on each particular identified indicator. This final average score may become the new baseline score for returning teachers that will be working on the same indicator next year. The average final indicator score is determined by doing the following:

1. Use appropriate rubrics and rating scale to determine individual scores for each identified indicator

Not present	0
New	1-2
Developing	3-4
Proficient	5-6
Distinguished	7

2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score
3. Determine the total indicator score by adding together the separate individual scores
4. Divide by the number of assessed indicators to establish an Average Indicator Score (AIS)

### Example

Mrs. Johnson received the following rating on her final assessment:

- A score of “5 Proficient” on Indicator 1.1
- A score of “5 Proficient” on Indicator 7.3
- A score of “4 Developing” on Indicator 8.1.

The combined total 14 is then divided by 3 since she was assessed on 3 indicators overall. This yields an average final indicator score of 4.66.

This average final score provides her a status determination on each indicator and an overall growth of 1.33.

(i.e. Total Score 14 / 3 Assessed Indicators = 4.66 as an Average Indicator Score – AIS; Growth Score 4.66 – 3.33 = 1.33)

## Step 6: Use the baseline and final AIS scores to determine overall performance

### Rationale

Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

### Description

An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The AIS scores establish a rating of how well an indicator was performed in the “post-test” assessment and the amount of growth that occurred in each indicator between the “pre-test” and “post-test” assessments.

Overall performance takes into account both the final average score of identified indicators as well as the amount of growth that occurred between the initial “pre-test” and the final “post-test” assessment on performance on those indicators. The following is used to inform this determination:

1. Status: the average final indicator score provides an overall rating on the status of performance (see chart below)
2. Growth: the average final indicator score minus the average baseline indicator score provides an overall rating on the growth of performance (see chart below)

NOTE: YEARS OF TEACHING – a determination of “proficient” in a teacher’s professional frame is based on the following:

- Misalignment between performance levels in commitment/practice and impact are areas of concern and should be noted as a part of the Professional Growth Plan
- On completion of the 5<sup>th</sup> year of teaching, assessed indicators will average at the developing level
- Between the 6<sup>th</sup> and 10<sup>th</sup> years of teaching, assessed indicators will average at the proficient level
- Over 10 years of teaching, assessed indicators will average minimally at the proficient level

NOTE: STATUS RATINGS

- New: evidence indicates insufficient or absence of any mastery of assessed indicators relative to years of teaching experience
- Developing: evidence indicates rudimentary levels of mastery of assessed indicators relative to years of teaching experience
- Proficient: evidences indicates sufficient mastery of assessed indicators relative to years of teaching experience
- Distinguished: evidence indicates exemplary levels of mastery of assessed indicators relative to years of teaching experience

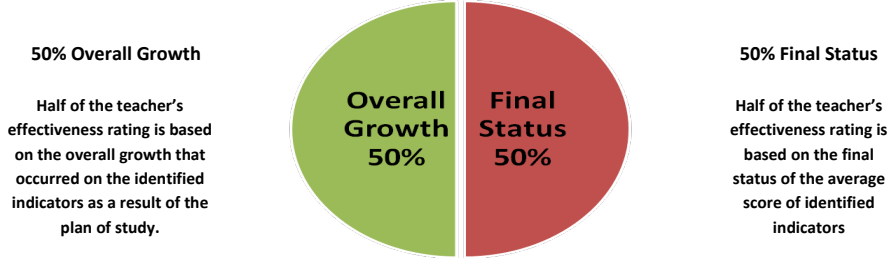
**Example**

Mrs. Johnson's final ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3<sup>rd</sup> grade students. Her overall performance as a teacher is documented, reliable and valid.

- Indicator 1.1 Content knowledge and academic language  
Baseline = 4 Developing      Final = 5 Developing      Growth = 1
- Indicator 7.3 Student-led assessment strategies  
Baseline = 4 Developing      Final = 5 Proficient      Growth = 1
- Indicator 8.1 Self-Assessment and Improvement  
Baseline = 2 New      Final = 4 Developing      Growth = 2

This data provides a profile of Mrs. Johnson's areas of strength across three indicators. It also provides a profile about areas of greatest and least growth. This data, in addition to data about growth in student learning, can provide connections between improving effective practice and improving student learning.

Overall Growth and Final Status of Each Identified Indicator



Status Determination Chart

Years of Teaching	New		Developing		Proficient		Distinguished	
0 - 2	AIS	0 – 0.4	AIS	0.5 – 1.4	AIS	1.5 – 2.4	AIS	2.5 – 7.0
3 - 5	AIS	0 – 2.4	AIS	2.5 – 3.4	AIS	3.5 – 4.4	AIS	4.5 – 7.0
6 - 10	AIS	0 – 3.9	AIS	4.0 – 4.9	AIS	5.0 – 5.9	AIS	6.0 – 7.0
Over 10	AIS	0 – 4.4	AIS	4.5 – 5.4	AIS	5.5 – 6.4	AIS	6.5 – 7.0

Growth Expectation Chart (Based on Status)							
New Status	Developing Baseline Status			Proficient Baseline Status			Distinguished Baseline Status
Growth required to move from New Status to Developing Status	Growth Expectation			Growth Expectation			Final Status of 6.6 or higher rating, growth is considered MET. If not, → 0.5 or more
	Minimal Growth	Average Growth	Exemplary Growth	Minimal Growth	Average Growth	Exemplary Growth	
	1.5	→ 2.0	→ 2.5	0.5	→ 1.0	→ 1.5	

## Step 7: Monitor the impact of improved effective practice on student performance

### Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

### Description

The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning teachers)
5. Continue to acquire new knowledge and improve skills

### Example

Mrs. Johnson continues to monitor the learning of her 3<sup>rd</sup> grade students. She particularly reflects on how new learning and skills from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. Their consultation includes consideration of working on some of the same indicators next year. She will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

## Step 7: Monitor the impact of improved effective practice on student performance

### Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

### Description

The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

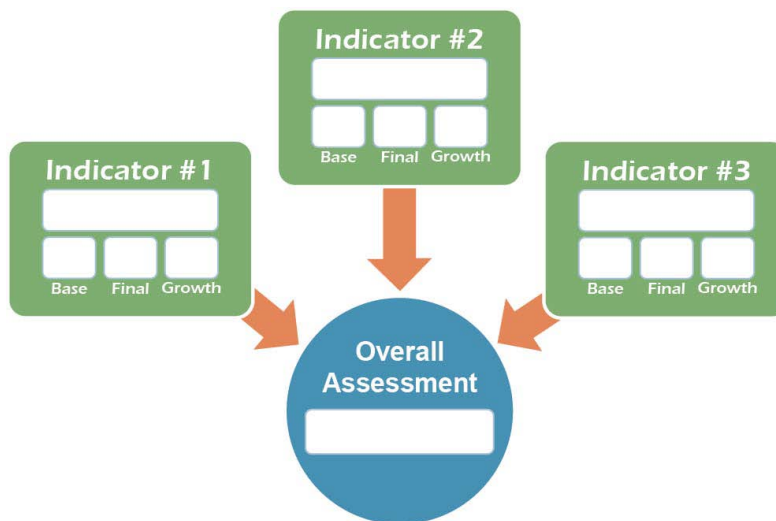
1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
3. Reflect on personal growth and possible future opportunities for continued growth
4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning teachers)
5. Continue to acquire new knowledge and improve skills

### Example

Mrs. Johnson continues to monitor the learning of her 3<sup>rd</sup> grade students. She particularly reflects on how new learning and skills from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. Their consultation includes consideration of working on some of the same indicators next year. She will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Steps 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify indicators to be assessed	Determine average baseline score	Develop a Growth Plan	Regularly assess progress on the Growth Plan	Determine average final score	Status and growth determines overall performance	Monitor the impact of improved practice on student performance
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and identify areas of strength and opportunities for growth.	Based on the opportunities for growth and their baseline scores, determine an appropriate plan of study that includes the practice and application of new knowledge and skills.	Conduct follow-up assessments of identified indicators (minimum of 3) to determine progress. Use the appropriate growth guides and repeated opportunities for practice. Provide targeted feedback on areas of strength and opportunities for growth.	Conduct a final assessment of identified indicators. Determine overall progress on the plan of study as evidenced by the appropriate rubrics.	Determine the final status and growth score to inform employment determination. Act on the final determination by the 15 <sup>th</sup> of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress on growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
<b>Timeline 1<sup>st</sup> year Teacher</b>	Aug	Sept	Oct	November through February		By Mar 15	April – May – Summer
<b>Timeline Returning Teacher</b>	April – Summer	Aug - Oct		November through February		By Mar 15	April – May – Summer



Employment determinations may be based on a teacher profile of the three separate indicators or as an average of all three indicators.

MISSOURI'S EDUCATOR EVALUATION SYSTEM



Year	Indicator:		Indicator:		Indicator:		Rating Overall
	Growth	Status	Growth	Status	Growth	Status	
2012 – 2013	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2013 – 2014	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2014 – 2015	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2015 – 2016	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	
2016 – 2017	AIS =	AIS =	AIS =	AIS =	AIS =	AIS =	
	Expectation =	Rating =	Expectation =	Rating =	Expectation =	Rating =	

# Professional Frames of the Teacher

## Data Sources



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher Growth Guide 1.1

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

New		Developing		Proficient		Distinguished	
1N1) The new teacher...  Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.		1D1) The developing teacher also...  Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		1P1) The proficient teacher also...  Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		1S1) The distinguished teacher also...  Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames							
<b>Evidence of Commitment</b> Is well prepared to guide students to a deeper understanding of content  <b>Evidence of Practice</b> Instruction reflects accuracy of content knowledge  <b>Evidence of Impact</b> Students are generally familiar with academic language		<b>Evidence of Commitment</b> Stays current on new content and incorporates it into lessons  <b>Evidence of Practice</b> Instruction indicates an appreciation of the complexity and ever evolving nature of the content  <b>Evidence of Impact</b> Students are able to use academic language		<b>Evidence of Commitment</b> Use of supplemental primary sources that are aligned to local standards  <b>Evidence of Practice</b> Instructional focus is on the most important concepts of the content and includes new content as appropriate  <b>Evidence of Impact</b> Students accurately use academic language related to their discipline		<b>Evidence of Commitment</b> Continually expands knowledge base on content and infuses into content  <b>Evidence of Practice</b> Continually seeks out new information and applies it to learning in their classroom  <b>Evidence of Impact</b> Students communicate effectively using academic language from a variety of sources	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.2

