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AN INVESTIGATION OF RESEARCH-BASED TEACHING PRACTICES THROUGH THE
TEACHER EVALUATIONS IN INDIANA PUBLIC SCHOOLS

A Dissertation

Presented to

The College of Graduate and Professional Studies

Department of Educational Leadership

Indiana State University

Terre Haute, Indiana

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

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May 2014

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Keywords: teacher evaluation, student achievement, teacher effectiveness, teacher quality,
research-based teaching practices

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ABSTRACT

The purpose of this study was to identify if a relationship existed between the implementation of professional evaluation processes and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers. The variables of professional development on the evaluation model and the principal's years of experience, degrees contained, and types of degrees were factored into the analysis. For this study, principals were surveyed to identify the teacher evaluation model used in the school along with professional development, years of experience, degrees, and types of degrees. In addition, the principals identified the use of research-based teaching practices in the school, prior to and after implementation of the teacher evaluation model. Teachers within the evaluation model were surveyed to ascertain the use of research-based teaching practices, prior to and after implementation of the model within their schools. Through the principal and teacher surveys, the following questions were researched. Is there a significant difference in principals' perceptions regarding the use of research-based teaching practices prior to and after implementation of different teacher evaluation models? Are there any differences reflected among the models? Is there a significant difference in teachers' perceptions regarding the use of research-based teaching practices prior to and after implementation of different teacher evaluation models? Are any differences reflected among models? Is there a relationship between principal and teacher perceptions regarding the use of research-based teaching practices prior to and after implementation of different teacher evaluation models? Are any relationships more significant

in some models than others? Do principal variables of professional development, years of experience, degrees, and type of degrees predict principal perceptions regarding the use of research-based teaching practices of different evaluation models? Based on the findings, this study determined a relationship existed between principals' and teachers' perceived use of research-based teaching practices after the implementation of the teacher evaluation model. However, statistically significant differences did not exist in the principals' and teachers' perceptions in the use of research-based teaching practices after implementation of the teacher evaluation models. The principal variables of professional development, years of experience, degrees, and types of degrees were not predictors in the perceived use of research-based teaching practices prior to and after implementation of either category of teacher evaluation model of RISE Evaluation and Development System or adopted models.

ACKNOWLEDGEMENTS

My deepest appreciation is felt to the various people who provided me with support, understanding, and guidance to complete a rigorous process that enabled me to grow professionally and personally. I wish to thank my dissertation committee chair, Dr. Ryan Donlan, for his support and for demanding the most out of this experience. You have constantly challenged me live up to my potential and provided guidance to achieve my very best.

I would also like to thank my other dissertation committee members, Dr. Steve Gruenert and Dr. Dawn McGrath. Dr. Gruenert ensured that I respected the importance of being a scientist and developed analytical skills necessary to complete a dissertation. Dr. McGrath provided leadership in the opportunity of a cohort in Kokomo and supported me along the way. Also, I would like to thank Dr. Michael Langevin for providing support and guidance during the development of this dissertation.

Thank you to the Kokomo cohort. The collaboration and reflection throughout the experience was invaluable. I would like to specifically thank Lynn Daanen, Teni Helmberger, and Katie Reckard for participating with me in this life-changing experience.

A special thank you goes to the principals and teachers of the elementary schools who participated in this study and took the time to provide the needed information. To my parents, for providing me with support as I continued in my educational career: Without your persistence and upbringing, I would not have developed the desire to complete this degree. Finally, I would like to thank my wife, Rachel, whose support and understanding made this a reality. Without her

love and commitment, this would not be possible. Her patience, compassion, and strength provided me with the perseverance to continue through this process. To my children, Isabella and Emilia, who I hope develop the same desire and commitment to pursue the most out of an education and a passion for life-long-learning: It is possible for both of you to pursue and experience your goals.

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CHAPTER 1

INTRODUCTION TO THE STUDY

One of the most important factors in student achievement is the teacher (Cybulski, Hoy, & Sweetland, 2005; Heck, 2006, 2007; Jackson & Lunenburg, 2010; Mendro, 1998; Munoz & Change, 2008; Palardy & Rumberger, 2008; Patrick & Smart, 1998; Stronge, Ward, & Grant, 2011; Wright, Horn, & Sanders, 1997). The teacher is responsible for delivering quality curriculum to foster the academic growth of students including the deployment of behaviors, principles, and methods in order to make the difference in student achievement (Jackson & Lunenburg, 2010). Through efforts, the teacher creates an environment of learning. Curriculum, instruction, and assessments are aligned to develop a clear, coherent vision toward this end (Jackson & Lunenburg, 2010). This vision of the learning process is then transferred to the students for academic gain.

Attempts at quantifying teacher quality have recognized that effective teaching is key in producing academic growth in students, evidenced by Sanders and Horn (1998), who noted the three most important factors impacting student gain are differences in classroom, teacher effectiveness, and prior achievement level of the student. Further evidence included a study conducted in Tennessee called the Tennessee Class Size Experiment, or Project STAR, in 1999 involving 79 school districts (Haycock & Crawford, 2008). Results showed that differences in achievement scores of students taught by the top 25th percentile teachers, compared to the

remaining 75th percentile teachers, were over one-third of a standard deviation higher in reading and almost a half of a standard deviation higher in mathematics (Nye, Konstantopoulos, & Hedges, 2004).

An additional study conducted from 2000 to 2003 in Los Angeles, California, yielded similar results (Haycock & Crawford, 2008). Research in the Los Angeles Unified School District demonstrated that students taught by the teacher at the “top quartile of effectiveness advanced, on average, five percentile points higher each year relative to peers, where-as those taught by teachers in the bottom quartile of effectiveness lose, on average, five percentile points relative to their peers” (Haycock & Crawford, 2008, p. 14).

These research studies from Tennessee and Los Angeles align with research conducted by Heck (2007), which demonstrated that higher teacher quality was associated with reducing the gaps in student learning among demographic factors of social class, race, and ethnicity. The student achievement in each of the demographic groups of students continued to increase when taught by highly effective teachers. Students having two consecutive teachers a standard deviation above the mean in effectiveness increased their achievement in reading (Heck, 2006).

Of great importance, thus, is a school leader’s ability to recognize and properly evaluate quality teaching when it is occurring. Measuring the teacher’s successful implementation of the behaviors, principles, and methods, however, is difficult in the teacher evaluation process. Principals’ observations provide elements of teacher quality not seen in test scores (Rockoff, 2004). However, consensus among researchers, policymakers, and practitioners regarding quality teaching practices does exist, in term of the practices of developing a quality curriculum aligned to learning objectives, implementing sound instructional strategies, monitoring student learning, creating a positive learning environment, and ensuring positive interpersonal behavior

between teacher and student (Danielson, 2007; Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2012; Kyriakides, 2005; Marzano, Frontier, & Livingston, 2011; Stronge, 2007).

The implementation of quality teaching practices through competencies can be measured by an evaluation model, as long as the evaluator focuses on these competencies.

Current educational reform emphasizes the development of teacher evaluation models connected to student achievement. One such example can be found in Indiana. In the state of Indiana, school districts are required to adopt or develop a model that includes teacher competencies in the context of student performance data, Public Law 90 (Staff Performance Evaluation, 2012). This teacher evaluation model includes a framework that strives to measure research-based teaching practices while including student performance data to measure teacher effectiveness. Although the former may include a certain degree of subjectivity by the building principal performing the evaluation, this model seems to be in line with research in that principals noted the utilization of both subjective and objective measures has the potential to effectively rate teachers (Rockoff & Speroni, 2010).

Statement of the Problem

Public Law 90 (Staff Performance Evaluation, 2012) requires school districts in Indiana to annually evaluate certified staff members while using student performance data. According to legislation, student performance data must significantly inform the teacher evaluation. Each school district has the option of adopting the RISE Evaluation and Development System or implementing an adopted model (Indiana Department of Education [IDOE], 2012a). Even though either method is impacted by student performance data, most models require additional ratings by an evaluator focused on competencies. The principal still must observe and evaluate a teacher, thus bringing in the notion of subjectivity. These observations impact the overall

effectiveness ratings of the teacher and provide feedback specific to the teaching practices.

Several teacher evaluation models have rubrics that describe the different levels of implementation of research-based teacher practices (Danielson, 2007; Marzano et al., 2011; National Institute for Excellence in Teaching, 2012). For instance, the RISE evaluation and development system (IDOE, 2012b), the Danielson framework (Danielson, 2007), the Marzano teacher evaluation model (Marzano et al., 2011), and the System for Teacher and Student Advancement (formerly known as the Teacher Appraisal Program or TAP; National Institute for Excellence in Teaching, 2012) all use rubrics with specific competencies that describe the research-based teaching practices. These models provide the principal with specific descriptions of each competency and a scaled score upon which the teacher is rated.

Research-based teaching practices described in these models and in general literature include curriculum, instruction, assessment, classroom management, and relationships (Cheng, 1996; Goe, Bell, & Little, 2008; Danielson, 2001, 2007; Linn et al., 2011; Marzano, 2007; Marzano et al., 2011; Reynolds, 1998; Stronge, Ward, Tucker, & Hindman, 2007). These research-based teaching practices are described through competencies. Evaluators rate a teacher's effective use of each of these practices through the competencies on the teacher effectiveness rubrics. In addition to the teacher effectiveness rubric, the overall evaluation process includes the factoring-in of student performance data.

Student performance data are incorporated into the final rating of teachers through any of the evaluation systems used, whether through the RISE evaluation and development system or an adopted model that meets Indiana Code (IDOE, 2012c). Whatever the model, purportedly the combining of ratings on teaching practices and data regarding student learning leads to a meaningful evaluation (Iwanicki, 2001).

One question resulting from current models as designed involves their comprehensiveness in doing what they purport to do, which is to accurately measure research-based teaching practices when research-based instruction is, in fact, occurring. Toch (2008) noted that most school systems did not have in place a viable evaluation system integrating both formative and summative assessment focused on increasing a teacher's use of research-based teaching practices. Instead, traditional teacher evaluation models rate teachers based on observations alone similar to traditional Indiana teacher evaluation models.

Now two years since legislative action changed the evaluation process, is this the case with Indiana's models? Currently in Indiana, each teacher evaluation model emphasizes different competencies that focus on research-based teaching practices as noted prior. The RISE evaluation and development system (IDOE, 2012b), the Danielson framework (Danielson, 2007), the Marzano teacher evaluation model (Marzano et al., 2011), and TAP system for student and teacher achievement (National Institute for Excellence in Teaching, 2012) all identify research-based teaching practices through the teacher rubric; however, some have additional focuses.

- The RISE evaluation and development system—teacher evaluation rubric and learning objectives weighting the evaluation based on student achievement (IDOE, 2012b),
- The Danielson framework and the Marzano teacher evaluation model—competencies identifying research-based teaching practices (Danielson, 2007; Marzano et al., 2011), and
- TAP system for student and teacher achievement—professional development through the identification of rating research-based teaching practices on the teacher rubric (National Institute for Excellence in Teaching, 2012)

The problem for school leaders currently is identifying a teacher evaluation model in which both principal observations and ratings align with the teachers' use of research-based teaching practices, in order to accurately represent the teaching and learning that is taking place in classrooms as well as to improve teacher quality.

An important question regarding this study then became because most public schools in the state of Indiana are required to annually evaluate teachers, did the type of evaluations used allow for accurate principal observations and reports of research-based teaching practices in the classroom? Further, did the category of evaluations used increase a teacher's understanding of and focus on using research-based teaching practices in the classroom? Finally, were principals and teachers on the same page regarding such? Because schools have implemented teacher evaluation models to rate the use of research-based teaching practices, the main problem at present concerns the fact that it is unknown if the teacher evaluation models accurately identify, let alone work to increase, the use of research-based teaching practices.

Purpose of the Study

Because the purpose of a quality teacher evaluation model is to rate teacher effectiveness based on the use of research-based teaching practices, a relationship between the teacher evaluation model and the use of research-based teaching practices would be needed. Further, if considerable variation exists in the scores of teachers being evaluated, it seems natural for the principals to observe a significant difference in the use of these research-based teaching practices through the evaluation process. Ideally, as teachers are certified and licensed to practice in the profession, teacher perceptions, one would think, would be worthy of analysis as well. It would seem that teachers would be able to recognize any relationship between their use of research-based teaching practices of the evaluation and the perceptions of such by principals.

The purpose of this study was to identify if a relationship existed between the implementation of a professional evaluation process and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers. The principal variables of professional development, years of experience, degrees, and types of degrees were factored into the analysis.

For this study, principals were surveyed to identify the type of teacher evaluation implemented in the school since recent legislation took place, along with that of the principal's professional development, years of experience, degrees, and types of degrees. These evaluation models included RISE and adopted models. RISE focuses on a teacher effectiveness rubric and student learning objectives, whereas adopted models focus on a teacher effectiveness rubric and other components. In addition, the principal identified the use of research-based teaching practices observed within the school prior to and since the implementation of the current teacher evaluation model. Teachers within the evaluation model were coded to match a model category and surveyed to identify their perceptions of implementation of the research-based teaching strategies prior to and since the use of the new teacher-evaluation model. Table 1 identifies the teacher evaluation models.

Table 1

Categories of Teacher Evaluation Models

Category	Evaluation Model	Focus
RISE	RISE evaluation and development system	Rubric on teacher Competencies and student learning Objectives
Adopted Models	Danielson framework Marzano evaluation system TAP system for teacher Locally developed	Teacher competencies Teacher competencies Professional development Defined by district

Note. Each teacher evaluation model provides evaluators with a rubric of identified competencies. The competencies ascertain the use of research-based teaching practices by teachers as rated on the teacher evaluation rubric. The models contain additional focus based on the overall ratings of teachers (Danielson, 2007; IDOE, 2012b; Marzano et al., 2011; National Institute for Excellence in Teaching, 2012).

Again, the teacher evaluation models were categorized as the RISE evaluation and development system or adopted models. The IDOE previously supported the RISE evaluation and development system. The RISE evaluation and development system focuses on rating teacher effectiveness through a rubric and student learning objectives (IDOE, 2012b, 2012d).

Adopted models are described as follows: adopted models included models that school districts have purchased for use, such as the Danielson framework (Danielson, 2007), the Marzano teacher evaluation model (Marzano et al., 2011), TAP system for teacher and student achievement (National Institute for Excellence in Teaching, 2012) and locally developed models. The Danielson framework and the Marzano teacher evaluation model both emphasize teaching practices rated on a teacher rubric (Danielson, 2007; Danielson Group, 2012; Learning Science Marzano Center, 2012; Marzano et al., 2011). TAP system for teacher and student achievement emphasizes teaching practices on a teacher rubric to provide identified areas for professional

development of the teacher (National Institute for Excellence in Teaching, 2012). Locally developed teacher evaluation models are models in which school districts developed following the requirements of Public Law 90 (Staff Performance Evaluation, 2012) to include rating teaching practices and targeting student academic performance.

Research Questions

In order to identify if a relationship existed between the teacher evaluation model and research-based teaching practices, this research study answered the following question: What is the relationship of the implementation of a professional evaluation processes on research-based teaching practices? Subquestions include

1. Is there a significant difference in principals' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models? Are there are any differences reflected among the models?
2. Is there a significant difference in teachers' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models? Are any differences reflected among models?
3. Is there a relationship between principal and teacher perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models? Are any relationships more significant in some models than others?
4. Do principal variables of professional development, years of experience, degrees, and type of degrees predict principal perceptions regarding the use of research-based teaching practices of different evaluation models?

Delimitations

This study was delimited to Indiana public school principals that chose to participate in this study. These schools were studied because each of these schools had implemented the required teacher evaluation system. Therefore, the generalizability of this study was to similar schools such as this because they developed evaluation models following requirements within Public Law 90 (Staff Performance Evaluation, 2012).

This study only included those school whose principal and teachers completed the principal and teacher surveys. Also, this study did not include factors of location, socio-economic status, or ethnicity. These variables were not identified within this study and cannot be generalized with these factors. Finally, the evaluation models focused on two categories of teacher evaluation models decided upon by me, including the RISE evaluation and development system or adopted models, and not on specific types of evaluation models that may have delineations finer than those categories.

Limitations

A limitation in this study was that survey data were utilized. Any survey's value and accuracy of reportable information is determined by the interpretation and fidelity of reporting by the individual. However, having principals and teachers reflect with current levels of expertise controls for concerns that they may not have had as much professional acuity if pretest data were to have been collected prior to the implementation of the new model. It is always a possibility that the principals' and teachers' intentional or unintentional bias may have impacted the outcome of the survey. As well, principals who responded to the survey may have included a preponderance of those who were confident in providing a positive response.

In addition, all teacher evaluations have elements of subjectivity of the evaluator (Marzano et al., 2011; Rockoff, 2004). A limitation of this study was recalling a minimum of one year previously on the survey to rate the differences between research-based teaching practices prior to the new teacher evaluation. The possibility exists that principals or teachers might not have entirely recollected the use of research-based teaching practices as a building.

Also, principals and teachers similar perceptual findings may not have indicated a positive collaborative environment. The potential association in scoring, as well, did not prove causality.

Finally, sampling convenience was the process of identifying participating schools rather than random sampling of schools. Sampling convenience only included those principals who agreed to participate in the study.

Null Hypotheses

The null hypotheses were formulated and tested for the research questions. The main question driving this study was H_0 —There is no relationship of the professional evaluation process on research-based teaching practices. Sub null hypotheses include

H₀₁. There is no significant difference in principals' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no differences reflected among the models.

H₀₂. There is no significant difference in teachers' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no differences reflected among models.

H₀₃. There is no relationship between principal and teacher perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no relationships more significant in some models than others.

H₀₄. The principal variables of professional development, years of experience, degrees, and type of degrees to the perceptual surveys of principals do not predict principal perceptions regarding the use of research-based teaching practices of different evaluation models.

Definitions

Competencies. For the purpose of this study, competencies are defined as research-based teaching practices identified in the teacher evaluation model.

Elementary school. For the purpose of this study, an elementary school is configured grades kindergarten through Grade 5.

Elementary and middle school. For the purpose of this study, an elementary and middle school is configured grades kindergarten through Grade 8.

Elementary school teachers. For the purpose of this study, an elementary school teacher is defined as a state certified instructor for students in kindergarten through Grade 5.

High school. For the purpose of this study, a high school is configured Grade 9 through Grade 12.

High school teachers. For the purpose of this study, a high school teacher is defined as a state certified instructor for students in Grade 9 through Grade 12.

Mean scores. For the purpose of this study, mean scores are defined as the mean difference of principal or teacher reporting prior to evaluation model implementation and after implementation.

Middle school. For the purpose of this study, a middle school is configured Grade 6

through Grade 8.

Middle and high school. For the purpose of this study, a middle and high school is configured Grade 6 through Grade 12.

Middle school teachers. For the purpose of this study, a middle school teacher is defined as a state certified instructor for students in Grade 6 through Grade 8.

Principal. For the purposes of this study, a principal is defined as the administrator assigned to an elementary or middle school.

Research-based teaching practices. For the purpose of this study, research-based teaching practices are defined as competencies that encompass curriculum, instruction, assessment, management, and relationships on the evaluation.

Teacher evaluation. For the purpose of this study, teacher evaluation is defined as an instrument in determining teacher effectiveness, based upon criteria that have been approved by the IDOE.

Student achievement. For the purposes of this study, student achievement is defined as performance on the state standardized achievement test.

Significance of the Study

The importance of utilizing a teacher evaluation model has become a priority for school districts in Indiana, not only due to legislative requirements, but also because of the continuing need to offer a better education to the children of our communities. This has resulted in increased urgency for school districts to develop or adopt teacher evaluation model to meet state statute. With annual evaluations, principals rate teacher competencies specific to each teacher evaluation model. However, the influence of such annual evaluations on teacher quality is unknown. Even though the teacher is one of the most important factors in student achievement,

models differ on the emphasis (Cybulski et al., 2005; Heck, 2006; 2007; Jackson & Lunenburg, 2010; Mendro, 1998; Munoz & Change, 2008; Palardy & Rumberger, 2008; Patrick & Smart, 1998; Stronge et al., 2011; Wright et al., 1997).

The significance of this study was that it strived to identify whether the implementation of new teacher evaluation models bear a relationship to the implementation of research-based teaching practices and whether or not they bear a relationship to a congruence of perceptual application of these practices by teachers and principals. Although the state of Indiana requires all certified staff to be evaluated annually, a school's use of a teacher effectiveness rubric to rate teachers' use of research-based teaching practices is important to ensure student achievement. In addition, this study determined if other principal variables such as professional development, years of experience, degrees, and types of degrees predict the principals' perceptions regarding the use of research-based teaching practices of different evaluation models.

