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**EFFECTS OF STUDENT PERFORMANCE ASSESSMENT OUTCOMES AS A
CRITERION IN THE TEACHER EVALUATION PROCESS**

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by

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Treatise

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Dedication

I whole-heartedly dedicate my research work to my mother, Virginia, who has been my motivation to learn, persevere and transform challenges to opportunities for personal and professional growth from birth to this day. My mother has always patiently listened to my dreams and encouraged me to pursue whatever I desire. Through her love, support and encouragement, I have reached my goal to earn a doctorate degree which I will proudly share with her.

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Finally, I dedicate my research to my Airedale Terrier buddy, Oscar. I adopted Oscar at the same time I started working on my dissertation. Oscar has been a loyal and patient companion through endless days and nights of dissertation work. Therefore, I share this dedication with Oscar, my best friend.

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EFFECTS OF STUDENT PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS

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The teacher evaluation processes and practices utilized in American public schools serving kindergarten through high school students have undergone continual alterations since the early 1880's. In 2001, the reauthorization of the Elementary and Secondary Education Act, now known as the No Child Left Behind Act, spurred the development and implementation of comprehensive public school accountability systems based on student academic performance measures. This national legislative initiative has brought to the forefront a renewed push for changes in traditional teacher evaluation systems which align individual teacher efforts with student performance outcomes (Stronge, Ward, Tucker, & Hindman, 2007). According to federal documents, in 2013, 30 states required student performance as a measure in teacher performance evaluations. Among these states, 20 require student performance outcomes to be a "significant or the most significant factor in judging teacher performance" (ESEA, 2012). Consequently states and local education agencies (LEAs) developed and employed varying evaluation approaches to document and measure the effects of individual teacher efforts on student performance. The utilization of pre- and post- student assessment measures has been a feature of such evaluative attempts to connect teaching with student outcomes and to determine the value of the teacher's

effort. One such evaluative approach has evolved as value-added model (VAM). In spite of its widespread utility in American school system, the validity, fairness and sustainability of VAMs in teacher has been questioned by leading scholars in the field and vigorously challenged by teachers and organized teacher organizations and unions. Therefore, the purpose of this case study is to examine the effects of inclusion of value-added methods in the teacher evaluation process, and to acquire information to broaden our understandings of the complexities involved in the application of student performance outcomes to evaluate individual teacher performance. The research questions guiding this study are: (1) According to teacher perceptions, how does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher's instructional and non-instructional behavior? (2) Are there measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior? (3) According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

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Chapter I

Introduction

Traditionally, teacher evaluation measures are established with the “changing of educational philosophies, beliefs and values that changed what had been observed, measured, assessed, and evaluated” (Stronge, 1997). From 1950 to 1980, teachers’ evaluations were comprised of an assessment of teacher traits such a “voice, appearance, emotional stability, trustworthiness, warmth and enthusiasm, or what educators and researchers called *presage variables*” (Danielson & McGreal, 2000). Moving past the 1970s, the focus of teacher evaluations shifted from a traits assessment approach to an evaluation of the extent to which students acquired basic math and science skills. Madeline Hunter promoted a theory-based way of teaching rooted in a behavioristic learning theory that focused on teacher behaviors which influenced student motivation, retention, and transfer that positively impacted student achievement. Hunter’s evaluation methods of teacher effects on student learning continued to be used throughout the 1990s (*Ibid.*).

By 2001, most studies of teacher evaluation indicated that the primary source of evaluative data was derived from classroom observations and a resultant formalized form. The evaluative data included in determining a teacher’s level of effectiveness was comprised of “a checklist rating of a segment (e.g. 30 minutes) of classroom observation, casual review of available lesson plans, and incorporation of haphazard hearsay general impressions of fellow teachers, parents and students” (Peterson, Stevens, & Mack, 2001). For the most part, this type of evaluation process came under scrutiny due to the heavy reliance on personal, professional

judgment on the ratings of descriptive standards that may or may not be consistent in their application.

In 2001, the No Child Left Behind (NCLB) law, required an expansion of student testing and the use of school report cards for accountability purposes. As a result, teachers made changes in instructional time and practices to meet accountability objectives. Nevertheless, for the most part, teacher evaluations remained focused on teacher behavior assessments.

Furthermore, with NCLB mandating performance standards that called for measuring and meeting student “adequate yearly progress” (AYP) achievement in standardized content specific tests, school systems started to show an interest in value-added models (VAMs) as a component of teacher evaluation processes. Value-added models were attractive to school systems because they helped measure student learning growth over a period of time (McCaffrey and Hamilton, 2007). Value-added models originated with the value-added assessment research, later known as the Tennessee Value-Added Assessment System (TVAAS), led by Dr. William Sanders (Sanders & Horn, 1998).

Thus, in recent years, a push towards revamping teacher evaluation system has pressed educational leaders to shift away from 30-year old evaluative systems and recent definitions of *highly qualified teachers* [emphasis added] (HQT) to one that is more inclusive of student performance and meaningful *effectiveness* measures. For example, some states and districts moved away from traditional observations and feedback style teacher evaluation to those that include Value-Added Models (VAMs) to help measure student learning growth over a period of time (McCaffrey & Hamilton, 2007). In 2011, the District of Columbia Public Schools (DCPS) made changes to its teacher evaluation to increase significantly the weight of student

performance measures in teacher evaluations. The DCPS change was significant because it introduced a paradigm shift that lessened the focus of measuring teacher quality based on qualifications and annual observations (National Council on Teacher Quality, 2011).

During the teacher strike of Chicago Public Schools (CPS) in 2012, one major point of contention revolved around the addition of student performance as a quarter of teachers' summative evaluation scores. (Rado, 2012, September 17). One reason for the VAM evaluation proposal was that the current evaluation system was failing to show effectiveness differentiation between teachers. Similar to DCPS and CPS, by the end of 2011, 32 states had made some changes to their teacher evaluation system.

Nowadays, educational leaders continue to discuss how to best evaluate teachers and measure their effectiveness. In 2013, 35 states and the DCPS required student performance outcomes to be a "significant or the most significant factor in teacher evaluations" (Doherty & Jacobs, 2013). However, educational experts wary of the validity and high-stakes impact of VAMS inclusive evaluation measures caution educational leaders to be mindful of the weight and decision making policies based primarily on student-performance outcomes (Darling-Hammond & Hartel, 2012). Additionally, educators should recognize that each change in the teacher evaluative system results in necessary changes in the professional development experiences of involved educators. Student growth measures must become a topic of staff development for teachers engaged with value-added measures incorporated in their appraisals.

In order to evaluate some effects of the current VAM-inclusive trend in teacher evaluation, educational stakeholders need to explore *teacher perceptions* of the teacher appraisal process employed in the school systems in which they work. Are teachers' instructional and non-

instructional behaviors altered by such a maneuver? Do teachers perceive that student academic performance on state assessments will improve due to the inclusion of student performance outcomes in the teacher evaluation process? Do teacher perceptions vary according to the actual teaching assignments? In other words, might elementary teachers' beliefs be different from those of secondary teachers' when probed concerning the infusion of student growth measures in teacher evaluation processes?

To explore teacher perceptions of *instructional and non-instructional behaviors*, any number of examples of such behaviors could be drawn. One such indicator of instructional and non-instructional behaviors is teacher engagement or participation in professional development experiences. When known that a VAM-model is being imposed on their teacher evaluation processes, do teachers increase their engagement in professional development experiences because they believe their engagement will lead to increased student growth results?

To address this study's research questions, the investigator grounded the framework of inquiry on the 1976 Cycle XI Teacher Corps of the University of Texas project, directed by Dr. Ruben Olivarez, that re-conceptualized the role of the teacher - what *is* a teacher?, what do teachers *do*? The group ascertained 45 competencies within eight earlier established generic categories which were thought to comprise the role of the teacher. (Freiberg & Olivarez, 1978).

The first 37 competencies, which reflected the day-to-day teacher act itself, shaped the framework of the electronic survey and interview protocol of this study (*Ibid.*). An electronic survey questionnaire was created to identify whether participating teachers (1) were aware that their evaluation would include value-added data, (2) attended trainings to build repertoire of instructional strategies designed to increase student learning growth, and (3) initiated in their

classrooms any new instructional strategies with the intent to increase student learning growth. Additionally, a face-to face interview protocol was created to gather a deeper descriptive narrative of teacher perceptions of their experiences with a value-added method of teacher evaluation. This study investigated these areas.

This chapter includes the statement of the problem, purpose of the study, research questions, methodology, definition of terms, limitations, delimitations, assumptions of the study, significance of the study, and a summary of the study.

Statement of Problem

In 2001, the reauthorization of the Elementary and Secondary Education Act, now known as the No Child Left Behind Act, spurred the development and implementation of comprehensive public school accountability systems based on student academic performance measures. This national legislative initiative brought to the forefront a renewed push for changes in traditional teacher evaluation systems which align individual teacher efforts with student performance outcomes (Stronge, Ward, Tucker, & Hindman, 2007). In response, some states and local education agencies (LEAs) added value-added models to their teacher evaluation assessments (Toch, 2005).

The addition of value-added added models to teacher evaluation processes catapulted the measuring of teacher effectiveness to the forefront of educational leadership discussions. In 2013, the majority of states and some LEAs adopted VAMs to their teacher evaluation processes (Doherty & Jacobs, 2013). The problem with utilizing a VAM is that VAMs were originally intended to measure student learning growth, progress based on academic gains, not to serve as the sole, or majority, measure of teacher effectiveness.

Thus, VAMs as part of teacher effectiveness evaluation warrants questioning the degree to which value-added student performance measures added to teacher evaluation processes affect student learning. If increasing student learning growth is an intended outcome of the addition of value-added data to teacher measurement processes, a concern is determining how VAMs inclusive teacher evaluations affect instructional practices. For example, were teachers' professional development experiences affected when student performance measures influence teacher evaluation measures?

Purpose of Research

The purpose of this single case study was to examine the effects of student assessment outcomes as a criterion in the teacher evaluation process, and to acquire information to broaden our understandings of the complexities involved when utilizing student performance outcomes to evaluate individual teacher performance. Specifically, the study examined the instructional and non-instructional behaviors of teachers as reflected in their professional development preferences when the involved teachers were advised that student growth measures would be included in their teacher performance evaluations.

Research Questions

The researcher employed a mixed-methods approach to answer the following questions:

1. According to teacher perceptions, does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher instructional and non-instructional behavior?

2. Are there measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior?
3. According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

Overview of Methodology

This single case study was grounded in Creswell's mixed-methods approach which combines quantitative and qualitative approaches of gathering and analyzing data (2003, 2012). Research respondents participated in a quasi-quantitative/qualitative electronic survey and structured face-to-face interview. The electronic survey questionnaire identified whether participating teachers (1) were aware that their evaluation would include value-added data, (2) attended trainings to build repertoire of instructional strategies designed to increase student learning growth, and (3) initiated in their classrooms any new instructional strategies with the intent to increase student learning growth. Additionally, some teacher volunteers participated in the face-to-face structured interview.

Participants' questionnaire responses were tabulated to provide quantitative measures and frequency counts for the study. Open-ended items responses and interview questions were coded to discover information not explored by the closed-ended questions. The coding results were analyzed by the researcher to develop significant themes related to participants' responses. Thus, both quantitative and qualitative measures were applied to address the research questions in this mixed-methods approach.

This study included teachers who were assigned to one of two elementary, one middle and one high school campus, all considered Title I in one school district that utilizes student performance in teacher appraisals. Teachers with less than one year of service in the district were not included in the study.

Definition of Key Terms

Achievement. The measure by a student's performance at a single point in time and how well those students perform against a standard.

Educational Value-Added Assessment System. The Educational Value-Added Assessment System is a formulated process that measures individual student learning growth based on teacher contributions.

Effectiveness. A term associated with defining the degree of student learning growth as a result of instructional influences and student performance on standardized assessments.

Process. A systematic method to evaluate teacher performance.

Products. A product is the learning outcome as a result of teacher instructional practices.

Progress. The academic "gain" or "growth" students make from year-to-year, including how much growth students make over time.

Student Learning Growth. The academic progress attained by a student based on measured "gain" or "growth" over a period of time.

Value-added analysis. The inclusion of existing standardized test data to generate academic reports.

Value Added Methods. A value-added method is a system of statistical procedures which comprises students' longitudinal test score data collected over a period of time to measure the change in a student's academic performance during a specific period of time.

Abbreviations

- NCLB is the abbreviation for No Child Left Behind educational law.
- VAAS is the acronym for *value-added assessment system*.
- TVAAS is the acronym for Tennessee Value-Added Assessment System.
- VAM is the acronym for *value-added method or model*.
- AYP is the abbreviation for *adequate yearly progress*.
- EVAAS is the acronym of Educational Value Added Assessment System.
- TADS is the acronym for Teacher Appraisal and Development System.

Limitations

There were two limitations to this study. First, the study included only teacher participants assigned to one of two elementary, one middle and one high school campus recognized as Title I in a single school district. Second, participating teachers were employed and in the Teacher Appraisal and Development System in school year 2011-2012 and/or 2012-2013. There were no additional participant criteria.

Delimitations

Although there are 1,237 school districts in Texas, this study involves participants from one school district. (Texas Education Agency, 2011). In addition, the study only includes data from participants from four of the 276 schools in the selected school district. The data collected

in this study derived from individual teachers' own perspectives and experiences with value-added methods.

Assumptions

There were two initial researcher assumptions.

1. Teacher engagement in professional development experiences reflects teachers' instructional and non-instructional behavior.
2. Teachers attend professional development activities with the intent to increase student learning growth and their teacher evaluation ratings.

Significance of Study

One of the most significant current topics in educational discussions is the inclusion of value-added models (VAMs) as a measure in teacher evaluation processes. This study illuminates teachers' perceptions and behaviors when value-added methods are introduced as a criterion in their evaluative process. Specifically, teacher professional development preferences and perceptions related to VAMs in the teacher evaluation processes were collected and examined.

This study offers some insight to understanding the complexities involved in the introduction of student performance outcomes to evaluate individual teacher performance and contributes to the information base essential teacher constructed perceptions and preferences related to VAMs, teacher development and student progress. Additionally, this research also holds significance for school systems that strive to professionally develop their teachers to help them positively increase their students' level of performance and meet their own evaluative goals.

Summary

Chapter One introduces the topic of value-added models (VAMs) applied to teacher evaluation systems which purport to measure the responsibilities and role of the teacher in the classroom (Freiberg & Olivarez, 1978). Teacher selection of professional growth experiences is proposed as a reflection of teacher concern for increasing student growth measures when these measures comprise an element in the teacher evaluation process.

Chapter Two provides an historical literature perspective of teacher evaluation processes and the role of the teacher. In addition, the defining and measuring of “effectiveness” in teacher evaluations by instructional stakeholders is reviewed. Furthermore, current trends and reforms, which include value-added models affecting teacher evaluation processes are outlined and discussed.

Chapter Three describes the methodology applied in this study. The theoretical framework, participants and samplings, measures, case study design, timelines, data collection, assumptions, limitations and data analysis are described in detail. Participation processes and data collection instruments are outlined for survey and interview procedures.

Chapter Four presents the findings of the research based on the data collection and analysis. The tabulating, coding and analysis of the 2011-2012 and 2012-2013 school year participants’ electronic survey data and interview respondents’ input is presented. The three study questions are addressed and the methodology process is summarized.

Chapter Five encapsulates the findings of the study first by revisiting the introduction, re-statement of the problem, purpose of the study, research questions and methodology. Second, a

presentation of the results and discussion of findings is presented followed by a chapter summary and conclusion. Finally, the study summary and implications for further research are delineated.

Chapter II

Review of the Literature

A decade ago, most studies of teacher evaluation indicated that the primary source of evaluative data was derived from classroom observations and a resultant formalized form. The evaluative data included in determining a teacher's level of effectiveness was comprised of "a checklist rating of a segment (e.g. 30 minutes) of classroom observation, casual review of available lesson plans, and incorporation of haphazard hearsay general impressions of fellow teachers, parents and students" (Peterson, Stevens, & Mack, 2001). For the most part, this type of evaluation process came under scrutiny due to the heavy reliance on personal, professional judgment on the ratings of descriptive standards that may or may not be consistent in their application.

Status of Teacher Evaluation Process

In 2011, Arne Duncan, U.S. Secretary of Education, resonated the concern of the state of teacher evaluation by announcing, "We've had broken teacher evaluation systems in many places, unfortunately for five, or six or seven decades" (The Associated Press, 2011). Duncan's comments resonated with what some states and public school systems recognized, and many educational leaders were in the process of revamping their own teacher evaluation systems. Although Duncan's comments highlighted a valid concern in 2011, planning that included student performance data as a measure in teacher evaluations was well underway in some states and public school districts.

For example, in 2008 Chicago Public Schools (CPS) launched the Excellence in Teacher Pilot, an effort to revamp how teachers are evaluated and how they receive feedback on their

performance. One reason for the CPS Excellence in Teaching Pilot was that the current evaluation system was failing to show effectiveness differentiation between teachers. Chicago Public Schools had relied on a 30-year teacher evaluation system using an observation checklist whereby the principal rated the teacher and provided an end-of-year final performance evaluation. The New Teacher Project found that neither the teachers nor principals perceived the system as meaningful (Sartan, Stoelinga, & Brown, 2011).

In the last three years, “32 states and the District of Columbia Public Schools (DCPS) have made some change to their state teacher evaluation policy” (*State of the States*, 2011). According to the National Council on Teacher Quality (2011), one reason for the revamping of the DCPS teacher evaluation process was to increase significantly the weight of student performance measures in teacher evaluations. The change was significant because it introduced a paradigm shift that lessened the focus of measuring teacher quality based on qualifications and annual observations. Therefore, some states set themselves on a path to increase the inclusion of student performance measures in making decisions regarding human capital, retention and professional development (*Ibid.*).

The push towards revamping teacher evaluation systems continues to press educational leaders to shift away from 30-year old evaluative systems and recent definitions of *highly qualified teachers* [emphasis added] (HQT) to one that is more inclusive of student performance and meaningful *effectiveness* measures. However, prior to developing a new method of evaluation, educational stakeholders must reach some consensus on how to best measure “effective teaching”. In 2007, Gitomer stated that how a teacher’s “effectiveness” is defined and measured has “important implications, depending on the goals and context around its use.”

Gitomer's perspective on defining effectiveness and the intricate roles of advocates for inclusion of student data for measuring continues to be a present day challenge. For example, in the teacher strike of Chicago Public Schools in 2012, one major point of contention revolved around the addition of student performance as a quarter of teachers' summative evaluation scores. (Rado, 2012, September 17).

In order to better understand the significance and development of teacher evaluation measures, it is imperative to identify educational stakeholders and review a brief history of the teacher evaluation process. A summary of salient issues ensues.

Stakeholders in Teacher Evaluation Process

A vast array of stakeholders and contextual factors has historically shared a keen interest in and/or influenced the measurement of teacher effectiveness. Although not equally influential in all circumstances, stakeholders and contextual factors in teacher evaluation policymaking have included:

(a) educational policy makers concerned with questions about the means and ends of education; (b) researchers seeking to identify elements of effective teaching and learning; (c) programmatic efforts designed to improve schools and make them more effective; (d) teacher educators, supervisors, and others concerned with teacher mentoring and development; (e) school boards and school administrators charged with the responsibilities of teacher (employee) evaluation and educational accountability; (f) teacher organizations (i.e. teacher unions) in their attempts to protect teacher rights; (g) state agencies concerned with teacher licensure; (h) those designing and implementing new models of teaching careers and compensation/incentive plans (e.g., career ladders, merit pay systems); and, most recently, (i) organizations concerned with the national professional certification and credentialing of teachers (e.g. the National Board of Professional Teaching Standards). (Ellett, 1997)

As recently as 2011, the U.S. Department of Education reinforced the inclusion of multiple diverse groups within the development of teacher evaluation systems by requiring a "description of how the State Education Agency meaningfully engaged and solicited

input...from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes” (ESEA, 2011). Thus, there exists a vast influence from sometimes opposing interest groups when reforming teacher evaluation measures.

For example, reverting to the recent strike in Chicago Public Schools mentioned earlier, Illinois educational leaders attempted to implement student performance measures to comply with a state law passed in 2010 to meet President Obama administration’s federal mandate. The mandate required states to develop and implement teacher evaluation measures comprised of forty-percent of student performance outcomes. Teachers declared the new measures as unfair while educational leaders justified the need of the new evaluative measures as an insurance of having effective teachers in every classroom. Thus, the Chicago Teachers Union (CTU) intervened and called for a strike to amend the weight of performance measures as originally proposed by the state. In addition to raised voices by the CTU and its supporters, parents, local and national media pundits and politicians became involved in the discussion of the validity and value of student performance measures (“Chicago Tribune,” 2012).

