

IMPLEMENTATION OF A NEW TEACHER EVALUATION PROGRAM: PRINCIPAL AND TEACHER PERCEPTIONS

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ABSTRACT

This study examined the implementation of the Network for Educator Effectiveness (NEE) teacher evaluation system within two Missouri schools, one high school of 1,000 students and another with 350. Framed by theories of sense-making and policy implementation, the study asked: How is the NEE teacher evaluation system being implemented within two different-sized Missouri school districts? This study collected the following: 64 surveys from teachers and school leaders, 16 observations of teacher evaluations, and 22 interviews of the teachers and leaders involved in those evaluations.

Findings suggest that each school's context shaped how teacher evaluation was implemented. While the larger school operated from a structural framework, the smaller school operated from a human resource framework. When the observations occurred, the length of the observation, and how the teachers received the results of their evaluation were experienced differently between the two differently sized school districts operating from different frameworks.

Listening to the voices of administrators and teachers at the local level will not only help foster a better teacher evaluation system, but also in the end produce a better educational system for students.