Summary

Chapter 1 provided an introduction, statement of the problem, purpose of the study, research questions, null hypotheses, delimitations, limitations, and definition of terms. Chapter 2 presents a current literature review and topical research on principals' values in teacher evaluations, teacher evaluations, teacher effectiveness, and teacher ratings in relation to student achievement. Chapter 3 provides information regarding the study methodology, the population sample, survey development and administration, and methods of statistical analysis. Chapter 4 describes findings through the quantitative analyses of Hypotheses 1, 2, 3, and 4. Chapter 5 provides a summary of the summary, results, implications, conclusions, and recommendations for further research.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of teacher evaluations is to recognize, cultivate, and develop good teaching (Danielson, 2001). Teacher evaluation systems should analyze teaching on the basis of what students learn and support professional development for teachers (Iwanicki, 2001). However, teacher evaluations vary depending upon the model. Even though teacher evaluation models vary, most models identify competencies related to research-based teaching practices. These competencies emphasize curriculum, instruction, assessment, management, or relationships. In addition, some evaluation models include student performance data (Danielson, 2007; Danielson Group, 2012; Learning Science Marzano Center, 2012; Marzano et al., 2011). All evaluations engage teachers in professional conversations focused on the use of teaching practices to teach students (Danielson, 2001). A carefully developed teacher evaluation model may provide a teacher with support and hold the teacher accountable (Darling-Hammond et al., 1983). These professional conversations focus on the different emphases of the evaluation and are used in the ratings of research-based teaching practices.

History of Teacher Evaluations

Since the beginning of public schools, teachers have been evaluated. Early evaluations focused on the morality of the teacher; today higher-stakes standardized assessments impact the evaluation. As the political and social climate changed, the purpose of teacher evaluations

changed along with the structure of the evaluations. Historically, principals or heads of school rated teachers' effectiveness however effectiveness was defined. Today, depending on the evaluation model, administrators, teachers, or students impact the final ratings of teachers through the evaluation process.

From 1900 through 1950, the purpose of evaluations focused on the character of the teacher. Teachers were evaluated on personal characteristics, such as if he or she had "good moral standing in the community" (Ellett & Teddlee, 2003, p. 103). The purpose of these evaluations was to ensure the teacher's character reflected the beliefs and attitudes of the community. Teachers' continued employment depended upon the teachers' connection with the community at large.

However, this evaluation process changed with political and societal views on the needed skill-sets of students leaving high schools. Soon after the former Soviet Union launched Sputnik, the need for the United States of America to change curriculum became a priority from society and schools (Kersten & Israel, 2005). Politicians used the launching of Sputnik to force changes in public schools across the United States. The fear of falling behind the Soviet Union required schools to examine the curriculum and instruction provided to students. Schools adopted a factory model for curriculum with a focus on reading, science, and mathematics (Kersten & Israel, 2005).

With the changed emphasis on a factory model for curriculum, educational textbook publishers developed textbooks concentrated on delivering this curriculum to students (Kersten & Israel, 2005). Teachers focused on instructing students based on these textbooks. Teachers used textbooks approved by the school districts' governing bodies as the main instrument to create and deliver curriculum. These changes impacted the teaching practices and the belief of

teacher quality as well.

Teachers were considered competent based on teaching traits of voice, appearance, accuracy, enthusiasm, and openness in the curriculum (Meux, 1974). The foci of the teacher ratings were centered on these teaching traits. Principals would evaluate teachers based on observations in the classroom following these teaching traits (Meux, 1974). Teacher evaluations entailed checklists that would provide a structure for the principal's observations (Ellett & Teddlie, 2003). The checklists through classroom observations were the rating systems for teacher evaluations. "Researchers began to turn their attention to linkages between observable teaching practices, behaviors, and a variety of student outcomes" (Ellett & Teddlie, 2003, p. 104). The factory style model was further reinforced through the evaluative practices of the schools.

In the 1960s, 1970s, and 1980s, the focus changed from the adoption of curriculum to instructional delivery and teacher skills (Kersten & Israel, 2005). Teacher effectiveness moved away from teaching traits to the teacher's ability to provide students with information. The main instructional strategy used during this time was direct instruction. Teachers would lecture to students, providing them with the information needed to acquire expected curricular knowledge. Assessment practices reinforced the memorization of this curriculum. The use of direct instruction as the main instructional strategy was reinforced through educational studies.

Educational studies in the 1970s supported direct instruction as the primary mode of teaching (Brophy, 1979). This method of instruction provided students with information to consume and repeat. The emphasis was on mastery of basic skills in the earlier grades to application of those basic skills in the later grades through more difficult tasks (Brophy, 1979).

The change of instructional strategies brought in a change in the perception of teaching

quality. Teachers were evaluated based on a delivery model. Administrators evaluated teachers on objective measures through checklists focused on lesson structures, short lessons, and guided practice (Hunter, 1982). The principal rated teacher effectiveness on the ability of the teacher to follow prescribed processes through a checklist. Principals would observe teachers in classrooms, rating the teachers on their abilities to use these instructional techniques.

In the 1980s reports like *A Nation at Risk* (National Committee on Excellence in Education, 1983) provided a new focus on teacher evaluations based on educational reform and accountability. Politicians and the media interpreted the report as an example of schools' failing to ensure the future success of the United States of America through properly educating students for a changing world (Ellett & Teddlie, 2003). For the first time, educational research was conducted, such as the Rand Report written by Wise, Darling-Hammond, McLaughlin, and Bernstein in 1984 (as cited in Ellett & Teddlie, 2003). Politicians and the media reported the ineffective preparation students were receiving in schools and were calling for more school accountability. Educational research demonstrated the complexity of teaching.

During this time, governance of schools changed from local control to "state mandated, on the job assessments and evaluations of teaching for the purpose of licensure" (Ellett & Teddlie, 2003, p. 106). State departments of education created mandates and licensure requirements for teachings. The state departments of education designed licensing requirements of teachers in public schools to ensure qualified teachers were instructing students in schools. With these changes evaluation models continued to be based on models of observations from principals.

In the 1990s brain research and standards became the new focus in education. Brain research demonstrated the complexity of teaching and learning (Kersten & Israel, 2005). With

the introduction of brain research, the understanding of different learning modalities became a focus. Educational studies of the time focused on the use of instructional strategies, curriculum development, and standards (Brophy, 1992; Wiggins & McTighe, 1998). With the change in instructional practices, teacher evaluations also changed to meet the new expectations of teaching and learning. The focus of teacher evaluations moved from a delivery model to observations focused on the instructional delivery of teachers and student learning needs. Teacher evaluations included pre-and-post conferences, classroom visits, rubrics, portfolios, and professional support (Danielson, 2001). As the understanding in the complexity of teaching students increased, the need and methods to evaluate teachers became more complex.

In the late 20th century and now in the 21st century, the development of Common Core Standards, multiple measures for assessing student learning, and differentiated instruction became the emphases in teaching and learning (Kresten & Israel, 2005). The use of student performance data was added to the teacher evaluation models. The addition of high-stakes testing as part of the teacher evaluation for quality assurance became the factor. The development of new teacher evaluation models became prevalent in schools to rate teachers effectively.

With the passing of the Elementary and Secondary Act of 2001, otherwise known as No Child Left Behind Act of 2001 (NCLB), individual states across the United States developed accountability measures to track the adequate yearly progress (AYP) of students in subgroups. States developed standardized assessments to include Grades 3 through 8 in reading and mathematics. Schools were rated as either making or failing to make AYP. From this, longitudinal student achievement data from standardized assessments became available for the creation of statistical models. Some of these models included the value-added approach in

Tennessee and the growth model in Colorado. Some states went even further to include these data into the teacher evaluation.

In Tennessee the value-added approach linked student achievement over time to teachers and schools (Haycock & Crawford, 2008). In Indiana, Public Law 90 (Staff Performance Evaluation, 2012) required all school districts to annually evaluate all certified staff members while directly linking student achievement data to the evaluation. As teacher evaluation models changed over time, the importance of those teacher evaluations to identify effective teaching remained. However, the difficulty was still in defining teacher effectiveness through researched, best practice.

Teacher Effectiveness

The most important factor on student achievement is the teacher (Cybulski et al., 2005; Heck, 2005, 2007; Jackson & Lunenburg, 2010; Mendro, 1998; Munoz & Change, 2008; Palardy & Rumberger, 2008; Patrick & Smart, 1998; Stronge et al., 2011; Wright et al., 1997). An effective teacher will increase student achievement levels (Nye et al., 2004; Patrick & Smart, 1998). Research by Jackson and Lunenburg (2010) identified that high-performing middle schools increased student achievement through the development of students intellectually, ethically, socially, and physically. Within these high-performing middle schools, students were provided high-quality educational experiences. The teacher developed a clear and coherent vision of learning aligned through curriculum, instruction, and assessment (Jackson & Lunenburg, 2010). High quality teachers, resources, learning opportunities, and supports for learning created an environment of success.

Wright et al. (1997) conducted a two-year study in Tennessee on high-stakes testing in math, reading, language arts, social studies and science in Grades 2 through 8 during 1994 and

1995. From this study, two important factors impacting student achievement were identified the teacher and the achievement level of students (Wright et al., 1997). In this study, teachers were effective regardless of the beginning achievement levels of students or the student backgrounds (Wright et al., 1997).

The Gates Foundation (2010) created by Bill and Melinda Gates funded a study entitled the Measure of Effective Teaching (MET) Project in 2009 in urban school districts across the country, Charlotte-Mecklenburg Schools, Dallas Independent School District, Denver Public Schools, Hillsborough County Public Schools, Memphis City Schools, and the New York City Department of Education. The purpose of the project was to identify alternative ways to provide teachers valid and reliable feedback for professional development and growth on effective teaching practices (Gates Foundation, 2010). The MET Project included 3,000 teachers who agreed to participate in the three-year study. Results were published in three reports.

The first report included findings from English and math in Grades 4 through 8 in five of the six school districts excluding Memphis (Gates Foundation, 2010). This first study identified two successful measures: student achievement gains on state standardized assessments and student surveys (Gates Foundation, 2010). The initial finding reported the possibility of constructing a teacher evaluation model that included student achievement results while identifying strengths and weaknesses in teaching (Gates Foundation, 2010).

In the second report, the teachers agreed to be randomly assigned to classrooms. Students were provided with common assessments to gauge student achievement scores (Gates Foundation, 2012). This report offered three findings. First, high-quality classroom observations require highly trained evaluators, identified standards, and multiple teacher observations (Gates Foundation, 2012). Even with clearly articulated standards, it is important to

have trained evaluators to successfully identify the ability to implement those standards throughout the school year. Second, classroom observations, student feedback, and student gains on standardized assessments provided a balance between an evaluation's strengths and weaknesses (Gates Foundation, 2012). Standardized assessments may not be reliable measure for all students. However, the use of student feedback and classroom observations provided additional information about the effectiveness of teachers. Third, adding new approaches to teacher evaluations was found to be better than in previous models (Gates Foundation, 2012). Traditional models of using university degrees and years of experience were not found to measure effective teacher (Gates Foundation, 2012).

The third and final report concluded many of the same findings as the previous two reports. Teachers who effectively demonstrated positive student gains on state standardized assessments also showed positive gains on other assessments (Gates Foundation, 2013). This report concluded used a variety of measures to rate teachers, concluding it is possible to identify effective teachers that demonstrated a relationship with student achievement gains (Gates Foundation, 2013). Finally, the report concluded the research did not provide statistical data to compare between-schools in any way (Gates Foundation, 2013).

Principal and Teacher Congruency

Congruency between the principal and teacher is necessary to create a school culture focused on improving student success. A school culture that provides an environment in which both principals and teachers share a common interest and are on the same page helps to ensure successful implementation of initiatives and program. The creation of a culture where teachers and administrators are collaborative creates an environment for student success (DuFour & Marzano, 2011). When congruency exists between the principal and teachers, a school-wide

focus is created with all professionals sharing the responsibility of implementation of this focus. The collaborative culture creates an environment of shared responsibility (Reeves, 2011). A shared responsibility requires both teachers and administrators to develop a common understanding and focus to improve student achievement. The common understanding and focus to improve student achievement occurs when administrators and teachers collaborate on teaching practices based on research (Marzano, 2007). Congruency between the principal and teacher supports a culture within the school where the implementation of research-based teaching practices is possible. Increasing student performance is possible when teachers and leaders implement teaching practices through a collaborative culture for professional development (Reeves, 2011).

Legitimacy of Professional Reflection

Since schools in the state of Indiana have implemented new teacher evaluation models, the initial experience and knowledge on the system develops perceptions. As teachers and principals experience these new models, perceptions might change. Over time, teachers and principals will gain new knowledge and experience impacting their perceptions (Glazer, Abbott, & Harris, 2004). The deeper understanding possibly gained from reflecting on the evaluation process creates new meaning that can, in turn, impact the perceptions of teachers and principals regarding what is currently occurring, as well as what occurred prior.

Reflection refers to the intellectual and emotional activities through one's experiences to gain new understanding and appreciation (Boud, Keogh, & Walker, 1985). Any new understanding and appreciation impacts one's perceptions of occurrences or ideas. Through one's reflections, inferences, generalizations, analogies, discriminations, and evaluations are used to gain understanding and solve problems based on one's perceptions (Mezirow, 1990).

These perceptions may be corrected through the reflective process, as that sort of interpretation of an experience can correct distortions in reasoning and attitudes (Mezirow, 1990). Professional reflection enables professionals to understand the intellectual and emotional activities.

Professional reflection occurs through productive professional development or experiences (Glazer et al., 2004). Upon reflection, this new knowledge from professional development or experiences can change the perceptions of the teacher or principal. Said differently, this means that previous perceptions are impacted by new knowledge or experiences, and as educators reflect on this new knowledge or experiences, new perceptions are developed (Glazer et al., 2004). This holds true for the evaluation of certified staff in schools.

Types of Teacher Evaluations

Most teacher evaluation models vary based on the evaluative focus and the competencies of teacher practices within the evaluation model. Teacher evaluation models capture teacher effectiveness differently among models based on the focus and the competencies of research-based teaching practices within each model. In the state of Indiana, each school district has the option of developing or modifying an evaluation model. Some of these models include the Danielson framework (Danielson, 2007), the Marzano teacher evaluation model (Marzano et al., 2011), the Peer Assistant and Review (Goldstein, 2008), the RISE evaluation and development system (IDOE, 2012c), the TAP system for teacher and student advancement (National Institute for Excellence in Teaching, 2012), and other locally developed models.

The Danielson Framework

The Danielson framework is designed to provide teachers with specific feedback on defined domains: planning and instruction, classroom environment, instruction, and professional responsibilities (Danielson, 2007). The defined domains include specific competencies that are

rated through the use of a rubric. Table 2 shows the components of the Danielson framework.

Table 2

The Danielson Framework Domains

Domain	Domain
Planning and Preparation	The Classroom Environment
Demonstrating Knowledge of Content and Pedagogy	Creating an Environment of Respect and Rapport
Demonstrating Knowledge of Students	Establishing a Culture of Learning
Demonstrating Knowledge of Resources	Managing Classroom Procedures
Designing Coherent Instruction	Managing Student Behaviors
Designing Student Assessments	Organizing Physical Space
Instruction	Professional Responsibilities
Communicating with Students	Reflecting on Teaching
Using Questioning and Discussion Techniques	Maintaining Accurate Records
Engaging Students in Learning	Communicating with Families
Using Assessment in Instruction	Participating in a Professional Community
Demonstrating Flexibility and Responsiveness	Growing and Developing Professionally
	Showing Professionalism

Note. Adapted from “Enhancing Professional Practice: A Framework for Teaching (2nd ed.)” by C. Danielson, 2007. Copyright 2007 by Association for Supervision and Curriculum Development and “Framework for Teaching” by the Danielson Group, 2012.

The Danielson framework consists of four domains that focus on teacher responsibility. Within the four domains are 22 components. Each of the components identifies elements upon which the teacher is evaluated. These elements are aligned to the standards of the Interstate Teacher Assessment and Support Consortium). The components are described through rubrics to level teachers. An evaluator utilizes the rubric to identify to identify areas of teacher growth for

professional development (Danielson, 2007; Danielson Group, 2012).

Danielson (2007) defined the purpose of the teacher evaluation for the use of professional learning and quality assurance. The specific feedback provides the teacher with information on areas of strengths and weaknesses. The teachers and administrators design professional development collaboratively based on the needs of the school (Danielson, 2007). The table below introduces the four domains of the Danielson framework. Within each domain, teacher competencies are identified for the evaluator to rate the effectiveness of a teacher.

The Marzano Teacher Evaluation Model

Similar to the Danielson framework, the Marzano teacher evaluation model is designed to provide teachers with specific feedback on defined domains: classroom strategies and behaviors, planning and preparation, reflecting on teaching, and collegiality and professionalism (Marzano et al., 2011). Table 3 demonstrates the components of the Marzano teacher evaluation model. Through a rubric, the evaluator rates teacher effectiveness in each of the domains. The purpose of the teacher evaluation is to develop teacher expertise (Marzano et al., 2011). Administrators and teachers complete evaluations through observations. With the development of teacher expertise under this model, teachers lead professional development (Marzano et al., 2011). The table below introduces the four domains of the Marzano teacher evaluation model process. Within each domain, teacher competencies are identified for the evaluator to rate the effectiveness of a teacher.

The Marzano teacher evaluation model consists of four domains that encompass all areas of teaching. Within the four domains are 10 components. Each of the components identifies elements upon which the teacher is evaluated. These elements are designed to support professional growth, development and performance. The components are described through

rubrics to level teachers. An evaluator utilizes the rubric to identify to identify areas of teacher growth for professional development (Learning Science Marzano Center, 2012; Marzano et al., 2011).

Table 3

The Marzano Teacher Evaluation Domains

Domain	Domain
Classroom Strategies and Behaviors	Planning and Preparing
Routine Segments	Lessons and Units
Content Segments	Use of Materials and Technology
On the Spot Segments	Special Needs of Students
Reflecting on Teaching	Collegiality and Professionalism
Evaluating Personal Performance	Promoting a Positive Environment

Note. Adapted from “Effective Supervision: Supporting the Art and Science of Teaching” by R. Marzano, T. Frontier, & D. Livingston, 2011. Copyright 2011 by Association for Supervision and Curriculum Development and “Four Domains” by Learning Science Marzano Center, 2012. Copyright 2014 by Learning Sciences International.

The Peer Assistance and Review (PAR)

Differing from the Danielson framework and the Marzano teacher evaluation model is the PAR. The PAR program was created in Toledo, Ohio by Dal Lawrence (Goldstein, 2008). PAR is based on consultant teachers’ mentoring and evaluating peers with a purpose of increasing teacher effectiveness (Project on the Next Generation of Teachers, 2012). This evaluation is based on teachers evaluating and providing professional development to ensure teachers are devoted to quality teaching (Goldstein, 2007). Local teachers’ union and district leadership manage the PAR program through Internal Review Board (Project on the Next Generation of Teachers, 2012).

The Internal Review Board consists of bargaining unit and district administrators who make all decisions impacting teacher evaluation and needed professional development. The consulting teachers meet regularly with the Internal Review Board. In addition, the Internal Review Board confirms or rejects all recommendations made by the consultants with regards to evaluations and professional development while assigning consultant teachers (Project on the Next Generation of Teachers, 2012).

The RISE Evaluation and Development System

The RISE evaluation and development system evaluates teachers based on professional practice and student learning (IDOE, 2012c). Professional practice consists of four domains: planning, instruction, leadership, and core professionalism (IDOE, 2012b). A team of trained evaluators rates teachers based on proficiencies within competencies (IDOE, 2012c). The team includes an administrator and may include other trained certified staff (IDOE, 2012c).

Ratings of professional practice occur during formal and informal observations. Formal observations are divided into extended and short observations (IDOE, 2012c). A scheduled, extended observation consists of at least forty minutes in length, whereas the unannounced short observation is approximately 10 minutes (IDOE, 2012c). Each teacher is required to have an extended observation once a semester and three short observations throughout the school year, and the primary evaluator completes at least one scheduled extended and one unannounced short observation during the school year (IDOE, 2012c).

In addition to the observations, teachers are to develop learning outcomes. Learning outcomes consist of three components: the Indiana growth model, school-wide learning measures, and student learning objectives (IDOE, 2012a). The Indiana growth model data is determined by achievement and growth. Achievement is defined by the performance of the

student's passing or failing ISTEP+ (IDOE, 2012a). Growth is determined by a two-year process of comparing students against academic peers on a normal distribution, represented in percentiles (IDOE, 2012a). Students at or above the 66th percentile are classified as *high growth* (IDOE, 2012a). Students at or between the 35th or 65th percentile are classified as *typical growth* (IDOE, 2012a). Students at or below the 34th percentile are classified as *low growth* (IDOE, 2012a).