History of Teacher Evaluation Methods

Through the years, teacher evaluation measures were established with the “changing of educational philosophies, beliefs and values that changed what had been observed, measured, assessed, and evaluated” (Stronge, 1997). For instance, the following list of time periods depicts widely accepted trends of teacher evaluation processes and their evaluation criteria that states

agencies and local education agencies may have adopted within their teacher evaluation processes as established by Brophy in 1986, cited in Ellett, 1997:

- *Early 20th century*- good teaching surrounded by issues of and concerns pertaining to moral and practical education
- *1940s-1950s*- teacher effectiveness became a concern of those looking into classrooms and evaluating teachers
- *1970s-1980s*- advent of the process-product research paradigm, which sought to identify teaching behaviors and classroom process linked to student achievement; shift in the thinking of local school districts about what was important to evaluate in teaching and how to conduct classroom observations to gather data to make judgments about effective teaching
- *1980s*- large-scale, state-mandated programs that evaluated and licensed teachers based on what they actually do in classrooms, with primary attention given to those teaching behaviors identified through the process-product literature as reasonably related to student achievement and other student outcome variables.

Two decades later, in 2001, “reauthorization of the Elementary and Secondary Education Act (ESEA), then titled No Child Left Behind (NCLB), tied federal education funding directly to improvements in student test scores” (Stronge, Ward, Tucker, & Hindman, 2007). Initially, the intent of the NCLB law focused on the urgency and assurance of having a Highly Qualified Teacher (HQT) in every classroom. By 2011, the NCLB mandate metamorphosed from the sole requirement of a HQT in every classroom to adding a Highly Effective Teacher criterion as well. As a result, an emergence of teacher performance processes linking student outcomes to the

evaluation of a teacher's effectiveness was brought to the forefront of evaluation practices to attempt to identify and fulfill having a highly effective teacher in every classroom.

Currently, there exists a heightened "interest in teacher evaluation based on both teacher and student performance [that] reinforces the need of accountability in schools" that includes "equity and excellence for all students creating a new meaning for teacher evaluation" (Ovando, 2001). Consequently, stakeholders have realized that any "significant improvement in schools and student performance is centered with the teacher....teacher evaluation has been moved from preparation and qualifications for teaching to ones of teacher competence and effectiveness" (Stronge *et al.*, 2007). Hence, there is a growing effort towards defining a framework of reliable processes that accurately measure teacher effectiveness. The elusiveness in defining "effectiveness" is evident in the differing evaluation measures in teacher evaluation processes mandated in more than half of the states.

Measuring Teacher Effectiveness

"The use of standardized test scores to hold schools, teachers, and students accountable for performance is now the cornerstone of many education reform efforts in the United States" (McCaffery, Lockwood, Koretz & Hamilton, 2004).

One purpose of this literature review is to revisit processes that measure teacher effectiveness and the factors that have led to contemporary evaluations that "focus on the value-added connection between teaching and learning" (Stronge *et al.*, 2007). Hence, a review of teacher evaluation theories and their application followed by philosophical shifts in political and educational values that impacted changes in teacher evaluation practices are outlined. Finally,

current practices in teacher evaluations that include value-added student performance based evaluations are presented.

Defining effectiveness. Defining teacher effectiveness is not simple. Finding a standard “effectiveness meter stick” or “framework” to accurately and consistently gauge teachers’ levels of effectiveness has eluded educational research scholars and practitioners alike. The following is a history of significant events that have guided how teacher evaluation trends developed at national, state and local levels and an examination of shifts in values that impact measurement of teacher effectiveness.

Trends in evaluation systems. Teacher evaluation systems between the 1940s and the present have experienced a theoretical metamorphosis in application. Although each trend targeted a different area to evaluate, the purpose throughout was similar. For the most part, each change in the evaluation approach aimed to improve assessment methods that measured a teacher’s level of effectiveness.

According to Danielson and McGreal’s trace of teacher evaluation trends from 1950 to 1980, in the last two decades of this period, teachers were evaluated by an assessment of their traits. A teachers’ effectiveness was measurable by assessing their “voice, appearance, emotional stability, trustworthiness, warmth and enthusiasm, or what educators and researchers called *presage variables*” (2000). Although the belief during this era connected teacher traits with student achievement, research-based evidence did not support their belief.

Moving past the 1970s, the focus of teacher evaluations shifted from a traits assessment approach to an evaluation of the extent to which students acquired basic math and science skills. In addition, there were “significant advances in supervision skills and classroom observation

techniques”, known as “clinical supervision”, that were focused on enhancing instruction. With the introduction of behavior-oriented instruments to document teachers’ practices, there was a greater opportunity for identifying, recording, and evaluating behaviors that directly impacted student achievement. The significance of the teacher effectiveness research was that it supported the theory that teacher behavior and learning were interdependent. As a result, teacher skills that were proven to have positive student acquisition of basic skills outcomes anchored the reason to support such fundamental skills as the framework for teaching (Danielson and McGreal, 2000).

Madeline Hunter and her colleagues at UCLA lead the way in evaluation of teacher effects on student learning into the 1980s. They promoted a theory-based way of teaching rooted in a behavioristic learning theory. Hunter focused on teacher behaviors that influenced student motivation, retention, and transfer that positively impacted student achievement. From its infancy stages, Hunter’s theory, based on prescriptive teaching practice, influenced a trend toward increased instructionally focused staff development. Nevertheless, recognizing that there was a lack of consistent evidence to show that Hunter’s approach positively impacted student learning, Hunter herself reminded others that her work was not representative as a comprehensive model for instruction evaluation. Nevertheless, her theory-based approach continued to influence teacher evaluation and assessments through the new millennium (*Ibid.*).

During the early 1990s, the federal government strengthened the call for greater accountability from U.S. schools through the introduction of school report cards. School report cards provided the general public with an outcome-based, district- and campus-specific report on student achievement. Teacher evaluations continued to focus on teacher behaviors strongly tied to the Madeline Hunter teaching model (*Ibid.*).

In 2001, with the passage of the No Child Left Behind (NCLB) law, there was an expansion of student testing and requirement of school report cards for accountability purposes. Although the NCLB regulations held districts directly responsible for reform that increased student performance, the burden of student performance eventually fell on the shoulders of teachers. As a result, teachers made changes in instructional time and practices to meet accountability objectives; however, for the most part teacher evaluations remained focused on teacher behavior assessments as developed in the early to mid-1970s (Danielson & McGreal, 2000) and student behavior responses during instruction (Booher-Jennings, 2005).

Yet, in some states, a value-added model (VAM) system was introduced as a component of the state evaluation system to measure teacher effectiveness. In Tennessee, William Sanders introduced the Value-Added Assessment System (VAAS) which was adopted by the state legislature to implement in its local agencies (Sanders, Saxton and Horn, as cited in Millman, 1997). With incorporating VAAS, educational leaders anticipated improvement in instructional practices and student outcomes that could assist them in making school personnel decisions. However, in addition to its promise, the VAAS value-added model accuracy faced some controversy which will be further discussed in a later part of this chapter. In spite of the VAAS controversy, in 1992, Texas local education agencies such as Dallas Independent School District adapted a VAM to their teacher evaluation system (Toch, 2005). In 2007, Houston ISD introduced Value-Added Progress Measures. In California, Los Angeles Unified School District presented a value-added model measure, Academic Growth over Time, in 2009.

Shifts in Values Impacting Measurement of Teacher Effectiveness

The question that begs answering is the following: Which historical and current political and educational value shifts impacted teacher evaluation practices? It is a challenge to identify measures that determine teacher effectiveness. The challenge becomes greater when interest groups attempt to influence what should be measured and how to interpret the data collected. Two driving forces in the efforts to find the best effectiveness measuring approach have been political and educational interest groups. Although their proposed evaluative measures are not perfect, both interest groups have been successful in promoting their agendas to determine which measures should be valued within a teacher's effectiveness assessment (Danielson & McGreal, 2000).

Political Values. Legislators and policymakers tend to value the summative purposes, those of quality assurance and accountability. They make the point that public schools are, after all, public institutions, supported by taxpayer money, and that the public has a legitimate interest in the quality of the teaching that occurs in community schools. It is through the systems of teacher evaluation that members of the public, through the legislators, state officials, local boards of education, and administrators, ensure the quality of teaching. A parent, in other words, has a right to expect a certain minimum level of performance in the education of a child within the public schools (Danielson & McGreal, 2000).

In 1979, a Gallup poll asking what schools could do to earn an "A" showed that that public "believed that the key to educational improvement lies in upgrading the quality of teachers rather than in changing school structure or curriculum" (Gallup, 1979). According to Gudridge (1980) and Vlandereen (1980), as a result of public concern, the "state and local school

districts initiated a wide range of policy changes affecting the certification, evaluation, and tenure of both prospective and currently employed teachers” (Darling-Hammond, Wise, & Pease, 1983).

In the late 1990s, when the educational climate was similar to the present, “concerns of rising costs, inadequate returns, and dwindling resources, policy makers turned their attention to initiatives that would not only increase the effectiveness of public education but would increase the responsiveness of the system to the public it serves as well” (Johnson, 1997). The political debate related to educational evaluations included the concern of how competitive effective teaching philosophies within educational organizations led to the realization that competing ideological forces among political interest groups determined the level of policy impact on teacher evaluation. Therefore, “successful and effective teacher-evaluation systems were characterized not only by their technical quality and feasibility but by their political viability as well” (*Ibid.*).

Recognizing that designing and implementing teacher evaluation systems is “emotionally laden and politically challenging”, community interest groups are cognizant of the need to strategically move forward with evaluation proposals and systems implementation without losing key stakeholders’ support (Strong & Tucker, 1999). The key stakeholders may include members of the school board, central office and/or school-level administrators, teachers, parents and the community. Political groups with differing views recognize that stakeholder support helps ensure their agenda items gain support during the vetting process of a new teacher evaluation system.

In the past, as in the present, politically motivated groups have often promoted popular evaluation beliefs related to addressing teacher quality and student performance outcomes.

Although political interest groups share similar values on what to measure, how to effectively measure and evaluate each component remains at the center of policy discussions. Recently, “policymakers and others have responded to flaws in the current systems by demanding that districts start using data on student academic growth to evaluate teachers” (Sartan, Stoelinga, & Brown, 2011). In 1979, the Gallup Poll had revealed that the public “believed that the key to educational improvement lies in upgrading the quality of teachers rather in changing school structure or curriculum (Gallup, 1979). Thirty-three years later, in 2012, a Phi Delta Kappa (PDK)/Gallup Poll showed that the majority of Americans favor student performance included in teacher evaluation measures. According to the PDK/Gallup poll, 52 percent of those polled expressed favor for student performance measures to comprise one-third to two-thirds of the teacher’s evaluations (Kappan, September 2012). However, in the 2013 Gallup Poll, 58% of Americans polled reversed their opinion and oppose requiring that teacher evaluations include student scores on standardized tests (Bushaw and Lopez, September 2013).

Educational values. Historically, educational systems evaluation values have been shaped by state and national policy. For example, according to Stronge (2006) research, “much of the research on teaching centers on the effects of teaching, and the major factors that consistently point to effective teaching include”:

- Sustained time on task
- Pacing of the curriculum and instruction
- Allocation of time and mindful management of time
- High expectations
- Skillful transitions

- Clear classroom management and discipline strategies that are fairly and consistently applied

Furthermore, as noted earlier, in the 1980s evaluation systems often included evaluating teachers on the merits of ability for decision-making and problem solving (Hunter, 1988). After the release of *A Nation at Risk: The Imperative for Educational Reform* by the National Commission on Excellence in Education in 1983 and *A Nation Prepared: Teachers for the 21st Century*, published in 1986 by the Task Force on Teaching of the Carnegie Forum of Education and the Economy, the National Board for Professional Teaching Standards was established and introduced five core propositions to “aid in the identification of teachers who effectively enhanced student learning and demonstrated a high level of knowledge, skills, dispositions, and commitments” (Danielson, 1996):

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from reflection.
- Teachers are members of learning communities. (National Board for Professional Teaching Standards, 1989)

Following shortly thereafter, in 1992, the Interstate New Teacher Assessment Support Consortium released ten standards that beginning teachers should know and be able to demonstrate relative to teaching, framing the environment, and performing professional roles. In 1996, Danielson presented a comprehensive view of teaching in her book *Enhancing*

Professional Practice: A Framework for Teaching, which is based on research on teacher impact on the framework encompassing four primary domains as the overall standards that frame teaching: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities.

At the turn of the century, the No Child Left Behind Act of 2001(NCLB) required the hiring and retention of *Highly Qualified Teachers* (HQT) through assessing teaching in classrooms and setting performance measures to gauge student learning. Highly qualified teachers are defined by the No Child Left Behind (NCLB) Legislation of 2001 as “those who hold at least a bachelor’s degree, are fully licensed or certified by the state in the subjects they teach, and can demonstrate competence in the subjects they teach” (Tucker & Stronge, 2005). Although the NCLB legislation’s definition delineates a set of standard qualifications that identify a highly qualified teacher, it falls short of addressing how to measure a teacher’s level of effectiveness. As a result of NCLB’s limited policy guidance, researchers and practitioners alike attempted to identify specific teacher traits and products that measure their level of effectiveness.

In 2004, Stronge, Tucker & Hindman reported the research base pertaining to teachers organizing more effectively to increase student learning and engagement by:

- Focusing on instruction.
- Maximizing instructional time.
- Expecting students to achieve.
- Planning and preparing for instruction.

In 2005, Tucker and Stronge proposed a framework that identified key qualities of effective teachers. Based on their research, effective teachers:

- Have formal teacher preparation training.
- Hold certification of some kind (standard, alternative, or provisional) and are certified within their fields.
- Have taught for at least three years.
- Are caring, fair, and respectful.
- Hold high expectations for themselves and their students.
- Dedicate extra time to instructional preparation and reflection.
- Maximize instructional time via effective classroom management and organization.
- Enhance instruction by varying instructional strategies, activities, and assignments.
- Present content to students in a meaningful way that fosters understanding.
- Monitor students' learning by utilizing pre- and post assessments, providing timely and informative feedback, and re-teaching material to students who did not achieve mastery.
- Demonstrate effectiveness with the full range of student abilities in their classroom, regardless of the academic diversity of the students.

Additionally, “effective teachers are able to envision instructional goals for their students, and then draw upon their knowledge and training to help students achieve success” (Tucker & Stronge, 2005). Highly effective teachers also tend to address their students’ affective and academic needs producing positive outcomes in learning. For that reason, “effective teachers are

able to produce much greater gains in student achievement than their less effective counterparts” (*Ibid.*).

As part of their framework to identify an effective teacher, Tucker and Stronge propose “several practices to reduce bias and increase the fairness of using student assessment data in teacher assessment”:

- Include student learning as only one component of a teacher assessment system that is based on multiple data sources.
- Consider the context in which teaching and learning occur.
- Apply measures of student growth versus fixed achievement standards or goals.
- Compare learning gains from one point in time to another for the same students, not different groups of students.
- Recognize that gain scores have pitfalls that must be avoided.
- Implement a timeframe for teacher assessment that allows for patterns of student learning to be documented in a fair manner.
- Develop fair and valid measures of student learning.
- Select student assessment measures that are most closely aligned with existing curricula. (*Ibid.*).

Based on an extensive exploratory study concluding in 2007, Stronge *et al.* “identified three distinct differences in the practices of ...teachers who effected greater than expected learning gains for students and those who effected lower than expected learning gains: (1) differentiation and complexity of instructional strategies, (2) questioning practices, and (3) level of disruptive student behavior... [reinforcing] the link between student learning and these teacher

behaviors.” As a result of NCLB’s limited policy guidance, researchers and practitioners alike have attempted to identify specific teacher traits and products that measure their level of effectiveness.

In 2011, the U.S. Department of Education further influenced current educational values by outlining specific criteria to allow flexibility to NCLB minimum Highly Qualified Teacher (HQT) standards. Two of the six criteria required for awarding a flexibility HQT waiver to states and their respective districts included (a) having significant factor data on student growth for all students and (b) requiring evaluation of teachers on a regular basis within a teacher evaluative support system (ESEA, 2011).

With each swing of teacher evaluation and assessment policy at the national and state levels, state education agencies and local education agencies scrambled to create and implement evaluation processes that met expectations. Thus, the evaluative values of the national or state policymakers became, by default, the values of local education agencies. Nevertheless, according to Danielson and McGreal, “educators tended to think [value] that teacher evaluation should be designed for the purpose of professional development and the improvement of teaching” (2000).

Current Educational Reforms Affecting Teacher Evaluations and Professional Development

During recent years, some states and local education agencies continued to incorporate remnants of teacher evaluation systems developed since the mid-1970s that include a set of performance criteria, descriptors, and performance areas that were created by a committee (Valentine, 1992). As in the past, evaluation of teachers may continue to revolve around systems that rely heavily on the documentation of a small number of observable behaviors, such as

“writing the learning objectives on the board,” “smiling at students as you greet them,” and the like (Danielson & McGreal, 2000).

According to the Education Research Center, “99.8 percent of school administrators used direct classroom observation as the primary data collection” method excluding student performance data in measuring a teachers’ effectiveness (Tucker & Stronge, 2005). Evaluating teacher behavior without assessing a teacher’s impact on student learning falls short of providing data that measures a teacher’s effectiveness. Therefore, in order to monitor whether a teacher is effective, assessors must measure teacher effectiveness by observing classroom instruction and learning gains.

As a result, some states and school systems are restructuring teacher evaluation processes as increasingly student achievement focused; thus, the tide has been turning in a different direction regarding how we evaluate teachers and what is relevant in an evaluation to measure levels of effectiveness (*State of the States*, 2011).

Tennessee Value-Added Assessment System. In 1992, the Tennessee legislature adopted William Sanders’ value added assessment research, later known as the Tennessee Value-Added Assessment System (TVAAS), “along with measures including promotion, attendance, and dropout rates of individual schools, [that] would provide information to form the base for the state’s new educational accountability system” (Sanders & Horns, 1998). With the introduction of NCLB in 2001 and mandatory performance standards that called for measuring and meeting student “adequate yearly progress” (AYP) achievement in standardized content specific tests, states turned to Value-Added Models (VAMs) to help measure student learning growth over a period of time (McCaffery & Hamilton, 2007).

Following Tennessee's lead, some states and districts moved away from traditional observations and feedback style teacher evaluations to those that include Value-Added Methods, i.e. status models, cohort-to-cohort change models, growth models and value-added models ...that evaluate student achievement for the purposes of research, program evaluation, school or teacher improvement, or accountability. For the purpose of addressing the evaluation of a teacher's effectiveness, references in this work will refer to the inclusion of value-added models, "statistical models, often complex, that attempt to attribute some fraction of student achievement over time to ...teachers..." (*Ibid.*). Although the computation of VAAS data is important, it will not be outlined in detail within the context of this work.

Other State Evaluation Systems. In Texas, the Dallas Independent School District adopted a district specific VAM for its teacher evaluation system. North Carolina "explored the relationship between teacher credentials and students' performance on end-of year course exams. In Oregon, Alexandria, Virginia and Loveland, Colorado...impact of teacher performance on student learning has been documented ...with the use of VAMs" (Tucker & Stronge, 2005). In summary, learning growth measures, or value-added models (VAMs), which are more popularly known as a value-added assessment systems (VAAS), have gained momentum in interest as one additional component to "measure the effects on the achievement of students of their current teachers, schools, or educational programs, taking account of the differences in prior achievement and (perhaps) other measured characteristics that students bring to school with them" (*National Research Council, 2010*).

The intent of VAMs is to "help identifyteachers as more effective or less effective...", and "for self improvement or target setting" (Braun, Chuduski, & Koenig, 2010).

The Educational Value Added Assessment System (EVAAS) in Tennessee has been in place since 1993 and is required by the State as a component of a teacher's evaluation. The extent for the role of the EVAAS data is left up to districts to apply to their individualized evaluation models. However, in most cases districts following suit agree that although EVAAS data is valuable in evaluating teacher effectiveness, it should not be the only indicator.

