TEACHER PERCEPTIONS OF CHANGE: AN EVALUATION OF THE NETWORK FOR EDUCATOR EFFECTIVENESS SYSTEM

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ABSTRACT

The purpose of this study was to examine teachers' perceptions of change impacted by the Network for Educator Effectiveness teacher evaluation system as presented by the University of Missouri. The study gathered teachers' perceptions of the impact NEE had on their teaching, specifically noting changes in teaching practice. This information served as an evaluation of the program and will be used to guide its further development.

The study was guided by the following research questions. What are teachers' perceptions of change impacted by the Network for Educator Effectiveness based on the framework presented by Kim Marshall? Specifically, what changes have been made as a result of the mini-observations, unit of instruction evaluation, professional development plan, and student survey data?

Data for the study was collected through focus group interviews and surveys. The population included two small southwest school districts in Missouri that had implemented the NEE system. An interpretive analysis of data was done to make the following conclusions. The mini-observation piece has affected the most change in classroom instruction. The unit of instruction evaluation, professional development plan and student survey data have affected little change due to incomplete or improper implementation. It is recommended that the NEE system continue with further implementation to see a greater effect on change.