School-wide measures are determined by the A-F accountability model (IDOE, 2012c). All teachers in the school will be assigned a letter grade, as part of their evaluation, based on the letter grade assigned to the school (IDOE, 2012c). Student learning objectives are tailored to each teacher (IDOE, 2012d). Student learning objectives are used for teachers who do not teach standardized tested subject areas (IDOE, 2012c). The objectives consist of four qualities. They are specific and measurable; they are based on available prior student learning data. They align to state standards, and they are based on growth and achievement whenever possible (IDOE, 2012c). The performance of student learning objectives is rated with a defined rubric (IDOE, 2012d).

At the conclusion of the school year, the evaluator compiles all the observation data and learning objectives to create a summative evaluation for a final rating. The summative evaluation ratings place teachers into one of four categories: highly effective, effective, improvement necessary, or ineffective (IDOE, 2012c). Table 4 demonstrates the components of the RISE evaluation and development system. The formula used to finalize the evaluation is based on the teaching assignment (IDOE, 2012c). Teachers with at least 50% of students with standardized assessment data are assigned to group one (IDOE, 2012c). Teachers with less than 50% of students with standardized assessment data are assigned to group two (IDOE, 2012c).

Teachers with no classes with standardized assessment data are assigned to group three (IDOE, 2012c). Table 4 introduces the four domains of the RISE evaluation and development system.

Within each domain, teacher competencies are identified for the evaluator to rate the effectiveness of a teacher.

Table 4

RISE Evaluation and Development System Professional Practice

Domain	Domain
<p>Purposeful Planning</p> <p>Utilize data to plan</p> <p>Set ambitious and measurable achievement goals</p> <p>Develop standards-based unit plans and assessments</p> <p>Create objective-driven lesson plans and assessments</p> <p>Track student data and analyze progress</p>	<p>Effective Instruction</p> <p>Develop student understanding and mastery of lesson objectives</p> <p>Demonstrate and clearly communicate content knowledge to students</p> <p>Engage students in academic content</p> <p>Check for understanding</p> <p>Modify instruction as needed.</p>
<p>Teacher Leadership</p> <p>Contribute to school culture</p> <p>Collaborate with peers</p> <p>Advocate for student success</p>	<p>Develop higher level of understanding and through rigorous instruction and work</p> <p>Maximize instructional time</p> <p>Create classroom and culture of respect and collaboration</p> <p>Set high expectations for academic success</p>
<p>Core Professionalism</p> <p>Attendance</p> <p>On-time arrival</p> <p>Policy and procedures</p> <p>Respect</p>	

Note. Adapted from the “Indiana [Corporation] Teacher Effectiveness Rubric 2.0” by the Indiana Department of Education, 2012. Copyright 2012 by the Indiana Department of Education.

The Rise model consists of four domains that encompass all areas of teaching according to the Rise Model. Within the four domains are 23 competencies. Each of the components identifies indicators upon which the teacher is evaluated. The components are described through rubrics to rate teachers. In addition, student achievement, standardized assessments or locally created assessments, factors into the final summative evaluation (IDOE, 2012c).

The TAP System for Teacher and Student Advancement

The TAP system for teacher and student advancement was formerly known as the Teacher Appraisal Program. TAP involves four components: multiple career paths, ongoing applied professional growth, instructional focused accountability, and performance-based compensation (National Institute for Excellence in Teaching, 2012). TAP requires a change in the traditional organizational structure for the school in which teachers are placed into categories through a competitive application process (National Institute for Excellence in Teaching, 2012).

These categories are career teachers, mentor teachers, and master teachers. Career teachers are traditional teachers who teach throughout the school day (National Institute for Excellence in Teaching, 2012). Mentor teachers have less teaching time as career teachers because of their increased responsibility of observations, demonstrations, evaluations, and professional development (National Institute for Excellence in Teaching, 2012). Master teachers may only teach one or two classes because of their increased responsibility of analyzing student data to plan for professional development, administer professional development, and evaluate teacher performance (National Institute for Excellence in Teaching, 2012). Master teachers work

closely with administrators and serve in part of the TAP Leadership Team (National Institute for Excellence in Teaching, 2012). Mentor and master teachers observe teachers throughout the school year, and the building principal finalizes the evaluation of teachers (National Institute for Excellence in Teaching, 2012).

Rating Teachers

Various models attempt to define and rate teacher effectiveness. The Danielson model includes domains in planning and preparation, classroom environment, instruction, and professional responsibilities (Danielson, 2002). The Marzano teacher evaluation model includes domains in classroom strategies and behaviors, planning and preparation, reflecting on teaching, and collegiality and professionalism (Marzano et al., 2011). The Stronge teacher evaluation system includes professional practices in professional knowledge, instructional planning, instructional delivery, assessment of or for learning, learning environment, professionalism and communication, and student learning (Stronge, 2011).

Research suggests teacher evaluations have elements of subjective observations of the evaluator when rating teacher effectiveness (Marshall, 2005; Rockoff, 2004; Rockoff & Speroni, 2010; Toch, 2008). Most people recognize effective teaching when they experience it (Scherer, 2011). People recognize a teacher who is caring, enthusiastic for the subject, and motivates students. Qualities of effective teaching include instructional expertise, student assessment, learning environment, and personal qualities (Stronge et al., 2007). Each of these characteristics is defined through interpretation of teacher effectiveness through observations.

Classroom observations rate what teachers and principals believe is good teaching (Goe et al., 2008). For many schools one person, the administrator evaluating the teachers, determines teacher quality (Peterson, 2004). The principal decides the evaluative focus of the evaluation

through the classroom observations (Halverson & Clifford, 2006). Even with a focus for the evaluation, the observations that occur throughout the school year only account for a small percentage of the teaching time. Principals' observations only capture a small percentage of the learning that occurs in a classroom. Micro-observations lack depth in rating the overall effectiveness of teaching (Marshall, 2005).

Weaknesses in Teacher Evaluation Models

The weaknesses within teacher evaluation models include observations based on subjectivity, the amount of time the evaluator actually spends observing the teacher, and the challenges in effectively rating poor and marginal teachers. One component of the teacher evaluation is classroom observations. The observations reflect what the evaluator believes is effective teaching, many times by evaluators with little training on rating teachers (Goe et al., 2008). The evaluator subjectively rates teachers based on the interpretation of engagement within the classroom. In addition, classroom observations can be scheduled. These observations are isolated lessons that are typically scheduled and scripted (Marshall, 2005). The ratings of these observations are completed based on the teacher's best instructional practice and not on typical teaching (Goe et al., 2008).

Administrators most commonly complete classroom observations. However, some models allow teachers to complete classroom observations. These classroom observations record the observer's impression of the classroom events and characteristics (Hinchey, 2010). Many times school districts adopt models that are well researched, yet, may not take into account subject-specific methods to rate the teacher (Goe et al., 2008). The subjectivity of the administrator and the lack of training in evaluations weaken the ratings of the teacher (Toch, 2008).

Observations rate teacher effectiveness based on a short amount of time compared to the overall instruction that occurs throughout a school year. Principals' observations equate to less than one percent of the instruction of a teacher throughout a school year (Marshall, 2005). These micro-evaluations provide little feedback and are many times scripted in narrative form by the administrator (Marshall, 2005). Even though classroom observations are a part of the overall evaluation, the observations are used in the final ratings of teachers.

Classroom observations ratings reflect what teachers and administrators believe is good teaching (Goe et al., 2008). This feeling is based on information gathered during this short visit. These observations do not identify poor and marginal teaching (Hinchey, 2010). Because of the subjective nature of observations, the identification of poor and marginal teachers is difficult. This is due to the subjective nature of the observation. Teacher evaluations are subjective (Rockoff, 2004). The teacher or administrator rates the performance based on what he or she believes to be good teaching. Training for the evaluator to rate teachers is important to limit subjectivity within evaluations. Proper training is essential because raters are making judgments about what he or she sees in a short amount of time (Goe et al., 2008).

Assuring Teacher Quality

Teacher effectiveness is complex. Teacher quality is a complex phenomenon, and with little consensus regarding what it is and how it should be measured (Heck, 2007). Policy-makers and legislatures are passing legislation to quantify the complexity of teacher effectiveness through evaluations, directly correlating student standardized test scores to teachers' evaluations. These legislative reforms attempt to develop authentic measures of teacher performance by linking teacher effectiveness through evaluations to student achievement scores. Quality assurance is the primary goal of policy makers and legislatures (Danielson, 2001).

Nationally, educational reform focuses on directly linking teacher evaluations to standardized test scores. An example of this is in Tennessee. The purpose of this approach is to measure the effectiveness of the teacher. Value-added assessments hold teachers accountable for students in their control (Sanders, 2000). The implementation of a teacher evaluation system that identifies effective teaching and increases student achievement is a requirement in the state of Indiana.

Evaluations and Professional Development

The purpose of teacher evaluation models is to improve a teacher's practices and effectiveness (Danielson, 2001; Papay, 2012). Specific feedback addressing areas of professional growth, combined with student achievement data, provide the teacher with such feedback to improve practices (Papay, 2012). Detailed rubrics over the quality teacher practices provide the teacher with specific feedback for professional growth (Danielson, 2001). Teacher evaluations that analyze instructional practices with feedback for professional development and data focus on student achievement (Iwanicki, 2001). Classroom observations analyze the teacher's performance-based effective teaching practices (Iwanicki, 2001). The professional conversations that occur throughout the evaluation process provide teachers with a focus on professional development to improve instructional practice. A meaningful evaluation focuses on quality teaching practices and learning outcomes to increase productivity and assist in the development of the teacher (Iwanicki, 2001).

Searfoss and Enz (1996) found one of the purposes of teacher evaluations was to provide professional development for the teacher. Through the teacher evaluation process, the administrator provides feedback to the teacher to reflect on teaching practices (Searfoss & Enz, 1996). The feedback provided requires the teacher to reflect on the focus of the evaluator in the

implementation of teaching practices. As the teacher increases in effectiveness using proven teaching practices, students increase learning.

Teacher evaluations also provide administrators with a school focus for professional development (Cheng & Walker, 1997). Through the evaluation process, the administrator will identify the specific school needs. Through the identification of specific school needs, continuous professional development, and a school-wide focus on those needs, teachers will increase student achievement (Cheng & Walker, 1997).

Teacher evaluations assess teacher performance and also inform and support ongoing teacher development (Papay, 2001). The key purpose of teacher evaluation is to improve instruction by the development of teachers' instructional abilities and effectiveness (Papay, 2001). This feedback will enable the teacher to focus on areas of improvement.

Research-Based Teaching Practices

Within teacher evaluations are elements of subjectivity from the observations an evaluator uses to rate teacher effectiveness (Marshall, 2005; Rockoff, 2004; Rockoff & Speroni, 2010; Toch, 2008). Most evaluators identify effective teaching when it is observed (Scherer, 2011). Quality teaching proficiencies include curriculum, instruction, assessment, management, or relationships (Cheng, 1996; Danielson, 2001; Goe et al., 2008; Marzano et al., 2011; Stronge et al., 2007). Each of these quality-teaching proficiencies is defined through the interpretation of teacher effectiveness based on the teacher evaluation model. The competencies of the evaluation model define the specific teaching proficiencies to demonstrate effectiveness. The ratings of these competencies provide the teacher with feedback on the teaching practices.

Curriculum

Curriculum as a research-based teaching practice constructed by the teacher identifies the

content for mastery of skills and concepts needed for student academic growth. Effective teachers design district and state standards-based curriculum with rational sequencing that builds simpler ideas into more complex ideas (Danielson, 2001). The curriculum is scaffolded, building from one concept to the next in a logical sequence. The curriculum is relevant with clear connections and relative to students. Effective teachers have a body of knowledge and know how to use this knowledge (Cheng, 1996). Through the design of the curriculum, all concepts and skills needed to be successful are included and made available without gaps. Teachers instruct the whole class and do not rely on textbooks (Reynolds, 1998). Rather, teachers infuse technology within the curriculum along with learning experiences to enhance the curriculum and learning experiences of students.

Instruction

Instruction as a research-based teaching practice identifies the teacher's ability to utilize strategies to engage students into the created curriculum. Effective teachers use diverse resources to plan and structure engaging learning opportunities for students (Goe et al., 2008). The diverse resources are utilized to engage students to master the concepts and various skills within the learning opportunities. Effective teachers use more complex instruction with a greater emphasis on meaning while using a broader range of instructional strategies to meet various student needs of those students (Stronge et al., 2007). Effective teachers use a variety of instructional strategies, respond to individual needs, and support student engagement in learning (Stronge et al., 2007). Authentic learning experiences enhance the curriculum while providing students with hands-on learning experiences to (Swars, 2005).

The focus of instruction is apparent in some of the teacher evaluation models. These models use a rubric identifying quality instructional methods through the identification of

curriculum design, preparation of lesson plans, the use of differentiated instructional strategies to meet the various needs of students, and assessments (Danielson, 2007; Marzano et al., 2011).

The emphasis is on meeting the needs of individual students through instructional strategies. An effective teacher understands the complexities of teaching and supports student engagement in learning (Stronge, 2007).

Student achievement is accomplished by meeting the individual needs of the students by focusing on instruction (Schmoker, 2006). Teacher competency refers to the set of knowledge, abilities, and the beliefs a teacher possesses (Cheng, 1996). The teacher performance should be evaluated on the use of that knowledge and skill in the classroom (Cheng, 1996). The knowledge and skills are observed through the instructional strategies used to engage students through creating differentiated learning experiences based on the individual needs of the students.

Utilizing instructional practices that engage all students ensures that the time in the classroom is utilized for learning. An effective teacher utilizes student time on task, which will increase student achievement (Martinez & Martinez, 1999). A classroom goal of effective teachers is to ensure that the time on task is academically oriented with an emphasizing academic instruction (Reynolds, 1998). The teacher's ability to relate curriculum through the use of instruction to students enhances the learning experience of students.

Assessment

Assessment as a research-based teaching practice provides the teacher with feedback on the content for mastery of skills and concepts students are expected to achieve. The teacher provides students with meaningful feedback and uses assessments to meet the needs of students (Stronge, 2007). "These teacher assessment systems with the integration of student learning into

teacher assessment are designed to foster both formative and summative teacher assessment and, ultimately, increase student learning” (Tucker & Stronge, 2005, p. 93).

Effective teachers evaluate student learning based on multiple sources of evidence (Goe et al., 2008). The use of multiple sources of evidence through assessing students’ learning provides teachers with critical information to determine the mastery of concepts taught by teachers. This information determines the need to remediate students or enhance future lessons to challenge students.

Effective teachers provide more differentiated assignments for students (Stronge et al., 2007). Based on the assessment data, teachers will create differentiated learning opportunities and differentiate the assignments of those learning opportunities centered on the learning needs of the student.

Effective teachers align curriculum to common assessments (Danielson, 2001). These common assessments are differentiated to ensure all students have similar opportunities to learn curriculum based on their learning needs. Effective teachers allow students to draw conclusions from their own analyses of their individual work (Danielson, 2001).

Some teacher evaluations are heavily rated on student assessment. A large percentage of the overall evaluation is determined on student achievement through standardized assessments or learning outcomes. This teacher evaluation model focuses on the data provided through assessments to rate a teacher’s effectiveness. The school and teacher effectiveness measures and student achievement have a strong connection (Mendro, 1998). Assessments vary based on the purpose and use of the assessment. The identification of an assessment that is linked to common standards is necessary to fairly evaluate teachers based on assessments (Linn et al., 2011). A common argument is one’s contention that using a high-stakes test as a single measure of student

achievement does not consistently capture student achievement due to other factors (Linn et al., 2011). Largely impacting teachers' effectiveness ratings based on a single measure does not account for other factors on student achievement on this assessment. For example, teachers who were teaching greater proportions of more advantaged students have been advantaged in their effectiveness (Newton, Darling-Hammond, Haertel, & Thomas, 2010).

The use of multiple measures of assessing students gauges the effectiveness of the teacher on student achievement (Mendro, 1998). Multiple measures that are linked to curriculum will measure student understanding of that curriculum. The use of assessments is to provide evidence about student performance and teacher practice that reflects the knowledge and skills that are valued by the teacher (Linn et al., 2011). The assessments are designed to capture student learning. The assessment captures actual student achievement levels (Linn et al., 2011).

Management

The ability of the teacher to manage student behaviors to create a positive learning environment where students are successful is a research-based teaching practice. The learning environment is structured, and behavior expectations for students are high (Reynolds, 1998; Stronge et al., 2007). The structure of the learning environment ensures all students understand the procedures of the classroom. Teachers reinforce high behavioral expectations to maintain a positive learning environment that allows students to challenge each other in a safe manner. Effective teachers create routines and plan to teach students how their learning environment is organized (Stronge et al., 2007). Through routines, students follow procedures and understand high expectations to allow quality instruction and learning experiences to occur. The teacher reinforces the routines, procedures, and high expectations throughout the school year to ensure students maintain a positive learning environment.

Relationships

The development of relationships is a research-based teaching practice where the teacher develops an understanding of the academic needs of the student. Teachers who support students and have positive social relationships contributes to the students' academic success (Heck, 2007). The development of social relationships provides teachers with a personal connection to the student. This connection provides the teacher with insight into the social and learning needs of the student. Effective teachers have a higher level of respect and fairness toward students (Patrick & Smart, 1998; Stronge et al., 2007). To maintain a positive learning environment, a teacher must demonstrate respect and fairness toward students. Effective teachers are caring, fair, and respectful people who motivate students to learn (Stronge et al., 2007). Fostering positive social relationships with students create trust between teacher and the student.

Evaluations' Use of Research-Based Teaching Practices

The purpose of teacher evaluation is to effectively evaluate teachers based on their abilities in educating students. Without having a quality evaluation system, the goal for evaluating teachers based on effectiveness will not be achieved (Toch, 2008). Teacher evaluations vary in the methods of recording effective teaching and the utilization of student assessment data within the models. These models include components of analysis including curriculum, instruction, assessment, management, professionalism, or relationships. In addition, teacher evaluation models include observations conducted by an evaluator to document teacher performance in the classroom.

However, principals and teachers should have a mutual understanding of research-based teaching practices identified in their teacher evaluation models. One weakness in teacher evaluations is the subjectivity of the evaluator (Rockoff, 2004). The evaluator only observes a

small percentage of instruction that occurs over the course of a school year (Marshall, 2005).

The evaluator interprets what he or she believes is good teaching (Goe et al., 2008). Therefore, it is important for both the principal and the teacher to recognize the research-based teaching practices of curriculum, assessment, instruction, management, and relationships within the teacher evaluation model.

Conceptual Model of the Study

The conceptual model of the study provides a visual representation of the overall quantitative research study. The boxes below in the model represent the different variables, methods of analysis, and methodology within the study.

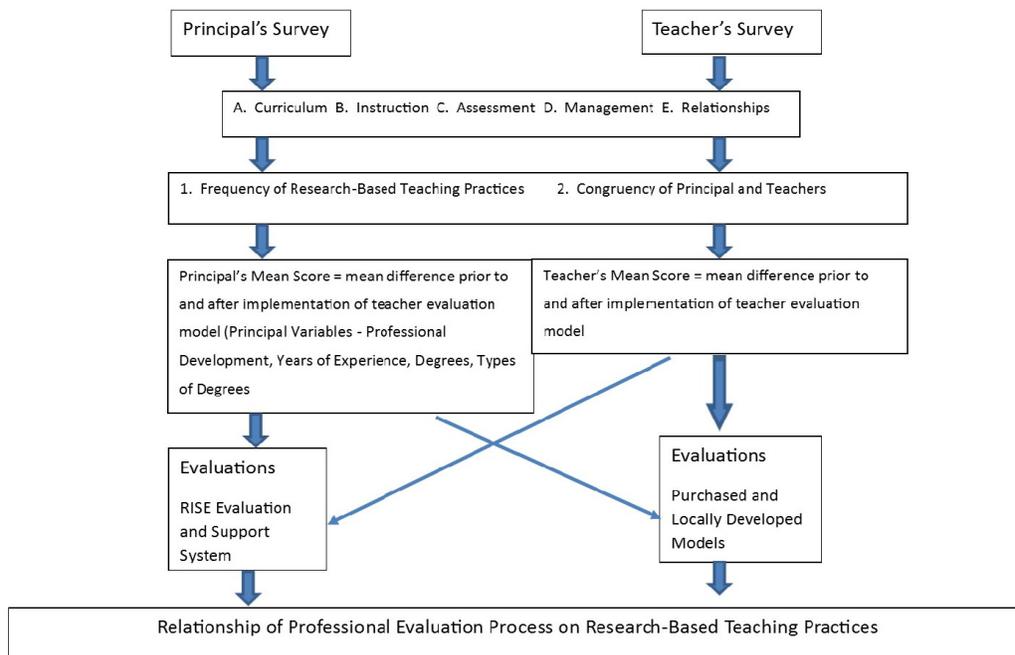


Figure 1. Conceptual map.