Summary. In summary, the “over-arching findings from value-added studies is that effective teachers are, indeed, essential for student success” (Stronge *et al.*, 2007). States and/or districts that adopt VAM-based teacher evaluation systems should be mindful of ensuring that VAM data is but one of multiple factors that should affect teacher evaluations. Educational experts wary of the validity and high-stakes impact of VAMs inclusive evaluation measures caution educational leaders to be mindful of the weight and decision making policies based primarily on student performance-based evaluation outcomes. Leading researchers prefer for proven effective teacher practices to have a greater influence on evaluation measures and VAMs methods to “help validate measures that are productive for teacher evaluation” (Darling-Hammond & Haertel, 2012).

Educators also recognize that each change in the teacher evaluative system results in necessary changes in the professional development experiences of involved educators. Student growth measures must become a topic of staff development for teachers engaged with value-added measures incorporated in their appraisals.

Conclusion

The literature review for this study reveals that trends in teacher evaluation processes have historically represented the beliefs and values of multiple stakeholders, i.e. policy-makers and educational leaders, in order to satisfy the need of federal, state, or local accountability measures such as NCLB. The current trend in teacher evaluation processes has shifted the appraiser's attention away from an exclusive formal observation and feedback methodology to one that includes value-added student performance data to the measurement of teacher's level of effectiveness on student learning. From the multiple value-added method models available to measure student growth, the Educational Value-Added Assessment Systems (EVAAS) has become the system of choice for several states and school districts to measure individual student learning growth based on teacher contributions.

Although EVAAS provides learning growth data that measures a teacher's value-added learning contribution, critics of the system have presented concerns that possibly limit usage.

Critics argue that:

- Value-added models rely on standardized tests, which have limitations themselves.
- Missing student test data jeopardizes the validity of the analyses.
- Potential for rewards and punishments is related to class size (shrinkage estimation).
- SAS® EVAAS does not adjust for socioeconomic factors.
- SAS® EVAAS modeling lacks transparency and is too complex.
- SAS® EVAAS statistical methods and algorithms have not been peer reviewed.

- SAS® EVAAS predictions of student performance are not verified later. (Sanders *et al.*, 2009)

In 2012, Goodwin and Miller highlighted additional research-based concerns related to value-added teacher measurement models. Their concerns include the following:

- Non-teacher effects may cloud the results.
- Data may be inaccurate.
- Student placement in classrooms is not random.
- Students' previous teachers can create a halo (pitchfork) effect.
- Teacher's year-to-year scores vary widely.

Despite EVAAS criticisms, in Tennessee TVAAS met the legislature intent and purpose for its adoption since 1992. TVAAS data have assisted in reducing “the enormous variability among systems, schools within systems, and teaching effectiveness within systems” (Sanders, Saxton & Horn, as cited in Millman, 1997). In 2013, TVAAS was recognized by the Tennessee Department of Education as one tool, of many, that assists the state to ensure all students are in a trajectory to academic proficiency. If applicable, TVAAS data is one measure in Tennessee's teacher performance evaluation model (*Tennessee Report Card*, 2012).

Adequacy of Teacher Evaluation Processes and Trends

In summary, traditional teacher evaluation processes are inadequate for measuring teacher effectiveness that represents current expectations. Current evaluation trends that require assessment of teacher effectiveness have “expanded [the] understanding of learning, and what constitutes good teaching.” The trend in teacher evaluation is moving quickly away from evaluation processes that identify “highly qualified” teachers to those that measure “highly

effective” teachers (ESEA, 2011). In 2010, the “federal Race to the Top (RTT) competition spurred unprecedented action among states to secure a share of \$4 billion....focused on efforts to improve teacher...effectiveness based on performance” (*State of States*, 2011). In 2011, 23 states and the District of Columbia Public Schools required that teacher evaluations included not just some attention to student learning, but objective evidence of student learning in the form of student growth and/or value-added data. In 2013, 27 states and the District of Columbia Public Schools (DCPS) required annual evaluations with student performance as a measure in teacher performance evaluations. Thirty-five states and the DCPS require student performance outcomes to be a “significant or the most significant factor in teacher evaluations” (Doherty & Jacobs, 2013). Thus, research continues to indicate an expanding evaluative reform movement grounded on the inception of student performance to teacher evaluation processes.

Research Issues

In order to evaluate some effects of the current trend in teacher evaluation, educational stakeholders need to explore *teacher perceptions* of the teacher appraisal process employed in the school systems in which they work. Teachers need opportunities to register their beliefs concerning the adoption of student academic performance measures in teacher evaluation processes. Are teachers’ instructional and non-instructional behaviors altered by such a maneuver? Do teachers perceive that student academic performance on state assessments will improve due to the inclusion of student performance outcomes in the teacher evaluation process? Do teacher perceptions vary according to the actual teaching assignments? In other words, might elementary teachers’ beliefs be different from those of secondary teachers’ when probed concerning the infusion of student growth measures in teacher evaluation processes?

To explore teacher perceptions of *instructional and non-instructional behaviors*, any number of examples of such behaviors could be drawn. One such indicator of instructional and non-instructional behaviors is teacher engagement or participation in professional development experiences. The assumption exists that teachers engage in professional development experiences for many reasons. However, overall, the main reason for their engagement is the anticipation of improved *instructional and non-instructional behaviors*. When known that a VAM-model is being imposed on their teacher evaluation processes, do teachers increase their engagement in professional development experiences because they believe their engagement will lead to increased student growth results? These are research issues that need exploration as increasingly schools are becoming active adopting VAM-influenced systems of teacher effectiveness.

Research Questions

Therefore, the purpose of this case study is to examine the effects of employing value-added methods in the teacher evaluation process, and to acquire information to broaden our understandings of the complexities involved in the inclusion of student performance outcomes to evaluate individual teacher performance in an urban school district. The qualitative research questions guiding this study are:

1. According to teacher perceptions, does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher's instructional and non-instructional behavior?

2. Are there measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior?
3. According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

Teacher *instructional and non-instructional* behavior in this case study is measured by teacher engagement in professional development activities (Freiberg & Olivarez, 1978). Instruments to collect qualitative data include a teacher questionnaire and survey.

Statement of the Hypothesis

Based on a review of literature in this chapter, one null hypothesis guides the analysis of quantitative data generated in this case study.

1. There is no difference between elementary and secondary teachers in their choices of professional development experiences that they perceive as benefitting their instructional and non-instructional behaviors when a value-added model is imposed.

Chapter III

Methodology

Theoretical Framework

The purpose of this single case study was to examine the effects of including value-added methods in the teacher evaluation process, and to acquire information to broaden our understandings of the complexities involved with applying student performance outcomes to evaluate individual teacher performance. Specifically, the study was undertaken to answer the following questions:

1. According to teacher perceptions, does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher's instructional and non-instructional behavior?
2. Are there measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior?
3. According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

A mixed-methods approach was undertaken to discern teachers' perceptions. Both quantitative and qualitative measures were undertaken as prescribed by Creswell (2012). Both questionnaire survey and interview processes assisted with identifying teacher perceptions.

Participants and Samplings

The study included teachers who were assigned to one of two elementary, one middle and one high school campus, all considered Title I in one school district that utilizes student performance in teacher appraisals. There were no additional criteria to include or exclude teachers from participating in the study.

Survey school groups. The school district selected for the study was a large southeast Texas district that employed 11,086 teachers in 2011-12 and 11,463 teachers in 2012-2013 school years. A total of 276 schools in the district serve over 203,000 students. Study sites selected were representative of different geographic areas within the district. Further, each of the selected schools had different district level oversight administrators.

The study included teachers who were assigned in 2013 to one of two elementary, one middle or one high school campus selected as a study site. One elementary school is geographically located in the south area of the district and was termed South Elementary School for the purposes of the study. The second elementary school is located in the north area of the school district and was termed North Elementary School for the purposes of this study.

In the study, there are two secondary schools, one middle school and one high school. The middle school is centrally located in the district and will be called Central Middle School for the purposes of this study. The high school is located in the northeast area of the district and was termed City High School for the purposes of this study.

Elementary school participants. South Elementary School in 2013 employed 35 teachers. For this study, those 35 teachers were emailed the Web-Based survey. North Elementary School employed 40 teachers. For this study, 40 teachers were emailed the electronic

survey. Combined, the elementary level schools employed 75 teachers. Thirty-one teachers answered the Web-Based survey. Five teachers indicated they were interested in participating in the in-person interview.

The teachers currently employed at South ES or North ES may or may not have been employed at the school or in the district in school year 2011-2012 and/or 2012-2013. If teachers who indicated in the survey they were not employed in one of the study years, they did not respond to that school year portion of the survey. Teachers who were not employed in the district in either year did not participate in the survey.

Secondary schools participants. Central Middle School employed 44 teachers. For this study, 44 teachers were emailed the electronic survey. Seventeen teachers answered the electronic survey. Two teachers indicated they were interested in participating in the in-person interview.

City High School employed 87 teachers in the 2013-2014 school year. For this study, 87 teachers were emailed the electronic survey. Twenty-seven teachers answered the electronic survey. Two teachers indicated they were interested in participating in the in-person interview.

The teachers currently employed at Central MS or City HS may or may not have been employed at the school or in the district in school year 2011-2012 and/or 2012-2013. If teachers who indicated in the survey they were not employed in one of the study years, they did not respond to that school year portion of the survey. Teachers who were not employed in the district in either year did not participate in the survey.

Measures

Two instruments were developed by the researcher to gather data to inform the case study. Both a questionnaire survey and a face-to-face interview protocol were constructed, field tested, and administered to ascertain teacher perceptions relative to teacher appraisals using student learning growth measures.

Survey. For the purpose of collecting statistical and emerging data, an online SurveyMonkey teacher questionnaire was created by the researcher and emailed to participants detailing the purpose of the survey and requesting their participation to questions concerning professional development experience, demographic information and teacher competencies. (See Appendix A). The electronic survey questions were designed to capture basic demographic data of the participants and teacher preferences and behavior related to six of the eight competency categories centered on the conceptualized role of the teacher within the school setting framework. The six competency categories of role of the teacher that serve as partial tenets of the conceptual framework guiding the methodology for inquiry include: assessing and diagnosing, lesson planning, implementing instructional plans or facilitating or conducting instruction, managing the instructional environment, evaluation of instruction and self-analysis. Each category is supported by respective generic teaching competencies (Freiberg & Olivarez, 1978). A panel of professional educators reviewed and piloted the questionnaire prior to disseminating the survey to the participants.

The questionnaire was designed to identify whether sample teachers (1) were aware that their evaluation would include value-added data, (2) attended trainings to build repertoire of

instructional strategies designed to increase student learning growth, and (3) initiated in their classrooms any new instructional strategies with the intent to increase student learning growth.

Interview protocol. The researcher developed a specific set of questions to elicit the same information from the respondents in the formal, structured interview. According to recommendations of Gay, Mills and Airasian (2012), the interview questions included both open-ended (i.e. divergent) and closed (i.e. convergent) questions (See Appendix B). The questions were pilot tested with a group of respondents who shared similar characteristics with the research participants to ascertain reliability and validity. Using feedback from this group, the researcher revised the questions before interviewing the participants.

Case Study Design

This one school district case study was grounded in Creswell's mixed methods approach which combines quantitative and qualitative approaches of gathering and analyzing data (2003, 2012). Specifically, research respondents participated in a quasi-quantitative/qualitative Web-Based electronic survey. Further, individual participant interviews were conducted to gather descriptive data related to teacher perceptions of the effects of high-stakes testing in public schools and specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems. Examination of teacher professional development experiences serves as an indication of teacher concern for needed instructional or non-instructional skills perceived to improve student learning growth. Their participation would (1) contribute to a better understanding of the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors and (2)

allow educational leaders to study professional development preferences of teachers involved in teacher evaluation systems that include a value-added model.

The researcher conducted census survey research at two elementary, one middle and one high school, each qualifying as a Title I campus, in which teachers were informed that their evaluation system would include a value-added model (VAM) component. A cross-sectional study approach was exercised to initially gather teacher's perceptions and opinions via a questionnaire administered by SurveyMonkey. The questionnaire collected teachers' demographic data and attempted to ascertain any changes in teachers' instructional methods due to their perception that their instructional effectiveness would be measured by a VAM influenced teacher evaluation process in the school year 2012-2013. The questionnaire included open and closed-ended probes. Open-ended questions were coded to identify emerging themes followed by an analysis of the data. Closed-ended responses were tabulated and analyzed to summarize the data using descriptive statistics. The data gathering included follow-up interviews of a select sample of elementary and secondary teachers from the survey respondent pool.

The survey questionnaire study was conducted to discover teacher awareness, response and change of practice, if any, in anticipation of their effectiveness being measured by a VAM-based teacher evaluation process. Thus, the proposed study entails an ex post facto research design as described by Gay (2009) whereby:

The researcher attempts to determine the cause, or reason, for existing differences in the behavior or status of groups or individuals. In other words, established groups are already different on some variable, and the researcher attempts to identify the major factor that has led to

this difference. In ex post facto research, the effect and the alleged cause have already occurred and must be studied in retrospect.

Procedures

A formal request to conduct research in the selected school district for this study was submitted to and approved by the District's Research and Accountability Department. Upon approval, teachers who were currently assigned to one of two elementary, one middle and one high school campus that are considered Title I in the school district and qualified to be evaluated with the Teacher Appraisal and Development System (TADS) were contacted via face-to-face meeting, email and telephone. Teachers were allowed to participate in the study if they were assigned to one of the selected Title I elementary, middle and high school campuses in the school district. There were no additional criteria to include or exclude teachers from participating in the study.

The researcher met with the school staff at each selected school for the study. The researcher provided an overview of the study and explained the protocol for obtaining consent for the electronic survey and protocol for follow-up interviews for selected individuals.

Participants were emailed a copy of the *Consent to Participate in Internet Research* with the URL link to the electronic study questionnaire. Surveys were conducted via email and follow-up interviews were conducted in schools selected or preferred location selected by participant. Participants did not receive any compensation for participation in the research study.

Securing approval to research sites. To gain entrance into the schools, I introduced myself and shared my study with the building principal in-person or via email. I explained the title, purpose and scope of contact with and expectations of participants. For clarification

purposes and assurances, a copy of the district's request to conduct research form and approval status reassurance was emailed to each principal. Principals were assured the study introduction would take no longer than five to ten minutes and contact with the teachers would be restricted to email unless the teacher opted participation in a face-to-face interview.

Upon approval of the principal to conduct the research at their campus, I contacted the principal via email to set a date for the introduction of the research study. The principals agreed to have me introduce the study at their respective school's next faculty meeting. The introduction of the study took approximately 15 minutes.

Introduction of research process to teachers. The first school visit to introduce the study took place at City High School. Although, I intended to review the purpose, participation, risks, benefits, option to withdraw, assurance of confidentiality of data, research contacts, and questions about their rights as participants using the Consent to Participate in Internet Research letter (see Appendix C) via a Power Point presentation, there was not a projector available for use.

As I continued with the introduction of the study through an oral presentation, I shared that my role was that of primary researcher in the pursuit of a doctoral degree. I also shared that the study was to collect data to determine the effects of student assessment outcomes as a criterion in the teacher evaluation process.

At first, there were questions related to whether the research was a district study since I also worked with the district. After clarifying my role as a doctoral student researcher and not a district representative, I encouraged the teachers to participate in the electronic study and elect to volunteer in the in-person interview, and, I thanked them for their consideration and time. The

email with the invitation to participate in the research via a SurveyMonkey link was sent the same evening with Consent to Participate in Internet Research letter (see Appendix C).

In the subsequent study schools, the same entry method was performed as in the City HS with the exception of the power point and projector that showed myself as the primary researcher and the university which I attended, the study purpose, participation, risks, benefits, option to withdraw, assurance of confidentiality of data, research contacts, and questions about their rights as participants (see Appendix L).

Teachers were invited to participate in a research study, entitled “Effects of Student Performance Assessment Outcomes as a Criterion in the Teacher Evaluation Process.” I identified myself by name and as a doctoral candidate in the Educational Administration Department of The University of Texas at Austin and as the primary investigator in the study.

Participants were informed that the purpose of the study was to examine the effects of high-stakes testing in public schools and investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems. Their participation would (1) contribute to a better understanding of the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors, and (2) allow educational leaders to study professional development preferences of teachers involved in teacher evaluation systems that include a value-added model. Teachers were invited to contact the investigator at the given address and phone number to discuss the study, and were informed they must be at least 18 years old to participate. Teachers who agreed to participate would spend approximately ten minutes to complete the survey, and they would not be compensated.

Teachers were informed that there were no known risks as a result of participating in the study. Teachers were also informed there would be no costs for participating, nor would they benefit from participating. Assurances were provided to the teachers that their names and email addresses would be kept during the data collection phase for tracking purposes only. Teachers were informed that a limited number of research team members would have access to the data during data collection; however, identifying information would be stripped from the final dataset.

The researcher shared with eligible school teachers that:

- participation in the study is voluntary.
- teachers could decline to answer any question and have the right to withdraw from participation at any time. Withdrawal would not affect their relationship with The University of Texas in any way. If they chose not to participate, either they could simply stop participating or close the browser window.
- if teachers preferred not to receive any more reminders, they could email the researcher at rsitmtx@msn.com to opt out of future emails.
- if teachers had any questions about the study or needed to update their email address to contact the researcher by phone or email.
- the study had been reviewed by The University of Texas at Austin Institutional Review Board and the study number assigned is 2013-03-0070.
- if they had questions about their rights or are dissatisfied at any time with any part of this study, they could contact, anonymously if they wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

Timeline for Conducting Survey Study

SurveyMonkey was utilized as the Web-Based program to collect the respondents' data from the electronic survey questionnaire. Teachers from each school group were emailed the survey the same day as the introduction of the study during the faculty meeting. The day of the initial mail-out was considered Day 1 and the emailing out seeking participants ceased on Day 20 (see Appendix N). The district email system and directory assisted with the identification and capturing of teacher email addresses.

Seventy-five teachers from the two elementary level schools were identified and emailed the invitation to participate in the study. The 131 secondary teachers, 44 middle school teachers and 87 high school teachers were emailed the invitation to participate in the study. The total number of teachers invited to participate in the study was 206.

The first electronic survey questionnaire was emailed to teacher participants using SurveyMonkey on Day 1, the same date of the study introduction for teachers. A second email request was sent to eligible participants on Day 8. A third email reminder was sent to eligible participants on Day 16. On Day 20, an email explaining that the SurveyMonkey has been concluded was sent to eligible participants (see Appendix N).

Day 1 email. The Day 1 email was sent to the participants using the email IRB approved email/correspondence letter (see Appendix D). The letter was directed to the district's teachers in the study schools. The emailed letter included the researcher's self-identification information, title of the study, the purpose of the research and investigation, encouragement to participate in the study, time-frame to respond to the electronic questionnaire, and option to opt into being considered for an audio-taped in-person interview. The letter assured the potential participants the confidentiality of

their responses and participation, reporting of the date in summary without identifying information and securing of the data collected. The benefits of the study were outlined and assurances of the participants to withdraw at anytime stated.

The potential survey participant was reminded of the establishment of the relational impact of student performance outcomes on teacher instructional and non-instructional behaviors based on the results. Furthermore, the results would allow educational researchers to study professional development preferences of teachers involved in teacher evaluation systems that include value-added measures. The teacher was informed of the primary investigator working under the direction of the candidate's doctoral committee at the University of Texas at Austin. The investigator's direct contact telephone number was included in case there were any questions needing clarification.

In closing, the teachers were thanked for their time and effort and reminded that a copy of the Consent to Participate in the Internet Research Institutional Review Board letter was attached to the email (see Appendix C). After reviewing the letter, if the teacher agreed to participate, consent was implied when he or she clicked on the SurveyMonkey link.

Day 8 e-mail. On Day 8 of the study at each respective school site, an email was sent to the teachers asking for their continued support and encouraging them to participate in the study by clicking on the SurveyMonkey web link to reach the electronic survey. The email also included the Day 1 email with all pertinent information regarding the study. The Consent to Participate in Internet Research Institutional Review Board letter was attached to the email (see Appendix C).

Day 16 e-mail. On Day 16 of the study of each respective school site, an email was sent to the teachers notifying them that it was the 16th day since the introduction and launch of the SurveyMonkey electronic email. The email thanked teachers that had completed the survey for their

help and encouraged others to participate in the study by clicking on the SurveyMonkey web link to reach the electronic survey. The teachers were reminded that there were on four days left before the closing of the survey window. The Day 16 email also included the Day 1 email with all pertinent information regarding the study. The Consent to Participate in Internet Research Institutional Review Board letter was attached to the email.