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

New		Developing		Proficient		Distinguished	
1N2) The new teacher...  Draws from multiple sources to engage student interest/activity in the content.		1D2) The developing teacher also...  Uses a variety of differentiated instructional strategies to purposefully engage students.		1P2) The proficient teacher also...  Uses specific instructional strategies to engage students and advance each individual student's learning.		1S2) The distinguished teacher also...  Facilitates student-directed learning activities, individual and collaborative, to deepen student knowledge and understanding in the content area.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Identifies engagement strategies to use to maintain student interest		<b>Evidence of Practice</b> Uses engagement strategies to increase students' levels of interest and activity		<b>Evidence of Practice</b> Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning		<b>Evidence of Practice</b> Teacher strategies reflect a variety of student-led learning activities	
<b>Evidence of Impact</b> Students are interested and engaged in the content		<b>Evidence of Impact</b> Students' engagement causes content knowledge to advance		<b>Evidence of Impact</b> Individual student's learning increases and students can articulate why learning activities cause them to learn		<b>Evidence of Impact</b> Students direct both individual and collaborative learning activities	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.3

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

New		Developing		Proficient		Distinguished	
1N3) The new teacher...		1D3) The developing teacher also...		1P3) The proficient teacher also...		1S3) The distinguished teacher also...	
Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.		Begins to engage students in the methods of inquiry/research methodologies.		Teaches his/her students to fully use the methods of inquiry and standards of evidence used in the discipline.		Consistently employs student-inquiry instructional approaches that build capacity for all students.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Instruction indicates a basic level of understanding about research and inquiry methodologies		<b>Evidence of Practice</b> Accepted methods of research in the content area are identifiable in observations of instructional practice		<b>Evidence of Practice</b> Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline		<b>Evidence of Practice</b> Student- inquiry instructional approaches are prominent throughout instruction	
<b>Evidence of Impact</b> Student's understanding of basic inquiry and research strategies increases		<b>Evidence of Impact</b> Students begin to use basic methods of inquiry/research methodologies		<b>Evidence of Impact</b> Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods		<b>Evidence of Impact</b> Students design and conduct research individually and in teams using standards of evidence in the field	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 1.4

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

New		Developing		Proficient		Distinguished	
1N4) The new teacher...  Demonstrates the ability to make interdisciplinary content connections during instruction.		1D4) The developing teacher also...  Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.		1P4) The proficient teacher also...  Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.		1S4) The distinguished teacher also...  Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Connections between various disciplines are logical and add to overall learning		<b>Evidence of Practice</b> Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery		<b>Evidence of Practice</b> Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question		<b>Evidence of Practice</b> Incorporates current interdisciplinary themes into collaborative classroom learning experiences	
<b>Evidence of Impact</b> Students understand the meaning of inter-disciplinary content connections		<b>Evidence of Impact</b> Students apply disciplinary knowledge to real world problems with interdisciplinary themes		<b>Evidence of Impact</b> Students analyze the complexities of an issue or question using perspectives from varied disciplines		<b>Evidence of Impact</b> Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 1.5

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

New		Developing		Proficient		Distinguished	
IN5) The new teacher...  Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.		1D5) The developing teacher also...  Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.		1P5) The proficient teacher also  Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.		1S5) The distinguished teacher also...  Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.	
Professional Frames							
<b>Evidence of Commitment</b> Reviews lesson plans to identify areas of potential bias		<b>Evidence of Commitment</b> Eliminates bias in lesson designs and learning objectives		<b>Evidence of Commitment</b> Conduct reviews and research to build background knowledge and a variety of perspectives		<b>Evidence of Commitment</b> Lesson designs and learning objectives exhibit a variety of perspectives	
<b>Evidence of Practice</b> Demonstrates importance and appreciation of a variety of perspectives		<b>Evidence of Practice</b> Instructional activities include global perspectives and/or critical examination of bias		<b>Evidence of Practice</b> Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		<b>Evidence of Practice</b> Instructional strategies and learning activities include students addressing real-world problems	
<b>Evidence of Impact</b> Student understanding of local and global issues surrounding disciplinary content expands		<b>Evidence of Impact</b> Students' ability increases to develop balanced, diverse social and cultural perspectives		<b>Evidence of Impact</b> Students engage in questioning and challenging of conventional assumptions and standard approaches		<b>Evidence of Impact</b> Students address real-world problems related to the discipline that improve their community and/or world	
Score = 0	1	2	3	4	5	6	7

## Teacher Growth Guide 2.1

### Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

#### Quality Indicator 1: Cognitive, social, emotional and physical development

New		Developing		Proficient		Distinguished	
2N1) The new teacher...  Knows how to address developmental factors when making instructional decisions.		2D1) The developing teacher also...  Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also...  Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also...  Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames							
<b>Evidence of Commitment</b> Designs instruction with a basic understanding of developmental factors  <b>Evidence of Practice</b> Instructional decisions are based on an understanding of how students develop  <b>Evidence of Impact</b> Developmental factors specific to students are recognized		<b>Evidence of Commitment</b> Knows and can apply theories of child/adolescent growth  <b>Evidence of Practice</b> Examples or research on models of growth and development are used as a resource to guide instructional decisions  <b>Evidence of Impact</b> Students development increases as a result of teacher's use of theories as a resource		<b>Evidence of Commitment</b> Monitors and charts learner progress toward goals  <b>Evidence of Practice</b> Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities  <b>Evidence of Impact</b> Students progress to the next level of development as a result of teacher's use of assessment		<b>Evidence of Commitment</b> Maintains resources to assist colleagues in their understanding of developmental theories  <b>Evidence of Practice</b> Is able to act as a resource to other colleagues in using models of growth and development to guide instruction  <b>Evidence of Impact</b> Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly	
Score = 0	1	2	3	4	5	6	7



## Teacher Growth Guide 2.1

### Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

#### Quality Indicator 1: Cognitive, social, emotional and physical development

New		Developing		Proficient		Distinguished	
2N1) The new teacher...  Knows how to address developmental factors when making instructional decisions.		2D1) The developing teacher also...  Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.		2P1) The proficient teacher also...  Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.		2S1) The distinguished teacher also...  Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.	
Professional Frames							
<b>Evidence of Commitment</b> Designs instruction with a basic understanding of developmental factors  <b>Evidence of Practice</b> Instructional decisions are based on an understanding of how students develop  <b>Evidence of Impact</b> Developmental factors specific to students are recognized		<b>Evidence of Commitment</b> Knows and can apply theories of child/adolescent growth  <b>Evidence of Practice</b> Examples or research on models of growth and development are used as a resource to guide instructional decisions  <b>Evidence of Impact</b> Students development increases as a result of teacher's use of theories as a resource		<b>Evidence of Commitment</b> Monitors and charts learner progress toward goals  <b>Evidence of Practice</b> Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities  <b>Evidence of Impact</b> Students progress to the next level of development as a result of teacher's use of assessment		<b>Evidence of Commitment</b> Maintains resources to assist colleagues in their understanding of developmental theories  <b>Evidence of Practice</b> Is able to act as a resource to other colleagues in using models of growth and development to guide instruction  <b>Evidence of Impact</b> Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 2.2

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

<b>New</b>			<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
2N2) The new teacher... Encourages student responsibility through establishment of clear goals.			2D2) The developing teacher also Encourages students to be responsible by helping them set goals.		2P2) The proficient teacher also... Assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.		2S2) The distinguished teacher also... Helps learners work productively and cooperatively with each other to achieve collective learning goals.	
<b>Professional Frames</b>								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Use of classroom routines and procedures highlight student responsibility			<b>Evidence of Practice</b> Classroom practices, routines and instruction emphasizes students setting goals		<b>Evidence of Practice</b> Classroom practices and routines emphasize student organization and setting short-and long-term goals		<b>Evidence of Practice</b> Facilitates learning activities requiring collective productivity and cooperation of students	
<b>Evidence of Impact</b> Students demonstrate basic responsibility based on clear expectations			<b>Evidence of Impact</b> Students demonstrate responsibility by setting personal learning goals		<b>Evidence of Impact</b> Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		<b>Evidence of Impact</b> Students work productively and cooperatively with each other to achieve collective learning goals	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 2.2

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

<b>New</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>		
2N2) The new teacher... Encourages student responsibility through establishment of clear goals.		2D2) The developing teacher also Encourages students to be responsible by helping them set goals.		2P2) The proficient teacher also... Assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.		2S2) The distinguished teacher also... Helps learners work productively and cooperatively with each other to achieve collective learning goals.		
<b>Professional Frames</b>								
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		
<b>Evidence of Practice</b> Use of classroom routines and procedures highlight student responsibility		<b>Evidence of Practice</b> Classroom practices, routines and instruction emphasizes students setting goals		<b>Evidence of Practice</b> Classroom practices and routines emphasize student organization and setting short-and long-term goals		<b>Evidence of Practice</b> Facilitates learning activities requiring collective productivity and cooperation of students		
<b>Evidence of Impact</b> Students demonstrate basic responsibility based on clear expectations		<b>Evidence of Impact</b> Students demonstrate responsibility by setting personal learning goals		<b>Evidence of Impact</b> Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		<b>Evidence of Impact</b> Students work productively and cooperatively with each other to achieve collective learning goals		
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 2.3

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

New		Developing		Proficient		Distinguished	
2N3) The new teacher... Applies theories of learning to well-planned and delivered instruction.		2D3) The developing teacher also... Implements research-based instruction focused on production of learning for individual students.		2P3) The proficient teacher also... Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.		2S3) The distinguished teacher also... Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.	
Professional Frames							
<b>Evidence of Commitment</b> Lesson plans are consistent with best-practice and foundational and current learning theories  <b>Evidence of Practice</b> Alignment exists between instruction that is planned and instruction that is delivered  <b>Evidence of Impact</b> Students receive instruction based on effective planning		<b>Evidence of Commitment</b> Uses foundational and current learning theories to design instruction aimed at fostering learning in every student  <b>Evidence of Practice</b> Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs  <b>Evidence of Impact</b> Students individual learning needs are addressed		<b>Evidence of Commitment</b> Uses emerging research to design instruction likely to produce learning for every student  <b>Evidence of Practice</b> Consistently and effectively delivers instruction which focuses on producing learning gains for every student  <b>Evidence of Impact</b> Student learning gains increase as a result of the teacher's effective instruction		<b>Evidence of Commitment</b> Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student  <b>Evidence of Practice</b> Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom  <b>Evidence of Impact</b> Student learning gains increase as a result of theories of learning	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 2.4