Figure 1 represents the process of the study. The first box on the top left of the figure refers to the principal's observed research-based teaching practices. Teacher evaluations have elements of subjectivity through the observations of teachers and the ratings of various elements

of teacher effectiveness (Marshall, 2005; Rockoff, 2004; Rockoff & Speroni, 2010; Toch, 2008). Principals observe and rate teachers based on quality teaching practices. These practices include a focus on curriculum, instruction, assessment, classroom management, and relationships with students (Danielson, 2002; Jackson & Lunenburg, 2010; Marzano et al., 2011; Stronge et al., 2007). To identify the principal's observations of these practices, a survey provided requesting participants to rate the frequency that teachers under his or her supervision use of research-based teaching practices prior to and after the implementation of the evaluation model. Also, the principal and teachers' congruency was measured.

The next box, top right of the figure, represents the teachers' perceptions of the use of research-based teaching practices in the building that were quantified through surveying the teachers. Most teacher evaluation models have rubrics on competencies focused on research-based teaching practices as a method of collecting evidence of effective teaching. Identifying teachers' perceptions of the use of these practices prior to and after implementation of the teacher evaluation model provided insight into the relationship between the teacher evaluation model and teaching practices.

Directly below this box represents the principal variables. These variables were defined as professional development on the teacher evaluation model, years of experience, degrees, and degree types. This information was ascertained in the surveys of principals along with the type of teacher evaluation model.

This model strived to depict, in part, that the purpose of teacher evaluations was to recognize, cultivate, and develop good teaching (Danielson, 2001). Teacher evaluation models should analyze teaching on the basis of what students learn and support professional development for teachers (Iwanicki, 2001). The teacher evaluation model rates teachers'

effectiveness and the teachers' impact on the academic achievement of students. The purpose of this study was to identify if a relationship exists between the implementation of a professional evaluation processes and the use of research-based teaching practices.

Summary

In summary, the review of the literature included a brief history of teacher evaluation, including the focus of these evaluations. Along with the history, additional legal impacts were discussed demonstrating how political and societal influences impacted the purpose of teacher evaluation. Additionally, a description of current teacher evaluation models was provided to describe the focus on teaching practices. Each of these teaching models identified the evaluated competencies and practices within the models. Finally, research-based teaching practices were identified as curriculum, assessment, instruction, management, and relationships and the importance for both the evaluating principals and practicing teachers to understand the different competencies within the adopted model.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this quantitative study was to identify if a relationship existed between teacher evaluation models and the use of research-based practices within the classroom, factoring in perceptions of evaluating principals and practicing teachers prior to and after, implementation of a teacher evaluation model. This study factored in principal variables of professional development, years of experience, degrees, and type of degrees.

Research Questions

In order to identify if a relationship existed between the teacher evaluation model and researched-based teaching practices, this research study answered the following question: What is the relationship of the implementation of professional evaluation processes on research-based teaching practices? Subquestions included

1. Is there a significant difference in principals' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models? Are there any differences reflected among the models?
2. Is there a significant difference in teachers' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models? Are any differences reflected among models?

3. Is there a relationship between principal and teacher perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models? Are any relationships more significant in some models than others?
4. Do principal variables of professional development, years of experience, degrees, and type of degrees predict principal perceptions regarding the use of research-based teaching practices of different evaluation models?

Null Hypotheses

The null hypotheses was formulated and tested for the research questions.

H₀—There is no relationship of the professional evaluation process on research-based teaching practices. Subnull hypotheses include

H₀₁. There is no significant difference in principals' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no differences reflected among the models.

H₀₂. There is no significant difference in teachers' perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no differences reflected among models.

H₀₃. There is no relationship between principal and teacher perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no relationships more significant in some models than others.

H₀₄. The principal variables of professional development, years of experience, degrees, and type of degrees to the perceptual surveys of principals do not predict principal perceptions regarding the use of research-based teaching practices of different evaluation models.

Research Design

This quantitative study utilized survey methodology to collect data from Indiana public schools principals' and teachers' perceptions prior to and after implementation and use of teacher evaluation models, including the RISE evaluation and development system and other adopted models. Principals were also surveyed on additional variables of professional development, years of experience, degrees, and types of degrees. The focus of these surveys was on the teaching occurring within the school building as it related to research-based teaching practices prior to and after implementation of different evaluation models and not on individual teachers. This approach allowed for confidential submission of personal information and perceptions of the professional, pedagogical delivery in the context of similar evaluation models.

Data Sources

The IDOE listed 1,637 public schools in the state of Indiana (Indiana Department of Education, 2013). For this study, these schools' principals were surveyed, requesting each principal to identify the school's teacher evaluation system. Principals were contacted through email requesting participation in the study using Qualtrics survey software. Teachers were sent by email surveys through Qualtrics to complete. Surveys were coded based on the survey identifying the school and the type of teacher evaluation model. Schools were sorted into one of two categories: RISE evaluation and development system or adopted models.

Instrumentation

I developed the survey instrument for this study. Research on teacher effectiveness was utilized in the creation of the survey. The survey identified research-based teaching practices focused as a whole building and not individual teachers on competencies including curriculum, instruction, assessment, management, and relationships (Danielson, 2001; Goe et al., 2008;

Marzano et al., 2011; Reynolds, 1998; Stronge et al., 2007). Data were collected from evaluating principals and practicing teachers along with the principals' variables of professional development, years of experience, degrees, and type of degrees.

Survey Validity

A survey is deemed valid if the survey “instrument measures what it was designed to measure” (Field, 2009, p. 11). Field (2009) stated this is accomplished through content validity and construct validity. Content validity “assesses the degree to which individual items represent the construct being measured, and cover the full range of the construct” (Field, 2009, p. 12). Construct validity measures the observations or measurement tools represented by the construct being investigated (Field, 2009).

Content validity was established by utilizing educational leaders not participating in this study, asking them to review the survey questions. The educational leaders were at the elementary, middle, and high school levels and provided me with feedback on the survey questions. Construct validity ensured the questions, concepts, and constructs of the area of inquiry (Fields, 2009). The survey questions were created based on the work of Danielson (2001), Marzano et al. (2011), and the RISE evaluation and development system (IDOE, 2012b).

Each of these models provided a teacher evaluation rubric identifying specific competencies to be rated by an evaluator. For this study, common competencies were identified on the teacher evaluation rubrics of the Danielson framework, the Marzano teacher evaluation model, and RISE evaluation and development system and were categorized into curriculum, instruction, assessment, management, and relationships for Questions 4 through 63. The remaining questions enabled the teacher or principal to provide the researcher additional

identifiers or variables. The educational leaders reported the survey questions represented the research-based teaching practices identified in the teacher evaluation rubrics.

Table 5

Principal and Teacher Survey Questions

Research-Based Teaching Practices	Questions	Author
Curriculum	4, 5, 20, 21, 24, 25, 30, 31, 48, 49, 60, 61	Danielson, 2001; IDOE, 2012b; Marzano et al., 2011
Instruction	8, 9, 28, 29, 36, 37, 42, 43, 46, 47, 54, 55	Danielson, 2001; Indiana Teacher Effectiveness Rubric 2.0, IDOE, 2012b; Marzano et al., 2011
Assessment	6, 7, 22, 23, 36, 37, 38, 39, 40, 41, 58, 59	Danielson, 2001; Marzano et al., 2011
Management	10, 11, 14, 15, 18, 19, 32, 33, 52, 53, 62, 63	Danielson, 2001, Indiana Teacher Effectiveness Rubric 2.0, IDOE, 2012b; Marzano et al., 2011
Relationships	12, 13, 16, 17, 34, 35, 44, 45, 50, 51, 56, 57	Danielson, 2001, Indiana Teacher Effectiveness Rubric 2.0, IDOE, 2012b; Marzano et al., 2011

Note. The Principal and Teacher Survey Questions derived from works of Danielson (2001) and Marzano (2011) along with the teacher effectiveness rubric from RISE 2.0, (IDOE, 2012b).

Data Collection Process

The principal surveys link using Qualtrics was sent to potential study participants through the Indiana Association of School Principals. For principals not members of the Indiana Association of School Principals, I sent an email to those principals. Each principal received an email that included the survey link, informed consent information, purpose of the study, a statement that responses would be kept confidential, and informed consent provided by participating in the survey. Upon permission from the principal for teachers to participate in the study, teachers received an email that included the survey link, purpose of the study, statement that responses would be kept confidential, and informed consent information provided by me to

those participating in the survey. Principals did not send those e-mails or route them to teachers. I contacted the teachers directly, so they felt comfortable in declining participation, thus minimizing any potential coercion by their principals. All respondents were provided instructions on completing the survey and were not used for evaluative purposes. Responses were coded to match the principal and teachers surveyed to identify their perceptions of implementation of the research-based teaching strategies prior to and after the use of the teacher-evaluation model of the whole school. If no reply on the email occurred, two follow-up emails ensued. Follow-up was handled directly with teachers as well using email requesting participation in the study. None of the schools participating in this study were identified in this study. The data file was kept password protected to ensure security.

Method of Analysis

The first two research questions examined any potential statistically significant differences in the mean scores of principal and teacher perceptions with regard to research-based teaching practices, prior to and after implementation of the teacher evaluation models. The principal and teacher surveys asked both groups to identify the perceived use of research-based teaching practices prior to and after implementation of the teacher evaluation model. Independent sample *t*-tests were used to test for differences between the mean scores of principals and teachers, prior to and after implementation of the teacher evaluation model within RISE or adopted models.

The third research question examined the relationship between the mean scores of principal and teacher perceptual surveys on research-based teaching practices prior to and after implementation of teacher evaluation models. The principal and teacher surveys asked both groups to identify the perceived use of research-based teaching practices, specified in the

surveys, prior to implementation of the teacher evaluation model. In addition, the surveys asked both groups to identify the current practice of using research-based teaching practices, specified in the surveys, used in the teacher evaluation model of the building. A Pearson correlation was conducted attempting to identify if any relationships existed between the mean scores of principal and teacher perceptual surveys of research-based teaching practices prior to and after implementation of the teacher evaluation model.

The fourth research question examined whether prediction can be made between the principals' variables and any study outcomes using a multiple regression analysis. The potential independent variables under consideration were professional development, years of experience, degrees, and type of degrees. Multiple regression was conducted to determine if any of the variables could be used to predict the perception of research-based teaching practices.

Summary

A quantitative study was conducted to identify if a relationship existed between the implementation of teacher evaluation models and the use of research-based teaching practices in schools. Indiana school districts were identified based on the teacher evaluation model. Within these school districts, elementary, middle, and high schools were utilized to identify the relationship of principal perceptions of research-based practices based on the evaluation model's competencies prior to and after implementation of the teacher evaluation model. In addition, the teachers were surveyed to gain their perceptions of using research-based teaching practices, and the relationship with the evaluating principal's perceptions of research-based teaching practices. This methodology included correlations between variables and predictor variables in order to identify if differences in teacher performance and research-based teaching practices existed among teacher evaluation models.

CHAPTER 4

ANALYSIS OF DATA

The purpose of this quantitative study was to identify if a relationship existed between the implementation of professional evaluation processes and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers. The variables of professional development and the principals' years of experience, degrees, and types of degrees were factored into the analysis.

This study used survey methodology from Indiana public school principals removing personal identifiers to gather data on the use of research-based teaching practices, prior to and after the implementation of the teacher evaluation model. Once principals agreed to participate in the study by completing the survey, teachers in those buildings were surveyed to gather data on teacher perceptions on the use of research-based teaching practices prior to and after implementation of the teacher evaluation model.

Statistical testing on the data included descriptive analysis of the sampling. Bivariate and multivariate analyses were used as well. Research Questions 1 and 2 were tested with independent sample *t*-tests for differences between the mean scores of principals and teachers. A Pearson correlation was used to test for a relationship between the mean scores on the perceptions of principals and teachers after implementation of the teacher evaluation model. Multiple regression analysis was conducted to determine if any of the variables—professional

development on the teacher evaluation model, years of experience, degrees, and types of degrees—could be used to predict the perception of research-based teaching practices for Research Question 4.

This chapter provides a description of the data and presents the results of the study. The chapter is prepared into the following segments: descriptive data, findings and analyses of hypotheses, and summary of findings. The descriptive data identifies the frequency, mean, standard deviations, and mean scores in the survey of principals and teachers. Included in this section are the principal variables of professional development, years of experience, degrees, and types of degrees. The findings and analyses of hypotheses note the results and assumptions from the statistical tests. The summary of findings provides the results of the study.

Descriptive Data

A total of 206 principals and teachers participated in the study. Those who utilized the RISE evaluation and development system consisted of 120 participants (58.8%) in the sample. Those utilizing the Danielson framework for teacher evaluation included one participant (0.5%), the Marzano teacher evaluation model had four participants (2.0 %), TAP 12 had participants (5.9%), and locally developed evaluations had 67 (32.9%) participants. The descriptive data breakdown for the study included 58.8% of RISE Evaluation and Development System and 41.2% of the combined other adopted models.

Overall Respondent Characteristics

The sample in the survey consisted of 108 principals (52.4%) and 98 teachers (47.6%). The schools were categorized as elementary schools, middle schools, elementary and middle schools, middle and high schools, and high schools. Within the sample 102 schools were elementary schools (50%). Middle schools consisted of 11 schools (5.4%) in the sample.

Elementary and middle schools included two schools (1.0%) within the sample. Middle and high schools combined to make up 11 schools (5.4%) in the sample. Finally, the sample included 78 schools that were high schools (38.2%).

Overall Descriptive Survey Data

Principals and teachers were surveyed on the perceived use of research-based teaching practices in their buildings, prior to and after implementation of the teacher evaluation model.

Table 6 illustrates the survey responses of principals and teachers.

Table 6

Overall Survey Data Descriptive Data

Question	Prior to <i>M</i>	Prior to <i>SD</i>	After <i>M</i>	After <i>SD</i>	Average <i>M</i> Score
Engaging Lesson Plans	8.43	1.76	9.19	1.23	0.76
Formative and Summative Assessments	8.26	2.17	9.46	1.43	1.20
Assessment Data in Instructional Approaches	7.89	2.50	9.36	1.67	1.47
Safe Learning Environment	10.43	1.00	10.52	0.85	0.09
Misbehavior	8.93	1.65	9.15	1.51	0.22
Positive Behavior of Students	9.33	2.22	9.64	1.96	0.31
Behavior in a Respectful Manner	9.44	1.29	9.67	1.15	0.23
Procedures and Expectations	9.90	1.36	10.25	1.07	0.35
Student Backgrounds in Classroom	8.14	1.99	8.60	1.80	0.46
Activities					
Student Choice in Summative Assessments	5.79	2.59	6.40	2.60	0.61
Student Reflections in Future Planning	6.53	2.48	7.28	2.48	0.75
Student Achievement Data Collaboration	4.94	2.90	5.95	2.86	1.01
Flexible Instructional Grouping	7.08	2.92	7.82	2.83	0.74
Student Performance Data	7.71	2.58	8.79	2.07	1.08
Positive Learning Environment	9.61	1.25	9.86	1.17	0.25
Student Supports Collaboration	5.37	2.89	6.05	2.73	0.68
Activities on Student Learning Outcomes	7.70	2.43	8.80	1.77	1.10
Formative Assessment Data in Lesson Plans	7.29	2.50	8.52	1.87	1.23
Benchmark Assessments	5.93	2.55	7.04	2.55	1.11
Risk-Taking	6.77	2.30	7.23	2.25	0.46
Student Lives	8.54	1.90	8.80	1.66	0.26
Differentiated Instruction among Teachers	6.83	3.41	7.79	3.10	0.96

Table 6 (continued)

Question	Prior to <i>M</i>	Prior to <i>SD</i>	After <i>M</i>	After <i>SD</i>	Average <i>M</i> Score
Vertical Align with Collaboration	4.28	2.93	5.09	3.06	0.81
Family Concerns in Positive Manner	9.04	1.63	9.33	1.40	0.29
Environment of Individual Student Learning	7.52	2.08	7.96	1.93	0.44
Units on Student Achievement	6.82	2.50	7.90	2.26	1.08
Positive Interactions with Students	9.40	1.59	9.63	1.51	0.23
Assessment Rubrics on Student Learning Objectives	7.90	2.92	8.71	2.49	0.81
Curricular Units Collaboration	4.45	2.64	5.17	2.81	0.72
Students Model Respect	9.04	1.70	9.23	1.59	0.19

Note. Questions represent research-based teaching practices prior to and after implementation of the teacher evaluation of surveyed principals and teachers. Highest mean scores with questions, means, and standard deviations are shown in boldface.

The greatest mean score in the overall survey data was “assessment data to identify instructional approaches,” prior to ($M = 7.89$, $SD = 2.50$) and after ($M = 9.36$, $SD = 1.67$) implementation of the teacher evaluation model, with a mean score of 1.43. “Formative assessment data in lesson plans,” prior to ($M = 7.29$, $SD = 2.50$) and after ($M = 8.52$, $SD = 1.87$) implementation of the teacher evaluation model, had the second greatest mean score of 1.23. The third greatest mean score was the use of “benchmark assessments,” prior to ($M = 5.93$, $SD = 2.55$) and after ($M = 7.04$, $SD = 2.55$) implementation of the teacher evaluation model, with a mean score of 1.11. The mean scores of the overall data survey had positive increases in each question.

RISE Evaluation and Development System Respondents’ Characteristics

The sample in the survey consisted of 51 principals (44.3%) and 64 teachers (55.7%). The schools were categorized as elementary schools, middle schools, elementary and middle schools, middle and high schools, and high schools. The RISE evaluation and development

System sample consisted of 56 elementary schools (48.7%). Middle schools consisted of 11 schools (6.1%) in the RISE sample. Elementary and middle schools included one school (0.9%) within the RISE sample. Middle and high schools combined to make-up six schools (5.2%) in the RISE sample. Finally, the RISE sample included 45 schools that were high schools (39.1%).

The RISE evaluation and development system respondents identified the number of years the school implemented the evaluation model. Sixteen (13.9%) of the RISE schools identified one-year of implementation. Two-years of implementation consisted of 77 (67.0%) respondents in the RISE schools. Three-years of implementation included 15 (13.0%) respondents in the RISE schools. Four (2.6%) of the RISE schools noted four-years of implementation of a new evaluation model. One (0.9%) of the schools that responded to the survey using the RISE evaluation and development system identified five-years of implementation of the teacher evaluation model.

RISE Evaluation and Development System Principal Variables

Tables 7 and Table 8 illustrate information regarding the principal variables provided from the RISE Evaluation and Development System. This included hours of professional development on the teacher evaluation model, years of experience, and degrees.

Table 7

RISE Principal Professional Development Over the Previous Year

Hours	<i>N</i>	%
0 – 1	5	9.8
2 – 3	4	7.8
4 – 5	9	17.6
6 – 7	4	7.8
8 – 9	6	11.8
10 – 11	4	7.8
12 – 13	0	0.0
14 – 15	4	7.8
16 – 17	1	2.0
18 – 19	0	0.0
20+	14	27.5
Total	51	100.0

Note. The three highest-rated values are shown in boldface.

Principals were surveyed on the number of hours they received in professional development on the teacher evaluation model. The three highest-rated hours of professional development were 14 principals with 20 or more hours (27.5%), six principals with 8 to 9 hours (17.6%), and nine principals 4 to 5 hours (17.6%) of professional development last year in the RISE evaluation and development system.

Table 8

RISE Principals' Years of Experience

Years	<i>N</i>	%
0 – 3	7	13.7
4 – 6	7	13.7
7 – 9	9	17.6
10 – 12	11	21.6
13 – 15	5	9.9
16 – 18	4	7.8
19+	8	15.7
Total	132	100.0

Note. The highest-rated values are shown in boldface.

Principals were surveyed on the years of experience they had been a building principal. In the RISE Evaluation and Development System, the three highest-rated years of experience were 11 principals (21.6%) who had 10 to 12 years, nine principals (17.6%) who had 7 to 9 years, and eight principals (15.7%) who had 19 or more years of experience as building principals.

Principals were surveyed on the degrees earned. Rise evaluation and development system principals responded 23 (45.1%) with a master's degree or equivalent, 27 (52.9%) with 45 hours of graduate-level courses, and one (2.0%) with a doctoral degree.

RISE Descriptive Survey Data

RISE Evaluation and Development System principals and teachers were surveyed on the perceived building use of research-based teaching practices prior to and after, implementation of the teacher evaluation model. Table 9 illustrates the survey responses of principals and teachers.