Day 20 e-mail. On Day 20 of the study of each respective school site, an email was sent to the teachers notifying them that it was the 20th day since the introduction and launch of the SurveyMonkey electronic email. The email thanked teachers who had completed the survey for their help and encouraged others to participate in the study by clicking on the SurveyMonkey web link to reach the electronic survey. The teachers were informed that the survey window had reached the final day. However, teachers could still respond to the survey until the end of the day.

The teachers were also encouraged to volunteer for the face-to-face interview by including their contact information at the end of the survey or emailing the researcher directly if they had already participated in the survey and were willing to participate in the face-to-face interview. The Day 16 email also included the Day 1 email with all pertinent information regarding the study. The Consent to Participate in Internet Research Institutional Review Board letter was attached to the email.

Timeline for Conducting Interviews

Study interview process and participation. A total of 206 teachers were invited to participate in the study. Seventy-five teachers from the pool of invitees responded to the survey. Eight teachers opted to be considered for the face-to-face interview related to professional development and student growth. Out of the eight respondents, four teachers represented the

elementary level schools and three teachers represented the secondary schools. However, when the teachers were asked to reconsider participating in the face-to-face interview on the last day of the electronic online survey, one more middle school teacher indicated a willingness to participate in the interview. In addition, after the conclusion of a face-to-face interview at North Elementary School, a fifth elementary level teacher responded to the online survey and indicated an interest in participating in the face-to-face interview. The last of participants willing to participate in the face-to-face interview was the high school teacher. The teacher agreed to participate after being directly contacted by the primary investigator. Thus, at the final count of potential interviewees, the total of elementary level face-to-face interview candidates increased to five teachers and the secondary level interview candidates increased to four teachers. From the sum total of nine face-to-face volunteers, only six teachers participated in the study.

For the purpose of this study, the goal of face-to-face interviews included a small sample of cross-sectional teacher perspective representing elementary and secondary teachers. The interview data collection process included three elementary and three secondary school teachers.

Initial Contact with Interviewees. Initial contact with face-to-face interview candidates included phone calls, texting and emailing (see Appendix M). The initial communication with each face-to-face candidate included a thank you for their time and participation and an invitation for the participant to select a convenient date, time and location to conduct the face-to-face interview. Each arrangement for the face-to-face interviews was individualized to accommodate the interviewees' calendar and preferred location for the interview (see Table 1).

Interview day routine. Upon arrival at the designated meeting place, I re-introduced myself to the participating face-to-face interviewee and shared a brief overview of the purpose of the study

and provided the interviewee a copy of the Consent to Participate in Research (see Appendix E) and explained the IRB Interview Protocol (see Appendix B). I provided time for the interviewee to read the Consent to Participate in Research and asked if there were any questions related to the Consent to Participate in Research form and process described that needed clarification. Once the interviewee indicated they understood their assurances, purpose of the study and the protocol for the interview, the interviewee was asked to sign the Consent to Participate in Research form followed by the primary investigator. A copy of the Consent to Participate in Research form was provided to the participant.

Conducting the interview. The interviews took place at the interviewee's campus or alternate district office. The interviews were face-to-face in a classroom or office. A Sony digital recorder captured the face-to-face interviews. The interviewee was asked to hold the digital recording device during the interview in order to best and clearly capture the participant's responses. The interview questions were read as written and repeated or rephrased as needed to ensure the interviewees understood the question and was able to respond. In some cases, the respondent asked and was allowed to read the questions from the Individual Interview Protocol sheet. The purpose of reading the questions was to help her or him to better understand the interview question and assist with developing a response. Although the intended time frame for an interview was 15 to 20 minutes, interviews varied in length based on respondents' input.

At the conclusion of each interview, the investigator thanked the participant for their participation in the face-to-face interview and reminded the participants to refer to the contact information in the Consent for Participation in Research form should they have any questions at a later time. The investigator exited the interview space by excusing himself.

Data Collection Methods

An electronic teacher survey questionnaire was conducted to identify whether participating teachers (1) were aware that their evaluation would include value-added data, (2) attended trainings to build repertoire of instructional strategies designed to increase student learning growth, and (3) initiated in their classrooms any new instructional strategies with the intent to increase student learning growth (see Appendix A).

After the close of the questionnaire study window, respondents' answers were reviewed, filtered and saved for analysis. Participants who opted to participate in a face-to-face structured interview were contacted and interviewed. SurveyMonkey and interview responses collected were kept confidential and locked in the researcher's home office except when conducting the data review, coding and analysis.

SurveyMonkey. For the purpose of collecting statistical and emerging data, an online SurveyMonkey teacher questionnaire was created and emailed to participants detailing the purpose of the survey and requesting their participation. An electronic survey questionnaire was emailed to teacher participants using a SurveyMonkey web link.

One collector was created to gather the electronic survey data. Participation was tracked daily to determine number of respondents per school level. Data collected was filtered and/or compared by elementary and secondary school level, individual questions and cumulative responses. Full and filtered respondent data sets were exported as PDF files for analytical and comparison purposes.

The SurveyMonkey questionnaire was emailed to 206 teachers. A total of 75 teachers responded to the survey. The survey was designed to investigate the effects of high-stakes testing

in public schools. Specifically, the questionnaire aimed to determine the influence on the overall teacher behavior by teacher evaluation processes that employ student assessment outcome data as a significant evaluation criterion. Furthermore, the survey captured perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems.

Qualifying teachers responded to the electronic survey and indicated their preferential professional development choices grounded on the partial conceptual framework of the role of the teacher in anticipation of an expectation of the inclusion of student performance assessments as a criterion in the teacher evaluation process (Freiberg & Olivarez, 1978). The perceptions and preferences of the 75 teachers (18 male, 57 female which are assigned 31 in elementary schools and 44 in secondary schools)(see page 2 and 3 of Appendix E) were captured using the online SurveyMonkey program.

Face-to-face interviews. For the purpose of collecting teacher perceptions through narration and validating emerging themes revealed in the survey responses examination, a face-to-face interview was conducted with a cross-section of study volunteer participants. The study interviews were audio recorded. Following the interview closing, the researcher later transcribed and coded the responses to specific probes. Content themes were identified and coded according to recommendations of Creswell (2003). A demographic, comparison and qualitative emerging themes tables were created.

Assumptions

1. Teacher engagement in professional development experiences reflect teachers' instructional and non-instructional behavior.
2. Teachers attend professional development activities with the intent to increase student learning growth and their teacher evaluation ratings.

Limitations

1. The study includes only teachers who are currently assigned to one of two elementary, one middle and one high school campus that are considered Title I in one urban school district. This teacher pool is not a reflection of all teachers employed in the school district.
2. Respondent size is less than anticipated.
3. Limited face-to-face access to study pool of teachers reduced number of active participants.

Data Analysis

The questionnaire was comprised of open and closed-ended probes. Open-ended questions were coded to identify emerging themes followed by an analysis of the data. Closed-ended responses were tabulated, ranked and analyzed to summarize the data using descriptive statistics.

The responses from the participants' questionnaire were tabulated to provide the overall percentage of responses to each close-ended item response. Open-ended item responses were coded to discover information not explored by the closed-ended questions. The outcomes of the

coding were analyzed by the researcher to develop significant themes related to participants' responses.

Chapter IV

Findings of the Research

Re-Statement of Problem

In 2001, the reauthorization of the Elementary and Secondary Education Act, now known as the No Child Left Behind Act, spurred the development and implementation of comprehensive public school accountability systems based on student academic performance measures. This national legislative initiative brought to the forefront a renewed push for changes in traditional teacher evaluation systems which align individual teacher efforts with student performance outcomes (Stronge, Ward, Tucker, & Hindman, 2007). In response, some states and local education agencies (LEAs) added value-added models to their teacher evaluation assessments (Toch, 2005).

The addition of value-added added models to teacher evaluation processes catapulted the measuring of teacher effectiveness to the forefront of educational leadership discussions. In 2013, the majority of states and some LEAs adopted VAMs to their teacher evaluation processes (Doherty & Jacobs, 2013). The problem with utilizing a VAM is that VAMs were originally intended to measure student learning growth, progress based on academic gains, not to serve as the sole, or majority, measure of teacher effectiveness.

Thus, VAMs as part of teacher effectiveness evaluation warrants questioning the degree to which value-added student performance measures added to teacher evaluation processes affect student learning. If increasing student learning growth is an intended outcome of the addition of value-added data to teacher measurement processes, a concern is determining how VAMs inclusive teacher evaluations affect instructional practices. For example, were teachers'

professional development experiences affected when student performance measures influence teacher evaluation measures?

Statement of Research Questions

The purpose of this single case study, then, is to examine the effects of incorporating value-added methods in the teacher evaluation process, and to acquire information to broaden our understandings of the complexities involved with incorporating student performance outcomes to evaluate individual teacher performance. Specifically, the study will attempt to answer the following questions:

1. According to teacher perceptions, how does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher's instructional and non-instructional behavior?
2. Are there measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior?
3. According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

Participant Demographics

A total of 206 teachers, 75 elementary and one hundred and 131 secondary, were emailed an invitation to participate in the research electronic survey on SurveyMonkey. At the conclusion of the electronic survey window, 31 elementary level teachers participated in the survey, and 44 secondary level teachers responded to the survey, 17 middle schools and 27 high school. The pool of

respondents included 18 male and 57 female teachers. Seven teachers indicated they had one to two years of teaching experience, 11 participants indicated they had three to five years teaching experience, 20 indicated they had six to 10 years of teaching experience, nine were shown as having 11-15 years of experience and 28 teachers indicated they had 16 years or more of teaching experience (see Table 2).

The number of actual participating elementary teachers versus the number of the invited elementary pool of teachers (N=75) of 31 respondents out of 75 invited, reflected a 41 percent participation rate. The number of actual participating secondary teachers (N=44) versus the number of the invited secondary pool of teachers (N=131) reflected a 34 percent participation rate.

Analysis of Study Findings

The purpose of the study was to find the effects of student performance assessment outcomes as a criterion in the teacher evaluation process. Specifically, the study measured differences if the inclusion of a student academic performance measure in the teacher evaluation process influences teachers' instructional and non-instructional behavior. In addition, the study measured differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior. Engagement in professional development experiences were analyzed to determine the effects of a VAM-measure added to teacher evaluation processes. Furthermore, the study revealed teacher perceptions on whether students' academic performance on state assessments improves due to the inclusion of student performance outcomes in the teacher evaluation process.

The study included a cross-section of elementary and secondary level teachers that participated in an electronic questionnaire survey. Of the respondent pool, a selected group of teachers participated in the face-to face interview with the purpose of gathering rich descriptive data related to the effects of student performance assessment outcomes as a criterion in the teacher evaluation process. The data collected from the electronic survey and in-person interview were analyzed and coded to determine emerging themes and descriptive statistical outcomes. The following depicts a descriptive summary of teacher professional development preferences and needs when student performance assessments outcomes are introduced as a criterion in the teacher evaluation process.

Findings

School year 2011-2012 survey data. According to the survey data, in school year 2011-2012, 64 percent of the respondents recalled they had been made aware that the summative Teacher and Appraisal Development System (TADS) score would not include student performance data, 36 percent indicated they were not made aware that student performance outcomes would not be part of their summative TADS score (see Table 3).

For question two, teachers indicated on the survey that in school year 2011-2012, 51 percent of 62 respondents had engaged in *assessing and diagnosing* professional development experiences because they felt that the training would assist in improving student learning growth (see Table 4).

In the competency category of *assessing and diagnosing*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected was: assessing the student's need in subject areas, identifying objectives related

to student's needs, identifying students with the learning disabilities, and assessing student's language dominance (see Table 5).

In addition to the listed trainings, teachers also attended the following professional development to assist with *assessing and diagnosing* to improve student learning growth:

- meeting in PLCs (Professional Learning Communities)
- writing effective questions
- using comparative growth
- Advanced Placement and GT (Gifted and Talented)

The reasons listed for not attending *assessing and diagnosing* professional development included:

- not being employed as a teacher
- this was not an area of focus in assignment
- professional development was not offered
- professional development not needed

In question three, teachers indicated on the survey that in school year 2011-2012, 64 percent of 58 respondents had engaged in *lesson planning* professional development because they felt that the training would assist in improving student learning growth (see Table 6).

In the role of the teacher competency category of *lesson planning*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected is: Selecting appropriate objectives, sequencing activities around goals, minimizing discipline problems through learning activities, applying diagnostic

information, selecting materials, involving students in planning, and including resource personnel in planning (see Table 7).

In addition to the listed trainings, teachers also attended the following professional development to assist with *lesson planning* to improve student learning growth:

- Just in Time Reading Strategies
- Writing appropriate objectives

The reasons listed by teachers for not attending *lesson planning* professional development included:

- not being employed as a teacher
- this was not an area of focus
- not aware professional development in this area was available
- planning professional development was not needed

In question four, teachers indicated on the survey that in school year 2011-2012, 67 percent of 52 respondents had engaged in *implementing instructional plans or facilitating or conducting instruction* professional development because they felt that the training would assist in improving student learning growth (see Table 8).

For question four, related to the role of the teacher competency category of *implementing instructional plans or facilitating or conducting instruction*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected was individualizing activities, involving students, accommodating learning disable students, using a variety of communications patterns, team teaching, demonstrating

transfer of knowledge, understanding students' language/dialect, awareness of students' needs and feelings, and reacting with sensitivity to children's needs and feelings (See Table 9).

In addition to the listed trainings, teachers also attended the following professional development to assist with *implementing instructional plans or facilitating or conducting instruction* to improve student learning growth:

- meeting in PLCs (Professional Learning Communities)
- centers and workstations to facilitate differentiated instruction
- differentiation

The reasons teachers listed for not attending *implementing instructional plans or facilitating or conducting instruction* professional development included:

- not being employed as a teacher
- professional development was not offered
- not aware if training was offered
- professional development not needed

In question five, teachers indicated on the survey that in school year 2011-2012, 59 percent of 54 respondents had engaged in *managing the instructional environment* professional development because they felt that the training would assist in improving student learning growth (see Table 10).

In the role of the teacher competency category of *managing the instructional environment*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were: establishing procedures and routines, using behavior management skills, coping with learning disabled students, facilitating

curricular goals, coping with individual differences, strengthening self-concepts and social skills, and coping with maladaptive behavior (see Table 11).

In addition to the listed trainings, teachers also attended the following professional development to assist with *managing the instructional environment* to improve student learning growth:

- learning how to do workstations

The reasons teachers listed for not attending *managing the instructional environment* professional development included:

- not being employed as a teacher
- no problems with management
- not aware professional development offered
- professional development not needed

In question six, teachers indicated on the survey that in school year 2011-2012, 53 percent of 52 respondents engaged in *formative and summative evaluation of instruction* professional development because they felt that the training would assist in improving student learning growth (see Table 12).

In the role of the teacher competency category of *formative and summative evaluation of instruction*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected was: assessing student progress, selecting and/or constructing evaluation measures, analyzing student interaction, soliciting student feedback, and considering extenuating factors in assessment (see Table 13).

Teachers did not attend additional professional development related to *formative and summative evaluation of instruction*.

The reasons teachers listed for not attending *formative and summative evaluations of instruction* professional development included:

- not being employed as a teacher
- not aware if professional development was offered
- professional development not needed

In question seven, teachers indicated on the survey that in school year 2011-2012, 44 percent of 54 respondents engaged in *self-analysis of instructional process* professional development because they felt that the training would assist in improving student learning growth (see Table 14).

In the role of the teacher competency category of *performing self-analysis of instructional process*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected was: determining teaching effectiveness, analyzing own interaction with students, using solicited perceptions to improve one's coping behavior, and soliciting students' and peers' perceptions of own behavior (see Table 15).

In addition to the listed trainings, teachers also attended the following professional development to assist with *performing self-analysis of instructional process* to improve student learning growth:

- developing a self-analysis through the IPDP (Individual Professional Development Plan)

The reasons teachers listed for not attending *performing self-analysis of instructional process* professional development included:

- not being employed as a teacher
- not aware of self-analysis professional development

- not a focus area

School year 2012-2013 survey data. According to the survey data, in school year 2012-2013, 86 percent of the 56 respondents recalled they had been made aware that their summative Teacher and Appraisal Development System (TADS) score would include student performance data. Fourteen percent of the respondents did not recall that they were made aware that student performance outcomes would not be part of their summative TADS score (see Table 3).

The reasons teachers listed for not being aware that their summative TADS score would include student performance scores included:

- it was not clearly stated by the district
- STAAR was not a measure in their instructional focus
- student performance outcomes are not included in ancillary subject areas

In survey question two, teachers indicated on the survey that in school year 2012-2013, 70 percent of 54 respondents engaged in *assessing and diagnosing* professional development because they felt that the training would assist in improving student learning growth (see Table 4).

In the role of the teacher competency category of *assessing and diagnosing*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were: assessing the student's need in subject areas, identifying objectives related to student's needs, assessing student's language dominance, and identifying learning disabled students (see Table 16).

Teachers did not attend additional professional development related to *assessing and diagnosing*.

The reason teachers listed for not attending *assessing and diagnosing* professional development included:

- not mandatory

- was not aware of professional development
- not interested

In survey question three, teachers indicated that in school year 2012-2013, 79 percent of 49 respondents engaged in *lesson planning* professional development because they felt that the training would assist in improving student learning growth (see Table 6).

In the role of the teacher competency category of *lesson planning*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were: selecting appropriate objectives, sequencing activities around goals, selecting materials, applying diagnostic information, minimizing discipline problems through learning activities, including resource personnel in planning, involving students in planning and selecting criteria (see Table 18).

In addition to the listed trainings, teachers also attended the following professional development to assist with *lesson planning* to improve student learning growth:

- Self selected literature, ASCD books and documents
- Comparative growth to improve student outcomes

The reasons teachers listed for not attending lesson planning professional development included:

- not needed

In survey question four, teachers indicated that in school year 2012-2013, 76 percent of 52 respondents engaged in *implementing instructional plans or facilitating or conducting instruction* professional development because they felt that the training would assist in improving student learning growth (see Table 8).

In the role of the teacher competency category of *implementing instructional plans or facilitating or conducting instruction*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were:

individualizing activities, accommodating learning disabled students, involving students, using a variety of communications patterns, demonstrating transfer of knowledge, awareness of students needs and feelings, understanding students' language/dialect and team-teaching, and reacting with sensitivity to children's needs and feelings (see Table 18).

In addition to the listed trainings, teachers also attended the following professional development to assist with *implementing instructional plans or facilitating or conducting instruction* to improve student learning growth:

- sharing model lessons from content team members

The reasons teachers listed for not attending assessing and diagnosing professional development included:

- engaged in other trainings
- not needed

In survey question five, teachers indicated that in school year 2012-2013, 67 percent of 52 respondents engaged in *managing the instructional environment* professional development because they felt that the training would assist in improving student learning growth (see Table 10).

In the role of the teacher competency category of *managing the instructional environment*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were: facilitating curricular goals, establishing procedures and routines, using behavior management skills, strengthening self-concepts and social skills, coping with individual differences, coping with students with learning disabilities, and coping with maladaptive behavior (see Table 19).

Teachers did not indicate attending additional professional development related to *managing the instructional environment*.

The reasons teachers listed for not attending *managing the instructional environment* professional development included:

- not an area of focus
- attended other professional development

In survey question six, teachers indicated that in school year 2012-2013, 72 percent of 51 respondents engaged in *formative and summative evaluation of instruction* professional development because they felt that the training would assist in improving student learning growth (see Table 12).

In the role of the teacher competency category of *formative and summative evaluation of instruction*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were: assessing student progress, selecting and/or constructing evaluation measures, soliciting student feedback, considering extenuating factors in assessment, and analyzing student interaction (see Table 20).

Teachers did not attend additional professional development related to *formative and summative evaluation of instruction*.

The reason teachers listed for not attending *formative and summative evaluation of instruction* professional development included:

- not an area of focus
- overwhelmed by data
- previously attended similar session

In survey question seven, teachers indicated that in school year 2012-2013, 70 percent of 47 respondents engaged in performing *self-analysis of instructional process* professional development because they felt that the training would assist in improving student learning growth (see Table 14).

In the role of the teacher competency category of performing *self-analysis of instructional process*, teachers' choice of competency trainings to assist with improving student learning growth in rank order of preference from most to least selected were: determining teaching effectiveness, analyzing own interaction with students, soliciting students' and peers' perceptions of own behavior, and using solicited perceptions to improve one's coping behavior (see Table 21).