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

New		Developing		Proficient		Distinguished		
2N4) The new teacher... Designs and implements instruction that considers the needs of students.		2D4) The developing teacher also... Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.		2P4) The proficient teacher also... Through design and instruction establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.		2S4) The distinguished teacher also... Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.		
Professional Frames								
<b>Evidence of Commitment</b> Designs lessons and activities based on the unique needs of students		<b>Evidence of Commitment</b> Lesson design and plans for instruction demonstrate respect and value for each student		<b>Evidence of Commitment</b> Plans for an inviting and nurturing educational environment that enhances learning		<b>Evidence of Commitment</b> Learning objectives and activities highlight the skills and talents of all students		
<b>Evidence of Practice</b> Can articulate important characteristics and needs of students as they apply to learning		<b>Evidence of Practice</b> Highlights unique attributes of individual students as a part of classroom instruction and learning		<b>Evidence of Practice</b> Engages in strategies that promote trust and positive rapport to enhance the learning of each student		<b>Evidence of Practice</b> Classroom techniques and rapport highlight the unique skills and talents of every child		
<b>Evidence of Impact</b> Students appear to exhibit positive rapport with the teacher and are generally motivated to learn		<b>Evidence of Impact</b> Students perceive they are respected, valued and are encouraged to learn		<b>Evidence of Impact</b> Students learning increases and students demonstrate positive relationships with the teacher and peers		<b>Evidence of Impact</b> Students ask questions, take risks and enjoy learning		
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 2.5

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

New		Developing		Proficient		Distinguished	
2N5) The new teacher...		2D5) The developing teacher also...		2P5) The proficient teacher also...		2S5) The distinguished teacher also...	
<p>Designs lessons and implements instruction based on students' prior experiences, learning styles, multiple intelligences, strengths and needs.</p>		<p>Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, learning styles, multiple intelligences, strengths, and needs.</p>		<p>Instructional activities meet every child where they are developmentally, cognitively, physically, and affectively to advance knowledge and skill development.</p>		<p>Employs authentic strategies to actively involve every student in the advancement of their own learning.</p>	
Professional Frames							
<p><b>Evidence of Commitment</b> Plans for various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs</p> <p><b>Evidence of Practice</b> Uses various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs</p> <p><b>Evidence of Impact</b> Students know the way they think and learn is considered and addressed</p>		<p><b>Evidence of Commitment</b> Lessons indicate an understanding of individual student traits and prior experiences</p> <p><b>Evidence of Practice</b> Learning activities highlight and build off students individual characteristics traits and prior experiences</p> <p><b>Evidence of Impact</b> Students can explain connections between their prior knowledge and current instruction</p>		<p><b>Evidence of Commitment</b> Plans instruction that will engage and advance each student in her/her learning and development</p> <p><b>Evidence of Practice</b> Assessment data is maintained to confirm that students are moving forward</p> <p><b>Evidence of Impact</b> Students use prior knowledge to predict new information and increase their knowledge and skill</p>		<p><b>Evidence of Commitment</b> Modifies lesson design and learning objectives as needed to help students become more successful learners</p> <p><b>Evidence of Practice</b> Learning activities involve every student in the advancement of his/her own learning</p> <p><b>Evidence of Impact</b> Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions</p>	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 2.6

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

New		Developing		Proficient		Distinguished	
2N6) The new teacher...  Reviews demographic and biographical data of students to determine the variety of learning needs.		2D6) The developing teacher also...  Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.		2P6) The proficient teacher also...  Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.		2S6) The distinguished teacher also...  Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Collects and reviews demographic and biographical data of students		<b>Evidence of Practice</b> Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values		<b>Evidence of Practice</b> Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others		<b>Evidence of Practice</b> Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures	
<b>Evidence of Impact</b> Students perceive that their particular differences and needs are recognized		<b>Evidence of Impact</b> Students' learning is positively affected		<b>Evidence of Impact</b> Students respect the differences of others as modeled		<b>Evidence of Impact</b> Students experience an environment of trust and mutual respect	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 3.1

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

New		Developing		Proficient		Distinguished	
3N1) The new teacher...  Makes informed decisions about instructional objects aligned to district mapping and pacing guides.		3D1) The developing teacher also...  Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.		3P1) The proficient teacher also...  Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.		3S1) The distinguished teacher also...  Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.	
Professional Frames							
<b>Evidence of Commitment</b> Selects and creates learning experiences that are appropriate for district curriculum and assessments  <b>Evidence of Practice</b> Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards  <b>Evidence of Practice</b> Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction  <b>Evidence of Practice</b> Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments  <b>Evidence of Practice</b> Participates in formal and informal collegial support activities including curriculum and review committees  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7



Teacher Growth Guide 3.2

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

New		Developing		Proficient		Distinguished	
3N2) The new teacher...  Implements lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.		3D2) The developing teacher also...  Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.		3P2) The proficient teacher also...  Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.		3S2) The distinguished teacher also...  Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance		<b>Evidence of Practice</b> Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance		<b>Evidence of Practice</b> Evaluates and reflects on the effectiveness of instructional strategies		<b>Evidence of Practice</b> Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support	
<b>Evidence of Impact</b> Students perceive that their individual learning needs are recognized		<b>Evidence of Impact</b> Students perceive that their performance improved as a result of specific teacher's lessons and activities		<b>Evidence of Impact</b> Students identify the teacher's instructional strategies which helped them substantially improve their performance		<b>Evidence of Impact</b> Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 3.3

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

New		Developing		Proficient		Distinguished	
3N3) The new teacher...  Uses differentiated instructional strategies and content to meet student needs and enhance learning.		3D3) The developing teacher also...  Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.		3P3) The proficient teacher also...  Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.		3S3) The distinguished teacher also...  Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.	
Professional Frames							
<b>Evidence of Commitment</b> Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards		<b>Evidence of Commitment</b> Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards		<b>Evidence of Commitment</b> Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards		<b>Evidence of Commitment</b> Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards	
<b>Evidence of Practice</b> Instruction delivered demonstrates differentiation strategies		<b>Evidence of Practice</b> Differentiated instructional strategies meet student needs and enhance learning		<b>Evidence of Practice</b> Demonstrates adjustments as a part of delivering effective instruction		<b>Evidence of Practice</b> Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning	
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
							<b>7</b>

## Teacher Growth Guide 4.1

### Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.

#### Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

New		Developing		Proficient		Distinguished	
4N1) The new teacher...		4D1) The developing teacher also...		4P1) The proficient teacher also...		4S1) The distinguished teacher also...	
Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.		Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.		Effectively applies a range of instructional techniques that require students to think critically and problem-solve.		Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking		<b>Evidence of Practice</b> Assesses student growth to determine student use of critical thinking and problem solving skills		<b>Evidence of Practice</b> Effectively demonstrates a range of instructional techniques that require students to think critically and problem-solve		<b>Evidence of Practice</b> Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning	
<b>Evidence of Impact</b> Students are engaged in active learning that promotes the development of critical thinking and problem solving skills		<b>Evidence of Impact</b> There is growth in student learning and use of critical thinking and problem-solving skills		<b>Evidence of Impact</b> Students ability to think critically and problem-solve is evident in students' communications and work		<b>Evidence of Impact</b> Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning	
Score = 0	1	2	3	4	5	6	7

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher Growth Guide 4.2

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

New		Developing		Proficient		Distinguished	
4N2) The new teacher...  Uses a variety of instructional resources, including technology, to enhance the teaching and learning process.		4D2) The developing teacher also...  Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		4P2) The proficient teacher also...  Guides students through performance of developmentally appropriate instructional activities that promote complex thinking and technological skills.		4S2) The distinguished teacher also...  Applies research-based instructional resources including technology to enhance their own teaching as well as the teaching of others.	
Professional Frames							
<b>Evidence of Commitment</b> Lesson design includes the use of instructional resources, including technology  <b>Evidence of Practice</b> Delivered instruction includes resources and technologies to enhance the teaching and learning process  <b>Evidence of Impact</b> Students use new information and technology skills to create accurate products		<b>Evidence of Commitment</b> Lesson design includes developmentally appropriate resources  <b>Evidence of Practice</b> Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance  <b>Evidence of Impact</b> Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions		<b>Evidence of Commitment</b> Lesson design includes resources that promote complex thinking skills and student use of technology  <b>Evidence of Practice</b> Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills  <b>Evidence of Impact</b> Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems		<b>Evidence of Commitment</b> Lesson design includes research-based resources and technology  <b>Evidence of Practice</b> Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others  <b>Evidence of Impact</b> Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 4.3

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

New		Developing		Proficient		Distinguished	
4N3) The new teacher... Employs individual and cooperative learning activities.		4D3) The developing teacher also... Uses a variety of learning situations, such as independent, small group and whole class		4P3) The proficient teacher also... Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.		4S3) The distinguished teacher also... Models and mentors others as requested on the use of flexible and varied independent, cooperative and whole-class learning situations.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Effectively manages students and learning activities in both individual and collaborative situations		<b>Evidence of Practice</b> Classroom structures include independent, cooperative and whole class as appropriate to content		<b>Evidence of Practice</b> Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies		<b>Evidence of Practice</b> Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations	
<b>Evidence of Impact</b> Students participate in individual and collaborative learning activities		<b>Evidence of Impact</b> Students define roles and demonstrate improved collaborative skills in various learning structures		<b>Evidence of Impact</b> Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills		<b>Evidence of Impact</b> Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
							<b>7</b>

## Teacher Growth Guide 5.1

### Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

#### Quality Indicator 1: Classroom management, motivation, and engagement

New	Developing	Proficient	Distinguished				
5N1) The new teacher...  Occasionally or inconsistently uses motivation and engagement strategies and techniques to enhance student interest and promote learning.	5D1) The developing teacher also...  Frequently or somewhat consistently uses effective motivation and engagement strategies to maintain student engagement in productive learning.	5P1) The proficient teacher also...  Consistently demonstrates a wide range of motivation and engagement strategies that promote continuous student learning.	5S1) The distinguished teacher also...  Evaluates effectiveness of emerging research-based motivational and engagement theories and strategies and self-selects and implements these to promote self-directed learning by students.				
Professional Frames							
<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Can articulate the relationship between motivation and engagement and uses strategies at a basic level to maintain student interest and promote learning  <b>Evidence of Impact</b> Students are interested in their learning	<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates the effective and appropriate use of motivation and engagement strategies to keep students engaged in productive learning  <b>Evidence of Impact</b> Students are generally engaged in productive learning	<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Demonstrates understanding by appropriately using a range of motivation and engagement strategies consistent with the learning objective and results in continuous student learning  <b>Evidence of Impact</b> Students are continuously engaged in productive learning	<b>Evidence of Commitment</b> N / A  <b>Evidence of Practice</b> Self-reflects, evaluates and engages in new learning on the effectiveness of motivation and engagement strategies and applies it to enhance instruction  <b>Evidence of Impact</b> Students engage in self-directed learning				
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 5.2