Table 9

RISE Survey Data

Question	Prior to <i>M</i>	Prior to <i>SD</i>	After <i>M</i>	After <i>SD</i>	Average <i>M</i> Score
Engaging Lesson Plans	8.37	1.64	9.10	1.21	0.73
Formative and Summative Assessments	8.26	2.00	9.46	1.43	1.20
Assessment Data in Instructional Approaches	8.11	2.38	9.50	1.55	1.39
Safe Learning Environment	10.39	0.98	10.42	0.97	0.03
Misbehavior	8.82	1.62	8.99	1.60	0.17
Positive Behavior of Students	9.43	2.08	9.70	1.93	0.27
Behavior in a Respectful Manner	9.31	1.38	9.53	1.32	0.22
Procedures and Expectations	9.92	1.27	10.23	1.09	0.31
Student Backgrounds in Classroom Activities	8.11	1.93	8.57	1.81	0.46
Student Choice in Summative Assessments	5.70	2.49	6.37	2.56	0.68
Student Reflections in Future Planning	6.65	2.46	7.39	2.46	0.74
Student Achievement Data Collaboration	4.88	2.94	6.03	3.00	1.15
Flexible Instructional Grouping	6.97	2.86	7.72	2.91	0.75
Student Performance Data	7.60	2.59	8.67	2.14	1.07
Positive Learning Environment	9.57	1.25	9.83	1.26	0.26
Student Supports Collaboration	5.38	2.89	6.06	2.70	0.68
Activities on Student Learning Outcomes	7.60	2.33	8.70	1.76	1.10
Formative Assessment Data in Lesson Plans	7.34	2.34	8.47	1.81	1.13
Benchmark Assessments	6.03	2.72	7.15	2.68	1.12
Risk-Taking	6.70	2.37	7.04	2.38	0.34
Student Lives	8.47	2.02	8.77	1.73	0.30
Differentiated Instruction among Teachers	6.68	2.49	7.61	3.18	0.93
Vertical Align with Collaboration	4.14	3.05	4.84	3.08	0.70
Family Concerns in Positive Manner	9.08	1.69	9.31	1.42	0.23
Environment of Individual Student Learning	7.47	2.02	7.86	1.93	0.39
Units on Student Achievement	6.76	2.44	7.72	2.34	0.96
Positive Interactions with Students	9.34	1.62	9.56	1.59	0.22
Assessment Rubrics on Student Learning Objectives	7.91	2.93	8.79	2.49	0.88
Curricular Units Collaboration	4.47	2.66	5.22	2.89	0.75
Students Model Respect	8.85	1.76	8.97	1.74	0.12

Note. Questions represent research-based teaching practices prior to and after implementation of the RISE Evaluation and Development System of surveyed principals and teachers. Highest rated items are shown in boldface.

Table 10 illustrates the survey responses of principals and teachers in the overall sample and the RISE Evaluation and Development System.

Table 10

Overall and RISE Survey Comparison

Question	Overall Prior to <i>M</i>	Overall Prior to <i>SD</i>	Overall After <i>M</i>	Overall After <i>SD</i>	RISE Prior to <i>M</i>	RISE Prior to <i>SD</i>	RISE After <i>M</i>	RISE After <i>SD</i>
Assessment Data in Instructional Approaches	7.89	2.50	9.36	1.67	8.11	2.38	9.50	1.55
Formative and Summative Assessments	8.26	2.17	9.26	1.43	8.26	2.00	9.46	1.23
Formative Assessment Data in Lesson Plans	7.29	2.50	8.52	1.87	7.34	2.34	8.47	1.81
Benchmark Assessments	5.93	2.55	7.04	2.55	6.03	2.72	7.15	2.68

Note. Questions represent research-based teaching practices prior to and after implementation of the overall and RISE evaluation and development system of surveyed principals and teachers.

The RISE evaluation and development system principals' and teachers' survey questions showed an increase in mean scores. Four of the five largest mean scores questions were focused on the research-based teaching practice of the following: "assessment data in instructional approaches" prior to ($M = 8.11$, $SD = 2.38$) and after ($M = 9.50$, $SD = 1.55$) implementation of the teacher evaluation model for a mean score of 1.39; "Formative and Summative Assessments" prior to ($M = 8.26$, $SD = 2.00$) and after ($M = 9.46$, $SD = 1.43$) implementation of the teacher

evaluation model for a mean score of 1.20; “formative assessment data in lesson plans” prior to ($M = 7.34, SD = 2.34$) and after ($M = 8.47, SD = 1.81$) implementation of the teacher evaluation model for a mean score of 1.13, and “benchmark assessments” prior to ($M = 6.03, SD = 2.72$) and after ($M = 7.15, SD = 2.68$) implementation of the teacher evaluation model for a mean score of 1.12.

The RISE Evaluation and Development System mean scores were similar to the overall mean scores of the following: “assessment data in instructional approaches” prior to ($M = 7.89, SD = 2.50$) and after ($M = 9.36, SD = 1.67$) implementation of the teacher evaluation model for a mean score of 1.47; “formative and summative assessments” prior to ($M = 8.26, SD = 2.17$) and after ($M = 9.46, SD = 1.43$) implementation of the teacher evaluation model for a mean score of 1.20; “formative assessment data in lesson plans” prior to ($M = 7.29, SD = 2.50$) and after ($M = 8.52, SD = 1.87$) implementation of the teacher evaluation model for a mean score of 1.23, and “benchmark assessments” prior to ($M = 5.93, SD = 2.55$) and after ($M = 7.04, SD = 2.55$) implementation of the teacher evaluation model for a mean score of 1.11.

Adopted Models Respondents Characteristics

The sample in the survey consisted of 51 principals (61.4%) and 32 teachers (38.6%). The schools were categorized as elementary schools, middle schools, elementary and middle schools, middle and high schools, and high schools. The adopted models sample consisted of 42 elementary schools (51.9%). The adopted models was slightly higher than the RISE evaluation and development system sample at 48.7% of schools. Middle schools consisted of four schools (4.9%) in the adopted models sample. This was slightly lower than the RISE sample at 6.1% of schools. Elementary and middle schools included one school (1.2%). This was comparatively similar to the RISE sample at 0.9% of schools. Middle and high schools combined to make-up

five schools (6.0%) in the adopted models sample. Again, this was similar to the RISE sample of 5.2% of schools. Finally, the adopted models included 29 schools that were high schools (34.9%). This was slightly lower than the RISE sample of 39.2%. Table 11 illustrates the years of implementation of the adopted models.

Table 11

Adopted Models Implemented Teacher Evaluation Model

Year	<i>N</i>	%
1	8	9.8
2	55	67.1
3	12	14.6
4	2	2.4
5	1	1.2
6	0	0.0
7	0	0.0
8	0	0.0
9	0	0.0
10+	3	3.7
Total	81	98.2

Note. The three highest-rated years values are shown in boldface.

Principals and teachers were surveyed on the number of years the teacher evaluation model had been implemented. The highest-rated years of implementation of the adopted models were: 2 years, 3 years, and 1 year. The adopted models compared to the RISE evaluation and development system yielded similar results in highest-rated years of implementation. The implementation of the adopted models had 55 respondents of 2 years (67.1%) compared to the RISE evaluation and development system at 67.3%. The adopted models had 12 respondents (14.6%) that reported 3 years of implementation compared to the RISE evaluation and development system at 13.0%. Finally, eight adopted model respondents (9.8%) had 1 year of implementation compared to RISE evaluation and development system at 13.9%.

Adopted Models' Principal Variables

Tables 12 and Table 13 illustrate the principal variables provided from the adopted models. This included hours of professional development on the teacher evaluation model, years of experience, and degrees.

Table 12

Adopted Models Professional Development Data

Hour's	<i>N</i>	%
0 – 1	1	2.0
2 – 3	1	2.0
4 – 5	8	15.7
6 – 7	5	9.8
8 – 9	5	9.8
10 – 11	5	9.8
12 – 13	3	5.9
14 – 15	3	5.9
16 – 17	4	7.8
18 – 19	0	0.0
20+	16	31.4
Total	51	100.0

Note. The three highest-rated values of hours, number, and percent are shown in boldface.

Principals were surveyed on the number of hours they received in professional development on the adopted models. The three highest-rated hours of professional development were 16 principals with 20 or more hours (31.4%), eight principals for each of the professional development ranges of 4 to 5 hours (15.7%), and five principals 6 to 7 hours, 8 to 9 hours, and 10 to 11 hours (17.6%) of professional development last year in the adopted models.

Table 13

Adopted Models Principal Years of Experience Data

Year's	<i>N</i>	%
0 – 3	5	9.8
4 – 6	5	9.8
7 – 9	14	27.5
10 – 12	8	15.7
13 – 15	5	9.8
16 – 18	5	9.8
19+	9	17.6
Total	51	100.0

Note. The highest-rated values are shown in boldface.

Principals were surveyed on the years of experience they had been a building principal. In the adopted models, the three highest-rated years of experience were 14 principals (27.5%) had 7 to 9 years, nine principals (17.6%) had 19 or more years, and eight principals (15.7%) had 10 to 12 years of experience as a building principal.

Principals were surveyed on the degrees earned. Adopted models principals responded 21 (41.2%) with a master's degree or equivalent, 22 (43.1%) with 45 hours of graduate-level courses, and eight (15.7%) with a doctoral degree.

Comparing principal variables between the RISE evaluation and development system to the adopted models, similarities and differences became apparent. First, for hours of professional development in the teacher evaluation models, principals in the adopted models received more hours in professional development for 16 to 17 hours (7.8%) and 20 or more hours (31.4%) compared to the RISE evaluation and development system hours in professional development for 16 to 17 hours (2.0%) and 20 or more hours (27.5%). The adopted models received fewer hours of professional development in the teacher evaluation model for 0 to 1 hour

(2.0%), 2 to 3 hours (2.0%), and 4 to 5 hours (15.7%) compared to the RISE evaluation and development system hours of professional development in the teacher evaluation model for 0 to 1 hour (9.8%), 2 to 3 hours (7.8%), and 4 to 5 hours (17.6%).

Second, the adopted models had more principals with years of experience for 16 to 18-years, (9.8%) and 19 or more years (17.6%) compared to RISE evaluation and development system principals with years of experience for 16 to 18 years (7.8%) and 19 or more years (15.7%). The adopted models principals had few principals of experience for 0 to 3 years (9.8%) and 4 to 6 years (9.8%) compared to RISE evaluation and development system principals with years of experience for 0 to 3 years (13.7%) and 4 to 6 years (13.7%).

Third, the adopted models had a higher frequency of principals in degrees with a doctoral degree (15.7%) compared to RISE evaluation and development system principals in degrees with a doctoral degree (2.0%). However, the adopted models had a lower frequency of principals in degrees with a master's degree or equivalent (41.2%) and 45 or more of graduate hours (43.1%) compared to RISE evaluation and development system principals in degrees with a master's degree or equivalent (45.1%) and 45 or more of graduate hours (52.9%).

Adopted Models Descriptive Survey Data

Adopted models principals and teachers were surveyed on the perceived building use of research-based teaching practices, prior to and after implementation of the teacher evaluation model. Table 14 illustrates the survey responses of principals and teachers.

Table 14

Adopted Models Survey Descriptive Data

Question	Prior to <i>M</i>	Prior to <i>SD</i>	After <i>M</i>	After <i>SD</i>	Average <i>M</i> Score
Engaging Lesson Plans	8.49	1.97	9.31	1.30	0.82
Formative and Summative Assessments	8.28	2.39	9.48	1.45	1.20
Assessment Data in Instructional Approaches	7.66	2.68	9.23	1.86	1.57
Safe Learning Environment	10.49	0.96	10.64	0.67	0.15
Misbehavior	9.06	1.74	9.34	1.41	0.28
Positive Behavior of Students	9.24	2.41	9.59	2.05	0.35
Behavior in a Respectful Manner	9.60	1.10	9.84	0.83	0.24
Procedures and Expectations	9.84	1.52	10.25	1.09	0.41
Student Backgrounds in Classroom Activities	8.27	2.03	8.70	1.75	0.43
Student Choice in Summative Assessments	5.96	2.68	6.47	2.61	0.51
Student Reflections in Future Planning	6.31	2.54	7.06	2.55	0.75
Student Achievement Data Collaboration	5.11	2.85	5.94	2.68	0.83
Flexible Instructional Grouping	7.16	3.04	7.88	2.81	0.72
Student Performance Data	7.89	2.58	8.99	1.98	1.10
Positive Learning Environment	9.69	1.21	9.93	1.03	0.24
Student Supports Collaboration	5.41	2.93	6.08	2.82	0.67
Activities on Student Learning Outcomes	7.08	2.62	8.92	1.82	1.12
Formative Assessment Data in Lesson Plans	7.18	2.72	8.57	1.98	1.39
Benchmark Assessments	5.94	2.33	7.06	2.41	1.12
Risk-Taking	6.78	2.59	7.41	2.10	0.63
Student Lives	8.71	1.73	8.90	1.59	0.19
Differentiated Instruction among Teachers	7.30	3.25	8.27	2.93	0.97
Vertical Align with Collaboration	4.46	2.80	5.45	3.05	0.99
Family Concerns in Positive Manner	9.04	1.57	9.40	1.38	0.36
Environment of Individual Student Learning	7.52	2.19	8.05	1.99	0.53
Units on Student Achievement	6.88	2.63	8.12	2.22	1.24
Positive Interactions with Students	9.49	1.54	9.76	1.40	0.27
Assessment Rubrics on Student Learning Objectives	8.11	2.81	8.83	2.35	0.72
Curricular Units Collaboration	4.45	2.57	5.19	2.72	0.74
Students Model Respect	9.31	1.56	9.58	1.30	0.27

Note. Highest mean score values are shown in boldface.

Adopted models principal and teacher survey questions all showed an increase in mean scores. Comparing the adopted models, the RISE evaluation and development system and the overall sample, one question yielded the highest mean score on all three surveys. This question was “assessment data in instructional approaches.” The adopted models prior to ($M = 7.66, SD = 2.68$) and after ($M = 9.23, SD = 1.86$) implementation of the teacher evaluation model had a mean score of 1.57. The RISE prior to ($M = 8.11, SD = 2.38$) and after ($M = 9.50, SD = 1.55$) implementation of the teacher evaluation model had a mean score of 1.39. Finally, the overall sample prior to ($M = 7.89, SD = 2.50$) and after ($M = 9.36, SD = 1.67$) implementation of the teacher evaluation model had a mean score of 1.47.

The second highest mean scores in the adopted models and overall sample was using “formative assessment data in lesson plans.” The adopted models prior to ($M = 7.18, SD = 2.72$) and after ($M = 8.57, SD = 1.98$) implementation of the teacher evaluation model had a mean score of 1.39. The overall sample prior to ($M = 7.29, SD = 2.50$) and after ($M = 8.52, SD = 1.87$) implementation of the teacher evaluation model had a similar mean score of 1.23. However, using formative assessment data to change lesson plans for the RISE evaluation and development system was third highest. The RISE evaluation and development system prior to ($M = 7.34, SD = 2.34$) and after ($M = 8.47, SD = 1.81$) implementation of the teacher evaluation model had a mean score of 1.13.

The third highest mean score in the adopted models were “units on student achievement.” The adopted models prior to ($M = 6.88, SD = 2.63$) and after ($M = 8.12, SD = 2.22$) implementation of the teacher evaluation model had a mean score of 1.24. Yet, in the RISE evaluation and development system and overall sample, the mean score was lower on this survey question. The RISE evaluation and development system prior to ($M = 6.76, SD = 2.44$) and after

($M = 7.72$, $SD = 2.34$) implementation of the teacher evaluation model had a mean score of 0.96. The overall sample prior to ($M = 6.82$, $SD = 2.50$) and after ($M = 7.90$, $SD = 2.26$) implementation of the teacher evaluation model had a mean score of 1.08.

The fourth highest mean scores in the adopted models was the use of “formative and summative assessments.” The adopted models prior to ($M = 8.28$, $SD = 2.39$) and after ($M = 9.48$, $SD = 1.45$) implementation of the teacher evaluation model had a mean score of 1.20. However, this was the second highest mean score in the RISE evaluation and development system. The RISE evaluation and development system prior to ($M = 8.26$, $SD = 2.00$) and after ($M = 9.46$, $SD = 1.43$) implementation of the teacher evaluation model had a mean score of 1.20. Also, the overall sample ($M = 8.26$, $SD = 2.17$) and after ($M = 9.46$, $SD = 1.43$) implementation of the teacher evaluation model had the same mean score as the RISE evaluation and development system at 1.20.

Principal and Teacher Survey Data

The principals and teachers were surveyed on the perceived use of research-based teaching practices in their buildings prior to and after implementation of the teacher evaluation model. Tables 15 and 16 illustrate the survey responses of principals and teachers separately.

Table 15

Principal Survey Data

Question	Prior to Mean	Prior to <i>SD</i>	After Mean	After <i>SD</i>	Average Mean Score
Engaging Lesson Plans	8.18	1.78	9.25	1.20	1.07
Formative and Summative Assessments	8.05	2.37	9.51	1.40	1.46
Assessment Data in Instructional Approaches	7.64	2.65	9.52	1.59	1.88
Safe Learning Environment	10.38	1.12	10.58	0.78	0.20
Misbehavior	8.89	1.62	9.39	1.19	0.41
Positive Behavior of Students	9.20	2.19	9.70	1.79	0.50
Behavior in a Respectful Manner	9.50	1.28	9.87	0.94	0.37
Procedures and Expectations	9.93	1.41	10.30	1.10	0.37
Student Backgrounds in Classroom Activities	7.94	1.99	8.60	1.65	0.66
Student Choice in Summative Assessments	5.42	2.56	6.32	2.50	0.90
Student Reflections in Future Planning	6.12	2.39	7.20	2.32	1.08
Student Achievement Data Collaboration	4.74	2.66	6.13	2.68	1.39
Flexible Instructional Grouping	7.07	2.97	8.05	2.80	0.98
Student Performance Data	7.47	2.62	8.87	2.04	1.40
Positive Learning Environment	9.58	1.28	9.96	1.10	0.38
Student Supports Collaboration	5.09	2.70	6.10	2.51	1.01
Activities on Student Learning Outcomes	7.21	2.70	8.77	1.79	1.56
Formative Assessment Data in Lesson Plans	6.88	2.61	8.54	1.87	1.66
Benchmark Assessments	5.77	2.50	6.95	2.45	1.18
Risk-Taking	6.62	2.17	7.43	1.99	0.81
Student Lives	8.43	1.76	8.79	1.50	0.36
Differentiated Instruction among Teachers	6.65	3.48	7.97	2.97	1.32
Vertical Align with Collaboration	4.23	2.84	5.28	2.88	1.05
Family Concerns in Positive Manner	8.94	1.67	9.44	1.33	0.50
Environment of Individual Student Learning	7.37	2.01	8.07	1.73	0.70
Units on Student Achievement	6.63	2.55	8.01	2.15	1.38
Positive Interactions with Students	9.39	1.55	9.82	1.31	0.43
Assessment Rubrics on Student Learning Objectives	7.21	2.97	8.27	2.62	1.06
Curricular Units Collaboration	4.48	2.42	5.43	2.70	0.95
Students Model Respect	9.36	1.47	9.66	1.22	0.30

Note. Highest mean score values are shown in boldface.

Table 16

Teacher Survey Descriptive Data

Question	Prior to Mean	Prior to <i>SD</i>	After Mean	<i>SD</i>	Average Mean Score
Engaging Lesson Plans	8.71	1.68	9.12	1.27	0.41
Formative and Summative Assessments	8.49	1.91	9.41	1.47	0.92
Assessment Data in Instructional Approaches	8.17	2.29	9.19	1.75	1.02
Safe Learning Environment	10.48	0.86	10.45	0.93	-0.03
Misbehavior	8.88	1.70	8.88	1.77	0.00
Positive Behavior of Students	9.48	2.26	9.57	2.14	0.09
Behavior in a Respectful Manner	9.37	1.31	9.44	1.32	0.07
Procedures and Expectations	9.87	1.31	10.19	1.05	0.32
Student Backgrounds in Classroom Activities	8.37	1.98	8.59	1.97	0.22
Student Choice in Summative Assessments	6.20	2.58	6.49	2.72	0.29
Student Reflections in Future Planning	6.99	2.51	7.36	2.66	0.37
Student Achievement Data Collaboration	5.15	3.15	5.76	3.05	0.61
Flexible Instructional Grouping	7.08	2.89	7.56	2.87	0.48
Student Performance Data	7.97	2.53	8.70	2.10	0.73
Positive Learning Environment	9.63	1.22	9.74	1.24	0.11
Student Supports Collaboration	5.68	3.07	6.00	2.96	0.32
Activities on Student Learning Outcomes	8.24	1.96	8.84	1.76	0.60
Formative Assessment Data in Lesson Plans	7.73	2.30	8.50	1.87	0.77
Benchmark Assessments	6.11	2.60	7.14	2.67	1.03
Risk-Taking	6.94	2.45	7.01	2.49	0.07
Student Lives	8.66	2.05	8.81	1.83	0.15
Differentiated Instruction among Teachers	7.04	3.33	7.58	3.25	0.54
Vertical Align with Collaboration	4.33	3.04	4.89	3.25	0.56
Family Concerns in Positive Manner	9.14	1.59	9.20	1.47	0.06
Environment of Individual Student Learning	7.68	2.14	7.83	2.14	0.15
Units on Student Achievement	7.02	2.43	7.78	2.38	0.76
Positive Interactions with Students	9.41	1.64	9.42	1.69	0.01
Assessment Rubrics on Student Learning Objectives	8.66	2.66	9.19	2.25	0.53
Curricular Units Collaboration	4.42	2.87	4.90	2.91	0.48
Students Model Respect	8.69	1.87	8.76	1.82	0.17

Note. Highest mean score values are shown in boldface.