In addition to the listed trainings, teachers also attended the following professional development to assist with *performing self-analysis of instructional process* to improve student learning growth:

- IPDP

The reason teachers listed for not attending *performing self-analysis of instruction process* professional development included:

- not aware self-analysis professional development was offered
- not an area of focus
- did not seek non-mandatory trainings

Electronic Survey Summary. In summary, respondent teachers participated in every competency of each category in the conceptualized role of the teacher framework (Freiberg & Olivarez, 1978). The role of the teacher competency categories and their respective competencies were analyzed, tabulated and ranked based on the indicated teacher frequency of selection. The ranking was organized from greatest to least preferred.

Of the six competency categories, in 2011-2012, respondent teachers showed a preferred preference for attending professional development of *lesson planning* and *conducting instruction*, respectively. In 2012-2013, the teachers indicated the same categories as top priority. Most popular preference was *conducting instruction* followed by *lesson planning*.

An analysis of the competencies showed that teacher respondents showed preference for the same top competency in 2012-2013 as the previous year with the exception of the *managing of the instructional environment* category where *facilitating curricular goals* showed a greater preference than *establishing procedures and routines* and *using behavioral management skills*. The preferred competency skills preferred when student performance outcomes were introduced as a measure in the teacher evaluation process, in rank order of greatest to least demand, were *assessing student progress, determining teacher effectiveness assessing student needs in subject areas, individualizing activities* , and *selecting appropriate objectives and facilitating curricular goals*.

Overall, there was an increase of teacher participation in professional development. In 2011-2012, there was an average of 31.3 attendees in the six competency categories of the conceptualized role of the teacher. In 2012-2013, the average attendance of the six competency categories of the conceptualized role of the teacher was 37 attendees. Thus, there was an increase of 5.7 attendees per professional development category in the year when teachers were made aware that student performance outcomes would be included in the TADS teachers' evaluation summative rating score.

Face-to-face interview. The survey respondent teachers were invited to participate in a face-to-face interview. The purpose of the interview was to further capture the participants' perceptions related to professional development and student growth. Interested survey respondents were asked to provide their name, cell phone, e-mail address and school assignment. The interested respondents were contacted after the electronic survey window closed.

Six face-to-face audio recorded interviews were conducted for this study. Electronic survey participants that indicated an interest in participating in the interview were contacted after the survey window closed. The participants were met at each respective campus. Participants were provided a copy of the Consent to Participate in Research form and asked to

indicate they gave consent for the audio recorded interview and sign the form. The investigator signed the form thereafter as the witness.

The interviewees were asked 12 probing questions to collect their perspectives regarding the effects of student performance outcomes as a criterion in the teacher evaluation system. (see Appendix B). Questions were clarified or rephrased as requested by the interviewees. The interviews were recorded using a Sony digital recorder. The primary investigator thanked the interview participants at the end of the interview.

Transcribing. The primary investigator transcribed the six interview recordings playing back the interviewees responses and entering data in a Microsoft Word document using a personal laptop. After transcription, the investigator separated responses by question and participants responses. Critical data addressing each respective interview question was noted on the margins of the transcription (see Appendix F). Emerging themes were extrapolated from the data gathered after the coding of the transcribed responses. The investigator aligned major themes by question and respondent using a chart diagram on Microsoft Word (see Appendix G).

Emerging themes were sorted and matched to three areas of major inquiry aligned to the study's objective:

Effect Research Question 1-Effect of student performance measure on teacher behavior.

Effect Research Question 2- Difference between elementary and secondary teachers on perceptions of student performance measures.

Effect Research Question 3-Perception of Teachers: Will students' academic performance improve due to inclusion of VAM.

Summary of interview perceptions. Once the transcription was complete, the teachers' responses were summarized; coded and emerging themes were noted (see Appendix F). The data collected showed that teachers were familiar to some degree with the Teacher Appraisal and Development System. Furthermore, teachers were aware that measures were involved in the

TADS but were not uniformly in agreement what constituted a measure. Teachers shared an awareness of student performance as a measure to determine student learning growth. However, they also held differing perspectives of how to calculate growth. Teachers reported different belief systems to describe how to best prepare students to reach desired learning growth outcomes.

The majority of teachers felt prepared to meet learning goals on standardized tests. The main areas that assisted with preparing teachers were data trainings, self-selected professional development and curriculum and instruction trainings. The minority of teachers that did not feel prepared indicated that they needed trainings on analyzing historical student data and differentiated teacher professional development opportunities.

Teachers agreed that the teacher drives the degree of student learning growth through preparedness and instruction. All teachers perceived themselves as “effective”. The attributes that teachers noted as contributors to their effectiveness are commitment and dedication to teaching and learning, and going beyond expectations in their preparation and instruction.

The data indicated that teachers value colleague collaboration, time dedicated for collaboration, and content specific exemplars and information related to the TADS. The majority of teachers believe that student learning growth improves when teachers meet the TADS descriptors. However, the minority of teachers are not convinced that appraiser assigned TADS rankings will accurately reflect actual student growth. It is too soon to determine if the TADS program produces the desired effects.

The majority of teachers recall attending some kind of TADS professional development. The most important information from the TADS professional development was information related to the scoring criteria and rubric, while the least important was the brief overview of the

TADS and the delay in final evaluation score until mid-year of the following school year. The majority of teachers shared they were motivated by the TADS to change their instructional and non-instructional behavior. For example, some teachers introduced data trackers, objectives to clarify the purpose of the learning, key terminology and lesson planning. The minority of teachers shared they were not motivated by the TADS.

Overwhelmingly, teachers shared that the best person to prepare them to meet the TADS expectations was the administration or appraiser. One teacher stated that other teachers would be most capable to prepare them. Finally, teachers shared that there is a need for detailed information related to measures included in the TADS for scoring and their method of calculation. Teachers believe the TADS measures do not align with the Texas Essential and Knowledge of Skills curriculum that is mandated instruction by the State of Texas. Additional information on the effects of the TADS is needed.

In summary, teachers expressed their opinions and experience that showed that each teacher is at a different point of understanding of the TADS. The elementary level teacher emerging theme showed the elementary level teachers believe that through collaborate efforts they can meet the TADS expectations. Their goal is to find out how they can get it done. The emerging theme in the secondary level is one that shows the teachers looking at the TADS through a technical lens. The secondary level teachers' goal is to find out what needs to be done to show student learning improvement and positively affect their rating.

Study Questions Addressed

Effect Research Question 1-Effect of student performance measure on teacher behavior. The survey data reflects teachers made a concerted effort to participate in professional

development that would assist teachers to improve student learning growth when student performance was part of their summative teacher evaluation score. The data collected and analyzed compared two school years, 2011-2012 when teachers were made aware that student performance data would not be included in their Teacher Appraisal and development system summative scores and school year 2012-2013, when teachers indicated they were aware that the student performance data would be included in their TADS summative score. The six competency categories of the conceptualized role of the teacher whose participation was measured in efforts to assist with improving student learning growth were 1.) *assessing and diagnosing*, 2.) *planning activities*, 3.) *conducting instruction*, 4.) *management of the instructional environment*, 5.) *evaluating instruction* and 6.) *evaluating self* (see Table 22).

From the preferential data collected, it is reasonable to deduct that teacher's behavior changed through an increase of engagement in instructional and non-instructional professional development when student performance is introduced as a measure in the TADS summative score. Further disaggregation of the teachers' instructional and non-instructional professional development choices showed that teachers shifted their primary interest from *conducting instruction, lesson planning* and *management of the environment* respectfully in 2011-12 to lesson planning, conducting instruction and management of the environment in 2012-2013. Thus, *lesson planning*, which is considered non-instructional, replaced *conducting instruction*, which is instructional, as the preferred professional development engagement in 2012-2013.

Further analysis of the competencies of the conceptualized role of the teacher competency categories, indicated that the participants showed the greatest interest in engaging in non-instructional professional development, *formative and summative evaluation of instruction*

and *self-analysis processes*. In 2011-12, 79 percent of the respondents indicated they had engaged *assessing student progress* professional development which is a competency of the *formative and summative* competency. In 2012-2013, participants' data showed that *assessing student progress* reflected the highest competency interest to assist with improving student learning growth. The second most engaged competency professional development in 2012-2013 was *determining teacher effectiveness* at 82 percent engagement which dropped slightly from 90 percent the previous year.

Teacher responses from the structured interview data reflected a similar outcome as the survey results. Four of the six respondents clearly stated their instructional and/or the non-instructional behavior changed in response to student performance measures being introduced as a teacher effectiveness measure. Instructionally, some examples shared by teachers included implementing student data trackers in the classroom, focusing on T.E.K.S. verbs, practicing repetition, and ensuring learning objectives are clearly understood by students. Non-instructionally, teachers shared that their primary area of change was lesson planning. For example, some examples shared by teachers as changes in their non-instructional behavior include using student data to plan learning, changing lesson planning according to appraiser to match appraisal system, and planning in anticipation of assessments.

Two teachers stated that there has not been any change in their instructional or non-instructional behavior. However, one clearly stated that her instruction did involve more repetition of instruction and the second teacher stated that there were more conversations with students related to their learning and goals. Non-instructionally, one teacher stated that being available to students and showing care was a change.

In summary, it appears from the survey data and interview responses that teachers have made changes in instructional and non-instructional behavior. Teachers appear to have changed their preparation focus from instruction to lesson planning. Teachers also showed a consistent interest in data awareness and individualizing student instruction to help students reach their learning growth goals. In return, there is a secondary expectation that planning and individualizing student instruction will result in favorable measures in the TADS summative scores. However, teachers clearly stated they were not clear on how student learning growth was measured and the detailed implications on their TADS summative scores. Finally, a theme that emerged from the overall data was that teachers appear to share the same sentiment that if they knew how student growth was measured, they could probably be more effective in producing the desired growth.

Effect Research Question 2- Difference between elementary and secondary teachers on perceptions of student performance measures. Approximately, 90 percent of the elementary level survey respondents indicated they were aware their TADS summative score would include student performance data in school year 2012-2013. According to the electronic survey data, elementary respondents indicated a sharp increase of preference compared to the previous year to attend professional development that involved *assessing and diagnosing, lesson plans, evaluating instruction* and *evaluating self* when student performance outcomes were introduced as a measure in their summative evaluation score. The data also reflected a decrease in the preference for engaging in professional development that addressed the competencies of *conducting instruction* and *management of learning* involvement. Thus, a greater percentage of elementary teachers responding to the survey perceived a need to reconsider their instructional

and non-instructional professional development focus to assist with improving student learning growth (see Appendix H).

At the secondary level, 82 percent of survey respondents indicated they were aware their TADS summative score would include student performance data in school year 2012-2013. According to the electronic survey data, secondary respondents showed a sharp increase of preference and participation in the six competency categories of the conceptualized role of the teacher that involve *assessing and diagnosing, lesson planning, conducting instruction, management of the learning environment, evaluating instruction* and *evaluating self* when student performance outcomes were introduced as a measure in their summative score. Thus, secondary teachers responding to the survey perceived a need to reconsider their level of participation in instructional and non-instructional professional development to assist with improving student learning growth (see Appendix I).

When comparing the preference for instructional or non-instructional professional development between elementary and secondary level teachers, the data show that the teacher groups have different perceptions of which focus will best assist in improving student performance. The findings of the study show that participating teachers have changed their behavior in professional development by exploring competencies they believe will positively impact their students' learning growth. In school year 2012-2013, when student performance outcomes were introduced as a measure in the TADS, elementary level respondents indicated they increased participation in professional development inclusive of assessing and diagnosing, lesson planning, evaluating instruction and evaluating self. Secondary respondents indicated an

increased preference for professional development that addressed conducting instruction and management of the environment (see Appendix J).

Elementary level respondents' primary professional development preference to assist with improving student learning growth was *lesson planning*. The primary competencies of *lesson planning* perceived as most important by teacher preference were *selecting appropriate objectives* and *selecting materials*. There were three other competency areas with increased attendance, *assessing and diagnosing*, *evaluating instruction* and *evaluating self*. The competency areas perceived by elementary level respondents as most relevant to improving student learning growth were non-instructional (see Appendix K).

Secondary level teachers' professional development primary preference was *conducting instruction*. Within the *conducting instruction* competency, respondents perceived *involving students* and *individualizing activities* as the most relevant trainings to attend to assist them to improve student learning growth. Second to their *conducting instruction* competency preference, the secondary level respondents perceived *management of the learning environment* as the second most relevant area to assist with improving student learning growth. The two competency areas that showed an increase of preference and attendance in 2012-2013 were instructional focused (see Appendix K).

In summary, elementary and secondary level teachers indicated a perceived difference of professional development competencies needed to improve student learning growth when student performance outcomes were introduced as a measure in the teacher's TADS summative score. Elementary teachers perceived non-instructional competencies as needed to improve student learning growth, while secondary teachers preferred instructional competency trainings. The

teachers' behavior in choice of competency sessions indicates that there is a clear difference between elementary and secondary teachers' perception of essential instructional and non-instructional behaviors needed to improve student growth (see Appendix K).

Effect Research Question 3-Perception of Teachers: Will students' academic performance improve due inclusion of VAM. Overall, the descriptive data show that teachers feel confident with helping students to succeed. Teachers perceive themselves as "effective" and share the willingness to go beyond in preparation and instruction to ensure students meet their goals. Teachers believe that through collaborative planning efforts teachers capitalize on each other's expertise and enhance their effectiveness.

Teachers acknowledge there is a need for professional development that will add to their professional practice. However, the district should offer professional development that personalizes learning and is aligned with student expectations. Teachers perceive themselves as capable of driving their own learning for improvement and to ensure student learning growth.

From the descriptive data, themes of teacher concerns with the T.A.D.S also emerged. Teachers perceive the TADS as complicated and unclear. Teachers are aware that student learning growth is a measure in the TADS summative score but do not understand how growth is determined. In addition, aside from the observation scores assigned by an appraiser, teachers are not clear how their observation scores and growth scores are calculated to determine an annual summative score.

Teachers are concerned with the alignment of TADS measures and the state-mandated T.E.K.S. The teachers perceive themselves as willing and able to do whatever it takes to ensure students reach their growth. However, teachers are not convinced that there is a direct correlation

between their ranking and actual student growth. Some teachers believe in the appraisal system and its effects while others need more information or personal experience with the system to be convinced of its effectiveness.

Summary

In summary, Chapter Four presented the data and findings of the electronic survey and structured interviews. The purpose of the study was to investigate the effects of high-stakes testing in public schools. There were 75 respondents to the electronic survey and six participants in the structured interview. The electronic survey data were collected via SurveyMonkey and the interviews were conducted face-to-face using a questionnaire protocol. First, the electronic survey data collected was disaggregated, analyzed and coded to find emerging teacher perceptions and themes embedded in the teachers' participatory preference for professional development that is perceived to be helpful in increasing student learning progress. Second, the structured interview data were coded and categorized to ascertain teacher perceptions related to the TADS and the inclusion of student performance outcomes as a measure in their teacher evaluation summative scores. Finally, the three principal study questions centered on perceptions, influence and outcomes were answered using a triangulation process of the cross-analysis data from the electronic survey and interview data.

Chapter V

Conclusions, Implications, and Recommendations

Introduction

The purpose of this single case study was to examine the effects of incorporating value-added methods in the teacher evaluation process, and to acquire information to broaden our understandings of the complexities involved in the application of student performance outcomes to evaluate individual teacher performance.

This chapter includes the re-statement of problem, purpose of study, research questions, methodology, discussion of findings, conclusion, summary and implications for further research. The discussion will review the findings of the mixed-methods study that addresses whether participating teachers (1) were aware that their evaluation would include value-added data, (2) attended trainings to build repertoire of instructional strategies designed to increase student learning growth, and (3) initiated in their classrooms any new instructional strategies with the intent to increase student learning growth. Furthermore, the implications of the findings will be shared with suggestions for further research.

Re-statement of the Problem

In 2001, the reauthorization of the Elementary and Secondary Education Act, now known as the No Child Left Behind Act, spurred the development and implementation of comprehensive public school accountability systems based on student academic performance measures. This national legislative initiative brought to the forefront a renewed push for changes in traditional teacher evaluation systems which align individual teacher efforts with student performance outcomes (Stronge, Ward, Tucker, & Hindman, 2007). In response, some states and local education agencies (LEAs) added value-added models to their teacher evaluation assessments (Toch, 2005).

The application of value-added added models to teacher evaluation processes catapulted the measuring of teacher effectiveness to the forefront of educational leadership discussions. In 2013, the majority of states and some LEAs adopted a VAM to their teacher evaluation processes (Doherty & Jacobs, 2013). The problem with incorporating a VAM is that VAMs were originally intended to measure student learning growth, progress based on academic gains, not to serve as the sole, or majority, measure of teacher effectiveness.

Thus, VAMs as part of teacher effectiveness evaluation warrants questioning the degree to which value-added student performance measures added to teacher evaluation processes affect student learning. If increasing student learning growth is an intended outcome of the addition of value-added data to teacher measurement processes, a concern is determining how VAMs inclusive teacher evaluations affect instructional practices. For example, are teachers' instructional practices affected when student performance measures influence teacher evaluation measures?

Fundamentally, educational leaders agree that a need to find a teacher evaluation process that accurately measures and promotes student learning growth is paramount. If a relationship can be established showing that a VAM-based teacher evaluation process positively influences the degree of student learning growth, it may be logical to implement VAM influenced teacher evaluation processes. Furthermore, if evidence showed that teachers' evaluation scores closely reflected student performance scores, again, the argument for VAM influenced evaluation may be seen as reasonable. Finally, if research-based evidence that showed that teachers' behavior was positively affected resulting in greater student learning gains due to the inclusion of student performance measures, then inclusion of VAMs would be well supported.

Purpose of Study

The purpose of the study was to investigate the effects of student performance assessment in public schools. Furthermore, this study investigated perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems.

The results established the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors. Furthermore, results allow educational researchers to ascertain professional development preferences of teachers involved in teacher evaluation systems that include value-added measures.

Research Questions

Specifically, the study answers the following questions:

1. According to teacher perceptions, does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher instructional and non-instructional behavior?
2. Are there measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior?
3. According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

Methodology

The methodology for this case study was grounded in Creswell's mixed methods approach which combines quantitative and qualitative approaches of gathering and analyzing data (2003). Specifically, research respondents participated in a quasi-quantitative/qualitative electronic survey. The researcher conducted a census survey of two elementary, one middle and one high school, each qualifying as a Title I campus, in which teachers were informed that their evaluation system would include a value-added model (VAM) component. A cross-sectional study approach was utilized to initially gather teacher perceptions and opinions with an electronic questionnaire focusing on teacher behaviors (Freiberg & Olivarez, 1978).

The electronic questionnaire collected teacher demographic data that helped ascertain any changes in teacher instructional methods due to their perception that their instructional effectiveness would be measured by a VAM influenced teacher evaluation process in the school year 2012-2013. The questionnaire was comprised of open and closed-ended probes. Open-ended questions were coded to identify emerging themes and an analysis of the data was conducted. Closed-ended responses were tabulated and analyzed to summarize the data using descriptive statistics. The data gathering included follow-up interviews of a select sample of elementary and secondary teachers from the survey respondent pool.

Specific Results

- A greater percentage of the elementary and secondary survey respondents perceived a need to reconsider their instructional and non-instructional professional development focus to assist with improving student learning growth. Elementary level respondents appear to have changed their preparation focus from instruction to lesson planning while

secondary teachers refocused their preparation from lesson planning to conduct instruction.

- Elementary level respondents perceived non-instructional competencies as needed to improve student learning growth, while secondary respondents preferred instructional competency trainings. The respondents' behavior in choice of competency sessions indicates that there is a difference between elementary and secondary respondents' perception of essential instructional and non-instructional behaviors needed to improve student growth.
- Respondents perceive themselves as “effective” and share a willingness to go beyond in preparation and instruction to ensure students meet their goals. Respondents believe that through collaborative planning efforts teachers will capitalize on each other's expertise and enhance their effectiveness on student learning.
- Respondents indicated a faith in the ability of their appraisers to inform them of VAM related measures and effects.

Discussion of Findings

Analysis of the data indicated a relational impact of student performance outcomes on teacher instructional methods and non-instructional behavior. First, the results suggest that teachers reconsidered their preferential professional development to assist them with improving student learning growth. Second, elementary and secondary level teacher perceptions of their priority instructional and non-instructional focus differ when student performance outcomes are introduced as an evaluative process measure. Third, teachers perceive themselves as “effective” but are unclear how *student growth* is determined.