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions and activities

New		Developing		Proficient		Distinguished	
5N2) The new teacher...  Manages time, space, transitions, and activities to increase student engagement and self-direction.		5D2) The developing teacher also...  Consistently engages students through the effective management of time, space, transitions, and activities.		5P2) The proficient teacher also...  Continuously and effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.		5S2) The distinguished teacher also...  Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	
Professional Frames							
<b>Evidence of Commitment</b> Designs routines that support effective management of time, space, transitions and activities  <b>Evidence of Practice</b> Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction  <b>Evidence of Impact</b> Students are generally engaged and somewhat responsive to the teacher's classroom management strategies		<b>Evidence of Commitment</b> Routines and structures support effective management of time, space, transitions and activities  <b>Evidence of Practice</b> Maintains student engagement by effectively managing time, space, transitions and activities  <b>Evidence of Impact</b> Students are engaged and respond to the teacher's effective management of time, space, transitions and activities		<b>Evidence of Commitment</b> Routines and structures are modified as necessary to enhance effective management  <b>Evidence of Practice</b> Engagement data indicates a strong impact from the management of time, space, transitions and activities  <b>Evidence of Impact</b> Students are engaged and see the importance of self direction and control		<b>Evidence of Commitment</b> Routines and structures are modified based on student input  <b>Evidence of Practice</b> Maintains continuous student engagement and high levels of student productivity through student input on time, space, transitions and activities  <b>Evidence of Impact</b> All students are self-directed, exhibit self-control and take ownership of learning	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 5.3

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

New			Developing		Proficient		Distinguished	
5N3) The new teacher  Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.			5D3) The developing teacher also...  Develops a positive culture in the classroom and school to positively affect student relationships and learning.		5P3) The proficient teacher also...  Maintains a positive culture in the classroom and school to create a classroom environment which promotes positive student relationships and learning.		5S3) The distinguished teacher also...  Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Engages in practices to learn the culture of the school and community			<b>Evidence of Practice</b> Positively affects student relationships and learning by using strategies that promote a positive classroom culture		<b>Evidence of Practice</b> Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students		<b>Evidence of Practice</b> Engages students in participating in forming the classroom environment based on the culture of the school and community	
<b>Evidence of Impact</b> The classroom learning environment is structured to build positive student relationships and culture			<b>Evidence of Impact</b> The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		<b>Evidence of Impact</b> The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning		<b>Evidence of Impact</b> Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>



## Teacher Growth Guide 6.1

### Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

#### Quality Indicator 1: Verbal and nonverbal communication

New		Developing		Proficient		Distinguished	
6N1) The new teacher...  Understands the importance of correct, effective verbal and non-verbal communication skills.		6D1) The developing teacher also...  Consistently uses correct, effective verbal and non-verbal communication skills.		6P1) The proficient teacher also...  Consistently fosters correct, effective verbal and nonverbal communication including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.		6S1) The distinguished teacher also...  Teacher facilitates correct, effective verbal and nonverbal communication in their school and throughout the community.	
Professional Frames							
<b>Evidence of Commitment</b> Non-verbal communication (written, electronic, etc.) is basically effective and correct		<b>Evidence of Commitment</b> Written and electronic communication is effective and correct		<b>Evidence of Commitment</b> Written and electronic communication is effective and correct for all students		<b>Evidence of Commitment</b> Written and electronic school and district-wide communication is effective	
<b>Evidence of Practice</b> Demonstrates a basic level of effective verbal and non-verbal communication		<b>Evidence of Practice</b> Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.		<b>Evidence of Practice</b> Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.		<b>Evidence of Practice</b> Contributes to the overall effective and correct communication coming from the school to the larger community	
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 6.2

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

New		Developing		Proficient		Distinguished	
6N2) The new teacher... Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.		6D2) The developing teacher also... Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.		6P2) The proficient teacher also... Helps students to develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond.		6S2) The distinguished teacher also... Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs		<b>Evidence of Practice</b> Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications		<b>Evidence of Practice</b> Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond		<b>Evidence of Practice</b> Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community	
<b>Evidence of Impact</b> Student perceive that the teacher is sensitive to their needs		<b>Evidence of Impact</b> Student communication with their teacher is characterized by sensitivity		<b>Evidence of Impact</b> Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences		<b>Evidence of Impact</b> Students self-monitor their own and other's level of respect and sensitivity	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 6.3

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

New		Developing		Proficient		Distinguished	
6N3) The new teacher...  Supports and expands learner expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		6D3) The developing teacher also...  Provides opportunity for safe, free expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		6P3) The proficient teacher also...  Develops students who direct their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model.		6S3) The distinguished teacher also...  Promotes respect, safe and free expression in the school and the larger school community adhering to the zero tolerance model.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Classroom activities include learner expression in speaking, writing, listening and the use of other media		<b>Evidence of Practice</b> Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media		<b>Evidence of Practice</b> Uses activities to engage students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model		<b>Evidence of Practice</b> Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)	
<b>Evidence of Impact</b> Students expand their expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Impact</b> Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Impact</b> Students direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhere to the zero tolerance model		<b>Evidence of Impact</b> Students promote respect, safe and free expression in the school and the larger school community adhering to the zero tolerance model	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 6.4

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

New		Developing		Proficient		Distinguished	
6N4) The new teacher...  Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.		6D4) The developing teacher also...  Implements instruction that encourages technology and media communication tools use for learning and models those techniques.		6P4) The proficient teacher also...  Facilitates the students' effective use of technology and media communication tools.		6S4) The distinguished teacher also...  Either mentors members of the school and community in the use of technology and media communication tools or assists students in doing so.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Regularly uses technology and media communication tools to enhance the learning process		<b>Evidence of Practice</b> Delivers instruction and models the use of technology and media communication tools to enhance learning		<b>Evidence of Practice</b> Uses strategies that engage students in effectively using technology and media communication tools		<b>Evidence of Practice</b> Is able to act as resource or assist colleagues and students in their use of technology and media communication tools	
<b>Evidence of Impact</b> Students use technology effectively during some instructional activities		<b>Evidence of Impact</b> Students effectively use technology and media communication tools to learn, as directed by the teacher		<b>Evidence of Impact</b> Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities		<b>Evidence of Impact</b> Students effectively assist each other in their use of technology and media communication tools	
<b>Score =</b> 0	1	2	3	4	5	6	7

## Teacher Growth Guide 7.1

### Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

#### Quality Indicator 1: Effective use of assessments

<b>New</b>		<b>Developing</b>		<b>Proficient</b>		<b>Distinguished</b>	
7N1) The new teacher...  Demonstrates the ability to create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.		7D1) The developing teacher also...  Effectively uses multiple assessment modes and approaches to assess learning goals, including modifications for students with special needs.		7P1) The proficient teacher also...  Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.		7S1) The distinguished teacher also...  Identifies every student's beginning knowledge/skill level and monitors each individual's development during and after each instructional unit.	
<b>Professional Frames</b>							
<b>Evidence of Commitment</b> Lesson design includes formal and informal assessments		<b>Evidence of Commitment</b> Lesson design includes multiple assessment modes and approaches		<b>Evidence of Commitment</b> Lesson design includes assessing learner progress		<b>Evidence of Commitment</b> Lesson design includes opportunities to monitor student growth and development	
<b>Evidence of Practice</b> Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications		<b>Evidence of Practice</b> Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction		<b>Evidence of Practice</b> Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole		<b>Evidence of Practice</b> Engages in continuous monitoring of student growth and development that accurately identifies growth in student learning	
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 7.2

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

New			Developing		Proficient		Distinguished	
7N2) The new teacher...  Has a basic knowledge of how data information and assessment results are necessary to improve learning activities.			7D2) The developing teacher also...  Reviews trend data and growth in learning through comparison student work, of pre-/post- test results or similar mechanisms.		7P2) The proficient teacher also...  Uses a variety of instructional processes that help students understand objectives and their progress towards mastery.		7S2) The distinguished teacher also...  Has clearly defined learning goals using tools such as rubrics, scoring guides, performance analyses, etc., that identify the knowledge and skills they intend for their students to acquire.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Collects data information and assessment results for instructional planning and decision-making			<b>Evidence of Practice</b> Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions		<b>Evidence of Practice</b> Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students		<b>Evidence of Practice</b> Engages students in assisting with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals	
<b>Evidence of Impact</b> Students engage in learning goals that advance mastery of content			<b>Evidence of Impact</b> Individual students and the whole class advance in their learning		<b>Evidence of Impact</b> Students understand the learning objectives and set personal goals for learning		<b>Evidence of Impact</b> Students acquire knowledge and skills based on their personal learning goals	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 7.3

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

New		Developing		Proficient		Distinguished	
7N3) The new teacher...  Demonstrates an understanding of how students can be taught and value assessing their own and other's learning and performance.		7D3) The developing teacher also...  Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities.		7P3) The proficient teacher also...  Purposefully teaches his/her students how to think about their own learning, including setting personal goals by providing timely descriptive feedback.		7S3) The distinguished teacher also...  Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills		<b>Evidence of Practice</b> Demonstrates use of a variety of assessment strategies and providing timely, descriptive feedback		<b>Evidence of Practice</b> Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals		<b>Evidence of Practice</b> Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others	
<b>Evidence of Impact</b> Students are prepared for the demands of particular assessment formats		<b>Evidence of Impact</b> Students become aware of their learning behaviors, strengths, needs and progress and are involved in personal-goal setting and self-assessment activities		<b>Evidence of Impact</b> Students think about their own learning, including setting personal goals		<b>Evidence of Impact</b> Students report on their own progress to the teacher, parents, and others	
<b>Score = 0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Teacher Growth Guide 7.4

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

New			Developing		Proficient		Distinguished	
7N4) The new teacher... Observes the effect of class instruction on individual and whole class learning.			7D4) The developing teacher also... Collects relevant information to plan future instruction.		7P4) The proficient teacher also... Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives.		7S4) The distinguished teacher also... Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about individual and class achievement.	
Professional Frames								
<b>Evidence of Commitment</b> Class instruction is designed to impact learning			<b>Evidence of Commitment</b> Planning for class instruction is based on data from previous learning		<b>Evidence of Commitment</b> Instruction design is modified based on data from previous learning		<b>Evidence of Commitment</b> Lesson design includes ongoing, consistent assessments	
<b>Evidence of Practice</b> Collects information through observation of classroom interactions, higher order questioning, and analysis of student work			<b>Evidence of Practice</b> Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary		<b>Evidence of Practice</b> Modifies instruction based on observation data and monitors to confirm impact		<b>Evidence of Practice</b> Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>