Principal and teacher responses all demonstrated positive growth in mean scores, except the teacher survey question referring to a “safe learning environment.” In the teacher survey

respondents rated “safe learning environment” prior to ($M = 10.48, SD = 0.86$) and after ($M = 10.45, SD = 0.93$) implementation of the teacher evaluation model with a mean score of -0.03. Consistently, principals’ mean scores on questions were higher than the teacher mean scores prior to and after implementation of the teacher evaluation model. Reviewing the ratings in the principals and teachers survey, three survey questions were rated high in mean scores.

Using “assessment data in instructional approaches” was the highest mean score (1.88) in the principal survey prior to ($M = 7.64, SD = 2.65$) and after ($M = 9.52, SD = 1.59$) implementation of the teacher evaluation model. Compared to the teacher survey prior to ($M = 8.17, SD = 2.29$) and after ($M = 9.19, SD = 1.75$) implementation of the teacher evaluation model demonstrated a mean score of 1.02. The second highest question in the principal survey was using “formative assessment data in lesson plans” prior to ($M = 6.88, SD = 2.61$) and after ($M = 8.54, SD = 1.87$) implementation of the teacher evaluation model with a mean score of 1.66. Compared to teacher survey, prior to ($M = 7.73, SD = 2.30$) and after ($M = 8.50, SD = 1.87$), implementation of the teacher evaluation model had a mean score of 0.77.

Finally, the use of *Formative and Summative Assessments* in the principal survey showed the third highest growth in mean score. The principal survey prior to ($M = 8.05, SD = 2.37$) and after ($M = 9.51, SD = 1.40$) implementation of the teacher evaluation model had a mean score of 1.46. The teacher survey prior to ($M = 8.49, SD = 1.91$) and after ($M = 9.19, SD = 1.75$) implementation of the teacher evaluation model had a mean score of 1.02.

In both the principals’ and teachers’ survey data, standard deviations in both surveys narrowed after implementation of teacher evaluation models. The standard deviations were not tested to determine statistical significance. By observing the standard deviations, there seemed to be more congruence within the group of principals and within the group of teachers who

responded to the survey after implementation of the evaluation model. As the principals and teachers rated the use of these practices after implementation of the evaluation models, the spread of scores were clustered, lowering the standard deviation. Congruence within groups was demonstrated more in the principal survey compared to the teacher survey. The principal survey had decreases in all except four questions, and the teacher survey had decreases in all except 11 questions and one question had the same standard deviation.

Findings and Analyses of Hypotheses

Statistical analysis of the data included the mean, standard deviation, and mean scores. To answer Research Questions 1 and 2, independent sample *t*-tests were used to test the null hypotheses. Research Question 3 used a Pearson correlation analysis, and Research Question 4 used a multiple regression analysis.

The null hypotheses were formulated and tested for the research questions.

H₀—There is no relationship of the professional evaluation process on research-based teaching practices.

The first hypothesis was “There is no significant difference in principals’ perceptions regarding the use of research-based teaching practices, prior to and after implementation of different teacher evaluation models. There are no differences reflected among the models.” This addressed the first research question and was tested using an independent sample *t*-test, based on the differences between principals’ perceptions of researched-based teaching practices, prior to and after the implementation of the teacher evaluation model categorized as RISE evaluation and development system and adopted models.

The assumptions of independent sample *t*-tests were studied to ensure the assumptions were met. First, the box plot was examined, and no data point was more than 1.5 standard

deviations from the edge of the box. This demonstrated that no outliers were within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05, ensuring the scores on the dependent variable were distributed equally for both groups of principals. Therefore, the assumption was met. Finally, the Levene's test for equality of variance was observed and reported with $F = .065$, $p = .800$. Consequently, the assumption of homogeneity was not violated, which means that the variance between the RISE evaluation and development system and adopted models frequency of responses after the implementation of the teacher evaluation model were equal to each other.

The independent sample t -test included 51 principals using RISE evaluation and development system ($M = 28.88$, $SD = 30.87$) and 51 principals using adopted models ($M = 27.29$, $SD = 28.46$). No statistical significant difference were found in principals' perceptions regarding the use of research-based best practices, prior to and after implementation of different teacher evaluation models categorized as RISE evaluation and development system and adopted models with $t(100) = 0.270$, $p = .788$, two-tailed. No differences were reflected among the models. Therefore, the null was retained.

Because no statistical significance was founded, the finding from this test was that the type of model did not impact the principals' perceptions of the use in research-based teaching practices after implementation of the teacher evaluation model. No statistical differences were among the teacher evaluation models.

The second hypothesis was "There is no significant difference in teachers' perceptions regarding the use of research-based best practices, prior to and after implementation of different teacher evaluation models. There are no differences reflected among models." This addressed

the second research question and was tested using an independent sample t -test based on the differences between teachers' perceptions of researched-based teaching practices, prior to and after the implementation of the teacher evaluation model categorized as RISE evaluation and development system and adopted models.

The assumptions of independent sample t -tests were studied to ensure the assumptions were met. First, the box plot was examined, and no data point was more than 1.5 standard deviations from the edge of the box. This demonstrated that no outliers were within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05, ensuring the scores on the dependent variable were distributed equally for both groups of teachers. Therefore, the assumption was met. Finally, the Levene's test for equality of variance was observed and reported with $F = .293$, $p = .589$. Consequently, the assumption of homogeneity was not violated, which means that the variance between the RISE evaluation and development system and adopted models on the frequency of ratings occurred after the implementation of the teacher evaluation model were equal to each other.

The independent sample t -test included 64 teachers using the RISE evaluation and development system ($M = 11.63$, $SD = 21.95$) and 32 teachers using adopted models ($M = 10.44$, $SD = 22.24$). No statistical significant difference was found in teachers' perceptions regarding the use of research-based best practices, prior to and after implementation of different teacher evaluation models categorized as RISE evaluation and development system $t(94) = 0.249$, $p = .804$, two-tailed. No difference was reflected among the models. Therefore, the null was retained.

Although no statistical significance was discovered, the finding from this test was that the type of model did not impact the teachers' perceptions of the use in research-based teaching practices after implementation of the teacher evaluation model. No statistical differences were among the models.

The third hypothesis was "There is no relationship between principal and teacher perceptions regarding the use of research-based best practices prior to and after implementation of different teacher evaluation models. There are no relationships more significant in some models than others." This addresses the third research question and was tested using a Pearson correlation to identify if a relationship existed between the principal and teacher perceptions of researched-based teaching practices prior to and after the implementation of the teacher evaluation model categorized as RISE evaluation and development system and adopted models.

The assumptions of a Pearson correlation analysis were studied to ensure the assumptions were met. First, the assumptions of linear relationship, linear relationship between the two dependent variables, and outliers were met. When examining the scatterplot, the data points formed a pattern. No data points were removed from the data set. Second, normality, the scores on the dependent variable are normally distributed was examined using a Shapiro-Wilk test, which was greater than 0.05. The assumption was met. Third, the levels of the dependent variable assumption were met because the two variables were at least interval.

In the RISE evaluation and development system, the correlation was .313, with a medium correlation and was significant with $p = .001$. Within the RISE evaluation and development system, a relationship exists between the principals and teachers perceptions of the use of research-based teaching practices prior to and after the implementation of the teacher evaluation model.

The adopted models had a similar correlation as the RISE evaluation and development system with a .302, a medium correlation, and was significant with $p = .006$. Within the adopted models, a positive relationship was shown between the perceptions of principals and teachers in the use of research-based teaching practices prior to and after implementation of the teacher evaluation model.

The entire sample had a medium correlation of .288 and was significant with $p < .001$. This demonstrated a relationship between principals and teachers perceptions of research-based teaching practices, prior to and after implementation of the teacher evaluation models. The null hypothesis was rejected. A statistically significant was discovered relationship in RISE Evaluation and Development System and adopted models.

The fourth hypothesis was “The principal variables of professional development, years of experience, degrees, and type of degrees to the perceptual surveys of principals do not predict principal perceptions regarding the use of research-based teaching practices of different evaluation models.” This addressed the fourth research question and was tested using a multiple regression analysis to identify if a prediction could be made regarding the principal variables of professional development, years of experience, degrees, and types of degrees.

The assumptions of multiple regression analysis were studied to ensure the assumptions were met. First, linearity was examined by a scatterplot to ensure that almost all of the residuals formed a horizontal band. To determine whether this assumption was met, an examination of the scatterplot of residuals was done to ensure that almost all of the residuals fell within the 95% confidence bands around zero (between +2 or -2). Second, no multicollinearity was found because the predictor variables, professional development, years of experience, degrees, and

types of degrees, and were not heavily correlated. The predictor variables were not above 0.2 level, so the assumption was met.

Next, the residual assumptions were examined. The independence of residual was tested using the Durbin Watson test to ensure there were no correlations between the residuals within the model. There was no systematic pattern on the plot of residuals, so the assumption was met. The assumption of normality of residuals was tested after examining the p-p plot of regression standardized residual and the residuals aligned with the diagonal line on the plot. This means they were normally distributed, so the assumption was met. Homoscedasticity was examined by the comparing the plot of standardized residuals to unstandardized predicted variables, professional development, years of experience, degrees, and types of degrees. The plot did not show evidence of too much spread. Finally, the assumption of detecting outliers was met when no standardized residual fell outside of the 1.5 standard deviations, which ensured no data point fell outside the typical pattern.

Another test was utilized to determine the appropriateness of using this test statistic as well. The model summary provided numeric representation regarding the strength of the relationship and the amount of variance within the criterion variable being contributed by the predictor variable. In this circumstance, the multiple regression coefficient of .225 demonstrated the strength of relationship between the criterion and predictor variables. The coefficient of multiple determination (R^2) provided the amount of variance within the criterion variable, mean scores. This could be explained by the set of predictor variables of professional development, years of experience, degrees, and types of degrees, which was 0.051 (5.1%). The adjusted R^2 provided an unbiased estimate of R^2 for the population, as it corrected R^2 based on the number of predictors relative to the number of sample size. Adjusted R^2 was 0.013, 1.3%, as the number of

predictors and sample size were examined. The 3.8 difference between the R^2 and adjusted R^2 was the shrinkage in the model. The standard error of the estimate (28.77) measured the amount of variability in the points around the regression line. It was the standard deviation of the data points as they were distributed around the regression line. Therefore, this model had a standard deviation of 28.77 units of mean scores regarding the distance of the residuals from the regression (prediction) line.

The model summary provided information about the regression line's ability to account for the total variation in the dependent variable. The model summary expressed the value of the predicted variable as a linear function of one or more predictor variables and an error term. This showed the overall results of the multiple regression analysis.

After the multiple regression assumptions, residuals and model summary were studied to ensure a multiple regression could be conducted, the multiple regression analysis was tested. The multiple regression analysis identified if a statistical significance could be determined between the criterion variable, mean scores, and predictor variables of professional development, years of experience, degrees, and types of degrees.

The multiple regression demonstrated that the predictor variables, professional development, years of experience, degrees, and types of degrees, did not predict the mean scores of principals' perceptions regarding the use of research-based teaching practices of different evaluation models, $F(4,101) = 1.348, p = .257$. Therefore, there was a failure to predict because there was not a linear relationship between professional development, years of experience, degrees, and types of degrees and the principals' perceptions regarding the use of research-based teaching practices of different evaluation models, so the null was retained.

Emerging Question

After reviewing the descriptive data and the statistical testing results in the four research questions, an additional question was formulated. Based on the principal and teacher perceptions on the use of research-based teaching practices prior to and after implementation of the teacher evaluation model, a question came to mind regarding whether or not a clustering of the research-based practices in terms of curriculum, instruction, assessment, management, and relationships, derived from the list noted on the study instruments provided to study participants, would yield statistically significant mean increases for either the principals or teachers groups.

Table 17 and Table 18 provide the number of respondents, mean scores, and standard deviations of principals and teachers on the use of research-based teaching category/cluster, prior to and after implementation of the evaluation model.

Table 17

Principal Mean Scores Research-Based Teaching Categories

Research-Based Teaching Practice	<i>N</i>	<i>M</i>	<i>SD</i>
Curriculum	108	6.21	7.03
Instruction	108	7.92	8.51
Assessment	108	7.65	7.67
Management	108	4.13	4.85
Relationship	108	3.07	4.76

Principals were surveyed on the use of research-based teaching practice clusters as noted above, prior to and after implementation of the teacher evaluation model. The principals'

perceptions of research-based teaching practice clusters, prior to and after implementation of the evaluation model were identified into categories of curriculum, instruction, assessment, management, and relationships.

Table 18

Teacher Mean Scores Research-Based Teaching Categories

Research-Based Teaching Practice	<i>N</i>	<i>M</i>	<i>SD</i>
Curriculum	98	2.78	5.45
Instruction	98	3.46	6.48
Assessment	98	4.13	5.46
Management	98	0.70	4.39
Relationship	98	0.60	4.60

Teachers were surveyed, as well, on the use of research-based teaching practice clusters, prior to and after implementation of the teacher evaluation model. The teachers' perceptions of research-based teaching practice clusters, prior to and after implementation of the evaluation model were identified into categories of curriculum, instruction, assessment, management, and relationships.

For both groups, multiple *t*-tests were used to analyze the mean scores on research-based teaching categories/clusters, prior to and after implementation of the teacher evaluation model. Again for the sake of clarification, for the multiple *t*-tests, the 108 principals and 98 teachers who responded to the survey data were clustered into the research-based teacher category of curriculum, instruction, assessment, management, and relationships then tested within groups of

principals and teachers. First, the survey questions were clustered into the five research-based teaching categories of curriculum, instruction, assessment, management, and relationships. Second, principal and teacher survey data were separated with responses prior to and after implementation of the teacher evaluation model into clusters of the five research-based teaching categories of curriculum, instruction, assessment, management, and relationships. Third, principals' perceptions prior to the implementation of the teacher evaluation model clustered responses were calculated to create means and standard deviations for each research-based teaching category. Teachers' perceptions of the clustering of research-based teaching categories, prior to the implementation of the teacher evaluation model clustered responses were also calculated. Fourth, principals' perceptions before the after implementation of the teacher evaluation model were clustered and calculated to create means and standard deviations on each research-based teaching category. Teachers' perceptions on the clustering of research-based teaching categories, after implementation of the teacher evaluation clustered responses were calculated as well. Next, the mean scores and standard deviations of principals and teachers prior to and after implementation of the teacher evaluation clustered responses were calculated within each group. The *t*-tests were conducted to identify if any differences within the mean scores of principals and teachers were statistically significant for each of the research-based teaching category of curriculum, instruction, assessment, management, and relationships.

A Bonferroni correction was used to reduce the alpha to accommodate for running multiple *t*-tests in order to decrease the likelihood of creating a Type 1 Error. The new alpha was set at 0.01. The assumptions for *t*-tests were studied to ensure the assumptions were met.

Within the curriculum cluster, the assumptions of independence were studied to ensure the assumptions were met. First, the box plot was examined and no data point more than 1.5

standard deviations was from the edge of the box. This demonstrated that no outliers within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05, ensuring the scores on the dependent variable were distributed equally for both groups. Therefore, the assumption was met. A Levene's test was ran, and the assumption of homogeneity of variance showed a violation resulting in the degrees of freedom adjusted to accommodate for this violation, $F = 8.083$, $p = .005$. Statistical significance was discovered based on overall perception of the use of research-based teaching categories with $t(199.31) = 3.94$, $p < .001$. Based on this test, within principals' perceived group an increase in the use of curriculum research-based teaching category after implementation of the teacher evaluation model. Also, within teachers' perceived group, an increase in the use of the curriculum research-based teaching category was found after implementation of the teacher evaluation model.

Within the instruction cluster, the assumptions of independence were studied to ensure the assumptions were met. First, the box plot was examined, and no data point was more than 1.5 standard deviations from the edge of the box. This demonstrated that no outliers within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05 ensuring the scores on the dependent variable are distributed equally for both groups. Therefore, the assumption was met. A Levene's test was conducted to test the assumption of homogeneity of variance and demonstrated a violation resulting in the degrees of freedom adjusted to accommodate for this violation, $F = 11.730$, $p = .001$. Statistical significance was found based on the principal and teacher perception of the use of research-based teaching category with $t(198.20) = 4.25$, $p < .001$. Based on this test, the principals' perceived group demonstrated an increase in the perception of

the use of instruction research-based teaching category after implementation of the teacher evaluation model. Also, within teachers' perceived group, a perception of an increase in the use of instruction research-based teaching category after implementation of the teacher evaluation model was discovered.

Within the assessment cluster, the assumptions of independence were studied to ensure the assumptions were met. First, the box plot was examined, and no data point was more than 1.5 standard deviations from the edge of the box. This demonstrated that no outliers within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05, ensuring the scores on the dependent variable were distributed equally for both groups. Therefore, the assumption was met. A Levene's test was run to test the assumption of homogeneity of variance and showed a violation resulting in the degrees of freedom adjusted to accommodate for this violation, $F = 9.706, p = .002$. Statistically significance was discovered based on the principal and teacher perception of the use of research-based teaching practices with $t(193.42) = 3.83, p < .001$. Based on this test, the principals perceived an increase in the use of assessment research-based teaching category after implementation of the teacher evaluation model. Also, teachers perceived an increase in the use of assessment research-based teaching category after implementation of the teacher evaluation model.

Within the management cluster, the assumptions of independence were studied to ensure the assumptions were met. First, the box plot was examined, and no data point was more than 1.5 standard deviations from the edge of the box. This demonstrated that no outliers within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05, ensuring the scores on the

dependent variables were distributed equally for both groups. Therefore, the assumption was met. A Levene's test was run testing the assumption of homogeneity of variance and showed no violation, $F = 2.928$, $p = .089$. Statistical significance was not found based on the principal and teacher perception of the use of research-based teaching practices with $t(204) = 2.71$, $p = .007$. Based on this test, principals did not perceive an increase in the use of management research-based teaching category after implementation of the teacher evaluation model. Also, teachers did not perceive an increase in the use of management research-based teaching category after implementation of the teacher evaluation model.

Within the relationships cluster, the assumptions of independence were studied to ensure the assumptions were met. First, the box plot was examined, and no data point more than 1.5 standard deviations was from the edge of the box. This demonstrated that no outliers within the dependent variables. So, the assumption of detecting outliers was met. Next, normality was inspected using Shapiro-Wilk test and was greater than 0.05 ensuring the scores on the dependent variable were distributed equally for both groups. Therefore, the assumption was met. A Levene's test was run testing the assumption of homogeneity of variance and demonstrated no violation, $F = 3.062$, $p = .082$. Statistical significance was found based on the principal and teacher perception of the use of research-based teaching practices with $t(204) = 3.78$, $p < .001$. Based on this test, principals perceived an increase in the use of relationships research-based teaching category after implementation of the teacher evaluation model. Also, teachers perceived an increase in the use of relationships research-based teaching category after implementation of the teacher evaluation model.

Summary of Findings

In January 2014, public school principals in Indiana were surveyed along with teachers of those principals who agreed to participate in the study. Of the school surveyed, 51 had implemented the RISE Evaluation and Development System and 51 implemented adopted models. Within the sample, 108 were principals, and 98 were teachers. Descriptive statistics were analyzed.

- Of those personnel who responded to this study, 50% were in elementary schools and 38.2% were in high schools.
- Of schools whose personnel participated in the study, 67.3% have implemented the teacher evaluation model for two years.
- Of those sampled, 20 or more hours of professional development on the teacher evaluation model had been conducted with 28.7% of principals.
- The highest overall mean growth of using assessment data to in identifying instructional approaches was 1.47.
 - In RISE evaluation and development system, the mean score was 1.39.
 - In adopted models, the mean score was 1.57.
 - Principals' mean score was 1.88.
 - Teachers' mean score was 1.07.
- Principals responded prior to and after implementation of the teacher evaluation model all had positive mean scores, whereas those of the teachers were all lower and had a -0.03 in a safe learning environment. Therefore, principals perceived the use of research-based teaching practices occurred at a higher frequency than teachers. This was especially evident in the question of a safe learning environment. The mean

score of -0.03 demonstrated teachers' perceptions of a safe learning environment decreased overall in the building since implementation of the teacher evaluation model.