Findings of the study address the three research questions:

- Inclusion of a student academic performance measure in the teacher evaluation process does influence teacher instructional and non-instructional behavior.
- There are measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior.
- According to teacher perception, student performance outcomes-based teacher evaluation processes affect teacher instructional behavior.

Findings of the study do not support the stated null hypothesis. A difference was found between elementary and secondary teachers in their choices of professional development experiences that they perceive as benefiting their instructional and non-instructional behaviors.

Reconsidered professional development. The survey data support that respondent teachers made a shift in professional development behavior focus in 2012-2013 compared to the previous school year. Teachers reported that the shift was in part due to the inclusion of student performance data in their teacher evaluation. The goal of the shift of their professional development focus was to improve instructional and non-instructional behavior to assist students with increasing their learning growth.

Different priorities. Analysis of elementary and secondary level teacher preference of professional development in 2012-13, showed a difference of selection between elementary and secondary teacher level groups when the value-added model was introduced to the teacher evaluation process. The differentiated preference of professional development per level is reflective of the goal of a value added model which is to guide teachers in differentiating their

planning, instruction and evaluation. However, it is unclear if the shift of focus was due to school-wide data and goal planning or individual data and goal planning.

Effective and unclear. The theme that emerged from the interviews is that there is a unanimous sense of respondents perceiving themselves as being “effective” teachers. The teachers were confident that they were prepared to help students meet their learning goals. The interviewed participants believed that with their continued dedication, effort, and collaboration with colleagues, they would meet their students’ learning goals. However, according to the feedback collected, teachers did not indicate establishing a specific connection between their effort and a defined approach to meet students’ learning goals. Thus, there is a level of uncertainty that teachers will be able to meet the students’ learning goals as expected in the Teacher Appraisal and Development System (TADS).

The disconnection between effort and approach became apparent when teachers expressed a marginalized understanding of the value-added measures and their implications to their practice. The data gathering also revealed a need for professional development to assist teachers with interpreting and understanding value-added data. The study indicated teachers believe in and need their administrative team’s direction and support to assist with developing a clear path of instructional and performance direction.

In summary, there should be some level of concern that students’ learning growth may not be met with a misalignment between teachers’ effort and expectations of value-added measures. During the study, the teachers reported trying to do their best to facilitate student learning growth, but were not sure if their best is what is being expected to reflect positively in the value-added measure.

Summary

The implications of the findings are extensive. First, it appears that some of the behavioral expected outcomes of a value-added model embedded in a teacher evaluation system are reflected in the instructional and non-instructional actions of the teachers in this study. The study revealed a focal point in teachers' goals at the inception of student performance outcomes to teacher evaluations was to ensure student learning growth goals are met. However, teachers shared a minimal understanding of what to do with value-added data.

Teachers expressed they were aware of value-added measures but were unaware of the direction on how to address areas of concern to positively impact student learning data. Thus, the level of their students' learning growth performance may be attributed to teacher effort and selection of professional development, but not directly attributed to knowledge of student value-added data.

From the teachers' perspectives, administrators and appraisers are the best persons able to prepare them to meet the expectations of the Teacher Appraisal and Development System (TADS) which includes student learning value-added measures. Recommendations from the findings suggest there is a need for administrators and appraisers to investigate what the teachers know about the TADS and the value-added measure. Administrators should ensure teachers understand value-added reports, identify areas of needed improvement and facilitate how teachers can instructionally and non-instructionally develop areas of deficiency. Administrators should support teachers in creating individual professional development plans that are aligned with their TADS student learning growth expectations and measures.

Finally, administrators should ensure teachers are able to make a clear distinction between school-wide goals and individual teacher goals that will assist in meeting students' learning growth. First, teachers should create professional development specific to their instructional and non-instructional areas of needed improvement that are reflective of their value-added outcomes on the TADS. Second, the teacher should determine how their individualized professional development plan supports the school-wide plan. Administrators should ensure school-wide professional development is differentiated and supportive of teachers' individual professional development plans and school-wide goals to improve student growth.

This study's findings resonate with the results of other studies of value-added models in teacher evaluation processes. For example, in school year 2005-2006, a study of piloted districts implementing the PVAAS was conducted in Pennsylvania by the RAND Education and led by Daniel McCaffrey. The purpose of the study in part was to "examine the value-added program in one state...with a focus on examining the effects of the program on student achievement and on the ways it has been implemented at ...the classroom levels (McCaffrey, 2007)." In the Pennsylvania study, 50 percent of participating teachers "Agreed" or "Strongly Agreed" that they were not sure how information from PVAAS can be used to guide my instructional practice." Forty-one percent of participating teachers "Agreed" or "Strongly Agreed" that they "had made changes to my instruction in response to information from PVAAS." The study's findings indicated that the teachers were "clearly confused about PVAAS..." (McCaffrey, 2007).

Although the questioning between my study and that of Pennsylvania does not include the exact survey questions, it is reasonable to deduct that the teachers in both studies expressed similar concerns or experiences with the VAAS data. Two significant differences between the

teachers in the current study and the Pennsylvania teacher group are that for the current teachers in this study, the majority of teachers expressed being aware that student performance was a value-added measure in their summative evaluation score. In Pennsylvania, the value-added measure was not a part of the teacher evaluation processes at the time of the study (McCaffrey, 2007).

Conclusion

In conclusion, this study ascertained the effects of student performance assessment outcomes as a criterion in the teacher evaluation process based on the perceptions of elementary and secondary school teachers in an urban district that introduced a value-added measure to their evaluation system.

Current evaluation trends that require assessment of teacher effectiveness have “expanded [the] understanding of learning, and what constitutes good teaching.” In 2007, the school district in this study followed suit and implemented a value-added measure, EVAAS, in the teacher appraisal system in order to measure and increase student learning growth and identify “highly effective teachers” (ESEA, 2011). In the years that followed the implementation, the school district made a concerted effort to inform teachers of the goal of the value-added measure in the evaluation process and its implications. The district provided teachers with the appraiser’s rubric outlining how to rate teachers non-instructional, instructional and professional behaviors based on best practices that are deemed essential to increase student learning growth. In addition, the district provided teachers EVAAS scores to inform them of the value-added to their students learning. Eventually, the EVAAS scores were introduced as a measure to the teachers’ summative evaluation scores.

Based on the findings of this study, teacher responses indicate some shift in professional development focus with the intent to improve student learning growth. Elementary teachers perceived a need to shift their preparation focus to non-instructional behaviors such as lesson planning, while secondary teachers perceived a need to shift their preparation focus from non-instructional behaviors to instructional, such as conducting instruction. However, the findings also showed that teachers do not understand how their value-added growth is calculated and do not understand the growth measure. Thus, they do not know how to improve student learning growth based on the EVAAS model.

Summary

Current evaluation trends that require assessment of teacher effectiveness have “expanded [the] understanding of learning, and what constitutes good teaching.” The current trend in teacher evaluation is moving quickly away from evaluation processes that identify “highly qualified” teachers to those that measure “highly effective” teachers (ESEA, 2011). The district in this study, like 25 other states, elected to implement the EVAAS as a process in their teacher evaluation system to measure and determine the “effectiveness” of their teachers. The findings of the study show that participating teachers have changed their behavior in professional development by exploring role of the teacher competencies they believe will positively impact their students’ learning growth. Elementary level respondents indicated a focused interest in non-instructional professional development competencies and secondary respondents sought instructional competencies to improve student learning growth. Interview participants indicated they do not understand how their value-added growth is calculated and do not understand the

growth measure. Thus, they do not know how to best improve student learning growth based on the EVAAS model.

During an organizational change, such as implementing student performance outcomes as a measure to the teacher evaluation process, the district should provide for teachers an opportunity to learn from each other and from the evaluation experts. Specifically, the complexity of providing appropriate professional development revealed that teachers must be informed of and engaged in professional growth experiences that focus on their instructional and non-instructional competencies such as the role of the teacher 37 competencies as re-conceptualized by Dr. Ruben Olivarez and the Cycle XI Teacher Corps team (Freiberg & Olivarez, 1978).

In addition, this study revealed teachers expected that their school administrators provide “all they need to know” about the VAM evaluative process. In their responses, teachers expressed they had and would continue to try differing instructional and non-instructional strategies with the intention to increase student learning growth. However, teachers indicated there is a misalignment between student learning needs and associated professional development.

Teachers expressed a need for relevant professional development proven to increase their students’ learning growth. Teachers voiced that the system seems unfair in attributing student growth to particular teacher effort rather than recognizing the team effort required to increase student learning growth goals. Therefore, school leaders must appreciate that before a VAM inclusive evaluation system is initiated, a relevant professional development growth program must be in place. Professional growth programs must first address the needs of principals

because teachers feel that principals should “have all the answers” related to the school system’s teacher evaluation processes.

Educational leaders must continue to inform the teachers about relevant opportunities to learn more about the TADS and provide support for the teacher to attend trainings and/or collaborate with other teachers to learn more about the evaluation system (Yukl, 2006). Thus, this research holds significance for school systems that strive to develop their teachers professionally to help them positively increase their students’ level of assessment performance and meet their own evaluative goals (Darling-Hammond & Haertel, 2012; McCaffery & Hamilton, 2007; Stronge, 2006).

Implications for Further Research

School system leaders are encouraged to:

- Design professional development that communicates clearly how measures of student learning growth are determined.
- Empower teachers to self-determine how to improve instructional or non-instructional behaviors based on student performance outcomes.
- Expedite the process of the final teacher evaluation score communication to inform teachers, based on their role in the classroom, how to best prepare for instructional or non-instructional improvement prior to the start of the new school year.
- Clearly differentiate professional development to meet individual teacher needs per content and campus level assignments.
- Design a year round plan for timely communication of the Teacher Appraisal and Development System expectations, implications and opportunities for support.

- Provide teachers with district data that shows the correlation between the role of the teacher in the classroom, student learning growth and teacher evaluation scores.
- Evaluate opportunities for teacher collaboration and reconsider situations where teachers do not share a common content or grade level planning period.

Further research is recommended to study the following topics:

- 1.) Investigate the perception of teachers related to their role in the classroom and determining student learning growth.
- 2.) Determine the correlation between student learning growth and teacher participation in professional development.
- 3.) Conduct an investigation to inventory the alignment between existing teacher professional development and the Teacher Appraisal and Development System criteria and measures.
- 4.) Investigate the correlation between teachers' observation ranking and actual student learning growth.
- 5.) Examine the effects of final teacher evaluation scores being disseminated in the subsequent school year.
- 6.) Assess appraisers' familiarity with value-added measures, teacher rankings and research-based methods to improve student growth scores.

Tables

Table 1

Participant Interview Contact Dates and Mode

Respondent	Phone call	Text	Email	Date of Interview
001	X	X	X	November 8, 2013
002	X	X		November 7, 2013
003	X		X	November 20, 2013
004			X	November 20, 2013
005			X	November 21, 2013
006			X	November 22, 2013

Table 2

Demographic Characteristics of Participants (N=75)

Characteristic	N	%
Assignment		
Elementary	31	41
Secondary	44	59
Middle School	18	23
High School	27	36
Gender		
Male	18	24
Female	57	76
Teaching Experience		
1-2 years	7	9
3-5 years	11	15
6-10 years	20	27
11-15 years	9	12
16 + years	28	37

Table 3

Teachers' Awareness of Inclusion of Student Performance Outcomes in Summative Score 2011-2012 (N =75), 2012-2013 (N=75)

Response	<u>2011-2012</u>		<u>2012-2013</u>	
	<i>N</i>	%	<i>n</i>	%
Yes	45	64	48	86
No	25	36	8	14
Skipped	5	-	19	-

Note: Percentage represents n of responders; “skipped” count not included in calculation of percentage.

Table 4

*Percentage of Teacher Engagement in Assessing and Diagnosing Professional Development
2011-2012 (N=62), 2012-2013 (N=55)*

Response	2011-2012		2012-2013	
	<i>N</i>	%	<i>n</i>	%
Yes	32	52	38	70
No	30	48	16	30
Skipped	13		21	

Table 5

Ranked Teacher Engagement Level in Assessing and Diagnosing Competencies Trainings in 2011-2012 (N=29)

Competencies	<i>n</i>	%
Assessing the student's need in subject areas	20	69
Identifying objectives related to student's needs	14	48
Identifying students with the learning disabilities	8	28
Assessing student's language dominance	7	24

Note: Responder may have indicated attendance at one or more competencies.

Table 6

Teacher Level of Engagement in Lesson Planning Professional Development (N=75)

Response	<u>2011-2012</u>		<u>2012-2013</u>	
	<i>N</i>	%	<i>n</i>	%
Yes	37	64	39	80
No	21	36	10	20
Skipped	17	-	26	-

Table 7

Teacher Engagement Level in Lesson Planning Competency Trainings in 2011-2012 (N=37)

Competencies	<i>n</i>	%
Selecting appropriate objectives	25	68
Sequencing activities around goals	20	54
Minimizing discipline problems through learning activities	11	40
Applying diagnostic information	13	35
Selecting materials	9	24
Involving students in planning	3	8
Including resource personnel in planning	2	5
Selecting criteria for assessing	1	3

Table 8

Teacher Level of Engagement in Implementing Instructional Plans and Facilitating or Conducting Instruction Professional Development 2011-2012 (N=52), 2012-2013 (N=52)

Response	<u>2011-2012</u>		<u>2012-2013</u>	
	<i>N</i>	%	<i>n</i>	%
Yes	35	67	40	77
No	17	33	12	23
Skipped	23		23	

Table 9

Teacher Level of Engagement in Implementing Instructional Plans and Facilitating or Conducting Instruction Competencies Trainings in 2011-2012 (N=39)

Competencies	<i>n</i>	%
Individualizing activities	21	54
Involving students	18	46
Accommodating learning disabled students	14	36
Using a variety of communications patterns	10	26
Team-teaching	9	21
Demonstrating transfer of knowledge	7	18
Understanding students' language/dialect	6	15
Awareness of students' needs and feelings	5	13
Reacting with sensitivity to children's needs and feelings	3	8

Table 10

Teacher Level of Engagement in Managing the Instructional Environment Professional Development 2011-2012 (N=54), 2012-2013 (N=52)

Responses	<u>2011-2012</u>		<u>2012-2013</u>	
	<i>N</i>	%	<i>n</i>	%
Yes	32	59	35	67
No	22	41	17	33
Skipped	21		23	

Table 11

Teacher Level of Engagement in Managing the Instructional Environment Competencies

Trainings in 2011-2012 (N=32)

Competencies	N	%
Establishing procedures and routines	13	41
Using behavior management skills	13	41
Coping with learning disabled students	12	38
Facilitating curricular goals	9	28
Coping with individual differences	10	31
Strengthening self-concepts and social skills	6	19
Coping with maladaptive behavior	5	16

Table 12

Teacher Level of Engagement in Formative and Summative Evaluation of Instruction Professional Development 2011-2012 (N=52), 2012-2013 (N=51)

Responses	<u>2011-2012</u>		<u>2012-2013</u>	
	<i>N</i>	%	<i>n</i>	%
Yes	28	54	37	73
No	24	46	14	27
Skipped	23		24	

Table 13

Teacher Level of Engagement in Formative and Summative Evaluation of Instruction

Competencies Trainings in 2011-2012 (N=29)

Competencies	<i>n</i>	%
Assessing student progress	23	79
Selecting and/or constructing evaluation measures	11	38
Analyzing student interaction	9	31
Soliciting student feedback	7	24
Considering extenuating factors in assessment	4	14

Table 14

Teacher Level of Engagement in Self-analysis of Instructional Process Professional Development 2011-2012 (N=54), 2012-2013 (N=47)

Responses	<u>2011-2012</u>		<u>2012-2013</u>	
	<i>N</i>	%	<i>n</i>	%
Yes	24	44	33	70
No	30	56	14	30
Skipped	21		28	

Table 15

Teacher Engagement in Performing Self-analysis of Instructional Process Competencies in 2011-2012(N=22)

Competencies	<i>n</i>	%
Determining teaching effectiveness	20	91
Analyzing own interaction with students	11	50
Using solicited perceptions to improve one's coping behavior	3	14
Soliciting students' and peers' perceptions of own behavior	3	14

Table 16

Teacher Engagement in Assessing and Diagnosing Competencies Trainings in 2012-2013

(N=37)

Competencies	<i>n</i>	%
Assessing the student's needs in subject areas	27	73
Identifying objectives related to students' needs	16	43
Assessing student's language dominance	7	19
Identifying learning disabled students	7	19

Table 17

Teacher Engagement in Lesson Planning Competencies Trainings in 2012-2013 (N=39)

Competencies	<i>n</i>	%
Selecting appropriate objectives	21	54
Sequencing activities around goals	20	51
Selecting materials	15	38
Applying diagnostic information	14	36
Minimizing discipline problems through learning activities	8	21
Including resource personnel in planning	8	21
Involving students in planning	4	10
Selecting criteria	2	5

Table 18

Teacher Engagement in Implementing Instructional Plans or Facilitating or Conducting Instruction Competencies Trainings in 2012-2013 (N = 39)

Competencies	<i>n</i>	%
Individualizing activities	21	54
Accommodating learning disabled students	14	36
Involving students	13	33
Using a variety of communications patterns	12	31
Demonstrating transfer of knowledge	12	31
Awareness of students' needs and feelings	10	26
Understanding students' language/dialect	8	21
Team-teaching	5	13
Reacting with sensitivity to children's needs and feelings	3	8

Table 19

Teacher Engagement in Managing the Instructional Environment Competencies Trainings in 2012-2013 (N=36)

Competencies	<i>n</i>	%
Facilitating curricular goals	20	56
Establishing procedures and routines	18	50
Using behavior management skills	14	39
Strengthening self-concepts and social skills	11	31
Coping with individual differences	10	28
Coping with students with learning disabilities	10	28
Coping with maladaptive behavior	6	17

Table 20

Teacher Engagement in Formative and Summative Competencies Trainings in 2012-2013

(*N*=36)

Competencies	<i>N</i>	%
Assessing student progress	32	89
Selecting and/or constructing evaluation measures	15	42
Soliciting student feedback	11	31
Considering extenuating factors in assessment	9	25
Analyzing student interaction	6	17

Table 21

Teacher Engagement in Performing Self-analysis of Instructional Process Competencies

Trainings in 2012-2013 (N=35)

Competencies	<i>N</i>	%
Determining teaching effectiveness	29	83
Analyzing own interaction with students	16	46
Soliciting students' and peers' perceptions of own behavior	7	20
Using solicited perceptions to improve one's coping behavior	3	9

Table 22

Conceptualized Role of the Teacher Competency Categories and Teacher Engagement

Conceptualized Role of the Teacher Categories	Assessing and diagnosing (non-instructional)	Lesson planning (non-instructional)	Conducting instruction (instructional)	Management of the instructional environment (instructional)	Evaluating instruction (non-instructional)	Evaluating self (non-instructional)
Level of participant Engagement in 2011-2012 when student performance was not a measure in TADS	51%	63%	67%	59%	53%	44%
Level of participant Engagement in 2012-2013 when student performance was a measure in TADS	70%	79%	76%	67%	72%	70%

Appendices

Appendix A

Electronic Survey

EFFECTS OF STUDENT PERFORMANCE ASSESSMENTS OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS

Demographic Information:

1. Indicate your gender:
 - a. Male
 - b. Female
2. Please indicate the school level of your current assignment.
 - a. Elementary (grades K-5)
 - b. Middle School (grades 6-8)
 - c. High School (grades 9-12)
3. Please indicate your number of years as a teacher.
 - a. 1-2 years
 - b. 3-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16 years or more

The following questions are related to your professional development experiences in the school year 2011-2012 related to the conceptualized role of the teacher six competency categories and improving student learning growth. The six competency categories in the conceptualized role of the teacher essential to teaching include: assessing and diagnosing,

planning activities, conducting instruction, management of the environment and resources, evaluating instruction and evaluating self.

Please respond only to your experiences related to the school year 2011-2012 regarding the role of the teacher six competency categories and improving student learning growth.

1. At the beginning of the school year 2011-2012, were you made aware that your Teacher Appraisal and Development System summative score would not include student performance data?

(Select) Yes (or) No

2. In school year 2011-2012, did you engage in professional development focused on assessing and diagnosing because you felt that training would assist you to improve student learning growth?