Teacher Growth Guide 7.5

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

New		Developing		Proficient		Distinguished		
7N5) The new teacher... Communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, families or colleagues.		7D5) The developing teacher also... Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.		7P5) The proficient teacher also... Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction and helps students self-assess and direct their own learning.		7S5) The distinguished teacher also... Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress promoting continuous growth.		
Professional Frames								
<b>Evidence of Commitment</b> Records are in order and up-to-date		<b>Evidence of Commitment</b> Current, accurate information is maintained on each student's status and progress		<b>Evidence of Commitment</b> Plans for accurate and timely feedback based on multiple data points		<b>Evidence of Commitment</b> Models strategies to keep accurate records and information		
<b>Evidence of Practice</b> Maintains confidential records of student work and performance to use when communicating student status and progress		<b>Evidence of Practice</b> Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills		<b>Evidence of Practice</b> Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth		<b>Evidence of Practice</b> Can present or act as a resource on maintaining records and the accurate use of date when communicating student		
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 7.6

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

New		Developing		Proficient		Distinguished		
7N6) The new teacher... Participates in the department, grade level and school data analyses process.		7D6) The developing teacher also... Works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions.		7P6) The proficient teacher also... Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.		7S6) The distinguished teacher also... Is capable of acting in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.		
Professional Frames								
<b>Evidence of Commitment</b> Maintains data analysis information		<b>Evidence of Commitment</b> Bases lesson design on data analysis		<b>Evidence of Commitment</b> Can model how lesson design in positively impacted by data analysis		<b>Evidence of Commitment</b> Plans for participating in a professional learning community activities		
<b>Evidence of Practice</b> Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis		<b>Evidence of Practice</b> Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice		<b>Evidence of Practice</b> Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice		<b>Evidence of Practice</b> Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis		
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		
Score =	0	1	2	3	4	5	6	7

## Teacher Growth Guide 8.1

### Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

#### Quality Indicator 1: Self-assessment and improvement

New		Developing		Proficient		Distinguished	
8N1) The new teacher...		8D1) The developing teacher also...		8P1) The proficient teacher also...		8S1) The distinguished teacher also...	
Documents a variety of self-assessment and problem-solving strategies for reflecting on practice, influencing students' growth and learning, and the complex interactions between them.		Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.		Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.		Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.	
Professional Frames							
<b>Evidence of Commitment</b> Professional development plan documents self-assessment and reflection strategies  <b>Evidence of Practice</b> Engages in self-assessment and problem solving on improving their overall impact on student learning  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Professional development plan documents ongoing self-assessment and reflection strategies  <b>Evidence of Practice</b> Observations and conferences indicate attention to reflective practice and professional improvement  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Documents reflections on his/her instructional process and results that impact future planning  <b>Evidence of Practice</b> Uses reflections to direct future instruction and monitors the progress and evaluates results  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Can provide direction and mentoring on maintaining effective professional development plans  <b>Evidence of Practice</b> Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner  <b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 8.2

Standard 8: Professionalism

Quality Indicator 2: Professional learning

New		Developing		Proficient		Distinguished		
8N2) The new teacher...  Utilizes resources available for professional learning.		8D2) The developing teacher also...  Applies knowledge gained from a variety of sources to the benefit of students in the classroom.		8P2) The proficient teacher also...  Shares expertise with colleagues to the benefit of students in multiple classrooms.		8S2) The distinguished teacher also...  Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.		
Professional Frames								
<b>Evidence of Commitment</b> A Professional Growth Plan has been developed that documents focus and priority areas		<b>Evidence of Commitment</b> Professional Growth Plan documents applied knowledge and new strategies for the classroom		<b>Evidence of Commitment</b> Professional Growth Plan documents strategies to share expertise and new strategies for the classroom		<b>Evidence of Commitment</b> Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning		
<b>Evidence of Practice</b> Uses mentor as a source of information and becomes aware of available professional learning resources		<b>Evidence of Practice</b> Practices in the classroom are impacted by new learning outside the classroom		<b>Evidence of Practice</b> Uses new learning to impact instruction and assessment with students and shares outcome with colleagues		<b>Evidence of Practice</b> Works on a review team or participates in the professional development committee to impact overall learning in the building		
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 8.3

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

New			Developing		Proficient		Distinguished	
8N3) The new teacher...  Understands the influence of district policies and school procedures on classroom structure.			8D3) The developing teacher also...  Aligns his/her classroom practices with district policies and school procedures and follows the code of conduct.		8P3) The proficient teacher also...  Is capable of assisting colleagues and mentor novice teachers in consistently implementing classroom practices with an understanding of the importance and impact of supporting policies and procedures.		8S3) The distinguished teacher also...  Where appropriate and when given the opportunity, participates and influences the framing, revision and advocating of policies and procedures.	
Professional Frames								
<b>Evidence of Commitment</b> Maintains information on school procedures and policies  <b>Evidence of Practice</b> Appropriately responds to questions regarding current school procedures and district policies  <b>Evidence of Impact</b> N / A			<b>Evidence of Commitment</b> Classroom structures and routines comply with school and district policies and procedures  <b>Evidence of Practice</b> Manages behavior, maintains records, etc in accordance with district policies and school procedures and modifies policies and behaviors as necessary  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Maintains appropriate mentor and/or peer documentation (where applicable)  <b>Evidence of Practice</b> Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures  <b>Evidence of Impact</b> N / A		<b>Evidence of Commitment</b> Prepares and documents committee work  <b>Evidence of Practice</b> Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures  <b>Evidence of Impact</b> N / A	
Score =	0	1	2	3	4	5	6	7

Teacher Growth Guide 9.1

Standard 9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members.

Quality Indicator 1: Induction and collegial activities

New		Developing		Proficient		Distinguished	
9N1) The new teacher...  Works regularly with a mentor on all standards to build an understanding of their position, roles and responsibilities.		9D1) The developing teacher also...  Participates in building a school-wide shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with her/her trained mentor to strengthen relationships in the school and community.		9P1) The proficient teacher also...  Participates in mentor training and relationship building efforts in the school, district and community and is aware of the state's mentor standards.		9S1) The distinguished teacher also...  Is capable of providing leadership in building a school-wide shared mission, vision, values and goals and is able to act as a trained mentor to assist with relationship building efforts in the school and community for the benefit of students.	
Professional Frames							
<b>Evidence of Commitment</b> Documents support and growth in mentor logs and aligned to the state's mentor standards		<b>Evidence of Commitment</b> Maintains mentor logs document support and growth and aligned to the state's mentor standards		<b>Evidence of Commitment</b> Professional Growth Plan is documentation of the mentor training		<b>Evidence of Commitment</b> Mentor logs document work with new teachers	
<b>Evidence of Practice</b> Meets regularly with a mentor to discuss all induction and socialization issues		<b>Evidence of Practice</b> Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		<b>Evidence of Practice</b> Is willing to be trained as a mentor on the state's mentor standards and to assist other new staff in their induction and socialization		<b>Evidence of Practice</b> Is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals	
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 9.2

Standard 9: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

New		Developing		Proficient		Distinguished	
9N2) The new teacher... Knows how to work with others across the system to identify and provide needed services to support individual learners and works with a mentor to assist the larger professional community.		9D2) The developing teacher also... Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs as well as with others across the system to identify and provide needed services to support individual learners.		9P2) The proficient teacher also... Consistently works with colleagues and administrators at the school level to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.		9S2) The distinguished teacher also... Is capable of taking a leadership role in working with the larger professional community and knows how to work with others across the system to identify and provide needed services to support individual learners.	
Professional Frames							
<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school		<b>Evidence of Practice</b> Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success		<b>Evidence of Practice</b> Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school		<b>Evidence of Practice</b> Actively leads in the implementation and evaluation of strategies that address needs and services in the school	
<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
Score = 0	1	2	3	4	5	6	7

Teacher Growth Guide 9.3

Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

New			Developing		Proficient		Distinguished	
9N3) The new teacher...  Seeks opportunities to develop relationships and cooperative partnerships with students, families and communities in support of student learning and well-being.			9D3) The developing teacher also...  Works with colleagues and administrators at the school and district level to cultivate partnerships with students, families and communities in support of student learning and well-being.		9P3) The proficient teacher also...  Consistently engages with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.		9S3) The distinguished teacher also...  Is capable of taking an active leadership role with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.	
Professional Frames								
<b>Evidence of Commitment</b> N / A			<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A		<b>Evidence of Commitment</b> N / A	
<b>Evidence of Practice</b> Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			<b>Evidence of Practice</b> Demonstrates regular engagement with students, families and the community to cultivate partnerships and explores ways to assess the impact of the partnerships		<b>Evidence of Practice</b> Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed		<b>Evidence of Practice</b> Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being	
<b>Evidence of Impact</b> N / A			<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A		<b>Evidence of Impact</b> N / A	
<b>Score =</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>



## Standards and Indicators in Professional Frames

(PC 19/36 = 52%) (PP 36/36 = 100%) (PI 23/36 = 63%)

St/QI	Indicator	Professional Frames		
		Comm	Pract	Impact
	<b>Content knowledge aligned with instruction</b>			
1.1	Content knowledge and academic language	X	X	X
1.2	Student engagement in subject matter		X	X
1.3	Disciplinary research and inquiry methodologies		X	X
1.4	Interdisciplinary instruction		X	X
1.5	Diverse social and cultural perspectives	X	X	X
	<b>Student learning, growth and development</b>			
2.1	Cognitive, social, emotional and physical development	X	X	X
2.2	Student goals		X	X
2.3	Theory of learning	X	X	X
2.4	Differentiated lesson design	X	X	X
2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs	X	X	X
2.6	Language, culture, family & knowledge of community		X	X
	<b>Curriculum implementation</b>			
3.1	Implementation of curriculum standards	X	X	
3.2	Lessons for diverse learners		X	X
3.3	Instructional goals and differentiated instructional strategies	X	X	
	<b>Critical thinking</b>			
4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking		X	X
4.2	Appropriate use of instructional resources to enhance student learning	X	X	X
4.3	Cooperative, small group, and independent learning		X	X
	<b>Positive classroom environment</b>			
5.1	Classroom management, motivation, and engagement		X	X
5.2	Managing time, space, transitions, and activities	X	X	X
5.3	Classroom, school and community culture		X	X
	<b>Effective Communication</b>			
6.1	Verbal and nonverbal communication	X	X	
6.2	Sensitivity to culture, gender, intellectual and physical differences		X	X
6.3	Learner expression in speaking, writing and other media		X	X
6.4	Technology and media communication tools		X	X