Four hypotheses were tested yielding the following results:

1. Through an independent sample *t*-test, the results indicated no statistically significant findings in the principal perceptions of the use of research-based teaching practices prior to and after implementation of the teacher evaluation model. There were no differences reflected among the models. Principal perceptions in the mean scores of research-based teaching practices were not different based on the categories of RISE Evaluation and Development System or other adopted models.
2. The results of an independent sample *t*-test resulted no statistically significant findings in the teacher perceptions of the use of research-based teaching practices prior to and after implementation of the teacher evaluation model. There were no differences reflected among the models. Teacher perceptions in the mean scores of research-based teaching practices were not different based on the categories of RISE Evaluation and Development System or adopted models.
3. Through a Person Correlation analysis, the results concluded a relationship between principals' and teachers' perceptions regarding the use of research-based teaching practices prior to and after the use of different teacher evaluation models. This test demonstrated that statistical significant relationship existed between the principals' and teachers' perceptions in the use of research-based teaching practices of principal and teacher perceptions prior to and after the implementation of the teacher evaluation model.

4. The results of a multiple regression resulted in no findings in the principal variables of professional development, years of experience, degrees, and types of degrees to predict the principal perceptions of the use of research-based teaching practices of different evaluation models.

The primary research question was “What is the relationship of the implementation of professional evaluation processes on research-based teaching practices?” Based on the Pearson correlation statistical test, a relationship existed between principals’ and teachers’ perceptions in the use of research-based teaching practices prior to and after implementation of the teacher evaluation model. The overall sample, RISE evaluation and development system, and adopted models all demonstrated this positive relationship between principals’ and teachers’ perceptions in the use of research-based teaching practices prior to and after implementation of the model. However, the independent sample *t*-tests did not demonstrate differences in the mean analysis of principals’ and teachers’ perceptions in the use of research-based teaching practices after implementation of the teacher evaluation models.

Therefore, a relationship existed in the implementation of professional evaluation process on research-based teaching practices in terms of principals’ and teachers’ perceptions of these practices after implementation of the teacher evaluation models of RISE evaluation and development system or other adopted models. Yet, no statistical significance was found that any evaluation model directly impacted those perceptions.

CHAPTER 5

RESULTS, IMPLICATIONS, AND RECOMMENDATIONS

The final chapter is divided into three major sections. The first section summarizes the study. The second section reviews the results discussed in Chapter 4 and implications of the study from the results and the literature review. Finally, recommendations for future research provide suggestions with additional testing that might enhance the current study

The purpose of this qualitative study was to identify if a relationship existed between the implementation of professional evaluation processes and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers. This study was conducted investigating the following questions: What is the relationship of the implementation of a professional evaluation processes on research-based teaching practices? Subquestions included

1. Is there a significant difference in principals' perceptions regarding the use of research-based teaching practices prior to and after implementation of different teacher evaluation models? Are there are any differences reflected among the models?
2. Is there a significant difference in teachers' perceptions regarding the use of research-based teaching practices prior to and after implementation of different teacher evaluation models? Are any differences reflected among models?

3. Is there a relationship between principal and teacher perceptions regarding the use of research-based teaching practices prior to and after implementation of different teacher evaluation models? Are any relationships more significant in some models than others?
4. Do principal variables of professional development, years of experience, degrees, and type of degrees predict principal perceptions regarding the use of research-based teaching practices of different evaluation models?

The purpose of teacher evaluations is to rate teacher effectiveness based on the ability to educate students (Papay, 2011). The goal for evaluating teachers effectively will not occur without an effective teacher evaluation model (Toch, 2008). The components of an effective model include curriculum, instruction, assessment, management, and relationships (Cheng, 1996; Danielson, 2001; Goe et al., 2008; Marzano et al., 2011; Stronge et al., 2007). In this study, these components are referred to as research-based teaching practices (Danielson, 2001; Reynolds, 1998; Goe et al., 2008; Marzano et al., 2011; Stronge et al., 2007). One method of documenting these components is through classroom observations.

This study attempted to identify if a relationship existed between the implementation of the teacher evaluation model and research-based teaching practices. Although the state of Indiana requires all certified staff to be evaluated annually, the school's use of a teacher evaluation model that rates teacher effectiveness is important to ensure student achievement. In addition, this study analyzed if principals' professional development on the teacher evaluation model, years of experience, degrees, and types of degrees impacted the principals' perceptions on the use of research-based teaching practices.

Results from Subquestions

In this study, 208 principals and teachers were surveyed on their school buildings' personnels use of research-based teaching practices prior to and after implementation of the teacher evaluation model. From these surveys, statistical analyses were conducted to identify if a relationship existed in the implementation of the professional evaluation process on research-based teaching practices. Chapter 4 presented the findings of this study.

Independent sample *t*-tests were conducted to identify if any differences could be identified in principals' or teachers' perceptions in the use of research-based teaching practices, prior to and after implementation of the teacher evaluation model. Based on these analyses, statistical significance was not discovered regarding any differences in the principals' or teachers' perceptions in the use of research-based teaching practices among the teacher evaluation models.

Statistical significance was not found from these independent *t*-tests. The observed growth in mean scores in the use of research-based teaching practices within their schools were observed in both the RISE evaluation and development system and adopted models. These analyses did not provide congruence from the respondents among the evaluation models.

Consensus does not exist in the complexity of what teacher effectiveness is and how it should be measured (Heck, 2007). Teacher effectiveness is complex phenomenon. Principals are required to rate teacher effectiveness through the evaluation process. However, differences were not exhibited in the principals' or teachers' perceptions in the use of those research-based teaching practices among the evaluation models. Again, teacher effectiveness is a complex phenomenon. A start would be principals and teachers' developing congruence identifying research-based teaching practices and the implementation of those practices.

A Pearson correlation analysis was conducted to identify if a relationship existed between principals' and teachers' perceptions in the use of research-based teaching practices, prior to and after implementation of the teacher evaluation models. Statistical significance was found regarding the relationship between the principals' and teachers' perceptions in the use of research-based teaching practices, prior to and after implementation of the teacher evaluation model.

Research-based teaching practices include curriculum, instruction, assessment, management, and relationships (Danielson, 2001; Reynolds, 1998; Goe et al., 2008; Marzano et al., 2011; Stronge et al., 2007). The teacher evaluation models identified in this study consisted of teacher effectiveness rubrics used to rate teachers based on these research-based teaching practices. The competencies in the teacher evaluation models focused on rating research-based teaching practices and congruency between principals and teachers begins to clarify the complexity of rating teacher effectiveness.

Furthermore, after implementation of the evaluation models, the standard deviations seemed to show a trend of decrease or one of narrowing in principal and teacher ratings in most of the survey questions. The principals and teachers ratings were clustered closer together demonstrating increased consistency in the ratings after implementation of the RISE evaluation and development system and adopted models. The clustering provided potential evidence of increasing congruence within the groups of principal ratings and as well, within the group of teacher ratings. These observations were not substantiated with a specific statistical test in the study, so they remain observational, descriptive data.

It is interesting to note, however, that congruency within the groups of principals or teachers could potentially contribute in the creation of a school culture focused on improving

student achievement, albeit through separate manifestations of such between groups. Congruency within the separate groups of principals and teachers could potential be a first step in recognizing and nurturing a school culture where the implementation of research-based strategies is possible. Consider as well an indirect indicator of principals and teachers' coming together—that through Pearson correlation analyses, the relationship between principals' and teachers' perceptions of research-based teaching practices after implementation of the evaluation models and the clustering of responses presented the idea of congruency. The competencies in the teacher evaluation models focused on rating research-based teaching practices, congruency between principals' and teachers' perceptions, and congruency in clustering of responses begin to clarify the complexity of rating teacher effectiveness.

A multiple regression analysis was conducted to discover if principal variables of professional development, years of experience, degrees, and types of degrees could predict principals' perceptions in the use of research-based teaching practices in different models. Statistical significance was not discovered in the principal variables ability to predict the principal's perceptions in the use of research based teaching practices. Through these analyses, the relationship between the implementation of professional evaluation processes and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers cannot be determined.

Summary of Emerging Question Results

A subquestion was formulated after reviewing the descriptive data and the statistical testing results from the four, research subquestions. Based on the principal and teacher perceptions on the use of research-based teaching practices, prior to and after implementation of the teacher evaluation model, which clustering of the research-based teaching category of

curriculum, instruction, assessment, management, and relationships differ within each research-based teaching category of the principals and teachers groups?

Multiple *t*-tests were run to find differences in the mean scores of principals' and teachers' clustered responses to the five research-based teaching categories. The results demonstrated that principals and teachers that responded were reporting a statistically significant increase in the overall growth in the use of the clustered research-based teaching categories after the implementation of the teacher evaluation model in curriculum, instruction, assessment, and relationships. Within these statistical findings, both principals' and teachers' perceived growth in clustered mean scores showed differences in the use of research-based teaching practices of curriculum, instruction, assessment, and relationships after the use of the teacher evaluation model. Principals and teachers found no difference in the clustered research-based teaching category of management.

In addition, principals that responded reported a higher clustered mean growth in the perceived use of curriculum, instruction, and assessment after implementation of the teacher evaluation model in either category of RISE Evaluation and Development System or adopted models.

Conclusions from Research Questions

This study attempted to determine the relationship of the implementation of professional evaluation processes on research-based teaching practices. A relationship existed between the principals' and teachers' perceptions in mean scores of the use research-based teaching practices after implementation of the different models. However, statistically significant differences of principals' and teachers' perceptions of research-based teaching practices after implementation

of the teacher evaluation models were not found. In addition, principal variables were not a predictor in the principals' perceptions after implementation of the teacher evaluation model.

One conclusion that showed educational significance yet not statistical significance, extrapolated from the results, is as follows: a relationship in the perceived use of research-based teaching practices between principals and teachers has the potential to create an environment of collaboration. Further, correlation between teachers' and principals' scores prior to and after the implementation of a new model was established. This demonstrated a certain degree of congruence between the perceptions of principals and teachers, which speaks to a collaborative environment. It is important to note, congruency of scores does not necessarily create a collaborative culture; instead, it was an indication a collaborative culture might have existed. A collaborative environment is created when the administration and teachers develop a common understanding and focus to improve student achievement using teaching practices based on research (Marzano, 2007). The creation of such a school culture constructs an environment focused on student achievement (DuFour & Marzano, 2011). Congruence between the principal and teacher supports a culture within the school where the implementation of research-based strategies is possible.

Implications for Future Research

This research provides implications for future research. An implication for future research is derived from the potential congruency between teachers and principals. Congruence allows for an additional purpose of the teacher evaluation, the delivery of professional development. The statistical analyses in the relationship between principals' and teachers' perceptions in the use of research-based teaching practices prior to and after implementation of the teacher evaluation model demonstrated congruence between principals' and teachers'

perceptions in the use of those practices. This congruence between principals and teachers might allow the additional purpose of professional development.

The professional conversations that occur throughout the evaluation process provide teachers with a focus on professional development to improve instructional practice. As a teacher increases the use of research-based teaching practices, the students benefit. The utilization of a teacher evaluation model focused on developing a teacher practice, rating teacher effectiveness, and identifying areas of professional development through collaboration has the potential of increasing student achievement.

An additional implication for future research is derived comparing the results within the principals' and teachers' perceived differences on the use of clustered research-based teaching categories among the models to the emerging question. After statistical analyses, no differences in principals' and teachers' overall perceptions on research-based teaching practices prior to and after implementation of the teacher evaluation model were found. However, the statistical analyses conducted on the clustering of principals' and teachers' perceptions in each research-based teaching category found statistical significance in curriculum, instruction, assessment, and relationships. Statistical significance was not discovered in the clustering of principals' and teachers' perceptions of research-based teaching category of management.

After clustering the responses into five research-based teaching categories, both principals and teachers perceived increases in these practices after implementation of the evaluation system. These clustering of research-based teaching categories were statistically significant in four out of five research-based teaching categories. Combining this result with the statistical findings in the relationship or correlation between principals' and teachers' perceived use of research-based teaching practices both before and after implementation of the evaluation

model, one could infer the professional evaluation model is sowing the seeds of potential influence with respect to the use of research-based teaching practices of curriculum, instruction, assessment, and relationships in schools that responded. This inference is reinforced by the research showing congruence of principals' and teachers' perceptions in this study.

Further, principals' and teachers' perceptions on the implementation of instruction as a research-based teaching practice develops common understanding on how to observe engaging lesson plans and activities based on the individual academic needs of students. The statistical analyses in the relationship between principals' and teachers' perceptions in the use of research-based teaching practices prior to and after implementation of the teacher evaluation models demonstrated congruency between principals' and teachers' perceptions in the use of those practices. In addition, the clustering of research-based teaching practices also showed statistical significance for principals and teachers. This congruency between principals and teachers might create an understanding observing the research-based teaching practice of instruction.

Moreover, principals' and teachers' perceptions on the implementation of assessment as a research-based teaching practice create congruency in the teacher's utilization of assessments to drive instruction. In the descriptive data in the overall sample, RISE evaluation and development system sample, and adopted models sample all identified the questions "assessment data in instructional approaches" and "formative assessment data in lesson plans" with the largest mean scores. In the clustering of research-based teaching practices, the research-based teaching category of assessments showed the highest mean scores. This congruence between principals and teachers might create an understanding in the teacher's utilization of assessments to drive instruction.

Principals' and teachers' perceptions on the implementation of relationships as a

research-based teaching practice foster a collaborative and positive learning environment. The statistical analyses in the relationship between principals' and teachers' perceptions in the use of research-based teaching practices, prior to and after implementation of the teacher evaluation model demonstrated congruence between principals' and teachers' perceptions in the use of those practices seemed to demonstrate just that. However, the similar scores demonstrated the potential for a collaborative and positive learning environment, but not the cause of a collaborative and positive learning environment. In addition, the clustering of research-based teaching practices also showed statistical significance in within principals and teachers. This congruence between principals and teachers might foster a collaborative and positive learning environment.

Finally, the research-based teaching category of management found no statistically significant findings in the clustering of principals' and teachers' perceptions. The descriptive survey data of principals and teachers that responded consistently rated this research-based teaching practice lower than the other four practices. Classroom management techniques could have been observed less frequently prior to the implementation of the evaluation model. This might demonstrate that with the implementation of the teacher evaluation model, strategies to support classroom management decreased in use. Thus, principals' and teachers' perceptions of classroom management issues increased during the implementation of the teacher evaluation model. Also, in the teacher descriptive data, one question in management decreased after implementation of the teacher evaluation model.

Recommendations for Further Research

To enhance the findings in this study, the following suggestions are recommended. First, a limitation in this study was it included only public schools in the state of Indiana. The survey

was emailed to 1,637 Indiana public schools. This study could be expanded upon to include private and non-accredited schools across the state of Indiana. This would possibly increase the sampling size of the study to include more principals and teachers throughout the state of Indiana. The generalizability of this study was to similar schools such as this because they developed evaluation models following requirements within Public Law 90 (Staff Performance Evaluation, 2012). This delimitation would still apply. Yet, the sampling size might have increased with the additional of more schools.

Second, a limitation in this study was it only used survey data within two teacher evaluation model categories. The survey's value and accuracy of reportable information was determined by the interpretation and fidelity of reporting by the individual. The inclusion of actual teacher evaluation data, student performance data, and state standardized assessment data when applicable, might enhance the results of this study. Using actual teacher evaluation data would allow the researcher to look for differences and relationships of the perceptual responses to actual principal ratings of teachers. Indiana Public Law 90 (Staff Performance Evaluation, 2012) requires standardized assessment data to significantly inform the evaluation. The utilization of student performance data, state standardized assessment data when applicable, would provide additional data to include in this study. This would provide the study with a more comprehensive data on the use of research-based teaching practices, prior to and after implementation of the teacher evaluation model.

In addition, the study categorized teacher evaluation models into two categories. Statistical tests were conducted based on two studies. Even though the adopted models had similarities, not separating the adopted models into specific models limited results to the overall category. If statistical tests were conducted to analyze each evaluation type specifically, results

would be specific to the individual evaluation model. With the addition of actual teacher evaluation ratings and student performance data, state standardized assessment data when applicable, the findings might have produced more comprehensive results.

Moreover, a longitudinal study might yield different results. Although this evaluation process in the state of Indiana is relatively new, principals and teachers are still learning the process of the teacher evaluation model. The development and beginning of any new program requires time for implementation. In this study, 94.6% of the school personnel that responded had implemented their teacher evaluation model for three or fewer years and 81.4% of the schools have implemented the model for two or less years. Again, this is a new process in the state of Indiana.

Summary

This quantitative study was conducted to identify if a relationship existed in the implementation of a professional evaluation processes on research-based teaching practices. This methodology included correlations between variables and predictor variables, in order to identify if differences in teacher performance and research-based teaching practices existed among teacher evaluation models. A relationship existed between the principals' and teachers' perceptions in the use research-based teaching practices after implementation of the different models. However, differences of principals' and teachers' perceptions after implementation of the teacher evaluation model were not found. Based on the research from this study, a relationship did not exist in the implementation of a professional evaluation process on research-based teaching practices.

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APPENDIX A: PRINCIPAL SURVEY: RESEARCH-BASED TEACHING PRACTICES

Q1.

Informed Consent Letter of Introduction from the Researcher

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 69-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking “continue, I agree to participate” below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

In addition, by clicking “continue, I agree to participate” below on the survey will be approving your teaching staff to complete a similar survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept confidential. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your name removed from any future mailings. There will be two future emails requesting your participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent2@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator

Faculty Supervisor

Mike Sargent

Dr. Ryan Donlan

Email: msargent3@indstate.edu

email: ryan.donlan@indstate.edu

CONSENT TO PARTICIPATE IN RESEARCH

An Investigation on Teacher Researched-Based Teaching Practices through the Teacher Evaluations in Indiana Public Schools

PURPOSE OF THE STUDY

The purpose of this study is to identify if a relationship exists between the implementation of professional evaluation processes and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers. The variables of professional development, the principal's years of experience, degrees, and types of degrees will be factored into the analysis.

PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following things:

Complete a survey identifying the use of research-based teaching practices in your school prior to and after implementation of the teacher evaluation model. In addition, you will be asked to identify your school, school district, length of implementation of the teacher evaluation model, type of evaluation model, and principal variables of professional development, years of experience, degrees, and types of degrees.

The collected survey data will be used to identify differences and relationships between the perceptual survey data of principals and teachers in the use of teacher research-based teaching practices, prior to and after implementation of the teacher evaluation model.

POTENTIAL RISKS AND DISCOMFORTS

Risk in participating in this study is not greater than minimal risk due to the limited identifiers within the study. There is a risk of breach in confidentiality; however, there are controls in place attempted to prevent this.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Potential benefits of participating in this study and to society is gaining research on current evaluation models and the models effectiveness to increase the use of research-based teaching practices in schools.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by not identifying participants by their responses will be renamed by numbers to match the principal and teachers surveyed to identify their perceptions of implementation of the research-based teaching strategies prior to and after the use of the teacher-evaluation model of the whole school.

PARTICIPATION AND WITHDRAWAL

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw before submitting the survey without consequences of any kind. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact *Mike Sargent, 2501 S. Berkely Rd. Kokomo, IN 46902, (765) 455-8040, msargent3@indstate.edu* and *Dr. Ryan Donlan ryan.donlan@indstate.edu*.

RIGHTS OF RESEARCH SUBJECTS

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8624, or e-mail the IRB at irb@indstate.edu. You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of

members of the University community, as well as lay members of the community not connected with ISU. The IRB has reviewed and approved this study.

By clicking “continue, I agree to participate” below, you are stating that you wish to participate in this study and that you are satisfied that all informed consent procedures have been followed in order to make a clear and conscious decision to participate in this study.

In addition, by clicking "continue, I agree to participate" below you are providing your permission for the researcher to contact your teachers to request participation in this study.

Click the arrows to the right to begin the survey.

continue, I agree to participate

DECLINE, close the window and in doing so, you will be exited from the survey

Q3. Please offer your perceptions as to the degree that each was occurring both BEFORE and AFTER implementation of your current teacher evaluation process.

Q4. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school develop engaging lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q5. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school develop engaging lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q6. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers’ curricular units include formative and summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q7. After implementation of the new teacher evaluation model, approximately, what percentage of teachers’ curricular units include formative and summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q8. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school examine student assessment data to identify instructional approaches to individual students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q9. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school examine student assessment data to identify instructional approaches to individual students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q10. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you define as a safe learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q11. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you define as a safe learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q12. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do students appropriately redirect misbehavior?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q13. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do students appropriately redirect misbehavior?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q14. Prior to implementation of the new teacher evaluation model, how many times a week do teachers promote positive behaviors of students?