(Select) Yes (or) No

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies related to assessing and diagnosing:

- a. Assessing student's language dominance
- b. Assessing the student's needs in subject areas
- c. Identifying students with learning disabilities
- d. Identifying objectives related to students' needs
- e. Other_____

If you did not attend assessing and diagnosing professional development, please explain the reason for not attending.

3. In school year 2011-2012, did you engage in professional development focused on lesson planning because you felt that would assist you to improve student learning growth?

(Select) Yes (or) No

If yes, please list the trainings that you attended to assist you to improve student learning growth in the following competencies:

- a. Applying diagnostic information
- b. Selecting appropriate objectives
- c. Sequencing activities around goals
- d. Involving students in planning
- e. Selecting materials
- f. Including resource personnel in planning
- g. Minimizing discipline problems through learning activities
- h. Selecting criteria for assessing
- i. Other_____

If you did not attend lesson planning professional development, please explain the reason for not attending.

4. In school year 2011-2012, did you engage in professional development focused on implementing instructional plans or facilitating or conducting instruction because you felt that would assist you to improve student learning growth?

(Select) Yes (or) No

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- a. Involving students
- b. Understanding students' language/dialect
- c. Using a variety of communications patterns
- d. Individualizing activities
- e. Awareness of students' needs and feelings
- f. Reacting with sensitivity to children's needs and feelings

- g. Demonstrating transfer of knowledge
- h. Accommodating learning disabled students
- i. Team-teaching
- j. Other_____

If you did not attend implementing instructional plans or facilitating or conducting instruction professional development, please explain the reason for not attending.

5. In school year 2011-2012, did you engage in professional development that focused on managing the instructional environment because you felt that would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- a. Strengthening self-concepts and social skills
- b. Facilitating curricular goals
- c. Establishing procedures and routines
- d. Coping with individual differences
- e. Coping with learning disabled students
- f. Coping with maladaptive behavior
- g. Using behavior management skills
- h. Other_____

If you did not attend managing instructional environment professional development, please explain the reason for not attending.

6. In school year 2011-2012, did you engage in formative and summative evaluation of instruction professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- a. Assessing student progress
- b. Considering extenuating factors in assessment
- c. Selecting and/or constructing evaluation measures
- d. Analyzing student interaction
- e. Soliciting student feedback
- f. Other _____

If you did not attend any formative and summative evaluation of instruction professional development, please explain the reason for not attending.

7. In school year 2011-2012, did you engage in professional development that focused on performing self-analysis of instructional process because you felt that would assist you to improve student learning growth?

(Select) Yes (or) No

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- a. Determining teaching effectiveness
- b. Analyzing own interaction with students
- c. Soliciting students' and peers' perceptions of own behavior
- d. Using solicited perceptions to improve one's coping behavior

If you did not attend self-analysis professional development, please explain the reason for not attending.

The following questions are related to your professional development experiences in the year 2012-2013 related to the role of the teacher six competency categories essential to teaching.

The role of the teacher six competency categories essential to teaching include: assessing and diagnosing, planning activities, conducting instruction, management of the environment and resources, evaluating instruction and evaluating self.

Please respond only to your experiences related to the year 2012-2013 regarding the role of the teacher six competency categories essential to teaching and improving student learning growth.

1. At the start of school year 2012-2013, were you made aware that your summative Teacher Appraisal and Development System score would include student performance data?

Yes or no?

If no, please explain why not.

2. In school year 2012-2013, did you engage in assessing and diagnosing professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- f. Assessing student's language dominance
- g. Assessing the student's needs in subject areas
- h. Identifying learning disabled students
- i. Identifying objectives related to students' needs
- j. Other_____

If you did not attend assessing and diagnosing professional development, please explain the reason for not attending.

3. In school year 2012-2013, did you engage in lesson planning professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please list the trainings that you attended to assist you to improve student learning growth in the following competencies:

- j. Applying diagnostic information
- k. Selecting appropriate objectives
- l. Sequencing activities around goals
- m. Involving students in planning
- n. Selecting materials
- o. Including resource personnel in planning
- p. Minimizing discipline problems through learning activities
- q. Selecting criteria
- r. Other_____

If you did not attend lesson planning professional development, please explain the reason for not attending.

4. In school year 2012-2013, did you engage in implementing instructional plans or facilitating or conducting instruction professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- k. Involving students
- l. Understanding students' language/dialect
- m. Using a variety of communications patterns
- n. Individualizing activities
- o. Awareness of students' needs and feelings
- p. Reacting with sensitivity to children's needs and feelings

- q. Demonstrating transfer of knowledge
- r. Accommodating learning disabled students
- s. Team-teaching
- t. Other_____

If you did not attend implementing instructional plans or facilitating or conducting instruction professional development, please explain the reason for not attending.

5. In school year 2012-2013, did you engage in managing the instructional environment professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- i. Strengthening self-concepts and social skills
- j. Facilitating curricular goals
- k. Establishing procedures and routines
- l. Coping with individual differences
- m. Coping with students with learning disabilities
- n. Coping with maladaptive behavior
- o. Using behavior management skills
- p. Other_____

If you did not attend managing instructional environment professional development, please explain the reason for not attending.

6. In school year 2012-2013, did you engage in formative and summative evaluation of instruction professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- g. Assessing student progress
- h. Considering extenuating factors in assessment
- i. Selecting and/or constructing evaluation measures
- j. Analyzing student interaction
- k. Soliciting student feedback
- l. Other _____

If you did not attend any formative and summative evaluation of instruction professional development, please explain the reason for not attending.

7. In school year 2012-2013, did you engage in performing self-analysis of instructional process professional development that you felt would assist you to improve student learning growth?

Yes or no?

If yes, please select the trainings that you attended to assist you to improve student learning growth in the following competencies:

- e. Determining teaching effectiveness
- f. Analyzing own interaction with students
- g. Soliciting students' and peers' perceptions of own behavior
- h. Using solicited perceptions to improve one's coping behavior

If you did not attend self-analysis professional development, please explain the reason for not attending.

Please list any additional information related to professional learning and improving student learning growth as related to your job assignment.

If you would like to participate in an additional face-to-face interview related to professional development and student learning growth, please enter your name, cell phone and email and school assignment:

Name:

Cell Phone:

Email:

School Assignment:

Confidentiality Reassurance: Your name and email address will be kept during the data collection phase for tracking purposes only. The primary researcher is the sole investigator that will have access to the data during data collection. Identifying information will be expunged from the final dataset.

Appendix B

Individual Interview Protocol

1. Describe your familiarity with the Teacher Appraisal and Development System.
2. Describe your familiarity with the use of student outcomes as a measure in the teacher evaluation system.
3. What is your opinion on how a teacher can best prepare his or her students to reach desired learning growth outcomes on standardized tests?
4. Do you feel that you have been well prepared to successfully meet the student learning growth goals on standardized tests? If yes, please describe how you were prepared. If not, please describe how teachers can be best prepared to improve student learning growth on standardized assessments.
5. How do you define effectiveness in relation to teaching and student performance?
6. Do you believe you are an effective teacher? If so, what attributes make you an effective teacher? If not, what do you believe you do to increase your level of effectiveness?
7. What do you deem as necessary to prepare teachers to become “effective” teachers per the Teacher Appraisal and Development System?
8. Do you believe that student learning growth will improve if teachers meet the descriptors of the Teacher Appraisal and Development System? Why or why not?
9. Did you attend or were you aware of professional development opportunities related to the Teacher Appraisal and Development processes? If so, what was the most important and least important information learned?
10. Have you changed your instructional or planning and preparation in response to student performance measures being introduced as a teacher effectiveness measure? If so, how have you changed instructionally or non-instructionally? If not, do you intend to make changes to your practice or planning and preparation?

11. In your opinion, how best is to prepare teachers to meet the expectations of the Teacher Appraisal and Development System?

12. Would you like to share any additional information related to

- using student performance measures to assess teacher effectiveness;
- the instructional effects related to an awareness that teacher evaluations will be partially determined by student performance measures on standardized exams;
- the non- instructional effects related to an awareness that teacher evaluations will be partially determined by student performance measures on standardized exams.

Appendix C

Consent to Participate in Internet Research

Identification of Investigator and Purpose of Study

You are invited to participate in a research study, entitled “EFFECTS OF STUDENT PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER EVALAUTION PROCESS.” The study is being conducted by Samuel Maldonado, a doctoral candidate in the Educational Administration Department of The University of Texas at Austin, 705 Joyce Street, Houston, Texas 77009, 713-422-3656, rsitmtx@msn.com.

The purpose of this research study is to examine the effects of high-stakes testing in public schools and investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems. Your participation in the study will contribute to a better understanding of the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors and allow educational leaders to study professional development preferences of teachers involved in teacher evaluation systems that include a VAM. You are free to contact the investigator at the above address and phone number to discuss the study. You must be at least 18 years old to participate.

If you agree to participate:

- The electronic survey will take approximately 10 minutes of your time.
- You will complete an activity about the effects of high-stakes testing in public schools.
- You will not be compensated.

Risks/Benefits/Confidentiality of Data

There are no known risks. There will be no costs for participating, nor will you benefit from participating. Your name and email address will be kept during the data collection phase for tracking purposes only. A limited number of research team members will have access to the data during data collection. Identifying information will be stripped from the final dataset.

Participation or Withdrawal

Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with The University of Texas in anyway. If you do not want to participate either simply stop participating or close the browser window.

If you do not want to receive any more reminders, you may email us at rsitmtx@msn.com to opt out of future emails.

Contacts

If you have any questions about the study or need to update your email address contact the researcher **Samuel Maldonado** at **713-422-3656** or send an email to **rsitmtx@msn.com**. This study has been reviewed by The University of Texas at Austin Institutional Review Board and the study number is 2013-03-0070.

Questions about your rights as a research participant.

If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

If you agree to participate, click on the following link

<https://www.surveymonkey.com/s/samuelmaldonadoutaustindoctoral fellow>

There is no password for the study.

Thank you.

Samuel Maldonado,

Doctoral Candidate

University of Texas at Austin

Please print a copy of this document for your records.

Appendix D
Letter/Email Correspondence

Dear XXXX Teacher,

I am a doctoral candidate at the University of Texas at Austin in the Cooperative Superintendency Program and the title of my dissertation is: *EFFECTS OF STUDENT PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS*.

The purpose of the study will be to investigate the effects of high-stakes testing in public schools. Furthermore, this study will investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems.

Specifically, I am hoping that you will participate in my study. Participation will entail ten minutes to respond to an electronic online SurveyMonkey and, if selected for further study, a semi-structured audio-taped interview which will be strictly confidential. No names will be used and the summary will be reported only in an aggregate format. Your participation is entirely voluntary. Even though the results may or may not benefit you personally, they may be helpful to other educators. If you volunteer for the study, you have the right to withdraw at any time without any penalty. The information you share will remain confidential and be reported only in summary of the participating individuals. Data will be shared with other researchers in the future but will not contain any identifying information that can associate them with the research or participation of this study. In addition, the researcher will keep all data collected under lock and key in my home office and all data will be shredded after three years.

The results will establish the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors. Furthermore, results will allow educational researchers to study professional development preferences of teachers involved in teacher evaluation systems that include value-added measures. This study is being conducted under the direction of the candidate's doctoral committee at The University of Texas at Austin. If you have any questions, you may contact me at 713-422-3656.

As an educator, I recognize your time is limited and valuable. The contribution of your time and effort in participating in this study is greatly appreciated.

Thank you in advance for your consideration and assistance with this study.

Sincerely,

Samuel Maldonado,

Project Researcher, Ed. D. Candidate

713-422-3656

Appendix E

Consent for Participation in Research

IRB Study Number: 2013-03-0070
Approval Date: 6/18/2013

Expires: 6/17/2014

Consent for Participation in Research

Title: EFFECTS OF STUDENT PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. The person performing the research will answer any of your questions. Read the information below and ask any questions you might have before deciding whether or not to take part. If you decide to be involved in this study, this form will be used to record your consent.

Purpose of the Study

You have been asked to participate in a research study that investigates the effects of high-stakes testing in public schools. Specifically, this study aims at determining the influence on the overall teacher behavior by teacher evaluation processes that employ student assessment outcome data as a significant evaluation criterion. This study will further investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems. In this study, the role of the teacher within the school setting will serve as the conceptual framework guiding the methodology for inquiry.

The research questions include:

- 1) According to teacher perceptions, how does the inclusion of a student academic performance measure in the teacher evaluation process influence teacher's instructional and non-instructional behavior?
- 2) Are there any measurable differences between elementary and secondary teachers in their perceptions of how a student performance measure in the teacher evaluation process influences teacher instructional and non-instructional behavior?
- 3) According to teacher perceptions, will students' academic performance on state assessments improve due to the inclusion of student performance outcomes in the teacher evaluation process?

This study will generate evidence that will establish the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors. The coded and tabulated data will guide the educational leaders in ascertaining teachers' participatory preference for professional development that is perceived to be helpful in increasing student learning progress. Furthermore, it will allow educational leaders to study professional development preferences of teachers involved in teacher evaluation systems that include a VAM. The research findings will serve as a reference to guide educational leaders in the planning of professional development related to instructional competencies that may affect student progress.

What will you to be asked to do?

If you agree to participate in this study, you will be asked to:

- Respond to a an online electronic survey
- If you chose, participate in an individual follow-up interview session

The study will take approximately 10 -15 minutes to respond to the online electronic survey and, if you choose, a 15-20 minutes individual interview and will include approximately 120 study participants.

Your participation may be audio recorded.

IRB Study Number: 2013-03-0070
Approval Date: 6/18/2013

Expires: 6/17/2014

What are the risks involved in this study?

There are no foreseeable risks to participating in this study.

What are the possible benefits of this study?

The possible benefits of participation is the reflective process of answering questions regarding the relational impact of student performance outcomes on your instructional methods and non-instructional behaviors as well as your participatory preference for professional development that you perceive to be helpful in increasing student learning progress.

In addition, educational leaders may study the professional development preferences of teachers involved in teacher evaluation systems that include a value-added model component and use the findings as a reference guide in the planning of professional development related to instructional competencies that may affect student progress.

Do you have to participate?

No, your participation is voluntary. You may decide not to participate at all or, if you start the study, you may withdraw at any time. Withdrawal or refusing to participate will not affect your relationship with The University of Texas at Austin (University) in anyway.

If you would like to participate please sign and your consent for participation in research form to the labeled- IRB CONSENT FORMS envelope located at your school's front office. You will receive a copy of this form.

Will there be any compensation?

You will not receive any type of payment participating in this study.

What are my confidentiality or privacy protections when participating in this research study?

This study is confidential and the researcher will take precautions to safeguard against the possibility of loss of confidentiality by ensuring the research data are kept restricted to only the researcher and associates. No information will be shared unless permitted by the subject.

Your name and email address will be kept during the data collection phase for tracking purposes only. The primary researcher is the sole investigator that will have access to the data during data collection. Identifying information will be expunged from the final dataset.

If you choose to participate in this study, you may choose to be audio recorded. Any audio recordings will be stored securely and only the research team will have access to the recordings. Recordings will be kept for one year after the IRB approval and then erased. The data resulting from your participation may be used for future research or be made available to other researchers for research purposes not detailed within this consent form.

IRB Study Number: 2013-03-0070
Approval Date: 6/18/2013

Expires: 6/17/2014

Whom to contact with questions about the study?

Prior, during or after your participation you can contact the researcher **Samuel Maldonado** at **713-422-3656** or send an email to **rsitmtx@msn.com**.

NOTE: Only include this statement if the study is Expedited or Full Board:

This study has been reviewed and approved by The University Institutional Review Board and the study number is 2013-03-0070.

Whom to contact with questions concerning your rights as a research participant?

For questions about your rights or any dissatisfaction with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at **orsc@uts.cc.utexas.edu**.

Participation

If you agree to participate, sign and return the consent form to the researcher, Samuel Maldonado, through hand-delivery or scanning and emailing the consent form to **rsitmtx@msn.com**.

Signature

You have been informed about this study's purpose, procedures, possible benefits and risks, and you have received a copy of this form. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

NOTE: Include the following if recording is optional:

- I agree to be audio recorded.
- I do not want to be audio recorded.

Printed Name

Signature

Date

As a representative of this study, I have explained the purpose, procedures, benefits, and the risks involved in this research study.

Print Name of Person obtaining consent

Signature of Person obtaining consent

Date

Appendix F

Sample of Transcribed Interviews with Notes on Margin

Individual Interview Protocol

1. Describe your familiarity with the Teacher Appraisal and Development System.

P Respondent 1

Very knowledgeable - detailed measure + implication

I am very knowledgeable about the appraisal system. Why? Because every year we have training of the appraisal system. It is very describable and it tells you step by step what to do. It is also on the website and we had to develop on our goals based on student performance. Actually as a PreK teacher, it is not too related our appraisal with data, for PreK, Kinder much on data. But on other areas, it is based on academic. How is student performance it is based on academics. How is our expectation as teachers and also our appraiser has expectations on us.

P Respondent 2

Awareness of categories of measurement

I am aware that the new system we have in the last two years or three years is divided into three sections. One is student performance, one is the walkthrough by the appraiser and the other is the IPDP. That is the idea I have of the new system

S Respondent 3

Familiar w/ expectations and implications

I guess I'm fairly familiar. I don't have all the rubrics memorized and all...but I am familiar enough to understand what is at stake and what appraisers are looking for when they come into my class.

S Respondent 4

Appendix G Interview Response Coding

Respondent	Q1. Familiarity with TAOS	Q2. Familiarity with use of student outcomes as a measure	Q3. Best approach to prepare students to reach desired learning growth outcomes	Q4. Teacher preparedness to meet student learning growth goals on standardized tests	Q5. Define effectiveness in relation to teaching and student learning	Q6. Are you an effective teacher? Contributing attributes.
1	Very knowledgeable-detailed measures and implications <i>all aware to some degree from very → somewhat</i>	Data-based growth based on tier levels, improvement required, data required as evidence	Set high expectations, attend professional development for instructional improvement, collaborative planning	Yes. Training and professional development, peer collaboration, curriculum and instruction lesson planning, annual student outcomes <u>data trainings</u>	Teacher goes beyond and achieves student learning goals, teacher and student go beyond the baseline	Yes. Commitment to work, responsibility to others, activism in the learning community
2	Awareness of categories of measures	Use of two measures – STAAR and principal and teacher choice	Use data as a starting point, develop student individual learning plans	Yes. Instruction Professional Development, <u>data</u> focused student differentiation, leadership guidance	Apply Professional development that addresses student needs, provide individual instruction, change instruction as needed	Yes. Belief student can succeed, teamwork approach leads to desired outcomes
3	Familiarity with expectations and implications	Student growth related	Focus on reading and writing skills, teacher planning collaboration	Not well prepared. Need differentiated teacher professional development	Motivating student to reach higher thinking	Yes. Willingness to learn, incorporating new strategies, not afraid to try and fail
4	More familiar than not	Measuring instrument- Stanford not aligned to TEKS	Maximize instructional time, create systems for productive learning environments, developing awareness of student knowledge, provide data-driven instruction, assess frequently	No. Need training for teachers and co-teachers to work effectively towards student learning growth, how to analyze student historical data	When student articulate what they are learning	Yes. Dedicated, data-driven, acknowledge need for differentiated instruction
5	Somewhat familiar	Growth mentioned but not supported by specifics	Use data to identify student learning gaps	Yes. Peer collaboration, prior experience	Growth outcome, differentiated instruction that develops student learning	Yes. Culture relevant instruction, technology-driven, give learning relevance to student learning
6	Aware but does not understand calculation of measure	Aware a degree of growth is the desired measure	Use test-like questioning, practice, take STAAR-like weekly tests, familiarize student with test wording and strategies.	Yes. Self-selected trainings, attending training that focus on instruction	Teaching equals learning, effectiveness depends on growth and learning	Yes. Persistence, dedication, preparedness, perfectionist.