	<b>Student assessment and data analysis</b>			
7.1	Effective use of assessments	X	X	
7.2	Assessment data to improve learning		X	X
7.3	Student-led assessment strategies		X	X
7.4	Effect of instruction on individual/class learning	X	X	
7.5	Communication of student progress and maintaining records	X	X	
7.6	Collaborative data analysis	X	X	
	<b>Professionalism</b>			
8.1	Self-assessment and improvement	X	X	
8.2	Professional learning	X	X	
8.3	Professional rights, responsibilities and ethical practices	X	X	
	<b>Professional Collaboration</b>			
9.1	Induction and collegial activities	X	X	
9.2	Collaborating to Meet Student Needs		X	
9.3	Cooperative partnerships in support of student learning		X	

## Possible Sources of Evidence

### Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Uses a variety of supplemental materials</li> <li>• The teacher can relate the GLE's and/or CLE's to content objectives in lesson plans</li> <li>• Classroom observation data</li> <li>• Lesson plans</li> <li>• Praxis scores</li> <li>• Engagement strategies</li> <li>• Observation forms focused on student engagement</li> <li>• IPI data</li> <li>• Instruction indicates a basic level of understanding about research and inquiry methodologies</li> <li>• Can articulate the importance of students using research and inquiry methodologies</li> <li>• Lesson plans indicate inquiry and research</li> <li>• Learning activities make interdisciplinary content connections</li> <li>• Students interact with various social and cultural perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction indicates an appreciation of the complexity and ever evolving nature of the content</li> <li>• Assessment practices provide data on student's use of academic language</li> <li>• Classroom observation data</li> <li>• Student assessment data</li> <li>• Engagement strategies</li> <li>• Accepted methods of research in the content area are identifiable in lesson plans and observations of instructional practice</li> <li>• Students are engaged in inquiry and research</li> <li>• Student product or work samples demonstrate interdisciplinary themes</li> <li>• Instructional activities include global perspectives and/or critical examination of bias</li> <li>• Student understanding increases regarding national, regional and ethnic contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Students use critical vocabulary in context correctly in an instructional product</li> <li>• Primary source documents are supplemented with relevant academic material</li> <li>• Student portfolios or work samples</li> <li>• Classroom observation data</li> <li>• Student assessment data</li> <li>• Assessment practices confirm student status and progress</li> <li>• Documentation of alignment of engagement to achievement</li> <li>• Student projects require analysis of complex issues</li> <li>• Students demonstrate the ability to analyze using perspectives from a variety of disciplines</li> <li>• Conduct reviews and research to build background knowledge</li> <li>• Video student discussions</li> <li>• Students question and challenge conventional assumptions and standard approaches</li> <li>• Students can innovate and propose possible solutions to global challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Professional organization presentations and/or publications</li> <li>• Provides professional development for other teachers</li> <li>• Assessments are used to determine if students can communicate academic language effectively</li> <li>• Intervention or enrichment strategies are used based on student data</li> <li>• Research or articles</li> <li>• Observation of student led engagement strategies</li> <li>• Student self reflection log</li> <li>• Assessment data indicates that student capacity at research and inquiry has increased</li> <li>• Students use real world application of inquiry and research</li> <li>• Student products</li> <li>• Outside research/collaboration</li> <li>• Incorporates current interdisciplinary themes into classroom learning experiences</li> <li>• Real world partners interact with students</li> <li>• Students offer ideas to improve their community and world</li> </ul>

**Standard 2: Student Learning, Growth and Development**

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Maintains assessment data and records to determine individual student development</li> <li>• Instructional decisions are based on an understanding of how students develop</li> <li>• Assessment data</li> <li>• Lesson plans</li> <li>• Classroom observation data</li> <li>• Students exhibit responsible behavior in the classroom/school</li> <li>• Posted rules, procedures, etc.</li> <li>• Student planners</li> <li>• Formal/informal assessments</li> <li>• Demonstrates knowledge of community culture and values</li> <li>• Demonstrates a respectful regard for each student</li> <li>• Accurately maintains records on student's experiences, styles, intelligences, strengths and needs</li> <li>• Professional growth plan</li> <li>• Personnel file</li> <li>• Teacher interview</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Examples or research on models of growth and development are used as a resource</li> <li>• Current information on models of growth and development are reviewed regularly and applied</li> <li>• Articles and research on growth and development</li> <li>• Classroom practices, routines and instruction emphasizes students setting goals</li> <li>• Assessment data verifies that student goals have been met</li> <li>• Alignment of class work with planner</li> <li>• Demonstrates understanding of student's demographic and biographical data</li> <li>• Seeks feedback from parents and students regarding teacher respect</li> <li>• Learning activities highlight and build off students individual characteristics</li> <li>• Lesson plans</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data informs decisions on instruction and learning activities</li> <li>• Lesson plans</li> <li>• Classroom observation data</li> <li>• Students engage in self-reflection practices in regards to setting goals and organization</li> <li>• Rubrics and scoring guides</li> <li>• Self reflection document</li> <li>• Classroom routines and procedures highlight student respect for others</li> <li>• Reads appropriate articles, publications, etc. and documents in their professional growth plan</li> <li>• Educational environment appears welcoming, stimulating and inviting</li> <li>• Environment includes samples of student work</li> <li>• Student and/or parent feedback</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Shares assessment data and practices with colleagues</li> <li>• Meeting agenda's showing collaboration</li> <li>• Professional growth plans</li> <li>• Assist colleagues on setting appropriate classroom routines and procedures</li> <li>• Students work productively to achieve learning goals</li> <li>• Student portfolios; observations</li> <li>• Communication with families is regular and respectful</li> <li>• Engages in community activities</li> <li>• Mentors new teachers and provides assistance on using theories of learning in the classroom</li> <li>• Feedback from students and parents (e.g. surveys that indicate trust and positive relationships exist in the classroom)</li> <li>• Reports from parents/counselors</li> <li>• Student inventories in preparation of differentiated instruction</li> <li>• Student and parent surveys</li> </ul>

**Standard 3: Curriculum Implementation**

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon student, district and state standards data.

<b>New</b> For the new teacher...	<b>Developing</b> For the developing teacher...	<b>Proficient</b> For the proficient teacher...	<b>Distinguished</b> For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Aligns classroom activities to state and district standards</li> <li>• Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities</li> <li>• A connection is present between learning activities and needs of diverse learners</li> <li>• Engages in evaluation practices relative to long and short-term goals</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards</li> <li>• Classroom observations verify a variety of learning experiences occur</li> <li>• Use of a variety of activities (i.e. instructional approaches, learning modalities, etc.)</li> <li>• Ongoing assessment of diverse learning needs provides direction for future lessons</li> <li>• Resources used support the needs of diverse learners and enhance instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Essential learning outcomes of a unit are identified</li> <li>• Use of specific learning activities to address curriculum objectives</li> <li>• Student data indicates objectives are mastered</li> <li>• Teacher reflection indicates the utilization the collection of data to influence instructional planning, pacing and delivery</li> <li>• Teacher reflection indicates analysis, adjustments and modification of instructional planning implementation to achieve increased student success</li> </ul>	<ul style="list-style-type: none"> <li>• Serves on curriculum review committees</li> <li>• Participates in formal and informal collegial support activities including curriculum review committees</li> <li>• Administrative observation indicates both formal and informal collegial interaction and support</li> <li>• Is able to assist colleagues in evaluating lessons relative to long and short-term goals</li> <li>• Can offer presentations or act as an ongoing resource in curricula areas</li> <li>• Attendance on committees</li> </ul>

**Standard 4: Critical Thinking**

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including technological resources.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Lesson plans indicate intentional instructional strategies to activate student engagement</li> <li>• Student work and feedback demonstrate basic understanding of the concept of critical thinking and steps necessary to problem-solve</li> <li>• Understands how to use instructional resources including technology to enhance the teaching and learning process</li> <li>• Can transition into, facilitate and manage individual and cooperative learning activities</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Learning activities require students to use higher order thinking and problem-solving skills</li> <li>• Observations (e.g. classroom walk-through) includes an instructional strategies checklist and provides data on percentage of students engaged</li> <li>• Student understanding and use of technological literacy as it applies to modern industry and communication</li> <li>• Demonstrates the ability to determine which learning situation is most appropriate for which lesson</li> <li>• List of instructional resources</li> <li>• Alignment between resources and strategies to promote critical thinking and problem-solving</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans indicate the use of a range of instructional techniques and resources</li> <li>• Anecdotal data and formative evaluations consistently reveal the use of effective instructional techniques</li> <li>• Student assessment data indicates a positive impact of instructional resources on student learning</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>	<ul style="list-style-type: none"> <li>• The use of advanced instructional techniques are confirmed through a high level of student achievement</li> <li>• Feedback from peers and mentees indicate effective instructional leadership</li> <li>• Students are engaged in the skills of analysis, synthesis and interpretation</li> <li>• Students are able to create original products using aspects of technology literacy</li> <li>• Essential questions to expand critical thinking skills</li> <li>• Open-ended projects including multiple solutions</li> <li>• Class debates to defend solutions</li> </ul>

**Standard 5: Positive Classroom Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Motivation and engagement strategies</li> <li>• Organizes classroom and routines with regard to management of time, space, transitions and activities</li> <li>• Engages in practices to learn the culture of the school and community</li> <li>• Lesson plans indicate influence of culture on learning</li> <li>• Teacher interviews</li> <li>• Pre-post conferences</li> <li>• Attendance at community and school events</li> </ul>	<ul style="list-style-type: none"> <li>• Uses motivation and engagement strategies in the classroom</li> <li>• Self-reflects on the effectiveness of motivation and engagement strategies</li> <li>• Student engagement levels are impacted by time, space, transitions and activities</li> <li>• Classroom environment is impacted by the culture of the school and community</li> <li>• Pre-post conference</li> <li>• Self-reflection notes</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflects and evaluation on the effectiveness of motivation and engagement strategies guides future use</li> <li>• Engagement data indicates a strong impact from the management of time, space, transitions and activities</li> <li>• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community</li> <li>• Self-reflection notes</li> </ul>	<ul style="list-style-type: none"> <li>• Continually refines the use of motivation and engagement strategies based on evaluation data</li> <li>• Students are self-directed as a result of the management of time, space, transitions and activities</li> <li>• Students participate in forming the classroom environment based on the culture of the school and community</li> <li>• Students participate in evaluating the environment of the classroom and school and its impact on learning</li> <li>• Professional development plan</li> <li>• Observation focused on self-directed student engagement</li> </ul>

