

## Public Abstract

First Name: Victoria

Middle Name: Mechelle

Last Name: Hughes

Degree: EdD

Academic Program: Educational Leadership and Policy Analysis

Adviser's First Name: Sandy

Adviser's Last Name: Hutchinson

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term: Fall

Graduation Year: 2006

Title: Teacher Evaluation Practices and Teacher Job Satisfaction

Determining teacher quality has become a critical focus for public school administrators. Recruitment and retention of quality teachers is not only beneficial for continual student achievement but cost effective for school districts. This qualitative study was conducted administering survey and questionnaire instruments to all certificated teachers in a rural, mid-size school district located in the mid-west.

The purpose of this study was to determine the relationship between teacher evaluation practices and teacher job satisfaction as measured by the Teacher Evaluation Profile and one subscale of the Teacher Job Satisfaction Questionnaire. The data from both instruments were analyzed using the Pearson product-moment. Demographic data pertaining to gender, years of teaching experience, and teaching assignment grade level were collected and were used as predictors for multiple regression analyses.

A statistically significant correlation was found between one subscale of the Teacher Evaluation Profile and one subscale of the Teacher Job Satisfaction Questionnaire. The knowledge base regarding teacher job satisfaction is enhanced.