Respondent	Q. 7 Necessity to prepare teacher to be "effective"	Q. 8 Student learning growth improve when teacher's meet TADS descriptors	Q. 9 Awareness of TADS professional development/ most and least important information.	Q.10 Change in instruction or planning and preparation due to TADS? How? If not, intend to?	Q. 11 Most capable to prepare teachers to meet TADS expectations	Q12 Additional information related to student performance to assess teacher effectiveness, effects on instruction and non-instruction behavior.
1	Peer collaboration, cooperation, communication,	Yes. Effort plus practice will improve instruction, student growth	No.	Yes. Instruction- use of tracker to improve comprehension	Administrator	To improve on standardized exams there is a need for communication between parent and teacher, measures should be inclusive of attendance, encouraging environment contributes to student learning
2	Teacher peer learning, teamwork	Not sure. Evidence of descriptors being effective strategies needs to be established	Yes. Most- use of two criteria/ two assessments as a measure. Least-Final evaluation scored shared January of preceding year	Yes. Instructionally- Use of key terms, i.e. verbs in TEKS, during instruction Non-instruction- use of data for planning	Administrator	No one looks at student entry learning level vs. end of year learning level. Instructional environmental conditions don't match standardized testing conditions
3	School-wide collaboration, time for teachers to collaborate	No. Teacher assigned rank will not ensure student growth outcomes, multiple factors effect student learning	Yes. Most-how student performance is calculated and its accuracy Least-overview of system, redundant	No. will make changes if I see students need the change but no because of TADS	Administrator	TADS makes teachers narrow instructional focus
4	Information on TADS system, time for observing TADS teacher exemplars, TADS exemplars by content	Yes. Belief in system criteria as valid	No.	Yes. Instructionally-Writing objective on board to help students understand what they are learning Non-instructional- lesson planning per appraiser input	Appraiser	TADS measure need to include assessments that are aligned with TEKS
5	Peer collaboration, peer observations, data mining to set instructional focus	Yes. TADS address instruction and planning	Yes. Most-rubric for scoring well Least-none	No. Intent to change was not shared.	Teachers	TADS implementation and measuring components are unclear..how is effectiveness being measured.
6	Design an evaluative system that develops teachers	Yes. A 4 ranking in TADS should translate to your students learning	Yes. Most - exemplar videos Least-videos were staged	Yes. Instructionally-none Non-instructional: Planning in anticipation to test	Appraiser	System does not work

Appendix H

2011-2012 vs. 2012-2013

Elementary Engagement in Professional Development Intended to Assist with Improving Student Learning Growth

Conceptualized Role of the Teacher Category	Elementary Teacher Participation	
	2011-2012	2012-2013
Assessing and diagnosing	66%	72%
Lesson planning	66%	84%
Conducting instruction	75%	70%
Management of the learning environment	71%	66%
Evaluating Instruction	57%	75%
Evaluating Self	47%	70%



Area of positive gains in participation percentage based on number of respondents.

Appendix I

2011-2012 vs. 2012-2013

Secondary Engagement in Professional Development Intended to Assist with Improving Student Learning Growth

Conceptualizes Role of the Teacher Category	Secondary Teacher Participation	
	2011-2012	2012-2013
Assessing and diagnosing	40%	68%
Lesson planning	61%	76%
Conducting instruction	62%	81%
Management of the learning environment	51%	67%
Evaluating Instruction	51%	70%
Evaluating Self	42%	70%

 Greater participation percentage based on number of respondents

Appendix J

2011-2012 vs. 2012-2013

Comparison of Teacher Preferential Professional Development with the Intent to Improve Student Learning Growth

Order of preferential engagement	2011-2012 Level of engagement with awareness that student performance would not be a measure in the T.A.D.S summative score	Order of preferential engagement	2012-2013 Level of engagement with awareness that student performance would be a measure in the TADS
Conducting instruction	67%	Lesson Planning	79%
Lesson planning	63%	Conducting instruction	76%
Management of the environment	59%	Evaluating Instruction	72%
Evaluating instruction	53%	Assessing and diagnosing	70%
Assessing and diagnosing	51%	Evaluating self	70%
Evaluating self	44%	Management of the environment	67%

Appendix K

2012-2013

**Elementary and Secondary Engagement in Professional Development Intended to
Assist with Improving Student Learning Growth
Comparison**

Conceptualized Role of the Teacher Category	Elementary Level Teacher Participation	Secondary Level Teacher Participation
	2012-2013	2012-2013
Assessing and diagnosing	72%	68%
Lesson planning	84%	76%
Conducting instruction	70%	81%
Management of the learning environment	66%	67%
Evaluating Instruction	75%	70%
Evaluating Self	70%	70%



Greater participation percentage based on number of respondents

Appendix L

Study Introduction Power Point

**EFFECTS OF STUDENT PERFORMANCE
ASSESSMENT OUTCOMES AS A CRITERION
IN THE TEACHER EVALUATION PROCESS**

Samuel Maldonado
Doctoral Candidate
Educational Administration Department,
The University of Texas at Austin

**Ask for your support in the
completion of my doctoral
studies by responding to an
electronic survey.**

Purpose of Study

- ▶ Examine the effects of high-stakes testing in public schools and investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems.

Purpose of Study

- ▶ Your participation in the study will contribute to a better understanding of the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors and allow educational leaders to study professional development preferences of teachers involved in teacher evaluation systems that include a Value Added Model.

Participation

If you agree to participate:

- ▶ The electronic survey will take approximately 10 minutes of your time and, if selected, a semi-structured audio-taped interview which will be strictly confidential.
- ▶ You will complete an activity about the effects of high-stakes testing in public schools.
- ▶ You will not be compensated.

Risks/Benefits/Confidentiality of Data

- ▶ There are no known risks.
- ▶ There will be no costs for participating, nor will you benefit from participating.
- ▶ Your name and email address will be kept during the data collection phase for tracking purposes only.
- ▶ A limited number of research team members will have access to the data during data collection.
- ▶ Identifying information will be stripped from the final dataset.

Participation or Withdrawal

- ▶ Your participation in this study is voluntary.
- ▶ You may decline to answer any question and you have the right to withdraw from participation at any time.
- ▶ Withdrawal will not affect your relationship with The University of Texas in anyway.
- ▶ If you do not want to participate either simply stop participating or close the browser window.
- ▶ If you do not want to receive any more reminders, you may email me at rsitmtx@msn.com to opt out of future emails.

Contacts

- ▶ If you have any questions about the study or need to update your email address contact the researcher **Samuel Maldonado** at 713-422-3656 or send an email to rsitmtx@msn.com.
- ▶ This study has been reviewed by The University of Texas at Austin Institutional Review Board and the study number is 2013-03-0070.

Questions about your rights as a research participant.

- ▶ If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orssc@uts.cc.utexas.edu.
- ▶ If you agree to participate, click on the following web link:
<https://www.surveymonkey.com/s/samuelmaldonadoutaustindoctoral fellow>
- ▶ There is no password for the study.

Thank You

Please remember to click
DONE
at the end of the survey.

Appendix M

Face-to-face Interview Email Invite

Dear Teacher,

Good evening.

First, I want to thank you for participating in my doctoral research. I could not complete my studies without your help.

Second, I am writing because you indicated an interest in participating in the face-to-face interview. I would like to set up an appointment at your earliest convenience to meet and conduct the interview. I am available:

Sunday, November 17th, 10 a.m. to 7 p.m.

Monday, November 18th, 4:00 p.m. to 7:00 p.m.

Tuesday, November 19th, 4:00 p.m. to 7:00 p.m.

Thursday, November 20th, 4:00 p.m. to 7:00 p.m.

Friday, November 21st, 4:00 p.m. to 7:00 p.m.

I will be glad to meet you at your school or an alternate convenient place.

The interview should take 10-15 minutes depending on your responses.

Thank you in advance for your support and time.

Respectfully,

Samuel Maldonado

University of Texas, Doctoral Fellow

713-422-3656 (cell)

Appendix N

Follow-up Email to Potential Participants

Day 1 Email

Dear XXXX Teacher,

I am a doctoral candidate at the University of Texas at Austin in the Cooperative Superintendency Program and the title of my dissertation is: EFFECTS OF STUDENT PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS.

The purpose of the study will be to investigate the effects of high-stakes testing in public schools. Furthermore, this study will investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems.

Specifically, I am hoping that you will participate in my study. Participation will entail ten minutes to respond to an electronic online SurveyMonkey and, if selected for further study, a semi-structured audio-taped interview which will be strictly confidential. No names will be used and the summary will be reported only in an aggregate format. Your participation is entirely voluntary. Even though the results may or may not benefit you personally, they may be helpful to other educators. If you volunteer for the study, you have the right to withdraw at any time without any penalty. The information you share will remain confidential and be reported only in summary of the participating individuals. Data will be shared with other researchers in the future but will not contain any identifying information that can associate them with the research or

participation of this study. In addition, the researcher will keep all data collected under lock and key in my home office and all data will be shredded after three years.

The results will establish the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors. Furthermore, results will allow educational researchers to study professional development preferences of teachers involved in teacher evaluation systems that include value-added measures. This study is being conducted under the direction of the candidate's doctoral committee at The University of Texas at Austin. If you have any questions, you may contact me at 713-422-3656.

As an educator, I recognize your time is limited and valuable. The contribution of your time and effort in participating in this study is greatly appreciated.

Attached is the Consent to Participate in Internet Research Institutional Review Board letter.

After review, please click on the following Web Link to start the survey if you agree to participate:

<https://www.surveymonkey.com/s/samuelmaldonadoutaustindoctoralfellow>

Thank you in advance for your consideration and assistance with this study.

Sincerely,

Samuel Maldonado,

University of Texas at Austin

Project Researcher, Ed. D. Candidate

713-422-3656

 [Survey IRB Consent Letter.doc \(40 KB\)\[Open as Web Page\]](#)

Day 8 Email

To all,

Good morning.

I am writing to ask for your continued support and consideration to respond to my research survey.

I am hoping a few more teachers will take 5- 10 minutes to respond to my survey.

Your input will help educators better understand the professional development teachers value and prefer.

I will be very appreciative of your time.

Thank you to the folks that have already responded.

To start the survey, please click the following web link:

<https://www.surveymonkey.com/s/samuelmaldonadoutaustindoctoralfellow>

Respectfully,

Samuel Maldonado

University of Texas at Austin

Project Researcher, Ed.D. Candidate

713-422-3656

On Oct 7, 2013, at 7:45 PM, "Maldonado, Samuel" wrote:

Dear XXXX Teacher,

I am a doctoral candidate at the University of Texas at Austin in the Cooperative

Superintendency Program and the title of my dissertation is: EFFECTS OF STUDENT

PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS.

The purpose of the study will be to investigate the effects of high-stakes testing in public schools. Furthermore, this study will investigate perceived differences between elementary and secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems.

Specifically, I am hoping that you will participate in my study. Participation will entail ten minutes to respond to an electronic online SurveyMonkey and, if selected for further study, a semi-structured audio-taped interview which will be strictly confidential. No names will be used and the summary will be reported only in an aggregate format. Your participation is entirely voluntary. Even though the results may or may not benefit you personally, they may be helpful to other educators. If you volunteer for the study, you have the right to withdraw at any time without any penalty. The information you share will remain confidential and be reported only in summary of the participating individuals. Data will be shared with other researchers in the future but will not contain any identifying information that can associate them with the research or participation of this study. In addition, the researcher will keep all data collected under lock and key in my home office and all data will be shredded after three years.

The results will establish the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors. Furthermore, results will allow educational researchers to study professional development preferences of teachers involved in teacher evaluation systems that include value-added measures. This study is being conducted

under the direction of the candidate's doctoral committee at The University of Texas at Austin. If you have any questions, you may contact me at 713-422-3656.

As an educator, I recognize your time is limited and valuable. The contribution of your time and effort in participating in this study is greatly appreciated.

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Thank you in advance for your consideration and assistance with this study.

Sincerely,

Samuel Maldonado,

University of Texas at Austin

Project Researcher, Ed.D. Candidate

713-422-3656

 [Survey IRB Consent Letter.doc \(40 KB\)\[Open as Web Page\]](#)

Day 16

Dear Teacher,

Good afternoon.

Today is the 16th day since I visited your school and asked for your help with responding to a survey. I have received quite a few responses. **Thank you for your help!**

The survey window will end in four days.

I currently need a couple of more responses to reach my survey research goal.

If you have a few minutes to spare, I will greatly appreciate receiving your valuable input.

To respond to the survey, please press ctrl + click on the following link:

<https://www.surveymonkey.com/s/samuelmaldonadoutaustindoctoralfellow>

Once again, **thank you** for your help!

Respectfully,

Samuel Maldonado

University of Texas at Austin,

Project Researcher, Ed.D. Candidate

713-422-3656 (cell)

From: Maldonado, Samuel

Sent: Monday, October 07, 2013 7:46 PM

To: Maldonado, Samuel

Subject: Research Study-EFFECTS OF STUDENT PERFORMANCE ASSESSMENT
OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS

Dear XXXX Teacher,

I am a doctoral candidate at the University of Texas at Austin in the Cooperative
Superintendency Program and the title of my dissertation is: EFFECTS OF STUDENT
PERFORMANCE ASSESSMENT OUTCOMES AS A CRITERION IN THE TEACHER
EVALUATION PROCESS.

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schools. Furthermore, this study will investigate perceived differences between elementary and

secondary school teachers on specific instructional and non-instructional teacher behavior changes as a result of experiencing student outcome-based teacher evaluation systems. Specifically, I am hoping that you will participate in my study. Participation will entail ten minutes to respond to an electronic SurveyMonkey and, if selected for further study, a semi-structured audio-taped interview which will be strictly confidential. No names will be used and the summary will be reported only in an aggregate format. Your participation is entirely voluntary. Even though the results may or may not benefit you personally, they may be helpful to other educators. If you volunteer for the study, you have the right to withdraw at any time without any penalty. The information you share will remain confidential and be reported only in summary of the participating individuals. Data will be shared with other researchers in the future but will not contain any identifying information that can associate them with the research or participation of this study. In addition, the researcher will keep all data collected under lock and key in my home office and all data will be shredded after three years.

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As an educator, I recognize your time is limited and valuable. The contribution of your time and effort in participating in this study is greatly appreciated.

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Thank you in advance for your consideration and assistance with this study.

Sincerely,

Samuel Maldonado,

University of Texas at Austin

Project Researcher, Ed.D. Candidate

713-422-3656

 [Survey IRB Consent Letter.doc \(40 KB\)\[Open as Web Page\]](#)

Day 20 Email

Dear Teachers,

Good morning.

Today is the last day to collect responses from teachers at your school.

I would like give a huge thank you to everyone that has responded.

If you have not responded, you may respond today. (I hope to receive at least 6 more responses!)

I hope some participants will volunteer for the 5- 10 minute, confidential face-to-face interview.

If you are interested in participating, you may include your information when you respond to the survey or email me directly.

Thanks to your participation, you have helped one more college student get closer to graduation!

To respond to the survey, please press ctrl + click on the following link:

<https://www.surveymonkey.com/s/samuelmaldonadoutaustindoctoralfellow>

Respectfully,

Samuel Maldonado

University of Texas at Austin,

Project Researcher, Ed.D. Candidate

From: Maldonado, Samuel

Sent: Monday, October 07, 2013 7:46 PM

To: Maldonado, Samuel

Subject: Research Study-EFFECTS OF STUDENT PERFORMANCE ASSESSMENT

OUTCOMES AS A CRITERION IN THE TEACHER EVALUATION PROCESS

Dear XXXX Teacher,

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Specifically, I am hoping that you will participate in my study. Participation will entail ten minutes to respond to an electronic online SurveyMonkey and, if selected for further study, a semi-structured audio-taped interview which will be strictly confidential. No names will be used and the summary will be reported only in an aggregate format. Your participation is entirely voluntary. Even though the results may or may not benefit you personally, they may be helpful to other educators. If you volunteer for the study, you have the right to withdraw at any time without any penalty. The information you share will remain confidential and be reported only in summary of the participating individuals. Data will be shared with other researchers in the future but will not contain any identifying information that can associate them with the research or participation of this study. In addition, the researcher will keep all data collected under lock and key in my home office and all data will be shredded after three years.

The results will establish the relational impact of student performance outcomes on teacher instructional methods and non-instructional behaviors. Furthermore, results will allow educational researchers to study professional development preferences of teachers involved in teacher evaluation systems that include value-added measures. This study is being conducted under the direction of the candidate's doctoral committee at The University of Texas at Austin. If you have any questions, you may contact me at 713-422-3656.

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Thank you in advance for your consideration and assistance with this study.

Sincerely,

Samuel Maldonado,

University of Texas at Austin

Project Researcher, Ed.D. Candidate

713-422-3656

 [Survey IRB Consent Letter.doc \(40 KB\)\[Open as Web Page\]](#)

Appendix O

IRB Expedited Approval for Protocol Number 2013-03-0070



OFFICE OF RESEARCH SUPPORT

THE UNIVERSITY OF TEXAS AT AUSTIN

P.O. Box 7426, Austin, Texas 78713 · Mail Code A3200
(512) 471-8871 · FAX (512) 471-8873

FWA # 00002030

Date: 06/18/13

PI: Samuel Maldonado

Dept: Educational Administration

Title: Effects Of Student Performance Assessment Outcomes As A
Criterion In The Teacher Evaluation Process

Re: IRB Expedited Approval for Protocol Number 2013-03-0070

Dear Samuel Maldonado:

In accordance with the Federal Regulations the Institutional Review Board (IRB) reviewed the above referenced research study and found it met the requirements for approval under the Expedited category noted below for the following period of time: 06/18/2013 to 06/17/2014. *Expires 12 a.m. [midnight] of this date.* If the research will be conducted at more than one site, you may initiate research at any site from which you have a letter granting you permission to conduct the research. You should retain a copy of the letter in your files.

Expedited category of approval:

- 1) Clinical studies of drugs and medical devices only when condition (a) or (b) is met. (a) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review). (b) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.
- 2) Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows: (a) from healthy, non-pregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or (b) from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.
- 3) Prospective collection of biological specimens for research purposes by non-invasive means.
Examples:
 - (a) Hair and nail clippings in a non-disfiguring manner.
 - (b) Deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction;
 - (c) Permanent teeth if routine patient care indicates a need for extraction.

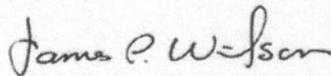
- (d) Excreta and external secretions (including sweat).
 - (e) Uncannulated saliva collected either in an un-stimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue.
 - (f) Placenta removed at delivery.
 - (g) Amniotic fluid obtained at the time of rupture of the membrane prior to or during labor.
 - (h) Supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques.
 - (i) Mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings.
 - (j) Sputum collected after saline mist nebulization.
- 4) Collection of data through non-invasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications).
Examples:
- (a) Physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy.
 - (b) Weighing or testing sensory acuity.
 - (c) Magnetic resonance imaging.
 - (d) Electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography.
 - (e) Moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
- 5) Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis).
Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(4). This listing refers only to research that is not exempt.
- 6) Collection of data from voice, video, digital, or image recordings made for research purposes.
- 7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.
Note: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.
- Use the attached approved informed consent document(s).
- You have been granted a Waiver of Documentation of Consent according to 45 CFR 46.117 and/or 21 CFR 56.109(c)(1).
- You have been granted a Waiver of Informed Consent according to 45 CFR 46.116(d).

Responsibilities of the Principal Investigator:

1. Report immediately to the IRB any unanticipated problems.
2. Submit for review and approval by the IRB all modifications to the protocol or consent form(s). Ensure the proposed changes in the approved research are not applied without prior IRB review and approval, except when necessary to eliminate apparent immediate hazards to the subject. Changes in approved research implemented without IRB review and approval initiated to eliminate apparent immediate hazards to the subject must be promptly reported to the IRB, and will be reviewed under the unanticipated problems policy to determine whether the change was consistent with ensuring the subjects continued welfare.
3. Report any significant findings that become known in the course of the research that might affect the willingness of subjects to continue to participate.
4. Ensure that only persons formally approved by the IRB enroll subjects.
5. Use only a currently approved consent form, if applicable.
Note: Approval periods are for 12 months or less.
6. Protect the confidentiality of all persons and personally identifiable data, and train your staff and collaborators on policies and procedures for ensuring the privacy and confidentiality of subjects and their information.
7. Submit a Continuing Review Application for continuing review by the IRB. Federal regulations require IRB review of on-going projects no less than once a year a reminder letter will be sent to you two months before your expiration date. If a reminder is not received from Office of Research Support (ORS) about your upcoming continuing review, it is still the primary responsibility of the Principal Investigator not to conduct research activities on or after the expiration date. The Continuing Review Application must be submitted, reviewed and approved, before the expiration date.
8. Upon completion of the research study, a Closure Report must be submitted to the ORS.
9. Include the IRB study number on all future correspondence relating to this protocol.

If you have any questions contact the ORS by phone at (512) 471-8871 or via e-mail at orosc@uts.cc.utexas.edu.

Sincerely,



James Wilson, Ph.D.
Institutional Review Board Chair

References

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