**Standard 6: Effective Communication**

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

New For the new teacher...	Developing For the developing teacher...	Proficient For the proficient teacher...	Distinguished For the distinguished teacher ...
<b>Possible Sources of Evidence</b>			
<ul style="list-style-type: none"> <li>• Uses correct grammar in classroom communication and materials</li> <li>• Exhibits understanding of and empathy toward student needs</li> <li>• Plans for expanding students ability to speak, write, listen and use other media</li> <li>• Connects use of technology and media communication tools to enhance learning activities</li> <li>• Newsletters, memos, letters, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.</li> <li>• Students demonstrate understanding of and empathy toward others</li> <li>• Lesson plans indicate an effort to expand students ability to speak, write, listen and use other media</li> <li>• Demonstrates how technology and media communication tools can enhance student learning</li> <li>• Student work samples; portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strategies to assess the impact of their communication</li> <li>• Guides students to use effective communication</li> <li>• Students understand differences in culture, gender and intellectual and physical differences</li> <li>• Students evaluate the effectiveness of their own speaking, writing, listening and use of other media</li> <li>• Students are able to select appropriate technology and media communication tools to support their learning</li> <li>• Student data indicating effective and correct communication</li> <li>• Lesson plans indicating activities on respect</li> <li>• Writing assignments</li> <li>• Student work samples; portfolio projects</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>Assists other colleagues with creative effective, correct communication</li> <li>• Contributes to the overall effective and correct communication coming from the school to the larger community</li> <li>• Students exhibit behaviors that demonstrate respect for others</li> <li>• Students encourage and model respect for one another</li> <li>• Expands their understanding of how technology and media communication tools can enhance learning activities</li> <li>• Evidence of assistance in helping colleagues with communication</li> <li>• School newsletters, website, memos, etc.</li> <li>• Presentation materials, newsletters, letter to editor, etc.</li> <li>• Mentor log</li> </ul>



## Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Assessment data guides decisions about specific learning goals</li> <li>• Teacher created assessments</li> <li>• Formal assessments</li> <li>• Data information and assessment results</li> <li>• Lesson plans using data</li> <li>• Creates connections on how each assessment format demands particular types of knowledge/skills</li> <li>• Various assessments</li> <li>• Scoring guides</li> <li>• Reflective dialogue on the lesson plan of how the new teacher uses group instructional data to impact learning</li> <li>• Is responsible and knowledgeable when communicating student status and progress</li> <li>• Communication logs</li> <li>• Samples of student progress reports</li> <li>• Participates in data team training or works with mentor on data analysis</li> <li>• Attendance record/sign-in sheet</li> <li>• Meeting notes</li> <li>• Mentor log</li> </ul>	<ul style="list-style-type: none"> <li>• Has assessment data on student status and progress prior, during and after instruction</li> <li>• A plan of assessments that addresses learning goals</li> <li>• Using pre and post results or other comparison data to confirm growth in learning</li> <li>• Trend data</li> <li>• Student learning goals</li> <li>• Samples of written feedback to students that were done in a reasonable timeframe</li> <li>• Information to plan mature lesson plans</li> <li>• Adjustments or modifications to lessons</li> <li>• Can provide evidence that confirms students status and progress</li> <li>• Samples of progress reports using concrete student data</li> <li>• Evidence of student progress</li> <li>• Participates in meetings with other colleagues regarding data analysis</li> <li>• Uses information or collective decisions to inform practice</li> <li>• Meeting notes</li> <li>• Study Group log/minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment data accurately describes the status and progress</li> <li>• Student work samples, projects</li> <li>• Use of rubrics</li> <li>• Unit instructional and assessment plan</li> <li>• Students clearly understand expectations and work to achieve them</li> <li>• Student learning goals</li> <li>• Student data folder or portfolio</li> <li>• Conducts further observations and collection of data to confirm impact</li> <li>• Mature lesson plans that address both whole class and individual needs</li> <li>• Examples of modifications</li> <li>• Samples of progress reports using multiple forms of concrete student data</li> <li>• Samples of opportunities for feedback from parents or others</li> <li>• Attendance record/sign-in sheet</li> <li>• Meeting notes</li> <li>• Study Group log/minutes</li> <li>• Evidence of changed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Assists students and colleagues in the accurate use of assessment data</li> <li>• Mentor log</li> <li>• Running Records or Running Charts</li> <li>• Students assist with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals</li> <li>• Samples of student goals statements</li> <li>• Feedback from colleagues</li> <li>• Adjusts instruction to maximize student learning of instructional objectives</li> <li>• Presentation materials</li> <li>• Examples of modifications</li> <li>• Assists with helping others understand data analysis and how it can impact practice</li> <li>• Attendance record/sign-in sheet</li> <li>• Meeting notes</li> <li>• Study group log/minutes</li> <li>• Evidence of changed practice</li> </ul>

**Standard 8: Professionalism**

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

New	Developing	Proficient	Distinguished
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Lesson planning shows the use of self-assessment to allow for instructional change</li> <li>• Professional growth plans</li> <li>• Meetings with mentor</li> <li>• Mentor log</li> <li>• List of resources examines classroom structure to ensure compliance</li> <li>• Answers to policy and procedure questions</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson planning shows continuing growth in the use of self assessment to improve instruction</li> <li>• Professional growth is aligned to new learning at conferences, in articles, etc.</li> <li>• Practices in the classroom are impacted by new learning outside the classroom</li> <li>• Evidence of change in instruction based on professional learning (lesson plans, behavior logs, professional growth plans)</li> <li>• Behavior management plans and lesson plans</li> <li>• Attendance data, classroom rules, etc.</li> <li>• Documented changes to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of data team, grade-level or vertical teaming participation</li> <li>• Agenda or minutes from meetings</li> <li>• Student growth data</li> <li>• Demonstrates new learning for colleagues or is available to provide support</li> <li>• Presentation artifacts: agenda, hand outs, video</li> <li>• Student growth data demonstrating impact</li> <li>• Mentoring logs</li> <li>• Committee Participation</li> <li>• Can act as a peer observer to ensure alignment and compliance of colleagues practice to policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Works with colleagues to become a reflective practitioner</li> <li>• Meeting notes indicate leadership role</li> <li>• Data from colleagues self-reflection practice</li> <li>• Engages in a strategy to evaluate the effectiveness of overall learning in the building</li> <li>• Meeting minutes from review team or professional development committee</li> <li>• Evaluation data</li> <li>• Presentation artifacts – agenda, hand outs, video</li> <li>• Professional membership and /or committee leadership</li> <li>• Regional or state committees</li> <li>• Presentation materials</li> </ul>

**Standard 9: Professional Collaboration**

The teacher has effective working relationships with students, parents, school colleagues and community members.

<b>New</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
For the new teacher...	For the developing teacher...	For the proficient teacher...	For the distinguished teacher ...
<ul style="list-style-type: none"> <li>• Mentor log</li> <li>• Vision, mission and goals posted or accessible</li> <li>• Professional Growth Plan</li> <li>• Works to meet colleagues and begin to build relationships</li> <li>• School services and needs</li> <li>• Knowledgeable of staff and positions</li> <li>• Works to understand concerns and needs regarding student learning and well-being</li> <li>• Participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Knowledge of students and families and community issues</li> </ul>	<ul style="list-style-type: none"> <li>• Contributes to supporting progress on the mission, vision and goals</li> <li>• Mentor log</li> <li>• Documentation of participation hours on PDC and in professional development; reflection on progress</li> <li>• Participates in professional community structure and meetings</li> <li>• Meeting attendance</li> <li>• Documented discussions and recommendations</li> <li>• Demonstrates regular participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Assessment data on participation impact</li> </ul>	<ul style="list-style-type: none"> <li>• Is willing to be trained as a mentor to assist other new staff</li> <li>• Reflection on goal progress</li> <li>• Documentation of mentor training</li> <li>• Is an active and engaged member of the professional learning community within the school</li> <li>• Documented strategies</li> <li>• Meeting notes and agendas</li> <li>• Demonstrates in ongoing participation in school-wide activities and events like parent conferences, parent teacher org, etc.</li> <li>• Evaluation data on the impact of partnerships on student learning and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Assists with assessing the progress or revising the mission, vision and goals</li> <li>• Attendance on review committee</li> <li>• Service as a mentor</li> <li>• Documentation of leadership roles</li> <li>• Implements and evaluates strategies that address needs and services in the school</li> <li>• Meeting notes and agendas</li> <li>• Evaluation data</li> <li>• Advocates for changes that support student learning and well-being</li> <li>• Documented leadership role</li> <li>• Documented recommendations or changes</li> </ul>

## Appendix C

### Missouri Professional Frames



# Professional Frames of the Educator

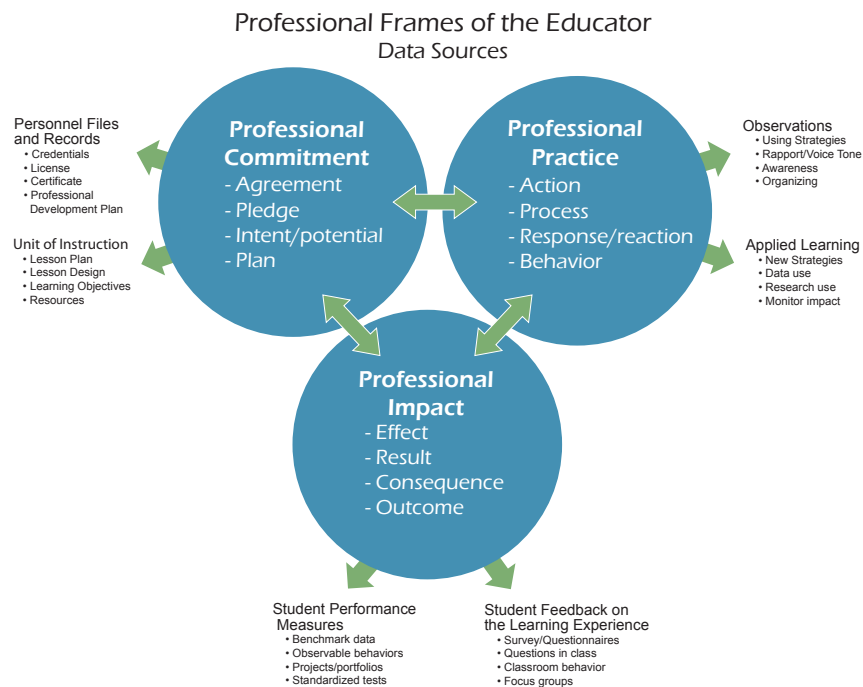
MISSOURI'S EDUCATOR EVALUATION SYSTEM

© 2012 Missouri Department of Elementary and Secondary Education

## Professional Frames of the Educator

The teacher, leader and superintendent standards and quality indicators draw evidence from three professional frames at each level of the professional continuum. This reflects the research base on educator development as well as feedback from Missouri educators on how to make the standards meaningful to teachers and leaders. The three frames are professional commitment, professional practice and professional impact. These frames, which together constitute a determination of educator effect, organize the standards and indicators to facilitate the improvement of effective practice of teachers and leaders.