0 1 2 3 4 5 6 7 8 9 10+

Q15. After implementation of the new teacher evaluation model, how many times a week do teachers promote positive behaviors of students?

0 1 2 3 4 5 6 7 8 9 10+

Q16. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers correct student behavior in a respectful manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q17. After implementation of the new teacher evaluation model, approximately, what percentage of teachers correct student behavior in a respectful manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q18. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school have identified procedures and expectations for students to follow?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q19. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school have identified procedures and expectations for students to follow?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q20. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers connect students' backgrounds to academic classroom activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q21. After implementation of the new teacher evaluation model, approximately, what percentage of teachers connect students' backgrounds to academic classroom activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q22. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student choice in summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q23. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student choice in summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q24. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school allow students to reflect on previous learning experiences for the purpose of planning future curricular units?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q25. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school allow students to reflect on previous learning experiences for the purpose of planning future curricular units?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q26. Prior to implementation of the new teacher evaluation model, how many times per month does teachers in your school collaborate on student achievement data?

0 1 2 3 4 5 6 7 8 9 10+

Q27. After implementation of the new teacher evaluation model, how many times per month does teachers in your school collaborate on student achievement data?

0 1 2 3 4 5 6 7 8 9 10+

Q28. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use flexible instructional grouping?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q29. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use flexible instructional grouping?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q30. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use previous student performance data in the development of learning activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q31. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use previous student performance data in the development of learning activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q32. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you consider a positive learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q33. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you consider a positive learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q34. Prior to implementation of the new teacher evaluation model, how many times a month do teachers collaborate on identifying supports for students in their classroom?

0 1 2 3 4 5 6 7 8 9 10+

Q35. After implementation of the new teacher evaluation model, how many times a month do teachers collaborate on identifying supports for students in their classroom?

0 1 2 3 4 5 6 7 8 9 10+

Q36. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school create activities based on student learning outcomes?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q37. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school create activities based on student learning outcomes?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q38. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use formative assessment data to change lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q39. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use formative assessment data to change lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q40. Prior to implementation of the new teacher evaluation model, how many times a year do teachers in your school use benchmark assessments to check students' progress?

0 1 2 3 4 5 6 7 8 9 10+

Q41. After implementation of the new teacher evaluation model, how many times a year do teachers in your school use benchmark assessments to check students' progress?

0 1 2 3 4 5 6 7 8 9 10+

Q42. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student risk-taking in their learning process?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q43. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student risk-taking in their learning process?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q44. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers demonstrate knowledge of their students' lives beyond school?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q45. After implementation of the new teacher evaluation model, approximately, what percentage of teachers demonstrate knowledge of their students' lives beyond school?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q46. Prior to implementation of the new teacher evaluation model, how many times a year do teachers collaborate on differentiated instructional strategies to use in their classrooms?

0 1 2 3 4 5 6 7 8 9 10+

Q47. After implementation of the new teacher evaluation model, how many times a year do teachers collaborate on differentiated instructional strategies to use in their classrooms?

0 1 2 3 4 5 6 7 8 9 10+

Q48. Prior to implementation of the new teacher evaluation model, how many times a year do teacher collaborate to align curriculum vertically?

0 1 2 3 4 5 6 7 8 9 10+

Q49. After implementation of the new teacher evaluation model, how many times a year do teacher collaborate to align curriculum vertically?

0 1 2 3 4 5 6 7 8 9 10+

Q50. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers respond to family concerns in a positive manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q51. After implementation of the new teacher evaluation model, approximately, what percentage of teachers respond to family concerns in a positive manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q52. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you describe as an environment where all students can demonstrate their individual learning styles?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q53. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you describe as an environment where all students can demonstrate their individual learning styles?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q54. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers units were designed based on student achievement data?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q55. After implementation of the new teacher evaluation model, approximately, what percentage of teachers units were designed based on student achievement data?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q56. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers model positive interactions with their students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q57. After implementation of the new teacher evaluation model, approximately, what percentage of teachers model positive interactions with their students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q58. Prior to implementation of the new teacher evaluation model, how many times per year do teachers in your school use rubrics to assess student learning objectives?

0 1 2 3 4 5 6 7 8 9 10+

Q59. After implementation of the new teacher evaluation model, how many times per year do teachers in your school use rubrics to assess student learning objectives?

0 1 2 3 4 5 6 7 8 9 10+

Q60. Prior to implementation of the new teacher evaluation model, how many times per month do teachers in your school collaborate in the development of curricular units?

0 1 2 3 4 5 6 7 8 9 10+

Q61. After implementation of the new teacher evaluation model, how many times per month do teachers in your school collaborate in the development of curricular units?

0 1 2 3 4 5 6 7 8 9 10+

Q62. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do you believe students model respect?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q63. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do you believe students model respect?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q64. Which teacher evaluation model does your school district utilize?

RISE Danielson Marzano TAP PAR Locally Developed Other

Q65. What is the name of your school?

Q66. What is the name of your school corporation/district?

Q67. What is the grade configuration of your school?

ES MS HS ES/MS MS/HS

Q68. How many years, including this year, has your school used this teacher evaluation model?

0 1 2 3 4 5 6 7 8 9 10+

Q69. How many hours of professional development did you experience last year on the current teacher evaluation model?

0-1 2-3 4-5 6-7 8-9 10-11 12-13 14-15 16-17 18-19 20+

Q70. What is the highest level of education attainment?

Bachelor's Degree Master's Degree or Equivalent 45 Hours of Graduate Level Courses

Q71. How many years of experience do you have as an administrator?

0-3 4-6 7-9 10-12 13-15 16-18 19+

Q72. What type of degree(s) do you hold?

APPENDIX B: TEACHER SURVEY: RESEARCH-BASED TEACHING PRACTICES

Q1.

Informed Consent Letter of Introduction from the Researcher

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 67-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking "continue, I agree to participate" below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept anonymous. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your name removed from any future mailings. There will be two future emails requesting your participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent2@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator

Faculty Supervisor

Mike Sargent

Dr. Ryan Donlan

Email: msargent3@indstate.edu

email: ryan.donlan@indstate.edu

Q2.

CONSENT TO PARTICIPATE IN RESEARCH

An Investigation on Teacher Researched-Based Teaching Practices through the Teacher Evaluations in Indiana Public Schools

PURPOSE OF THE STUDY

The purpose of this study is to identify if a relationship exists between the implementation of professional evaluation processes and the use of research-based teaching practices, factoring in both perceptions of principals and practicing teachers. The variables of professional development, the principal's years of experience, degrees, and types of degrees will be factored into the analysis.

PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following things:

Complete a survey identifying the use of research-based teaching practices in your school prior to and after implementation of the teacher evaluation model. In addition, you will be asked to identify your school, school district, length of implementation of the teacher evaluation model, type of evaluation model, and principal variables of professional development, years of experience, degrees, and types of degrees.

The collected survey data will be used to identify differences and relationships between the perceptual survey data of principals and teachers in the use of teacher research-based teaching practices, prior to and after implementation of the teacher evaluation model.

POTENTIAL RISKS AND DISCOMFORTS

Risk in participating in this study is not greater than minimal risk due to the limited identifiers within the study. There is a risk of breach in confidentiality; however, there are controls in place attempted to prevent this.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

Potential benefits of participating in this study and to society is gaining research on current evaluation models and the models effectiveness to increase the use of research-based teaching practices in schools.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by not identifying participants by their responses will be renamed by numbers to match the principal and teachers surveyed to identify their perceptions of implementation of the research-based teaching strategies prior to and after the use of the teacher-evaluation model of the whole school.

PARTICIPATION AND WITHDRAWAL

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw before submitting the survey without consequences of any kind. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact *Mike Sargent, 2501 S. Berkely Rd. Kokomo, IN 46902, (765) 455-8040, msargent3@indstate.edu* and *Dr. Ryan Donlan ryan.donlan@indstate.edu*.

RIGHTS OF RESEARCH SUBJECTS

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8624, or e-mail the IRB at irb@indstate.edu. You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with ISU. The IRB has reviewed and approved this study.

By clicking “continue, I agree to participate” below, you are stating that you wish to participate in this study and that you are satisfied that all informed consent procedures have been followed in order to make a clear and conscious decision to participate in this study.

In addition, by clicking "continue, I agree to participate" below you are providing your permission for the researcher to contact your teachers to request participation in this study.

Click the arrows to the right to begin the survey.

continue, I agree to participate

DECLINE, close the window and in doing so, you will be exited from the survey

Q3. Please offer your perceptions as to the degree that each was occurring both BEFORE and AFTER implementation of your current teacher evaluation process.

Q4. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school develop engaging lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q5. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school develop engaging lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q6. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers’ curricular units include formative and summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q7. After implementation of the new teacher evaluation model, approximately, what percentage of teachers’ curricular units include formative and summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q8. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school examine student assessment data to identify instructional approaches to individual students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q9. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school examine student assessment data to identify instructional approaches to individual students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q10. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you define as a safe learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q11. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you define as a safe learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q12. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do students appropriately redirect misbehavior?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q13. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do students appropriately redirect misbehavior?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q14. Prior to implementation of the new teacher evaluation model, how many times a week do teachers promote positive behaviors of students?

0 1 2 3 4 5 6 7 8 9 10+

Q15. After implementation of the new teacher evaluation model, how many times a week do teachers promote positive behaviors of students?

0 1 2 3 4 5 6 7 8 9 10+

Q16. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers correct student behavior in a respectful manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q17. After implementation of the new teacher evaluation model, approximately, what percentage of teachers correct student behavior in a respectful manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q18. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school have identified procedures and expectations for students to follow?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q19. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school have identified procedures and expectations for students to follow?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q20. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers connect students' backgrounds to academic classroom activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q21. After implementation of the new teacher evaluation model, approximately, what percentage of teachers connect students' backgrounds to academic classroom activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q22. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student choice in summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q23. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student choice in summative assessments?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q24. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school allow students to reflect on previous learning experiences for the purpose of planning future curricular units?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q25. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school allow students to reflect on previous learning experiences for the purpose of planning future curricular units?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q26. Prior to implementation of the new teacher evaluation model, how many times per month does teachers in your school collaborate on student achievement data?

0 1 2 3 4 5 6 7 8 9 10+

Q27. After implementation of the new teacher evaluation model, how many times per month does teachers in your school collaborate on student achievement data?

0 1 2 3 4 5 6 7 8 9 10+

Q28. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use flexible instructional grouping?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q29. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use flexible instructional grouping?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q30. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use previous student performance data in the development of learning activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q31. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use previous student performance data in the development of learning activities?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q32. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you consider a positive learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q33. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you consider a positive learning environment?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q34. Prior to implementation of the new teacher evaluation model, how many times a month do teachers collaborate on identifying supports for students in their classroom?

0 1 2 3 4 5 6 7 8 9 10+

Q35. After implementation of the new teacher evaluation model, how many times a month do teachers collaborate on identifying supports for students in their classroom?

0 1 2 3 4 5 6 7 8 9 10+

Q36. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school create activities based on student learning outcomes?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q37. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school create activities based on student learning outcomes?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q38. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use formative assessment data to change lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q39. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school use formative assessment data to change lesson plans?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q40. Prior to implementation of the new teacher evaluation model, how many times a year do teachers in your school use benchmark assessments to check students' progress?

0 1 2 3 4 5 6 7 8 9 10+

Q41. After implementation of the new teacher evaluation model, how many times a year do teachers in your school use benchmark assessments to check students' progress?

0 1 2 3 4 5 6 7 8 9 10+

Q42. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student risk-taking in their learning process?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q43. After implementation of the new teacher evaluation model, approximately, what percentage of teachers in your school promote student risk-taking in their learning process?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q44. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers demonstrate knowledge of their students' lives beyond school?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q45. After implementation of the new teacher evaluation model, approximately, what percentage of teachers demonstrate knowledge of their students' lives beyond school?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q46. Prior to implementation of the new teacher evaluation model, how many times a year do teachers collaborate on differentiated instructional strategies to use in their classrooms?

0 1 2 3 4 5 6 7 8 9 10+

Q47. After implementation of the new teacher evaluation model, how many times a year do teachers collaborate on differentiated instructional strategies to use in their classrooms?

0 1 2 3 4 5 6 7 8 9 10+

Q48. Prior to implementation of the new teacher evaluation model, how many times a year do teacher collaborate to align curriculum vertically?

0 1 2 3 4 5 6 7 8 9 10+

Q49. After implementation of the new teacher evaluation model, how many times a year do teacher collaborate to align curriculum vertically?

0 1 2 3 4 5 6 7 8 9 10+

Q50. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers respond to family concerns in a positive manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q51. After implementation of the new teacher evaluation model, approximately, what percentage of teachers respond to family concerns in a positive manner?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q52. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you describe as an environment where all students can demonstrate their individual learning styles?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q53. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school would you describe as an environment where all students can demonstrate their individual learning styles?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q54. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers units were designed based on student achievement data?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q55. After implementation of the new teacher evaluation model, approximately, what percentage of teachers units were designed based on student achievement data?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q56. Prior to implementation of the new teacher evaluation model, approximately, what percentage of teachers model positive interactions with their students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q57. After implementation of the new teacher evaluation model, approximately, what percentage of teachers model positive interactions with their students?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q58. Prior to implementation of the new teacher evaluation model, how many times per year do teachers in your school use rubrics to assess student learning objectives?

0 1 2 3 4 5 6 7 8 9 10+

Q59. After implementation of the new teacher evaluation model, how many times per year do teachers in your school use rubrics to assess student learning objectives?

0 1 2 3 4 5 6 7 8 9 10+

Q60. Prior to implementation of the new teacher evaluation model, how many times per month do teachers in your school collaborate in the development of curricular units?

0 1 2 3 4 5 6 7 8 9 10+

Q61. After implementation of the new teacher evaluation model, how many times per month do teachers in your school collaborate in the development of curricular units?

0 1 2 3 4 5 6 7 8 9 10+

Q62. Prior to implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do you believe students model respect?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q63. After implementation of the new teacher evaluation model, approximately, what percentage of classrooms in your school do you believe students model respect?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Q64. Which teacher evaluation model does your school district utilize?

RISE Danielson Marzano TAP PAR Locally Developed Other

Q65. What is the name of your school?

Q66. What is the name of your school corporation/district?

Q67. What is the grade configuration of your school?

ES MS HS ES/MS MS/HS

Q68. How many years, including this year, has your school used this teacher evaluation model?

0 1 2 3 4 5 6 7 8 9 10+

APPENDIX C: INFORMED CONSENT PRINCIPALS

Informed Consent Letter of Introduction from the Researcher

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 69-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking “continue, I agree to participate” below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

In addition, by clicking “continue, I agree to participate” below on the survey will be approving your teaching staff to complete a similar survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept confidential. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your name removed from any future mailings. There will be two future emails requesting your participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent2@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator
Mike Sargent
Email: msargent3@indstate.edu

Faculty Supervisor
Dr. Ryan Donlan
email: ryan.donlan@indstate.edu

By clicking “continue, I agree to participate” below, you are stating that you wish to participate in this study and that you are satisfied that all informed consent procedures have been followed in order to make a clear and conscious decision to participate in this study.

In addition, by clicking "continue, I agree to participate" below you are providing your permission for the researcher to contact your teachers to request participation in this study.

APPENDIX D: INFORMED CONSENT TEACHERS

Informed Consent Letter of Introduction from the Researcher

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

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The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept anonymous. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

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Thank you,

Principal Investigator
Mike Sargent
email: msargent3@indstate.edu

Faculty Supervisor
Dr. Ryan Donlan
email: ryan.donlan@indstate.edu

By clicking “continue, I agree to participate” below, you are stating that you have read the above statements, printed a copy for your records, and agrees to participate in the study and accepts that information will be electronically supplied to the researcher to document your participation.

APPENDIX E: EMAIL TO PRINICIPAL

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 69-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking “continue, I agree to participate” below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

In addition, by clicking “continue, I agree to participate” below on the survey will be approving your teaching staff to complete a similar survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept confidential. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your name removed from any future mailings. There will be two future emails requesting your participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent3@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator
Mike Sargent
Email: msargent3@indstate.edu

Faculty Supervisor
Dr. Ryan Donlan
email: ryan.donlan@indstate.edu

The survey link is https://indstate.qualtrics.com/SE/?SID=SV_4MFsk5yCjPo46h

By clicking “continue, I agree to participate” below, you are stating that you wish to participate in this study and that you are satisfied that all informed consent procedures have been followed in order to make a clear and conscious decision to participate in this study.

In addition, by clicking "continue, I agree to participate" below you are providing your permission for the researcher to contact your teachers to request participation in this study.

APPENDIX F: FOLLOW-UP EMAIL TO PRINCIPALS

I would appreciate your help in completing this survey for my dissertation. If you are interested in participating voluntarily, please read below. If you have already completed the survey, thank you for your participation.

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 69-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking “continue, I agree to participate” below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

In addition, by clicking “continue, I agree to participate” below on the survey will be approving your teaching staff to complete a similar survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept confidential. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your name removed from any future mailings. There will be on future email requesting your participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent3@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator
Mike Sargent
Email: msargent3@indstate.edu

Faculty Supervisor
Dr. Ryan Donlan
email: ryan.donlan@indstate.edu

The survey link is https://indstate.qualtrics.com/SE/?SID=SV_4MFsk5yCyjPo46h

By clicking “continue, I agree to participate” below, you are stating that you wish to participate in this study and that you are satisfied that all informed consent procedures have been followed in order to make a clear and conscious decision to participate in this study.

In addition, by clicking "continue, I agree to participate" below you are providing your permission for the researcher to contact your teachers to request participation in this study.

APPENDIX G: EMAIL TO TEACHERS

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 67-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking "continue, I agree to participate" below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept anonymous. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your names removed from any future mailings. There will be two future emails requesting participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent3@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator

Mike Sargent

email: msargent3@sycamore.indstate.edu

Faculty Supervisor

Dr. Ryan Donlan

email: ryan.donlan@indstate.edu

The link to the survey is https://indstate.qualtrics.com/SE/?SID=SV_6X1uRIqXqFdiQWF

By clicking “continue, I agree to participate” below, you are stating that you have read the above statements, printed a copy for your records, and agrees to participate in the study and accepts that information will be electronically supplied to the researcher to document your participation.

APPENDIX H: FOLLOW-UP EMAIL TO TEACHERS

I would appreciate your help in completing this survey for my dissertation. If you are interested in participating voluntarily, please read below. If you have already completed the survey, thank you for your participation.

Indiana State University

An Investigation on Teacher Research-Based Teacher Practices through the Teacher Evaluations in Indiana Public Schools

I am a doctoral student at Indiana State University conducting this study for my dissertation. The purpose of this research project is to examine if there is a relationship between research-based teaching practices and the implementation of a teacher evaluation model meeting Indiana Public Law 90 requirements. Your participation in this study is greatly appreciated.

As a participant in this study, you will be asked to complete an online survey consisting of 67-items and a demographic section. The entire survey will take approximately 15 minutes to complete.

Clicking “continue, I agree to participate” below on the survey will be an indication of consent. You are under no obligation to complete this survey and participate in the research. If you choose to participate, you have the right to withdraw from the study by simply closing the window and in doing so, you will be exited from the survey.

The merits of this study include providing a greater understanding of the use of research-based teaching practices based on the teacher evaluation model.

Your responses to the survey will be kept anonymous. Participants will not be identified in this study, nor will schools. Participation in this study is completely voluntary.

Procedures for protection of information that the subject provides over the Internet will include security provided through Qualtrics. Qualtrics is an on-line Internet survey tool used at Indiana State University by Ph.D. students for research.

There will be no future e-mail contacts or an opt-out message that permits you to have your names removed from any future mailings. There will be one future email requesting participation in this study.

If you have any questions or concerns about completing the survey or about participating in this study, you may contact me at (765) 776-7115 or at msargent3@sycamore.indstate.edu. You may also contact Dr. Ryan Donlan at (812) 237-8624 or ryan.donlan@indstate.edu.

If you have any questions about your rights as a research subject, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN 47809, by phone at (812) 237-8217, or by email at irb@indstate.edu.

Thank you,

Principal Investigator

Mike Sargent

email: msargent3@sycamore.indstate.edu

Faculty Supervisor

Dr. Ryan Donlan

email: ryan.donlan@indstate.edu

The link to the survey is https://indstate.qualtrics.com/SE/?SID=SV_6X1uRIqXqFdiQWF

By clicking “continue, I agree to participate” below, you are stating that you have read the above statements, printed a copy for your records, and agrees to participate in the study and accepts that information will be electronically supplied to the researcher to document your participation.