Establishing a reliable determination of educator effect requires the use of multiple criteria. Research from the Measures of Effective Teaching (MET) Project confirms that a combination of measures has the greatest potential for a reliable assessment of performance. Data sources specific to each of the three professional frames provides a reliable process to establish current levels of practice, accurately promote and document growth, and determine overall educator effect.



### Professional Commitment

The professional commitment frame is a source of evidence related to the professional agreements a teacher and leader make as a result of their role as educator. This includes the planning and the intent behind their efforts as an educator, or their quality as teacher or leader. Measures of evidence articulated through Growth Guides for each indicator in this frame verify that the teacher or leader is fulfilling these essential agreements. The primary data sources for the professional commitment frame are personnel files and records and the quality of instruction and school/district improvement plans.

## Professional Impact

The professional impact frame is a source of evidence related to the effect, consequence or result that occurs due to the behaviors and commitments of the teacher and leader. This includes the outcomes the educator intends as a result of the quality of the teacher and their teaching, or the leader and their leading. Measures of evidence articulated through growth guides for each indicator verifies the extent to which the teacher or leader has had an impact. Teachers fulfilling their professional commitment and engaging in proven practices create measureable impact. The primary data sources for the professional impact frame comes from student performance measures and student feedback.

### Professional Impact Data Source: Student Performance Measures

The ultimate goal of schooling is the improvement of student performance. Measures of the performance of students are not only appropriate but essential to determining overall educator effect. Multiple measures are far more reliable than single measures. These multiple measures may include, among others: common, benchmark and formative district-generated assessments; peer reviewed performance assessments; mutually developed student learning objectives by evaluator and teacher; student work samples such as presentations, papers, projects, portfolios; individualized student growth objectives defined by the teacher; and valid, reliable, timely and meaningful information from standardized testing, which serves to verify the overall accuracy of the evaluation process. Student performance data should be combined with other sources to determine overall educator effect.

### Professional Impact Data Source: Student Feedback on Performance

Feedback data introduces a variety of perspectives into the process of determining educator effect. Overall reliability increases as a result of the varied perspectives. These perspectives represent the voice of the recipient, whether it be that of a student, parent, community member or staff member. Feedback data can be collected in a wide variety of formal and informal ways including surveys, focus groups, meetings, interviews, questionnaires, general conversations, etc. Feedback on performance data should be combined with other data sources to determine the overall educator effect.

## Appendix D

### **Policy Analysis of the Missouri Performance Based Teacher Evaluation Pilot Policy Informed Consent**

This form requests your consent to participate in a research study that explores the perceptions of state elected officials, leaders in state-level education governance, and leaders of public schools with respect to the need for reform of Missouri's Performance Based Teacher Evaluation Pilot Policy.

The project is initiated by Tammy Bunch, a doctoral student of the University of Missouri, as part of the requirements for a degree in Educational Leadership and Policy Analysis. I am working under the direction of my advisor, Dr. Edmonds (660) 853-9087. Data collection and analyses will be completed by Tammy, and the interviews will take approximately 45 minutes.

Project Description: This research project involves interviews with state elected officials, leaders in state-level education governance, and leaders of public schools who have participated in the development of the Missouri Performance Based Teacher Evaluation Pilot. The interviews will be conducted in an effort to gain an understanding of how and why the Missouri Performance Based Teacher Evaluation Pilot was developed.

Potential Benefits and Concerns: Findings of this project will be written up in my dissertation to be read by professors and kept in archival data for the University of Missouri-Columbia for anyone's reading. Findings may also be used in articles, presentations, and other publications to inform a national and international audience. Names of interviewees will be kept confidential and pseudonyms will be used. There will be no benefit to interviewees as a result of participation. A concern, with respect to participation, would be the time required to participate in a 45 minute interview.

Confidentiality: All information associated with project participants will be kept in a locked file box accessible only to the researcher. In accordance with the Federal regulations and the University of Missouri, the research materials will be kept for a period of 7 years after the completion of the research project. All names will be changed to pseudonyms for the purpose of keeping participants anonymous. No comments will be attributed to you by name in any reports or publications related to this study. You may be identified by category (e.g., state elected official, leader in state-level governance, public school leader), but a pseudonym will be used in place of your name in all reports.

Audio Recording and Surveys: All interviews will be audio recorded, unless you prefer to have the interview conducted without recording. If you agree to have the interview recorded, you have the right to request the recorder be stopped at any time—either to stop the interview completely or to continue the interview unrecorded.

Participation is Voluntary: Your participation is entirely voluntary, and you can decline to answer any questions you do not wish to or withdraw your participation in this study at any time without penalty. You can freely withdraw from the project at any time without negative consequences, and all data pertaining to you will be destroyed.

Participation Details: In November and December the researcher will conduct one on one interviews with participants at a location and time convenient for them.

Questions: Please contact Tammy Bunch (816-830-5945 or bunchy2021@gmail.com ) with any questions or concerns. If you have questions about your rights as a research project participant, you may contact the MU Institutional Review Board at 573-882-9585.

On the back: Please check the appropriate line to indicate that you have read and understand this letter:



\_\_\_\_\_ I agree to participate, and I give consent to the online survey (teachers/ administrators/leaders) or paper survey (parents). At any time I may stop the survey and drop out.

**Next:**

\_\_\_\_\_ I agree to participate, and I give consent that the interview or focus group can be audio recorded. At any time I may ask that the recorder be stopped.

**OR:**

\_\_\_\_\_ I agree to participate, but do not give consent to audio tape the interview.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix E

Individual Interview Questions

Interviewee: \_\_\_\_\_ Position:  
\_\_\_\_\_

Date: \_\_\_\_\_ Location:  
\_\_\_\_\_

1. Question and Response: Describe your roll in the development of the Missouri Performance Based Teacher Evaluation Pilot Policy

---

Goal—Description of the role the interviewee played in developing the Missouri Performance Based Teacher Evaluation Pilot Policy

Non-verbal:     Facial expression (+/-)       posture (+/-)  
                   tone (+/-)                               animated

Communicate Style:     casual                               formal

Key Concepts:

---

4. **2. Question and Response:** Why did the Missouri Performance Based Teacher Evaluation system move to the piloted PBTE system which began in 2012?

a. If needed—Tell me why there was a revision to the Missouri Performance Based Teacher Evaluation System.

---

Looking for best practice ideas, accountability, administrator as instructional leader, teacher development, student achievement

Non-verbal:  Facial expression (+/-)       posture (+/-)  
 tone (+/-)                                       animated

Communicate Style:  casual                                       formal

Key Concepts:

---

1. 3. Question How did the Missouri Performance Based Teacher Evaluation system move to the piloted system which began in 2012?

a. If needed—Describe the process you went through to develop the Missouri Performance Based Teacher Evaluation Pilot.

---

Looking for a detailed description of the process to develop the Missouri Performance Based Teacher Evaluation Pilot.

Non-verbal:  Facial expression (+/-)  posture +/-  
 tone (+/-)  animated

Communicate Style:  casual  formal

Key Concepts:

---

1. 4. Question: What are your perceptions of the need for reform of Missouri's Performance Based Teacher Evaluation system?
  - a. If needed—Explain the purpose of the Missouri Performance Based Teacher Evaluation system.
  - b. If needed— Describe the need for developing the Missouri Performance Based Teacher Evaluation system.
  - c. Describe how the piloted system is different from the prior system.

- 
- Non-verbal:    Facial expression (+/-)       posture ( +/-)  
                   tone (+/-)                                       animated
- Communicate Style:    casual                                       formal

Key Concepts:

---

## Appendix F

### Letter of Recruitment

March 5, 2013

Dear Sir or Madam,

I am currently conducting a research study in an effort to complete my doctoral studies through the Educational Leadership and Policy Analysis program with the University of Missouri. I am interested in gaining your participation. Your contribution to the research will be an interview which should take no longer than 45 minutes and will be conducted at a time and place convenient to you.

**Title of the study:**

A Policy Analysis of the Missouri Performance Based Teacher Evaluation Pilot

**Purpose of the study:**

To explain the development, purpose, and intended outcomes of the Missouri Performance Based Teacher Evaluation Pilot by hearing perceptions of elected officials, leaders in state-level governance, and leaders of public schools who have been involved with the development of the teacher standards and/or the teacher evaluation instrument.

Before you agree to the interview I can confirm that:

- The University of Missouri Institutional Review Board has given permission for this research to be carried out.
- With your permission will the interview will be recorded.
- A transcript of the interview will be sent to you after the interview.
- Your anonymity will be maintained at all times and no comments will be ascribed to you by name in any written document or verbal presentation. Nor will any data be used from the interview that might identify you to a third party.
- You will be free to withdraw from the research at anytime and/or request that your transcript not be used.
- A copy of the interview questions will be sent to you seven days before the interview.
- I will write to you on completion of the research and a copy of my final research report will be made available to you upon request.

I sincerely hope that you will be able to help me with my research. If you have any queries concerning the nature of the research or are unclear about the extent of your involvement in it please contact email me at [bunchy2021@gmail.com](mailto:bunchy2021@gmail.com) or 816-830-5945. Thank you for taking the time to consider my request and I look forward to your reply.

Sincerely,

Tammy Bunch  
University of Missouri  
Educational Leadership and Policy Analysis Doctoral Student

## VITA

Tammy Bunch grew up in Spring Hill, Kansas. She has lived the past eighteen years in Kansas City, Missouri. She earned her Bachelor's Degree from Park University in 2000. In 2005 she earned a Master's Degree in School Counseling from the University of Missouri Columbia. In 2009 she earned a Specialist Degree in School Administration from Northwest Missouri State University. She started her career as an educator in August of 2001 as a classroom teacher. For five years she taught 3<sup>rd</sup>-5<sup>th</sup> grades. She has spent the past seven years as an elementary school counselor. In addition to serving as the counselor of an elementary school, she has spent the past three years serving in the role of lead elementary counselor for her school district. Tammy will graduate with her doctorate in Educational Leadership and Policy Analysis in May of 2013 from the University of Missouri Columbia.